History 477
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Methods of Teaching History/Social Studies
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History 478
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History/Social Studies Practicum
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Fall Semester, 2010
Office Hours TTh 4:30-5:30

Hist 477: Methods of Teaching Social Studies Description
This course will acquaint prospective teachers with methods of teaching history and social studies in secondary school classes. It will include an introduction to social studies core curriculum, the moral dimensions of teaching, INTASC standards of instruction, and Teacher Work Samples. Prospective teachers will consider the characteristics of learning-centered classrooms that are based on current theories of learning. They will study and apply research-supported teaching methods that foster students’ content knowledge, content and literacy skills, and learning and democratic dispositions. They will consider various methods of assessing student learning. They will be assisted in the preparation of lesson plan and a multiple text inquiry activity. In addition, prospective teachers will consider various types of resources including texts, technology, primary source documents, and literature that they might use to teach social studies to students with diverse backgrounds and learning styles. This course will provide a forum to coordinate and reflect on the prospective teachers’ clinical experiences that they will have in the History 478 course.

Required Readings:
1. Packet of articles, chapters, and resources.

Optional Readings: Select one of the following texts

Methods Course Requirements:
1. Professionalism (12%) Candidates’ professionalism grade will be based on criteria established during a class meeting. Candidates will do a self-evaluation of their professionalism, including their participation in the creation of a GIFT collection, and submit this to the instructor at the end of the semester. The instructor will use these evaluations to determine the professionalism grade. Completed the last day of class.

2. Reading reflections (11%). With most reading assignments candidates will be asked to engage in writing activities to extend their thinking. These reflections will not be accepted late.

3. Team-Teaching Mini Lesson (12%). Teams made up of candidates who selected the same optional text will prepare a 30 minute lesson during which they will team teach the main ideas of the text to the methods class.
4. **Midterm Exam** (17%) This exam will test candidates’ understanding of material presented in class and in the reading assignments during the first half of the semester. The exam will be available in the testing center from October 8 to October 13.

5. **Lesson Plan** (11%) Due November 9. Broken down into the following elements that correspond to the first four parts of the Teacher Work Sample:
   a. Contextual Factors (4%) Using candidates’ 478 placement, they will write a report on the community, school and students factors that would influence their planning and teaching. (See syllabus pages 10-11).
   b. Learning Goal and Objectives (1%) Candidates will develop a plan for a unit that might be taught in the setting of their 478 placement. (See syllabus page 12).
   c. Assessment Plan (2.5%) Candidates will develop a plan for assessing student learning for the unit they have planned. (See syllabus pages 13-14).
   d. Design for Instruction (2.5%) Candidates will develop lesson ideas that could be used as part of their unit plan. (See syllabus page 15).

6. **Creating and presenting a text set.** (20%) A text set is a collection of various kinds of texts and teaching materials built around a single theme. (See syllabus pages 16-17). Your text set, which may be completed individually or in groups of 2 or 3, will be presented to the class on December 2.

7. **Final Exam** (17%) This exam will test candidates’ understanding of material presented in class and in the reading assignments during the semester. The final exam will be given in the testing center during finals week.

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**Hist 478: Practicum Description**

This course is taught in conjunction with Hist 477, Methods of Teaching Social Studies. On most days the class will meet through the scheduled time for Hist 477 and 478, 8:30-10:50 on Tuesdays and Thursdays. On some days candidates will be released from both classes and will be placed with a social studies teacher where they will have the chance to teach several lessons. This field experience is designed to help students observe and apply the principles that they have learned, and are learning in their education coursework. Candidates will observe the teacher, evaluate student work, help individuals and groups of students, develop appropriate lesson materials, and teach. Candidates will create a teaching portfolio based on their practicum experiences.

