

**Elem Ed 317 Teaching Social Studies Preschool - 8
Clinical Community B, Sections 1 and 2 (three credits)
Spring Semester, 2015
Dr. Ava L. McCall**

Office: Education 506
Telephone: (920) 424-3155 (Dr. McCall's Office, Answering Machine)
(920) 235-0877 (Dr. McCall's Home, Voice Mail)
E-Mail: mccall@uwosh.edu
E-mail is the best way to contact me; I usually respond within 24 hours.
Web Site: www.socialstudies.esmartweb.com

Course Description and Goals:

This course is your introduction to the teaching of social studies within the elementary and middle school (grades kindergarten through eight) classrooms while also meeting the InTASC Standards and Ten Wisconsin Educator Standards. We will first explore the purpose of social studies education, state and national standards for social studies, and recommended practices for social studies education. Then we will address how we can improve the curriculum and teaching methods of social studies by making the curriculum multicultural and considering the benefits and drawbacks of constructivist learning theories. We will experience, analyze, and evaluate recommended social studies teaching practices which promote inquiry, critical understanding, and problem solving among students with special needs, English learners, and "regular" students as they learn about the world past and present. We will also inquire into the meaningful integration of literacy, mathematics, science, and music with social studies so as to address the many ways children and adolescents learn and to broaden and deepen our understanding of the content. We will explore different assessment strategies which allow children and adolescents with a variety of talents and abilities to express what they have learned. Finally, you will develop units of study which you will teach in your clinical classrooms in which you apply what you have learned about substantive content and differentiated teaching methods and assessment techniques explored in class.

Prerequisites: Admission I, Teaching and Learning 380, Teaching and Learning 311, Literacy and Language 305, Educational Leadership and Policy 302, and Educational Leadership and Policy 325.

InTASC Standards Met: Standards 1, 2, 4, 5, 6, 7, 8, 9, and 10

Textbooks of the Course

REQUIRED:

McCall, A. L. & Ristow, T. (2003). *Teaching state history: A guide to developing a multicultural curriculum*. Portsmouth, NH: Heinemann.

Seale, D., Slapin, B. & Silverman, C. (1998). *Thanksgiving: A native perspective*. Berkeley, CA: Oyate.

A course packet of additional readings is required and available from the bookstore. Please bring the packet to each class session.

Course Requirements and Grading

Journal Writing	25 points
Textbook Analysis	10 points
Class Participation	10 points
Curriculum Unit Research Paper	15 points
Rough Drafts of Lesson Plans	5 points
Presentation of Unit	10 points
Final Copy of Curriculum Unit	<u>25 points</u>
TOTAL POINTS	100 POINTS

BONUS POINTS: Up to a total of 5 bonus points may be earned for completing one activity to demonstrate you learned more about Wisconsin Native people, contribute to the Columbus/Thanksgiving class wiki, evaluate a social studies web site or software, or write about your experience volunteering at least six hours at the Oshkosh Area Community Pantry.

Grading Scale:	95 - 100 = A	71 - 76 = C
	92 - 94 = A-	68 - 70 = C-
	89 - 91 = B+	65 - 67 = D+
	83 - 88 = B	59 - 64 = D
	80 - 82 = B-	56 - 58 = D-
	77 - 79 = C+	55 and below = F

I. JOURNAL WRITING

Journals will help you think more deeply about the readings, prepare for class discussions, and reflect on what you learned in class. Write as you think with no worry about spelling, punctuation, and grammar.

You must complete at least five journal entries during the semester. Before class, respond to these questions:

1. First read the articles or text from the "Believing Game" perspective. Pretend to believe everything the authors say, try to enter into their point of view and think as they do, and suspend your own judgment. What is the overall purpose and main points of the readings? What do you really like about the readings and why? How do they confirm what you already know about the topic? How do they provide information you need as a teacher?

2. Review the articles or text from the "Doubting Game" perspective. What questions do you have about the readings and the authors' purpose in writing the article? What is confusing about the articles? What flaws can you detect in the authors' research? What are the authors' biases? What perspectives are omitted from the reading? Give supporting reasons for any criticisms of the articles.

During class, respond to these questions:

3. What are your responses to the essential questions for the class session?

4. What is your personal reaction to this session? What activities and discussions were helpful for your understanding of the topic? What questions do you still have?

Each entry should be at least three (word processed, double-spaced) pages long and is worth five points. If you receive fewer than the maximum points for a journal, you may choose to revise your written journal based on my feedback and resubmit for additional points, or you may meet with me individually to explain your ideas verbally for the full points. Offering you the opportunity to revise your journal in writing or verbally is one way I am modeling how to differentiate assessments for students. Please use a word processing program for preparing journals before class; in-class responses can be handwritten. Submit journals in a pocket folder and keep old journals in the folder.

II. BONUS ACTIVITIES

The purpose of bonus activities is to offer additional opportunities for you to deepen your content knowledge, understand and use a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, and use instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. Offering bonus activities is another example of how I am differentiating assessments for students. You may choose one bonus activity to enhance your content knowledge, repertoire of instructional strategies, and use of technology to promote learning among your students. Select from among four options to earn up to five bonus points:

- Contribute to the class wiki on Columbus and the Taino encounter in the 1490s and/or the Pilgrim and Wampanoag relationship in the 1620s.
- Learn more about Wisconsin Native people, write about what you learned, and how you might use this new knowledge in your teaching.
- Analyze and evaluate a social studies web site or social studies software.
- Volunteer at the Oshkosh Area Community Pantry and write about your experience.

