

**SO 572 Curriculum and Methods for
History and Social Science Education, 5-12**
Boston University School of Education

Spring Semester 2010 (Section B1)

Location: General Classroom Building Room 206

Time: Mondays 4-7

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

-John Dewey

NOTE: Christopher Martell last taught this course in Spring 2010, but this syllabus has been updated to reflect recent articles from the field.

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

Brief Course Description:

Review of traditional and recent curriculum materials in history and social science education for middle, junior, and senior high school. Analysis of curricular goals for grades 5-12 in this field. Development of new teaching materials and classroom techniques for social studies education at various age levels.

Course Overview:

Why learn about social studies? What should be taught social studies? How can we implement engaging multicultural, constructivist, and inquiry-based lessons in the history and social science 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 Boston University teacher education program and prepare you to become a secondary social studies teacher. It will explore how teaching skills and classroom methods relate to the subject of social studies and the disciplines of history, government, geography, economics, psychology, as well as other social sciences and the humanities.

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 creative history and

social science classroom methods, 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 and unit plans to consider using during your first years of teaching.

This course attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As an instructor, I hope to model constructivist-oriented and multicultural practices in this course. 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.

Because students taking SO 572 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.

This course is organized into three themes: Social studies curriculum, social studies pedagogy, and special issues in the social studies classroom (field studies/field trips, media/technology, multicultural and global education, current events/controversial issues, social studies electives, social studies and English language learners, social studies and special education)

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 disciplined inquiry and thinking, interpretation, and perspective in social studies
- Comprehend the social studies curriculum, including its design, development, and implementation.
- Synthesize individual lesson plans in the disciplines of social sciences, which include rationales, learning goals and objectives, teaching methods/procedures, and assessments.
- Synthesize long-term units in one of the disciplines of social studies.
- Comprehend Massachusetts History and Social Science framework and the C3 national framework and apply knowledge to lesson and unit plans.
- Analyze and comprehend instructional techniques in social studies and how they can meet the varied needs, abilities, and interests of all students and within urban and multicultural contexts.
- Evaluate the effectiveness of instructional strategies in social studies through knowledge of formative and summative assessments aligned with intended student outcomes.

Required Texts and Readings:

- Course Reading Packet (on course Blackboard site). Students must bring printed or digital copies of readings to each class session. If you do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$30 or print them at the BU computer lab (graduate students receive 500 pages of printouts a semester). You may also bring the readings on a digital tablet or laptop (although this should only be used in class to access the readings).
- Massachusetts Curriculum Framework (Available at: 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)

For a reduced membership fee, university students can join the NCSS, and benefit from their monthly magazine (*Social Education*) with lesson ideas and discussions about the teaching and learning history and social studies. It also allows reduced admission prices to the annual national conference. For this course it is highly recommended that you join NCSS. Please see their website: www.socialstudies.org.

Assignments and Evaluation***Assignment 1 and 2: Lesson Plans***

Points: 10 [5 points each for completion]

Description: You are required to complete two lesson plans for the grade-level and subject area of your choosing. On the date the lesson plans are due, you should come to class ready to discuss your lesson plan (and lesson plans will be shared via Blackboard). Although not all history 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 should also consider ways to integrate multiculturalism and multiple perspectives in your lessons.

Assignment 3: Social Studies Teaching Philosophy

Points: 20

Description: You are required to write two 2-3 page paper stating your social studies teaching philosophy. It will include sections on teaching and learning, curriculum, and students and the learning environment.

Assignment 4: Field Trip Plan

Points: 20

Description: Create a plan for a social studies-related field trip. Ideally, you will choose a site that is located near where you plan on teaching and connecting to a subject that you plan on teaching (history, government, geography, economics, etc.)

Assignment 5: Social Studies Unit Presentation

Points: 20

Description: You will prepare a 5-10 minute presentation with PowerPoint and/or video showing the class your Social Studies Unit.

Assignment 6: Social Studies Unit Project

Points: 100

Description: You will create a 1-2 week long unit in one of the disciplines in social studies (history, government, geography, economics, etc.) on whatever grade level and subject-matter you prefer. However, no more than 1 person can do the same topic. It is recommended that consider subject matter and the grade level of a class you will be teaching during your student teaching or first year. Your unit plan will be posted for everyone to borrow on our course Blackboard site. By sharing this lesson, this unit should help you begin to develop a repertoire of lesson plans you can use in the future.

