

**EDCI 554:001 Methods of Teaching Social Studies and Integrating Fine Arts  
in the Elementary Classroom  
Fall 2011**

**Instructor:** Dr. Katy Swalwell  
**Office:** Robinson A317  
**Office Hours:** By appointment

**Phone:** 703-993-3824  
**Email:** kswalwel@gmu.edu

“The issue is not how to stand above the choice.  
Rather, it is in what values I must ultimately choose.”  
--Michael Apple, *Ideology and Curriculum*

Teaching social studies can be an overwhelming endeavor that is fraught with difficult decisions, yet is, ultimately, a very important part of your curriculum that can awaken students' creativity, curiosity, and community spirit. This class will help you do just that!

**CLASS WEBSITE:** [www.socialstudiesmethods.weebly.com](http://www.socialstudiesmethods.weebly.com)

**REQUIRED TEXTS**

Parker, Walter C. (2012). *Social studies in elementary education* (14<sup>th</sup> edition). New York: Pearson.  
ISBN-13: 978-0-13-703425-3

NCSS (2010). *National curriculum standards for social studies*. Silver Spring, MD: NCSS.  
ISBN: 978-0-87986-105-6

**COURSE CATALOG DESCRIPTION:**

Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning. **Prerequisite(s):** Admission into elementary education graduate program; must be taken in programmatic sequence.

**LEARNING OUTCOMES:**

After participating in this course, students will be able to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia standards of learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and “big ideas” and include the arts, other subject areas, and technology.
- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Apply multiple intelligence theory to instruction and differentiation.
- G. Describe the central role of the arts in learning.
- H. Design and use multiple, authentic assessments.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

**COURSE EXPECTATIONS:**

Below is a list of five expectations you should have of me as much as I will have them of you. These probably go without saying, but you never know...

1. Participate respectfully
2. Think critically and creatively
3. Be proactive and professional
4. Collaborate productively
5. Take pride in your work

A couple of other requirements: if you have to miss class, you must inform me by email beforehand. We only meet once a week, so our time together is very important. In addition, all work must be submitted on time unless prior arrangements are made with me. Each assignment builds upon the last and coordinates with the activities on the day it was due. Extensions, therefore, should only be requested when absolutely necessary. By missing class or not turning in assignments, it is impossible to participate fully – an important part of the learning process. Not being able to participate may thus result in lowering your grade by a full letter or require further administrative action.

We will use Blackboard for several different purposes throughout the semester. All assignments should be uploaded to Blackboard by the due date (which means that all assignments need to be typed). Also, correct grammar and mechanics are expected of graduate students so please proofread your work. Anything submitted with numerous errors may be returned to you for editing before grading.

Your course grade is based on the following four categories: attendance, participation, weekly assignments, and final projects. Together, you and I will assess evidence from these areas at midterm and the end of the semester to determine your final grade. In addition to written feedback on each assignment, I also write a narrative letter to you at the end of the semester detailing your growth in the class and noting areas for future growth. My grading philosophy is as follows: this is a course for your professional licensure and I don't want any of you to be worried about points. Your focus should be on developing your skills along a matrix of performance standards so they are as robust as possible. With that said, the university does require a grade. The grading scale is as follows:

- A = Exceeded course expectations
- B = Met course expectations
- C = Met some course expectations (to stay in the program, you need a B or above)
- D = Met very few course expectations
- F = Met no course expectations

### **MASON EXPECTATIONS & RESOURCES:**

The College of Education & Human Development (<http://gse.gmu.edu/>) is committed to the following five values: collaboration, ethical leadership, research-based practice, social justice, and innovation. Students are expected to adhere to these principles.  
<http://cehd.gmu.edu/values/>

Students must also adhere to the guidelines of the GMU Honor Code.  
<http://academicintegrity.gmu.edu/honorcode/>

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester.  
<http://ods.gmu.edu/>

Students must follow the university policy for Responsible Use of Computing.

<http://universitypolicy.gmu.edu/1301gen.html>

Students are responsible for the content of university communications sent to their GMU 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.

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.  
<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. <http://writingcenter.gmu.edu/>

Students are expected to exhibit professional behaviors and dispositions at all times.

