University of Montana
Department of Curriculum and Instruction
Fall 2012

497-03 & 04: Teaching Elementary Social Studies
M/W 11:10-12:30/ 2:10-3:30  Room: EDUC 314

Instructor: Dr. Matthew Schertz                   Email: matthew.schertz@umontana.edu
Office: Educ 304                                              Phone: 243-2163
Office Hours: Tuesday 1:15-4:45 or by appointment

Course Description:

This course is designed to help prepare you to be an engaging social studies teacher who encourages elementary students to become active and inquisitive social scientists. Although social studies encompasses a wide range of disciplines which separately require a variety of skills and knowledge, with thoughtful planning and appealing lessons you can make the theoretical richness of history, sociology, geography, anthropology, economics and political science come alive in your classroom community. During our sessions we will experiment with a variety of approaches to the teaching of social studies and engage in theoretical and practical discussions of implementation.

We will begin the course by reflecting on our own experiences as students of social studies while simultaneously critiquing some traditional approaches to teaching the discipline. We will then discuss cultural universals, which will provide a conceptual framework for studying anthropology and history. We will also engage in primary source analysis, interpret artifacts, and examine archival photographs. Following this we will address fundamental issues of geography and work on mapping skills. Towards the conclusion of the class we will focus on facilitating deliberative democracy in our classrooms by studying the Philosophy for Children program.

Course Objectives

1) Understand and apply social science research to elementary curricula.
2) Engage in methods of inquiry utilized by social scientists.
3) Create primary source materials that can be used within the classroom.
4) Contribute to an online database of social science research.
5) Design, write and assess a variety of social science lessons.
6) Learn how to facilitate communities of inquiry in elementary school classrooms.
Required Texts:

All the readings for this class can be found on moodle.

Course Requirements

Requirements include class attendance, active participation in discussions, and the completion of all readings, assignments and papers. All work must be completed by the due dates.

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Possible Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Class Participation</td>
<td>40 pts</td>
<td>Continuous</td>
</tr>
<tr>
<td>2) Archival Work</td>
<td>50 pts</td>
<td>September 19th</td>
</tr>
<tr>
<td>3) Spatial Thinking Analysis</td>
<td>50 pts</td>
<td>October 17th</td>
</tr>
<tr>
<td>(partnered assignment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Images Project/Museum Box</td>
<td>50 pts.</td>
<td>October 31st</td>
</tr>
<tr>
<td>5) Lesson Plan/Teaching Analysis</td>
<td>50 pts</td>
<td>December 12th</td>
</tr>
<tr>
<td>(potential partnered assignment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points for Course:</strong></td>
<td><strong>240 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINT GRADE CONVERSION

A  240-223
A-  222-218
B+  217-213
B   212-199
B-  198-194
C+  193-189
C   188-175
C-  174-170
D   169-146
F   146- 0

Grading Policy

Please note that I expect well-written work. Please edit your work and have a capable peer read it over before handing it in. All assignments must be handed at the beginning of class or posted before class begins as indicated in the calendar. Barring extreme circumstances, I will not accept late work.

A work is thought provoking, analytical, original, exceeds my expectations and is written in clear, compelling prose.
B work indicates enduring understanding of the assignment and has a minimal amount of prose issues.

C work indicates that you understand the assignment but have neglected to spend the necessary time or effort to explore it in a thorough and carefully planned manner. Sloppy prose.

D work indicates a complete lack of effort throughout the assignment.

F work is even worse.

**Academic Integrity Policy for this class:**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://ww.umt.edu/SA/VPSA/index.cfm/page/1321](http://ww.umt.edu/SA/VPSA/index.cfm/page/1321).

I expect all graded work that is handed in this semester to be wholly completed by you and/or your partner. Do not copy lessons off the internet from other sources. It is important for you to think through the process of lesson planning.

If you utilize information that was created by someone else—the anthropological archive and image database come to mind—you must cite the source of the material using APA format.

**Professional Behavior Expectations:**

The Teacher Education Faculty at The University of Montana expects teacher candidates to value learning and demonstrate exemplary professional behavior, both in class and during field work. Teacher candidates missing more than three class sessions (excused or unexcused) during the ten-week session do not meet these professional behavior expectations and will not qualify for placement in the five-week field component of this course. Teacher candidates with a D or below at the end of the ten-week session will not qualify for placement in the five-week field component of this course.
NEED HELP?

All students face obstacles that may interfere with academic success. I want you to succeed and will do my best to help you meet the standards of our course despite problems that may arise. However, you must talk with me in a timely way. If issues or concerns arise then please email me or come see me during my office hours.

Students with disabilities will receive reasonable accommodations for this course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website or call 406.243.2243 (Voice/Text).

