

Methods for Teaching Social Studies in Middle School
15:251:575:A6
3 credits

Instructor: Dr. Greer Burroughs	greer.burroughs@gse.rutgers.edu
Phone Number 732 932 7496 ext 8339	10 Seminary Pl Rm 15C
Office Hours: Mon. & Wed. 10:00 - 10:50 Or by appointment	Prerequisites or other limitations: Admission to the GSE graduate program in elementary education
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

COURSE AIMS

The overarching goal of the course is to build both practical and theoretical understandings of good social studies teaching through reading, writing, discussion, reflection, and hands-on experiences. Interdisciplinary and project-based learning will be emphasized as effective methods when teaching middle school students. Course participants will leave the class with a foundation to build upon in teaching social studies in middle schools.

What is good teaching? What is good social studies teaching? What is it you want kids to learn, and how do you get them there? In this course for pre-service and beginning teachers we will learn how to plan and implement meaningful social studies instruction for middle school students.

Course Goals

Upon completion of all course assignments, readings and participation in class discussions and activities students should:

- Understand the value of framing instruction around themes, essential questions, and culminating projects
- Be able to create social studies lessons that engage students in meaningful learning that reflect Best Practices
- Know how to:
 - o engage students in constructing knowledge through first-hand exploration of historical accounts and documents;
 - o connect students to the social studies material through hands-on activities and effective scaffolding;
 - o involve students in productive controversy and inquiry using discussion and effective questioning techniques;
 - o develop students as readers, writers and thinkers in social studies;

- deepen students' critical thinking and communication skills through group-work;
- meet the needs of diverse learners
- build students' capacity for historical empathy
- use assessment as a powerful teaching tool
- integrate assessment into the student's learning experience
- assess student performance on creative activities and projects

COURSE EXPECTATIONS

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

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.

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.

Care, respect and integrity in written and classroom exchanges. All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately (either APA or Chicago style is acceptable). Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions. Please do your own work and cite your sources. For more details, go to: <http://cat.rutgers.edu/integrity/policy.html#Integrity>

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Feel free to use e-mail to pose questions if raising them in class is difficult.

COURSE READINGS

Bower, B., Lobdell, J., and Owens, S. (2004) *Bring Learning Alive! The TCI Approach* for Middle and High School Social Studies. Palo Alto, CA: Teachers Curriculum Institute.

Project Citizen text

Readings posted on Sakai

COURSE ASSIGNMENTS

GRADING

Grades will be computed on the following basis:

Class participation	10 %
Lesson plan & practice teaching	25 %
Weekly reflections	40 %
Culminating Project	25 %

Assignment Descriptions

Class Participation

Regular attendance in class is expected, however this is only the first requirement for class participation. **Learning in this class will require your active participation** and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in class; actively listening, asking questions and commenting on the thoughts of others is expected during discussions. Discussion of tentative or speculative ideas is valued as much as stating original, completely formed thoughts. Part of growing as a professional comes from risk-taking therefore we are all responsible for creating a respectful class environment where all individuals feel safe to flesh out thoughts and ideas. Participation will also include taking part in a variety of activities – written, verbal, individual, and group.

Weekly Reflections

Due to the schedule of the summer session, class will move rapidly with many topics, readings and activities addressed each week. For learning to become meaningful individuals need time to reflect on the experience. Reflections should address each of the following points:

- Identifying what you learned that week and explain the value of this learning for you
- Describe what you still would like to know or feel confused about;
- What elements of the learning experience facilitated or inhibited your learning and why you think this was so? How can you use this information to improve your own learning and that of others?

Answering questions such as these help learners better understand their own learning process and make connections to the content and chart a course forward as a learner. Each week you will be required to write a reflection of 2-3 pages that considers these questions and other points that are important to you. You must address a minimum of one topic, one reading and one activity from the week in your reflection, as well as an overall summary of the value of the week's learning for you. High quality reflections will include direct references to class events and citations of text that are relevant and meaningful to your

analysis. **Reflections are due on Sakai under the appropriate link on assignments by 5:00 pm on the Sunday evening following the week, thus due dates are: 6/1, 6/8, 6/15 & 6/22. Late submissions will be downgraded.**

Lesson Plan & Practice Teaching

Each member of the class will be responsible for developing and teaching a lesson based on NJCCC for Social Studies 6.1 or 6.2. (you may also choose to incorporate 6.3 if applicable) The broad categories and timeframes are presented below. Everyone will choose a topic from column A and one or two methods from column B for your lesson plan and practice-teaching lesson.

Everyone will then design and teach a 40 minute lesson on your assigned day. Lesson plans should be emailed to me 48 hours before so I can give you feedback. You are responsible for providing our class with all of the necessary content background & materials so we can successfully participate in the lesson.

All lesson plans must follow the GSE lesson plan model and must be submitted to Sakai discussions so that everyone in the class can view them.

