Teaching Social Studies in the Elementary School
05:300:471:01
3 Credits

Instructor Name: Greer Burroughs
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Phone Number: 732-932-8121
10 Seminar Pl Rm 15C
Office Hours:
Mon. 1:00 - 2:00
Wed. 11:00 - 1:00
Also by appointment
Prerequisites or other limitations:
Admitted to the Teacher Ed Program
Mode of Instruction:
-X_ Lecture
-X_ Seminar
_X_ Hybrid
_X_ Online
-X_ Other
Permission required:
-X_ No
-X_ Yes
Directions about where to get permission numbers:

Learning goals

The purposes of the course are for students to:

- develop a coherent and meaningful definition of social studies.
- differentiate between “good” history and “bad” history.
- understand how social studies can be integrated into the broader elementary curriculum.
- know and employ a variety of instructional strategies for teaching social studies.
- identify important skills and content in social studies.
- consider the interconnectedness between social studies content, pedagogy, and social justice in the classroom.
- sharpen skills in unit and lesson design.

Course Overview:

This course addresses essential questions related to the teaching of social studies in elementary schools, such as what are the social studies, why is social studies education an important part of the education of elementary children and what type of social studies is meaningful and useful to children? In this course we will explore both theoretical and practical aspects of teaching social studies in the elementary school. Emphasis will also be placed on how to deliver high quality social studies instruction in the context of today’s educational climate.

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1 Check 1:
2 These can be TEAC claims or objectives from other sources.
Grading policy:

**Class attendance is a requirement.** Our class time is essential – this is where we will experience and practice teaching methods. Students are expected to be on time and prepared for class. If, for extraordinary reasons, you are unable to attend class one week, please let me know. In general, inconsistent attendance will result in a lowered grade. Missing a significant number of classes will result in no credit for the course.

**This class is a discussion-oriented, active learning seminar.** For this class to be effective, all students must come prepared to discuss the week’s assigned readings and ready to participate in each day’s activities. Participation will include taking part in a variety of activities – written, verbal, individual, and group.

**All assignments are required to pass this course.** An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity.

**Students are expected to turn in all work on time.** If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one half grade for each day they are late.

Assignments³:

- Academic Paper, lesson and unit plans, on-line postings and group presentation

**Academic Integrity Policy**

Web site: breaches of academic integrity are very serious and I do take action in the case of a violation. It is crucial that you familiarize yourself with the university policy on these issues which can be found at [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)

**Course Schedule**

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<tr>
<th>Week</th>
<th>Assignments &amp; Readings</th>
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<tr>
<td>Sept. 8</td>
<td>Whalen, Finn, (Contrarians) &amp; Wade</td>
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<td>Review NJ Core Content Standards in SS (revised 2009) and NCSS 10 Themes</td>
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<tr>
<td>Sept. 12</td>
<td>Readings from <em>World Class: Teaching and Learning in Global Times,</em></td>
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³ Including exams, papers etc.
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Sept. 19</td>
<td>Levstik and Barton, Chapter 1</td>
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<td>Sept. 26</td>
<td>Herbert Kohl “The Story of Rosa Parks,” Loewen, “The True Importance of Christopher Columbus,”</td>
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**Sakai Reflection # 2**  
As you read the articles consider what myths you have been told in your own education, why those myths may have been told and what impact this has had on you. Also consider if you agree with the authors' position. Trendency

| Oct. 3  | Lindquist, *Seeing the Whole*, Intro & Chap 1  
|         | • Levstik and Barton Chapter 8, “Historical Inquiry in an Integrated Setting.” |

**Purpose of Social Studies Education paper due**

| Oct. 10 | • Herbert Kohl, “Should We Burn Babar?”  
|         | • Zarnowski and Gallagher, Selecting and Using Notable Books in the Classroom, Chapters 9-11 |

| Oct. 17 | Reading TBA |

**Sakai Reflection # 3**

|         | Engle and Ochoa, “A Curriculum for Democratic Citizenship,” |

**Children’s Literature Lesson Plan Due**

| Oct. 31 | * Beth Rubin, “Laboratories of Democracy”  
|         | * Schultz, Chap. 2  
|         | * Terrie Epstein, “Racial Identity and Young People’s Perspectives on Social Education” |

| Nov. 7  | Wiggins and McTighe, *Understanding by Design*, chapters 1, 2, and 4 |

| Nov. 14 | Lindquist, Chapter 3-4 |

**Sakai Reflection # 4**

| Nov. 28 | Lindquist, Chapter 5 & 6 |
| Dec.5 | Global Issues Unit Plans & Individual Lesson Plans Due  
Global Issues Presentations |
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<td>Global Issues Presentations</td>
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<td>Sakai Reflection # 5</td>
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