

CI 469: Teaching the Social Sciences in Secondary Schools

Department of Curriculum and Instruction, Southern Illinois University-Carbondale
Spring Semester 2016

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Office Hours

T : 1:00-2:00

R: 1:00-3:00, and by appointment

Course Goals and Objectives

This course will provide Social Science teacher candidates opportunities to:

- 1) Select and integrate knowledge from the IL state history standards and other sources to design lessons (individual and unit) appropriate for high school classes and for varied school populations (i.e., special education, ESL, honors, etc.).
- 2) Develop a variety of instructional approaches (e.g., lecturing, Socratic seminars, text analysis, cooperative learning, etc.) appropriate for different grade levels.
- 3) Demonstrate proficiency in the use of higher-order questions in the teaching of the social sciences.
- 4) Critique texts by identifying explicit as well as implicit themes and emphases and assessing the adequacy of data presented.
- 5) Develop lesson plans aimed at engaging students in a variety of learning activities through the use of multiple media (e.g., songs, paintings, newspaper articles, etc.). In addition, these lesson plans should encourage active student participation in their own learning by planning for student input in such forms as discussions, debates, interviews, and role-plays.
- 6) Scaffold pupils' uses of primary sources to enhance students' critical thinking skills and help them develop the ability to "think like a social scientist."
- 7) Assess both the explicit and implicit priorities in various evaluation and assessment instruments.
- 8) Evaluate the multiple dimensions of classroom-based instruction.
- 9) Develop a personal philosophy about social studies education that includes your views on pedagogy, curriculum, and assessment.
- 10) Learn how to have fun in the classroom . . . and still make it educational.



Note for History and Social Science Education Students: Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including 1) the development of lessons and unit plans that incorporate the social studies, arts, and primary sources and 2) scaffolds that engage students with diverse learning needs in historical thinking.

IMPORTANT DATES *

Semester Class Begins.....	01/19/2016
Last day to add a class (without instructor permission):.....	01/24/2016
Last day to withdraw completely and receive a 100% refund:	01/31/2016
Last day to drop a course using SalukiNet:.....	04/03/2016
Last day to file diploma application (for name to appear in Commencement program):	02/12/2016
Final examinations:	05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday Holiday 01/18/2016

Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/catalog/undergraduatecatalog.html>

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/catalog/undergraduatecatalog.html>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

PLAGIARISM

Student Conduct Code http://srr.siu.edu/student_conduct_code/

Guidelines for Faculty <http://pvcaa.siu.edu/common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, <http://salukicare.siu.edu/index.html>

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the **SIU Emergency Response Plan** and **Building Emergency Response Team (BERT)** programs. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety's website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : <http://tutoring.siu.edu/>

Math Labs <http://math.siu.edu/courses/course-help.php>

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

PROVOST & VICE CHANCELLOR: <http://pvcaa.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>

Course Requirements (*submitted to LiveText)

