CI 470: Advanced Secondary Social Science
Teaching Methods
Department of Curriculum and Instruction, Southern Illinois University-Carbondale
Fall Semester 2014

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Course Goals and Objectives

This course will provide prospective social studies teachers with opportunities to:
1) Select and integrate knowledge from the Common Core States Standards and other sources to design curriculum appropriate for middle and high school classes and for varied school populations (i.e., special education, ESL, honors, etc.).
2) Develop a variety of instructional approaches based on student work samples.
3) Demonstrate proficiency in the identification, development, and alignment of (mis)conceptions in social studies curriculum.
4) Learn to use sources to enhance students' critical thinking skills and help them develop the ability to “think like a social scientist.”
5) Analyze, corroborate, and construct maps with Geographic Information System (GIS) software.
6) Adapt a social science unit that meets the needs of diverse learners.
7) Communicate the nature of knowledge and research in a social studies discipline.
8) Learn how to have fun in the classroom . . . and still make it educational.

General Information

Note for Social Science Education Students: Your work will be assessed as part of the accreditation review for the National Council for the Social Sciences. This course will explore and analyze a number of issues you will impart to your future high school students, including 1) the development of lessons and unit plans that incorporate the social studies, arts, and primary sources and 2) scaffolds that engage students with diverse learning needs in historical thinking.

Academic Integrity: The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and
insights for evaluation, critique, and eventual reformulation. Presentation of others’ work as one’s own is not only intellectual dishonesty, but also undermines the educational process.

Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity and will result as an F for the assignment. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Students with Disabilities: If you have a disability, you are entitled by law to equal access to University programs and facilities. The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under these laws you cannot be discriminated against on the basis of your disability. In the University setting, this often means that alterations must be made in the classroom or in testing procedures. Advance notice and appropriate documentation are required for accommodations. All disclosures will be kept confidential.

Canceling Class: In the event of inclement weather or other unforeseeable event, I will decide whether to hold class by 4pm of that day. I will e-mail you at that time if we are not having class.

Important Notice to All SIUC Students (Emergency Procedures): Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu and the Department of Safety’s website www.dps.siu.edu (disaster drop-down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team (BERT) will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Course Requirements

1) Participation (individual, 100 pts): These points includes class attendance, participation in class discussions and case studies, quizzes, and the written assignments you will bring to class (see calendar for dates and descriptions). Written assignments should be submitted during that class. Written assignments, quizzes, and class participation are graded in terms of four categories:
   A: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.
   B: You completed the assignment appropriately; this is a solid performance.
   C: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.
   F: The work fails to address the intent of the assignment. The assignment has to be redone.

   Class attendance is required, and Participation Points are assigned for attending class. If you miss a class for any reason you are expected to contact a class member or come to my office hours or give me a call or send an email to go over issues covered in that class to receive credit. It will also be your responsibility to find out if any additional materials were handed out during that class. Furthermore, if you have to miss more than three classes, I suggest that you take the course at another time.

2) Modeling Historical Thinking: One (1) think aloud video and one (1) scaffolded ebook: (individual, 100 pts.): For this assignment you will need to select primary sources from the Library of Congress related to the Loewen reading and develop
one (1) think-aloud scaffold that models historical thinking and/or media literacy and (1) ebook that scaffolds historical thinking. You will need to use the StoryRobe or Educreations application on the iPad for the think-aloud scaffolds and Book Creator for the ebook. Both products you create will clearly connect to the student learning data you will have collected and analyzed during the semester. More information for these assignments is provided in Livetext and D2L.

3) **What is History? (individual or pairs, 50 pts):** History is not just the memorization of names and dates. Nor is it a simple exercise in reading comprehension (i.e., answer the questions at the end of the chapter). It is a complex and exciting discipline. For this assignment, use GoAnimate to write and produce a video that introduces students to history. More details will be provided in class.

4) **EdTPA Mini-Module (individual or pairs, 150 pts):** Over the course of the semester, you will be required to construct curricula for a history classroom that will then be administered, collected, analyzed, and used for adapting additional lessons and assessments for a classroom (see Course Requirement #5). Specific attention will be given to the EdTPA rubrics for assessing this project. See the “Course Overview and Readings” section of this syllabus for due dates and further details.

