

**George Mason University
College of Education and Human Development
Graduate School of Education
Secondary Teacher Education Program**

**EDCI 567, Teaching Social Studies in Secondary Schools I
Fall, 2009/Section 001**

Professor

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Office Hours: TW, 3:30-5:30 P.M./Robinson A332

Course Dates/Times/Locations: T, 7:20-10:00 P.M., Robinson B124

I. Description and Overview

- A. EDCI 567, Teaching Social Studies in Secondary Schools I
- B. EDCI 567 offers a participatory overview of philosophies, teaching styles, and techniques for the teaching of history/social sciences in grades 6-12. Emphasis is on designing instruction, assessment, microteaching, evaluation of materials, and analysis of software/webquests. Approaches to classroom management and creating a classroom environment appropriate to individual needs, skill levels, and learning styles are treated as major themes. The first half of the course is devoted to choosing a teaching style and classroom management approach embodied in a statement of philosophy. The second half of the course is devoted to producing an instructional unit which adequately addresses the Curriculum Standards developed by National Council for the Social Studies and standards from the Interstate New Teacher Assessment and Support Consortium (INTASC).

II. General Course Goals/Student Outcomes

- A. Each student should be able to choose a teaching style appropriate to his/her own personality and should demonstrate proficiency in at least three different instructional techniques that implement the preferred teaching style so as to meet the needs of learners of different skill levels and with different learning styles.
- B. Each student should be able to compose a statement of teaching philosophy in a position paper (of approximately 8-10 pages, word processed). This philosophy statement serves as a rationale for the teaching style preference and for the selection of what one considers the most meaningful learning objectives and the most effective instructional techniques for meeting those objectives. The philosophy statement must include answers to the following:
 - 1. What is the nature of the learner?
 - 2. What is the nature of the subject matter you will teach?
 - 3. What are the possibilities of that subject matter for guiding students toward meaningful learning?
 - 4. Based on your answers to the questions above and on your personality and values, what kinds of teacher behaviors do you want most to exhibit every day in the classroom? (Include specific teaching techniques and theories of classroom management.)
- C. Each student should be able to complete an instructional unit (from a subject field in which he/she teaches) containing objectives, materials, procedures (including “interest hooks”), and potential evaluation strategies for each learning activity. (Note: This unit is to be one which you will teach in approximately 2 weeks, and it should be planned using resources available in your field experience school.)

[Relationship to Program Goals and Professional Organizations: EDCI 567 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC).

- I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
- II. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
- III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- IV. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- VII. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.
- VIII. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Through use of various media in demonstrations and in microteaching, and through the evaluation of software and other educational technology, the course also attends to the following INTASC standard.

- VI. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.]

III. Course Strategy

- A. EDCI 567 will be divided into 3 interconnected segments ([1] **Philosophies of Teaching Social Studies**; [2] **Instructional Design**; and [3] **Adaptive Instructional Strategies: An In-Depth View**), with readings/activities based on the following textbooks:
 - Jack Zevin, Social Studies for the Twenty-first Century (required)
 - Bert Bower, Bring Learning Alive! (required)
 - Lloyd Duck, Teaching with Charisma (required)
 - Charles Wolfgang, Solving Discipline and Classroom Management Problems (required)
 - Harvey Silver, Richard Strong, and Matthew Perini, The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson. (recommended)

(SEE TENTATIVE DAILY SCHEDULE OF ACTIVITIES/READINGS/ASSIGNMENTS FOR DETAILS.)

- B. To help meet course objectives the following activities will be undertaken:
 1. Writing position papers concerning selected issues and concrete situations in social studies education
 2. Teaching "mini" lessons for microteaching activities
 3. Writing meaningful student learning objectives and assessment strategies
 4. Coordinating objectives and techniques of evaluation with levels in Bloom's and Krathwohl's taxonomies, as well as Virginia Standards of Learning and National Council for the Social Studies (NCSS) Curriculum Standards
 5. Observing classrooms for specific data
 6. Organizing student in-put regarding an issue to be studied
 7. Constructing a workable plan for classroom management
 8. Evaluating curriculum materials/instructional software
 9. Leading and analyzing discussions
 10. Designing learning activities involving a controversial issue in which students may be taught an abstract concept using the 4MAT approach or 4 levels of

experience: verbal symbols, visual symbols, indirect experience, direct experience (Emphasis is placed on working with students who have various levels of capability, as well as various learning disabilities.)

