



TTE 527 – Secondary Social Studies: Strategies and Methods for Teaching in a Multicultural Society

(Teach Arizona – Fall Semester, 2016)

Course Time: Thursdays, 1:15 – 3:45 PM

Course Location: Tucson: Flowing Wells HS, Room 52 and UA College of Education, Room 102

Instructor: William L. Smith, Ph.D.

Contact Information: wsmith@email.arizona.edu or (520) 621-1481

Office Hours: Tuesdays, 10-1 or by Appointment

Course Description

Specific strategies, methodologies, and design approaches to teaching Social Studies in diverse secondary classrooms.

Participants in this course will engage in a variety of approaches that will allow them to examine the social studies curriculum as it relates to different learning styles, critical thinking, problem solving, active learning, inquiry, collaboration, instructional planning and assessment.

Course Objectives

SWBAT... develop an understanding of the major foci that guide the semester discussions, readings, and assignments which include:

1. *Becoming a social studies teacher:* We place an emphasis on **historical reasoning** (the use of *primary sources*--photos, editorial cartoons, participant accounts and other primary documents) and the development of document based questions (see VanSledright), **pedagogical content knowledge**, **historical revisionism** (see Loewen & Zinn), and engaging **instructional strategies** that draw connections between historical and contemporary issues and students' lived experiences. We will work to negotiate these commitments with national and state standards (e.g. Common Core, NCSS) and your campuses existing scope and sequence.
Standards: InTASC: 4(a), (b), (i), (n), (o), (p), (q); 5(a), (b), (g), (i), (j), (q).
2. *Constructivist instructional design:* The continued development of students as effective classroom teachers through the use of instructional approaches that acknowledge unique **social-cultural contexts** and student's understandings as well as **student centered instruction** with an emphasis on higher order thinking, knowledge creation, and the use of inquiry as a pedagogical mainstay.

Standards: InTASC: 1(b), 1(d), 1(j), 2(d), 2(e), 2(i); 3(b), (d), (e), (i), (p); 4(c); 5(d), (m), (o), (s); 8(d), (f), (i), (j)

3. *Teaching social studies through and with technology:* The continued development of your use of technology in varying settings (whole class, small group, individualized instruction) for the purpose of enhanced communication and classroom management, professional development, instruction, assessment, and learning. As social studies educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of Internet based curricular resources and instructional strategies. We will incorporate some of these possibilities on a weekly basis, and students will develop the capacity to assess the effectiveness and potential of future technological resources.

Standards: InTASC: 2(k); 3(g); 4(g); 5(c), 8(g), (n), (o), (r)

ISTE.NETS: 3(c); (d), 4(b), (d); 5(b), (c)

4. *Commitment to diversity and culturally responsive teaching:* The unrelenting effort to become reflective of our own positionality and approaches to diverse classroom settings by integrating **culturally relevant curricula and pedagogy** into our understanding of effective teaching. For social studies educators a critical multicultural paradigm is rooted in understanding a counter-narrative for history and social studies content.

Standards: InTASC 1(c), (e), (g), (k); 2(g), (i), (j), (k), (l), (m), (o); 7(i); 8(k), (r); 10(m)

Common Core State Standards/Arizona's College and Career Ready Standards (AZCCRS)

All methods courses in the Teach Arizona program require our pre-service teachers to create unit/lesson plans, instructional activities and assessments that align to the AZCCRS (Common Core) State Standards, as well as other relevant national, state, and district standards:

- The Common Core State Standards: <http://www.corestandards.org/>
- Arizona's College and Career Ready Standards: <http://www.azed.gov/azccrs/>

Course Topics

The course will address three major themes:

- Rethinking history and social studies *content*
- Rethinking history and social studies *pedagogy*
- Exploring the connection between content and pedagogy and the relationship to social justice practice

Readings

- *Social Studies Today: Research and Practice* (2015, second edition), Ed. by Walter Parker
- All other readings available on D2L

