

**CH 300/515 Methods of Instruction, Elementary 1-6: Social Studies**  
Boston University School of Education

Fall Semester 2013

Location: SED 140

Time: Fridays 8-3:30

(Course meeting periods will vary by date)

*The aim of education is to enable individuals to continue their education.*

-John Dewey

Professor: Christopher Martell, Ed.D.

Office: SED 502

E-mail: cmartell@bu.edu

Phone: (617) 353-3924

Office hours: Tuesday 2-3:30, Wednesday 2-3:30, or by appointment

**General Course Description:**

Develops competency in reading and language arts, social studies education, science education; general teaching strategies; basic elements of curriculum design; institutional policies and practices of elementary education. Includes applications of these competencies in field settings. 10 credits.

**Section Course Description:**

This section of CH 300/515 is designed to increase your confidence and enthusiasm for teaching elementary social studies. This course reviews traditional and recent curriculum materials in elementary school history and social studies and analyzes social studies curricular goals for grades 1-6. Finally, the course aims to help teachers develop new teaching materials and classroom techniques for social studies education at various elementary age levels.

**Course Overview:**

Why should students learn social studies in elementary school? What should be taught in social studies? How can we implement engaging multicultural, constructivist, and inquiry-based lessons in the elementary social studies classroom? These are the essential questions that guide this course.

First, what is social studies? The National Council for the Social Studies defines it as: the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

This course is designed to build upon your earlier courses in the teacher education program and prepare you to become an elementary school teacher who can integrate social studies into your classroom. This course will explore how teaching skills and classroom methods relate to the subject of social studies. As an instructor, I hope to model constructivist-oriented and multicultural practices in this course. More specifically, I hope to start each class with a demonstration of an elementary social studies lesson that teacher can use that connects to the theme we are learning about. By experiencing what the students will experience, teachers will better integrate this type of teaching into their teaching repertoire.

This course has three aims: To learn about recent research and conceptual work in history and social studies education to help guide practice, to learn engaging history/social studies methods for the elementary classroom, and to share lesson plans with your classmates creating a repertoire for teachers entering the classroom. By the end of this course, you should have acquired a substantial number of lesson plans to consider using during your first years of teaching. This course also attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As a student, it is important that you use this class to prepare yourself for the realities of the classroom. As such, you are encouraged to ask any questions you have and use this class to fill in some of the holes you see in your teacher preparation.

This course is organized into four themes: historical inquiry and historical thinking, democratic citizenship, geography and the human world, and teaching literacy in social studies. Through these four themes we will strengthen your knowledge of social studies pedagogy.

Because students taking CH 300/515 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings including whole class discussion, small group discussion, carousel, jig-saw, and “renderings”). Students will also be required to complete regular assignments, including a reflection paper on a topic of their choosing and one unit plan to share with the class.

### **Objectives:**

Students will be able to:

- Understand the concepts of Historical Inquiry and Historical Thinking
- Comprehend the history and social studies curriculum, including its design, development, and implementation.
- Synthesize individual lesson plans in history and social studies, which include rationales, learning goals and objectives, teaching methods/procedures, and assessments.
- Synthesize long-term units in history and social studies.
- Comprehend Massachusetts History and Social Science framework and the NCSS national standards and apply knowledge to lesson and unit plans.

- Analyze and comprehend instructional techniques in history and social studies and how they can meet the varied needs, abilities and interests of students.
- Evaluate the effectiveness of instructional strategies in history and social studies through knowledge of formative and summative assessments aligned with intended student outcomes.

#### **Required Texts and Readings:**

- Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge.
- Course Reading Packet (on course Blackboard site). Students must bring **printed** copies (not digital on a computer) of the readings to each class session.
- Massachusetts Curriculum Framework (Available at: [www.doe.mass.edu](http://www.doe.mass.edu) and on the Blackboard site. Please download the PDF that is appropriate to your subject. It is recommended you print one copy for future reference.)

