

ELEM ED 317 TEACHING SOCIAL STUDIES PRESCHOOL - 8
Clinical Community B
Fall Semester, 2008
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Goals of the Course:

In this course, we will explore what it means to become a caring intellectual teacher of social studies while also meeting the Ten Wisconsin Educator Standards. In order to become caring teachers, we must get to know students well; engage in dialogue to learn about students and their views on important ideas; affirm students' social class, race, ethnicity, and sexual orientation; and encourage students' growth. During the semester, we will have many opportunities to share our backgrounds and ideas through discussion, affirm one another, and encourage each other toward deeper, more complex thinking as a model for your own teaching. As intellectual teachers, we will challenge ourselves to greater learning and question what we should teach as well as how we should teach. We will claim our right to produce knowledge for teaching social studies in order to meet our students' needs and develop the democratic classrooms and society we desire.

This course is your introduction to the teaching of social studies within the elementary and middle school (grades kindergarten through eight) classrooms. We will first explore what the social studies curriculum content and teaching methods often are at this level, the state and national standards for social studies, and relevant research and criticisms directed at this area of the curriculum. Then we will address how we can improve the curriculum and teaching methods of social studies. We will explore strategies and materials to transform the content with engaging, relevant, and representative knowledge through a multicultural, socially responsible approach. We will investigate strategies and materials to assist elementary and middle school students in understanding and addressing current social problems. We will experience, analyze, and evaluate teaching methods which promote creativity, critical understanding, and problem solving as students learn about the world past and present. We will also inquire into the integration of reading, language arts, and fine arts with social studies so as to address the many ways children and adolescents learn and to broaden and deepen our understanding of the content. We will explore different assessment strategies which allow children and adolescents with a variety of talents and abilities to express what they have learned. Finally, you will develop units of study which you will teach in your clinical classrooms in which you apply what you have learned about substantive content, diverse teaching methods, and different assessment techniques explored in class.

Textbooks of the Course

REQUIRED:

McCall, A. L. & Ristow, T. (2003). *Teaching state history: A guide to developing a multicultural curriculum*. Portsmouth, NH: Heinemann.

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington, DC: Author.

Seale, D., Slapin, B. & Silverman, C. (1998). *Thanksgiving: A native perspective*. Berkeley, CA: Oyate.

A course packet of additional readings is required and available from the bookstore. Please bring the packet to each class session.

Course Requirements and Grading

Journal Writing	25 points
Textbook Analysis	10 points
Class Participation	10 points
Curriculum Unit Research Paper	15 points
Rough Drafts of Lesson Plans	5 points
Presentation of Unit	10 points
Final Copy of Curriculum Unit	<u>25 points</u>
TOTAL POINTS	100 POINTS

BONUS POINTS: Up to a total of 5 bonus points may be earned for completing an activity to demonstrate you learned more about Wisconsin Native people or to evaluate a social studies web site or software.

Grading Scale:	94 - 100 = A	74 - 80 = C
	91 - 93 = A/B	71 - 73 = C/D
	84 - 90 = B	61 - 70 = D
	81 - 83 = B/C	60 and Below = F

I. JOURNAL WRITING

Caring, intellectual teachers understand and question what they read and communicate their ideas well. Journals will help you think more deeply about the readings, prepare for class discussions, and reflect on what you learned in class. Write as you think with no worry about spelling, punctuation, and grammar. You must complete at least five journal entries during the semester. Before class, respond to these questions:

1. First read the articles or text from the "Believing Game" perspective. Pretend to believe everything the authors say, try to enter into their point of view and think as they do, and suspend your own judgment. What are the main points of the readings? What do you really like about the readings and why? How do they confirm what you already know about the topic? How do they provide information you need as a teacher?
2. Review the articles or text from the "Doubting Game" perspective. What questions do you have about the readings and the authors' purpose in writing the article? What is confusing about the articles? What flaws can you detect in the authors' research? What are the authors' biases? What perspectives are omitted from the reading? Give supporting reasons for any criticisms of the articles.

During class, respond to these questions:

3. What are your responses to the essential questions for the class session?
4. What was your reaction to this session?

Each entry should be at least three (typed, double-spaced) pages long and is worth five points.