- 1) Participation (50 pts.):** This assessment includes class attendance, participation in class discussion, and the assignments you will bring to class (see calendar for dates and descriptions). Assignments should be submitted during that class. Assignments and class participation are graded in terms of four categories:
A: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.
B: You completed the assignment appropriately; this is a solid performance.
C: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.
F: The work fails to address the intent of the assignment. The assignment has to be redone.
Class attendance is required. If you miss a class for any reason you are expected to contact a class member or come to my office hours or give me a call or send an email to go over issues covered in that class. It will also be your responsibility to find out if any additional materials were handed out during that class. Furthermore, if you have to miss more than three classes, I suggest that you take the course at another time.
- 2) Historiographical Essay* (50 pts.):** Choose a topic in U.S. History that is a significant subject for a secondary Social Science classroom. Research how historians have approached the subject by reading at least 3-4 book reviews on historical scholarship that address your topic. (1) Summarize historians' arguments about the topic, (2) identify the historical debate, (3) consider the theme(s) that link these books and arguments together, and (4) explain why this topic and argument is significant within a Social Science classroom. In your essay, be sure to address common myths and perceptions related to the topic, and any disagreements among historians. Cite evidence from the book reviews in a 5 page essay. (NCSS 1.1 e; 1.2 a, b, e; 1.3 f, h; 1.4 a, b, e; 1.5 a, b; 1.6 c, 1.8 a; 1.9 a; 1.10 c; 2.1 a, b, c, d, f; 2.2 f; 2.5 e; **IL-PTS** 2B, 2F, 2J, 5A, 6O, 6Q)
Due: February 11 (Week 4)
- 3) Finding Primary Sources through LOC (25 pts.):** Use the Library of Congress website to find 3-4 primary sources related to your historiographical topic. One of these sources needs to be text-based. Choose sources that you believe would be useful within the classroom and which represent historiographical arguments and debates that you addressed in your essay. You will submit your sources along with a few sentences explaining why you chose each source. (NCSS 1.2 d; 1.4 e; 1.5 a, b; 1.6 d; 1.8 a; 1.9a, 1.10 c; 2.1 a, b, f; 2.2 q; 2.3 c, e; 2.5 d; **IL-PTS** 2M, 5O, 6G, 6J)
Due: February 25 (Week 6)
- 4) Developing Assessments (25 pts):** Create a worksheet that prompts students to identify evidence to support a claim for your 3-4 LOC sources. These assessments will follow the literacy assessment modules for EdTPA. Bring 2 paper copies to class. In class, colleagues will give feedback and you will revise your assessments as needed. (NCSS 1.2 a, d, e; 1.3 h; 1.4 d, e, h; 1.5 a, b; 1.6 b, e; 1.7 h; 1.8 a; 1.9 a, b; 1.10 c; 2.1 a, b, c, f; 2.3 c; 2.5 d; **IL-PTS** 1I, 2B, 2H, 3A, 5B, 6A, 6B, 6G, 6J, 7B, 7C, 7E, 7G, 8B, 8K)
Due: March 10 (Week 8)
- 5) Evaluating Assessments* (100 pts):** Administer the assessments to students in your high school classroom. Afterwards, compile a qualitative and quantitative report of how well students can cite evidence to support a claim. Use specific quotes and other forms of evidence to support your claim about their learning. Conclude your report with your plans for instruction connected to the literature (i.e. course readings) that will address these issues. You will present your evaluation of assessments to the class, using *Prezi*, PowerPoint, or some other mode of presentation. (NCSS 1.2 a, d, e; 1.3 h; 1.4 d, e, h; 1.5 a, b; 1.6 b, e; 1.7 h; 1.8 a; 1.9 a, b; 1.10 c; 2.1 a, b, c, f; 2.3 c; 2.5 d; **IL-PTS** 1A, 1B, 1G, 1H, 1J, 2H, 2K, 2P, 2Q, 3D, 3G, 3J, 3M, 4H, 4P, 4Q, 5E, 5H, 5O, 6H, 6K, 7G, 7K, 7O, 7Q, 7R, 9K)
Due: April 7 (Week 12)
- 6) Lesson Plan* (100 pts):** Create a lesson plan based upon your historiographical essay topic and LOC sources, and which demonstrates your evaluation of the assessment of student literacy. Your plan should depict scaffolding for student learning and include multiple means that you will use to represent content and allow for your students to demonstrate that knowledge. The plan should include: an objective, essential question(s), standards (CCSS, IL-PTS, NCSS), teaching procedures, UDL modifications, student activity, identification of skills and content being taught, and assessment that aligns to the learning objective. (NCSS 1.2 a, b, d, e; 1.3 b, f; 1.4 a, b, e, h; 1.5 a, b; 1.6 b, d, e; 1.7 h; 1.8 a, b; 1.9 a, b; 1.10 c; 2.1 a, b, c, d, f; 2.2 f, q; 2.3 a, c, e; 2.5 d, e; **IL-PTS** 1A, 1C, 1G, 1J, 2J, 3A, 3M, 3N, 3Q, 4K, 4P, 5O, 6G, 6O, 6Q, 9G)
Due: April 21 (Week 14)