## **STANDARDS:**

To complete this course, you must show evidence that you have satisfied the following teaching standards:

### INTASC (The Interstate Teacher Assessment & Support Consortium):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. 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.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### Social Studies (NCATE):

2d. Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, and the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

## National Content Standards for Arts Education

<http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx>

### Dance:

1. Understanding dance as a way to create and communicate meaning
2. Applying and demonstrating critical and creative thinking skills in dance
3. Demonstrating and understanding dance in various cultures and historical periods.
4. Making connections between dance and healthful living
5. Making connections between dance and other disciplines

### Music

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Listening to, analyzing, and describing music.
4. Understanding relationships between music, the other arts, and disciplines outside the arts.
5. Understanding music in relation to history and culture.

### Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisation.
3. Designing by visualizing and arranging environments for classroom dramatizations.
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations.
6. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
7. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life.

### Visual Arts

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

### Technology (ISTE) (covers VA Technology Standards for Instructional Personnel):

- II. Teachers plan and design effective learning environments and experiences supported by technology.
- III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

## **CLASS SCHEDULE & ASSIGNMENTS:**

The social studies (Geography, History, Political Science, Economics, and Behavioral Sciences) address how humans interact with each other and/or our environment and help us to answer the following questions related to individuals and societies: *Who are we? Why are we the way we are? Who do we want to be?* A methods course adds the additional questions: *What should we teach? Why should we teach it? How should we teach it, and How will we know if we are successful?* In this course, we will try to answer both sets of questions.

The next pages list the projects affiliated with this course followed by an agenda for the assigned readings. I have provided the following star system to help you manage your time:

- ★ = a few hours of work
- ★★ = a few days of work □
- ★★★ = a few weeks of work

ASSIGNMENT (see Blackboard for rubrics)	DUE DATE	STANDARDS
<b>Exit Slips ★</b> Each week, you will complete an “exit slip” that evaluates one of the social studies methods or strategies used during the day and identifies which NCSS themes it best addresses.	<b>weekly</b>  complete survey in the week’s content section on Blackboard	Outcome B, D, I INTASC 4, 9 Dance, Music, Theater, Visual Arts
<b>Reading Reflections ★</b> Each week, you will respond to discussion questions intended to facilitate deeper reflection of the authors’ ideas and to demonstrate that you completed the readings. These should always be less than 500 words.	<b>weekly</b>  post comments and questions in Blackboard “Reading Reflections” journal	Outcome B, D, E, I INTASC 1, 3, 4, 5, 9
<b>Pre- and Post-Survey ★</b> Complete a self-assessment of your knowledge, skills, and dispositions regarding social studies teaching at the beginning and end of the semester.	<b>Aug.29/Sep.1 Dec.13/16</b>  email to Katy	Outcome H INTASC 8, 9 NCATE 2d
<b>What Are They Thinking? Audio Interviews ★★</b> Select a term/phrase that you want students to define and describe in one-on-one interviews that you will record and analyze. The term/phrase may be connected to your social issues unit (see below) or may be something that pertains to your practicum site. Record the interviews and upload a powerful .mp3 clip and the corresponding reflection to Blackboard.	<b>Oct.25</b>  upload audio and reflection to Blackboard “WATT” discussion thread	Outcome E INTASC 3, 7, 8, 9

<p><b>Right Under Our Noses</b> ★★</p> <p>Investigate your practicum site's community using a social studies lens. You can chart/graph a community phenomenon, research the history of a site, or attend a community event unique to the area. Represent what you learned in a visual art project to share with the class.</p>	<p><b>Nov.15</b></p> <p>bring to class, post reflection in "RUON" discussion thread</p>	<p>Outcome E, G INTASC 7 Visual Arts</p>
<p><b>BK Lit Circle</b> ★★</p> <p>You will select one field of social studies that you want to know more about. All of the people who choose the same topic will be part of a "BK" (background knowledge) group. As a group, you will select and read one popular book to read from that field. You will take turns posting discussion questions for your BK group about the text both to practice question-posing and to demonstrate your engagement with the book.</p> <p><b>BK Children's Book Review</b> ★</p> <p>You will select an exemplary children's book that connects with your BK group's topic. You will write a book review of this book including ideas for how to include it in your classroom (not a formal lesson plan). Your review will be included in a website providing resources to each other and practicing teachers.</p> <p><b>Background Knowledge Field Trip</b> ★★</p> <p>With the other people in your book group, plan and go on a field trip that connects to your umbrella topic. Document the trip in a one-page "how to" handout to share with the class. This handout will be uploaded to the resource website.</p>	<p><b>End of semester</b></p> <p>post in thread on Blackboard</p> <p>email to Katy</p> <p><b>Dec.6/9</b></p> <p>email Katy a .pdf of the handout</p>	<p>Outcome A INTASC 1, 7</p> <p>Outcome A, D INTASC 7</p> <p>Outcome D INTASC 7 ISTE II</p>
<p><b>Social Issue Unit (PBA)</b> ★★★</p> <p>During the first few weeks of the semester, we will brainstorm a list of social issues that interest us and affect our lives. You will choose an issue that you want to learn more about and individually develop a unit of lesson plans connected with that topic. Using your practicum site as the context, you will individually develop a social studies unit (minimum of 5 lessons) that addresses your social issue and connects to</p>	<p><b>First Lesson</b> <b>Nov.15/18</b></p> <p><b>Final Unit</b> <b>Dec.6/9</b></p>	<p>Outcome A, B, C, D, E, F, G, H, I INTASC 7 NCATE 2d Dance, Music, Theater, Visual Arts ISTE II, III</p>