#### **Membership in the National Council for the Social Studies (NCSS)**

The National Council for the Social Studies is a professional organization that supports social studies teachers. For a reduced membership fee, university students can join and benefit from their monthly elementary magazine “Social Studies and the Young Learner,” which includes lesson ideas and discussions about the subjects of history, government/civics, economics, and the other social sciences. For more information, visit [www.socialstudies.org](http://www.socialstudies.org).

#### **Assignments and Evaluation**

##### *Assignment 1: Reflection Paper*

Points: 20

Description: It is important to examine your own learning in social studies. You will write a reflection paper (2-3 pages) on your experiences learning history and social studies in elementary school, but also the middle school, high school, and university-levels, and personal experiences with history/social studies (visiting historical sites/museums, speaking with relatives about the past, your engagement in political activism, etc.).

##### *Assignment 2: Investigating What Children Know About Social Studies*

Points: 20

Description: When teaching any subject it is essential to understand what the students’ prior knowledge and previous experiences are. For this assignment you will choose a topic from your target grade and interview at least one elementary student about that topic (You will receive half of the interview guide and you will have control over the other half). The student may be someone you are working with in your field experience, a relative, neighbor, or friend’s child. This interview will be recorded or through notes will be taken, and you will then write a 2-3 page reflection paper answer specific questions about the students’ prior knowledge, misconceptions, and how you would build on their understanding in future social studies lessons. You will share your interviews with the class.

***Assignments 3: Social Studies Portfolio (Lesson Plan, Reflection, and Field Trip Plan)***

Points: 60

Description: During this course you are required to complete three ungraded social studies lesson plans (related to historical inquiry and thinking, democratic citizenship, and human world: geography or economics), which will be returned with feedback. Although not all social studies lessons include inquiry, these lesson plans should use inquiry and must include an inquiry question (include this at the beginning of the procedure section). You are strongly encouraged to integrate multiculturalism and multiple perspectives into your lessons. For these lessons, you only need to include a rationale, goals, objectives, procedures, and evaluation. From the three lessons, you are to choose your best lesson, revise it based on instructor feedback, and teach that lesson during your CH 300/515 field experience. Finally, you will create an elementary social studies teaching portfolio, which includes one revised lesson plan (graduate students must include two lesson plans), a reflection on the teaching of that lesson, and a plan for a social studies-related field trip. It is advised you choose lesson topics from the Massachusetts Framework for the grade level you will most likely teach during student teaching. Toward the end of our class, you will also share all of your lesson plans with your classmates at the social studies curriculum fair and on Blackboard, helping you develop a repertoire of lesson plans you can use in the future.

***Final Project: Integrated Unit Assignment (Culminating Cross-Course Project)***

Points: 60

Description: Partners must choose a unit topic that fits the criteria for a content-rich science or social studies unit and that is anchored in the Massachusetts Frameworks. We will discuss the content guidelines in class and the CH 300/515 team must approve the subject matter of your Integrated Unit Assignment.

*NOTE: The Integrated Unit Assignment will be handed out separate from the Social Studies Section of this course.*

***Participation: Readings, Class Discussions, Group Work, and Activities***

Points: 40

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities. It is expected that students will attend every class session. If you miss class, this will affect your participation grade. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class.

There are 200 points total for the social studies section of the course (140 points, not including the Integrated Unit). All assignments will be graded using a rubric (all rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments will be uploaded by 8 am on the due date listed in the syllabus. Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

**Effective Oral and Written Communication**

All writers benefit from continuing instruction and feedback. The CAS Writing Program and writing tutorials offered in SED by Professor Kingston offer a range of support services. We urge to take advantage of these resources.

**Statement of Accommodations for Students with Disabilities**

The School of Education at Boston University is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows: 617 353-3658 V/TTY or [access@bu.edu](mailto:access@bu.edu). All discussions and written materials will be kept confidential.

