

**EDCI 667: Advanced  
Methods of Teaching  
History/Social Studies –  
Secondary**

**George Mason University**

**Graduate School of  
Education**

**Fall 2011**

---

Sara L. Cranford, PhD,

Adjunct Professor

[slcranford@fcps.edu](mailto:slcranford@fcps.edu)

703-795-7403

Class Meetings: Mondays, 4:30-  
7:10 pm, Innovation Hall 320



Promoting Learning & Development Across the Lifespan

assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for the teaching of history, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

**Course Description:** This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and

### Course Objectives

Students will understand:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives. (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism. (innovation, NCSS I, II, IX)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population. (ethical leadership, research based practice, innovation, collaboration, NCSS I, IV)

### Required Texts:

Bower, B., Lobdell J., Owens S. (2004). *Bring learning alive! The TCI approach for middle and high school social studies*. Teachers Curriculum Institute: Palo Alto, CA.

Drake & Nelson (2005). *Engagement in teaching history. Theory and practices for middle and secondary teacher*. NJ: Merrill-Prentice Hall.

Weinstein, C. (2007). *Middle and secondary classroom management: Lessons from research and Practice*, 3<sup>rd</sup> Ed. Heinemann Press.

### Articles and Text Excerpts:

Banks, J. (1994). “Transforming the Mainstream Curriculum.” *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). “Goals and Misconceptions.” *An Introduction to Multicultural Education*. 3<sup>rd</sup> Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good*. Lawrence Erlbaum Publishers: Mahwah, NJ.

Beyer, B.K. (1980). “Using Writing to Learn in History.” *The History Teacher*, 13(2), 167-178.

- Beyer, B.K. & Brostoff, A. (1979). "The time it takes: Managing/evaluating writing and social Studies." *Social Education*, March, 194-197.
- Brophy, J. (1999). *Teaching*. Educational Practices series UNESCO with the International Academy of Education and the International Bureau of Education.
- Delpit, L. (1995). "Education in a Multicultural Society: Our Future's Greatest Challenge." In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom*. (pp. 168-183). New York: The New Press.
- Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies*. McRel Press: Aurora, CO.
- Gay, G. (2001). "Effective Multicultural Teaching Practices." In C.F. Diaz (Ed). *Multicultural Education for the 21<sup>st</sup> Century*, (pp. 23-41) New York: Longman Publishers.
- Hess, D.E. (2005). "How do Teacher's Political Views Influence Teaching About Controversial Issues?" *Social Education*, 69(1), 47-52.
- Parker, W.C. (2006). "Public Discourses in Schools: Purposes, Problems, Possibilities." *Educational Researcher*, 35:8.
- Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth: Heinemann.
- Risinger, C.F. (1987). "Improving Writing Skills Through Social Studies." Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.
- Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the Middle and high school classrooms*. San Francisco: Jossey-Bass Publishers.
- Segall, A. (2003). "Maps as Stories about the World." *Social Studies and the Young Learner*, 16(1), 21-25.
- Silverman, F. (2003). "Hot Button Handling." *District Administration*, 24-27.
- Wade, R. "Quality Community Service Learning Projects: Getting Started"
- Westheimer, J. & Kahne, J. (2004, Summer). "What Kind of Citizen? The Politics of Educating for Democracy." *American Educational Research Journal* 41(2), 237-269.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Chicago: University of Chicago Press

**General Internet Resources:**

Advanced Placement Central

<http://apcentral.collegeboard.com/apc/Controller.jsp>

National Writing Project

<http://www.nwp.org/cs/public/print/resource/922>

Free teaching resources

[http://www.free.ed.gov/subjects.cfm?subject\\_id=19](http://www.free.ed.gov/subjects.cfm?subject_id=19)

<http://www.tolerance.org/teach/index.jsp>

National Archives

<http://www.archives.gov/index.html>

Library of Congress

<http://www.loc.gov/index.html>

Gilder Lehrman Institute of American History

<http://www.gilderlehrman.org/>

Center for History and New Media

<http://chnm.gmu.edu/> (also see <http://historymatters.gmu.edu/>)

Historical Thinking Matters

<http://historicalthinkingmatters.org/>

National Council for the Social Studies

<http://www.socialstudies.org/>

National Council for History Education

<http://www.nche.net/>

**ALSO:**

Please consider joining the National Council for the Social Studies as a student member. Go to [www.socialstudies.org/membership](http://www.socialstudies.org/membership). Fill in and submit the on-line form. If the form asks you to “Choose a Journal,” please select the option that offers *Social Education*.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- Attendance at all class sessions is assumed and students are expected to be on time.
- Assignments are due at the beginning of class periods indicated. Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without previous instructor permission. All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper.

### Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>

**Course Requirements/Assignments:**

Assignment	Value	Date Due
Class Participation	10%	Ongoing
Autobiography/Rationale Paper	10%	September 12
Web Quest Activity (NCSS 8/9)	15%	September 26
Partner Project and Presentation: A) History Through Students' Eyes OR B.) Museum/Historic Site Fieldwork	20%	October 17
Field Experience/Reading 4 Reflections	20%	October 31 November 14 Variable
Lesson Plan NCSS 7	25%	November 28

**Grading Scale:**

Letter Grade	Scale
A	94-100
A-	90-93
B+	87-89

B	83-86
B-	80-82
Below 80	unsatisfactory

**ASSIGNMENTS:** All assignment descriptions are posted on blackboard (hard copies will also be distributed in class)

**TENTATIVE COURSE OUTLINE:**

Date	Topic	Readings/Assignments Due
August 29	<p>Introductions</p> <p>Overview of Syllabus - Assignments</p> <p>What Makes Good Teaching?</p>	
September 5	Labor Day – No Class	
September 12	<p>Virginia Standards of Learning (VSOL) and Ambitious Teaching</p> <p>Planning for Instruction:</p> <p>How do I prepare my students to do well on standardized tests of accountability and still teach a dynamic,</p>	<p><b>Autobiography Due</b></p> <p>Readings for Today:</p> <p>1.) <i>Bring Learning Alive!</i> Pp. 1-21</p> <p>2.) Brophy, "Teaching"</p> <p>3.) Pick at least one class and look through the materials available for history and social studies at the VA Dept of Ed</p>

	<p>engaging class that helps them develop broader analytical, critical thinking, and social skills?</p>	<p>Website (VSOLs):</p> <p><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a></p> <p>4.) Look through the NCSS Standards</p> <p><a href="http://www.socialstudies.org/standards/execsummary">http://www.socialstudies.org/standards/execsummary</a></p>
September 19	<p>Reading and Writing in Social Studies</p> <p>What is the role of Social Studies in developing reading and writing skills?</p> <p>What pedagogical strategies best support reading and writing in social studies?</p> <p>How can I infuse reading and writing into my teaching?</p>	<p>Reading for Today:</p> <ol style="list-style-type: none"> <li>1.) Beyer &amp; Brostoff, "The Time it Takes"</li> <li>2.) Beyer, "Using Writing to Learn in History"</li> <li>3.) Schoenback, <i>Reading for Understanding</i></li> <li>4.) Doty, <i>Teaching Reading in Social Studies</i></li> <li>5.) Risinger, "Improving Writing Skills Through Social Studies"</li> </ol>
September 26	<p>Maps/Geography</p> <p>How do I infuse geography into history?</p>	<p><b>Web Quest Due</b></p> <p>Readings for today:</p> <ol style="list-style-type: none"> <li>1.) Segall, "Maps as stories"</li> <li>2.) Gritzner, "Why Geography?"</li> </ol>
October 3	<p>Character Education/Community Service and Service Learning</p> <p>What is the relationship between the social science and character education/service</p>	<p>Readings for Today:</p> <ol style="list-style-type: none"> <li>1.) Wade – "Quality Community Service Learning Projects"</li> <li>2.) Youniss and Yates, "Ten Ideas for Designing and Implementing Community Service Programs"</li> </ol>