Graduate Credit

All graduate students must complete a graduate increment for this course. The graduate increment for the block will involve participating in a research seminar attended by all graduate students and led on a rotating basis by participating block faculty. The seminar will meet five times during the semester. Exact meeting dates and time are TBA. For one of these seminars, you will be responsible for selecting a research article from a list of selected research journals, developing five discussion questions, disseminating the research article and questions to seminar participants and leading the seminar.

GRADED ASSIGNMENTS:

Class Participation and Attendance: 40 points

Class participation and attendance are important elements of the course grade, and you cannot participate if you are absent. Therefore, you are expected to attend every class unless a compelling reason requires that you not attend. Poor attendance, defined as missing more than two class sessions, will lower your participation grade by 20 points per additional absence. This applies to everyone. Only family emergencies, medical emergencies and religious holidays will be excused. Make sure that you arrive on time to class. Arrival after attendance has been taken may be recorded as an absence.

Your participation grade will be determined by the quality of the contributions you make to classroom dialogue and your willingness to engage in social studies activities. In regards to class discussions, thoughtful responses, intriguing questions, and comments which build upon the existing conversation are all traits of good dialogue. Attempting to control the dialogue, engaging in badgering and/or focusing on the quantification of
contributions negatively impacts the dialogical experience. Interrupting the flow of a conversation with questions/comments that don’t address the topic at hand can also hinder the dialogical experience. Sleeping, chatting with a neighbor, staring listlessly, texting in class, facebooking and watching the clock are all indications that you aren’t present in class. In addition to participating in discussions, active engagement in the performance of social studies lesson plans is critical to becoming a good pedagogue. Come prepared to work and have fun. I like to see inquisitiveness, enthusiasm and humor in my classes.

I reserve the right to administer simple comprehension-based pop quizzes to ensure that readings have been completed. Failing a pop quiz will impact your participation grade.

Anthropological Archive: 50 points

Each of you will contribute to an online database of anthropological research which will allow everyone in the class to learn specific content that they can use in their classrooms. Using the cultural universal questions we will explore in class, research a Native American Tribe. Then create a PowerPoint presentation which can be adapted for use in the classroom. Your PowerPoint presentation should examine the specific cultural information in a visually rich, compelling format. You should include links, maps, pictures, drawings etc. when presenting the world of the people you are studying. The final slide should include a list of references. Post your PP in the assignment folder for grading and in the forum so your peers can have access to it

Point breakdown for anthropology assignment:

You address the cultural universals with sufficient detail while still making that information accessible to an elementary audience. Up to 10 points.

Your PP is visually rich and aesthetically pleasing. The images are clear and the text is balanced. Your writing is clear. Your PP projects well on a large screen. Up to 10 points.

You take full advantage of the digital world by utilizing a variety of links, maps, pictures, drawings etc. in your PP. Up to 10 Points.

You include a list of references on the final slide. Up to 10 points

You go online and view the PPs of your classmates. Comment and provide constructive feedback on at least 10 peer PPs. Up to 10 points

You can use APA, Chicago or MLA to cite your references.
Spatial Thinking Analysis (partnered assignment): 50 points

Using the “Modes of Spatial Thinking” as a conceptual guide, you and a partner will analyze a geographic location. You can choose a relatively large location, like a state, or a smaller local such as a city, town, national park, bay, island, river delta, etc.

For this assignment you need to hand in your analysis of the location in question. You should include map(s) of the location along with a typed response to the spatial thinking skills questions. Ignore questions 1 and 8. Answer all the other questions. When answering the questions, write out the question first and then answer that question in paragraph form.

When I assess your work I will be checking to make sure that you have really thought about the space you are analyzing. Each question is worth roughly 5 points. The “exceptions” question is a bonus question worth 5 points. Answer the questions as accurately and thoroughly as possible. Come see me during my office hours if you have any questions.

Images Project or Museum Box: 50 points

For this project you need to gather enriching primary source materials that can be used in an elementary classroom. Create a thematic collection of 10 photographs/pictures/maps. You can photocopy materials from books and/or magazines, and download materials from the internet. Try your best to find images that aren’t copyrighted. If copyright permission is needed to use the images from a source, you must seek permission by writing the owner of the copyright. Compose and send a letter to the publisher/owner of the materials. Hand in the copy of the letter you sent with the assignment if applicable. Bring a copy of the letter to the copy center with you in case they ask about it.

You can use black and white or color images, but make sure they are of high quality and appropriately sized (11x17) for classroom use. Get them laminated at the copy center. Make sure that the images are historically rich. They should make us think deeply about events/circumstances and cultural universals. When you hand in the photographs you need to include a typed rationale for the images you have chosen. Provide an overview of how you would use the photographs in a lesson plan and then briefly describe the details of each image. Citations for the images must also be included in APA, Chicago or MLA format.