**The Field Experience:**

Candidates will be placed in a partnership district school with an in-service social studies teacher who is interested in working with future teachers. Candidates will be released from the 477/478 course one day early in the semester to observe, and a block of 7 days toward the end of the semester during which they will have the chance to teach. Time in the classroom should be spent doing some observations, but the candidate should be given opportunities to engage with the students by evaluating their work, providing help to individuals and groups, team-teaching with the classroom teacher, and helping the classroom teacher in other ways. In addition, the candidate should be given at least four opportunities to teach on their own. In some cases two candidates may be placed in the same classroom. This will allow them to collaborate, plan, and reflect on their experiences together and may facilitate transportation needs. In many cases, arrangements will be made for the candidate to student teach in the classroom of the teacher with whom they had their practicum experience. The days scheduled for practicum visits are September 23, October 12, 14, 19, 21, 26, 28, and November 2.
Practicum Assignments:

1. **Clinical Field Demographic Form (10%)** Candidates will complete this standardized form and submit it on their livetext account.

2. **Practicum Portfolio (60%)** Candidates will create a portfolio representing their practicum experience. Included in the portfolio should be the following
   a. **An experience log** with an entry for each date they were in the school. Each entry should record the date, the time they were in the school, and a very brief description of the primary activities in which they engaged (i.e. October 15: 10:30 to 12:00. Graded student essays on “Renaissance”. Helped groups prepare oral presentations on Renaissance artists.) Candidates should spend a minimum of 30-35 hours in the classroom.
   b. A minimum of **four lesson plans** that were used in the classroom. **These lesson plans must be written before the lessons are taught.** Each lesson plan should include (as applicable) an instructional objective, an anticipatory set, a description of activities, lecture notes or PowerPoint slides, assessment instruments, materials prepared for students, samples of student work (with students’ names removed), and an annotated bibliography of materials/media used. Each lesson should also include a brief (approximately 200 word) written assessment of what the candidate perceived as the strengths and weaknesses of the lesson, specific incidents from the class, ideas for improving the lesson in the future, and a general reaction to the lesson. It is suggested that some of the lessons be discussed with Dr. Nokes prior to teaching.
   c. **Two CPAS evaluation forms** Candidates will use the CPAS form included in the packet to complete a self-evaluation. They will also have their classroom teacher complete a CPAS form at the conclusion of their practicum experience.

3. **Take home final (30%)** that consists of two questions on the following topics
   a. **Moral Dimensions of Teaching** Candidates will reflect and write on a series of questions related to the Moral Dimensions of Teaching as they apply to their observations and experiences in the classroom. (See syllabus page 18).
   b. **Literacy in Social Studies** Candidates will reflect and write on a series of questions related to elements of literacy they have observed or experienced in the classroom. (See syllabus pages 18).

**Turning in Work**

Candidates’ assignments should be turned in, either in class or electronically, on the day they are due. Some of the due dates may change, with notification, based on the needs of the class. Assignments that are turned in late will receive reduced credit. Reading reflections will not be accepted late. Candidates’ professionalism grade may reflect their ability to meet the due date requirements.

**Grading Scale:**

- 95% and up = A; 90-94.99 = A-; 87-89.99 = B+; 83-86.99 = B; 80-82.99% = B-; 77-79.99 = C+; 73-76.99 = C; 70% - 72.99% =C-; 67-69.99 = D+; 63-66.99 = D; 60% - 62.99% =D-

**University Policies**
BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Class Schedule
Theme 1: Sound Pedagogy
Candidates will 1) reflect on good teaching across subject areas and will 2) apply the INTASC standards and the Moral Dimensions of Teaching to social studies instruction.

August 31: Introduction to 477/478, learning-centered classrooms, and INTASC.
Introduction to teaching social studies and the 477 course including the syllabi, texts, and assignments. Class meeting setting “professionalism” criteria. Discussion of learning-centered classrooms and the INTASC standards.