Classroom Rules and Procedures

1. Please arrive on time.
2. Food and drinks are allowed in the classroom. Take restroom breaks as needed.
3. Turn off all cell phones prior to the start of class.
4. Assignments turned in late will be reduced by one letter grade for each class period beyond the due date.
5. It is expected that all work will be professionally presented, including having been proofread for spelling and grammatical errors.
6. Regular attendance in class is required. Beginning with the second unexcused absence and for each unexcused absence thereafter, the course participation points will be reduced. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. Please let the instructor know prior to an absence. Students are expected to meet with the instructor in person soon after an absence to discuss the course content that was missed.
7. Integrity is expected of every student in all academic work. All student's submitted work must be his or her own. It is expected that all papers and other writings be original (i.e., created by the student), typed, neat, proofread, and grammatically correct. Plagiarism in any form will not be tolerated. It is assumed that the Student Academic Code of Integrity will be adhered to. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Academic dishonesty will not be tolerated under any circumstances, and will result in a failure to pass this course. Misrepresenting the words or ideas of another as your own is called plagiarism. The key to avoiding plagiarism is to develop good judgment in the fair attribution of words and ideas. You must credit the source whenever you (a) directly quote the words of another or (b) reference a specific idea, argument, or fact from a given source. You should err on the side of caution and cite the source of any specific ideas, concepts, or facts that you use. Conduct prohibited by the Code consists of all forms of academic dishonesty.
The Code of Academic Integrity can be found at:
<http://deanofstudents.arizona.edu/codeofacademicintegrity>
8. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at: <http://deanofstudents.arizona.edu/policiesandcodes>.

9. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu> and <http://policy.web.arizona.edu/threatening-behavior-students>.
10. It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson or 621-3268 or email: uadrc@email.arizona.edu or <http://drc.arizona.edu/>. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible.
11. It is assumed that students will not demonstrate disruptive behavior. <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>.

This includes:

- Possession of drugs, alcohol or firearms on university property is illegal.
- Smoking and soliciting are not allowed in classrooms. Eating and drinking only allowed with prior approval of the instructors.
- Pets, telephones, pagers and other electronic devices that distract students are not allowed in classrooms.
- Students creating disturbances that interfere with the conduct of the class or the learning of other students will be asked to leave and campus police may be contacted.
- The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment.
- All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class.

Note: Information contained in this syllabus, with the exception of the attendance and grading policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power.
- We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Course Assignments & Assessments

This course aligns to the 6-unit morning field internship (TTE 593). The Lesson Plan assignment, as well as relevant daily assignments, should be designed for use in your school site classroom.

1. **Daily Assignments:** (2.5 points each, 20 points total)

There will be 10 daily assignments issued at the end of class designed to assess understanding of the day's skills/concepts and to apply those to your practice. These assignments are worth two points each and are **due to D2L prior to the start of the following class session**. If you are absent from class, you are still responsible for completing and submitting the assignment and should meet with the instructor or a classmate to get directions for the missed assignment.

InTASC: 6

ISTE.NETS: 1, 2, and 5

2. **What Are They Thinking?:** (15 points)

Select a term/phrase that you want students to define and describe in one-on-one, or small group interviews. You will record and analyze the interviews to consider what secondary students already know and think. The term/concept may be connected to your lesson plan topic, may be something that pertains to your practicum site, or is of general social studies interest. You will also want to discuss with the student(s) how he or she came to obtain this knowledge and how social studies classes have helped, hindered, or complicated the learning of this knowledge. **Due to D2L at beginning of Session 5.**

InTASC: 1 and 2

3. **Observation Reflection:** (15 points)

You are required to observe a minimum of 3 different Social Studies teachers in and/or *outside of your school* on free afternoons this semester. Please do not use your cooperating teacher as one of these 3 teachers. The observation paper is an analysis of the instructional approaches of at least 3 *different Social Studies teachers* you have observed this semester (use pseudonyms for all student, teacher, and school names, please). In your reflection paper, please discuss what strengths you observed in these teachers and what have you learned about yourself as a future Social Studies teacher from these observations? Also, what connections can you draw between what you have observed and the issues discussed in our course readings? In addition, you need to include a time log detailing the dates and time spent in different classrooms. Make sure the time log includes the signature of each teacher.