A. CONTRIBUTE TO CLASS WIKI ON COLUMBUS AND THE TAINO ENCOUNTER IN THE 1490S AND/OR THE PILGRIM AND WAMPANOAG RELATIONSHIP IN THE 1620S BONUS ACTIVITY

Choose one of these activities:

1. Add at least two new resources for teaching different perspectives about Columbus and the Taino encounter in the 1490s or the relationship between the Pilgrims and Wampanoags in 1620s to the class wiki. See the detailed explanation for completing this activity in the course packet.
2. Read and write a review of two resources already included on the class wiki which deal with different perspectives on the Columbus and Taino encounter in the 1490s or the relationship between the Pilgrims and Wampanoags in the 1620s. You must read the original resources, not just the summaries posted on the wiki. Post your reviews of these resources following the summaries of the resources on the wiki. See the detailed explanation for completing this activity in the course packet.

B. LEARN MORE ABOUT NATIVE PEOPLE OF WISCONSIN BONUS ACTIVITY

Choose one of these activities:

1. View a video dealing with the Ho-Chunk or Winnebago, Menominee, Potawatomi, Ojibwa, Oneida, and/or the Stockbridge-Munsee Band of Mohican. Recommended videos include "Where the Spirit Lives," "In the White Man's Image," "Spirit of the Dawn," "The Menominee Nation Powwow," "Native Wisconsin" (educational version narrated by Patty Loew), "Indians of North America: Potawatomi," "Since 1634 in the Wake of Nicolet (all three segments)," "Native American Educational Series Volume IV" (dealing with Wisconsin Native nations), "The Lac Courte Oreilles Band of Lake Superior Chippewa: Pride of the Ojibway," "The Stockbridge Munsee Mohican Nation: Our People, Our Culture," "Native American Educational Series" (focus on St. Croix Ojibwa) and "The Eighth Fire: H.O.N.O.R."
2. Read a book or article written about one of the Wisconsin Native nations or bands written by credible authors. I recommend *Native People of Wisconsin* by Patty Loew or *Indian Nations of Wisconsin: Histories of Endurance and Renewal* also by Patty Loew.
3. Review a credible web site about one of the Wisconsin Native nations or bands.
4. Visit the Wisconsin Native American exhibit at the Milwaukee Public Museum or one of the nation's museums such as the Oneida Nation Museum or the Lac du Flambeau Museum and Cultural Center.
5. Attend a powwow or one of the university activities focusing on Native Americans.
6. Contact the Great Lakes Indian Fish and Wildlife Commission to learn more about their activities and goals.

After you completed an activity, explain in at least three word processed pages:

1. What you did (title of video or book you reviewed, whom you interviewed, or name of program you attended).
2. What you learned about Wisconsin Native American history and culture from the activity.
3. How you might use this new knowledge in your teaching about Wisconsin Native Americans.

C. SOCIAL STUDIES WEB SITE OR EDUCATIONAL SOFTWARE EVALUATION BONUS ACTIVITY

Carefully review "Critical Thinking and Visiting Websites: It Must Be Elementary!" in the course packet before analyzing a social studies web site and "Guidelines for Selecting Equitable Electronic Materials" and "On the Road to Cultural Bias" before analyzing social studies software. The following examples of social studies software are located in the EMC: The American Indian: A Multimedia Encyclopedia, The Asian-American Experience, Cultural Horizons of Wisconsin, Native Americans: People of the Forest, Know Your USA, Maawanji'idining = Gathering Together, Material World: A Global Family Portrait, Neighborhood Map Machine, Oregon Trail 5th Edition: Adventures Along the Oregon Trail, SimCity 3000, and World Discovery Deluxe. Follow the guidelines for completing these assignments from the course packet. This assignment should be at least three typed pages in length and should be proofread to eliminate spelling, punctuation, and grammar errors.

D. OSHKOSH AREA COMMUNITY PANTRY BONUS ACTIVITY

If you are interested in addressing the issue of poverty and hunger in the local community, this bonus assignment is for you! You must volunteer at least **six hours** at the Oshkosh Area Community Pantry and then write about your experience in approximately **two to three pages**. Address the following components in your paper: (1) Give the dates and amount of time each date you volunteered at the pantry; (2) Describe the tasks you were involved in, other volunteers you worked with, and guests who came to the pantry; (3) Describe the pantry from guests' perspectives; (4) Describe new insights gained about the volunteers and guests; and (5) State your evaluation of the pantry as a community resource.