5) **Social Studies Adapted Curriculum Presentation (pairs, 100 pts):** Building on the data you have collected and analyzed for the EdTPA Mini-Module, this assignment includes identifying chapters from Digital History (or another social studies textbook) and using course readings in order to: 1) identify the common (mis)conceptions related to this topic, 2) explain the Common Core State Standards (CCSS) and Academic Language demands for each lesson idea; 3) explain your students’ strengths and weaknesses related to these skills and demands; 4) provide an overview of the primary source activities that will accompany the textbook, including one lesson using sources from the required Ward text; 5) demonstrate ways to adapt the unit’s content and/or pedagogy through the lens of Universal Design for Learning Guidelines to accommodate your students’ specific strengths and weaknesses; and 6) include an end of course (EOC) assessment that evaluates students’ content and skill knowledge as it relates to the Common Core State Standards. In addition to the presentation, students will turn in a digital copy of their curriculum guide via Livetext. More information for this assignment, including templates and a scoring guide, will be provided in D2L and Livetext.

**NOTE:** All work should be typed with reasonable margins. Failure to complete all of the assignments listed below will result in an “incomplete” for the course, which you will need to resolve by December 31, 2014 before it becomes an “F.” Social Science and History Education Majors will need to submit their assignments via Livetext.

**Grading Scale**

500 pts. possible: A (450-500); B (400-449); C (350-399); D (300-349); F (299 or below)
Course Readings


Loewen Topics Listed with Chapter Numbers and States

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Course Overview and Readings

1) Wednesday, August 20: Introduction to Course

2) Wednesday, August 27: A Usable Past
   Reading: 1) Loewen – pp. 1-36 and 2) EdTPA Handbook
   Preparation for Class: Teaching Channel Videos
   Using the Rubrics from the EdTPA Handbook, analyze two videos of classroom instruction from the Teaching Channel: a) https://www.teachingchannel.org/videos/reading-like-a-historian-sourcing and b) https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions. To expedite our discussion about these classrooms, “rank” them—noting specific points in the videos you observe (e.g., 4 out of 5 for rubric 3 @ 5:32 of “Philosophical Chairs” video).

3) Wednesday, September 3: Themes in American Heroification
   Readings: 1) Endacott – It’s Not All Ancient History Now and 2) Loewen – Heroification Chapters
   Preparation for Class: The Source of Heroification
   To help you think about important themes and/or misconceptions about heroification from the Loewen chapters, consider what these historical sites tell us about heroification in the United States. What details do these sites tend to glorify and what do they tend to ignore about these historical figures? What does this tell you about the celebrated American character or ideals? Use the Endacott reading to help you turn these themes into generalizations/statements that could serve as big ideas for social studies units and finally, identify, bring, and be prepared to discuss a primary source (e.g., political cartoon) you could use in class that supports or refutes the misconceptions for one of the heroes you read about for today.

4) Wednesday, September 10: Native Americans
   Reading: 1) Loewen – Native American Chapters
   Due: Part 1 of EdTPA Mini-Module (preferably with a partner)
   Create a worksheet that prompts students to identify evidence to support a claim for 3-4 primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One of these primary sources will need to be a text-based source. Two paper and digital copies of your worksheet need to be submitted: one with highlighted “answers” and explanations and one that is blank for secondary students to use.

5) Wednesday, September 17: Academic Language, CCSS and PARCC
   Reading: 1) Short et al. – The Academic Language of Social Studies and History and 2) PARCC
   Preparation for Class: PARCC’s Academic Language and CCSS Demands
   “Take” the High School ELA PARCC exam via “Sample Items” at: http://practice.parcc.testnav.com/# and come to class prepared to share 2-3 key examples of CCSS standards and 4-5 Academic Language demands you identified.
6) Wednesday, September 24: The American Revolution and Early Republic

**Readings:** 1) Loewen – American Revolution and Early Republic Chapters

**Preparation for Class:**
Review the History Scene Investigation, *The U.S. Constitution: “I Smelt a Rat,”* at http://web.wm.edu/hsi/cases/constitution/constitution_student.html and create a “PARCC-like” (question about how, now what) multiple-choice assessment using two of the sources provided in the module. *Bring a paper copy of your assessment to class.*

**Due: Part 2 of EdTPA Mini-Module (preferably with a partner)**
Using the data collected from Part 1, compile a qualitative and quantitative report of how well students can cite evidence to support a claim. Be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your report with your plans for instruction that will address these issues.

7) Wednesday, October 1: Slavery in Antebellum America

**Reading:** 1) Loewen – Slavery and Antebellum Chapters and 2) Slave Quarter Assessment Module.

**Preparation for Class: Analyzing Student Work Samples - Sourcing**
Using the rubric provided in the Slave Quarter Assessment Module, come to class having already ranked each student’s response as “Proficient,” “Emergent,” or “Basic.” Also, be prepared to identify the extent to which this assessment supports the Loewen chapters related to slavery and antebellum.