You will also teach one lesson to your pre-practicum classroom (or if you are currently a teacher, your classroom). You may choose any of the lessons that you designed for this course (which may include Assignment 1, 2, 6, or you may design an additional lesson in consultation with instructor) and write a 2-3 page (graduate students 3-5 page) reflection on teaching that lesson. NOTE: If you are in a pre-practicum, you must coordinate with your supervising practitioner to find an appropriate topic to teach. Keep this in mind when choosing topics for your lesson plans. Additionally, if you do not have access to a classroom, you should contact the instructor who can help you find a social studies teacher to work with.

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

Points: 30

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. If the missed class is due to extenuating circumstances, the instructor will assign a make up assignment.

There are 200 points total for the course. All assignments will be graded using a rubric (complete assignment requirements and rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments must be uploaded through Blackboard by the posted deadline. 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 Educational Resource Center and the College of Communication offers writing tutorials and support services for all BU students. We urge to take advantage of these resources. Visit their websites:

<http://www.bu.edu/erc/writingassistance/>

<http://www.bu.edu/com/academics/writing-program/writing-center>

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. All discussions and written materials will be kept confidential.

Incomplete Grades

Please note that incomplete grades are reserved for extenuating circumstances. Incomplete grades will not be granted without permission. If permission is received, work must be submitted two weeks prior to the close of the next semester.

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

| Class | Topic(s) | Readings Due¹ | Assignments Due |
|---|--|--|--|
| 1 Mon 1/26 | INTRODUCTION AND OVERVIEW Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Course Themes: Constructivist-Oriented Pedagogy, Inquiry, and Teaching About Perspective | | |
| 2 Mon 2/2 | SOCIAL STUDIES CURRICULUM Why Study Social Studies? Curriculum Overview State and National Standards | 1-Zevin* 2-Case* 3-Wilen (1)* | |
| 3 Mon 2/9 | SOCIAL STUDIES PEDAGOGY Lesson and Unit Planning in Social Studies (Instructional Methods) Using Inquiry and Social Science Thinking | 4-Wiggins & McTighe* 5-Yell, Scheurman, & Reynolds* (History) [Note: We will use this reading during Class 4] | |
| 4 Tues 2/17 NOTE: Monday Schedule | SOCIAL STUDIES PEDAGOGY The Four Core Disciplines: History, Government/Civics, Geography, Economics Share Lesson Plans | Choose 1: (Civics) 6-Kahne & Middaugh 7-Kissling & Barton Choose 1: (Geography) 8-Hammond & Bodzin 9-Roberts Choose 1: (Economics) 10-Schrug et al. 11-Otlin | Assignment 1: Lesson Plan Please upload your assignment to Blackboard by 4 pm on 2/17. |

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

| Week | Topic(s) | Readings Due | Assignments Due |
|-------------------------|---|--|--|
| 5 Mon 2/23 | SOCIAL STUDIES PEDAGOGY Assessment in Social Studies | 12-Wilen (3)* Choose 1: 13-Alleman & Brophy 14-Grant 15-Yell 16-Nickell & Wilson 17-Hart | |
| 6 Wed 3/2 | SPECIAL ISSUES IN THE SOCIAL STUDIES Reading and Writing in the Social Studies Classroom Field Studies and Field Trips Share Lesson Plans | 18-Firek* 19-McCoy* 20-Kissling* | Assignment 2: Lesson Plan Please upload your assignment to Blackboard by 4 pm on 3/2 |
| 3/8 | SPRING BREAK | | |
| 7 Mon 3/16 | SPECIAL ISSUES IN THE SOCIAL STUDIES Media and Technology Current Events, Controversial Issues, and Debates Share Lesson Plans | 21-Bennett & Benson* Choose 1: 22-Hess (1) 23-Matz & Pingatore 24-Sperry 25-Rossi* 26-Hess (2)* | |
| 8 Mon 3/23 | SPECIAL ISSUES IN THE SOCIAL STUDIES Multicultural Social Studies Global Education | Choose 1: 27-Zong, Garcia, & Wilson and Nelson (Multiculturalism) 28-Chandler (People's History) 29-Cuenca and Rubin (Race) 30-Woyschner (Women) 31-Thornton (GLBTQ) Choose 1: 32-Merryfield 33-Merryfield & Kasai 34-Erickson, Black, & Seegmiller | Assignment 3: Social Studies Teaching Philosophy Please upload your assignment to Blackboard by 4 pm on 3/23 |