III. TEXTBOOK EVALUATION

Exemplary social studies teachers critically analyze and evaluate the curriculum and teaching methods suggested by published textbooks in order to ensure different perspectives and accurate content and plan lessons which are developmentally appropriate and match students' learning needs. For this assignment you should choose one social studies textbook (both the student's copy and the teacher's edition) for use in grades kindergarten through eight from a teacher you know or the Educational Materials Center in Polk Library to review and analyze. Use the guideline from the course packet to assist you in your analysis. Be very complete in responding to my questions and use examples to support your conclusions for each question. You may want to copy pages from the text to illustrate your points. This assignment should be at least five typed pages in length and should be proofread to eliminate spelling, punctuation, and grammatical errors. You may earn up to ten points for this assignment. Be prepared to share your findings with others in class on the date this assignment is due. **I strongly suggest you collaborate with another student from the class on this project to enrich your ideas and perspectives, strengthen your final analysis and evaluation, and to share the limited texts available from the Educational Materials Center.**

IV. CURRICULUM UNIT RESEARCH PAPER

The purpose of the curriculum unit research paper is to allow you to develop the social studies content knowledge needed to be thoroughly prepared to teach a unit which meaningful integrates social studies with literacy, mathematics, and/or science in your clinical placement. The research paper focuses on the social studies content you will teach and meets InTASC standard 4. Discuss possible topics and benchmarks with your cooperating teacher and select main content subtopics which align with the school district's benchmarks to teach. For example, if you chose families as your topic, you might focus on the main subtopics of: different family structures, roles and responsibilities of each family member, and rules families make to keep members safe, healthy, and well developed. For this assignment, you should research your topic, select those subtopics which you (in consultation with your cooperating teacher and me) believe are most important to teach, and prepare a short paper. The paper should include: (a) a definition of your chosen topic and important concepts and ideas connected to the topic; (b) the rationale for choosing it including the central focus and purpose for the content, what you want your students to gain from the unit, and the school district benchmarks which are addressed; (c) a clear summary of the researched content of the topic and subtopics with citations for reliable sources used within the text. Limit the content subtopics to two or three which could be meaningfully taught during ten lessons. You must also include a list of resources which you used to research the content. If you are working with a teaching team in developing a curriculum unit, all of you must contribute equally to this assignment. This paper will be worth fifteen points and should be at least seven typed pages long. Since this assignment is a final draft, you should carefully attend to the mechanics of writing as well as the content. Follow the comprehensive written guideline in the course packet and my e-mail suggestions in preparing your paper. My personal suggestions and an opportunity to submit a rough draft of your paper for feedback are all examples of ways I am modeling how teachers provide extra support for students' success on assessments.

V. SOCIAL STUDIES UNIT PLAN OUTLINE

Following the completion of the research paper, you and your teaching team should submit the unit plan outline to me and your cooperating teacher to let us know about your initial planning and gather input. Briefly list: (1) the topic (include social studies and any relevant connections with literacy, science, and math content) and grade level of unit; (2) social studies school district benchmarks and any relevant science benchmarks, literacy, and/or math common core benchmarks addressed in unit; (3) overall unit goals/objectives; (4) pre-assessment (formative assessment) strategy to determine students' prior knowledge of unit topic; (5) each day's instructional activities including differentiated strategies and recommended social studies practices to help students meet the benchmarks; (6) each day's formative assessment strategies to check on student progress in meeting the benchmarks; and (7) summative assessment strategies to determine if students met the benchmarks, including different ways for students to demonstrate learning. We will offer suggestions to use when you develop the rough draft of your lesson plans.

VI. ROUGH DRAFTS OF SOCIAL STUDIES UNIT LESSON PLANS

Wisconsin educators are expected to know how to teach, use a variety of instructional strategies, plan different kinds of lessons, and test for student progress. Before teaching your social studies curriculum unit in your clinical placement, you and your teaching team will meet with me to discuss a rough draft of your 10 lesson plans. You must have a word processed paper copy of 10 complete lesson plans following the lesson plan template in your course packet. (1) school district social studies and any meaningful science benchmarks and common core literacy and math standards; (2) learning objectives for students; (3) instructional resources and materials needed for the lesson; (4) step by step instructional strategies; (5) formative assessments (to determine if students learned what you want them to learn each lesson); and (5) optional summative assessments (to determine if students met the benchmarks for the unit). In the step by step instructional strategies or procedures for each lesson include: (a) a hook or introduction to gain your students' attention and interest; (b) an introduction to the learning goal or objective or what students will accomplish in the lesson; (c) explicit steps or lesson procedures listing how the students will meet the learning goal or objective; (d) a closing activity to summarize what was accomplished or learned in the lesson; and (e) a brief review of the learning goal or objective to determine if the learning goal was met. You must also schedule a conference with your cooperating teacher to review your lesson plans prior to teaching your unit. These conferences are examples of how your cooperating teacher and I are supporting your successful preparation and teaching of a social studies curriculum unit.

VII. FINAL COPY OF SOCIAL STUDIES UNIT

The final copy of the social studies unit should include relevant, multicultural content and meaningful connections to literacy, math, and/or science with differentiated and recommended social studies teaching and assessment strategies in order to meet students' needs. **The final social studies unit could meet InTASC standards 1, 2, 5, 6, 7, 8, 9, and 10; however, you should select only the most appropriate unit components for two or three standards and select assignments from other courses for the remaining standards for your portfolio.** For the culminating project, you and your teaching team will prepare a written copy of your unit including the following components: (1) classroom context; (2) lesson plans; (3) central focus of unit; (4) knowledge of students to inform teaching; (5) supporting students' social studies learning; (6) monitoring student learning; (7) analyzing student learning; (8) using assessment to inform instruction; (9) content knowledge; (10) reflections on teaching the unit; and (11) resources. If you are working on a teaching team, you should collaborate in preparing the unit and divide the work equally. Each person on a team will receive the same grade for all assignments completed for the unit. This social studies unit should be a word-processed, final copy, is due the final class day of the semester, and is worth twenty-five points. Follow the detailed "Guideline for Preparing Curriculum Unit Integrating Social Studies, Science, Literacy Math and Ed TPA Components" in your course packet in preparing your unit.

