

## Teaching Social Studies in the Middle and High School (MGE & SEC 481)

Content Methods- Social Studies- Spring, 2007

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Office Hours: Office Hours: M10:00-11:00, 3:00-4:00 W10:00-11:00, 3:00-4:00 and by appointment

**Course Description:** This course develops skills, procedures, and strategies for teaching social studies in middle level and secondary schools. Field experiences in public schools are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**Course Rationale:** This course prepares and continues to develop teachers whose primary role is to facilitate high level learning of the social studies among all middle and high school students.

**Prerequisite(s) SEC 481:**EDU 250, SEC 351, 352, PSY 310

**Prerequisite(s) MGE 481:**MGE 275, PSY 310,

**Texts:** The textbooks adopted for this course are:

Monk, L. (2003). Ordinary Americans. Alexandria, VA: Close Up Publishing.

National Council for the Social Studies (1994). Expectations of Excellence. Washington DC: NCSS.

Teachers' Curriculum Institute (2005). Bring Learning Alive! Palo Alto, CA: TCI

### Course Grading/Evaluation:

1. **Regular attendance and participation.** In class activities will be randomly conducted throughout the semester. Pre-service teachers who attend class and participate will earn at least 10 points for each activity. Those who fail to attend class will receive a zero for the missed activity, which cannot be made up. **100**

2. **Summary and reflection** (theory and practice) of clinical and **field experiences**. More information is forthcoming. **100 \*\*\***

3. **Annotated Bibliography** of related social studies education articles on reserve. More information is forthcoming. **100 \*\*\***

4. Preparation of a unit (two weeks) teaching plan. This is a simulation of the **TEACHER WORK SAMPLE**. **All WKU teacher education students are required to submit a TWS during their student teaching semester.** Components of this assignment include. **100\*\*\***

- A) Contextual Factors 25
- B) Learning Goals 25
- C) Assessment Plan 25
- D) Design for Instruction 25

These four components will also be viewed as your **critical performances** for your **electronic portfolio**. **A grade on X (INCOMPLETE) will be given if the MGE/SEC 481 critical performances are not properly uploaded onto the WKU Electronic Portfolio System. Students may not student teach with an incomplete grade in teacher education courses.**

5. The development of a **Resource Unit**. This is a simulation of what it will probably be like when you are informed that the Board of Education has elected you for a teaching position. More information is forthcoming. **150 \*\*\***

6. Cooperative **group presentation** on one of the six social studies teaching strategies in Bring Learning Alive. **50**

7. \*\*\* =**Portfolio Items**- Portfolios provide information about one's experiences, abilities, and knowledge about specific tasks. They are used to monitor K-12 students' progress levels throughout Kentucky and are effective resources for educators throughout our nation. In MGE\SEC 481 (**Teaching Social Studies**), pre-service teachers will have the opportunity to compile a portfolio on social studies teaching and learning. **Please submit marked (\*\*\*) assignments in your portfolio when they are due. 50**

8. Please word process 2,3,4,and 5. Otherwise, you will earn half credit.

650-585=A  
584-520=B  
519-455=C  
454-390=D

**Plagiarism Policy:** Page 26 of the 2005-2007 WKU undergraduate catalog states the following. "To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism".

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 (745-5004) of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Instructional Methods:**

Course discussions, presentations, field experiences, research, simulations, reading, written assignments, demonstrations, group work, role play

**Course Topics:**

Defining social studies and identifying social studies disciplines, teaching current events, political cartoons, teaching strategies, assessment, resources, current trends, learned societies, instructional planning (short/long range), teaching social studies skills, standards based social studies education.