**Plagiarism**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Course Schedule**

<b>Class</b>	<b>Topic(s)</b>	<b>Readings Due<sup>1</sup></b>	<b>Assignments Due</b>
<b>1</b> Friday 9/13 (8-11)	<b>INTRODUCTION</b> Student and Instructor Introductions  Course Syllabus/Blackboard Site/Preview Assignments  Course Theme: Constructivist Pedagogy and Inquiry		
<b>2</b> Friday 9/13 (11:30- 2:30)	<b>PURPOSES FOR TEACHING SOCIAL STUDIES</b>  Why Should Elementary Students Study History and Social Studies?  <b>Standards</b> NCSS Standards Massachusetts History and Social Science Framework	1-Alleman, Knighton & Brophy* 2-Grant & VanSledright*	
<b>3</b> Friday 9/20 (8-11)	<b>HISTORICAL INQUIRY AND THINKING</b>  Lesson and Unit Planning in History and Social Studies (Instructional Methods)  History As Mystery	TEXT - Levstik & Barton Chapter 1*, 2* 3-Kirchner, Helm, Pierce, and Galloway*	
<b>4</b> Friday 9/27 (8-11)	<b>HISTORICAL INQUIRY AND THINKING</b>  Share Reflections  Students' Perceptions of History and Social Studies  "Using Textbooks" or "The Problem With Textbooks"	TEXT - Levstik & Barton Chapter 3*, 9* 4-Loewan* 5-Anyon*	Assignment 1: Reflection Paper  <b>Please upload your assignment to Blackboard by 8 am on 9/27.</b>

<sup>1</sup> All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

<b>Week</b>	<b>Topic(s)</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Wednes day 10/2	NO CLASS		Final Project: Potential Topics Due for Integrated Unit Assignment
<b>5</b> Friday 10/4 (8-11)	<b>HISTORICAL INQUIRY AND THINKING</b>  <b>Field Trip to Boston's Freedom Trail</b>	Choose 1: TEXT - Levstik & Barton Chapters 4-8  6-Wineburg*	Assignment 2: Investigating What Children Know About Social Studies  <b>Please upload your assignment to Blackboard by 8 am on 10/4.</b>
<b>6</b> Friday 10/4 (11:30-2:30)	<b>HISTORICAL INQUIRY AND THINKING</b>  Historical Inquiry  Historical Thinking  <b>DEMOCRATIC CITIZENSHIP</b> Introducing Children to Democratic Principles	7-Parker (1)* 8-Alleman & Brophy (1)*  TEXT - Levstik & Barton Chapter 11*	
<b>7</b> Wednes day 10/9 (12-3)  NOTE: At the Trotter	<b>DEMOCRATIC CITIZENSHIP</b>  The Many Definitions of Patriotism  Elementary Students as Agents of Change	Choose 1: 9-Ravitch; Finn 10-Westheimer 11-Zinn; Ladson-Billings  Choose 1: 12-Rock & Stepanian 13-Christie & Montgomery	Assignment 3A: Historical Inquiry and Thinking Lesson Plan  <b>Please upload your assignment to Blackboard by 8 am on 10/9.</b>
<b>8</b> Friday 10/11 (8-11)	<b>HUMAN WORLD: GEOGRAPHY AND ECONOMICS</b>  Land Forms, Nation-States, and Cultures  National and World Citizenship	14-Gandy* 15-Grosvenor* 16-Parker (2)*	
Wednes day 10/16	NO CLASS		Final Project: Unit Topics Due for Integrated Unit Assignment