VIII. PRESENTATION OF SOCIAL STUDIES CURRICULUM UNIT

Wisconsin educators are expected to evaluate themselves, assess students' progress, and connect with other teachers. The purpose of this assignment is to share the social studies unit you prepared and taught in your clinical classroom with the rest of the class. For this assignment you and your teaching team must: (a) use a presentation program to prepare a computer presentation with photographs or graphics of teaching materials, students' work, assessment records, and overall assessment of unit, but use **bullet points focusing on only the main points of the presentation**; (b) summarize the benchmarks and main activities of the unit; (c) show and summarize examples of teaching materials, students' work, and how students' work was assessed; (d) summarize your evaluation of your unit (why lessons went well, how and why they might be improved, and why all students met or did not meet the unit benchmarks). **This presentation will take place during our final class and will be worth ten points. All members of the teaching team must contribute equally to and participate in this presentation. Before your presentation, submit a paper copy of your presentation slides to me. At the end of class, you and your teaching partner should complete the presentation evaluation rubric and submit to me.**

IX. ATTENDANCE AND PARTICIPATION

Through attending and participating in class, you have opportunities to develop thinking, speaking, and social skills needed for your role as citizens actively participating and solving problems of our democratic society. During our first class meeting, we will develop guidelines for class discussions and participation which you will use to evaluate your participation regularly during the semester. Your **word processed self-evaluation** will influence my evaluation of your participation. I expect you to attend class on time, be prepared to discuss the readings, participate in discussions, listen to others, and engage in activities to help build community. **You may earn a maximum of ten points for participation. Because your attendance is so important to your own development as a teacher as well as the development of our learning community, you are expected to attend each class session. If you miss one class session, your participation points will be reduced by at least one-half point. After one absence, each class you miss will result in five points being deducted from the final number of points you have earned at the end of the semester. The only exceptions are for documented extended illnesses and medical and family emergencies. You must let me know about these emergencies and arrange to complete additional work to compensate for the absence.**

TENTATIVE CLASS SCHEDULE

Class 1 - Section 1, Monday, February 2 (N/E 202B); Section 2, Wednesday, February 4 (N/E 202B)

Introduction, Definition, and Purpose of Social Studies

Big Ideas: The main purpose of social studies education is to prepare students to become good citizens. Using recommended social studies education practices leads to positive outcomes for students' learning. How teachers were taught often influences how they teach.

Essential Questions: Why are our memories and experiences as students in social studies important in learning to teach social studies? Why should social studies education focus on preparing students to become good citizens?

Content Objectives: Students will summarize their prior experiences in social studies and concerns about teaching social studies. Students will explain the meanings, importance, and prior experiences with recommended social studies education practices. Students will define the meaning of and main goals for social studies education.

Key Vocabulary: believing game, doubting game, recall questions, higher level questions, assumptions, standards, recommended social studies education practices, good citizen, social studies, and National Council for the Social Studies

Topics: Introduction to the course, definition, main purpose and disciplines of social studies, recommended practices in social studies, and participants; memories of social studies in elementary and middle school; experiences and concerns in teaching social studies; and developing classroom discussion guidelines in a learning community.

Modeling: Recommended social studies education practices; draw out students' prior knowledge and connect to new content; collaborative construction of classroom discussion guidelines; and appointment agenda total participation technique

Class 2 - Section 1, Monday, February 9 (N/E 202B); Section 2, Thursday, February 5 (Halsey 305)

Meeting Students' Needs in Social Studies Education

Big Idea: The social studies curriculum, teaching, and assessment methods need to be relevant to students' backgrounds and cultures and meet their learning needs in order for learning to occur. Co-teaching with ESL and/or special education teachers is one way to differentiate instruction needed for students with special learning and/or language needs.

Essential Questions: How can teachers make the social studies curriculum meaningful and relevant to students?

Content Objectives: Students will summarize the main characteristics of students in schools today. Students will describe ways to address students' culture when teaching social studies. Students will identify different examples of co-teaching to meet children's needs.

Key Vocabulary: racial diversity, family structure diversity, social class diversity, social identity, disability, culture, immigrant, and perspectives

Topics: The importance of knowing and addressing the diversity among the students we teach; making the social studies curriculum relevant to students; and examples of co-teaching approaches.

Reading Assignment:

Course Packet: "Examples of Co-Teaching," "Making Sense of Public School Culture and Context" (main ideas from article for ELLs and struggling readers), "Overview of Learning Differences and Disability Issues for Diverse Learners," and "Perspective Matters: Social Identity and the Teaching and Learning of National History"

Modeling: Co-teaching with special education faculty; recommended social studies education practices and SIOP strategies; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; guide students to construct knowledge collaboratively; connect big ideas to students' backgrounds; use of voting with your feet and appointment agenda total participation techniques; require higher levels of thinking; revise readings to make them accessible to all learners

Class 3 - Section 1, Thursday, February 12 (Swart 127)

Section 2, Wednesday, February 11 (N/E 202B)

Standards, Possibilities for and Challenges to Social Studies Education

Big Ideas: Teaching social studies today is made challenging by the need to teach many benchmarks and standards with limited time for teaching them. Teachers' beliefs about how children learn affect how they teach.