<p>state/district social studies standards.</p> <p><b>Social Issue Website ★★</b> You will individually create a website for these lesson plans, resources, and links that will be connected to a class website.</p>	<p>create website and send link to Katy</p>	
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## READING SCHEDULE

☺ = no pages

★ = 5 pages

★★ = 5-30 pages

★★★ = 30+ pages

EQ = Essential Question

### WEEK ONE: August 30 ★★

**EQ: What are the social studies?**

#### READING DUE FOR TODAY:

NCSS book pp.14-24

Arts Standards Introduction

<http://www.menc.org/documents/natlstndartsedintros�all.pdf>

#### CHECK OUT THE FOLLOWING LINK:

VA Standards of Learning:

[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)

#### READING REFLECTION:

*For you, what is the most compelling case for the arts to be integrated into an elementary curriculum? Why?*

#### OTHER HOMEWORK:

Email Katy baseline survey by the end of the day.

### WEEK TWO: September 6 ★★★

**EQ: What is the role of standards in education? How can the standards meaningfully inform our PK-6 social studies curriculum and instruction?**

#### READING DUE FOR TODAY:

Hirsch, ED.(1988).Chapter 6: The Practical Outlook. In ED Hirsch, *Cultural Literacy: What Every American Needs to Know* (pp.134-145). New York: Random House.

Hirsch, ED.(1988).The List. In ED Hirsch, *Cultural Literacy: What Every American Needs to Know* (pp.152-156). New York: Random House.

Gootman, Elissa. (2008). 10 City Schools to Focus Reading Skills on Content. New York Times, August 26, 2008, B3. Retrieved 8/26/2008 from <http://www.nytimes.com/2008/08/26/education/26core.html?scp=1&sq=core%20knowledge&st=cse>

Feinberg, Walter. (1999). The Influential E.D. Hirsch. *Rethinking Schools*, 13(3). Retrieved on 8/26/2008 from



[http://www.rethinkingschools.org/archive/13\\_03/hirsch.shtml](http://www.rethinkingschools.org/archive/13_03/hirsch.shtml)

**READING REFLECTION:**

Share a page of ED Hirsch's "cultural literacy" list with three people. Your reading reflection should include the following elements: the demographics of who you interviewed, their responses, possible explanations for their responses, a comparison with your own response, and what you learned from this assignment.

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:

**WEEK THREE: September 13 ☆☆☆**

**EQ: What is the role of current and controversial topics in a PK-6 classroom?**

**READING DUE FOR TODAY:**

Connor, M.A. (2003). Can we field questions honestly, or does "age appropriateness" require soft-pedaling the awful truth of war? *Rethinking Schools*. Retrieved 12/04/2008 from <http://www.rethinkingschools.org/war/readings/kids174.shtml>

Salas, Kelley Dawson. (2004). How To Teach Controversial Content and Not Get Fired. In *New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom* (pp. 127-133). Milwaukee: Rethinking Schools, Ltd. Retrieved 8/26/2008 from <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>

Schweber, Simone. (2008). "What happened to their pets?": Third graders encounter the Holocaust. *Teachers College Record*, 110(10), 2073-2115. Retrieved 08/04/2009 from <http://www.schaefshouse.com/Holocaust%20Studies/Pittsburgh/what%20happened%20to%20their%20pets.pdf>

Warner, Judith. (2008). Bad Time Stories. *Domestic Disturbances*. Retrieved 12/04/2008 from <http://warner.blogs.nytimes.com/2008/12/04/first-the-bad-news/?apage=16>

OPTIONAL:

Parker Chapter 6

**READING REFLECTION:**

Which of the authors do you agree with the most regarding their perspective of what is "appropriate" for young children? Why? Which of the authors do you disagree with the most? Why?