Week	Topic(s)	Readings Due	Assignments Due
<b>9</b> Friday 10/18 (8-11)	<b>HUMAN WORLD:            GEOGRAPHY AND            ECONOMICS</b>  Current Events  Multiculturalism  Social Justice and Social Studies	17-Banks* 18-Tyson & Park* 19-Martell* 20-Wade*	Assignment 3B: Democratic Citizenship Lesson Plan  <b>Please upload your            assignment to            Blackboard by 8 am on            10/18.</b>
<b>10</b> Friday 10/25 (11:30- 2:30)	<b>LITERACY IN SOCIAL            STUDIES</b>  Using Different Social Studies Texts	21-Avery & Graves* 22-Alanís* 23-Virtue & Volger*	Assignment 3C: Human World: Geography or Economics Lesson Plan  <b>Please upload your            assignment to            Blackboard by 8 am on            10/25.</b>
<b>11</b> Friday 11/1 (11:30- 2:30)	<b>LITERACY IN SOCIAL            STUDIES</b>  Research Projects  Historical Writing  Social Studies and Special Education	Choose 1: 24-Robinson, Wenner, & O'Reilly 25-Jenks 26-Turner 27-Hotchkiss & Hougen  TEXT - Levstik & Barton Chapter 10*	Final Project: Unit Content Outline and References
<b>12</b> Friday 11/8 (10:30- 12:30)	<b>LITERACY IN SOCIAL            STUDIES</b>  Assessment  Social Studies, Immigrants, and English Language Learners	28-Parker (3)*  Choose 1: 29-Alleman & Brophy (2) 30-Hart  Choose 1: TEXT - Levstik & Barton Chapter 12-14  Choose 1: 31-Dunne & Martell 32-Dorner, Hager, & Peate 33-Keiper & Garcia 34-Pappamihiel, Lake, & Rice	
<b>13</b> Friday 11/15 (11:30- 2:30)	Social Studies Curriculum Fair: Share Portfolios with the Class  Final Thoughts and End of Course Celebration  Course Evaluations		Assignment 3D: <b>Bring            copies to class</b> of Assignments 3A-3C to share with classmates at the Social Studies Curriculum Fair <u>AND</u> <b>upload your assignment            to Blackboard by 8 am on            11/15</b> , so they can be shared via Blackboard.

<b>Week</b>	<b>Topic(s)</b>	<b>Readings Due</b>	<b>Assignments Due</b>
Monday 12/2	NO CLASS		Assignment 3: Social Studies Portfolio  <b>Please upload your assignment to Blackboard by 8 am on 12/2.</b>
Tuesday 12/10	NO CLASS		Final Project: Integrated Unit Assignment  <b>Please upload your assignment to Blackboard by 12 pm on 12/10.</b>

**READING LIST****TEXT**

Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge.

**Reading 1**

Alleman, J., Knighton, B., and Brophy, J. (2010). Structuring the curriculum around big ideas. *Social Studies and the Young Learner*. 23(2), 25-29.

**Reading 2**

Grant, S. G., & VanSledright, B. (2006). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Boston, MA: Houghton Mifflin Company. (Chapter 2: Understanding what students know and how they come to know it)

**Reading 3**

Kirchner, J., Helm, A., Pierce, K., & Galloway, M. (2011). History + mystery = inquiring young historians. *Social Studies and the Young Learner*. 63(3), 14-15.

**Reading 4**

Loewen, J. W. (1995). *Lies my teacher told me. Everything your American history textbook got wrong*. New York: W. W. Norton & Company. (Chapter 1: Handicapped by history)

**Reading 5**

Anyon, J. (1978). Elementary social studies textbooks and legitimating knowledge. *Theory and Research in Social Education*, 6(3), 40-55.

**Reading 6**

Wineburg, S. S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 80(7), 488-489.

**Reading 7**

Parker, W. (2006). Talk isn't cheap: Practicing deliberation in school. *Social Studies and the Young Learner*. 19(1), 12-15.

**Reading 8**

Alleman, J. & Brophy, J. (2006). Introducing children to democratic government. *Social Studies and the Young Learner*. 19(1), 17-19.

**Reading 9**

Ravitch, D. (2007). Celebrating America. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 91-94). New York, NY: Teachers College Press.

Finn, C. (2007). Teaching patriotism – with conviction. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 95-98). New York, NY: Teachers College Press.

**Reading 10**

Westheimer, J. (2007). Politics and patriotism in education. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 171-188). New York, NY: Teachers College Press.

**Reading 11**

Zinn, H. (2007). Forward. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. xi-xvi). New York, NY: Teachers College Press.

Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 13-20). New York, NY: Teachers College Press.