**KERA Elements Addressed:**

Learning Goals and Academic Expectations, New Teacher Standards, Core Content for Assessment, Program of Studies, KTIP, PRAXIS

**Websites:**

National Council for the Social Studies ([NCSS.org](http://NCSS.org))  
Kentucky Department of Education ([kde.state.ky.us](http://kde.state.ky.us))

**\*\*\*Please download the following items for your grade levels to be used throughout the semester in this course**

*([www.kde.state.ky.us](http://www.kde.state.ky.us)) or [kyschools.org](http://kyschools.org)*

- 1) **KY Teacher Standards**
- 2) **Kentucky Core Content for Assessment- 4.1 Version/Program of Studies Combined Curriculum for Social Studies**

**Some Pre-assessment questions for you to answer:**

**These questions are typical of parents to social studies teachers during open house.**

- 1. What specific social studies content is taught in each of the following grade levels?  
5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th
- 2. List/identify at least five specific social studies skills (middle school OR high school) that social studies teachers are expected to teach students.
- 3. Besides lecture, identify at least three other strategies for effective teaching/learning of the social studies.
- 4. What is one effective way to teach current events?
- 5. Other than the textbook, what resources are available for social studies education?
- 6.??

**NOTES:**

**Some suggestions for successfully passing the social studies PRAXIS exam follow.**

1. visit [www.ets.org/praxis](http://www.ets.org/praxis) -- Search your way to the "test at a glance" section for **middle level or high school social studies**. That location gives you an overview of the different types of tasks you will be given, and sample test questions with examples of acceptable responses and written explanations as to why the responses are acceptable.

2. Some of the PRAXIS II (content) exam focuses on the analysis of case studies that are aligned with national content standards. Thus, NCSS's *Expectations of Excellence* book (MGE/SEC 481 required text) offers various grade social studies case studies for you to analyze as the case studies relate to NCSS content standards. You should already have a copy of *Expectations of Excellence* from your MGE/SEC 481 class.

3. Review middle level/high school content social studies textbooks that represent various grade levels. For example review texts for ...

**State History and/or State Geography/and/or American History** (5th grade)

**World Geography and/or World Studies** (6th grade)

**World History -early civilizations to the middle ages** (7th grade)

**American History- exploration to the civil war** (8th grade)

**Civics/Government** (9th grade)

**World History – 1600-present** (10<sup>th</sup> grade)

**American History- 1865-present** (11<sup>th</sup> grade)

**Psychology, Government, Sociology, Economics, Anthropology, etc** (12<sup>th</sup> grade)

For each book you review, simply look in the table of contents and identify topics that you are not very knowledgeable about. Then read about those topics in the middle level or high school textbook so that you may gain/digest concrete knowledge in an expeditious manner, particularly since the texts are written at a basic middle school or high school level. **Many of my former MGE/SEC 481 students tell me that this has helped them tremendously.** A textbook for each of the aforementioned middle/high school grade levels should be available at your student teaching site. If not, you may check out middle level/high school social studies textbooks in the Education Resource Center (ERC) in Tate Page Hall.

4. Review notes/assignments/exams from all of your WKU undergraduate content courses that focused on the social sciences (eg., HIST 119, 240, GEOG, ECON, upper level content courses, etc.).

5. Take PRAXIS exams during student teaching semester.

6. **MGE- Middle Grades Teacher Education Students:** Review your notes and critical performances (CP) from MGE 275 and MGE 485. According to several of my former MGE students, the MGE 275 CP entitled **The Nature of Early Adolescence and Implications for the Middle Level Educator** has proven to be very helpful for the PRAXIS exam. Moreover, all of MGE 485 CPs and work dealing with **Interdisciplinary Teaming** have proven to be helpful.