Assignments for next class:
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- Brigham Young University Clinical Practice Assessment (CPAS) Form
- What Makes a Good Teacher? (Traina, 1999)
- The Moral Dimensions of Teaching (Baugh, 2006)
**September 2: Moral Dimensions of Teaching**
Moral dimensions jigsaw. Assignment to read optional text and prepare and teach a mini-lesson in class.

**Assignments for next class:**
- The Importance of Social Studies in the Curriculum (Nokes, 2007)
- Promoting Higher Order Thinking in Social Studies (Newmann, 1991)

**Theme 2: Planning to Teach**
Candidates will consider practical and theoretical issues related to planning for a social studies class including 1) the importance of keeping in mind the students and the classroom and school context when planning, 2) the need to promote higher order thinking and creative thinking in social studies, 3) the role of the social studies core curriculum and national standards in planning decisions, 4) how to develop a scope and sequence for a yearlong plan, and 5) how to create effective unit plans and lesson plans.

**September 7: Using contextual factors and higher order thinking to plan**
Teaching history or teaching students? Discussion of higher order thinking, “Bloom’s Taxonomy”, and the implications for planning.

**Assignments for next class:**
- Forest Gump and the Future of Teaching the Past (Wineburg et al., 2007)

**September 9: Core Curriculum, backwards design, and teaching concepts**
Exploration of core curriculum, backwards design, essential questions, and teaching concepts in planning.

**Assignments for next class:**
- “They thought the world was flat?”: Applying the principles of How People Learn in teaching high school history (Bain, 2004)

**September 14: Scope and sequence, unit planning, and lesson planning**
Discussion/modeling of planning a year, unit, and lesson.

**Assignments for next class:**

**Theme 3: Assessment of Student Learning**
Candidates will consider theoretical and practical issues of assessment in social studies including 1) the role of assessments in a learning-centered classroom, 2) the importance of pre-assessment and formative assessments, 3) how to assess and use assessment data to inform instruction, 4) issues in constructing and using traditional assessments, and 5) alternative forms of assessments that can be used in social studies.

**September 16: Theories of learning and pre-assessing student knowledge**
Discussion of socio-cultural theory, constructivism, cognitivism, theories of motivation, and other theories of learning; the importance of pre-assessing; and pre-assessment methods.

**Assignments for next class:**
- review but **do not complete** the “Persuasive writing” assignment, Society Report Assignment, 60s and 70s Song Analysis, Middle Ages Project, and Catapult Construction
- Develop a rubric that might be useful in assessing a social studies project of your choice. (You may use a web-based rubric maker to complete this.)

**September 21: Formative assessment and projects, portfolios, and rubrics**

**Assignments for next class**
- Work on mini lesson

**September 23: Observe 478 classrooms:** observe, gather information for context report, and coordinate practicum experience. Submit FED form on livetext

**September 28: Post-assessment and assessing student learning through testing**
Discussion of the keys of effective tests and assessment instruments. Mini-lesson on *Doing History*

**Assignments for next class:**
- “Discussion in Social Studies: Is it Worth the Trouble?” (Hess, 2004)
- “Encouraging Reticent Students’ Participation in Classroom Discussions” (Wilen, 2004)

**Theme 4: Models of Instruction**
Candidates will consider models of instruction that may be useful in social studies and the practical and theoretical implications of each. Students will 1) consider effective discussions and teacher questioning, 2) understand ways to improve expository teaching, direct instruction, and lectures, 3) understand and improve cooperative learning, 4) consider the inquiry model of instruction, and 5) reflect on experiential learning through simulations, mock trials, games, and service learning. Candidates will consider how various instructional models are related to currently accepted theories of learning.