8) Wednesday, October 8: Civil War in American Memory and Corroborating Sources

**Reading:** 1) Loewen – Civil War Chapters, and 2) 1877 Railroad Strike Assessment: https://beyondthebubble.stanford.edu/assessments/1877-railroad-strike

**Written Assignment: Chapter Exam Draft**
Search Digital History (http://www.digitalhistory.uh.edu/era.cfm?eraID=1&smtID=2) to select a chapter you and a partner will use for your final unit and create an exam students would complete. Try to include a variety of item types (e.g., multiple choice, short answer) and levels of thinking (e.g., recall, analysis). Bring two copies of your exam to class for your colleagues to complete.

**Due: Think Aloud Video (see #2 in Course Requirements)**

9) Wednesday, October 15: Reconstruction Historiography, Misconceptions, and Curricula

**Reading:** 1) Reconstruction: Change or Stasis?, 2) Loewen – Reconstruction Chapters, and 3) Ward – African Americans and Reconstruction

**Preparation for Class: Graphic Organizers and Sources (preferably with partner)**
For class, use the assigned Reconstruction readings to: a) create a graphic organizer that helps students corroborate 3-4 textbook excerpts from the Ward text, and b) identify two primary sources from the Library of Congress website that support each of the two author’s claims of “Change” or “Stasis.” Be sure to highlight specific evidence from the primary sources that support these claims and briefly explain why.

**Due: Part 3 of EdTPA Mini-Module (preferably with a partner)**
Create a worksheet that prompts students to source and corroborate 4 primary sources. Topics can vary from contemporary to past events (e.g., current advertisements, excerpts from George Washington’s diary). One set of these primary sources will need to be text-based. *Two paper and digital copies of your worksheet need to be submitted:* one with highlighted “answers” and explanations and one that is blank for secondary students to use.

10) Wednesday, October 22: Scaffolding Corroboration via UDL

**Readings:** 1) Meo – Curriculum Planning for All Learners

**Preparation for Class: Using UDL to Scaffold Corroboration**
Watch the “Reading Like a Historian: Corroboration” video at https://www.teachingchannel.org/videos/reading-like-a-historian-corroboration and use today’s reading to identify ways the teacher does (and could) adapt his lesson to meet his students’ varied learning needs.
11) Wednesday, October 29: GIS for History and EdTPA Mini-Presentations


**Preparation for Class: Slavery through GIS**
Peruse the GIS module for Slavery and be prepared to identify ways this online curriculum supports the concerns Hammond & Bodzin present.

**Due: Part 4 of EdTPA Mini-Module (preferably with a partner)**
Using the data collected from Part 1, present a qualitative and quantitative report of how well students can source and corroborate sources. When identifying their strengths and weaknesses, focus on the CCSS and Academic Language demands of this task. Also, be sure to use specific quotes and other forms of evidence to support your claim about their learning. Conclude your presentation with your plans (based on course readings) for instruction that will address these issues.

12) Wednesday, November 5: Early 1900s

**Reading:** 1) Loewen – Early 1900s Chapters

**Preparation for Class: Workshop eBook Ideas**
In class, you will have an opportunity to workshop your drafts for the eBook assignment, which will be due next week. Bring to class the sources and ideas for supports you plan to use and be able to discuss how your eBook will connect to what you found from step 4 of the EdTPA Mini-Module.

**Due: GoAnimate Introduction to History**

13) Wednesday, November 12: Women in U.S. and Global History


**Preparation for Class: Themes and (Mis)Conceptions in Women’s History**
Select one of the modules on Women in History from the World History Matters website and compare what you found there (e.g., the Sati practice from 13th – 19th Century) to the themes and/or (mis)conceptions you identified from the Loewen chapters on women in American history.

**Due: eBook Scaffolding Historical Thinking (see #2 in Course Requirements)**

14) Wednesday, November 19: Nadir of Race Relations and the Civil Rights Movement


**Class Discussion: (Not) Teaching about Racism**
Based on today’s readings, be prepared to address the following questions: To what extent have issues of racism been discussed in your secondary-school experience? When would they have/have not been appropriate? Why? To what extent do the course readings provide support for these discussions and/or investigations in a high school classroom? Cite specific evidence from the readings to support your claims.

Wednesday, November 26: No Class – Thanksgiving Break

15) Wednesday, December 3: 20th Century America and Final Presentations

**Readings:** 1) Loewen – 20th Century Chapters

**Due: Curriculum Guide Presentations**

Finals Week

**Please Note:** To better meet the needs of this course, this syllabus is subject to minor changes. If any changes are made to course readings or assignments, you will be notified as soon as possible.