**MGE/SEC 481 Spring 2007**  
**Teaching Social Studies in the Middle and High School**

**Required Readings on Reserve in the Education Resource Center  
(ERC) 366 Tate Page Hall, 270.745.4552**

**Also Available in Extended Campus Libraries**

- Black, A & Blake, M. (2002). Knitting local history together: collaborating to construct curriculum. *The Social Studies*, 92(6). 243-247.
- Bolick, C & McGlenn, M. (2004). Harriet Jacobs: Using online slave narratives in the classroom. *Social Education*, 68(3) 198-202.
- Bolick, C. (2006). Teaching and learning with online historical maps. *Social Education*, 70(3), 133-137.
- Bredhoff, S., Schmael, S., Potter, L. (1999). Teaching with documents; The arrest records of Rosa Parks. *Social Education*, 63(4), 207-209.
- Bryant, C. & Bryant, R. (2000). Social studies in the block schedule: A model for effective lesson design. *The Social Studies*, 91(1). 9-16.
- Buckles, S., Schug, M. & Watts, M. (2001). A national survey of state assessment practices in the social studies. *The Social Studies*, 92(4). 141-146.
- Case, R & Obenchain, K. (2006). How to assess language in the social studies classroom. *The Social Studies*, 97(1), 41-48.
- Christensen, L. et al. (2002). Teachers' reflections on their practice of social studies. *The Social Studies*, 92(5) 205-208.
- Clark, R. et al (2004). How much of the sky? Women in American high school history textbooks from 1960s, 1980s, and 1990s. *Social Education*, 68 (1). 57-62.
- Cooper, D. (2005). Design a book: A quest in ancient Egypt. *Middle Level Learning*, 23, M9-M15.
- Crocco, M. & Cramer, J. (2005). Women, webquests and controversial issues in the social studies. *Social Education*, 69(3), 143-148.
- Cruz, B. et al. (2003). Teaching ELL students: Where do I begin? In Cruz et al. (Eds.) *Passport to Learning: Teaching Social Studies to ESL Students*. National Council for the Social Studies Bulletin 101, Silver Spring, Maryland. 23-29
- DuBrin, D. (2003). The role of the United Nations in postwar Iraq: A lesson plan. *Social Education*, 67(4). 192-195.
- Dunn, M. (2000). Closing the book on the social studies: Four classroom teachers go beyond the text. *The Social Studies*, 91(3). 132-135.
- Elnour, A. & Bashir-Ali, K. (2003). *Teaching Muslim girls in American schools*. *Social Education*, 67(1). 62-64.
- Field, S. et al. (2001). Teaching middle school social studies: Who is at risk? *Social Education*, 65(4). 225-230.
- Flournoy, M. & Patterson, A. (2003). Web-based resources for teaching about contemporary women and girls. *Social Education*, 67(1). 51-53.

- George, M. & Andi, S.(2000). Using multilevel young adult literature in middle school American studies. *The Social Studies*, 91(1). 25-31.
- Gerwin, D. (2004). Preservice teachers report the impact of high-stakes testing. *The Social Studies*, 95(2). 71-74.
- Greenspan, A.(2003). The importance of financial and economic education and literacy. *Social Education*, 67(2). 70-71.
- Heitzman, W.(2000). Teaching with cartoons: Looking at elections through the cartoonist's eye. *Social Education*, 64(5),92-98.
- Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? *Social Education*, 69(1), 47-48.
- Hicks,D. & Ewing, T.(2003). Bringing the world into the classroom with online global newspapers. *Social Education*,67(3), 134-139.
- Hooft, M. & Kelly J. (2004). Macro or micro: Teaching fifth-grade economics using handheld computers. *Social Education*, 68(2), 165-168.
- Hoover, L. & Taylor, R.(1998). Exploring Vietnam: A multiple intelligence portfolio of learning. *Social Education*, 93-96.
- Horner, R.(1999). Social studies in the middle grades: The story of an emerging team. In C.Walley & W. G. Gerrick (Eds.) *Affirming middle grades education* (pp.182-190). Needham Heights, MA 02494: Allyn & Bacon.
- Hume,S. & Boehm,R. (2001). A Rationale and model for a scope and sequence in geographic education, grades k-12. *The Social Studies* 92(1), 16-21.
- Hutchinson (2005). Learning about the civil war through soldiers' letters. *Social Education* 69(6), 318-322.
- Jaffee, C. (2004). Teaching about the Middle East: Challenges and resources. *Social Education*, 68(1). 46-50.
- Killoran, J. (1992). In defense of the multiple-choice question. *Social Education*, 106-108.
- Kirman, J & Jackson, C.(2000). The use of postage stamps to teach social studies topics. *The Social Studies*,91(4). 187-190.
- Kohlmeier, J. (2004). Experiencing world history through the eyes of ordinary Women. *Social Education*, 470-476.
- Lawlor, J.(2003). My reward: Outstanding student projects based on primary sources. Social Education, 405-409.
- Libresco, A. & Wolfe,J. (2003). Moving students form personal to global awareness. *Social Education*, 67(1). 44-46.
- Lopus, J. et al. (2003). Activity-based economics. *Social Education*, 67(2). 85-89.

