

***Methods and Techniques in Secondary Teaching: Social Science***  
***MS\_Ed 459***

School of Education and Social Policy Northwestern University  
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**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.

**Teacher Dispositions** (as implied by the Conceptual Framework)

1. Willingness to systematically reflect on one's own practice
2. Commitment to understanding students' thinking about the subject matter
3. Belief in the value of seeing students as individuals
4. Enthusiasm for learning and teaching through collaboration
5. Willingness to take the risks associated with engaging students' interests through real world experiences
6. Energy for incorporating innovations in teaching, including the use of new technologies
7. Commitment to conducting one's self professionally and responsibly

### **Accommodations for Students with Disabilities**

"In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Any student with a documented disability needing accommodations is requested to speak directly to the office of Services for Students with Disabilities (SSD) at 467-5530 or [ssd@northwestern.edu](mailto:ssd@northwestern.edu). SSD is located in the basement of Scott Hall. SSD also has excellent web-site which is viewable at: <http://www.stuaff.northwestern.edu/ssd/>

### **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/uacc/>. If you need a copy of the brochure, visit the SESP Student Affairs Office."

### **Illinois Professional Teaching Standards**

#### **#1 Content Knowledge**

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#### **#2 Human Development and Learning**

The competent teacher understands how individuals grow, develop, and learn and provides learning instructional opportunities that support the intellectual, social, and personal development of all students.

#### **#3 Diversity**

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### **#4 Planning for Instruction**

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.

#### **#5 Learning Environment**

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### **#6 Instructional Delivery**

The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

#### **#7 Communication**

The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction.

#### **#8 Assessment**

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#### **#9 Collaborative Relationships**

The competent teacher understands the role of the community in educational develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.

#### **#10 Reflection and Professional Growth**

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#### **#11 Professional Conduct**

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well being.

## **The Course**

### **TEXTS:**

#### **1) Required:**

Bower, B., Jim Lobdell and Sherry Owens. *Bring Learning Alive! Methods to Transform Middle and High School Social Studies Instruction*. Palo Alto, CA: Teachers' Curriculum Institute, 2010 ISBN 978-158371-113-2 (available at Norris)

#### **2) Optional**

Dynneson, Thomas L., R. E. Gross, and M.J. Berson. *Designing Effective Instruction for Secondary Social Studies*. 3<sup>rd</sup> Edition. Long Grove, IL.: Waveland Press, 2007.

ISBN-13 9781577665199

Gervin, David and Jack Zevin. *Teaching U.S. History as Mystery*. Westport: Heinemann, 2010

ISBN 9780415992268

Hayden, Terry, Martin Hunt and James Arthur. *Learning to Teach History in the Secondary School*.

3rd Edition. New York: Taylor & Francis, Inc., 2001 ISBN-13 9780203451724

Levstik, Linda and Keith C. Barton. *Doing History*. 3rd Edition. New York: Taylor & Francis, Inc.

2005 ISBN-13 9781410613387

Beal, Candy, Peter H. Martorella, and Cheryl Mason Bolick. *Teaching Social Studies in Middle and Secondary Schools*. 5<sup>th</sup> Edition. Columbus, Ohio: Prentice Hall, 2008.

ISBN-13 9780131591813

Singer, Alan J. *Social Studies for Secondary Schools: Teaching to Learn and Learning to Teach*. 3rd

Ed. New York: Taylor & Francis, Inc., 2008. ISBN-13 9780805864465

Stearns, Peter N., Peter Seixas, and Sam Wineburg, ed. *Knowing, Teaching and Learning History*. New

York: New York University Press, 2000. ISBN-13 9780814781425

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of*

*Teaching the Past*. Philadelphia: Temple University Press, 2001 ISBN-13 9781566398565

Zevin, Jack. *Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools*. 3rd Edition. New York: Taylor & Francis, Inc., 2007.

ISBN-13 9780805855586

**Grading:** Homework 25%, Participation 25% and Unit Plan 50%

There will be critiques and responses to weekly homework assignments, but they 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.

## **September 22**

### **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

## **September 29**

### **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 planning for learning. 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 Sept. 29** (Session 2)

(1) Write an essay: “Why social studies?” It is a frequent interviewing question. The key here is not your personal history, but why social studies is important and specifically why your discipline (e.g., history, econ., polit. science, etc.) is significant 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 sophomores or juniors (not AP or Acc.) in high school. This need not be a very detailed outline, but it 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 Sept. 29**

(1) Readings in Course Management Website:

“Peering at History Through Different Lenses ...”(#1)

“Social Studies Revived” (#2)

“Forest Gump and the Future of Teaching the Past” (#3)

(2) *Bring Learning Alive!* pp 2-22

## **October 6**

### **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.

Content Core Stds 1 & 2      Ill. Prof. Teach Std. 4      CF 1.1, 1.2, 1.4 and 3.1

### **Assignment for Oct. 6** (Session 3)

(continued)

(1) Decide on a topic for a unit of instruction for regular level students (no less than two weeks of time) for your major project for this course. Write a set of goals for the unit. At this point, the goals are to be for the **unit** and not goals for each of the daily lesson plans.