**September 30: The Questioning Model of instruction**
Keys to effective questioning and discussions. Mini-lesson on *Teaching History for the Common Good*

**Assignment for next class:**

**October 5: The Direct Instruction Model, lecturing, and technology**
Discussion of the pros and cons of lectures, and how to promote learning with lectures, videos, and PowerPoint presentations. Mini-lesson on *Historical Thinking*
Assignments for next class:
  o Strategy Four: Problem Solving Groupwork (Bower, Lobdell, & Swenson, 1999)

October 7: The Cooperative Learning Model of instruction
Discussion of effective cooperative learning. Mini-lesson on In Search of America’s Past and Teaching Geography

Assignment for next class:
  o Take the midterm exam at the testing center October 8-13

October 12, 14, 19, 21, 26, 28, November 2: In 478 classrooms. During the weeks you are in the classrooms or immediately following your experience you should complete the 478 teaching portfolio:
  o Keep an experience log
  o Prepare and teach 4 lesson plans. Write written reflections.
  o Using the CPAS form included in your packet do a self evaluation and have your cooperating teacher also complete a CPAS evaluation of your work

November 4: The Inquiry Model of instruction
Reflection on practicum. Discussion of the place of inquiry in secondary history classes

Assignment for next class:
  o Review mock trial and simulation resources: Dred Scott v John Sanford: Trial Notes; Indictment Form for Environmental Court; Feudalism Simulation; Constitutional Convention Simulation; Asian Trade Simulation; Cabinet Meeting Simulation; Roman Senate Simulation; Industrial Revolution Simulation

  o Lesson Plan

November 9: The Experiential Model of instruction: simulations, mock trials, and service learning
Discussion of simulations, mock trials, and service learning. Mock trial conducted.

Assignments for next class:

  o “Literacy in Secondary Social Studies Classes: What Strategies Should Our Students Learn and Practice?” (Nokes)

  o 20 Ways to Use the Social Studies Textbook, (Nokes)

Theme 5: Historical Literacy and Text Resources
Candidates will consider theoretical and practical issues related to the promotion of literacy and historical literacy in social studies classrooms including 1) effective ways to use expository text, primary sources, historical fiction, literature, and poetry, 2) ways to promote literacy through explicit and implicit strategy instruction, 3) the use of non-traditional texts in social studies classrooms, and 4) using writing to help students learn.
November 11: Effective use of expository text, explicit and implicit strategy instruction
Discussion of metacognition, reading strategies and explicit strategy instruction. Introduction of text set assignment.

Assignments for next class:
- “Learning to Think Like a Historian: Disciplinary Knowledge through Critical Analysis of Multiple Documents” (Stahl & Shanahan, 2005)
- World War II Document Collection of Paul L. Joffrion (Dean, unpublished)
- Mississippi Trial, 1955 (Crowe, 2002)

November 16: Effective use of primary sources
Teaching students to read like historians: sourcing, corroboration, and contextualization. Model of text set assignment.

Assignments for next class:
- “The Observation/Inference Chart: Improving Students’ Ability to Make Inferences while Reading Non-Traditional Texts” (Nokes, 2008)
- Mississippi Trial, 1955 (Crowe, 2002)

November 18: Using non-traditional texts (internet, art, photographs, etc.)
Discussion of the literacy associated with non-traditional print texts and non-print texts

Assignments for next class:
- Finish Mississippi Trial, 1955 (Crowe, 2002)

November 23, 25: No class

November 30: A case study in history and the use of fiction in social studies
Dr. Chris Crowe presents on Emmett Till

Assignments for next class:
- Complete Text set (see syllabus pages 16-17)

December 2: Effective use of literature and poetry
Sharing of text set plans and resources. Synthesis of literacy materials and methods for teaching social studies

Assignments for next class:
- “Thirty Social Studies Writing Activities” (Nokes)
- GIFT collection due

December 7: Writing to Learn
Discussion of theories about writing to learn and the reading-writing relationship
Assignments for next class:
   o Make a list of at least five questions about teaching.

December 9: Learning-Centered Classrooms
Discussion of learning-centered classrooms. Discussion of practical issues surrounding social studies classrooms.
Contextual Factors

A wise history teacher once pointed out to me that “we do not teach history, we teach students”. It is important to keep in mind the students that we teach as we plan our units, our means of assessing their learning, and our daily lessons. In addition, students come to us under the influence of the school community and the neighborhood community in which they live. This context that surrounds our instruction should influence the way we plan and the way we teach.

