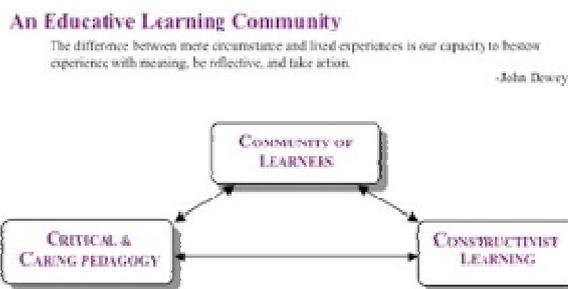


The College of Idaho  
Education 543  
Secondary Social Studies Methods  
Fall, 2011  
Mondays, 1:00-2:00

Instructor: Don Burwell, Ph.D  
Office: Covell Suite 1B  
Phone: x 5232  
Office Hours: Mondays 11:12:00  
Text: *Teaching History in the Digital Classroom* by Cantu & Warren  
Class Wiki: <http://socstudmethods.wikispaces.com/>



**Course Purposes:** This course is designed to provide pre-service teachers and interns with the knowledge needed for working with secondary students as they are becoming reflective citizen-actors in our nation and in our world. To this end, the goals of social studies education, the nature of social inquiry, and approaches to multi-disciplinary curriculum will be examined. The course is also designed to provide pre-service teachers and interns with the opportunity to think deeply about the purpose of social studies education and to create instructional activities that help students develop:

- Chronological thinking
  - Constructing timelines
  - Understand the narrative (story telling) nature of Social Studies interpretation
  - Explore possible cause/effect relationships between and among events
- Comprehension
  - Reconstructing literal meaning of written passages
  - Reading written passages imaginatively
  - Describing the past on its own terms without judging from present day perspectives
  - Drawing on a wide variety of source materials
- Analysis and interpretation
  - Differentiating between fact and interpretation
  - Distinguishing between primary and secondary sources
  - Considering multiple perspectives
  - Analyzing cause and effect
  - Comparing competing narratives
  - Remembering that historical interpretations are tentative and subject to change
- Social Studies research: issue analysis and decision-making
  - Formulating research questions
  - Obtaining data and analyzing for credibility and bias (frame of reference)
  - Uncovering the context of data
  - Understanding the value-laden nature of Social Studies inquiry
  - Evaluating alternative courses of action
  - Formulating a position or course of action on an issue

### Some Questions to Consider:

1. How can I approach social studies from a constructivist approach?
2. What is the role of controversial issues in the classroom?
3. What choices do I have in developing curriculum?
4. What criteria do I use to select resources?
5. How do I integrate standards into my curriculum?
6. Which teaching approaches will guide my planning?
7. What role does assessment play in the curriculum?
8. How can I use technology to aid inquiry in my classroom?
9. What criteria should I use in selecting my teaching strategies?
10. What values and beliefs will guide my classroom and my teaching?
11. What role does discussion and critical thinking have in my teaching?

**Schedule: (There will be specific reading assignments and a number of inquiry lessons due during the term, but because I want this course to be interactive and to meet your needs as you teach, it is imperative that you check and use the Wiki frequently as I will post discussion questions or information for you to respond to on the Wiki)**

Sept 12 <sup>th</sup>	<b>[topic: introduction the Social Studies]</b> Read the preface and chapter 1 of the text. I will post reflection questions on the Wiki. How would you define Social Studies education? How have the purpose and nature of Social Studies changed over time? What are the competing views that have characterized Social Studies?
Sept 19 <sup>th</sup>	<b>[topic: origins and rationale for teaching Social Studies]</b> Discuss the purpose/ scope and sequence of Social Studies. Consider the context of the curriculum at your school. How does it address the issues Cantu and Warren describe in Ch. 1?
Sept 26 <sup>rd</sup>	<b>[topic: Structure and standards for Social Studies education]</b> Read Ch. 2 of the text. Identify the standards for the subjects you are teaching: history, economics, geography, government, integrated social studies. How are the standards integrated into the intended curriculum?
Oct 3 <sup>rd</sup>	<b>[topic: Social Studies teacher's beliefs]</b> Read Ch. 4 of the text. What is the relationship between your beliefs as a teacher and what is to be taught in a Social Studies classroom?
Oct 10 <sup>th</sup>	<b>[topic: The intended curriculum]</b> Read Ch. 5. Planning for instruction. Bring a unit to present to class.
Oct 17 <sup>th</sup>	<b>[topic: Inquiry and Social Studies]</b> Read Ch. 10. Using on-line primary sources in Social Studies.
Oct 31 <sup>st</sup>	<b>TBA</b>
Nov 3 <sup>rd</sup>	<b>TBA</b>
Nov 14 <sup>th</sup>	<b>TBA</b>
Nov 21 <sup>st</sup>	<b>TBA</b>
Nov 28 <sup>th</sup>	<b>TBA</b>

**Assessment:**

1. Inquiry lessons- Posted to the Wiki and shared with class (25% of final grade)
2. Unit- Written Unit to be taught during internship. We will be discussing in class and sharing final results.
3. Four short papers reflective papers based upon an issue discussed in class (4-6 pages). (25% of final grade)
4. Participation in both class and wiki discussion. (25% Of final grade)

**Plagiarism:**

Plagiarized work will result in a failing grade. Plagiarism, as defined by the Standard College Dictionary, is “to appropriate and pass off as one’s own writings, ideas, etc. of another.” Students may utilize information from any source as long as the reader is provided with full and proper acknowledgement of the source. Be sure to use proper notation (APA Style) when using another person’s words and ideas. If you do your own work and document where you got your information, ideas, and concepts, then it will be easy to avoid plagiarism.

**The College of Idaho Honor Code:**

The College of Idaho is a community of integrity; therefore, we, the students, seek to promulgate a community in which integrity is valued, expected, and practiced. We are honor bound to refrain from cheating, stealing, or lying about College-related business. We are obligated to examine our own actions in light of their effect on the community, and we are responsible to address any violations of these community standards.

**ADA Compliance:**

Students who have documented disabilities as addressed by the Americans with Disabilities Act and who need any test or course materials to be furnished in an alternative format should notify me immediately. Reasonable efforts will be made to accommodate the needs of these students.