Due to D2L prior to Session 9.

InTASC: 3 and 9.

4. **Demonstration Lesson:** (30 points, plus 5-pt. Check-In)

(Note that this is the Benchmark Assignment for the course. Students must pass this assignment to pass the course.) For your final benchmark assignment, you will develop a single lesson and teach the lesson to your peers. The time allotted for the lesson will be between 30 and 40 minutes. This lesson must promote historical thinking skills and critical inquiry using primary sources and the lesson plan format for this class.

The following features must be included in addition to elements of the regular lesson plan format:

- Begin with a focus question that promotes investigation and discussion
- Include a “hook” that grabs students’ attention and sets the context for the event or person being investigated
- Include both visual and written primary sources that represent different points of view (minimum of 4 cited sources)
- Works cited page that lists the sources for your documents and any other resources.

The lesson will be evaluated using the Demonstration Lesson Rubric. The assignment will be weighted 50% for teaching, 30% for a detailed lesson plan and 20% for a written reflection on the lesson describing strengths, areas in need of improvement and plans for improvement. Each student must submit a lesson plan for the demonstration lesson that follows the lesson plan format presented previously in class. Alternately, a student may use the lesson plan format mandated by his/her host school district if the district requires a specific planning model. Please see the expanded assignment explanation and Demonstration Lesson Rubric for additional information.

Demonstration Lesson Check-In (5pts): You will also be required to submit to D2L a brief outline of your Demonstration Lesson. For the check-in, be prepared to submit the topic for the lesson and at least 1 source you will include in the lesson itself. **Due to D2L prior to Session 9.**

InTASC STANDARDS 1, 2, 3, 4, 5, 6, 7, 8 and 9
ISTE.NETS 1, 2, 4, 5

5. **Class Participation:** (15 points)

I cannot over-emphasize the need to participate as active citizens in this class. Your voice is an important intellectual exercise and a significant contribution to the overall value of the entire course for you and your colleagues. Completing required readings prior to class also allows you to engage with classmates and the subject matter. You will receive a class participation grade based upon your preparedness for and participation in these activities.

InTASC 9 and 10

ASSIGNMENTS OVERVIEW		
Assignment	Due Date (All Assignment Due Before Start of Listed Class)	Points (100 Total)
Daily Assignments	Prior to Following Session	20
What Are They Thinking?	Session 5	15
Observation Reflection	Session 9	15
Demonstration Lesson Check-in	Session 10	5
Demonstration Lesson	Session 12, 13 or 14	30
Participation	Ongoing	15

SESSION SCHEDULE

Session	Location	Topic	Readings	Technology	Due Today
1 8/25	Flowing Wells	What is Social Studies and Towards Social Justice	Haberman (1991) DeBrincat (2015) (Resource Only)	Yourcover – Magazine Cover	n/a
2 9/1	UA 102	What Constrains Meaningful Social Studies and the Counter-narrative	Loewen (2007) Cornbleth (in Parker) Evans (in Parker)	Animoto	Daily Assignment 1
3 9/8	UA 102	Inquiry in the Social Studies and the Constructivist Approach	C3 Framework Sections Watch C3 Video (on D2L) Case (2015)	Emaze	Daily Assignment 2
4 9/15	Flowing Wells	Problem-Based Learning and Collaboration	Savery & Duffy (1996) Lotan (2003) Kohn (1991)	Flow Charts (gliffy.com)	Daily Assignment 3
5 9/22	Flowing Wells	Teaching with Documents 1	Barton and Levstik (in Parker) VanSledright (in Parker) Wineburg, Mosborg and Porat (in Parker)	Prezi	What Are They Thinking?
6 9/29	UA 102	Teaching with Documents 2 (Guest from Echoes & Reflections)	Choose 2: (see D2L for updated list) Segall &	Blendspace, Big Huge Labs	Daily Assignment 4