We also have constraints of the school and classroom setting to consider as we make our plans. A school’s bell schedule, technological resources, textbook resources, policies and other environmental factors should influence the way we teach. For example, a teacher who is teaching in a school who follows a block schedule should plan, teach, and assess differently than one in a school that follows a traditional schedule.

Your assignment is to make observations of the students and the school and community setting where you are completing your Hist 478 experience. You can use this worksheet as well as a FED form to gather information. After gathering this information you should write a report that has three sections. In the first section you will describe the community, school, and classroom setting. In the second section you will describe the students in one class. In the third section you will describe how you would take the contextual factors into consideration if you were to plan and teach a unit in this class. The focus throughout the paper should be on how these contextual factors can influence student learning and your teaching. This report should be between 2 and 3 pages in length, double-spaced. You don’t need to turn in this worksheet nor do you need to answer every question on it in your paper.

WORKSHEET
Community, School, and Classroom Factors
1. What is the socio-economic status of the community and school?
2. What percentage of students are on free or reduced lunch?
3. What is the racial make-up of the community and school?
4. What is the religious make-up of the community and school?
5. How much stability is there in the community?
6. Does the school have business partners in the community?
7. How involved are the parents in school functions?
8. What percentage of parents attend parent teacher conferences?
9. Do parents regularly volunteer at the school?
10. How is communication facilitated between the school and the parents?
11. What is the general emotional tone of the school?
12. What ages does the school serve?
13. How often do classes meet?
14. How long are the class periods?
15. Are there special school programs that take time away from your content instruction?
16. What are the average class sizes?
17. What events occur while you are observing that have a strong effect on the school?
18. What technology resources are available for students in your school and your classroom?
19. What book resources are available for students in your school and your classroom?
20. What other resources are available in your school and classroom?
21. How is your classroom organized?
22. Are there teachers within your department or in other departments who are eager to plan and teach with you?

Student Factors
1. What is the general ability level of the students in your class?
2. How old are your students?
3. Are there students who are English language learners?
4. What is the gender, economic, racial, and religious make-up of students in your class?
5. Are there students who are served by the Special Education Department of your school?
6. Are there gifted students in your class?
7. What are the individual students’ reading abilities?
8. Are there students with physical challenges?
9. Are there other individual differences in your students that should influence planning, assessment and instruction?
10. What are your students’ interests?
11. What level of background knowledge do students possess in your subject area?
12. What experiences have individuals in your class had that might make them a resource to you?
13. What courses have students taken previously that are related to this class?
Learning Goal and Objectives

At the start of each school year, I take some time to plan out what my units will be for the entire year, how long I will spend on each unit, and what order I will do them. I base this plan on the state core curriculum and my interests and the students’ interests from previous years. This overall year plan is called the scope and sequence of the course.

When it comes time to plan a unit, I look at the scope and sequence and that tells me how many days I can spend on the unit. I know that if I spend an extra day on one unit I will lose a day on one of the later units, so I try to stay as close to the original plan as I can.

Using the state core curriculum as a guide I come up with 1 or 2 big GOALS that become the foundation of the unit. For example, when planning a unit on Classical Greece my goal might be “Students will be able to describe the way our culture has been influenced by classical Greece.”

With this goal in mind, I make a list of more specific OBJECTIVES that correspond to this goal. I might end up with a chart that looks something like this:

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**GOAL:** The students will be able to describe the way our culture has been influenced by classical Greece.

**OBJECTIVE 1:** Students will compare and contrast democracy in Athens to that of the United States today. (Knowledge, Analysis, and Synthesis Level). This objective corresponds to 10th grade state core standard 2 objective 2.

**OBJECTIVE 2:** Students will give examples of American buildings that reflect Greek architectural styles. (Comprehension Level). This objective corresponds to 10th grade state core standard 2 objective 4.