If you receive fewer than the maximum points for a journal, you may choose to remedy the weaknesses in the journal and resubmit for additional points. Please use a word processing program for preparing journals before class; in-class responses can be handwritten. Submit journals in a pocket folder and keep old journals in the folder.

BONUS POINTS FOR LEARNING MORE ABOUT NATIVE PEOPLE OF WISCONSIN:

Choose one of these activities:

1. View a video dealing with the Ho-Chunk or Winnebago, Menominee, Potawatomi, Ojibwa, Oneida, and/or the Stockbridge-Munsee Band of Mohican. Recommended videos include "Where the Spirit Lives," "In the White Man's Image," "Spirit of the Dawn," "The Menominee Nation Powwow," "The Official Video Guide to Native Wisconsin" (educational version), "Indians of North America: Potawatomi," and "The Eighth Fire: H.O.N.O.R."
2. Read a book or article written about one of the Wisconsin Native nations or bands written by credible authors. I recommend *Native People of Wisconsin* by Patty Loew or *Indian Nations of Wisconsin: Histories of Endurance and Renewal* also by Patty Loew.
3. Review a web site about one of the Wisconsin Native nations or bands created by someone with a credible background.
4. Visit the Wisconsin Native American exhibit at the Milwaukee Public Museum or one of the nation's museums such as the Oneida Nation Museum or the Lac du Flambeau Museum and Cultural Center.
5. Attend a powwow or one of the university activities focusing on Native Americans.
6. Contact the Great Lakes Indian Fish and Wildlife Commission to learn more about their activities and goals.

After you completed an activity, explain in at least three typed pages (meets Wisconsin Educator Standard 1):

1. What you did (title of video or book you reviewed, whom you interviewed, or name of program you attended).
2. What you learned about Wisconsin Native American history and culture from the activity.
3. How you might use this new knowledge in your teaching about Wisconsin Native Americans.

II. TEXTBOOK EVALUATION

Caring, intellectual teachers critically analyze and evaluate the curriculum and teaching methods suggested by published textbooks in order to ensure accurate content (Wisconsin Educator Standard 1) and plan lessons which are developmentally appropriate and match students' learning needs (Wisconsin Educator Standards 2 and 3). For this assignment you should choose one social studies textbook (both the student's copy and the teacher's edition) for use in grades kindergarten through eight from your classroom placement or the Educational Materials Center in Polk Library to review and analyze. Use the guideline from the course packet to assist you in your analysis. Be very complete in responding to my questions and use examples to support your conclusions for each question. You may want to copy pages from the text to illustrate your points. This assignment should be at least five typed pages in length and should be proofread to eliminate spelling, punctuation, and grammar errors. You may earn up to ten points for this assignment. Be prepared to share your findings with others in class on the date this assignment is due. I strongly suggest you collaborate with another student from the class on this project to contribute different ideas and perspectives in analyzing the selected social studies textbook and to share the limited texts available from the Educational Materials Center.

OPTIONAL SOCIAL STUDIES WEB SITE OR EDUCATIONAL SOFTWARE EVALUATION

Caring, intellectual teachers critically analyze the content and perspectives of web sites and software and use a variety of instructional strategies, including technology, to help students think critically and solve problems (Wisconsin Educator Standard 4). Carefully review “Critical Thinking and Visiting Websites: It Must Be Elementary!” in the course packet before analyzing a social studies web site and “Guidelines for Selecting Equitable Electronic Materials” and “On the Road to Cultural Bias” before analyzing social studies software. The following examples of social studies software are located in the EMC: Amazon Trail, The American Indian: A Multimedia Encyclopedia, The Asian-American Experience, Cultural Horizons of Wisconsin, Native Americans: People of the Forest, Neighborhood Map Machine, Oregon Trail 5th Edition: Adventures Along the Oregon Trail, Pilgrim Quest II, SimCity 3000, Timeliner, Wisconsin: Celebrating People, Places, and Past, and World Discovery Deluxe. Follow the guidelines for completing these assignments from the course packet. This assignment should be at least three typed pages in length and should be proofread to eliminate spelling, punctuation, and grammar errors. You may earn up to five bonus points for this assignment.