	<p>learning?</p> <p>How can I incorporate character education and service learning into my social studies classes?</p>	
October 10	Columbus Day – No Class	Work session (the 11 <sup>th</sup> ) with partner for partner project due next class
October 17	<p>Museums, Memorials, Historic Sites and</p> <p>History Through a Student’s Eyes</p>	<b>Partner Project Presentations Due</b>
October 24	<p>Assessment and Grading</p> <p>How can I find out about my students as learners?</p> <p>What is assessment and how do I effectively do it?</p> <p>How do I establish a fair grading policy?</p> <p>How do I ultimately prepare students for SOL and AP testing?</p>	<p>Readings for Today:</p> <p>1.)Wiggins, select chapters</p> <p>2.) Drake and Nelson, select chapters</p>
October 31	<p>Teaching Controversial Topic and Current Events</p> <p>Why and how do we incorporate current events and controversial issues in the curriculum?</p> <p>How do I manage heated classroom discussion and debate</p>	<p><b>First Observation Reflection Due</b></p> <p>Readings for Today:</p> <p>1.)Hess, “How do teacher’s political views....”</p> <p>2.)Parker, “Public Discourses in Schools...”</p> <p>3.)Silverman, “Hot Button Handling”</p>
November 7	<p>Classroom Management</p> <p>How do I set a tone of good behavior so learning</p>	<p>Readings for Today:</p> <p>1.)Weinstein, select chapters</p>

	<p>can take place?</p> <p>Politics of Education – Relationships with Parents and Administrators</p>	<p>2.) Drake and Nelson, select chapters</p>
November 14	<p>Multicultural Education</p> <p>What is multicultural education and how do I establish it in my curriculum?</p>	<p><b>Second Observation Reflection Due</b></p> <p>Readings for Today:</p> <p>1.)Banks, “Goals and Misconceptions”</p> <p>2.)Delpit, “Education in a Multicultural Society: Our Future’s Greatest Challenge”</p> <p>3.)Gay, “Effective Multicultural Teaching Practices”</p> <p>4.)Banks, “Transforming the Mainstream Curriculum”</p>
November 21	<p>The “doing” of history</p> <p>What are the actions students are expected to perform when they learn history?</p>	<p>Reading for today:</p> <p>1.)Barton and Levstik, <i>Teaching History for the Common Good</i>, select chapters</p> <p>2.) Percoco, <i>Divided We Stand</i>, select chapters</p>
November 28	<p>Lesson Plan Presentations</p>	<p><b>Lesson Plans Due – in hard copy and posted on Black Board to share</b></p>
December 5	<p>Wrap Up – Citizenship Education</p> <p>What does an educated citizen need to know?</p>	<p>Readings for Today:</p> <p>Westheimer and Kahne, “What Kind of Citizen?”</p>

*\*This outline may change as the semester progresses.*

### Lesson Plan:

Prepare a one class period (90 minute) lesson plan that will focus on **NCSS Theme VII, Production, Consumption, and Distribution**. The lesson must include the format reviewed in class and must address the elements of the lesson plan rubric (attached here). Students should be prepared to share with the class an 8-10 minute summary of your lesson and post your complete lesson plan on Blackboard to share with classmates.

**Due Date: November 28 (hard copy and presentations)**

### NCSS Standard VII:

*Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of goods and services.*

### **Learner Expectations**

People's wants often exceed the limited resources available to them, and as a result, they have invented a variety of ways to answer four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? How shall factors of production (land, labor, capital, and management) be allocated? Learners need to understand these universal questions and how they are being addressed by various groups. They also need to understand that unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of individual groups, and the economy; that the role of government in economic policy-making varies over time and from place to place; that increasingly economic decisions are global in scope and require systematic study of an interdependent world economy; and that technology plays a significant role in economic decision making.

### **Teacher Expectations**

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services. They should

- enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- assist learners in understanding the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- guide learner analysis of the role of specialization and exchange in economic processes;
- provide opportunities for learners to assess how values and beliefs influence private and public economic decisions in different societies;

- have learners compare basic economic systems according to how they deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- enable learners to distinguish between domestic and global economic systems, and explain how the two interact;
- guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- help learners critically examine the values and assumptions underlying the theories and models of economics;
- help learners to distinguish between economics as a field of inquiry and the economy.

### **School Applications**

In focusing on the theme Production, Distribution, and Consumption, teachers at various school levels should build upon learners' knowledge, experience, and developmental capabilities.

