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

II. General Course Goals/Student Outcomes
   A. Each student should be able to choose a teaching style appropriate to his/her own personality and should demonstrate proficiency in at least three different instructional techniques that implement the preferred teaching style so as to meet the needs of learners of different skill levels and with different learning styles. [KB emphasis 1; 4; 5]
   B. Each student should be able to compose a statement of teaching philosophy in a position paper (of approximately 8-10 pages, word processed). This philosophy statement serves as a rationale for the teaching style preference and for the selection of what one considers the most meaningful learning objectives and the most effective instructional techniques for meeting those objectives. The philosophy statement must include answers to the following:
      1. What is the nature of the learner?
      2. What is the nature of the subject matter you will teach?
      3. What are the possibilities of that subject matter for guiding students toward meaningful learning?
      4. Based on your answers to the questions above and on your personality and values, what kinds of teacher behaviors do you want most to exhibit every day in the classroom? (Include specific teaching techniques and theories of classroom management.) [KB emphasis 1; 2; 3; 4; 5]
   C. Each student should be able to complete an instructional unit (from a subject field in which he/she teaches) containing objectives, materials, procedures (including “interest hooks”), and potential evaluation strategies for each learning activity. (Note: This unit is to be one which you will teach in approximately 2 weeks, and it should be planned using resources available in your field experience school.) [KB emphasis 1; 2; 3; 4; 5]
position statement on file), the course emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC).

I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

II. The teacher understands how students learn and develop and can provide learning opportunities that support a student’s intellectual, social, and personal development.

III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IV. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

VII. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

VIII. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

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

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

III. Course Strategy
A. EDCI 567 will be divided into 3 interconnected segments with the following supplementary readings:
   1. Philosophies of Teaching Social Studies (4 items required; other items list important “classics” in the field.) [See Tentative Schedule of Activities/Readings/Assignments for details.]
      Jack Zevin, Social Studies for the Twenty-first Century (required)
      Bert Bower, Bring Learning Alive! (required)
      Lloyd Duck, Teaching with Charisma (required)
      Charles Wolfgang, Solving Discipline and Classroom Management Problems (required)
      Donna Walker Tileston, Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies (highly recommended)
      David Gerwin and Jack Zevin, Teaching U.S. History as Mystery (recommended)
      Geography Standards/Geography for Life (recommended)

ASCD, How Children Learn Theme Issue, Educational Leadership, March, 1997
ASCD, Personalized Learning Theme Issue, Educational Leadership, September, 1999
ASCD, Supporting New Teachers Theme Issue, Educational Leadership, May 1999
ASCD, Promoting Social and Emotional Learning: Guidelines for Educators
James Banks, *Teaching Strategies for the Social Studies*
Robert Barr et al., *Defining the Social Studies*
Barry Beyer, *Teaching Thinking in Social Studies*
Henry S. Commager, *The Nature and Study of History*
Benjamin Cox and Byron Massialas, *Social Studies in the U.S.*
James W. Davidson, *After the Fact*
Kenneth C. Davis, *Don't Know Much about History: Everything You Need to Know about American History but Never Learned*
Ronald Evans, *The Social Studies Wars: What Should We Teach the Children?*
James G. Henderson, *Reflective Teaching: Becoming an Inquiring Educator*
Maurice Hunt and Lawrence Metcalf, *Teaching High School Social Studies*
Peter Irons, *The Courage of their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court*

David Jenness, *Making Sense of Social Studies*
Arthur Jersild, *When Teachers Face Themselves*
Joe L. Kincheloe, *Getting Beyond the Facts: Teaching Social Studies in the Late 20th Century*
Peter Martorella, *Teaching Social Studies in Middle and Secondary Schools*
National Commission on Social Studies in the Schools, *Charting a Course: Social studies in the 21st Century*
National Council for the Social Studies, *Social Studies Curriculum Planning Resources*
Donald Oliver and James Shaver, *Teaching Public Issues in the High School*
Walter C. Parker, *Renewing the Social Studies Curriculum*
Louis Raths et al., *Values and Teaching*
James Shaver, *Building Rationales for Citizenship Education*
James Shaver, ed., *Handbook of Research on Social Studies Teaching and Learning*
Richard Shenkman, *Legends, Lies, and Cherished Myths of American History*
Fran Silverblank, *An Annotated Bibliography of Historical Fiction for the Social Studies*
William B. Stanley, *Review of Research*