Essential Questions: How do teachers decide which model of learning they should use when teaching social studies (behaviorism, constructivism, or a blend of both)? Why should teachers use the SIOP model to help English learners learn social studies content? What role should textbooks play in social studies teaching?

Content Objectives: Students will classify factors, such as meeting standards and benchmarks, constructivist teaching practices, teaching a multicultural curriculum, and using the SIOP model as challenges to or possibilities for good social studies teaching and explain the reasoning for their classification. Students will identify the main strengths and weaknesses of a social studies textbook.

Key Vocabulary: standards, cognitive constructivism, social constructivism, behaviorism, multicultural curriculum, literacy, critical literacy, Sheltered Instruction Observation Protocol (SIOP) model, and textbooks

Topics: Review of state and national social studies standards and local school district social studies benchmarks; review of common core state standards for literacy in all subjects; review of SIOP model; multicultural curriculum; challenges to and possibilities for good teaching of social studies in elementary and middle school; and understanding how to evaluate and use social studies textbooks.

Reading Assignment:

Text: Teaching State History, chapter 1 (main ideas from chapter for ELLs and struggling readers in course packet)

Course Packet: "What is the SIOP Model?" and "From Behaviorist to Constructivist Teaching"

TEXTBOOK EVALUATION DUE

Modeling: Co-teaching with ESL faculty; recommended social studies education practices and SIOP model; use of advance graphic organizers for categorizing content; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; guide students to construct knowledge collaboratively; appointment agenda total participation techniques; use of cooperative learning groups

Class 4 - Section 1, Monday, February 16; Section 2, Wednesday, February 18

Making History Personal: Integrating Family and State History

Big Ideas: History becomes personal when beginning with students' family histories and link to other historical topics. Wisconsin history is influenced by many cultural groups, including students' families, who have often immigrated from different countries. Various primary and secondary sources provide different perspectives on history.

Essential Questions: Why teach about family history while teaching state history? How have immigration laws affected family and state history?

Content Objectives: Students will summarize main reasons why families and cultural groups left their homelands to settle in Wisconsin. Students will explain main reasons why families and cultural groups stayed in Wisconsin and the effects of immigration laws on their settlement. Students will identify at least five main cultural groups who settled in Wisconsin from 1820 until now. Students will describe the strengths and weaknesses of family and state history primary and secondary sources. Students will summarize the steps in historical inquiry, follow the steps to investigate why different cultural groups moved to Wisconsin, and summarize the results of their investigation.

Key Vocabulary: immigrate, emigrate, immigration laws, primary source, secondary source, historical inquiry, and timeline

Topics: Connections between family history and Wisconsin history in social studies and the use of primary and secondary sources and artifacts in historical inquiry; differentiated reading materials for English learners and students with special needs.

Reading Assignment:

Text: Teaching State History, chapter 2 (main ideas from chapter for ELLs and struggling readers in course packet)

Course Packet: “The Facts on Immigration Today”

Skim: “Timeline of Wisconsin Immigration”

REQUIRED JOURNAL**OPTIONAL WEB SITE OR SOFTWARE EVALUATION BONUS ASSIGNMENT DUE**

Modeling: Co-teaching with ESL faculty; recommended social studies education practices, SIOP model, and common core reading standards 1 and 2 with primary and secondary sources; multicultural curriculum; include different perspectives and use various resources to introduce different perspectives; connect big ideas to students’ backgrounds; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; guide students to construct knowledge collaboratively; make texts accessible to students without “watering down” content; use graphic organizers to record main ideas; use wait time for students to formulate answers; use of small groups to increase students’ interactions and speaking opportunities; use of appointment agenda total participation technique; keep students actively engaged; look for similarities and differences among ideas; use of both independent inquiry and cooperative learning; require higher levels of thinking

Class 5 - Section 1, Monday, February 23; Section 2, Wednesday, February 25**Different Interpretations and Perspective on History: Columbus/Taino and Pilgrims/Wampanoags**

Big Ideas: History is told from different perspectives. People with greater power make their interpretations of historical events widely known.

Essential Questions: Why are there different historical interpretations and perspectives of historical events, such as the encounter between Columbus and the Taino in the 1490s and the relationship between the Pilgrims and the Wampanoags in the 1620s? Why do we know more about Columbus’s and the Pilgrims’ perspectives than we do about the Taino’s and the Wampanoags’ perspectives?

Content Objectives: Students will compare and contrast Columbus and his men’s perspectives with Taino perspectives on the encounter between the two groups. Students will compare and contrast the Pilgrims’ perspectives with the Wampanoags’ perspectives on the relationship between the two groups. Students will explain reasons for different interpretations and perspectives on historical events. Students will identify differences between primary and secondary sources and the strengths and weaknesses of each.

Key Vocabulary: Christopher Columbus, Taino, Pilgrims, Wampanoags, historical interpretations, perspectives, discovery, thanksgiving, primary and secondary sources, bias, historical fiction, biography, information book, and controversy

Topics: The integration of different perspectives and interpretations when teaching about explorers like Columbus and the Native people they encountered (such as the Taino) and the first European immigrants, (such as the Pilgrims) and the Native people they encountered (such as the Wampanoag); the use of primary and secondary sources and literature circles when teaching about historical topics; use of differentiated resources for English learners and students with special needs; and use of Sheltered Instruction Observation Protocol (SIOP) model for English learners.

