

SOCS 5010.01: SOCIAL STUDIES FOR SECONDARY SCHOOLS

Meeting Places and Time: Tuesdays, 5:30 p.m.- 9:30 p.m. at Webster Groves High School, Room

Class Dates: October 25, November 1, November 8, November 15, November 22, November 29, December 6, December 13.

1. Instructor:

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2. Course Description

This course in secondary methods is designed for both pre service and novice teachers. In addition to gaining knowledge of the history and purpose of social studies, teachers will be introduced to the major national debates about the purpose of social studies. This knowledge will provide both a historical and political context to study the best teaching practices in the disciplines at the heart of social studies: history (American and World; Civics, Economics and Geography). You will become familiar with both state and national standards in these disciplines, as well as the standards advocated by NCSS, the most influential professional association of social studies teachers and professors of social studies methods. You will also have sessions at museums to learn how to make use of local resources. Because you are more likely to teach civics and history, more time will be devoted to these disciplines. Above all, you will learn how to supplement your textbook with primary sources, newspapers, websites and curriculum developed by national resource centers and excellent teachers.

3. Course Goals and Objectives

The major goal of this course is to help prospective and novice teachers acquire the knowledge, skills and attitudes to become successful teachers. Specifically, the objectives of this course are to assist you to:

- a. Develop a rationale to guide your teaching.

- b. Integrate lessons with state and national standards.
- c. Develop lessons, units and courses around the core principles and understandings of the social studies disciplines.
- d. Use a variety of instructional materials, including computers, newspapers and audio-visual materials.
- e. Use appropriate teaching strategies including direct instruction, inquiry and simulation
- f. Identify and teach appropriate social studies skills including skills in thinking, valuing and communicating.
- g. Use appropriate assessments to measure student learning.
- h. Demonstrate knowledge and attitudes necessary for continuous growth.

4. Requirements:

- a. Attend class each week. Remember that this class only has eight sessions. There will be several short writing assignments during some of the classes. These assignments will be based on the readings.
- b. Read the assignments before they are discussed in class.
- c. Participate actively in class discussion.
- d. A mid-term essay asking you to compare the perspectives in Walter Parker's TEACHING DEMOCRACY: UNITY AND DIVERSITY IN PUBLIC LIFE with selected essays from WHERE DID SOCIAL STUDIES GO WRONG, a collection of writings that are very critical of NCSS and other influential voices.
- e. The preparation and presentation of a teaching unit on the final class day. The framework for the unit will come from UNDERSTANDING BY DESIGN by Grant Wiggins and Jay McTighe and ENGAGEMENT IN TEACHING HISTORY and THEORY AND PRACTICES FOR MIDDLE AND SECONDARY TEACHERS, a new methods book by Fred Drake and Lynn R. Nelson. The materials from UNDERSTANDING BY DESIGN will be distributed the first day of class.
- f. Be prepared to share editorials and articles from the daily newspaper and/or news magazines that represent different points of view on a topic that dominates the news in the weeks before classes two and seven. These editorials may be used as the basis for writing assignments during class.

5. Grading:

a. Your semester grade will be based on the final unit (50 percent), the mid-term essay (20 percent), class discussion (20 percent), and writing assignments during class (10 percent).

6. Texts and Readings

a. Fred Drake and Lynn Nelson. **ENGAGEMENT IN TEACHING HISTORY: THEORY AND PRACTICES FOR MIDDLE AND SECONDARY TEACHERS** (2005)

b. Social Science Education Consortium. **TEACHING THE SOCIAL SCIENCES AND HISTORY IN SECONDARY SCHOOLS: A METHODS BOOK** (1996)

c. Walter Parker. **TEACHING DEMOCRACY: UNITY AND DIVERSITY IN PUBLIC LIFE** (2003)

d. Readings selected by the instructor.

7. Topical Organization and Schedule

a. October 25 (week 1)

Course Introduction

Purpose of Social Studies

History of History Teaching

Introduction to UNDERSTANDING BY DESIGN

Assignment:

SSEC, pp. 1-52.

Drake and Nelson, pp. 32-53.

b. November 1 (week 2)

Teaching History and Historical Thinking

Studying and Teaching History

Assignment:

Drake and Nelson, pp. 2-31, 54-74

SSEC, 273-311

Wineburg, **HISTORICAL THINKING AND OTHER UNNATURAL ACTS** (article)

c. November 8 (week 3)

Primary Sources: Definitions and Decisions and Discussions
Socratic Method

Assignment:

Drake and Nelson, 139-174
SSEC, 352-364
Selected Articles on Socratic Method
Selected Primary Sources

Guest Speaker: John Robinson

d. November 15 (week 4)

Civics and History: What is the Relationship?
Multicultural Education and History: What is the Relationship?

Assignment:

Parker, TEACHING DEMOCRACY (all)
SSEC, pp. 137-170
Rochester, "The Training of Idiots: Civic Education in America's
Schools," in WHERE DID SOCIAL STUDIES GO WRONG;
Ellington and Eaton, "Multiculturalism and Social Studies," in
WHERE DID SOCIAL STUDIES GO WRONG

Guest Speaker: Martin Rochester

e. November 22 (week 5)

Making use of Exemplary Curriculum Materials (DBQ's, Facing History,
History Alive)
Using films wisely (Hollywood and Documentaries)
Using Historical Images

Assignment:

Essay due comparing assumptions about content and pedagogy in
social studies in Parker, Ellington and Eaton.

f. November 29 (week 6)

Planning and Assessment
Course Outlines, Making Choices
Missouri Tests

Assignment:

Drake and Nelson, 77-137

SSEC, 408-433

Guest Speaker: Terry Sheldon (Francis Howell)

- g. December 6 (week 7)
 - Planning and Assessment Continued
 - Using Writing to Engage Your Students
 - Overview of Geography and Economics

Assignment:

Drake and Nelson, pp. 188-204
SSEC, pp. 171-202, 237-272

- h. December 13 (week 8)
 - Units Completed and Presented to Class