7) Unit Plan Outline* (100 pts): Create a unit plan outline that includes your historiographical topic and your lesson plan. The unit outline should include essential questions, lesson objectives, primary skills and content taught, critical standards for each lesson, formative and summative assessments, teaching materials, learning materials, sources, and recognition of UDL principles. This is an OUTLINE, therefore you will not need to create/include all materials for every lesson. This will be discussed in more detail in class. You will present your unit plan outline as your final for the course. (NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, i; **IL-PTS 2J, 2M, 2Q, 3A, 3B, 3Q, 4K, 5D, 5Q, 6G, 6J, 6Q, 7B, 7E, 7K, 9T**)
Due: May 5 (Week 16)

Major Assignments Completed In-Class

8) “Expose Us to the Arts” (pairs, 25 pts.): Completed with a partner, in-class. You will present to our class an example of the arts (e.g., painting, poetry, music) that could be used in a secondary Social Science classroom. This presentation will include background information on the particular work, how it represents the time period or place it was created and the person who created it, and lesson ideas. (NCSS 1.1b, c; 1.9a; 2.5i)

9) Prezi Lecture (pairs, 25 pts.): Completed with a partner, in-class. This assignment requires that you select a topic from Digital History’s online textbook (<http://www.digitalhistory.uh.edu/>) and create a Prezi (www.prezi.com) that explores this topic with a minimum of **2 primary sources** in a **non-linear format**. You will be required to present your Prezi with the Smartboard. (NCSS 1.2 a, d, e; 1.3 b, d, h; 1.4 e; 1.5 a, b; 1.6 b, e, g; 1.7 h; 1.8 b; 1.9 b, h; 1.10 b, c; 2.1 a, d; 2.2 n, o, r; 2.3 a, e; 2.4 g, j; 2.5 e, i) (**IL-PTS 1.A, G, I, K, L; 2.A; 3.B, D, H; 4.I, L; 8.E**)

**Marked assignments will be submitted through LiveText. All necessary rubrics, templates, and further instructions will be posted on LiveText.*

NOTE: Failure to submit **all** major assignments listed above will result in an “INCOMPLETE” for this course. **Late assignments will be docked one letter grade. Extensions (with reduced grade) will be given only under extenuating circumstances and at the discretion of the instructor.**

Grading Scale

500 points possible: A (450-500); B (400-449); C (350-399); D (300-349); F (299 or below)

Course Readings

Required Text:

Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. New York: Teachers College Press.

Readings (Available on D2L or listed links):

Barton, K., and Levstik, L. (2003). Why Don’t More History Teacher Engage Student in Interpretation? *Social Education*, 67(6), 358-361.

Curran, Thomas F. (2005). Review of *Terrible Swift Sword: The Legacy of John Brown*, edited by Peggy A. Russo and Paul Finkelman. *The History Teacher*, 135-136.

Fellman, Michael. (2005). Reviews of *Bound for Canaan: The Underground Railroad and the War for the Soul of America* by Fergus M. Bordewich and *John Brown, Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights*, by David S. Reynolds. *The Journal of Southern History*, 942-944.

Friedman, Lawrence J. (1982). Review of *Ambivalent Conspirators: John Brown, the Secret Six, and a Theory of Slave Violence*, by Jeffery Rossbach. *The Journal of American History*, 417-418.

Gallman, J. Matthew. (1995). *His Soul Goes Marching On: Responses to John Brown and the Harpers Ferry Raid*, edited by Paul Finkelman. *The Journal of American History*, 1218-1219.