			Schmidt (2006) Pescatore (2007) Jantzen (2016)		
7 10/6	Flowing Wells	Crafting the democratic classroom: Discussion, deliberation, and Socratic seminar.	Parker (2006) Hess (in Parker) Kahne & Westheimer (2014)	Make Belief Comix	Daily Assignment 5
8 10/13	UA 102	Crafting the democratic classroom: Discussing controversial issues.	Hess (2004) Journell (2016) Avery (in Parker) Varlas (2014)	Big Huge Labs - Posters	Daily Assignment 6
9 10/20	Flowing Wells	A Critical Approach to the Disciplines	World History: - Dunn (in Parker) - Weinland (2012) - TBD U.S. History: - Monte-Sano (in Parker) - Wills (1996) - Bigelow (2014) Government: - Levinson (in Parker) - Hess, Stone & Kahne (2015) - Westheimer (in Parker)	Infographics	Observation Reflection
10	UA 102	Teaching with Film	Stoddard (in	Prezi	Demo Lesson

10/27		and Video	Parker) Russell (2012)		Check-in and Daily Assignment 7
11 11/3	UA 102	Object-Based Learning And Demo Lesson	None	None	Daily Assignment 8
12 11/10	UA 102	Demo Lessons	N/A	Fake Tweets	
13 11/17	Flowing Wells	Demo Lessons	N/A	Fake Tweets	
11/24	Thanksgiving Break – No Class				
14 (12/1)	Remote	Demo Lessons	N/A	Fake Tweets	Demo Lesson Materials

Demonstration Lesson Rubric

Criteria	3 points	2 points	1 points	0 points
<p>The instructional strategies and activities addressed participants' prior knowledge.</p> <p>InTASC 2</p>	The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge throughout the lesson.	The student asks questions specifically designed to elicit participants' prior knowledge or engages students in an activity specifically designed to elicit prior knowledge at some point within the lesson.	The student appears to make some attempt to elicit prior knowledge but the method used is not specifically designed to do so.	No participant prior knowledge was elicited
<p>The lesson involved fundamental concepts of the subject and was at an appropriate level for the students.</p> <p>InTASC 1, 4, 5</p>	The entire lesson covered content essential to mastery of the subject and was at an appropriate level for the students.	A majority of the lesson covered content essential to mastery of the subject and was at an appropriate level for the students..	Some of the lesson content was essential for mastery of the subject and/or the level was slightly higher or lower than an appropriate level for the students.	The lesson content was not essential for mastery of the subject and/or the level was not appropriate for the students
<p>The lesson promoted strongly coherent conceptual understanding and demonstrated the student's solid grasp of the subject matter.</p> <p>InTASC 2, 4, 5</p>	The entire lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae. The student demonstrated complete understanding of every aspect of the content covered and exuded confidence in content knowledge.	A significant portion of the lesson was designed and implemented in a way that targeted a strong understanding of broad concepts rather than discreet facts or minutiae. The student demonstrated strong understanding of the content and/or exhibited only minor lapses in confidence in content knowledge.	Some of the lesson addressed the broad concepts but the majority of the lesson addressed acquisition of discreet facts with little connection to the big ideas. The student demonstrated adequate content knowledge and/or exhibited a significant lack of confidence in content knowledge.	There was little meaningful content covered and few if any connections to the big ideas were made. The student demonstrated serious gaps in content knowledge and/or demonstrated a profound lack of confidence in content knowledge.
<p>Participants were actively engaged in thought-provoking activity that often involved the critical assessment of ideas.</p> <p>InTASC 3, 5, 6, 8</p>	The participants were completely engaged throughout the lesson and were involved in thoughtful discussion involving analysis of the lesson material and or metacognition.	The participants were actively engaged for a majority of the lesson and spent some time reflecting on their learning	The participants were engaged for a portion of the lesson and spent little if any time reflecting on their learning.	There was minimal if any active participation or reflection on the part of participants.
<p>The teacher used questioning strategies effectively.</p> <p>InTASC 2, 3, 8</p>	The student used instructional questions effectively throughout the lesson to engage students, check for understanding and guide student learning. The student used questions to elicit	The student used instructional questions effectively at times during the lesson to engage students, check for understanding and guide student learning. The student was the	The student occasionally used instructional questions effectively but spent a significant amount of time "telling" rather than "asking."	The student asked few instructional questions and utilized lecture or "telling" as the primary means of instruction

