Hist 477: Methods of Teaching Social Studies

Learning Outcomes:
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 National Standards for Social Studies, the Moral Dimensions of Teaching, INTASC standards of instruction, the Common Core State Standards, 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 the Teacher Work Sample and social studies lesson plans. 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: ONE of the following texts will be assigned

Methods Course Requirements:
1. Professionalism (10%) 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
2. **Reading reflections and quizzes** (10%). 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. **Oral Book Review** (10%). Teams, made up of candidates who selected the same optional text, will prepare a 25 minute lesson during which they will team teach the main ideas of the text to the methods class.

4. **Midterm Exam** (20%) 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 October 2-6.

5. **Teacher Work Sample pts 1-4** (10%) Due October 23.
   a. Contextual Factors (3.5%) 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 6-8).
   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 8).
   c. Assessment Plan (3.5%) Candidates will develop a plan for assessing student learning for the unit they have planned. (See syllabus page 8-9).
   d. Design for Instruction (2%) Candidates will develop lesson ideas that could be used as part of their unit plan. (See syllabus page 9).

6. **Creating and presenting a lesson plan.** (20%) You will design a lesson plan that you will share with the class (See syllabus pages 9-10). Your lesson plan, which may be completed individually or with a partner, will be presented to the class on November 1.

7. **Final Exam** (20%) 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 November 1-7.

**Hist 478: History/Social Studies Teaching Practicum**

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 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 in their education coursework. 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 become more involved in the class. 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 in other ways. 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 to allow them to collaborate, plan, and reflect on their experiences together and to 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 Oct 4, Nov 6, 8, 13, 15, 27, 29, and Dec 4. Candidates should spend a minimum of 30-35 hours in the classroom.

**Practicum Assignments:**

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

2. **Practicum Portfolio (60%)** Candidates will create a portfolio representing their practicum experience, due December 6, including:
   a. **An experience log** with a one- or two-sentence 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. March 10: 7:30 to 11:30. Graded student essays on “Renaissance”. Helped groups prepare oral presentations on Renaissance artists.)
   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. 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 10).
   b. **Instructional Models** Candidates will reflect and write on a series of questions related to instructional models they have observed or experienced in the classroom. (See syllabus pages 10).

**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 will reflect their ability to meet due dates.

**Grading Scale:**

- 95% and up = A;
- 92-94.99 = A-;
- 89-91.99 = B+;
- 85-88.99 = B;
- 82-84.99% = B-;
- 79-81.99 = C+;
- 75-78.99 = C;
- 72%-74.99% =C-;
- 69-71.99 = D+;
- 65-68.99 = D;
- 60% - 64.99% =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.

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**477/478 Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments due</th>
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</thead>
<tbody>
<tr>
<td><strong>THEME 1: GOOD TEACHING</strong></td>
<td></td>
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<tr>
<td>8/28</td>
<td>Course Introduction Social Studies INTASC</td>
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<tr>
<td><strong>THEME 2: PLANNING</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Subtopics</td>
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<tr>
<td>9/11</td>
<td>Core Curriculum “Backward Design” Teaching Concepts</td>
<td>Exploration of the Core Curriculum</td>
</tr>
<tr>
<td>9/13</td>
<td>Common Core Historical Literacy National Standards</td>
<td>Exploration of the Common Core, Exploration of the National Standards, Aligning Literacy Practices (Nokes, 2008), 30 Social Studies Writing Activities (Nokes, unpublished)</td>
</tr>
<tr>
<td>9/18</td>
<td>Scope and Sequence Unit Planning Lesson Planning</td>
<td>They Thought the World was Flat (Bain, 2004), Critique of sample Unit Plans</td>
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**THEME 3: ASSESSMENT**

Candidates will consider theoretical and practical issues of assessment in social studies including 1) theories of learning, 2) the role of assessments in a learning-centered classroom, 3) the importance of pre-assessment and formative assessments, 4) how to assess and use assessment data to inform instruction, 5) issues in constructing and using traditional assessments, 6) alternative forms of assessments, and 7) reliability and validity in assessment.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Subtopics</th>
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<tbody>
<tr>
<td>9/20</td>
<td>Learning Theories</td>
<td>Learning: From Speculation to Science (Bransford et al., 2000)</td>
</tr>
<tr>
<td>9/25</td>
<td>Preassessment Reliability and Validity</td>
<td>Complete reliability and validity reading and problems</td>
</tr>
<tr>
<td>9/27</td>
<td>Formative Assessment Projects and Rubrics</td>
<td>Review projects in packet, Rubric development, Doing History review</td>
</tr>
<tr>
<td>10/2</td>
<td>Post Assessment Tests</td>
<td>Review and critique a history test, Teach Like a Champ review</td>
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<tr>
<td>10/2-6</td>
<td>Midterm Exam available in testing center</td>
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<tr>
<td>10/4</td>
<td>In 478 Classroom</td>
<td>FED form worked on, Contextual Factors paper worked on</td>
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</tbody>
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**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.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Subtopics</th>
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<tbody>
<tr>
<td>10/9</td>
<td>Historical Fiction</td>
<td>Read Mississippi Trial, 1955</td>
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<tr>
<td>10/11</td>
<td>Questioning Model</td>
<td>Discussion in Social Studies (Hess, 2004), Encouraging Reticent Students (Wilen, 2004), In Search of America’s Past review</td>
</tr>
<tr>
<td>10/16</td>
<td>Direct Instruction</td>
<td>The Guide on the Stage (Stacey, 2009), Why Won’t You Just Tell Us the Answer? review</td>
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<tr>
<td>10/18</td>
<td>Cooperative Learning</td>
<td>Strategy Four: Problem Solving (Bower, et al., 1999), Eyewitness to the Past review</td>
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<tr>
<td>10/23</td>
<td>Inquiry Model</td>
<td>TWS pts 1-4 due, Reading Like a Historian review</td>
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<tr>
<td>10/25</td>
<td>Experiential Learning</td>
<td>Review mock trial and simulation resources in packet, Teaching History for the Common Good review</td>
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<tr>
<td>10/30</td>
<td>Social Studies Methods</td>
<td>Teaching Geography review</td>
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<tr>
<td>11/1</td>
<td>Sharing Lesson Plans Test Review</td>
<td>Lesson Plan sales pitch</td>
</tr>
<tr>
<td>11/1-7</td>
<td>Final Exam available in testing center</td>
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</table>
The contextual factors of teaching are the elements of the teaching setting that impact planning and instruction. It is important to keep in mind our students as we plan our units, our means of assessing 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. A school’s bell schedule, technological resources, textbook resources, policies and other environmental factors should influence the way we plan and teach. For example, a teacher who is teaching in a school that 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 of your classes. In the third section you will describe how you would use the contextual factors if you were to plan and teach a unit in this class, with a minimum of 4 specific implications. The focus throughout the paper should be on how contextual factors 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. The starred questions seem particularly important to consider.