Harold, S. (2008). Review of *John Brown, Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights*, by David S. Reynolds. *The Journal of American History*, 93, 217-218.

Abolitionist Primary Source Set (See handout for individual citations.)

Wineburg, S., and Martin, D. (2009). Tampering with History: Adapting Primary Sources for Struggling Readers. *Social Education*, 73(5), 212-216.

Alleman, Janet, Barbara Knighton, and Jere Brophy. (2010). Structuring the Curriculum Around Big Ideas. *Social Studies and the Young Learner*, 23 (2), 25-29.

- Getting the Big Idea Handout. “Transforming Learning Environments through Global and STEM Education”
August 13, 2013.
- Lattimer, H. (2008). Challenging History: Essential Questions in the Social Studies Classroom. *Social Education*, 72(6), 326-329.
- Schug, M. (2007). Why Did the Colonists Fight When They Were Safe, Prosperous, and Free? *Social Education*, 71(2), 61-65.
- Morowski, Deborah L., Theresa M. McCormick, and Megan Speaker. (2015). The Montgomery Bus Boycott: Utilizing Primary Sources and Identifying Multiple Perspectives. *Social Studies and the Young Learner*, 27(3), 26-30.
- Mazzone, Raphael and Lee Ann Potter. (2006). Documents Related to the Flu Pandemic of 1918. *Social Education*, 70(7), 393-396.
- Wineburg, S. (2004, March). Crazy for history. *Journal of American History*, 90(4), 1401-1414.
- Lee, John and Kathy Swan. (2013). Is the Common Core Good for Social Studies? Yes, *but...* *Social Education*, 77(6), 327-330.
- Wineburg, Sam, Mark Smith, and Joel Breakstone. (2012). New Directions in Assessment: Using Library of Congress Sources to Assess Historical Understanding. *Social Education*, 76(6), 290-293.
- Stanford – What Is an Inquiry Lesson? (<http://teachinghistory.org/teaching-materials/teaching-guides/24123>)
- Monte-Sano – Writing to Learn History (<http://teachinghistory.org/teaching-materials/teaching-guides/23554>)
- Neumann, Dave. (2011). In Defense of Memorization: The Role of Periodization in Historical Inquiry. *Social Education*, 75(4), 210-214.
- Strangeman et al. – RTI and UDL (available online at: <http://www.ldonline.org/article/13002/>)
- UDL Guidelines 1.0 (<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>)
- Sperry, C., & Sperry, S. (2007). Media Construction of Presidential Campaigns. *Social Education*, 71(7), 366-371.
- Sperry, Chris. (2006). Seeking Truth in the Social Studies Classroom: Media Literacy, Critical Thinking and Teaching about the Middle East. *Social Education*, 70(1), 37-43.
- Stein, Laura and Anita Prewett. (Winter, 2009). Media Literacy Education in the Social Studies: Teacher Perceptions and Curricular Challenges. *Teacher Education Quarterly*, 131-148.
- Landorf, Hilary and Martha Fernanda Pineda. (2007). Learning History through the Universal Declaration of Human Rights. *Social Education*, 71(6), 322-325.
- Wangerin, Laura. (2012). Links to Learning: Recommended Websites for your World History Class. *Social Education*, 76(1), 47.
- Saldaña, Cristóbal T. (2012). The Challenge of World History. *Social Education*, 76(1), 14-16.
- Engelmann, Ted. (2006). Examining the Seven-Flag *Chieu Hoi* Pass: A Primary Document from the American War in Viet Nam. *Social Education*, 70(6), 363-365.
- Hammond, Thomas C. and Alec M. Bodzin. (2009). Teaching *with* Rather than *about* Geographic Information Systems. *Social Education*, 73(3), 119-123.
- Milson, Andrew J., Kathleen M. Gilbert, and Brian D. Earle. (2007). Discovering Africa through Internet-based Geographic Information Systems: A Pan-African Summit Simulation. *Social Education*, 71(3), 140-145.
- Thomas ibook (<http://www.intimeandplace.org/iBook/GISInTheHistoryClassroom/index.html>)
- Risinger, C. F. (2013). The Globalization of Economics and How It’s Changing Domestic Politics, International Relations, and Our Lives. *Social Education*, 77(2), 107-108.
- Ladd, Brian and Heidi Stepp. (2013). Two Successful Approaches to Teaching AP Government. *Social Education*, 77(5), 272-274.
- Economic terms (<https://quizlet.com/46366371/glossary-of-economic-terms-and-concepts-flash-cards/>)
- Political Science terms (<http://www.infoplease.com/encyclopedia/1/polisci.html>)
- Garrett, H. J., & Schmeichel, M. (2012). Using *The Daily Show* to Promote Media Literacy. *Social Education*, 76(4), 211-215.
- Editing Reality from MediaLiteracy.org:
<http://www.rd.com/culture/13-secrets-reality-tv-show-producers-wont-tell-you/>
<http://variety.com/2015/voices/columns/donald-trump-media-campaign-reality-tv-1201603398/>
<http://www.tvguide.com/news/reality-shows-editing-interview-1032146/>
- 50 Ways to Teach with Current Events:
http://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?_r=0