- Mayer, R. (2006). Learning to teach young people how to think historically: A case study of one student teacher's experience. *The Social Studies*, 97 (2), 69-76.
- McCoy, M. (2003). Incorporating effective writing strategies. *Social Education*, 67(4). 200-202.
- Melican, C. & Goodman, R. (2003). Advanced placement economics. *Social Education*, 67(2). 96-99.
- Milson, A. (2003). Latin America online: Internet resources and web-based lessons. *Social Education*, 67(3). 169-174.
- Milson, A. et al. (2003). Where in the world is Lorena, Texas? Enhancing local history studies with technology. *Social Education* 67(3). 141-144.
- Mitchell, T. (2006). Working to improve our community: Students as citizens and town planners. *Middle Level Learning*, 25, 8-13.
- Moore, J. (2006). Shattering stereotypes: A lesson plan for improving student attitudes and behavior toward minority groups. *The Social Studies*, 97(1), 5-39.
- National Council for the Social Studies. (1994). Ten Thematic strands in social studies. *Expectations of Excellence*, 21-30.
- Pahl, R. (2001). Book Reviews; Four views on the role of women in history. *The Social Studies*, 92(3). 130-133.
- Pantziara, S. (2003). From ancient to modern: Greek women's struggle for equality. *Social Education*, 67(1). 28-32.
- Pass, S. (2004). Teaching about immigration, past and present. *Middle Level Learning*, 20, 10-14.
- Potter, L. (2003). Teaching with documents: Letter from Lyndon B. Johnson to John Steinbeck. *Social Education*, 67(4). 196-199.
- Potter, L. (2003). Teaching with documents: The purchase of the Louisiana territory. *Social Education*, 67(2). 100-104.
- Potter, L. (2005). Teaching with documents: Documents in the digital age. *Social Education*, 69(3), 118-122.
- Pratt, L. et al., (2002). A multipurpose guide to teaching the ten thematic strands of social studies through life span education. *The Social Studies*, 93(4). 170-175.
- Reese, L. (2003). Teaching about women in China and Japan: A thematic approach. *Social Education*, 67(1). 38-43.
- Richburg, R., et al. (2002). Gender equity: A world geography lesson Plan. *The Social Studies*, 93(1). 23-30.
- Rierson, S. & Duty, L. (2003). Conscientizacao: Latina women, American students, and empowerment in the social studies classroom. *Social Education*, 67(1). 33-37.
- Romanowski, M. (2003). Religion in Contemporary U.S. History Textbooks. *The Social Studies*, 94(3). 29-34.
- Royal, M. (2005). Maybe you could help: Letters to Eleanor Roosevelt, 1934-1942. *Middle Level Learning*, 22. 2-8
- Risinger, C. (2003). Teaching about war and peace with the internet. *Social Education*, 67(3). 175-176.
- Risinger, C. (2005). Home grown: Models of excellence in teacher-designed social studies websites. *Social Education*, 68(7). 464-465.