Column A: Topics	Column B: Methods	Column C: Common Core Connections
Standard 6.1 Three Worlds Meet (Beginnings to 1620) 1. Three Worlds Meet Colonization and Settlement (1585-1763) 2. Colonization and Settlement Revolution and the New Nation (1754-1820s) 3. Revolution and the New Nation Expansion and Reform (1801-1861) 4. Expansion and Reform Civil War and Reconstruction (1850-1877) 5. Civil War and Reconstruction Standard 6.2 The Beginnings of Human Society 1. Paleolithic and Neolithic Ages Early Civilizations and the	Debate Role play Simulations Visual discovery Writing for understanding Problem-solving group work Response group Primary document Jigsaw Bumper stickers Historical heads Seminar Deliberation Slide show Interactive lecture/recitation Continuum A/B writing Value Line Human Barometer Virtual Blogging Dramatic Readings Others....	CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are

<p>Emergence of Pastoral Peoples (4000-1000 BCE) 2. Ancient River Valley Civilizations</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) 3. The Classical Civilizations of the Mediterranean World, India, and China</p> <p>Expanding Exchanges and Encounters (500 CE-1450 CE) 4. Expanding Exchanges and Encounters</p>		<p>used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.5</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6</p> <p>Identify aspects of a text that reveal an author's point of view or purpose CCSS.ELA-Literacy.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-Literacy.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.9</p> <p>Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-Literacy.RH.6-8.10</p> <p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>
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You will be responsible for creating an end of unit project that would serve as a culminating assessment. There are several criteria that you will need to include in this assignment:

- A list of the unit goals to be assessed through this project and the relevant standards.
- A handout that would be given to the students that provides details for completing the project, expectations for grading and all due dates
- Supporting worksheets or scaffolding tools that the students would need to successfully complete the project
- Specific grading criteria that you would apply to assess the students' work (this can be a rubric, a checklist, etc. - but it must state specific criteria)
- A one page explanation for why you designed the assessment as you with a focus on how the project will meet the needs of middle school and diverse learners.

Projects are due on June 18th and will be presented in class during our final meeting on June 19th.

COURSE TOPICS AND READINGS

Readings are to be completed on the date they are listed.

Monday	Tuesday	Wednesday	Thursday
5/26	<p>5/27 Topics: Who is the "Middle Schooler"?</p> <p>"Challenging history: Essential questions in the social studies classroom." Lattimer, Heather. <i>Social Education</i> 72, no. 6 (October 2008): 326–329.</p>	<p>5/28 Topics: Thematic Teaching and Unit Planning, Teaching about Human Rights & the U.N.</p> <p>Readings: "How thematic teaching can transform history instruction." White, Rodney M. <i>The Clearing House</i> 68, no. 3 (January 1, 1995): 160.</p> <p>Introduction to the United Nations</p>	<p>5/29 Topics: Structuring the lesson for meaningful learning</p> <p>Readings: <i>Bring Learning Alive!</i> Pp. 22-45</p>
<p>6/2 Topics: Integrating the Common Core: Teaching skills and using Primary Sources</p> <p>Readings: <i>Bring Learning Alive!</i> Pp. 56-65</p> <p>"Connecting with the Past."</p>	<p>6/3 Topics: Effective Group Work</p> <p>Readings: <i>Bring Learning Alive!</i> Pp. 66 – 85</p>	<p>6/4 Topics: Experiential learning, Simulations, role-playing and drama in the classroom</p> <p>Readings: <i>Bring Learning Alive!</i> pp. 46-55 & 102-117</p>	<p>6/5 Topics: School Visit: Samuel Schull Middle School, Perth Amboy</p>

Potter, Lee Ann. <i>Social Education</i> . 67.7 (2003): 372-377			
<p>6/9 Topics: Effective Assessment</p> <p>Readings: “Assessing student learning of an issue-oriented curriculum,” Parker, <i>Handbook on teaching social issues</i>.</p>	<p>6/10 Topics: Structuring Class Discussion</p> <p>Readings: “Discussion methods in an issues-centered curriculum,” <i>Handbook on Teaching Social Issues</i>. .</p> <p>Demo Lesson (1)</p>	<p>6/11 Topics: Inquiry & Project Based Learning</p> <p>Readings: <i>Project Citizen</i> text</p> <p>Demo Lesson (1)</p>	<p>6/12 Topics: Effective Assessment</p> <p>Readings: <i>Bring Learning Alive!</i> Pp. 102-133</p> <p>Demo Lesson (1)</p>
<p>6/16 Topics: Teaching to Change the World; Readings</p> <p>Oakes & Lipton (2003), <i>Teaching to change the world</i>. NY:McGraw-Hill.</p>	<p>6/17 Topics: Teaching with Technology</p> <p>"Webquests in Social Studies Education." Vanguri, Pradeep R, et al. <i>Journal of Interactive Online Learning</i> 3.2 (2004): 1-11. 15 Dec. 2008.</p> <p>“Powerful and authentic digital media and strategies for teaching about genocide and the Holocaust.” Meghan Manfra & Jeremy Stoddard. <i>Social Studies</i>, Nov/Dec. 2008, 260-264.</p> <p>Demo Lesson (2)</p>	<p>6/18 Topics: Curriculum Planning</p> <p>Readings: Readings: <i>Bring Learning Alive!</i> Pp. 221-247</p> <p>Demo Lesson (2)</p>	<p>6/19 Topic: Culminating Project Presentations</p>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>