■ High school teachers can help learners develop economic concepts and processes through systematic study of a range of economic and socio-political systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, employment, and trade. They can challenge learners to apply their economic knowledge to societal conditions as they analyze economic issues of past and present, clarify their own economic values, and refine their decision-making capabilities. They can also assist learners in clarifying and examining the explicit assumptions underlying both economic analyses by experts in the field, and the prevailing theories/ models of economics.

**SECONDARY EDUCATION PROGRAM****Performance Based Assessment**

## Complete Lesson Plan

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Title of Class: \_\_\_\_\_ Class Level: \_\_\_\_\_

**I. Objectives**

- State what students will know and be able to do as a result of this lesson.
  - Include cognitive and affective objectives

**II. Standards**

- List national theme(s) covered in the lesson
  - NCCSS Theme 7: Production, Distribution, and Consumption
- List state standards covered in the lesson

**III. Resources and Materials**

- List the texts, equipment, resources, and other materials to be used by the students, including primary source materials and artifacts.
- List the materials, including equipment or tools, used by the teacher in presenting the lesson. Notes about assembling materials, contacting outside guests, or locating additional resources are included.
- Include all relevant supporting materials and student handouts.

**IV. Learning Activities**

- Activities include introduction, strategies/procedures and closure.
  - Introduction – Procedures for activating prior knowledge and student interest.
  - Instructional strategies/Procedures – What the teachers and students will do.
  - Closure – Describe how the lesson will close.
- Give estimated time for each phase of the experience (introduction, instruction, closure).

**V. Assessment**

- The procedures and criteria that will be used to assess each of the stated objectives.
- Attach copies of any written assessments (tests, quizzes, homework, rubrics).

**VI. Rationale for the Lesson: Describe how you have done the following:**

- Technology integration
- Inherent interdisciplinary nature of the plan
- Describe extensions or connections to other lessons.
- Differentiation
  - List adaptations that will be made for individual learners (gifted and students with special needs).

- Include multiple learning modes and accessible to students with different learning strengths.
- Developmentally Appropriate
  - Objectives and activities are appropriate for the intended grade level.

**Performance Based Assessment Rubric–Lesson Plan  
INTASC Standards and NCSS Theme, Seven**

	<b>Distinguished 3</b>	<b>Proficient 2</b>	<b>Developing 1</b>	<b>Unacceptable 0</b>	<b>Score</b>
<b>Standard 7: Objectives</b>	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
<b>Standard 7: Standards and Alignment</b>	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s). Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. Lesson may name many standards instead of focusing on important, key standards. Standards, objectives, procedures and assessment in lesson plan are consistent	Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent. Lesson may not name relevant key standards.	No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent	
<b>Standards 5, 6 &amp; 7: Resources &amp; Teacher-Created Supporting Materials</b>	Resources needed are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. Supporting materials and student handouts are clear, complete, and cogent.. Materials enhance lesson significantly.	Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Many resources needed for lesson are not included in plan. No supporting materials are included.	
<b>Standards 4 &amp; 5: Instructional Activities</b>	Activities include introduction, strategies/procedures and closure, and	Activities include introduction, strategies/procedures and closure, and	Activities include minimal introduction, strategies/	Activities do not include introduction, strategies/	

	provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating.	provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating.	procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating.	procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating.	
<b>Standard 8: Assessment</b>	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	
<b>Standards 4 &amp; 6 Technology Integration</b>	Technology is appropriately integrated, affordances and constraints of technology support learning outcomes.	Some technology is used; it has limited appropriateness for some learners; preview/preplanning is evident in limited manner.	Technology is not appropriately used; technology does not match goals of the lesson; preview/preplanning is not evident.	Use of technology is not evident in the lesson.	
<b>Standard 3: Differentiated Instruction</b>	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs. Includes multiple learning modes and accessible to students with different learning strengths.	Lesson includes some differentiated instruction for gifted students and students with special needs. Activities are accessible to students using multiple learning modes.	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs. Not accessible to different learning modes and strengths.	No differentiation of instruction is mentioned. No attempt is made to individualize activities for learning styles or strengths.	
<b>Standard 2: Developmentally Appropriate</b>	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Some, but not all objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	
<b>NCSS Theme 7, Production, Consumption and Distribution*</b>	Lesson enables students to develop economic perspectives and deep understanding of key economic concepts and processes through study of economic and sociopolitical	Lesson helps students to develop economic perspectives and understand key economic concepts and processes through study of economic and sociopolitical	Lesson attempts to foster economic perspectives, but does not lead to the understanding of key economic concepts and processes.	Lesson does not foster economic perspectives, and/or does not lead to the understanding of key economic concepts and	

	systems. Students examine domestic and global economic policy options.	systems. Students examine domestic and global economic policy options.		processes.	
Total					

