

## HIED 405: Methods in History and Social Studies Education

Wednesdays 2-4:50  
(CCC322)

Instructor: Dr. Jerry Jessee

Department of History and International Studies

Office Hours T-Th 10:00-11:00 (These will be in-person but you must email me to schedule an appointment.)

Office: CCC 467

Email: [jjessee@uwsp.edu](mailto:jjessee@uwsp.edu)

### Course Description

This is a course that prepares you for the middle and secondary school social studies classroom. It will provide you with an intellectual foundation for teaching social studies as well as methods, approaches, and best practices for ensuring quality student education.

Let me tell you what this class is not. It is decidedly **not a lecture** course. My role as the instructor is to help students reach the course objectives and serve as a guide to get you there. I will rarely (or never) create presentations for you or lecture. I will, at times, go before you and map ideas on the board or guide discussion in a more directed way. But in general, this course will be delivered as a series of seminars on readings and small-group activities/workshops on techniques and skills necessary to designing and implementing a social studies curriculum. This means that you must be prepared for class by having completed the readings and assignments and being prepared to discuss them professionally.

### Course Learning Outcomes:

By the end of this course, students should be able to:

- 1) Explain what social studies is; analyze why it matters in education, civic society (national and global), and lifelong learning; and develop a teaching philosophy that addresses these aspects of social studies education.
- 2) Analyze what makes an effective social studies curriculum and design a curriculum portfolio that delivers a rigorous, balanced, and standards-based social studies program relevant to diverse student learners and society.
- 3) Locate and evaluate appropriate, relevant, and effective resources for quality instruction.
- 4) Analyze and explain highly effective teaching strategies in social studies education and demonstrate them in curriculum design.

## Required Materials:

### Books:

James Loewen, *Teaching What Really Happened*, Second Edition, Teachers College Press, 2018. Available for text rental at UWSP Bookstore.

Jay McTighe and Grant Wiggins, *Essential Questions: Opening Doors to Student Understanding*, ASCD, 2013. Available for text rental at UWSP Bookstore.

Lorin Anderson, et al., *A Taxonomy for Learning, Teaching, and Assessing*, Pearson, 2000. Available for text rental at UWSP Bookstore.

Jay McTighe and Grant Wiggins, *Understanding by Design*, Second Edition, ASCD, 2005. Available for text rental at UWSP Bookstore.

*Articles on Canvas:* You will be required read articles and bring them to class to discuss. These will be available on Canvas. They are noted in the schedule below with an asterisk (\*). There are lots of readings for this course that you will be discussing. Please be sure to mark a significant portion of time in your week to complete these.

## Assignments:

### Teaching Blog:

Each week you will post a detailed response to the week's readings using the Canvas discussion tool. I've called this a teaching blog because that is how I want you to approach these assignments. Making notes and thinking about teaching is good practice for becoming a reflective, thoughtful, and effective teacher. Each response should summarize the content and analysis of the week's reading, contain a statement explaining why they are important and how they inform teaching social studies. Consideration should also be given to your own background, ideas, and other things you've found, like websites, sources, news clippings etc. Make it useful for you!

All students will be reading these. You must respond to **at least one** other blog entries from other students each week.

Your responses are due by noon on our scheduled class meeting day.

### Curriculum Development Materials:

Throughout the semester you will be tasked with finding and evaluating sources related to the curriculum you have decided to design. These assignments are designed to get you to develop content, themes, and questions related to your chosen curriculum before jumping into the portfolio.

### Curriculum Portfolio:

You will develop and design a curriculum portfolio that includes the following: a year-long curriculum map, unit plan, lesson plans, teaching notes, and formative and summative assessments.

With the end of the edTPA, this assignment counts as one of the major assessments for teacher certification. The WI Department of Instruction will not accept scores less than 80% as evidence of

competency. **This means that you must earn a score of 80% or higher on this assignment in order to be certified to teach.** Please take this assignment seriously.

**Curriculum Portfolio Presentation:**

You will present your curriculum portfolio to the class in a 15-minute presentation. Your presentation will include:

- 7-8-minute teaching demo.
- 3-minute assessment of your work.
- 2-3 minutes allotted for class feedback.
- A professionally presented (bound, for example) copy of your curriculum portfolio.

**Class Participation:**

This course is reading-heavy and requires serious analytical thinking. Consequently, it is imperative that you attend class and actively engage in discussions and group work. For each class, you will be required to complete all the readings and come prepared to discuss them cogently with your peers. See rubric below.