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:

**WEEK FOUR: September 20 ★★**

**EQ: How should historical thinking be integrated into a PK-6 classroom?**

**READING DUE FOR TODAY:**

Peterson, B. (2008). Whitewashing the past. *Rethinking Schools*. Retrieved on July 15, 2011 from [http://www.rethinkingschools.org/archive/23\\_01/past231.shtml](http://www.rethinkingschools.org/archive/23_01/past231.shtml)

Sieff, K. (December 29, 2011). Some Va. history textbooks filled with errors, review finds. *The Washington Post*. Retrieved on July 15, 2011 from <http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html?sid=ST2010101908028>

Zinn, Howard. (2005) Chapter 1: Columbus, the Indians, and Human Progress. In Howard Zinn, *A People's History of the United States* (1-22). New York: Harper Perennial Modern Classics.

Zinn, Howard. (2005). Chapter 2: Drawing the Color Line. In Howard Zinn, *A People's History of the United States* (23-38). New York: Harper Perennial Modern Classics.

Zinn, Howard. (2005). Chapter 3: Persons of Mean and Vile Condition. In Howard Zinn, *A People's History of the United States* (39-58). New York: Harper Perennial Modern Classics.

**OPTIONAL:**

Agoglia, Rosemary. (1993). Beyond Thanksgiving: Teaching About Native Americans of New England. *Radical Teacher*, 43, 6-12. Retrieved 11/21/2005 from Proquest.

Stenhouse, V. (2009). Rethinking Thanksgiving: Myths and misgivings. *Rethinking Schools*, 24(1). Retrieved on December 21, 2009 at [http://www.rethinkingschools.org/archive/24\\_01/24\\_01\\_thanksgiving.shtml](http://www.rethinkingschools.org/archive/24_01/24_01_thanksgiving.shtml)

<http://zinnedproject.org/>

**READING REFLECTION:**

*Examine a fact in Zinn that challenged a fact you learned as a child. How did it feel to have previous beliefs challenged? Do you agree with Peterson's critique that books like those in the Sieff article are "whitewashing" the past? Why/why not?*

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:

**WEEK FIVE: September 27 ★**

**EQ: What resources exist to support PK-6 history curriculum?**

**GUEST SPEAKERS:** Jennifer Rosenfeld from Center for History & New Media...  
Smithsonian?

**READING DUE FOR TODAY:**

Parker Chapter 4

**READING REFLECTION:**

*Describe one social studies method you have seen in action in your practicum. Evaluate the quality of this lesson using Parker's framework.*

**WEEK SIX: October 4 ★★**

**EQ: How should economics be integrated into a PK-6 classroom?**

**Guest Speaker: Rachel Powell**

**READING DUE FOR TODAY:**

Kaufman, L. (May 15, 2009). A cautionary video about America's 'Stuff'. *New York Times*. Retrieved on 8/11/2011 from  
[http://www.nytimes.com/learning/teachers/featured\\_articles/20090515friday.html](http://www.nytimes.com/learning/teachers/featured_articles/20090515friday.html)

Lyman, Kate. (2003). Exploring Child Labor With Young Students. *Rethinking Schools*, 17(2).  
[http://www.rethinkingschools.org/archive/17\\_02/Labo172.shtml](http://www.rethinkingschools.org/archive/17_02/Labo172.shtml)

Tewksbury, Gregory & Scher, Abby. (1998). 'To Raise A Village': Education for the Community. In *Dollars and Sense: The Magazine of Economic Justice*, 216, 18-23. Retrieved 8/26/2008 from  
<http://www.dollarsandsense.org/archives/1998/0398scher.html>

**WATCH:**

<http://www.storyofstuff.com/>

**OPTIONAL:**

Brown, Amanda Christy and Kristin McGinn Mahoney. (2009). Studying 'stuff'. *New York Times*, May 15, 2009. <http://learning.blogs.nytimes.com/2009/05/15/studying-stuff/>