	additional questions from participants and guided participants toward answering their own questions.	primary source of the questions instead of the participants.		
Classroom discourse was focused on the lesson topic and much of the discussion was between and among participants. InTASC 3	Participants were engaged in meaningful dialog about the lesson content throughout the lesson.	Participants were engaged in meaningful dialogue about the lesson content for much of the lesson.	Participants were engaged in meaningful dialogue about the lesson content for a portion of the lesson.	There was little dialog among students or most of the student dialog was unrelated to the lesson content.
Active participation of participants was encouraged and valued and respected InTASC 2, 3, 4, 5, 8	Participants were encouraged to engage with the material and ask questions. Their enthusiasm was rewarded and opportunities for them to explore further or dig deeper were encouraged. Dialog was respectful and respected. Participants listened attentively to each other and responded respectfully at all times. There was evidence that the ideas of others were heard and valued.	Participants were encouraged to engage with the material and ask questions. Opportunities for students to explore on their own or dig deeper were not encouraged. Participants listened attentively to each other and responded respectfully most of the time. Only occasionally did participants interrupt one another or show minor disrespect.	Participants' opportunities to actively engage with the material were limited. Activities were very restrictive and did not allow for deeper exploration by participants. "Side bar" conversations and other distractions occurred frequently while participants were speaking. Participants were openly critical of comments made by others.	Participants had minimal opportunity to engage with material. Their role was primarily that of spectator. Few rules governing classroom discussion were evident. Participants were often inattentive or rude to classmates.
The teacher acted as a resource person, working to support and enhance participants' learning. InTASC 3, 5	The teacher could best be described as "the guide on the side" by assuming the role of facilitator and helping participants work through the material for themselves. The teacher served as a resource rather than a purveyor of information. The teacher welcomed participants' questions.	The teacher provided many opportunities for participants to make discoveries and draw conclusions for themselves, but occasionally provided information that the participants could have determined for themselves.	The teacher provided much of the information and answers to participants even though the participants could have found this information out for themselves.	Participants were rarely given opportunities to provide input in the learning process.
The lesson included the effective use of technology. ISTE.NETS 1, 2, 4 InTASC 3, 9	The teacher used technology extensively and effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.	The teacher and students used some technology effectively to engage students and promote student learning. Both the teacher and the students used technology in a legal and ethical manner.	The teacher used some technology effectively. The teacher used technology in a legal and ethical manner.	Little or no technology was used or the technology was used in an inappropriate way.
The student provided	The student provided a	The student provided a	The student provided a	The student's reflection

<p>a thoughtful reflection regarding the lesson.</p> <p>InTASC 9</p>	<p>detailed, thoughtful reflection to evaluate the outcomes of his/her teaching, to improve planning and practice, and develop relevant learning experiences.</p>	<p>somewhat detailed reflection to evaluate the outcomes of his/her teaching and to improve his/her practice.</p>	<p>somewhat detailed reflection to evaluate the outcomes of his/her teaching but strategies for improving practice were unclear.</p>	<p>lacked depth of thought and/or did not provide strategies for improving practice.</p>
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Assignment Requirements

On the day of the lesson, you will need to submit to D2L

- A detailed lesson plan for your demonstration lesson.
- All materials used during the lesson that can be uploaded digitally
- A written reflection on the lesson describing strengths, areas in need of improvement and plans for improvement (1-2 pages double spaced).

The lesson itself must include:

- An opening focus question that promotes investigation and discussion
- A “hook” that grabs students’ attention and sets the context for the event or person being investigated
- A collection of primary sources and/or secondary sources that represent different points of view (minimum of 4 cited sources) and require students’ deep consideration and analysis.
- An assessment of student learning
- Works cited page that lists the sources for your documents and any other resources.