

EDU 375-600: Teaching Elementary School Social Studies

SUNY Cortland Education Department

Fall, 2008

| Course Information: | Instructor Information: |
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| Credit Hours: 3 Section 600 meets in Van Hoesen B213 at 11:30 - 12:20pm MWF Please note that schedule is subjected to change due to Block I collective activities throughout the semester. | Dr. Lin Lin Office: Van Hoesen B224 Office Phone: 607-753-4234 Email: linlin@cortland.edu Office Hours: MWF 2:40 – 3:40pm <i>It's always appreciated that you make appointments first.- LL</i> |

Course Description:

This course emphasizes the content and methods for teaching elementary and intermediate social studies focusing upon how children learn social studies, problem solving, social issues and social action, recent trends and programs, and the integration of social studies with other areas of the elementary/intermediate school curriculum.

Professional Disposition Statement:

This course follows the Childhood/Early Childhood Department procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate's Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

Required Textbook/Other Course Materials:

Bigelow, B. & Peterson, B. (1998). *Rethinking Columbus, The Next 500 Years*. Milwaukee: Rethinking Schools. (Simplified as *Bigelow* in calendar)

New York State Education Department. (2002). *Learning Standards for Social Studies*. Albany: NYSED. (Simplified as *NYS SS Standards* in calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>

New York State Education Department. (2002). *Social Studies Resource Guide with Core Curriculum*. Albany: NYSED. (Simplified as *SS Resource Guide* in calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/ssrg.html>

Rand McNally. (1998). *Atlas of American History*. New York: Houghton Mifflin. (Simplified as *Atlas* in calendar)

Zinn, H. (2003). *A People's History of the United States: 1492 – present*. New York: Perennial Press. (Simplified as *Zinn* in calendar)

Recommended Materials(optional):

New York State Education Department. (2002). *Consider the Source: Historical Records in the Classroom*. Albany: NYSED.

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New York State Education Department. (2002). *Consider the Source: Historical Records in the Classroom*. Albany: NYSED.

Selected Websites for the Course: More web links will be shared on SUNY Cortland E-Learning. The National Council for the Social Studies (NCSS) at <http://www.ncss.org/> AND <http://www.socialstudies.org/>

The New York State Learning Standards at <http://www.emsc.nysed.gov/ciai/social.html>

The Association for Childhood Education International (ACEI) at <http://www.udel.edu/bateman/acei/>

Library of Congress at <http://www.loc.gov/>

Please prepare a notebook and a three-ring binder for class notes, reflections, and teaching tips. School supplies including construction papers, poster boards, glue, scissors, and markers, etc. (The instructor will supply some in class.)

Rationale and Goals of the Course:

The prospective Social Studies teacher will be prepared for effective interaction with elementary and/or intermediate students. The student will experience and understand strategies and theories of Social Studies pedagogy as well as implement them in an experimental "classroom". This will enable one to shape and fine-tune one's personal approach to the science and art of teaching as well as increase one's knowledge of social studies content.

EDU375 Broad Course Goals:

1. Recognized the scope and breadth of social studies topics and identified social studies topics in the elementary school curriculum.
2. Explored multiple perspectives of social studies topics, address diverse learning needs of learners, and construct hands-on, heads-on, and hearts-on social studies activities that support the NYS and NCSS standards.
3. Explored the strategies of developing an interdisciplinary and integrated approach to social studies instruction

Specific course goals as follows:

| Self | Subject Matter |
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| <ul style="list-style-type: none">• Explore individual experiences as social studies learners• Identify personal visions of social studies teaching• Interpret the origins of a personal | <ul style="list-style-type: none">• Identify social studies subject matter• Define "school history"• Recognize the benefits of history as a process of inquiry |

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| <p>teaching identity</p> <ul style="list-style-type: none"> Analyze past experiences as contributors to a social studies teacher identity | <ul style="list-style-type: none"> Analyze social studies subject matter choices Develop links to other content areas |
| <p style="text-align: center;">Learners</p> <ul style="list-style-type: none"> Explore how a teacher’s personal learning theory influences pedagogy Identify characteristics of children’s learning theories Explore myths of children’s historical thinking abilities. | <p style="text-align: center;">Teaching</p> <ul style="list-style-type: none"> Describe and identify best teaching practice and apply to social studies teaching and content integration Explain how conceptions of subject matter influence social studies teaching practice Apply assessment techniques Analyze the benefits and limitations of communication and multimedia technology |

SUNY Cortland E-Learning (formerly known as WebCt) and TaskStream Components

EDU375 uses SUNY Cortland E-Learning to share with students instructional materials, course-related activities, lecture notes, useful websites in social studies, assignment instruction, and grade book. Each student must have an active SUNY Cortland E-Learning account and submit course assignments through ASSIGNMENT page on SUNY Cortland E-Learning. Specific instruction will be provided for each assignment.