**READING REFLECTION:**

*Much of economic education is geared towards helping kids learn about the benefits of capitalism without engaging in any sort of critique. The articles you read for today explore different dimensions of a more critical approach. Using examples from each, explain your position regarding how you will approach economic issues in your classroom.*

**CURRENT EVENTS:**

**CUSTODIANS:**

**ARCHIVISTS:**

**COLLECTOR:**

**WEEK SEVEN: October 18 ★ \*\*\*\*\***

(No class Tuesday, October 11)

**EQ: How should geography be integrated into a PK-6 classroom?**

**READING FOR TODAY:**

Parker, Walter. (2009). Chapter 5: Powerful Tools: Maps, Globes, Charts, and Graphics. In Walter Parker, *Social Studies in Elementary Education* (150-186). Upper Saddle River, NJ: Pearson Education, Inc.

**READING REFLECTION:**

*Take out a blank sheet of paper. WITHOUT LOOKING AT A MAP OF THE WORLD (no cheating!!!), take five minutes to draw a map of the world as detailed as you can. After the time is up, compare your “mental map” to a published map of the world. What was accurate? What was inaccurate? What was missing? Discuss what your mental map tells you about your own geographic literacy.*

**BRING YOUR MENTAL MAP TO CLASS TO SHARE!!!**

**CURRENT EVENTS:**

**CUSTODIANS:**

**ARCHIVISTS:**

**COLLECTOR:**

**WEEK EIGHT: October 25 🌟🌟🌟**

**EQ: How can the different disciplines of the social studies and the arts be integrated into one unit? What are strategies for planning successful social studies units?**

**READING DUE FOR TODAY:**

Parker – Chapters 7, 8, & 9 (Read ONE – Katy will assign you)

Rogovin, P. (1998). The interview – fulcrum of the curriculum. In *Classroom Interviews: A World of Learning* (pp.21-42). Heinemann: Portsmouth, NH.

**DUE FOR TODAY:**

What Are They Thinking? Student Interviews

**READING REFLECTION:**

*What is one idea for your unit that was sparked by these chapters?*

**CURRENT EVENTS:**

**CUSTODIANS:**

**ARCHIVISTS:**

**COLLECTOR:**

**WEEK NINE: November 1 ☺**

**EQ: What makes a successful social studies simulation?**

**GUEST SPEAKER:** Carol Bliese, Population Connection

**READING DUE FOR TODAY:**

Park Koenig, Karne. (2009). "It was so much fun! I died of massive blood loss!" *Rethinking Schools*, 23(4), 64-67.

Sieff, K. (April 11, 2011). Va. teacher holds mock slave auction. *The Washington Post*. Retrieved August 16, 2011 from [http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD\\_story.html](http://www.washingtonpost.com/local/education/va-teacher-holds-mock-slave-auction/2011/04/11/AFxZnsLD_story.html)

**WATCH:**

"A Class Divided" <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

**READING REFLECTION (UPLOAD AS PODCAST!):**

*Based on the articles and the documentary, what do you see as the most significant challenges/concerns facing simulation as a teaching method? What are the most significant benefits? Describe your comfort level with simulations in your own future classroom.*

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:

**WEEK TEN: November 8 ✪**

**EQ: How can elements of our daily lives be the foundation for a PK-6 social studies curriculum?**

**READING DUE FOR TODAY:**

Stewart, K.L. (May 20, 2011). Fairview elementary students learn firsthand the politics of food. *Denver Examiner*. Retrieved 8/15/2011 from [http://www.examiner.com/organic-food-in-denver/fairview-elementary-students-learn-firsthand-the-politics-of-food?fb\\_comment=33413061](http://www.examiner.com/organic-food-in-denver/fairview-elementary-students-learn-firsthand-the-politics-of-food?fb_comment=33413061)

Thacker, Michi. (2006). There's No Business Like Food Business. *Rethinking Schools*, 20(4). Retrieved 8/26/2008 from [http://www.rethinkingschools.org/archive/20\\_04/busi204.shtml](http://www.rethinkingschools.org/archive/20_04/busi204.shtml)

**CHECK OUT:**

<http://www.foodtimeline.org/foodfaqindex.html>

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

<http://dcfarmtoschool.org/week/>

[http://www.gardenrant.com/dc\\_urban\\_gardeners/2007/10/dc-school-garde.html](http://www.gardenrant.com/dc_urban_gardeners/2007/10/dc-school-garde.html)

**READING REFLECTION:**

*Follow Michi Thacker's lesson by tracing at least one ingredient in a food item you will bring to class as part of a potluck. Find out where that ingredient came from and one historical fact about that ingredient. Complete the "ingredient card" template and bring it to class.*

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:

**WEEK ELEVEN: November 15 ★★**

**EQ: How can local resources enrich a PK-6 social studies education? How can field trips be integrated into a PK-6 social studies class? What can investigating the hidden history of our community teach us about ourselves?**

**READING DUE FOR TODAY:**

Pelo, A. (2009). A pedagogy for ecology. *Rethinking Schools*, 23(4), 30-35.