III. CURRICULUM UNIT RESEARCH PAPER

Caring, intellectual teachers develop content knowledge (Wisconsin Educator Standard 1) to make the curriculum more representative of different groups and perspectives and relevant to diverse students. Discuss possible topics with your cooperating teacher and skim the school district's curriculum guide for ideas of possible topics and appropriate standards and benchmarks. Select main content themes to explore with your students. For example, if you chose families as your topic, you might focus on different family structures, roles of each family member, and challenges families face as the main themes of this topic. For this assignment, you should research your topic, select those content themes which you (in consultation with your cooperating teacher) believe are most important to explore, and prepare a short paper: (a) defining your chosen topic; (b) the rationale for choosing it including the school district, state, and national standards which are addressed; (c) a clear summary of the researched content of main themes and any sub-themes with citations for sources used within the text; and (d) a curriculum web showing the organization of the main topic, themes, and sub-themes. Limit the content themes to two or three which could be adequately dealt with during five lessons. You must also include a list of resources which you used to research the content. If you are working with a partner in developing a curriculum unit, both of you must contribute equally to this assignment. This paper will be worth fifteen points and should be at least seven typed pages long. Since this assignment is a final draft, you should carefully attend to the mechanics of writing as well as the content. Follow the comprehensive written guideline in the course packet.

If you choose to use this assignment for your admission to student teaching portfolio to meet Wisconsin Educator Standard 1, please let me know so that I may assess it using the portfolio rubric.

IV. PRESENTATION OF CURRICULUM UNIT

Caring, intellectual teachers share their knowledge and teaching experiences with colleagues to promote professional growth. Wisconsin educators are expected to evaluate themselves, assess students' progress, and connect with other teachers (Wisconsin Educator Standards 8, 9, and 10). As you prepare and teach your unit in your classroom placement, you will collect and create books, pictures, maps, charts, games, videos, Internet resources, software, music selections, and develop instructional activities. The purpose of this assignment is to share the unit you prepared and taught in your clinical classroom with the rest of the class. For this assignment you must: (a) briefly explain the unit goals and activities as you taught them; (b) show examples of significant teaching materials, students' work, and how you evaluated students' work; and (c) briefly describe your evaluation of your unit (why lessons went well, how and why they might be improved, and why students met or did not meet the lesson goals or objectives). This presentation will take place during our final class and will be worth ten points. If you are preparing your unit with a partner, both of you must contribute equally to and participate in this presentation. At the end of class, you and your teaching partner should complete the presentation evaluation rubric and submit to the instructor. I strongly encourage you to use PowerPoint or another presentation to make your presentation.

V. ROUGH DRAFTS OF CURRICULUM UNIT LESSON PLANS

Caring, intellectual teachers demonstrate careful planning for teaching, gather input from experienced educators, and revise plans as they prepare lessons to help all students learn. Wisconsin educators are expected to know how to teach, use a variety of instructional strategies, plan different kinds of lessons, and test for student progress (Wisconsin Educator Standards 4, 7, and 8). Before teaching your social studies curriculum unit in your clinical placement, you will meet with me to discuss a rough draft of your lesson plans. You must have a typed paper copy of complete lesson plans with standards, goals, materials, procedures, and assessment strategies for all five lessons at the time of our conference in order to earn five points. You must also schedule a conference with your cooperating teacher to review your lesson plans prior to teaching your unit.