Internet Resources for the Social Sciences (Used in Class)

National Council for the Social Studies (NCSS) 10 Thematic Strands. <http://www.socialstudies.org/standards/strands>
Illinois Social Science Goals.

http://www.isbe.net/ils/social_science/standards.htm

Common Core State Standards in pdf

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Dr. Miller's blog

<http://socialscienceeducation.blogspot.com/>

Historical Thinking Matters Website

<http://historicalthinkingmatters.org/>

Stanford History Education Group

<http://sheg.stanford.edu/>

Library of Congress Website

www.loc.gov

National History Education Clearinghouse

<http://teachinghistory.org/>

Universal for Design Guidelines

<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

Teaching Channel

<https://www.teachingchannel.org/>

Glossary of Economic Terms and Concepts. Available online at <https://quizlet.com/46366371/glossary-of-economic-terms-and-concepts-flash-cards/>

Political Science: terms and concepts. Available online at <http://www.infoplease.com/encyclopedia/1/polisci.html>

For Reference:

Big History Project

<https://www.bighistoryproject.com/bhplive>

Newberry Library

<http://dcc.newberry.org/>

Smithsonian

<http://www.si.edu/Educators>

National Geographic

http://education.nationalgeographic.com/education/?ar_a=1

Overview of Course Sessions

1) January 21: Introduction to Course

2) January 28: Historiography

Readings: 1) Barton and Levstik 2) John Brown Book Reviews: Curran, Fellman, Friedman, Gallman, Harrold 3) Abolitionist Primary Source Set

Questions to Consider: How do current methods in the Social Science classroom reflect what historians do? What is the role of historiography? How can historiography build historical thinking skills? What is the relationship between primary sources and historical scholarship?

Class Activity: John Brown Activity/Chronicling America/Ngram, Mexican-American War

(<http://teachinghistory.org/best-practices/teaching-with-textbooks/20424>), Historical Thinking Heuristics, SOAPS, PROPP, Standards

3) February 4: "Reading Like a Historian" I

Readings: 1) Wineburg: Intro 2) Chapter 2 "Standing Tall or Fleeing the Scene?" 3) Chapter 4 "Columbus Day: 1892, Not 1492"

Questions to Consider: How does sourcing and contextualization introduced in history classrooms benefit students in other ways? Briefly explain the historiographical debate and significance of the primary sources in "Standing Tall." If you taught this lesson in the classroom, which activities/tools would you choose to use? In "Columbus Day," how did historians approach the Columbus Day readings versus high school students? Which activities would you choose if you were doing this lesson in the classroom, and why?