- Risinger C. (2005). Social studies, interdisciplinary teaching, and technology. *Social Education*, 69(3) 149-150.
- Risinger C. (2005). Take your students on virtual field trips: Exploring museums of the arts and humanities on the Internet. *Social Education*, 69(4), 193-194.
- Risinger, C. (2006). Teaching about international issues, geography, and multiple points of view using the internet. *Social Education*, 70 (1), 34-36.
- Schamel, W. (2004). Book Review- Dear Mrs. Roosevelt: Letters from children of The Great Depression. *Social Education*, 68 (4). 289.
- Schon, I. (2004). From ancient Rome to the Intifada: Historical Novels for Spanish-speaking adolescents. *The Social Studies*, 95(2). 75-78.
- Sincero, P. & Woysner, C. (2003). Writing women into the curriculum. *Social Education*, 67(4). 218-225.
- Smithsonian Institution (2005). The Cherokee response to removal. *Social Education*, 68(7). 466-469.
- Spears, E. (1999). Will the circle be unbroken? Using oral histories to tell the story of the civil rights movement. *Social Education*, 63(4). 198-206.
- Stephens, R. et al. (2005). Using technology to teach historical understanding. *Social Education*, 69(3), 151-154.
- Street, C. (2002). Teaching with the newspaper. *The Social Studies*, 93(3). 131-133.
- Swain, C. et al. (2003). Using digital video to study history. *Social Education*, 67(3). 154-157.
- Teachers' Curriculum Institute (2004). Creating a cooperative, tolerant classroom. *Bring Learning Alive!* 135-160.
- Teachers' Curriculum Institute (2004). Using the Interactive Student Notebook. *Bring Learning Alive!* 161-171.
- Teachers' Curriculum Institute (2004). How to adapt lessons to meet your students' needs. *Bring Learning Alive!* 174-181.
- Teachers' Curriculum Institute (2004). How to hone your use of the multiple intelligence teaching strategies. *Bring Learning Alive!* 182-219.
- Teachers' Curriculum Institute (2004). How to develop curriculum using the TCI approach. *Bring Learning Alive!* 220-247.
- Vardell, S. (2003). Poetry for social studies: Poems, standards, and strategies. *The Social Studies*, 67(4). 206-211.
- Vargha, L. (2004). Buyer Beware! Economics activities for middle school students. *The Social Studies*, 95(1). 27-32.
- Vogler, K. (2003). Where does social studies fit in a high-stakes testing environment? *The Social Studies*, 94(5), 207-211.
- Vogler, K. (2004). Using political cartoons to improve your Verbal questioning. *The Social Studies*, 95(1). 11-15.

Wasta, S. (2006). The American Revolution: Three lesson plans for critical thinking. *Middle Level Learning*, 25, 2-7.

Whelan, M. (2004). Back to basics, but that's just the beginning: Some reflections after observing an exemplary middle school unit. *The Social Studies*, 95 (2). 53-70.

Wilén, W. (2004). Encouraging reticent students' participation in classroom discussions. *Social Education*, 51-56.

Wilén, W. (2004). Refuting misconceptions about classroom discussion. *The Social Studies*, 95(1). 33-39.

Zola, J.(1992). Scored discussions. *Social Education*, 92(2). 121-125.

## **Special NOTES:**

**A: All MGE/SEC 481 students are required to include in their annotated bibliography...**

- 1. At least 3 Teachers' Curriculum Articles**
- 2. The National Council for the Social Studies Article**
- 3. Sixteen (16) remaining articles of your choice.**

**B: Most articles especially The Social Studies articles written after 1998 can be obtained via WKU's online libraries.**

- 1. [www.wku.edu](http://www.wku.edu)**
- 2. Click on Libraries**
- 3. Use your WKU e-mail address as your password, when asked**
- 4. Click on EBSCOhost or Articlefirst**
- 5. If you need assistance, contact the WKU Libraries reference desk at 270.745.6125**