**Practicum and Practicum Journal:**

A major requirement of this class from DPI is for all students to do a **50-hour practicum** in the secondary classroom. This practicum experience can be done in a public or private secondary classroom. You also have the opportunity to seek a teacher who would be willing to take you on for a semester as a practicum student. You will be responsible for finding your own practicum placement. If after attending the practicum fair and you still can't find a placement you need to contact the SOE's Cathleen Olds, who is in charge of finding students a practicum. Please let me know as soon as possible. If there would be any problems that do arise later on during the practicum, please inform me ASAP and also Cathleen Olds. We will have plenty of time to discuss your observations during our regularly scheduled class time.

As part of your practicum, you are required to keep a journal that contains reflections and thoughts based on your experiences in the classroom. This journal should be sufficient to record your experiences over the course of 50 hours. How long does the journal need to be? IDK. It just needs to reflect your 50 hours of observation. This will be due during our final meeting.

**Note: You must complete all assignments for this class or you will receive an "incomplete" or fail this class.**

**Note 2: Late assignments will be docked a third of a grade for every day late.**

**Rubric for Discussion Participation in Class**

	<b>Excellent "A"</b>	<b>Proficient "B"</b>	<b>Developing "C"</b>	<b>Unacceptable "&gt;C"</b>
<b>Frequency</b>	Student frequently initiates conversation in every class.	Student initiates contribution once in each class.	Student contributes only every few classes.	Student does not initiate contribute and requires professor to solicit input.
<b>Quality</b>	Comments are always insightful,	Comments are mostly insightful,	Comments are sometimes	Comments are uninformative, lacking

	constructive, and demonstrate clear engagement with class material. Always employs appropriate terminology.	constructive, and demonstrate engagement with class material. Frequently employs appropriate terminology.	constructive with signs of engagement and insight. Terminology and comments not always relevant to discussion.	appropriate terminology, and demonstrate lack of engagement with class material.
<b>Listening</b>	Student listens attentively and builds upon remarks of others.	Student mostly attentive and usually builds upon remarks of others.	Student is often inattentive and requires reminders to stay focused. Student sometimes disruptive.	Student does not listen to others, does not pay attention, and/or detracts from the discussion.

**Grades:**

Teaching Blog: 10%  
 Curriculum Development Materials: 10%  
 Curriculum Portfolio: 40%  
 Curriculum Portfolio Presentation: 10%  
 Class Participation: 15%  
 Practicum and Practicum Journal: 15%  
 Total: 100%

**Grading Scale (percentage):**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	59 and below
B	83-86	C-	70-72		

**Other Stuff:**

**Mask Mandate: Students must wear a mask in this class at all times.** The mask must cover both mouth and nose. This is an order from the chancellor as of August 9<sup>th</sup>: "All students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

**Attendance:** I will record attendance. Students who miss 2 classes will be docked a 1/3 of a grade from their final grade. Students who miss 3-4, 2/3rds of a grade, 5+ a full grade (and so on). For example, if you were to earn a B in this class, but missed 2 classes, your final grade would be a B-.

I do not provide alternative options (online or otherwise) for students who miss classes for illness or other reasons to make up missed classwork. It is up to you to get up to speed on what you missed during your absence. I suggest that you grab notes from one of your peers and come see me during my office hours to discuss what you missed. If you miss an assignment for a class, you must make every effort to make up any missed assignments within a reasonable amount of time (a week sounds good). I will not accept missed assignments for excused absences weeks after their due date.

There is a seating chart for this course which you must adhere to.

*Absences and Missed Assignments:* Stuff happens. Sometimes life takes priority over school work. If something comes up and you need to miss a class or cannot turn in an assignment let me know immediately. I do not always grant extensions on assignments, but I do try to be flexible. It is imperative, therefore, that when incidents arise you do your diligent best to keep me informed. Students who miss a significant number of classes and come to me after the fact requesting accommodations will be denied. In other words, if you come to me in week 12 asking to make up assignments/classes/etc. for work missed in weeks 5-7, you will not be accommodated.

Related to absences: I find it incredibly rude for students to leave in the middle of class. If, for some legitimate reason, you need to leave class early, I would appreciate the common courtesy of letting me know before class begins. Students who leave class without permission will be docked attendance for that class.

*Electronics:* All electronics must be turned off during class, unless instructed by me to use them. These include cell phones, laptops, and tablets. In some cases, laptop use may be permitted if the student has an accommodation approved by the Disability Services Office (see below).

*Plagiarism:* For information on plagiarism, consult <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating. I will vigorously pursue all incidents of plagiarism. Also I use turnitin.com for the essays.