VI. FINAL COPY OF CURRICULUM UNIT

Caring, intellectual teachers create original curriculum which integrates relevant, multicultural content with diverse teaching and assessment strategies in order to meet students' needs (Wisconsin Educator Standards 1-10). For the culminating project for this course, you will prepare a written copy of your unit including: (a) description of students' backgrounds and learning needs; (b) definition of topic, main themes, and important concepts or terms; (c) rationale for unit's importance linked to social studies school district, state, and national standards and literacy state and school district standards; (d) unit goals; (e) five lesson plans (with standards, goals, materials, procedures, and assessment strategies of students' learning for each lesson); (f) content knowledge from your research paper; (g) a means of involving your students' families in the unit; (h) a display, bulletin board, or learning center to reinforce the unit's main themes; (i) criteria, methods, and record-keeping system for assessing students' attainment of all goals/objectives; (j) your reflections on teaching the unit (modifications made, why lessons went well, how and why lessons might be improved, why students met or did not meet the goals/objectives, and new insights gained about teaching); (k) a curriculum web; and (l) list of resources used in the research paper and curriculum unit. If you are working in a teaching team, you should collaborate in preparing the unit and divide the work equally. Each person in a team will receive the same grade for all assignments completed for the unit. This curriculum unit should be a typed, final copy, is due the final class day of the semester, and is worth twenty-five points. If you choose to use this assignment to illustrate all 10 Wisconsin Educators Standards for your admission to student teaching portfolio, please let me know so that I assess your unit using the portfolio rubric in addition to the rubric I use to assess it for the course.

VII. ATTENDANCE AND PARTICIPATION

Through attending and participating in class, you have opportunities to share your background with others, learn about class members' backgrounds, engage in dialogue about important ideas and concerns regarding teaching social studies, and encourage more complex thinking. By all of us working together to develop a caring classroom community, we can support each other's growth and experience a model for developing a similar community in your future classrooms. During our first class meeting, we will develop guidelines for class discussions and participation which you will use to evaluate your participation regularly during the semester. Your self-evaluation will influence my evaluation of your participation. I expect you to attend class on time, be prepared to discuss the readings, participate in discussions, listen to others, and engage in activities to help build community. You may earn a maximum of ten points for participation. Because your attendance is so important to your own development as a teacher as well as the development of our learning community, you are expected to attend each class session. If you miss one class session, your participation points will be reduced by at least one-half a point. After one absence, each class you miss will result in five points being deducted from the final number of points you have earned at the end of the semester. The only exceptions are for documented extended illnesses, medical emergencies, and family emergencies. You must let me know about these emergencies and arrange to complete additional work to compensate for the absence.

TENTATIVE CLASS SCHEDULE

Class 1 - Thursday, September 4 (meet in Arts and Communication 121)

Introduction

Essential Questions: Why are our memories and experiences as students in social studies important in learning to teach social studies? Why should we develop a learning community while learning to teach social studies?

Topics: Introduction to the course, the 10 Wisconsin Educator Standards, and participants; memories of social studies in elementary and middle school; experiences and concerns in teaching social studies; and developing classroom discussion guidelines in a learning community.

Literacy Connection: How to code texts while reading.

Class 2 - Monday, September 8

Definitions, Standards, and Challenges of Social Studies Education

Essential Questions: What is the place for standards and constructivism in social studies? What are the main social studies goals? How important is social studies within the elementary and middle school curriculum? Why?

Topics: Definitions and goals of social studies, review of state and national standards; criticisms and challenges of teaching social studies in elementary and middle school.

Reading Assignment:

Text: Expectations of Excellence, pp. 21-45; Teaching State History, chapter 1

Course Packet: "More Time for Powerful Social Studies: When University Social Studies Methods Faculty and Classroom Teachers Collaborate," "Curriculum Guidelines for Social Studies Teaching and Learning," and "From Behaviorist to Constructivist Teaching"

Skim Web Site: [Wisconsin Model Academic Standards for Social Studies](#)

Literacy Connection: Use of graphic organizers for categorizing content.

Class 3 - Monday, September 15
Influences on Social Studies Education

Essential Questions: Whose experiences, perspectives, and contributions are included in the social studies curriculum? Why? What influences the social studies curriculum?

Topics: The influence of students, teachers, and social studies textbooks on the K-8 social studies curriculum and the relationship between power and curriculum.

Reading Assignment:

Handout: "Bias in U.S. History Texts"

Course Packet: "Who is a Famous American? Charting Historical Memory Across the Generations," "Perspective Matters: Social Identity and the Teaching and Learning of National History," and "On the Road to Cultural Bias"

TEXTBOOK EVALUATION DUE

Literacy Connection: Strategies for reading textbooks.