Percoco, James A. Chapter 4: If Statues Could Talk - Using Monuments to Teach. In James A. Percoco, *A Passion for the Past: Creative Teaching of US History* (pp.56-66). Portsmouth: Heineman.

**READING REFLECTION:**

*Using Ann Pelo's article as inspiration, write a poem to accompany the picture. If you would like, you can use the following scaffold based upon the poem "Where I'm From" by George Ella Owen: <http://www.scribd.com/doc/5563771/Where-Im-From-poems> . (More about this lesson here: [http://www.facinghistory.org/resources/strategies/"where-i'm-from"-poems](http://www.facinghistory.org/resources/strategies/) ). Upload the poem and the city where you are from as your reading reflection that you will share in class. I will add your poems to a Google Map like this one: [http://www.facinghistory.org/resources/strategies/"where-i'm-from"-poems](http://www.facinghistory.org/resources/strategies/) <http://www.poetryatlas.com/>*

**DUE TODAY:** Right Under Our Noses

CURRENT EVENTS:  
CUSTODIANS:  
ARCHIVISTS:  
COLLECTOR:

**WEEK TWELVE: November 22 ★★**

**EQ: How should global literacy and global citizenship be integrated into a PK-6 social studies classroom?**

**READING DUE FOR TODAY:**

Randolph, Brenda and DeMulder, Elizabeth. (2008). I didn't know there were cities in Africa! *Teaching Tolerance*, 34. Retrieved 11/20/2008 from <http://www.tolerance.org/teach/magazine/features.jsp?p=0&is=43&ar=944>

**CHECK OUT:**

<http://globallearning.pwnet.org/index.php>

**READING REFLECTION:**

*In this article, Brenda Randolph says that, "we must carefully examine and challenge our own knowledge and assumptions about African environments, customs, traditions and cultural realities. Otherwise, our misimpressions influence the kinds of learning opportunities we create for children." Using the VA Global Learning website (see above) as a resource, adapt at least two of her bulletpoints about Africa for recommendations about misconceptions that you or others have held about other parts of the world.*

CURRENT EVENTS:  
CUSTODIANS:  
ARCHIVISTS:  
COLLECTOR:

**WEEK THIRTEEN: November 29 ★★**

**EQ: What is the role of social action in a PK-6 social studies classroom?**

**READING DUE FOR TODAY:**

Fifth Graders of Room 405. (2005, February 15). *Room 405 Website*. Retrieved 8/26/2008 from <http://www.projectcitizen405.com/ActionPlan/NewsRelease.htm>

Hughes, Sherick A. (2007). Toward A Critical Race Pedagogy of Hope: A Rejoinder to Brian Schultz. *Journal of Educational Controversy*, 2(1). Retrieved 8/26/2008 from <http://www.wce.wvu.edu/Resources/CEP/eJournal/v002n001/r001.shtml>

Lewis, Barbara. (1998). Part 1: Life Beyond the Classroom. In Barbara A. Lewis, *Kids' Guide to Social Action* (pp.5 – 22). Minneapolis: Free Spirit Publishing.

**WATCH:**

<http://www.veoh.com/watch/v6500574DENMMFeE>

**CHECK OUT:**

<http://www.projectcitizen405.com/index.htm>

**READING REFLECTION:**

*What questions do you have for Brian Schultz about his experiences “teaching for social action” in Cabrini Green?*

CURRENT EVENTS:  
CUSTODIANS:  
ARCHIVISTS:  
COLLECTOR:

**WEEK FOURTEEN: December 6 ★**

**EQ: What are the needs of a democracy in terms of citizens' education? What is the difference between indoctrination and education?**