**OBJECTIVE 3:** Students will analyze Greek advances in art, literature, theater, science, geometry, and medicine. (Knowledge and Analysis Level). This objective corresponds to 10th grade state core standard 2 objective 4 and standard 3 objective 2.

**OBJECTIVE 4:** Students will critique the different schools of thought in Greek philosophy and find modern applications of the philosophers’ ideas. (Evaluation and Application Level). This objective corresponds to 10th grade state core standard 2 objective 1.

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As I create these objectives I want to make sure that they meet the following criteria:

1) I am clear about what is expected of the students.
2) The objectives are aligned with the goals.
3) The goals and objectives are aligned with the state core curriculum.
4) The goals promote different levels of thinking according to Bloom’s taxonomy
5) The goals and objectives are appropriate for the students I am teaching.

Your assignment is to establish an objective that might be taught in your Hist 478 setting. This objective should 1) be aligned with an overarching expressed (written) unit goal, 2) show the state core standard or national standard to which your unit objective corresponds, 3) show the level of the objective according to Bloom’s taxonomy; and 4) tell why your objective is appropriate for the students you are teaching. (For instance the objective might be particularly interesting to students, be particularly relevant to current events or students’ lives, build on students’ background knowledge, or prepare them for future learning experiences.)

You can download a helpful template for the entire teacher work sample at education.byu.edu/deans/documents/TWS%20student%20template%20v9-13-06.doc
Assessment Plan

One of the most important principles in education that a teacher must understand is that if the students aren’t learning the teacher is not teaching. We have all been in a class where the teacher spends the entire time lecturing and writing on the board, completely oblivious to the fact that the students are not comprehending much of what is being said. In order to be sure that we are indeed teaching we need to regularly assess students to see if they are learning.

What should students be learning? A teacher addresses this question as he or she develops unit goals and objectives. What should teachers assess? They should assess whether or not the students have met objectives. For example, if the goal is that “students will be able to describe the way our culture has been influenced by classical Greece”, the assessment should see how they do in describing the way our culture has been influenced by classical Greece.

There are many ways that students can be assessed to see whether they have met an objective, including traditional tests, projects, presentations, interviews, writing assignments, or simply observing their behavior. Good teachers use a variety of assessment instruments. The most important feature of an assessment instrument is not the mode through which the student’s learning is evaluated, but that the instrument is technically sound. In other words, good assessments provide reliable and valid results.

In addition, good teachers use assessments before, during and after instruction. The pre-assessment helps the teacher become aware of students’ background knowledge so that they can adjust instruction to build on this background knowledge and take into account students’ needs, interests, and prior misconceptions. The formative evaluations that are made during instruction help the teacher assess their teaching, make adjustments, and re-teach concepts if necessary. The post-assessment makes students accountable for learning and helps teachers see if individual students met the goal and objectives of the class.

Typically a teacher will have a minimum standard or some performance criteria that is expected of each student before they are able to say that the objective was met. For example, my standard for the goal listed above might be that the student will be able to tell me at least four ways our culture has been influenced by Greece, and be able to give three details on one of those ways.

Because teachers teach students with diverse backgrounds and with different individual needs it is important for teachers to be flexible with their assessments. I have allowed students to complete an assessment orally rather than in written form, have allowed a resource teacher to read a student’s test to him, and have allowed them to complete a project in a language other than English. These types of adaptations can help make sure an assessment is valid, assessing whether students have met the instructional objectives, rather than assessing their reading ability or ability to speak English.