The Childhood/Early Childhood Education Department uses TaskStream as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI), and other reports. Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program. For EDU 375, the only assignment to be submitted to TaskStream before December 12 is **Social Studies Mini-Unit Plan**.

Course Requirements: (All course assignments, unless otherwise specified, should all be submitted on SUNY Cortland E-Learning. Should you experience problems with SUNY Cortland E-Learning, please feel free to let me know.)

1. Professionalism (5 points = 5 %) = Active Participation and Attendance

Professionalism means active participation, full attendance, and punctuality, which are essential and expected in this course. Active participation means that you come to each class fully prepared after having completed all reading assignments and ready to share your opinions through whole class or small group discussions. Please come to class each week on time. Return from class breaks on time. Finish and submit all assignments on time. Your course points won’t be affected if you miss this course THREE times or less the whole semester due to excused and unexcused absences. If you miss four classes, you will be deducted 5 points out of your total course points. If you miss five or more

classes, a letter grade will be deducted from the course grade (For example, five absences will bring your final course grade from A to A-). Arriving more than 10 minutes late and/or leaving 10 minutes earlier before class ends will be counted as an absence for all possible reasons.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write a note to me explaining any such circumstances in case I do not remember verbal explanations. I will not excuse absences, but I will take reasonable conflicts into consideration when calculating final course grades.

PLEASE NOTE: It is your responsibility to keep copies of all handouts and other materials needed to score well on the exams and document your class performance should questions arise. Copies of missed handouts should be secured from the instructor in advance or fellow students as I might not carry multiple copies of old handouts to class each day. Do please feel free to come to my office and get or copy handouts there.

2. Reflections Essays (2 x 5 points = 10%)

This semester, you are going to two **reflection essays**. The first essay is to be written during the first week of the semester. Questions will be provided. The second essay (aka. **Final Open Book Exam**) will be written during the final week of the semester. The topic for the second essay will be given on the day when the essay is due. Specific instruction will be provided later. Both essays should be submitted on CORTLAND e-Learning.

3. Quizzes/Quick Write/Creating Quizzes on Readings (5 x 3 points = 15%)

We are going to read the following chapters of Howard Zinn’s *A People’s History of the United States: 1492 – present*. This text is like no other text you have read. It provides you with a different perspective from the one that you received from a traditional textbook and to have your reflect on this information as both a present-day student and a future teacher. As you read, please consider “how information in the assigned chapter **differs** from what you have learned?” Specific instruction for reading each chapter will be provided later.

| Selected Chapters | Chapter Title | Assessment/Assignment | Credits |
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| Chapter 25 | <i>The 2000 Election and the “War on Terrorism”</i> | Quiz (in-class and closed book) (quiz questions provided) | 3 points |
| Chapter 1 | <i>Columbus, the Indians, the Human Progress</i> | Quick Write/Discussion (questions provided) | 3 points |
| Chapter 2 | <i>Drawing the Color Line</i> | Draw a timeline listing the important concepts (at least 8 major ideas) from this chapter | 3 points |
| Chapter 6 | <i>The Intimately Oppressed</i> | Name at least 5 women and explain their efforts in 18 th and 19 th centuries that have paved the way for “modern women” in the 20 th and 21 st centuries | 3 points |

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| Chapter 17 | “Or Does It Explode?” | Create a quiz with at least six questions (at least one at each level of Bloom’s Taxonomy) | 3 points |
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4. Lesson Plan on Rethinking Columbus (5 points = 5%)

Using Zinn’s Chapter 1 and Biglow’s *Rethinking Columbus*, each student or students in pairs will write a lesson plan using the provided Lesson Plan Template to teach about Columbian Exchange through multiple perspectives. Students will sign up for chapters in Biglow’s book for lesson plan ideas. After the instructor reviews the lesson plan and provides comments, each student or students in pairs will teach this lesson in class.

5. WOW – Window on the World Poster (15%)

Two students pair up and make a WOW: Window on the World poster. Each pair of student selects **ONE developing country** of the world, draws a physical map of that country, conducts and presents their research using the FIVE THEMES OF GEOGRAPHY. The physical map will serve as a “window”, which opens and leads us to the inside part of your poster, which presents a developing country of the world. Students will gather in groups of four students and share what they find about the countries they selected. Students should choose a country that is not selected by others in class. Detailed descriptions and rubrics will be provided on SUNY Cortland E-Learning. Posters will be returned to students to keep for future classroom use.