| Week | Topic(s) | Readings Due | Assignments Due |
|--|---|--|---|
| 9 Wed 3/30 | SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM Teacher Panel: Social Studies Electives Social Studies Electives: Psychology, Sociology, Ethnic Studies, and Social Justice Courses <i>Video: Precious Knowledge</i> | 35-Anderson and Ortega* 36-Fine* | |
| 10 Mon 4/6 | Field Study: Boston's Civil Rights Movements | 37-Cruz, Nutta, O'Brien, Feyten, & Govoni* [Note: We will use Reading 37 during Class 11] | |
| 11 Mon 4/13 | SOCIAL STUDIES PEDAGOGY Social Studies and English Language Learners Social Studies and Special Education | 38-Steele* 39-Twyman & Tindal* | Assignment 4: Field Trip Plan Please upload your assignment to Blackboard by 4 pm on 4/13 |
| 12 Wed 4/22 NOTE: Monday Schedule | Presentations | | Assignment 5: Social Studies Unit Presentation Please upload your assignment to Blackboard by 10 pm on 4/21. [NOTE: This is the night before class] |
| 13 Mon 4/27 | Presentations Final Thoughts and End of Course Celebration Course Evaluations | | Assignment 6: Social Studies Unit Plan Please upload your assignment to Blackboard by 10 pm on 4/26. [NOTE: This is the night before class] You are STRONGLY encouraged to download all of the unit plans created by your classmates and save them for your future teaching. |

READING LIST**Reading 1**

Zevin, J. (2007). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates. (Chapter 1: The Social Studies: Definition, Organization, and Philosophy)

Reading 2

Case, R. (2013). The unfortunate consequences of Bloom's Taxonomy. *Social Education*, 77(4), 196-200.

Reading 3

Wilens, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 4: Curriculum Considerations)

Reading 4

Wiggins, G & McTighe, J. (2005). Understanding by design. Washington, DC: Association for Supervision & Curriculum Development

Reading 5

Yell, M. M., Scheurman, G., & Reynolds, K. (2004). *A link to the past: Engaging students in the study of history*. Silver Springs, MD: National Council for the Social Studies.

Reading 6

Kahne, J., & Middaugh, E. (2008). High quality civic education: what is it and who gets it? *Social Education*, 72(1), 34-39.

Reading 7

Kissling, M. T., & Barton, A. C. (2013). Interdisciplinary study of the local power plant: Cultivating ecological citizens. *Social Studies Research and Practice*, 8(3), 128-142.

Reading 8

Hammond, T. C., & Bodzin, A. M. (2009). Teaching with rather than about geographic information systems. *Social Education*, 73(3), 119-123.

Reading 9

Roberts, K. M. (1997). Getting a grip on geography. *Social Education*, 61(2), 80-82.

Reading 10

Schug, M. C., Lopus, J. S., Morton, J. S., Reinke, J. S., Wentworth, D. R., & Western, R. D. (2003). Is economics your worst nightmare? *Social Education*, 67(2), 73-75.

Reading 11

Otlin, J. (2008). The causes of poverty: Thinking critically about a key economic issue. *Social Education*, 72(2), 75-79.

Reading 12

Wilens, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 10: Evaluation of Classroom Performance)

Reading 13

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

Reading 14

Grant, S. G. (2007). High-stakes testing: How are social studies teachers responding? *Social Education*, 71(5), 5, 250-254.

Reading 15

Yell, M. M. (1999). Multiple choice to multiple rubrics: One teacher's journey in assessment. *Social Education*, 63(6), 326-329.

Reading 16

Nickell, P., & Wilson, A. (1999). Observation as an assessment tool. *Social Education*, 63(6), 351-352.