**Reading 12**

Rock, T. C. & Stephanian, J. (2010). We are the future. We are the agents of change. *Social Studies and the Young Learner*, 23(2), 9-12.

**Reading 13**

Christie, E. M. & Montgomery, S. E. (2010). Beyond pilgrim hats and turkey hands: Using Thanksgiving to promote citizenship and activism. *Social Studies and the Young Learner*, 23(1), 27-30.

**Reading 14**

Gandy, S. K. (2007). Developmentally appropriate geography. *Social Studies and the Young Learner*, 20(2), 30-32.

**Reading 15**

Grosvenor, G. M. (2007). The excitement of geography. *Social Studies and the Young Learner*, 20(2), 4-6.

**Reading 16**

Parker, W. C. (2009). *Social studies in elementary education* (13th ed.). New York, NY: Pearson. (Chapter 4b/5a: Geography in the social studies/Maps, globes, and graphics and Chapter 9: Using current events in the social studies)

**Reading 17**

Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world. *Educational Forum*, 68, 296-305.

**Reading 18**

Tyson, C. A. & Park, S. C. (2006). From theory to practice: Teaching for social justice. *Social Studies and the Young Learner*, 19(2), 23-25.

**Reading 19**

Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory and Research in Social Education*, 41(1), 65-88.

**Reading 20**

Wade, R. C. (2007). *Social studies for social justice: Teaching strategies for the elementary classroom*. New York, NY: Teachers College Press. (Chapter 2: Understanding Social Justice Education and Chapter 4: Reinventing the Social Studies Curriculum)

**Reading 21**

Avery, P. G. & Graves, M. G. (2004). Scaffolding young & learners' reading of social studies text. *Social Studies and the Young Learner*, 18(1), n.p.

**Reading 22**

Alanís, I. (2007). Developing literacy through culturally relevant texts. *Social Studies and the Young Learner*, 20(1), 29-32.

**Reading 23**

Virtue, D. C. & Vogler, K. E. (2009). Pairing folktales with textbooks and nonfiction in teaching about culture. *Social Studies and the Young Learner*, 21(3), 21-24.

**Reading 24**

Robinson, K. S., Wenner, J. & O'Reilly, B. (2007). Say "I can" and use research skills. *Social Studies and the Young Learner*, 20(1), 11-13.

**Reading 25**

Jenks, C. E. (2010). Using oral history in the elementary school classroom. *Social Studies and the Young Learner*, 23(1), 31-32.

**Reading 26**

Turner, T. N. (1997). Engaging social studies book reports. *Social Studies and the Young Learner*, 9(4), 5-7.

**Reading 27**

Hotchkiss, K., & Hougen, M. (2012). Writing like a historian: What teacher candidates should know and be able to teach. *Social Studies*, 103(4), 149-157.

**Reading 28**

Parker, W. C. (2009). *Social studies in elementary education* (13th ed.). New York, NY: Pearson. (Chapter 7: Assessing student learning)

**Reading 29**

Alleman, J., & Brophy, J. (1998). Assessment in a social constructivist classroom. *Social Education*, 62(1), 32-34.

**Reading 30**

Hart, D. (1999). Opening assessment to our students. *Social Education*, 63(6), 343-345.

**Reading 31**

Dunne, K. A. & Martell, C. C. (2013). Teaching America's past to our newest Americans: Immigrant students and United States history, *Social Education*, 77(4), 192-195.

**Reading 32**

Dorner, L. M., Hager, E., & Peate, M. M. (2009). Citizenship education in elementary schools that serve new immigrants. *Social Studies and the Young Learner*, 22(2), 23-36.

**Reading 33**

Keiper, T. & Garcia, J. (2009). Crossing borders: Contemporary immigrant stories in historical context. *Social Studies and the Young Learner*, 22(2), 4-7.

**Reading 34**

Pappamihiel, N. E., Lake, V. E., & Rice, D. C. (2005). Adapting a social studies lesson to include English language learners. *Social Studies and the Young Learner*, 17(3), 4-7.