This is a service learning project. Your posters will be on display in one of the following places in Cortland area: Teaching Material Center of Cortland Memorial Library, Children’s Museum, Children’s Reading Room of Cortland City Library, and one of the local elementary schools.

6. Community Diversity Analysis Paper (Peer Review: 5 points, Paper: 10 points = 15%)

Each student is required to write a 4-6 page community diversity analysis paper (word processed, double-spaced, margin 1 inch on all sides, font 12, page-numbered) based on his or her observations in an elementary social studies classroom. Before turning in the paper, each student should give his or her paper to another student in the class for peer review. Failing to bring a hard copy for peer review will lose five points. The student who reviews the paper should write comments for the author. Detailed descriptions and rubrics of this paper will be provided through SUNY Cortland E-Learning. An essay with more than three (including three) grammatical and spelling errors will cost you 3 point out of the total 15 points.

7. Cooperative Social Studies WebQuest (15%)

This is a joint project with EDU314. Using the skills you will learn from EDU314, you are going to create a social studies WebQuest with your cooperative group. **The task for your WebQuest must be an inquiry about a social studies concept(s) or theme(s).** This social studies WebQuest project could be one of the lessons in your Cooperative Social Studies Unit Plan. To save time and energy, please plan ahead with your group and you will be able to do “double dipping” – to fulfill requirements for both course assignments. Detailed instruction and examples are provided through SUNY Cortland E-Learning. WebQuest link should be submitted through SUNY Cortland E-Learning.

8. Cooperative Social Studies Mini-Unit Plan (Whole Unit: 15 points, Presentation: 5 points = 20%)

Cooperative Social Studies Mini-Unit Plan is the only assignment for EDU 375 that is required to be uploaded on TaskStream at the end of the semester. TaskStream submission is due December 12.

Four students are expected to work in a cooperative group and develop an elementary grade level (4th grade and above for this unit plan) social studies unit of at least four connected lessons. The unit will be judged on such factors as rationale, objectives, the quality of its content, its use of appropriate and engaging instructional strategies, and clarity of procedures. Each unit plan should include considerations of high order questions in Bloom’s Taxonomy, Multiple Intelligences Theory, Children’s Literature, use of primary sources, technology integration (WebQuest) and civic and service learning projects. Each group of four students turns in one final project, which is due on December 1. Each group will present the lesson plans in that unit. Detailed explanation and evaluation rubric are provided on SUNY Cortland E-Learning and will be discussed in class.

9. Bonus Essay (5 points = 5%)

In class the instructor will demonstrate “a tug-of-war” lesson activity on the American Revolutionary War followed by the debriefing and discussion of the students. If you write an extra essay reflecting on this activity, you could have 5 bonus points added to your total points. Detailed explanation and evaluation rubric are provided on SUNY Cortland E-Learning.

Rewrite and Re-do policy:

If you receive less than full credit on your community diversity analysis paper, you can rewrite it and turn it in within one week. If you resubmit a paper, it must be re-typed and you must turn in your original paper and the original scoring rubrics so I can see the changes you made. Your improved draft will NOT get full credit of the assignment. Your new grade will be an average of the original and new grade.

The rest of the course assignments cannot be submitted late, nor can they be redone. Should emergent situations or medical reasons occur, please talk to me and I will certainly take them into consideration.

Grading:

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| Professionalism | 5% |
| Evaluation of Readings | 15% |
| Reflection Essays | 10% |
| Lesson Plan on Rethinking Columbus | 5% |
| WOW – Window on the World | 15% |
| Diversity Analysis Paper | 15% |
| Social Studies WebQuest | 15% |
| Cooperative Unit Plan | 20% |
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| TOTAL | 100% |

Grading will be based on participation and assignments. Numerical grade equivalents are as follows (A+ is reserved for completing flawless work of exceptional quality, reflecting original insight, taking risks and challenges, demonstrating creativity, and having perfect attendance).