Reading Assignment:

Text: Thanksgiving: A Native Perspective: “Thanksgiving: A New Perspective (and Its Implications for the Classroom)” on pp. 59-74 (main ideas from article for ELLs and struggling readers in course packet)

Course Packet: “Teaching Powerful Social Studies Ideas Through Literature Circles,” “Listening to Children Think Critically about Christopher Columbus,” and “Discovering Columbus: Re-reading the Past”

Web Site: Skim Columbus and Thanksgiving bibliographies

REQUIRED JOURNAL

Modeling: Recommended social studies education practices, SIOP strategies, and common core reading standards 6, 7, 8, and 9 for informational text; use advance organizers to draw out students' prior knowledge and prepare them to learn new content; multicultural curriculum; use various resources and differentiated reading materials to introduce different perspectives; look for similarities and differences among ideas; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; guide students to construct knowledge collaboratively; integrate social studies with other areas of the curriculum; ask higher level thinking questions; keep students actively engaged

Class 6 - Section 1, Monday, March 2; Section 2, Wednesday, March 4
Teaching About Different Cultures and Equal Rights Movements

Big Ideas: Our state, country, and world are comprised of many different cultures. Cultures change over time and share similarities and differences in their cultural values, histories, and educational needs and successes. Different cultural/racial groups in the past faced issues of political, educational, and economic inequality, but fought for equality, such as the Civil Rights Movement. Some groups continue to struggle for equality.

Essential Questions: Why teach students about their own culture and the culture of others different from themselves? Why teach about equal rights movements?

Content Objectives: Students will summarize significant cultural values for the Hmong and Latinos/as. Students will compare and contrast their own families' cultures with those of the Hmong and Latinos/as. Students will compare and contrast the Civil Rights Movement to the current Immigrant Rights Movement.

Key Vocabulary: culture, cultural values, Hmong, and Latino/a, Civil Rights Movement, and Immigrant Rights Movement

Topics: Use authentic sources when teaching about different cultures, including cultural insiders; identify similarities and differences among cultures and help students connect their own cultural background to cultures included within the social studies curriculum; address issues of inequality among cultures and efforts to achieve equality, such as the Civil Rights Movement and the Immigrant Rights Movement.

Reading Assignment:

Course Packet: "Preparing Preservice Teachers to Meet the Needs of Hmong Refugee Students" (main ideas from article for ELLs and struggling readers), "Cultural Implications and Guidelines for Extension and Family Life Programming with Latino/Hispanic Audiences," "If They Could, How Many Unauthorized Immigrants Would Become U.S. Citizens?" and "Undocumented and Unafraid: The Immigrant Rights Movement"

Skim "Teaching Hmong History and Culture Through Story Cloths Lesson Plan"

Web Site: Skim Hmong and Latina/o culture bibliographies

OPTIONAL COLUMBUS/THANKSGIVING WIKI BONUS ASSIGNMENT DUE

WORD PROCESSED MIDTERM PARTICIPATION SELF-EVALUATION DUE

Modeling: Recommended social studies education practices and SIOP model; multicultural curriculum; use various resources to introduce different perspectives; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; use advance organizers to draw out students' prior knowledge and prepare them to learn new content; connect big ideas to students' backgrounds to make the curriculum personally relevant; make texts accessible to students without "watering down" content; use graphic organizers to record main ideas; use wait time for students to formulate answers; use of small groups to increase students' interactions and speaking opportunities; ask for group responses to check on learning; guide students to construct knowledge collaboratively; require students to look for similarities and differences among ideas

Class 7 - Section 1, Monday, March 9; Section 2, Wednesday, March 11

Recommended Practices for Teaching Geography

Big Idea: Maps and globes reflect the values, assumptions, and perspectives of their creators. Thinking geographically requires students to think about location, place, human-environment interactions, movement, and regions.

Essential Questions: How and why do maps and globes reflect their creators' biases, values, assumptions, and perspectives? Why and how should teachers encourage critical thinking while teaching geography?

Content Objectives: Students will compare and contrast different world map projections, such as the Peters, Mercator, and Upside Down maps. Students will identify the perspectives, biases, and assumptions of different world map projections. Students will explain how to use different geographical resources, such as maps, globes, map puzzles, or games to teach geography. Students will summarize the meaning of the five geographical themes and teaching strategies they could use to teach the themes.

Key Vocabulary: Peters map, Mercator map, Upside Down map, perspective, bias, assumptions, cartographers, and geographical themes

Topics: Review of different types of maps and globes; analysis of their purposes, perspectives, and biases; guidelines for using maps and globes; the application of five geographic themes when teaching geography; differentiated instruction for English learners and students with special needs.

Complete "Prior Knowledge of Maps" in course packet before completing reading assignment.