Hal Borland, *When Legends Die*
Ralph Keyes, *Is There Life after High School?*
Winthrop Jordan, *White Over Black*
Oscar Lewis, *Children of Sanchez*
Debi and Steve Standiford, *Sudden Family*

2. The Essential Objective: Cognitive and Affective (only 2 items required; other items are important “classics” in the field) [See Tentative Schedule of Activities/Readings/Assignments for details.]
Bert Bower, *Bring Learning Alive! (required)*
Jack Zevin, *Social Studies for the 21st Century (required)*
Donna W. Tileston, *Ten Best Teaching Practices* (highly recommended)

ASCD, *Using Standards/Assessments Theme Issue, Educational Leadership, March, 1999*
Harry Berg, *Evaluation in the Social Studies*
Benjamin S. Bloom, *Taxonomy of Educational Objectives: Cognitive Domain*
David Krathwohl, *Taxonomy of Educational Objectives: Affective Domain*
Robert Mager, *Preparing Instructional Objectives*
National Council for the Social Studies, *Student Assessment in Social Studies Theme Issue, Social Education, February, 1992*
Grant Wiggins and Jay McTighe, *Understanding by Design*
Norris Sanders, *Classroom Questions: What Kinds?*
Paul Williams and Jerry Moore, *Criterion-Referenced Testing for the Social Studies*

3. Strategies of Instruction (only 3 items below required; other items are “classics” in the field) [See Tentative Schedule of Activities/Readings/Assignments for details.]
   Bert Bower, *Bring Learning Alive!* (required)
   Charles Wolfgang, *Solving Discipline and Classroom Management Problems* (required)
   Jack Zevin, *Social Studies for the 21st Century* (required)
   Donna Tileston, *Ten Best Teaching Practices* (highly recommended)
   Michael Berson, *Social Studies on the Internet* (recommended)

   ASCD, *Schools as Safe Havens Theme Issue, Educational Leadership*, October, 1997
   James Banks, *Teaching Ethnic Studies*
   Edwin Fenton, *Teaching the New Social Studies*
   Robert Fitch and Cordell Svengalis, *Futures Unlimited: Teaching about Worlds to Come*
   Jack Fraenkel, *Helping Students Think and Value*
   Jean Grambs, *Teaching about Women in the Social Studies*
   Susan Hardwick and Donald Holtgrieve, *Geography for Educators*
   Charles C. Haynes, *Finding Common Ground*
   Charles C. Haynes, *Religion in America: What to Teach and How*
   John Jarolimek, *Social Studies Competencies*
   Stephen and Susan Judy, *An Introduction to the Teaching of Writing*
   Allan Kownslar, *Teaching American History: the Quest for Relevancy*
   Donna Kurfman, *Developing Decision-Making Skills*
   Howard Mehlinger and Jan Tucker, *Teaching Social studies in Other Nations*
   Barabara Means, *Teaching Advanced Skills to At-Risk Students: Views from Research and Practice*
   Raymond Muessig, *Controversial Issues in the Social Studies*
   James Shaver and Charles Curtis, *Handicapsm and Equal Opportunity: Teaching about the Disabled in Social Studies*
   Richard Sims and Gloria Contreras, *Racism and Sexism: Responding to the Challenge*
   Stowell Symmes, *Economic Education: Links to the Social Studies*
   Williamsburg Charter Foundation, *Living with our Deepest Differences*
   Robert C. Williams, *The Historian’s Toolbox*

B. To help meet course objectives the following activities will be undertaken:
   1. Writing position papers concerning selected issues and concrete situations in social studies education [KB 1.1; 1.2; 1.3; 1.4; 1.5; 5.1; 5.2 5.3]
   2. Teaching “mini” lessons for microteaching activities [KB 3.1; 3.3; 3.4; 3.6]
   3. Writing meaningful student learning objectives and assessment strategies [KB 2.1; 2.2; 2.3]
   4. Coordinating objectives and techniques of evaluation with levels in Bloom’s and Krathwohl’s taxonomies, as well as Virginia Standards of Learning [KB 2.1; 2.2; 2.3; 2.7]
   5. Observing classrooms for specific data [KB 1.1; 1.2; 1.3; 4.2; 4.4]
   6. Organizing student in-put regarding an issue to be studied [KB 2.4; 2.5; 2.7; 3.6]
   7. Constructing a workable plan for classroom management [KB 3.2]
   8. Evaluating curriculum materials/instructional software [KB 2.6; 3.3; 3.5; 4.1; 4.3; 4.4]
9. Leading and analyzing discussions [KB 2.7; 3.1; 3.2; 4.2; 4.4]
10. Designing learning activities involving a controversial issue in which students may be taught an abstract concept using the 4MAT approach or 4 levels of experience: verbal symbols, visual symbols, indirect experience, direct experience (Emphasis is placed on working with students who have various levels of capability, as well as various learning disabilities.) [KB 2.1; 2.2; 2.3; 2.7; 3.3; 3.4; 4.2; 4.3; 4.4]
11. Adapting instructional materials for students with exceptional needs, including those with handicapping conditions and those from other cultures [KB 3.6; 3.7]

