Description: The methods seminar for the social sciences seeks to provide practical application to the research and theory provided in other courses. The practicum experiences from middle and senior high schools will be used, along with the research and study from classroom situations, to provide daily lesson plans, units of study, and classroom instruction. Demonstrations of daily lesson plans, weekly assignments and a final unit of study are part of the requirements for the course. Supplementary readings and materials will be distributed throughout the semester. Illinois Content-Area Standards, Illinois Professional Teaching Standards, Illinois Language Arts Standards, and Technology Standards for All Teachers will be considered.

In consideration of the SESP's Conceptual Framework and its Vision of Learning, the Learner, and Teaching, this course will give special concentration to:

A vision of learning that focuses on:
1.1 understanding student thinking about the subject matter
1.2 reflection and research as means of learning
1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns:
1.4 authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implications for the student beyond the classroom; and
1.5 the use of technology by extending learning opportunities and thinking;

A vision of the learner that focuses on:
2.1 lifelong learning and development shaped by social contexts;
2.2 student diversity as resource for the educational community

A vision of teaching that focuses on:
3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory
3.2 professional conduct that is responsible and ethical.

Grading: Homework 25%, Participation 25% and Unit Plan 50%
There will be critiques and responses to weekly homework assignments, but some will not be graded as such. One of the keys to professional growth and effective teaching is creating a continuing dialogue with colleagues who will openly respond, suggest, challenge, and assist you to plan and think about how students learn. The homework grade, therefore, will automatically count as an "A," but will be lowered if assignments are not completed, are not substantive and/or are late. Many of the homework assignments will be the basis for the participation during class and will serve as instructional and developmental for the unit plan.

SESP Academic Integrity Statement
"Students in this course are expected to comply with the policies found in the booklet, 'Academic Integrity at Northwestern University: A Basic Guide.' Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uace/. If you need a copy of the brochure, visit the SESP Student Affairs Office."

TEXTS:
1) Required:
   b) A set of readings (available at Quartet Copies, 825 Clark St.)

2) Optional
March 30  
**Topic I:** Teacher/Student needs in the Middle School and Secondary Classroom Setting

**Activity:** We will describe and discuss the characteristics of an effective Social Studies teacher. We will begin to think as a teacher thinks about students and student learning. We will begin to ask what questions teachers ask as they consider how to engage students in the learning process.

Content Core Stds. 1, 2 and 3  
Ill. Prof. Teach Stds. 1 – 11  
CF 1.1 and 3.1

April 6  
**Topic II:** Goal Setting and Standards in the Social Sciences

**Activity:** The seminar discussion will focus on goals and objectives as critical elements for the organization and focus of the daily lesson. The unit plan of instruction, the quarter project, will be described.

Content Core Stds 2 & 14  
Ill. Prof. Teach Std. 4  
CF 1.1, 1.3, 1.4, and 3.1

**Assignment for April 6**

1. Write an essay: Why are you entering the profession of social studies teacher, and why is your social studies discipline (e.g., history, econ., polit. science, etc.) important for the education of all students?  
   Ill. Prof. Teaching Std. 10  
   Lang. Arts Std 2  
   CF 3.1, 3.2

2. Outline the content (by weeks) for a one year course in U.S. History for regular level juniors (not AP/Acc.) in high school. This need not be a very detailed outline, but should have enough subject information to give a true sense of what the content of the course will be. It should be enough to serve as a guide for you. (Assume at least 32 weeks in a year.)  
   Content Core Stds. 1, 4, 14  
   Ill. Prof. Teach. Stds. 1 and 4  
   CF 1.1

**Reading for April 6**

   "Peering at History Through Different Lenses …"(#1)  
   "Social Studies Revived"  
   "Why Don't More History Teachers Engage Students in Interpretation?"  
   (2) Bring Learning Alive!, pp 2-22 and 220-232
April 13
Topic III: Lesson Plans: Reflections of Goals

Activity: Students will discuss and critique individual goals, rationales, objectives and strategies for units and lessons. Discussion will include comparison of the individual goals with state and school organized course goals and objectives. The lesson structure and preparations will be seen as part of the resources a teacher must develop to fulfill student "understanding" of instructional goals. Some models (of many) for lesson plans will be discussed.