Your assignment will be to take the lesson plan objective you have already established and develop an assessment plan that would allow you to see whether or not your students meet that objective. Your assessment plan will need to meet the following criteria:

1) Your assessments must be aligned with your objective.
2) You must use multiple modes of assessment.
3) You must assess students’ learning before, during and after instruction.
4) You must have a reliable method of scoring the assessments, one that is consistent and fair.
5) You must establish some basic criteria and standard for students’ performance that indicates to you that they have met the objective.
6) Your assessment plan must allow for adaptations for the needs of individuals in your class.
It is recommended that you use the chart on the TWS template to complete this assignment. It is available at education.byu.edu/deans/documents/TWS%20student%20template%20v9-13-06.doc. Be careful not to make one of the common mistakes that candidates make when developing their assessment plan. The following is a list of common mistakes:

1) If using a class discussion as an assessment, you must have a way to make sure that every student is assessed. Even though they may seem attentive, it is difficult to know whether the students who do not participate in the discussion are learning.

2) You must have a way to assess individuals during small group activities. It is not enough to assess the group, because the group’s work may represent the learning of one gifted student in the group. You must do something to ensure that all of the individuals in the group are learning.

3) The performance criteria are based on individuals. In other words, your performance criteria should not be 75% of the class passes the test, but should be that every student in the class gets at least 75% correct on the test.

4) Adaptations are not intended to raise students’ scores but instead are intended to make assessments more valid—assessing objective mastery rather than level of text anxiety, for example. Having students work in groups does not typically make an assessment more valid unless part of your objective is to assess small group social skills.
Design For Instruction

Once you have established the unit goal and objectives and have some idea about the way you will assess students’ learning, you can start to flesh out individual lesson plans. Your “Design for Instruction” will need to meet the following criteria:

1) Your lesson is based on your objective.
2) Your lesson plan uses a variety of appropriate activities, assignments, and resources.
3) You incorporate technology in your lesson plan, including both your use of technology and providing students opportunities to use technology.
4) You take the individual students’ and the class’ needs and other contextual factors into consideration as you plan the lesson.

Design for Instruction

Learning Goal(s): The students will be able to describe the way our culture has been influenced by classical Greece

<table>
<thead>
<tr>
<th>Instructional Schedule</th>
<th>Objective(s) Addressed by Lesson</th>
<th>Instructional Strategies</th>
<th>Technology</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Greek Democracy</td>
<td>Objective 1: students will explore Greek forms of government</td>
<td>Concept attainment, Discussion, Simulation, Video clip, Exit slip writing</td>
<td>Video clip</td>
<td>Less capable students will be grouped with stronger students during simulation</td>
</tr>
</tbody>
</table>
A “Text Set” of Social Studies Resources
Patterned after the Jackdaw Publishing Company (see www.jackdaw.com)

Your assignment is to create a collection of resources that could be used in a middle school and/or high school social studies class. These resources should revolve around a single theme or event that can be used as a case study to investigate an important concept in your discipline. You are required to do the following:

1. Include at least 10 age and ability-appropriate resources including primary sources and other resources from at least 4 or 5 of the following categories:
   a. primary sources (required): Try to include multiple perspectives of the event/theme.
   b. Expository text. This is informational text related to the theme/event that you produce or find.
   c. Fiction/poetry/children’s book(s)
   d. Artifacts
   e. Photographs, artwork, political cartoons, charts, graphs, or other visual resources.
   f. Media: video clips, music, Internet sites/resources.

2. Develop appropriate instructional materials that can be used to support (provide scaffolding) to students and teachers including the following as applicable
   a. Graphic organizers or other study guides
   b. Vocabulary support
   c. Video or audio support (see www.historicalthinkingmatters.org for examples)
   d. Assessment instruments or instructions

3. Design an activity that could be used by teachers using your text set. You should include all of the materials needed to engage in the activity. These lesson ideas must include the following:
   a. A list of content, skill, and/or disposition objectives that a teacher could address with the resources.
   b. A description of research supported methods that follow the principles of one (or more) of the following instructional models
      1) direct instruction (on content and/or strategies)
      2) inquiry learning
      3) concept attainment
      4) cooperative learning (such as jigsaws, reciprocal teaching)
      5) questioning
      6) experiential lessons (such as mock trials, simulations, or service learning)