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| 95 to 100 points | = A | 90 to 94 points | =A- | |
| 88 to 89 points | = B+ | 84 to 87 points | =B | 80 to 83 points =B- |
| 78 to 79 points | = C+ | 74 to 77 points | =C | 70 to 73 points =C- |

68 to 69 points = D+ 64 to 67 points =D 60 to 63 points =D-
 0 to 59 points = F

Academic Integrity

The College is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

Students with Disabilities

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B140 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Tentative Course Calendar*:

(Readings and assignments should be finished by the date they are listed on.)

| Date | Readings and Assignments DUE Today | Major Topics |
|-------------------------------|---|--|
| Week 1 Mon. 8/25 | READ NCSS’s definition of Social Studies at http://www.ncss.org/about/ Start working on Reflection Essay #1 due on SUNY Cortland E-Learning Friday 8/29 Start reading Zinn, Chapter 25 and the Afterword pp.675-688 Start reading Atlas 63-71 Chapter pages and Questions provided in class | Course Overview Building a Learning Community Social Studies Bingo Defining SS, NCSS, NYS Standards |
| Wed. 8/27 | FIND OUT and READ : NCSS Ten Thematic Strands of Social Studies at http://www.socialstudies.org/standards/strands/ | |
| Fri. 8/29 | Syllabus Treasure Hunt Consent Form READ: NYS SS Standards, pp.1 at http://www.emsc.nysed.gov/nysatl/ssstand.html READ: NYS SS Resource Guide, pp.1-17 at http://www.emsc.nysed.gov/guides/social/partI1.pdf Reflection Essay #1 Due on Cortland E-learning | |
| Week 2 | Mon. 9/1 -- Labor Day – No Class | Current Issues What is Terrorism? |

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| Wed. 9/3 | Zinn, Chapter 25 and the Afterword pp.675-688 Atlas 63-71 In-class Closed Book QUIZ (Chapter 25) | Critical Thinking of Elementary Social Studies Curriculum |
| Fri. 9/5 | Skim Read: Atlas, pp. 1-8 READ: Atlas, pp.9-16 Read and Bring a hard copy, if necessary, of Higher Order Questions vs. Factual Questions? (Bloom’s Taxonomy) at http://www.coun.uvic.ca/learn/program/hndouts/bloom.html Start Reading Zinn Chapter 1 Sign up for Biglow’s chapters Start assigning lesson plan demonstration Lesson Plan Template | What Is Social Studies? Seeing the World through Social Studies |
| Week 3 Mon. 9/8 | Quick Write/Discussions on Zinn Chapter 1 Due Biglow’s Chapters (you signed up for) | Seeing the World through Social Studies |
| Wed. 9/10 | Rethinking Columbus Lesson Plan Due Lesson Plan Demonstration <i>To be continued</i> | Seeing the World through multiple Perspectives |
| Fri. 9/12 | Lesson Plan Demonstration <i>continues</i> <i>Start reading Zinn Chapter 2</i> <i>Start Observation Notes for Your Community Diversity Analysis Paper</i> | History: The Roots of Knowledge |
| Week 4 9/15 | Lesson Plan Demonstration <i>Continues (if necessary)</i> <i>Read Zinn Chapter 2</i> NYS SS Standards, pp.14-15 SS Resource Guide: pp.21-35 | Planning for Elementary Social Studies and Assessment |
| 9/17 | The Five Themes of Geography (video and discussion) Timeline Listing Concepts for Zinn Chapter 2 Due on CORTLAND E-learning | Experiential Learning Active Learning |
| 9/19 | Pair Students Up for WOW Projects Start Zinn, Chapter 6 | |
| Week 5 9/22 | Setting up Cooperative Groups for the Final Unit Plans Identify Current Global Issues and Environmental Issues Identify Countries for WOW Posters | Geography: People, Places, and Environment Environmental Awareness |
| 9/24 to 9/26 Wednesday – Friday, The Raquette Lake Outdoor Education Field Trip | | |