Assignment for April 13
(1) Decide on a topic for a unit of instruction (no less than two weeks of time) for your major project for this course. Write a set of goals for the unit. The goals are to be for the unit and not daily lesson plans.

Assignment for April 13
(2) Prepare a single lesson (a day) with its goal(s), rationale, objectives, and strategies for regular student level from within the unit you will be using for this course.

Reading for April 13:
"From Behaviorist to Constructivist Teaching" (#4)
"What is a Matter of Understanding?" (#5)
"Understanding Understanding: Five Facets" (#6)
Bring Learning Alive!, pp. 22-28 and 220-234

April 20
Topic IV: Instructional Strategies

Activity: Class members will present a daily lesson for group discussion and review. The class will include discussion of the importance of assessment strategies in effective planning for all social studies classes.

Assignment for April 20
Construct 2 sequential lesson plans for daily lessons for regular level students for the first two days of a unit or mini-unit on the Reconstruction in the United States. Include goals, objectives for daily lessons and the strategies (with as much detail as possible) for pursuing those goals and objectives.

Reading for April 20
Bring Learning Alive!, pp. 86-117
Chicago Public School Goals (#7) and State of Illinois Goals (#8)

April 27
Topic V: Planning for Assessment of Student Understanding

Activity: The class will consider and evaluate various assessments. Many say that assessment is the driving force behind instruction.

Assignment for April 27
(1) Finalize unit goals for your teaching unit.

Assignment for April 27
(1) Finalize unit goals for your teaching unit.
(2) Design a lesson for U.S. History on the institution of slavery including as a major element its defenses by the pre-Civil War South.
Content Core Stds. 2, 3, 6, 10 and 12

Readings for April 27:
"Alternative Assessment: Implications for Social Studies" (#15)
"Making Assessment Meaningful" (#16)
"Authentic Assessment and Instruction" (#17)
Bring Learning Alive!, pp. 118-135

May 4
Topic VI: Materials/Teaching and Learning Styles in the Classroom: Engaging Students

Activity: Seminar discussion will involve how to engage all students by matching teaching and learning styles and multiple intelligences appropriate for social studies classrooms.
Ill. Prof. Teach. Stds. 2, 3, 4 & 6 CF 2.2

Assignment for May 4
(1) Design formal and informal assessments for your unit. Remember that these are how you evaluate whether your students have achieved the goals you have set for them. You must have at least one of the assessments completely developed. At this point, you may generally describe other potential assessments.
Content Lang. Arts Std. 3; Ill Prof. Teach Std. 8 CF 1.4, 2.2

(2) Sketch out the daily lessons of your unit. Remember it must be at least ten days.
Content Core Stds. 1, 2, & 3; Ill. Prof. Teach. Std.

Readings for May 4
Bring Learning Alive!, pp. 28-85
"Can Separate Be Equal?" (#12)
"Integrating Learning Styles and Multiple Intelligences" (#13)
"Using the 4MAT System to Bring Learning Styles to Schools" (#14)

May 11
Topic VII: Problem Based Social Studies

Activity: Problem Based Social Studies will be discussed. The intent is to have students develop answers to reality based problems. It is another of the possibilities for building a social studies curriculum.
Content Area Std. 3; Ill Prof. Teach. Stds. 1, 4, 6, 8, and 9 CF 1.1, 1.4, 3.1

Assignment for May 11
1) Describe the goals, objectives, and strategies of at least three sequential lessons for your unit. Be certain you state how these lessons fit into your unit goals.
Content Core Stds. 1 & 2 CF 1.1, 1.4 & 3.1

(2) Select one of the following and develop goals and objectives
(a) for the first day on The Reformation in a European History or History of the Western World (or comparable course); or
(b) for a lesson on the definitions of inflation and recession in a regular level history class; or
(c) for a lesson on Sun Yat-sen and the beginnings of the Chinese Revolution in a World Cultures or a World History course, or

(continued)
May 18

**Topic VIII**  
Cooperative Learning in the Social Studies Classroom

**Activity**  
Cooperative learning and the heterogenous classroom will be the subject. Students will be asked to present their lessons.