**\*You are required to demonstrate mastery of NCSS Theme Seven (7) with a score of 2.0 or higher.**

## WEBQUEST PROCEDURES

A webquest is an inquiry-based learning activity in which students utilize electronic resources to discover and interact with information. In social studies, the explosion of digital media over the last decade has allowed teachers to use this instructional strategy in various ways to foster research and analytical skills and engage students in higher-order thinking. Teachers, for example might ask that students navigate a searchable database to discern immigration patterns for a particular population. Other teachers might ask that students formulate questions regarding causes of the French Revolution and seek relevant sources that advocate particular viewpoints. Further, teachers may combine multiple webquest strategies to allow students opportunities to engage with original and secondary electronic sources in any way that fosters the aforementioned objectives.

For this assignment, you are charged with **developing a webquest** for secondary history/social studies students. Your webquest will focus on the overarching theme of **social justice** while incorporating NCSS themes of **technology and innovation** (NCSS theme 8) and **global connections** (NCSS theme 9). This will be a web-based platform that allows students to navigate particular electronic sources from your webquest activity page. This activity page should be in the form of a webpage/wiki you design and launch if at all possible, but may be a more simplistic web-based document with appropriate questions and navigation links for students to follow. You must also **write a 2-page narrative** which chronicles the webquest development, specific learning objectives of the webquest and how you believe your webquest activities help students meet your objectives.

As you think creatively about how to weave together these aforementioned themes, consider the following:

1. Find a social justice topic/issue for your webquest that will continue to have an impact on society & culture in 2025 (use NCSS themes 8 and 9 as the foundation). Be able to answer this question: Why should this issue be featured in your webquest?
2. What student knowledge, skills, behavior, and attitudes does the webquest emphasize? How do you know?
3. What would you like to teach about the past related to the topic/issue that will help your students understand the content and be more relevant in 2025?

**To appropriately address the requisite NCSS themes in this webquest, refer to the following explanations:**

NCSS 8: The webquest requires students to think analytically about the consequences of change and how we can manage science and technology to address the social justice issue you've chosen as a theme for your webquest. Students may, for example, gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; artificial intelligence; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment. [For you, does the webquest address candidates' understanding of the concept that changes in science and technology have impacted humans? If it only addresses candidates' capability to utilize technology in the assignment that would not be sufficient to meet the needs of the standard.]

NCSS 9: The webquest task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or

global ecology. [For you, how does the webquest indicate candidates' understanding of the concept that changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