Reading Assignment:

Electronic Format: "An Explanation of the Peters World Map"

Course Packet: "Promoting Critical Thinking and Inquiry Through Maps in Elementary Classrooms" (main ideas from article for ELLs and struggling readers), "Maps as Stories about the World," "Who Lives on the Other Side of That Boundary: A Model of Geographic Thinking," and "Mapping Their Place: Preschoolers Explore Space, Place, and Literacy"

OPTIONAL WISCONSIN NATIVE AMERICAN BONUS ASSIGNMENT DUE

Modeling: SIOP model and recommended social studies education practices; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; use advance organizers to draw out students' prior knowledge and prepare them to learn new content; connect big ideas to students' backgrounds; use of real maps and globes for students to identify characteristics, strengths, and weaknesses; use wait time for students to formulate answers; use small groups to increase students' interactions and speaking opportunities; guide students to construct knowledge collaboratively; focus on big ideas developed in depth; keep students actively engaged; require higher levels of thinking; ask for group responses to check on learning

March 16-20

FIRST WEEK OF TEACHING IN CLINICAL PLACEMENT

March 23-27

University of Wisconsin Oshkosh SPRING BREAK

Class 8 - Section 1, Monday, March 30; Section 2, Wednesday, April 1

Wisconsin Native People and Early Immigrants Use of Natural Resources

Big Ideas: The six federally recognized Native nations of Wisconsin used the natural resources to meet their current basic needs and conserve the resources for future generations. Early European and Yankee immigrants to Wisconsin used the natural resources for their basic needs and to earn additional income. Lumber barons used lumber and other natural resources for economic gain.

Essential Questions: Why did Native people, European and Yankee immigrants, and lumber barons have different views of natural resources? How did Native people and early European immigrants influence the history of Wisconsin?

Content Objectives: Students will explain the similarities and differences in how Native people (Ho-Chunk, Menominee, Ojibwa, Potawatomi, Stockbridge Munsee, and Oneida), early European and Yankee immigrants, and European American lumber barons used Wisconsin's natural resources. Students will summarize each group's impact on Wisconsin's physical environment. Students will identify the land given up in Wisconsin by the Ojibwa, Ho-Chunk, and Menominee through land treaties in the 1800s. Students will define the meaning and purpose of Ojibwa treaty rights.

Key Vocabulary: Ho-Chunk (Hochungra, Winnebago), Menominee, Ojibwa (Anishinabe, Chippewa, Ojibwe), Potawatomi, Stockbridge Munsee Band of Mohican, Oneida, treaty, treaty rights, ceded lands, immigrants, lumber barons, natural resources, and lumber industry

Topics: Comparison and contrast of how Native people and Europeans used Wisconsin's natural resources and their impact on the physical environment using visual aids and printed resources; land Native nations ceded to the U.S. government through treaties; Ojibwa treaty rights definition and purpose

Reading Assignment:

Text: Teaching State History, chapter 3

Course Packet: "Ojibwe Treaty Rights: Understanding & Impact"

Web Site: Skim Wisconsin history resource units on the First People of Wisconsin and Cultural Conflicts in Wisconsin

REQUIRED JOURNAL

OPTIONAL FIRST DRAFT OF SOCIAL STUDIES UNIT RESEARCH PAPER DUE

Modeling: SIOP model, recommended social studies education practices, and common core reading standards 1, 2, 9, and 10; multicultural curriculum; include different perspectives and use various resources and differentiated reading materials to introduce different perspectives; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; use advance organizers to draw out students' prior knowledge and prepare them to learn new content; link concepts to students' backgrounds; clearly explain academic tasks; use both independent inquiry and cooperative learning; guide students to construct knowledge collaboratively in jigsaw cooperative learning groups; ask higher level thinking and a variety of questions; use wait time for students to formulate answers; use small groups to increase students' interactions and speaking opportunities; require students to look for similarities and differences among ideas; ask for group responses to check on learning

Class 9 - Section 1, Monday, April 6; Section 2, Wednesday, April 8

Basic Economics: Can All Families Meet Basic Needs?

Big Ideas: All families must earn money to purchase their basic needs for food, clothing, shelter, and health care. Not all families earn enough to purchase basic needs and live in poverty. Poverty is an important issue for a significant population of our country.

Essential Questions: Why don't all jobs pay a living wage to allow workers to purchase basic needs? Why is poverty such a problem in a wealthy country like the United States?

Content Objectives: Students will explain the meanings of goods, services, wants, and needs and give an example of each. Students will calculate the total monthly living expenses for a family and determine if the family's monthly income is enough to pay for all living expenses. Students will identify root causes and possible solutions of poverty.

Key Vocabulary: goods, services, wants, needs, monthly expenses, monthly income, root causes, poverty, minimum wage, living wage, and social action

Topics: Teaching about the basic economics concepts of goods, services, wants, and needs; how families meet basic needs and the issue of poverty for those who cannot; the root causes and possible solutions for poverty; social action projects for assisting families within our community.

Reading Assignment:

Course Packet: "Hunger in America: 2013 United States Hunger and Poverty Facts" (main ideas from article for ELLs and struggling readers) and "Why is There Poverty?"

REQUIRED FINAL DRAFT OF INTEGRATED UNIT RESEARCH PAPER DUE (if no rough draft submitted); REQUIRED UNIT OUTLINE DUE BY APRIL 10

Modeling: SIOP model and recommended social studies education practices; multicultural curriculum; include different perspectives and use various resources to introduce different perspectives; use advance organizers to draw out students' prior knowledge and prepare them to learn new content; introduce social issues and offer social action; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; clearly explain academic tasks; use graphic organizer for main ideas; organize small groups to increase student involvement, use of language, and to solve the problem of deciding if one's income meets the family needs; use wait time for students to formulate answers; elicit group responses to check on students' understanding of task and learning; guide students to construct knowledge collaboratively; use of appointment agenda total participation technique; require higher levels of thinking

Class 10 - Section 1, Monday, April 13; Section 2, Wednesday, April 15

Global Economy: Sources of Our Food and Clothes

Big Ideas: Most of our clothing and a growing amount of our food are produced in other countries, making the United States part of the global economy. The global economy is the production and distribution of goods and services among countries around the world. The global economy exists because very few countries produce all the goods and services their people need and must purchase some goods and services from other countries. The global economy benefits some, but is often harmful for workers and the environment.

