

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 M-W 12:00-1:00, or by appt. (These will be in-person but you must email me to schedule an appointment.)

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Course Description

This is a course that prepares you for the secondary social studies classroom. It will provide you with a methodological foundation for designing a social studies curriculum. This is not a course about specific teaching strategies, although this will figure into some of what we do in class. Rather it is a course that presents you with a robust approach to planning and designing social studies *curricula*.

How will this class prepare you to become effective social studies curriculum designers? First, do not expect any kind of lecture from me. 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. In general, this course will be delivered as a series of seminars on readings and small-group activities/workshops on methods 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 and analyze why it matters in education, civic society (national and global), and lifelong learning.
- 2) Analyze what makes an effective social studies curriculum.
- 3) 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 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 entry from another student 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 to pass this class and become 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 presentation of your curriculum design.
- 3-minute methodological justification for the design.
- 2-3 minutes allotted for class feedback.

Class Participation:

This course is reading-heavy and requires rigorous 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 as well as how participation/attendance will be graded below.

Pre-student Teaching Clinical and Clinical Journal:

A major requirement of this class from DPI is for all students to do a **50-hour Pre-student Teaching Clinical** in the secondary classroom. This clinical can be done in a public or private secondary classroom. You will be responsible for finding your own clinical placement. If after attending the clinical fair and you still can't find a placement you need to contact the SOE's Manager of the Office of Field Experiences Kelly Seefeldt. Once you have been placed there is documentation that I will provide to that needs to be completed. As part of your clinical experience you will work with your cooperating teacher and will be required to write lesson plans and teach.

As part of your clinical, 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. There is also an evaluation form that your cooperating teacher will fill out at the end of the practicum. You will turn this in to me.

Rubric for Discussion Participation in Class

	Excellent "A"	Proficient "B"	Developing "C"	Unacceptable ">C"
Frequency	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.
Quality	Comments are always insightful, constructive, and demonstrate clear engagement with class material. Always employs	Comments are mostly insightful, constructive, and demonstrate engagement with class material. Frequently employs	Comments are sometimes constructive with signs of engagement and insight. Terminology and comments not	Comments are uninformative, lacking appropriate terminology, and demonstrate lack of engagement with class material.

	appropriate terminology.	appropriate terminology.	always relevant to discussion.	
Listening	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.

Grade Percentages (Weighted):

Teaching Blog: 5%
 Curriculum Development Materials: 5%
 Curriculum Portfolio: 70%
 Curriculum Portfolio Presentation: 5%
 Class Participation: 10%
 Practicum and Practicum Journal: 5%
 Total: 100%

Other Stuff:

Attendance: I will record attendance. You are allowed one absence for the semester. Students who miss more than one classes will be docked 2 full grades (20%) from their attendance grade for each accrued absence after one. An absence is an absence; there are no “excused” absences other than those for university sanctioned events or military duty. In those cases, please provide documentation (official form/announcement or a note from an authority) to seek an approval from me for the absence. This must occur *before the absence*. You do not need to email to notify me that you are going to be absent. The only time you need to contact me regarding an absence is when you have an illness or other serious problem that will require you to miss several classes. If this happens to you, please contact me so we can then discuss whether I can approve an accommodation.

I do not provide alternative options (online or otherwise) for students who miss classes. 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. 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.

Late Assignments: Late assignments will be docked a full grade for each day late.

Email: During the workday, I receive dozens of emails. If you email me, please give me 24 hours to respond. I check my email once on the weekends. I will try to respond within 24 hours, but you may not receive a reply until the following Monday.

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 (6th 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>.

You must present me with your approved accommodation form before any agreement between you and I for accommodation can be made.

Writing/Reading Help: This is a reading and writing intensive course. If you need help you can visit the Tutoring and Learning Center. 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:

	Topic	Question	Readings
Week 1	Course Introduction	Why are you here?	
Week 2	Why Social Studies Matters	<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>

Week 3	Standards	<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>
Week 4	Cognitive Levels	<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 here.</p>
Week 5	The Dreaded Textbook: Coverage vs Uncoverage	<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>
Week 6	Essential Questions	<p>Why are essential questions essential?</p>	<p>McTighe & Wiggins, <i>Essential Questions</i>, all.</p>
Week 7	Curriculum Mapping and Backwards Design	<p>What are the most effective ways to design a curriculum?</p>	<p>Wiggins & McTighe, <i>Understanding by Design</i>, Introduction, chs 1- 4; 6. Please review chapter 5.</p>
Week 8	Assessment	<p>How do I know if my students are learning?</p> <p>What is assessment and how do I effectively do it?</p> <p>What is fair assessment?</p>	<p>Wiggins & McTighe, <i>Understanding by Design</i>, Introduction chs 7-8</p>
Week 9	Unit Planning	<p>What is a unit and how do I incorporate them into the curriculum?</p> <p>What is the most effective way to design a unit plan?</p>	<p>* The C3 Framework</p>
Week 10	Lesson Planning and Inquiry-based Learning	<p>What are the components of an effective lesson plan?</p> <p>What is inquiry-based teaching and why should I use it?</p>	<p>* Barton and Levstick, <i>Teaching History for the Common Good</i>, ch. 10.</p> <p>Wiggins & McTighe, <i>Understanding by Design</i>, chs 9-10.</p>

			<p>* Schneider, "To Blink or Not to Blink: The Cuban Missile Crisis."</p> <p>What is an Inquiry Lesson? Teachinghistory.org</p>
Week 11	Peer Discussion on Curriculum Portfolio		Wiggins & McTigh, <i>Understanding by Design</i> , chs 11-13.
Week 12	No class		
Week 13	Presentations		
Week 14	Presentations		
Week 15	No class		