4. Prepare a 15 minute sales presentation for your text set that is intended to convince class members that your materials would be engaging to students and effective instructional materials. You should consider doing the following:
   a. Engage class members in an abbreviated activity using a sample of your text materials
   b. Give the class an overview of you complete text set as well as the instructional materials that you have designed
   c. Inform students how to access the materials
Text Set Grading Form

Name(s) __________________________________________
___________________________________________
___________________________________________

PART 1: Resources
1. Variety

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Includes a wide variety of resources of multiple genres

Includes a limited variety of resources

2. Primary Sources

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Has an appropriate selection of primary sources representing a variety of points of view

Has a limited selection or inappropriate selection of primary sources

PART 2: Pedagogy
3. Scaffolding

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Provides significant support for students’ analysis of documents

Provides no, or inappropriate support for students

4. Lesson/Assessment Ideas

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Has lesson ideas that teach content and skills reflecting good models of pedagogy and current learning theories

Has poorly developed lesson ideas or ideas that run counter to current research on learning

PART 3: Presentation
5. Engaging presentation

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Engagingly and convincingly sells product

Leaves doubt about value of materials
Hist 478 Take Home Exam

For the take home exam for Hist 478 you will need to write 2 papers that are about 2 to 3 pages long (double space, standard font) analyzing your experiences in the classroom and what you have learned. Each paper will need to focus on one of the elements that we have studied or will study in the 477 class.

Paper 1: Moral Dimensions

By way of reminder, the moral dimensions of teaching suggest that teaching is fundamentally a moral endeavor and that there should be four elements that are part of every teacher's interaction with the students and the school community: 1) enculturating the young in a social and political democracy, 2) establishing a nurturing pedagogy, 3) feeling a stewardship for the schools, and 4) providing access to knowledge to all learners. Your paper should describe specific instances of when you observed or engaged in activities that are good or bad examples of these four themes. You should talk about each of the principles in general terms and then tell two or three stories in some detail that illustrate one or more of the principles. The following questions might help you get started thinking about things you could include in your paper. 1) How have you or your mentor teacher made sure that every student in the class is able to learn? 2) How does the arrangement of your class encourage or discourage participation by every student? (This would be an example of a social democracy). 3) How does your class prepare and encourage students to participate in America's political democracy? 4) How does your teacher have a positive impact on the school outside of his/her classroom? 5) How does your teacher show that he/she cares about young people and their learning? You do not need to answer each of these questions but these are the types of questions you should reflect on in preparing to write.

Paper 2: Literacy in the Social Studies

This paper should describe literacy instruction in your 478 classroom. Content area teachers, especially social studies teachers, are being encouraged to increase the amount of reading they require, expose students to a greater variety of texts, and provide students with reading strategy instruction. In addition, social studies teachers are in a position to use numerous non-print texts and help students "read" them. Your paper should describe the literacy activities and instruction that you have seen and/or provided during your practicum experience. You should talk about general attitudes about reading and literacy in your classroom and tell two or three stories in some detail that illustrate these attitudes and practices. The following questions might help you get started thinking about things you could include in your paper. You shouldn’t write a response to these questions, but use the questions as you brainstorm ideas to write about. 1. What kinds of reading/writing/literacy activities were utilized by your cooperating teacher? How did they utilize the textbook and other types of print and non-print resources? How often did they require students to read? 2. How were reading assignments made? Did teachers provide students with explicit or implicit reading strategy instruction? Did they ever model literacy strategies for their students? 3. What was your impression of students and their ability and interest in reading content relative to the subject matter? Did the type of text that they were reading make a difference in their interest? How effective were their “comprehension” skills related to reading? What did teachers do to motivate or to help them improve their comprehension skills? 4. Having observed in the classroom and been introduced to effective teaching practices and strategies related to reading, what kinds of strategies and tactics would you employ in your own classroom?