Class Activity: Teaching Channel Videos: Sourcing, Contextualization, Corroboration/ Using Mazzone and Potter, identify historical thinking heuristics and standards for the proposed lesson with a partner/ Carousel activity

4) February 11: “Reading Like a Historian” II

Readings: 1) Wineburg: Chapter 3 “Lincoln in Context” 2) Wineburg & Martin

Questions to Consider: How does contextualizing Lincoln both better explain and complicate our understanding of Lincoln and the U.S. in the 1860s? What larger lessons are learned from this chapter that can be applied throughout a course? How does “tampering” benefit student understanding of historical sources? How do the sources in the Lincoln chapter represent examples of tampered sources?

Class Activity: Think-pair-share/ Take-a-Stand/ SHEG Radical Reconstruction, Reading Like a Historian Curriculum – Select a Lesson (<http://sheg.stanford.edu/?q=node/45>): How does the lesson you chose from SHEG address historical thinking heuristics: classify, source, contextualize, corroborate? Are the included sources “tampered”? If not, how might you do so in order to benefit student understanding? How are you using scaffolding in the lesson?

Due: Historiographical Essay

5) February 18: Big Ideas in History and Essential Questions

Readings: 1) Alleman, Knighton, and Brophy 2) Getting the Big Idea Handout 3) Lattimer 4) Schug

Questions to Consider/Prepare for Class: What are the major themes, or big ideas, of the American Revolution? What are some essential questions that you would use for a lesson about the American Revolution? Give some examples of essential questions for a unit that includes your historiographical topic.

Class Activity: Complete a Venn Diagram comparing/contrasting how the American Revolution is presented that highlight differences of opinion that could be used for inquiry in a high school classroom. Develop questions that could be asked about the similarities and differences. How might you teach a unit on the Revolution that aligns to standards?/ Using a lesson from Digital History (<http://www.digitalhistory.uh.edu/index.cfm>), create a graphic organizer or Four Square activity that can be used to address essential questions and historical thinking heuristics for the lesson. Which standards does the activity meet?

6) February 25: More on Using Primary Sources

Readings: 1) Wineburg: Chapter 7 “Rosa Parks and the Montgomery Bus Boycott” 2) Morowski, McCormick, Speaker 3) Mazzone & Potter

Questions to Consider: How does the use of primary sources help educators meet standards? Which sources from the readings do you think are most effective in analyzing Rosa Parks and the Montgomery Bus Boycott? How often do you envision using primary sources in your classroom?

Class Activity: DocsTeach (Mrs. Jackson’s Letter & We Shall Overcome), Expose Us to the Arts

Due: Finding Primary Sources through LOC

7) March 3: CCSS and Assessments

Readings: 1) Wineburg “Crazy for History” 2) Lee & Swan 3) Wineburg, Smith, Breakstone

Questions to Consider: What are the five ways that Wineburg presents for learning history? What is the relationship between standards and history education? What is the role of assessment in the learning process?

Class Activity: PARCC sample test, EdTPA Assessments/1909 Election Cartoon, Beyond the Bubble

8) March 10: Learning Through Inquiry and Historical Thinking

Readings: 1) Stanford – What Is an Inquiry Lesson? (<http://teachinghistory.org/teaching-materials/teaching-guides/24123>), 2) Monte-Sano – Writing to Learn History (<http://teachinghistory.org/teaching-materials/teaching-guides/23554>) 3) Neumann

Questions to Consider: What are the benefits of an inquiry lesson? How do such lessons promote historical thinking heuristics? What might be some drawbacks to using annotations or mini-writes? What are the benefits and limitations of periodization?

Class Activity: Teaching Channel Videos. Complete the investigation for the **Spanish American War** unit at www.historicalthinkingmatters.org and submit/email your essay response to rachelw@siu.edu.