## Webquest - Wiki Evaluation Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>3 - Exceptional</b>	<b>2 - Mastery</b>	<b>1 – Below Expectations</b>
<b>Overall Visual Appeal &amp; Ease of Use</b>	<ul style="list-style-type: none"> <li>*Appealing graphic elements included appropriately</li> <li>*The wiki is easy to navigate</li> </ul>	<ul style="list-style-type: none"> <li>*Few graphic elements</li> <li>*The wiki layout is manageable</li> </ul>	<ul style="list-style-type: none"> <li>*Poor use of graphic elements</li> <li>*No variation in wiki layout or typography</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>*Engagingly describes a social issue/problem</li> <li>*Builds on learner's prior knowledge and relates to learner's interests</li> <li>*Prepares learner for lesson by foreshadowing new concepts and principles</li> </ul>	<ul style="list-style-type: none"> <li>*Relates somewhat to the learner's interests</li> <li>*Describes a compelling issue/problem</li> <li>*Makes some reference to learner's prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Purely factual, with no appeal to relevance or social importance</li> <li>*Doesn't prepare the reader for what is to come</li> <li>*Doesn't build on prior knowledge</li> </ul>
<b>Webquest Content (x4)</b>	<ul style="list-style-type: none"> <li>*Webquest requires students to interpret how science and technologies influence beliefs, knowledge, and their daily lives.</li> <li>* Webquest requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences.</li> </ul>	<ul style="list-style-type: none"> <li>*Directly relates to the content of NCSS Themes 8 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>*Does not relate to the content of both NCSS standard 8 and 9.</li> </ul>
<b>Webquest Task</b>	<ul style="list-style-type: none"> <li>*Requires synthesis of multiple sources of information</li> <li>*Requires students to solve a problem or take action on a social issue.</li> <li>*Requires use of a variety of media [integrates NETS-S]</li> </ul>	<ul style="list-style-type: none"> <li>*Requires analysis of information and/or putting together information from several sources</li> <li>*requires word processing and simple presentation software</li> </ul>	<ul style="list-style-type: none"> <li>*Requires low level thinking to process info and answer questions</li> <li>*requires simple verbal or written response</li> </ul>
<b>Webquest Process</b>	<ul style="list-style-type: none"> <li>*Procedures clearly stated</li> <li>*Activities are age appropriate</li> <li>*Activities meet a range of multiple intelligences, learning styles, and personality types</li> <li>*Different roles and perspectives are required</li> </ul>	<ul style="list-style-type: none"> <li>*Activities may not be age appropriate or meet a range of learning styles.</li> <li>*Some directions given, but missing information</li> <li>*Some separate tasks or roles assigned</li> </ul>	<ul style="list-style-type: none"> <li>*Age and developmental appropriateness is not evident</li> <li>*Steps not clearly stated</li> <li>*No separate roles assigned</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>*A variety of resources are provided for student access</li> <li>*Links make excellent use of different modes of information available</li> </ul>	<ul style="list-style-type: none"> <li>*Moderate number of resources used</li> <li>*Some links to information not ordinarily found with a search engine</li> </ul>	<ul style="list-style-type: none"> <li>*Few online resources used</li> <li>*Links leading only to information that could be found in wikipedia</li> </ul>

<b>Evaluation</b>	*Criteria for gradations of success are clearly stated in the form of a rubric *Individual and/or group evaluation is clearly described	*Criteria for success is partially described *Individual and/or group grades are not clearly delineated	*No clarity about how students will be judged
-------------------	--	--	---

#### **Synthesis Paper #4 Questions and Standards for Reflection**

1. In what specific ways does the webquest address questions about the most important things teachers need to do to help students prepare for their futures?
2. How do the ideas in the webquest relate to social justice and the core values & vision of the class?
3. How does the webquest relate to NCSS themes 8 **and** 9?

**NCSS 8:** The webquest requires students to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students will gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.

[How does the webquest address your understanding of the concept that changes in science and technology have impacted humans? If it only addresses your capability to utilize technology in the assignment that is not sufficient to meet the needs of the standard.]

**NCSS 9:** The webquest task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or global ecology.

[How does the webquest indicate your understanding of the concept that changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

## Synthesis Paper Evaluation Rubric

Synthesis papers will be evaluated and graded on the three level evaluation rubric that follows.

1. Synthesis papers which meet the demands of the assignment will be graded with a **B+ or B**. These synthesis papers will include at least the following:

- Be received **on time**;
- Ideas and comments are offered **in depth**;
- Relate **directly** to course topics;
- Demonstrate mastery of NCSS Themes 8 and 9;
- Demonstrate an **understanding** between past/current/future teaching methods and course readings;

2. Synthesis papers which go beyond the demands of the assignment will be graded with an **A+, A, or A-**. These synthesis papers will include all of the requirements for a B or B+. In addition, **A** level entries:

- Demonstrate **insightful understandings**;
- Offer comments that reflect how your ideas relate to **NCSS Themes 8 and 9, technology standards, and core values**;
- Include **reflection/transfer**; i.e., “How will this affect me and/or my students when I teach in the future?”

3. Synthesis papers which do not meet the demands of the assignment, will be graded with a **B-, C+, C**. It is likely that these synthesis papers will:

- Arrive **late**;
- Contain **insufficient details**;
- Be **unclear** or not understandable;
- Not demonstrate mastery of NCSS Themes 8 and 9
- Contain only detailed **description** of an issue with no evidence of reflection, synthesis, and/or transfer;
- **Misrepresent** the course readings.