11. Adapting instructional materials for students with exceptional needs, including those with handicapping conditions and those from other cultures

(SEE TENTATIVE DAILY SCHEDULE OF ACTIVITIES/READINGS/ASSIGNMENTS FOR DETAILS.)

C. Field Experiences Component

1. The general focus of field experience (15 clock hours) will relate to refining elements of the instructional unit to be submitted as the final project for the course.
2. Field experience guidelines require that the introduction to the instructional unit provide information about the skill levels of one group of students (from your field experience setting) for which your instruction is designed, the teaching style and classroom management preferences for the teacher of that class, how the teacher's preferences for teaching style and classroom management compare to your own preferences, and a brief statement about how you will plan to transition from the teacher's preference to your own, if you were delivering the instruction for the class you have selected.
3. You will have an opportunity to teach one lesson to the class you have selected and receive feedback on that lesson from the teacher.
 - a. Plan an introductory lesson activity (consisting of student learning objective, materials, procedures [including an identified "interest hook"], and assessment), to be used as microteaching in EDCI 567 during Session IX. Use the feedback from peers as you refine the lesson activity to be presented for your selected field experience class.
 - b. Share your lesson plan with the field experience teacher and receive feedback.
 - c. Teach the lesson activity at your field experience setting (sometime during November).
 - d. Include within your unit a 1-2 page reflective statement about what you learned from teaching the lesson in your field experience school and how the lesson plan was further refined before being included in the instructional unit.

IV. Class Schedule and Assignment Deadlines (SEE TENTATIVE DAILY SCHEDULE OF ACTIVITIES/READINGS/ASSIGNMENTS FOR DETAILS.)

A. Class Meetings

1. September 1 – December 7 (Tuesdays, except 10/13, due to Columbus Day)
2. Tuesday, December 8 - Final Exam (optional). If final exam not selected, instructional units due at the December 15th session.

B. Major Assignments

1. Statement of your philosophy of teaching – Draft, Session VII (10/20); Final Product, Session VIII (10/27) (**Detailed Guidelines, Outline, and Rubric to be distributed in class.**) **Elements of the teaching philosophy will be included in the portfolio, a graduation requirement to be presented in EDUC 675, Research.**
2. Instructional Unit – Draft, Session XIII (12/1); Final Product, Session XIV (12/8) or Session XV (12/15), if final exam not selected. (**Detailed Guidelines, Outline, and Rubric to be distributed in class.**) **Elements of the instructional unit will be included in the portfolio, a graduation requirement to be presented in EDUC 675, Research. The instructional**

unit is a gateway task for the program; students cannot proceed to enrollment in EDCI 667, Teaching Social Studies II, until the instructional unit has been successfully completed.

- a. The statement of philosophy should bear a distinct relationship to the objectives, materials, procedures, and evaluation techniques of your unit—and should be re-submitted with the unit.
 - b. The 15-hour field experience requirement should provide background for your unit planning, i. e., as an aid to selecting learning experiences appropriate for your students and as an opportunity to become acquainted with available resources. (See Section III-C above.)
 - c. At least one lesson activity should involve the use of computer software/internet.
3. Grading Approximations: Examination-25%; Philosophy Paper-20%; Unit-20%, Microteaching- 20%; Position Papers/Participation-15% (NOTE: If you choose not to take the final examination, then grading approximations will be as follows—Philosophy Paper, 25%; Unit, 25%; Microteaching, 25%; Position Papers/Participation, 25%.)