Due: Developing Assessments

9) March 17: No Class – Spring Break

10) March 24: Expectations and Instruction for Diverse Learners

Readings: 1) Strangeman et al. – RTI and UDL (available online at: <http://www.ldonline.org/article/13002/>, and 2) UDL Guidelines 1.0 (<http://www.udlcenter.org/aboutudl/udlguidelines/downloads>)

Prepare for Class: Using any previous activity/assignment from class, identify changes you would make in order to address UDL and identify the UDL guidelines that you are using.

Class Activity: Boston Massacre activity. UDL Bookbuilder: Complete the activity and graphic organizer for *Indian Removal Act*.

11) March 31: Media Literacy

Readings: 1) Sperry and Sperry 2) Sperry 3) Stein & Prewett

Prepare for Class: Bring in a historical media message and answer the media message questions presented by Sperry and Sperry (pg. 369) for the image. How would you use the media in a lesson? What standards would the lesson meet?

Class Activity: “Migrant Mother” Activity, Presidential Campaigns, “It’s No Laughing Matter” Political Cartoon Activity

12) April 7: Teaching World History

Readings: 1. Landorf & Pineda 2) Wangerin 3) Saldaña 4) Englemann

Questions to Consider: To what extent should you include US history in World History? What do you perceive as the biggest challenges for teaching World History? What are some big ideas and essential questions for World History?

Class Activity: Teaching Channel Video: “The Vietnam War- How is it Taught in Vietnam?,” Jigsaw, SHEG World History Lessons

Due: Evaluating Assessments

13) April 14: Teaching Geography

Readings: 1) Hammond & Bodzin 2) Milson, Gilbert, Earle 3) Thomas iBook

(<http://www.intimeandplace.org/iBook/GISInTheHistoryClassroom/index.html>)

Questions to Consider: How can you infuse elements of geography and GIS into the History classroom? How does GIS enhance geography and encourage scaffolding? Look at the websites in Milson (3rd column, pg. 141); brainstorm some ideas of how you can use these in the classroom.

Class Activity: One-Minute Write/ Select a Story Map from Esri (<http://storymaps.arcgis.com/en/gallery/#s=0>); create a mini-lesson plan explaining how you can use this in the classroom, what teaching materials you would use, and how you would assess the lesson.

14) April 21: Teaching Economics and Political Science/ Prezi

Readings: 1) Risinger 2) Ladd & Stepp 3) Economic terms (<https://quizlet.com/46366371/glossary-of-economic-terms-and-concepts-flash-cards/>) 4) Political Science terms

(<http://www.infoplease.com/encyclopedia/1/polisci.html>)

Questions to Consider: How can economics and political science interact with one another in the classroom? How are they important to teaching history? What are some challenges that you may face in teaching economics and/or political science?

Class Activity: Prezi lectures

Due: Lesson Plan

15) April 28: Current Events and Popular Culture

Readings: 1) Garrett & Schmeichel 2) Editing Reality from MediaLiteracy.org: A. <http://www.rd.com/culture/13-secrets-reality-tv-show-producers-wont-tell-you/> B. <http://variety.com/2015/voices/columns/donald-trump-media-campaign-reality-tv-1201603398/> C. <http://www.tvguide.com/news/reality-shows-editing-interview-1032146/> 3)50

Ways to Teach with Current Events: http://learning.blogs.nytimes.com/2014/10/07/50-ways-to-teach-current-events/?_r=0

Questions to Consider/Prepare for Class: How can we use current events, news, and tv shows to teach media literacy? How does current media literacy teach students about history and engage them in historical thinking heuristics? Bring in a current news article and be ready to explain how you would use this in a lesson (choose from the list of 50 ideas).

Class Activity: *The Daily Show* clips, Editing Reality, The Choices Program: ISIS- A New Threat

16) May 5: Unit Plan Presentations

Due: Unit Plan Outline

Finals Week: Unit Plan Presentations

Please Note: To better meet the needs of this course, this syllabus is subject to minor changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.