Essential Questions: Why doesn't the United States produce most of the clothing and food we need? Why do sweatshops and child labor exist in the global economy? Why and how might fair trade and living wages be part of the global economy?

Content Objectives: Students will identify the origins of much of the clothing and some of the food purchased in the U.S. and explain why it is produced there. Students will define the meanings of the terms global economy, sweatshops, child labor, living wage, and fair trade. Students will describe the reasons for and the harmful effects of sweatshops and child labor in the global economy. Students will explain the challenges and benefits of a living wage and fair trade in the global economy.

Key Vocabulary: global economy, sweatshops, child labor, living wage, and fair trade

Topics: Teaching basic economic concepts of sources of needed goods and the global economy; the inclusion of sweatshops and child labor is part of a multicultural approach to teaching about the global economy; differentiated teaching for English learners and students with special needs.

Reading Assignment:

Course Packet:

1. Readings about Food Sources: "Food from Outside U.S. Growing Part of Our Diet," "Top 10 All-American Food Myths: What You Don't Know About Our Food Chain Will Shock You," and "Fair Labor at Home"

2. Readings about Clothing Sources: "The High Price of Cheap Fashion: What Does Your Wardrobe Have to do with a Factory Collapse in Bangladesh," (main ideas from article for ELLs and struggling readers), "Does This Mean Not in a Sweatshop? "How to Save the Planet One Outfit at a Time," "The Hands that Make Our Clothes," "Three Shades of Green," and "Sustainable Clothes: From Field to Store"

3. Readings about Garment Factory Workers: "Please Help More Than Two Million Mostly Young Women Garment Workers in Bangladesh Climb out of Misery!" and "Testimony of a Bangladeshi Garment Worker"

Web Site: Skim Social Problems and Social Action Bibliography dealing with Poverty, Child Labor/Exploited Labor, and Migrant Workers

OPTIONAL REVISED FINAL DRAFT OF SOCIAL STUDIES UNIT RESEARCH PAPER DUE

Modeling: SIOP model recommended social studies education practices, and common core reading standard 1; multicultural curriculum; include different perspectives; integrate the social studies disciplines and other areas of the curriculum when studying social studies topics; collaborative construction of definitions and use of word walls in social studies; set instructional objectives at beginning of lesson; clearly explain academic tasks; use graphic organizer for main ideas; organize small groups to increase student involvement and use of language; use wait time for students to formulate answers to questions; elicit group responses to check on understanding of task and learning; guide students to construct knowledge collaboratively; require higher levels of thinking; use cooperative learning

April 14-23

SHARE SOCIAL STUDIES UNIT PLAN OUTLINE AND DISCUSS LESSON PLAN ROUGH DRAFTS WITH COOPERATING TEACHER .

April 17-24

DISCUSS ROUGH DRAFTS OF SOCIAL STUDIES UNIT LESSON PLANS WITH ME.

Class 11 - Section 1, Monday, April 20; Section 2, Wednesday, April 22

Social Studies Unit and Presentation Expectations

Review curriculum unit guideline and rubric and presentation expectations and rubric

Review examples of curriculum units

ALL REVISED JOURNALS DUE

WORD PROCESSED FINAL PARTICIPATION SELF-EVALUATION DUE

OPTIONAL FOOD PANTRY BONUS ASSIGNMENT DUE

April 27-May 8

TEACH SOCIAL STUDIES UNIT IN CLINICAL PLACEMENT

Assessment Seminar - Sections 1, 2, and 3; Friday, May 1, 12:30 - 3:30

(Alumni and Welcome Center Ballroom A)

Bring formative and summative assessment strategies you used or plan to use in your social studies unit, any assessment data that you already gathered from your social studies unit, such as student work samples, examples of how you differentiated or plan to differentiate your assessments, any rubrics you used or plan to use to assess student learning, and a rough draft of your assessment spreadsheet.

Discuss patterns in learning and next steps for instruction.

Class 12 - Section 2, Wednesday, May 13; Section 1, Friday, May 15

Unit Presentations

Big Idea: Teachers' careful planning results in student learning important social studies content.

Essential Questions: How and why do the final curriculum units reflect what was learned about teaching social studies and integrating social studies with other content areas?

Content Objectives: Students will demonstrate their planning, teaching, assessment, and reflection skills through their unit presentations.

Topic: Teaching team presentations of social studies curriculum units taught in clinical placements.

1. PAPER COPY OF UNIT PRESENTATION DUE

2. ELECTRONIC VERSION OF UNIT PRESENTATION DUE

3. COMPLETED UNIT PRESENTATION RUBRIC DUE

4. FINAL, TYPED COPY OF SOCIAL STUDIES UNIT IN BINDER DUE

5. COMPLETED CURRICULUM UNIT RUBRIC DUE

Modeling: Use of student presentations to demonstrate their learning; use of peer feedback to keep students' engaged in presentations and provide corrective feedback to presenters

CONGRATULATIONS ON CREATING AND TEACHING YOUR OWN SOCIAL STUDIES UNIT WHICH ILLUSTRATES MEANINGFUL INTEGRATION WITH LITERACY, MATH, AND/OR SCIENCE!