Content Core Std. 27; Ill Prof. Teach Stds. 2, 5 & 6; CF 1.3, 1.4, 2.1

**Assignment for May 18**

1. Construct 2 sequential daily lessons on the causes of World War I for a World History, Western World, or European History course. Then describe how these would be different if they were being taught to students with skills below grade level or accelerated students.

Content Area Stds. 10, 11, & 12

2. Create a one or two day (the most) plan for a lesson(s) on Allied diplomacy during World War II and its effects on the conduct of the war. The significant strategy of the lesson must be using cooperative learning.

Content Core Stds. 3, 8, 12 CF 1.1, 1.3, 2.1

**Readings for May 18**

"Approaches to Implementing Cooperative Learning in the Social Studies Classroom" (#11)  
*Bring Learning Alive!,* pp135-160

May 25

**Topic IX**  
The Use of Technology in the Classroom

**Activity:**  
There will be a seminar presentation and discussion of technology and its uses for the social studies classroom in the middle and high school.

Content Core Std. 3; Tech Std. 3, and Ill. Prof. Teach. Stds. 4, 6 & 7 CF 1.5

**Assignment for April 25:**

1. Describe the use of technology in the schools where you are observing. What is the philosophy of the school about technology? What are the opinions about technology of the teacher(s) you are observing?

Content Area Std. 3; Tech Stds. 1-9 CF 1.5

2. Design a use for technology for your unit plan. Describe it.

Content Core Std. 3; Tech Std. 3 CF 1.5, 3.1

**Readings for April 25**

"Engines of Inquiry: Teaching Technology and Learner Centered Approaches to Culture and History" (#10)

June 1

**Topic X:**  
Discussion, Dialogue and Questioning in the Social Studies Classroom

**Activity:**  
Students will give the class lead questions for discussion. The nature of discussion as it is incorporated into the effective social studies classroom will be the focus.

**Assignment for June 1**

Develop a series of questions which you would use in a lesson emphasizing discussion and dialogue involving the use of literature, art or music in (or with) a social studies lesson. Be certain the emphasis is on the questions for discussion.

Content Core Stds. 28 & 29 (continued)

**Reading for June 1**  
Reading to be distributed
June 8

**Topic XI**  
**Perspectives of a Professional Teacher**

**Activity:** Discussion of the development of the units and perspective of the social studies teacher.

Content Area Stds. 5 & 6; Ill. Prof. Teach. Stds 9, 10 & 11

Assignment for June 8

1. Develop a statement reflecting a teacher's philosophy of social studies education. What is your role in the learning and development of the students and within the entire school community?  
   Ill. Prof. Teach Std. 10
2. Bring Readings book

Reading Assignment for June 8

"Illinois Content Area Standards" (#9)

**Unit Plan is Due June 8**

Content Area Stds. 1, 2, 3, 28 29 inclusive  
Ill. Prof. Teach Stds. 1 – 8  
Core Lang. Arts Stds. 1 – 3  
Tech Std. 3

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**Session 12  (During Student Teaching Seminar)**

**Topic XII**  
**Document Based Instruction**

**Activity** Discussion of the use of the documents in the classroom based on a workshop sponsored by the Urban/Suburban Northwestern Consortium on Saturday, January 25.

Content Area Std. 29

**Session 13  (During Student Teaching Seminar)**

**Topic XIII**  
**Reading and Writing in the Social Studies Classroom**

**Activity** Discussion will focus on the improvement of reading and writing effectiveness through the social studies.

Content Area Std. 29

**Session 14  (During Student Teaching Seminar)**

**Topic XIV**  
**The Engaged Learner**

**Activity** A final discussion of the social studies classroom, teacher and learning