Grading Scale

A+=98-100

A=94-97

A-=90-93

B+=88-89

B=84-87

B-=80-83

C=70-79

F=Did not meet course requirements

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for responsible use of computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703/993-2474 to access the DRC.

NOTE: Office Hours: TW, 3:30-5:30 P.M.

Other Hours by Appointment/Office: Robinson A332.

IN THE EVENT THAT A MEETING OR APPOINTMENT MAKES ME UNAVAILABLE DURING REGULAR OFFICE HOURS, PLEASE DO NOT HESITATE TO CALL ME AT 993-2047 OR CONTACT ME BY E-MAIL (lduck@gmu.edu).

**EDCI 567: Tentative Daily Schedule of Activities/Readings/Assignments
Fall, 2009**

Philosophy of Social Studies Teaching: An Overview of Teaching Style Choices

- Session I**
(9/1) Introduction/Exploring Problem-Solving with Students in the Social Sciences
Video Problem/Self-Assessment in Teaching Style Preference
(Zevin—intro, ch. 1-2; Bower—pp. 1-37) [**Emphasis: Mid/Sec**]
- Session II**
(9/8) Analysis of Video Problem Products/Alternatives
Overview of Teaching Style Preferences
Comparison of Essentialist and Experimentalist Approaches Using Interactive Slide Lecture Technique/Immigration
Prepare: position paper/video problem
(Bower—pp. 38-45 and Part 3; Duck—ch. 2; Zevin—ch. 14) [**Emphasis: Mid/Sec**]
- Session III**
(9/15) Analysis of Sample Course Syllabus to Illustrate Teaching Style Preference
Learning Styles Activity/Overview
Prepare: position paper—uses of disciplines; return MBTI
(Duck—ch. 3; Strategic Teacher—recommended) [**Emphasis: Sec**]
- Session IV**
(9/22) Learning Styles Debriefing/Applications
Using the Convergence/Divergence Continuum through “Untitled Excerpts”
Activity and “Analysis of World War I/Nazi/Holocaust Propaganda Posters”
Lesson
(Bower—pp. 46-75; Duck—ch. 4-5) [**Emphasis: Mid/Sec**]
- Session V**
(9/29) The Choices of the Kinesthetic and Affective/”Are People Fit to Govern?”
Teaching Students to Reason Inductively/Deductively—“Turner Thesis”
Activity
(Bower—pp. 76-133; Zevin—ch 9 or 10 or 11 or 12, depending on your area of
major preparation) [**Emphasis: Sec**]
- Session VI**
(10/6) The Array of Teaching Style Choices from Convergence to Divergence: A New
Approach to the Kensington Stone Activity
Prepare: discussion points for “Turner Thesis Activity”; divergent questions for
Kensington Stone Activity
The Teaching Style/Classroom Management Match
Analysis of Classroom Management Strategies through Videotapes
(Bower—Pt. 2; Duck—ch.7; Wolfgang—ch. 1-9; Strategic Teacher--
recommended) [**Emphasis: Mid/Sec**]
- NOTE: Regular Tuesday night classes do not meet on 10/13 because of
Columbus Day Recess. Monday night classes meet on Tuesday, 10/13.**
- Session VII**
(10/20) Classroom Management Models
Videotape Problem on Crisis Situations
Teaching Writing Simulation/Writing Workshop to Philosophy Paper
Prepare: draft statement of philosophy
(Wolfgang—ch. 10-14) [**Emphasis: Mid/Sec**]

Instructional Design

Session VIII

(10/27)

Introduction to the Teaching/Testing Match
Teaching/Testing and “Visitor from Outer Space” Activity
Testing for Convergence/Testing for Divergence
Prepare: final product for statement of philosophy
(Bower—Pt. 4; Zevin—ch. 7-8) [**Emphasis: Mid/Sec**]

Session IX

(11/3)

Mini-Lesson Presentations
“Guessing the Objective” Activity
Prepare: mini-lesson with objective(s)
(Zevin—ch. 5)

Session X

(11/10)