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 (TWS pt 2)**

The second part of the TWS is to establish an overarching goal and the objectives that might be taught in your classroom setting (in the context described in your contextual factors paper). Your objectives should 1) be aligned with an overarching, written unit goal, 2) be aligned with state core standards or national standards, 3) reach, at times, for higher order thinking according to Bloom’s taxonomy; and 4) be 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. If you download this template, your assignment would require you to write out a unit goal and then to complete the Learning Goal and Objectives chart with at least 5 objectives. Be sure to summarize each core standard (rather than just listing its reference number) and to explain in a sentence how the objective involves students in the certain level of Bloom’s Taxonomy (rather than just listing the level).

**Assessment Plan (TWS pt 3)**

The third part of the TWS is to take the lesson plan objectives you have already established and develop an assessment plan that would allow you to see whether or not your students reach these objectives. Your assessment plan will need to meet the following criteria:

1) Your assessments must be aligned with your objectives.
2) You must plan to use multiple modes of assessment.
3) You must plan to 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 reached the objective.
6) Your assessment plan must allow for adaptations for the needs of individuals in your class to assure that the assessment is valid.

The template for the entire teacher work sample at education.byu.edu/deans/documents/TWS%20student%20template%20v9-13-06.doc will help you complete this assignment. You should (a) “cut and paste” you objectives from the Learning Goal and Objectives chart into the first column of the Assessment Plan chart; (b) list the assessments that you will use for a preassessment, formative assessment, and post-assessment; (c) describe how you will grade each assessment reliably (i.e. rubrics, scoring guides, answer key, checklist for each student) (d) tell what the criteria for mastery is (i.e. 75% correct, 3 main ideas listed with 3 important details, at least a 3 on each rubric item, etc.); and (e) tell how you will adjust the assessment to account for individual needs (i.e. allow student with public speaking anxiety to do oral report in front of me or to do written report, allow ESL student to use language dictionary on test, etc.). You don’t need to
provide evidence at this point that your assessments are of high quality, but when you student teach you will need to provide this evidence and include all of your assessments in an appendix.

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) If assessing during small group activities you must have a system for assessing individuals. 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 necessarily intended to raise students’ scores but instead are intended to make assessments more valid—assessing objective mastery rather than level of test 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 a unit plan and individual lesson plans. Your “Design for Instruction” will need to meet the following criteria:

1) Your lesson ideas are based on your objectives.

2) Your lessons use a variety of appropriate activities, assignments, and resources

3) You incorporate technology in most lessons, 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 lessons.

At this point you will not have to write about how you used pretest data in developing the lesson plan (you don’t have students to preassess). But you will have to do this when you complete the TWS during student teaching. 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.

**Lesson Plan Assignment**

Your assignment is to prepare a lesson plan that can be shared with the class. Your lesson plan does not need to conform to any particular lesson plan model (i.e. the Hunter Model or the LES model or the Document-Based Lesson Plan Model) but it should include the following elements:

1. Objectives

2. Research supported learning activities (i.e. active learning on the part of the students, a variety of teaching methods)

3. Appropriate resources for the students and teacher to use, (including appropriate technology and or texts)
4. Methods for assessing students before, during, and after the lesson. (Although preassessments and/or postassessments might be part of a larger unit plan and not included in the lesson. If so, you should explain this.)
5. Graphic organizers or other resources that structure and/or assess and/or make the students accountable for the lesson activities.
6. A logical sequence of activities.
7. Suggestions for adaptations for students with special needs

You should prepare a 5-7 minute sales presentation for lesson plan that is intended to convince class members that your lesson would be engaging to students and effective instructional materials. You should provide your classmates with a copy of your lesson plan and the materials needed to conduct it. You should also consider engaging class members in an abbreviated activity from your lesson plan. If possible, it is recommended that your lesson plan be something that you are preparing to use during your practicum.

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: Instructional Models

This paper should describe the instructional models used in your 478 classroom. The models that we discussed in class included the questioning model, the direct instruction model, the cooperative learning model, the inquiry model, and the experiential model. Did you observe and/or use a variety of models or was one model dominant in your classroom? How did students respond to various models? What specific incidents from your class taught you about the use of different models? From your experience in the classroom what would do you see as the advantages and disadvantages of different instructional models?