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| <p>Week 6 9/29</p> | <p>Assigned Readings on Multiple Intelligences</p> <p>NCSS Definition of Social Studies Revisited at http://www.ncss.org/about</p> <p>SS Resources Guide, pp. 3-7 and pp.12-18 SS Standards: pp. 2-5 and pp. 8-11 <i>Standard 1: History of the U.S. and the World</i> <i>Standard 2: World History</i></p> <p><i>Start Reading Zinn Chapter 6</i></p> | <p>Meeting the Needs of Diverse Learners</p> <p>Critical Thinking and Problem-Solving</p> |
| <p>10/1</p> <p>Jewish Holiday Rosh Hashanah (Sept. 30-Oct.1)</p> | <p>Lesson Plan Demonstration: Unequal Tug of War (<i>Wear Sneakers please!</i>)</p> <p>Bonus Essay Due October 15</p> <p>Start Reading Zinn Chapter 6</p> <p>Group Proposal and Outline for the Final Unit (typed or handwritten, one page) DUE Today (NOT GRADED)</p> | |
| <p>10/3</p> | <p>No Class – Have a great FALL BREAK!</p> | |
| <p>Week 7 10/6</p> | <p>A List of Women and Their Achievement DUE Today Zinn Chapter 6</p> <p>NYS SS Standards, pp. 24-27 <i>Standard 5: Civics, Citizenship, and Government</i></p> | <p>Citizenship Education and Community Service Learning</p> <p>Writing Women into the Curriculum</p> |
| <p>10/8</p> <p>Yom Kipper Falls on Oct.9</p> | <p>Democratic Citizenship: Messenger and Scribe</p> | <p>Education for Social Justice</p> |
| <p>10/10</p> | <p>Continue to work on WOW posters Sharing Examples of Final Units</p> | |
| <p>Week 8 10/13</p> | <p>Start Social Studies WebQuest Assignment Peggy McIntosh's White Privilege: Unpacking the Invisible Knapsack at http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html</p> <p>Start Social Studies WebQuest Projects</p> | <p>Multicultural Education</p> <p>Diversity in Democratic Citizenship Education</p> |
| <p>10/15</p> | <p>Start reading Zinn Chapter 17</p> | |
| <p>10/17</p> | <p>Your Copy of the QUIZ on Zinn Chapter 17 Due You CREATE the QUIZ! <i>EYE of the Storm</i> Video and Discussion Work on your Group Unit Plan</p> | <p>Cooperative Learning</p> |
| <p>Week 9 10/20</p> | <p>WOW Posters DUE Immigration and More: Molly Bannekay</p> | <p>Power of Literature and Writing in Social Studies</p> |
| <p>10/22</p> | <p>Six Reading Responses</p> | |

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| 10/24 | Reflections on WOW Posters Introducing Primary Sources | Integrating Art into Social Studies Addressing Diversity |
| Week 10 10/27 | Meet Ms. Lorraine Melita at Cortland Memorial Library TMC – Teaching Material Center Each Group Submits their Unit Rationale (not graded) TODAY READ: Atlas, pp. 39-44 Jackdaw Kits | Using Primary Sources to Teach History Group Unit Planning Ms. Lorraine Melita from SUNY Cortland Memorial Library will be in charge during my absence. |
| 10/29 | Meet in TMC as a group Find a Jackdaw Kit and read it <i>I'll be away at the USHMM REGIONAL MEETING in Syracuse.</i> | |
| 10/31 | Meet in TMC as a group Work on your final unit plan <i>I'll be away at the USHMM REGIONAL MEETING in Syracuse.</i> | |
| Week 11 11/3 | Work on your community diversity analysis paper | Current Issues |
| 11/5 | Handouts on Universal Design for Learning Social Studies WebQuest Due Today | Diverse Learners |
| 11/7 | Math Day at Parker Elementary School Handouts on Inclusive Classroom | Differentiated Instruction in an Inclusive Classroom |
| Week 12 11/10 | NYS SS Standards, pp.18-21 <i>Standard 4: Economics</i> Atlas, pp.63-71 | Economics: Production, Distribution, and Consumption |
| 11/12 | Economics Lesson Plan Demonstration | |
| 11/14 | Please work on your Group Unit Plan No Class <i>I'll be at NCSS Conference in Houston, Texas</i> | |
| Week 13 Mon. 11/17 | Please work on your Community Diversity Analysis Paper No Class <i>I'll be at NCSS Conference in Houston, Texas</i> | |
| Wed. 11/19 | <i>Check-point for Unit Plan</i> <i>Community Diversity Analysis Paper</i> | Interdisciplinary: Integrating Other Subjects into Social Studies Cultural Universals |
| Fri. 11/21 | Community Diversity Analysis Paper (1st Draft) Due | |
| Week 14 11/24 | Community Diversity Analysis Paper (final version) Due Rethinking Thanksgiving | Global Education and Current Issues |
| | No Class 11/26-11/28 Happy Thanksgiving Day! | |

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| Week 15 12/1 | Written Unit Plan Due*** Unit Plan Presentations Starts | Final Assessment |
| 12/3 | Unit Plan Presentations Continues | |
| 12/5 | Unit Plan Presentations Continues | |
| Week 16 12/10 | Final Open Book Exam (=Final Reflection Essay) Due Today | Assessment and Reflection |
| 12/12 | Uploading Unit Plan on TaskStream*** You could get an incomplete if you don't upload the Final Unit Plan to TaskStream by today. | |

*This syllabus is tentative and may be modified at the discretion of the instructor and at the reasonable requests of the students.

Reading Reflection Essays should be typed and submitted through SUNY Cortland E-learning. The final Group Unit Plan should also be typed and submitted through SUNY Cortland E-learning. **Use font 12, use appropriate subheadings for each section, page-numbered.

*****Final Unit Plan is the only assignment required by EDU375 to upload on TASKSTREAM.**