Class 4 - Monday, September 22
Real World Issues, Social Action, and Service Learning

Essential Questions: What role should real world issues, social action, and service learning play in elementary and middle school social studies? Why? How might these be included within the social studies curriculum?

Topics: Guidelines for teaching about poverty, homelessness, and hunger in social studies and offering students social action responses.

Reading Assignment:

Course Packet: "Talking with Children about War and Violence in the World" and "Making a Difference: Integrating Social Problems and Social Action in the Social Studies Curriculum"

Skim "Lesson 15: Hunger USA" and "Do the Math: A Lesson for Teachers"

Web Site: Skim social problems and social action bibliography

OPTIONAL WEB SITE OR SOFTWARE EVALUATION DUE

Literacy Connection: Use of dramatic role play as introduction to topic; use of different genres of children's literature to learn about poverty, hunger, and homelessness; summarize what was learned on exit slips.

Class 5 - Monday, September 29
Family and State History

Essential Questions: Why teach history? Why teach about family history while teaching state history? Why use a variety of resources for teaching history?

Topics: Connections between family history and Wisconsin history in social studies and the use of primary and secondary sources, quilts and artifacts in historical studies.

Reading Assignment:

Text: Teaching State History, chapter 2

Course Packet: "Quilting Across Cultures: Teaching About Native American, European American, and African American Experiences in the United States"

Skim: "Timeline of Wisconsin Immigration"

Web Site: Skim Quilts Bibliography

REQUIRED JOURNAL

Literacy Connection: Use of primary and secondary sources for historical inquiry; model "think aloud" with primary source.

Class 6 - Monday, October 6

Community Studies

Essential Questions: Why teach about the history, geography, and economics of the local community? How has Oshkosh changed over time? Why?

Topics: Cultural and socioeconomic groups who have lived in Oshkosh, the influence of geographical features such as Lake Winnebago and the Fox River on Oshkosh, how people meet their basic needs within the community, and changes in Oshkosh over time.

Reading Assignment:

Course Packet: “Historical Summary of the City of Oshkosh” and “Welcome to the City of Oshkosh”

Web Site: Review and summarize the Oshkosh Public Library’s local history resources at

www.oshkoshpubliclibrary.org/localhistory.html

Literacy Connection: Use of graphic organizers to show important changes in the local community; may select framed poetry for summarizing changes in the local community.

Class 7 - Monday, October 13

Historical Interpretations and Perspectives of Columbus and Thanksgiving

Essential Questions: Why are there different historical interpretations and perspectives of historical events? What are different perspectives which could be included when teaching about Columbus and Thanksgiving?

Topics: The integration of different perspectives and experiences when teaching about Columbus and Thanksgiving and the use of children’s literature and other resources to teach about Columbus and Thanksgiving.

Reading Assignment:

Text: Thanksgiving: A Native Perspective: “There are Many Thanksgiving Stories to Tell,” “Beyond 'Ten Little Indians' and Turkeys” and skim remainder of text

Course Packet: “Listening to Children Think Critically about Christopher Columbus” and “Discovering Columbus: Re-reading the Past”

Skim “Harvest Ceremony: Beyond the Thanksgiving Myth,” “Guidelines,” and “Pacific Oaks Parent Letter”

Web Site: Skim Columbus and Thanksgiving bibliographies

REQUIRED JOURNAL

Literacy Connection: Use of literature circles with historical fiction and information books to learn different perspectives on Columbus and Taino.

Class 8 - Monday, October 27

Wisconsin Native Nations

Essential Questions: How have Wisconsin Native people influenced the history of Wisconsin? What are important ideas and themes which should be taught about Wisconsin Native nations?

Topics: The integration of Wisconsin Native people's perspectives and experiences such as Ojibwe treaty rights in Wisconsin history and the use of various resources such as children's literature and web sites to teach about Wisconsin Native nations.

Reading Assignment:

Text: Teaching State History, chapter 3

Course Packet: "A Guide to Understanding Ojibwe Treaty Rights" and "Inland Fisheries"

Web Site: Skim Wisconsin history resource units on the First People of Wisconsin and Cultural Conflicts in Wisconsin

REQUIRED JOURNAL

Literacy Connection: Use of reading workshop and inquiry to learn about Wisconsin Native nations; recording main ideas; use of jigsaw for sharing learning.