*Equal Educational Opportunities:* If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability and Assistive Technology Center (6<sup>th</sup> Floor of the Learning Resources Center) with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course. Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

*Writing/Reading Help:* This is a reading and writing intensive course. If you need help you can visit the Tutoring and Learning Center in the basement of the Library. They are there to help you with papers etc. This is totally free! Their webpage is <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>. You can also call them to make an appointment at (715) 346-3568.

*Notice on Copyright of Course Material:* As the instructor, I retain all copyright on lectures, slides, assignments, and other course materials. I do not allow anybody to photograph, film, or otherwise record lectures without my express permission. I do not allow anybody to distribute course materials or otherwise send audio or visual recordings of lectures to people not currently enrolled in this class without my express permission. Posting course material that I have created onto course-sharing websites directly violates my copyright on my academic materials.

**\*Note: I reserve the right to alter this syllabus for any reason.**

**Course Schedule:**

	<b>Topic</b>	<b>Question</b>	<b>Readings</b>
<b>Week 1</b>	<b>No class.</b>		
<b>Week 2</b>	<b>Course Introduction</b>	Why are you here?	
<b>Week 3</b>	<b>Why Social Studies Matters</b>	<p>What is social studies and why does studying it matter?</p> <p>What are the issues involved in creating a rigorous, effective, and useful social studies curriculum?</p>	<p>Loewen, <i>Teaching What Really Happened</i>, Introduction.</p> <p>* Thorton, <i>Teaching Social Studies that Matters</i>, Introduction and Chapter 1.</p> <p>* Grossman, "Whose Memory? Whose Monuments?"</p> <p>* <i>New York Times</i>, "Confederate Monuments are Coming Down across the United States."</p> <p>* Turabian, "Search for Sources Systematically."</p>
<b>Week 4</b>	<b>Standards</b>	<p>What are standards and why are they so important?</p> <p>What is the difference between a curricular framework and content standards?</p> <p>How should we approach and teach standards?</p>	<p>* Wisconsin Standards for Social Studies</p> <p>* The C3 Framework for Social Studies State Standards</p>
<b>Week 5</b>	<b>Cognitive Levels</b>	<p>What are cognitive levels and how do they inform teaching and the development of learning objectives?</p>	<p>Anderson et al., <i>A Taxonomy for Learning, Teaching, and Assessing</i> beginning through ch. 5.</p> <p>* Wineburg and Schneider, "Inverting Bloom's Taxonomy" <i>Education Week</i>.</p> <p>Bloom's Taxonomy Verb Chart <a href="#">here</a>.</p>
<b>Week 6</b>	<b>The Dreaded Textbook: Coverage vs Uncoverage</b>	<p>Are textbooks useful sources for teaching?</p> <p>Why should curriculum planners abandon coverage?</p>	<p>Loewen, <i>Teaching What Really Happened</i>, chs 1-5; select end chapters.</p>
<b>Week 7</b>	<b>Essential Questions</b>	<p>Why are essential questions essential?</p>	<p>McTighe &amp; Wiggins, <i>Essential Questions</i>, all.</p>

<b>Week 8</b>	<b>Curriculum Mapping and Backwards Design</b>	What are the most effective ways to design a curriculum?	Wiggins & McTighe, <i>Understanding by Design</i> , Introduction, ch1- 4.
<b>Week 9</b>	<b>Assessment</b>	How do I know if my students are learning?  What is assessment and how do I effectively do it?  What is fair assessment?	Wiggins & McTighe, <i>Understanding by Design</i> , Introduction chs 5-6.
<b>Week 10</b>	<b>Unit Planning</b>	What is a unit and how do I incorporate them into the curriculum?  What is the most effective way to design a unit plan?	Wiggins & McTighe, <i>Understanding by Design</i> , chs 7-10.
<b>Week 11</b>	<b>Lesson Planning and Inquiry-based Learning</b>	What are the components of an effective lesson plan?  What is inquiry-based teaching and why should I use it?	* Lemov, <i>Teach Like a Champion</i> , ch.3.  * Barton and Levstick, <i>Teaching History for the Common Good</i> , ch. 10.  * Wineburg, Martin, and Monte-Sano, <i>Reading Like a Historian</i> , ch 4 "Columbus Day: 1892, Not 1492."  What is an Inquiry Lesson? <a href="http://Teachinghistory.org">Teachinghistory.org</a>
<b>Week 12</b>	<b>Peer Discussion on Curriculum Portfolio</b>		
<b>Week 13</b>	<b>No class</b>		
<b>Week 14</b>	<b>Presentations</b>		
<b>Week 15</b>	<b>Presentations</b>		
<b>Final: Wednesday, December 15 2:45-4:45</b>			