IV. Class Schedule and Assignment Deadlines
A. Class Meetings
   1. August 30 – December 6 (Tuesdays, except 10/11, during Columbus Day Recess)
   2. Tuesday, December 13 - Final Exam (optional). If final exam not selected, instructional units due at the December 13th session.
B. Major Assignments
   1. Statement of your philosophy of teaching – Draft, Session VII (10/18); Final Product, Session VIII (10/25) (Detailed Guidelines, Outline, and Rubric to be distributed in class.)
   2. Instructional Unit – Draft, Session XIII (11/29); Final Product, Session XIV (12/6) or Session XV (12/13), if final exam not selected. (Detailed Guidelines, Outline, and Rubric to be distributed in class.)
      a. The statement of philosophy should bear a distinct relationship to the objectives, materials, procedures, and evaluation techniques of your unit—and should be re-submitted with the unit.
      b. The 15-hour field experience requirement should provide background for your unit planning, i.e., as an aid to selecting learning experiences appropriate for your students and as an opportunity to become acquainted with available resources.
      c. At least one lesson activity should involve the use of computer software/internet and at least one lesson should incorporate the teaching of a standard from Geography for Life.
   3. Grading Approximations: Examination-25%; Philosophy Paper-20%; Unit-20%, “Mini” Lessons- 20%; Position Papers-15% (NOTE: If you choose not to take the final examination, then grading approximations will be as follows—Philosophy Paper, 25%; Unit, 25%; “Mini” Lessons, 25%; Position Papers/Participation, 25%.)

Grading Scale
A+=98-100
A=94-97
A-=90-93
B+=88-89
B=84-87
B-=80-83
C=70-79

F=Did not meet course requirements

The Graduate School of Education and Human Development expects that all students abide by the following:

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

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

Students must agree to abide by the university policy for responsible use of computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703/993-2474 to access the DRC.

NOTE: Office Hours: TW, 3:30-5:30 P.M.
Other Hours by Appointment/Office: Robinson A332.
IN THE EVENT THAT A MEETING OR APPOINTMENT MAKES ME UNAVAILABLE DURING REGULAR OFFICE HOURS, PLEASE DO NOT HESITATE TO CALL ME AT 993-2047 OR CONTACT ME BY E-MAIL (lduck@gmu.edu).

EDCI 567: Tentative Schedule of Activities/Reading/Assignments

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

**Session I**

(8/30) Introduction/Exploring problem-Solving with Students in the Social Sciences
Video Problem/Self-Assessment in Teaching Style Preference
(Zevin—intro, ch. 1-2; Bower—pp. 1-37) [Emphasis: Mid/Sec]

**Session II**

(9/6) Analysis of Video Problem Products/Alternatives
Overview of Teaching Style Preferences
Comparison of Essentialist and Experimentalist Approaches Using Interactive Slide Lecture Technique/Immigration
Prepare: position paper/video problem; return MBTI
(Bower—pp. 38-45 and Part 3; Duck—ch. 2; Zevin—ch. 14; Tileston—ch 1 recommended) [Emphasis: Mid/Sec]

**Session III**

(9/13) Analysis of Sample Course Syllabus to Illustrate Teaching Style Preference
Learning Styles Activity/Overview
Prepare: position paper—uses of disciplines
(Duck—ch. 3; Gerwin & Zevin—ch. 1-2 recommended; Tileston—ch. 2 recommended) [Emphasis: Sec]