Class 9 - Monday, November 3

Hmong History and Culture and Civil Rights Movement

Essential Questions: Why should the history and culture of different cultural groups be included in the social studies curriculum? What are important ideas to teach about Hmong history and culture and the civil rights movement in social studies?

Topics: The inclusion of Hmong history and culture and the civil rights movement in social studies and the utilization of various resources for teaching about history and culture, such as guest speakers, textile art, music, and photographs.

Reading Assignment:

Text: Teaching State History, chapter 4

Course Packet: "Speaking Through Cloth"

Skim "Teaching Hmong History and Culture Through Story Cloths Lesson Plan"

Web Site: Skim Hmong Bibliography and civil rights movement lesson plan

OPTIONAL NATIVE AMERICAN BONUS ASSIGNMENT DUE

Literacy Connection: Use of anticipation guide as assessment of prior knowledge; critical literacy responses to issue of racism

Class 10 - Monday, November 10

Maps, Globes, and Geography

Essential Questions: What are various messages, values, assumptions, and perspectives of maps and globes? How do maps and globes reflect bias? How can teachers encourage higher levels of thinking while teaching geography?

Topics: Review of different types of maps and globes, analysis of their purposes, perspectives, and biases, guidelines for using maps and globes, and the application of five geographic themes when teaching geography.

Complete "Prior Knowledge of Maps" in course packet before completing reading assignment.

Reading Assignment:

Course Packet: "An Explanation of the Peters World Map," "Maps as Stories about the World," and "Geographic Literacy and Young Learners"

Literacy Connection: Model read aloud

Class 11 - Monday, November 17
Poetry and Curriculum Development

Essential Questions: Why is poetry appropriate for teaching social studies topics and themes? How might teachers meaningfully integrate reading and writing poetry in social studies? How might teachers create meaningful, appropriate social studies curriculum?

Topics: The strategy of using poetry to teach social studies topics and themes and the creation of a social studies curriculum unit.

READING ASSIGNMENT:

Course Packet: "Poetry for Social Studies: Poems, Standards, and Strategies" and "Using Poetry in Social Studies Classes to Teach About Cultural Diversity and Social Justice"

Web Site: Skim poetry bibliography

Literacy Connection: Use of choral, partner, and individual poetry readings; writing original poetry for unit using selected formats.

NOVEMBER 17 - 25

HOLD A CONFERENCE WITH YOUR COOPERATING TEACHER AND ANOTHER CONFERENCE WITH ME TO DISCUSS ROUGH DRAFTS OF SOCIAL STUDIES UNIT LESSON PLANS.

Class 12 - Monday, November 24
Global Economy

Essential Questions: Why do sweatshops and child labor exist in the global economy? How can teachers appropriately teach about sweatshops and child labor in social studies?

Topics: The inclusion of sweatshops and child labor as part of a socially responsible approach to teaching about the global economy.

Reading Assignment:

Course Packet: "Co-Op America: Guide to Ending Sweatshops," "Disney and 30 Cent Wages," and "Anatomy of Exploitation"

Skim "Co-Op America: Guide to Fair Trade" and "Exploring Child Labor with Young Students"

Web Site: Skim Social Problems and Social Action Bibliography dealing with Poverty, Child Labor/Exploited Labor, and Migrant Workers

ALL REVISED JOURNALS DUE

Literacy Connection: Model read aloud; use of graphic organizers for important concepts

Class 13 - Friday, December 12
Unit Presentations

Essential Questions: How do the final curriculum units reflect what was learned about teaching social studies?

Topic: Teaching partner presentations of social studies curriculum units taught in clinical placements.

SELF-EVALUATION OF UNIT PRESENTATION DUE

FINAL, TYPED COPY OF UNIT AND SELF-EVALUATION OF UNIT DUE

**CONGRATULATIONS ON YOUR HARD WORK
OF PLANNING AND TEACHING AN ORIGINAL
SOCIAL STUDIES CURRICULUM UNIT!**