**READING DUE FOR TODAY:**

Parker Chapter 3

Pelo, Ann & Pelojoaquin, Kendra. (2006). *Why We Banned Legos: Exploring*

power, ownership, and equity in a kindergarten classroom. *Rethinking Schools*, 21(2). Retrieved 8/26/2008 from [http://www.rethinkingschools.org/archive/21\\_02/lego212.shtml](http://www.rethinkingschools.org/archive/21_02/lego212.shtml)

**CHECK OUT:**

<http://civics.pwnet.org/index.html>

**OPTIONAL:**

Bigelow, Bill. (2002). Defeating Despair. *Rethinking Schools*, 16(3). Retrieved 8/26/2008 from [http://www.rethinkingschools.org/archive/16\\_03/Desp163.shtml](http://www.rethinkingschools.org/archive/16_03/Desp163.shtml)

**READING REFLECTION:**

*Describe your ideal society. What kind of citizen does that society require? What does that mean for the way we educate children to be good members of the community? Using the website provided (civics.pwnet.org), evaluate how well the VA standards support your conception of citizenship education.*

CURRENT EVENTS:

CUSTODIANS:

ARCHIVISTS:

COLLECTOR:



**Integrated Social Studies and Fine Arts Integrated Unit Plan Rubric: EDCI 554**

	<b>Beginning</b>  <b>1</b>  <b>(Not Met)</b>	<b>Developing</b>  <b>2</b>  <b>(Not Met)</b>	<b>Accomplished</b>  <b>3</b>  <b>(Met)</b>	<b>Exemplary</b>  <b>4</b>  <b>(Met)</b>	<b>Score</b>
<b>Content and Standards</b>  <b>INTASC 1</b>  <b>ACEI 3.3</b>	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate. Big idea(s) and/or essential question not included or are not appropriate or do not promote thinking or connections.	Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate. Unit includes a big idea(s) and essential question(s) but they have limited potential to promote thinking or connections.	Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate. Unit includes a big idea(s) and essential question(s) that promote some thinking and connections.	Unit is based on standards for all subjects and the arts; is developmentally appropriate for the grade level. Content is accurate. Unit includes appropriate big idea(s) and essential question(s) that promote thinking and connections.	
<b>Content Integration</b>  <b>INTASC 7</b>  <b>ACEI 3.1</b>	None or few of the arts are included; no subject areas other than social studies are included; poorly integrated.	Some of the arts and subject areas are included; not well integrated.	Most of the arts and subject areas are included and fairly well integrated.	All 5 fine arts (movement, drama, visual arts, music, and literacy) and all 4 subject areas (social studies, science, mathematics, and language arts) are included and well integrated.	

<b>Instructional Objectives</b> <b>INTASC 7</b> <b>ACEI 3.1</b>	None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included.	Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included.	Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included.	All objectives are clear, obtainable, and measurable. Unit and daily objectives are included.	
<b>Materials</b> <b>INTASC 4</b> <b>ACEI 3.1</b>	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic.	All materials are included but use is unclear; some materials are hands-on and/or authentic.	All materials are included and use is clear; all materials are hands-on and/or authentic.	
<b>Multiple Intelligences</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	<ul style="list-style-type: none"> <li>• No multiple intelligences are addressed.</li> <li>• Or 1-2 are appropriately addressed.</li> <li>• Or 3-4 are addressed but not all appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 multiple intelligences are appropriately addressed.</li> <li>• Or at least 5 are addressed but not all appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 5 of Gardner's multiple intelligences are appropriately addressed.</li> <li>• Or all are addressed but not all appropriately.</li> </ul>	All of Gardner's multiple intelligences are appropriately addressed.	
<b>Differentiation</b> <b>INTASC 3</b> <b>ACEI 3.2</b>	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners; adaptations for students with special needs or learning style preferences.	
<b>Student Centeredness</b> <b>INTASC 5</b> <b>ACEI 3.4</b>	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson	

				supports <b>student choice</b> and responsibility.	
<b>Assessment</b> <b>INTASC 8</b> <b>ACEI 4.0</b>	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice test.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice test.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	
<b>Social Studies Instruction</b> <b>INTASC 4</b> <b>ACEI 2.4</b>	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
<b>Fine Arts Instruction</b> <b>INTASC 4</b> <b>ACEI 2.5</b>	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Unit supports creative and meaningful learning through teaching with the arts.	

If an element of the rubric is not included: 0.  
 \_\_\_\_\_ /40 = \_\_\_\_\_ /30

**Total points:**