**Session IV**

(9/20) Learning Styles Debriefing/Applications
Using the Convergence/Divergence Continuum through “Untitled Excerpts” Activity and “Analysis of World War I Propaganda Posters” Lesson
(Bower—pp. 46-75; Duck—ch. 4-5; Gerwin & Zevin—ch. 3-4 recommended; Tileston—ch. 3 recommended) [Emphasis: Mid/Sec]

**Session V**

(9/27) The Choices of the Kinesthetic and Affective/”Are People Fit to Govern?“
Teaching Students to Reason Inductively/Deductively—“Turner Thesis” Activity
(Bower—pp. 76-134; Zevin—ch 9 or 10 or 11 or 12, depending on your area of major preparation; Gerwin & Zevin—ch. 5-6 recommended; Tileston—ch. 4 recommended) [Emphasis: Sec]

**Session VI**

(10/4) The Array of Teaching Style Choices from Convergence to Divergence: A New Approach to the Kensington Stone Activity
Prepare: discussion points for “Turner Thesis Activity”; divergent questions for Kensington Stone Activity
The Teaching Style/Classroom Management Match
Analysis of Classroom Management Strategies through Videotapes
(Bower—Pt. 2; Duck—ch. 7; Wolfgang—ch. 1-9; Tileston—ch. 6 recommended) [Emphasis: Mid/Sec]

NOTE: Regular Tuesday night classes do not meet during the week of 10/10. Due to Columbus Day Recess, Monday night classes meet on Tuesday this week.
| Session VII | Classroom Management Models  
(10/18)  
Videotape Problem on Crisis Situations  
Teaching Writing Simulation/Writing Workshop to Philosophy Paper  
**Prepare:** draft statement of philosophy  
(Wolfgang—ch. 10-14; Tileston—ch. 7 recommended)  
**[Emphasis: Mid/Sec]** |
| --- | --- |
| **The Teaching/Testing Match** | **Session VIII** | Introduction to the Teaching/Testing Match  
Teaching/Testing and “Visitor for Outer Space” Activity  
Testing for Convergence/Testing for Divergence  
**Prepare:** final product for statement of philosophy  
(Bower—Pt. 4; Zevin—ch. 7-8; Tileston—ch. 5 recommended)  
**[Emphasis: Mid/Sec]** |
| | (10/25) | --- |
| | | --- |
| **Session IX** | Mini-Lesson Presentations  
(11/1)  
“Guessing the Objective” Activity  
**Prepare:** mini-lesson with objective(s)  
(Zevin—ch. 5; Tileston—ch. 8 recommended) |
| **Session X** | De-Briefing on Mini-Lessons: “How the Give Feedback” Activity  
Writing Workshop for Objectives and Evaluation Items  
**Prepare:** draft of objectives and evaluation items (to be handed in)  
(Zevin—ch. 6; Tileston—ch. 9 recommended) |
| (11/8) | --- |
| **Adaptive Instructional Strategies: An In-Depth View** | **Session XI** | The Ultimate in Divergence: Pupil-Teacher Planning Strategies  
Videotape problem for Stimulating Student Research Questions  
Brainstorming to Generate Student Questions  
(Duck—ch.3; Bower--Pt. 5)  
**[Emphasis: Sec]** |
| | (11/15) | --- |
| | **Session XII** | Evaluation of Instructional Software  
Evaluation of Sample Webquest Activities  
(Zevin—ch. 4, 15; Berson—recommended; Tileston—ch. 10 recommended)  
**[Emphasis: Mid/Sec]** |
| | (11/22) | --- |
| | **Session XIII** | Mainstreaming and the Social Studies: “Promises to Keep” and “FAT City”  
Video Analyses  
Workshop on Discussion Leadership  
Evaluation of Curriculum Materials  
Writing Workshop for Instructional Unit  
**Prepare:** question cluster; draft for instructional unit  
(Zevin—ch. 3; Tileston—ch. 11 recommended)  
**[Emphasis: Mid/Sec]** |
| | (11/29) | --- |
| | **Session XIV** | Mini-Lesson Presentations: Affective  
**Prepare:** mini-lesson; position paper on individualizing mini-lesson; final product for instructional unit.  
(NOTE: Instructional unit not due until 12/13 if you are not taking final exam) |
| | (12/6) | --- |
| | **Session XV** | Examination Experience: Planning Activity with Videotape  
(NOTE: Instructional unit due if you are not taking final exam) |
| | (12/13) | --- |