Reading 17

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

Reading 18

Firek, H. (2006). Creative writing in the social studies classroom: Promoting literacy and content learning. *Social Education*, 70(4), 183-186.

Reading 19

McCoy, M. M. (2003). Incorporating effective writing strategies. *Social Education*, 67(4), 200-203.

Reading 20

Kissling, M. T. (2011). A call for Wikipedia in the classroom. *Social Education*, 75(2), 60-64.

Reading 21

Bennett, L. & Berson, M. J. (2007). *Digital age: Technology-based K-12 lesson plans for social studies*. Washington, DC: National Council for the Social Studies. (Selected Chapters)

Reading 22

Hess, D. (2007). From banished to brother outsider, Miss Navajo to An Inconvenient Truth: Documentary films as perspective-laden narratives. *Social Education*, 71(4), 194-199.

Reading 23

Matz, K. A. & Pingatore, L. L. (2005). Reel to real: Teaching the twentieth century with classic Hollywood films. *Social Education*, 71(4), 189-192.

Reading 24

Sperry, C. (2006). Seeking truth in the social studies classroom: Media literacy, critical thinking and teaching about the Middle East. *Social Education*, 70(1), 37-43.

Reading 25

Rossi, J. A. (1996). Creating strategies and conditions for civil discourse about controversial issues. *Social Education*, 60(1), 15-21.

Reading 26

Hess, D. E. (2005). How do teachers' political views influence teaching about controversial issues? *Social Education*, 69(1), 47-49.

Reading 27

Zong, G., Garcia, J., & Wilson, A. (2002). Multicultural education in social studies. *Social Education*, 66(7), 447-449.

Nelson, L. A. (2004). Multicultural education in social studies. *Social Education*, 68(5), 302-304.

Reading 28

Chandler, P. T. (2006). Academic freedom: A teacher's struggle to include "other" voices in history. *Social Education*, 70(6), 354-357.

Reading 28

Chandler, P. T. (2006). Academic freedom: A teacher's struggle to include "other" voices in history. *Social Education*, 70(6), 354-357.

Reading 29

Cuenca, A. (2014). Answering Ferguson in the social studies classroom: A perspective from St. Louis. *Social Education, Special Issue*, 1-6.

Rubin, B. C. (2015). A time for social studies: Talking with young people about Ferguson and Staten Island. *Social Education*, 79(1), 22-29.

Reading 30

Woyshner, C. (2004). Picturing women: Gender, images, and representation in social studies *Social Education*, 70(6), 358-362.

Reading 31

Thornton, S. J. (2004). Silence on gays and lesbians in social studies curriculum. *Social Education*, 67(4), 226-230.

Reading 32

Merryfield, M. M. (2008). Scaffolding social studies for global awareness. *Social Education*, 72(7), 363-366.

Reading 33

Merryfield, M. M., & Kasai, M. (2004). How are teachers responding to globalization? *Social Education*, 68(5), 354-360.

Reading 34

Erickson, L. B., Black, S. & Seegmiller, D. (2005). Becoming global citizens: Disadvantaged students reach out to kids in hurricane-ravaged island. *Social Education*, 69(1), 28-32.

Reading 35

Anderson, M. D. (2015). The value of ethnic studies – For all students. *Teaching Tolerance*.

Ortega, M. I. (2013). Your struggle is my struggle. *Rethinking Schools*, 27(1), 25-27.

Reading 36

Fine, M. (1991). Facing History and Ourselves: Portrait of a classroom. *Educational Leadership*, 49(4), 44-49.

Reading 37

Cruz, B. C., Nutta, J. W., O'Brien, J., Feyten, C. M., & Govoni, J. M. (2003). *Passport to learning: Teaching social studies to ESL students*. Washington, DC: National Council for the Social Studies. (Selected Chapters)

Reading 38

Steele, M. M. (2005). Teaching social studies to students with mild disabilities. *Social Studies and the Young Learner*, 17(3), 8-10.

Reading 39

Twyman, T., & Tindal, G. (2005). Reaching all of your students in social studies. *Teaching Exceptional Children*, 1(5), 1-14.