De-Briefing on Mini-Lessons: “How to Give Feedback” Activity
Prepare: draft of objectives and evaluation items (to be handed in)
Zevin—ch. 6)

Adaptive Instructional Strategies: An In-Depth View

Session XI

(11/17)

The Ultimate in Divergence: Pupil-Teacher Planning Strategies
Videotape problem for Stimulating Student Research Questions
Brainstorming to Generate Student Questions
(Duck—ch.3; Bower--Pt. 5[samples appropriate to your unit]; Strategic Teacher
--recommended) [**Emphasis: Sec**]

Session XII

(11/24)

Innovation Hall 336

Evaluation of Instructional Software
Evaluation of Sample Webquest Activities
(Zevin—ch. 4, 15) [**Emphasis: Mid/Sec**]

Session XIII

(12/1)

Mainstreaming and the Social Studies: “Promises to Keep” and “FAT City”
Video Analyses
Workshop on Discussion Leadership
Evaluation of Curriculum Materials
Writing Workshop for Instructional Unit
Prepare: question cluster; draft for instructional unit
(Zevin—ch. 3) [**Emphasis: Mid/Sec**]

Session XIV

(12/8)

Mini-Lesson Presentations: Affective
Prepare: mini-lesson; position paper on individualizing mini-lesson; final
product for instructional unit. (NOTE: Instructional unit not due until 12/9 if
you are not taking final exam)

Session XV

(12 /15)

Examination Experience: Planning Activity with Videotape
(NOTE: Instructional unit due if you are not taking final exam)
Close-Out Activities/Course Evaluation

NOTE: The instructional unit is a gateway task for the program. Until it is successfully completed, one cannot proceed to enrollment for EDCI 667, Teaching Social Studies II. Elements of the philosophy paper and the instructional unit will be used as part of the portfolio, a master’s degree graduation requirement to be presented in EDUC 675, Research.

FOR THOSE INTERESTED IN ADDITIONAL READINGS BEYOND THE REQUIRED AND RECOMMENDED TEXTS, PLEASE NOTE THE FOLLOWING “CLASSIC” AND CURRENT REFERENCES FOR EACH OF THE THREE COURSE SEGMENTS:

1. Philosophies of Teaching Social Studies
American Association of Colleges of Teacher Education, Mentoring Theme Issue, Journal of Teacher Education, May-June, 1992
Association for Supervision and Curriculum Development (ASCD), Curriculum Handbook. See Christine Woysner, Social Studies: A Chapter in the Curriculum Handbook. Alexandria, VA: ASCD, 2003
ASCD, How Children Learn Theme Issue, Educational leadership, March, 1997
ASCD, Personalized Learning Theme Issue, Educational Leadership, September, 1999
ASCD, Social and Emotional Learning Theme Issue, Ed. Leadership, May, 1997
ASCD, Supporting New Teachers Theme Issue, Ed. Leadership, May 1999
ASCD, Promoting Social and Emotional Learning: Guidelines for Educators
James Banks, Teaching Strategies for the Social Studies
Robert Barr et al., Defining the Social Studies
Barry Beyer, Teaching Thinking in Social Studies
William H. Cartwright and Richard Watson, The Reinterpretation of American History
Henry S. Commager, The Nature and Study of History
Benjamin Cox and Byron Massialas, Social Studies in the U.S.
James W. Davidson, After the Fact
Kenneth C. Davis, Don't Know Much about History: Everything You Need to Know about American History but Never Learned
Frederick Drake and Lynn Nelson, Engagement in Teaching History
Tibbi Dubois, ed., Paths to Teaching the Holocaust
Ronald Evans, The Social Studies Wars: What Should We Teach the Children?
David Gerwin and Jack Zevin, Teaching U.S. History as Mystery
James G. Henderson, Reflective Teaching: Becoming an Inquiring Educator
Michael Hickman and Erin Wigginton, Cooperative Problem-Solving Activities for Social Studies
Maurice Hunt and Lawrence Metcalf, Teaching High School Social Studies
Peter Irons, The Courage of their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court
David Jenness, Making Sense of Social Studies
Arthur Jersild, When Teachers Face Themselves
Joe L. Kincheloe, Getting Beyond the Facts: Teaching Social Studies in the Late 20th Century
Peter Martorella, Teaching Social Studies in Middle and Secondary Schools
Robert Marzano, What Works in Schools
Robert Marzano, D. Pickering, J. Pollock, Classroom Instruction that Works
National Commission on Social Studies in the Schools, Charting a Course: Social studies in the 21st Century
National Council for the Social Studies, Social Studies Curriculum Planning Resources
Donald Oliver and James Shaver, Teaching Public Issues in the High School
Walter C. Parker, Renewing the Social Studies Curriculum
Eugene Provenzo, Dan Butin, and Anthony Angelini, 100 Experiential Learning Activities for Social Studies, Literature, and the Arts
Louis Rath et al., Values and Teaching
Douglas Selwyn and Jan Maher, History in the Present Tense: Engaging Students through Inquiry and Action
James Shaver, Building Rationales for Citizenship Education
James Shaver, ed., Handbook of Research on Social Studies Teaching and Learning