Ill Prof. Teach. Stds. 1 and 4 CF 1.1

(2) Construct 2 sequential daily lesson plans for regular level students for the first two days of a unit or mini-unit on the Reconstruction in the United States. Include goals and objectives for daily lessons and the strategies (with as much detail as possible) for pursuing those goals and objectives. This assignment might be applicable for the portfolio for 1.1

Content Core Stds 3, 6, 10 & 12 CF 1.1 & 1.4

### Reading for Oct. 6

(1) Readings in Course Management:

“Why Don’t More History Teachers Engage Students ....” (#4)

“From Behaviorist to Constructivist Teaching” (#5)

(2) *Bring Learning Alive!*, pp. 220-228

## **October 13**

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.

Content Core Stds. 3, 6, 10, 12; Ill. Prof. Teach. Stds. 1 & 4

Assignment for Oct. 13 Prepare lesson plans for the first two days of your unit. Remember that they are for regular level students. The lessons are to be complete with as much detail as possible.

Content Core Stds. 1 & 2 Ill Prof. Teach Std. 4 CF 1.1 & 3.1

### Readings for Oct. 13

(1) Readings in Course Management

“Can Separate Be Equal?” (#6)

“Tampering with History: Adapting Primary Sources for Struggling Readers” (#7)

(2) *Bringing Learning Alive!* pp. 23-65

## **October 20**

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.

CF 1.1 & 1.4

### Assignment for Oct. 20

(1) Finalize **unit** goals for your teaching unit.

Ill Prof. Teach Stds. 1 & 4

(2) Select **one of the following** and develop goals, objectives, and strategies. Perhaps you can use the suggested titles or come up with your own.

(a) for a lesson on how the Stock Market works in a regular level history class.

“Is it really like gambling in Las Vegas?”

Content Area Std. 10

(b) for a lesson on the definitions of inflation, recession and depression in a regular level history class. “Is it all in your head?” (Content Area Stds. 10,14, 15, & 16)

(c) for a lesson on the electoral college in a Government class.  
“Does your vote count?” (Content Area Stds 4 & 6)

This assignment might be applicable for the portfolio for 1.1

### Readings for Oct. 20

(1) Readings in Course Management

“Alternative Assessment: Implications for Social Studies” (#8)

“Authentic Assessment and Instruction” (#9)

(2) *Bring Learning Alive!*, pp. 118-133; 196-219

## **October 27**

Topic VI: **Materials/Teaching, Differentiation, and Learning Styles in the Classroom:  
Engaging Students**

Activity: Seminar discussion will involve how to engage all students by matching teaching, learning styles and multiple intelligences through differentiation in social studies classrooms.

Ill. Prof. Teach. Stds. 2, 3, 4 & 6 CF 2.2

### Assignment for October 27

(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.

(a) For formal assessments, you must have at least one writing prompt assessment and one short answer/multiple choice assessment completely developed.

(b) At this point, you may generally describe other potential assessments (formal and informal).

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. 4

### Reading for October 27

*Bring Learning Alive!*, pp.67-101

## **November 3**

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

Activity: Dan Rhoades, an MSED Alum and teacher at Glenbrook South will lead a discussion and demonstration 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 November 3

(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) 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

Reading for November 3:

In Course Management:

“Primary Sources in History: Breaking Through the Myths (#13)

## **November 10**

Topic VIII:

### **Problem Based Social Studies**

Activity: Golden Apple Fellow Timothy Devine, Social Studies teacher at Northside College Prep in CPS, will lead a discussion of Problem Based Social Studies. 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 November 10:

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

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

(2) Design a use for technology for your unit plan. Describe it. This assignment might be applicable for the portfolio for 1.5.

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

Readings for November 10

(1) Reading in Course Management

“Teaching ELL Students: Where Do I Begin?” (#12)

(2) *Bring Learning Alive!* pp135-160

## **November 17**

Topic IX

### **Cooperative Learning in the Social Studies Classroom**

Activity: Cooperative learning and the heterogeneous 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 November 17

(1) Select one of the following and design a lesson or two about either how an empire controlled its people, how and why it collapsed or its legacy to the world or its own people. Then describe how these would be different if being taught to at-risk students. Content Core Stds. 15, 16, and 17

(a) Chin Dynasty (b) Gupta Dynasty (c) Rome (d) Mayan or Aztec Empire

(2) Create a one or two day plan for a lesson(s) on the writing of the U.S. Constitution. The significant strategy of the lesson must be using cooperative learning. This assignment might be applicable for the portfolio for 1.3

Content Core Stds. 4, 6, 7 and 8 C.F. 1.1, 1.3, 2.1

Readings for November 17

(1) Readings in Course Management:

“Using Optimal Cooperative Learning for Effective *Social Study* in ... (#10)

“Implementing Complex Instruction in Heterogeneous Social Studies ... (#11)

(2) *Bring Learning Alive!* pp. 182-219

**November 24**

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

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

Assignment for November 24

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

**December 1**

Topic XI

**Perspectives of a Professional Teacher**

**Activity:** Discussions: (1) the development of the units; (2) perspective of the social studies teacher.

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

Assignment for December 1

(1) In developing a philosophy of social studies education you need to be prepared to answer at least two questions. In a well thought out statement answer a student who asks, “Why should I study social studies and particularly history (or economics/government, or whatever)?” Similarly, if a school administrator or current teacher asks you why all students should study history/economics/government or whatever, what would you say? Ill. Prof. Teach Std. 10

**Unit Plan is Due December 1**

Content Area Stds. 1, 2, 3, 28, 29 inclusive

Ill. Prof. Teach Stds. 1 – 8

Core Lang. Arts Stds. 1 – 3

Tech Std. 3

Any part or all of the unit may apply to various elements of the Conceptual Framework for the Digital Portfolio.

**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