Do not wait until the last minute to do this assignment. You should pick a theme early on in the semester and dig for materials. If everyone rushes to laminate their images before class starts, employees at the copy center might get upset.

Alternatively you can create a museum box. Go to museumbox.com to learn more.
When I assess your project I will ask myself the following: Each question is worth up to 10 points

1) Do the primary sources work together thematically?
2) What individual sources are chosen? How well do they support the theme in question?
3) Are the images/sound files/video vignettes conceptually rich? I should be able to engage in an analysis of each image/artifact.
4) Are these primary sources well-chosen in regards to quality/visual representation?
5) Is the accompanying rational well composed?

**Lesson Plan/Teaching Analysis: 50 pts.**

Each of you will individually create a Social Studies lesson plan and teach it in your mentor’s classroom. For this assignment you will hand in your lesson plan and also a thoughtful analysis of the whole experience. While each of you will be individually responsible for teaching a separate social studies lesson, you can hand this in as a partnered assignment. Some of you will undoubtedly plan your lessons and reflect on those lessons together. If you do hand this in as a partnered assignment make sure that you address both of the lessons when analyzing student work and during the reflection

Your lesson plan and analysis should include the following

1) Individual lesson plan(s) which clearly indicate(s) outcomes or learning targets, is aligned with MCPS and/or NCSS standards, utilizes a form of social science analysis, lucidly describes a step by step plan for running the class, and details a means of assessing outcomes or learning targets. (15 points)
2) Include 3 samples of student work. Provide a written evaluation of the assessment process. Did you initiate a pre/post test? Why or why not? Were the learning targets met in the three examples provided? Were these representative of the class? Discuss why these examples were chosen. What can we learn from them? Would a different instructional strategy or assessment process have been appropriate for any of the three students? (15 points)
3) A reflection piece wherein you process various aspects of the lesson(s). (15 points)
   a. Reflect upon the” lesson plan observation form” when completing this section of the assignment. Using your partner/mentor’s comments and your own judgments regarding lesson preparation and execution, identify strengths and areas in need of improvement.
   b. Describe your original plans to utilize a form of social science analysis during the lesson. What curricular materials did you use? How did you ensure that your lesson was both content rich and allowed children to experience a social science? If you needed to teach a unit or chapter in a text, what other lessons plan ideas might you come up with? How would you provide access to distinct social science disciplines when using a textbook?
Calendar

August 27th
Agenda: Introductions and discussion of Syllabus

August 29th
Assignment: Read Loewen Chapters 2 & 3 on Moodle
Agenda: What is history?

September 5th
Assignment: Read the Common Core Standards for Montana
Agenda:
1) We will discuss the Missoula County Social Studies Curriculum Standards which are also located on moodle.
2) Discussion of Cultural Universals

September 10th
Assignment: 1) Read Brophy and Alleman on moodle
2) Read Zachold on moodle
Agenda: Mythology lesson plans

September 12th
Assignment: 1) Read Burstein Hutton on moodle.
2) Read Gray and Owens article on moodle.
3) Read Rulli article on moodle.
Agenda: Written primary sources

September 17th
Assignment: Work on your anthropological research assignment
Agenda: Analyzing images

September 19th
Graded Assignment: Anthropological Research due in Assignment Folder and in forum before class
Agenda: Artifacts

September 24th
2) Check out: http://digonsite.com/ Make sure to read the “Archeology in the Classroom” article by Chris Sandlund in the Parents & Teachers section
Agenda: Archeology

September 26th
Assignment: 1) Go review 10 classmates PPs in the discussion forum. Provide constructive feedback to your classmates.
Assignment: 2) Bring 150 pennies to class
Agenda: Analytic Geography
October 3\textsuperscript{rd}
Assignment: Read Stevens Hatfield on moodle
Agenda: Globe and Map Skills

October 8\textsuperscript{th}
Assignment: work on spatial thinking analysis
Agenda: Monuments and Memorials

October 10\textsuperscript{th}
Assignment: Read Savage article on Moodle
Agenda: teaching economics

October 17\textsuperscript{th}
Bring photocopies or digital copies of all Philosophy for Children materials to class.
Agenda: Begin Philosophy for Children

October 22\textsuperscript{nd}
\textit{Graded Assignment: Spatial Thinking Analysis Due}
Agenda: The Doll Hospital Chapter 3

October 24\textsuperscript{th}
Assignment: TBA
Agenda: The Doll Hospital Chapter 4

October 29\textsuperscript{th}
Assignment: TBA
Agenda: Harry Stottlemier’s Discovery Chapter 9

October 31\textsuperscript{st}
\textit{Graded Assignment: Archival Images Project/Museum Box Due}
Agenda: Share Images

November 5\textsuperscript{th} – December 11\textsuperscript{th} Immersion in local schools

December 12th
Final meeting-Lesson Plan Project and fieldwork paperwork due