Richard Shenkman, Legends, Lies, and Cherished Myths of American History
Fran Silverblank, An Annotated Bibliography of Historical Fiction for the Social Studies

William B. Stanley, Review of Research

Sociological Considerations and the Philosophy of Teaching Social Studies

Hal Borland, When Legends Die

Ralph Keyes, Is There Life after High School?

Winthrop Jordan, White Over Black

Oscar Lewis, Children of Sanchez

Debi and Steve Standiford, Sudden Family

2. Instructional Design

ASCD, Using Standards/Assessments Theme Issue, Educational Leadership, March, 1999

Harry Berg, Evaluation in the Social Studies

Benjamin S. Bloom, Taxonomy of Educational Objectives: Cognitive Domain

Daivd Krathwohl, Taxonomy of Educational Objectives: Affective Domain

Robert Mager, Preparing Instructional Objectives

National Council for the Social Studies, Student Assessment in Social Studies Theme Issue, Social Education, February, 1992

Grant Wiggins and Jay McTighe, Understanding by Design

Norris Sanders, Classroom Questions: What Kinds?

Paul Williams and Jerry Moore, Criterion-Referenced Testing for the Social Studies

3. Adaptive Instructional Strategies: An In-Depth View

ASCD, Schools as Safe Havens Theme Issue, Educational Leadership, October, 1997

James Banks, Teaching Ethnic Studies

Tibbi Dubois, ed. Paths to Teaching the Holocaust

Edwin Fenton, Teaching the New Social Studies

Robert Fitch and Cordell Svengalis, Futures Unlimited: Teaching about Worlds to Come

Jack Fraenkel, Helping Students Think and Value

Jean Grambs, Teaching about Women in the Social studies

Susan Hardwick and Donald Holtgrieve, Geography for Educators

Charles C. Haynes, Finding Common Ground

Charles C. Haynes, Religion in America: What to Teach and How

John Jarolimek, Social Studies Competencies

Stephen and Susan Judy, An Introduction to the Teaching of Writing

Allan Kownslar, Teaching American History: the Quest for Relevancy

Donna Kurfman, Developing Decision-Making Skills

Howard Mehlinger and Jan Tucker, Teaching Social studies in Other Nations

Barbara Means, Teaching Advanced Skills to At-Risk Students

Raymond Muessig, Controversial Issues in the Social Studies

James Shaver and Charles Curtis, Handicapism and Equal Opportunity: Teaching about the Disabled in Social Studies

Richard Sims and Gloria Contreras, Racism and Sexism: Responding to the Challenge

Stowell Symmes, Economic Education: Links to the Social Studies

Donna Walker Tileston, Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies

Williamsburg Charter Foundation, Living with our Deepest Differences

Robert C. Williams, The Historian's Toolbox