

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340:002 Social Studies for the Elementary and Middle School

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Class Meetings: Mon & Weds (10 am – 11:40 am) in 2160 Buzzard

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Catalog Description: Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 4000 or MLE 4000.

Prerequisites & Concurrent Enrollment: ELE 3000 and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or permission of department chair. For middle school option, consult advisor for course sequence. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The primary purpose of social studies is to help young people develop the ability to “make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” (NCSS, *Expectations of Excellence*, p. vii). ELE 3340 is structured to assist in preparing pre-service teachers to teach social studies in elementary and middle schools. Course goals include helping pre-service teachers to develop: a) confidence in their teaching abilities; b) knowledge of social studies content and sequences; and c) the ability to select and utilize developmentally and age appropriate materials and techniques. ELE 3340 is essential in helping pre-service teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.

Course Textbooks:

- Chaplin, J.R. (2009). *Elementary Social Studies: A Practical Guide* (7th ed.). Allyn/Bacon
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Supplemental Materials: Live Text account

Plagiarism and Standards of Student Conduct

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard. *Please ask me questions if you are confused.*

[Owl at Purdue, APA formats](#)

[Owl Ref. List -- periodicals](#)

[Owl Ref. List -- books](#)

“Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.”

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Teaching Model:

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards related to ELE 3340:

Course Requirements & demonstrated competencies with the following standards:

- Illinois Professional Teaching Standards (IPTS)
- <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Language Arts Standards for all Illinois Teachers (LASIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (TSIT)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- ISTE/NETS standards for all teachers and for pre-service teachers prior to student teaching
- http://cnets.iste.org/teachers/t_profile-pro.html
- SPA Standards Alignment (Special Professional Association Standards) based on
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
- <http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.htm>
- NAEYC (National Association for the Education of Young Children) NAEYC
- http://www.naeyc.org/accreditation/next_era.asp

Outcomes specific to ELE 3340:

Students will:

- Demonstrate commitment to continuing enhancement of knowledge bases in the Social Studies and in best practice pedagogy
- Search, evaluate, and apply appropriate resources including primary sources
- Develop conceptually connected themed curriculum
- Ground pedagogy in democratic beliefs and values (NCSS)
- Utilize inquiry and critical thinking in curriculum development
- Place emphasis on “reasoned and informed decision making for the public good in a diverse and interdependent world,” according to the NCSS definition of competent citizenship, the goal of the Social Studies.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes discussion, volunteer input, engagement with others, and cooperative learning situations that relate to social issues and social concerns. Focus is on critical citizenship education that results in constructive social action	ACEI 5.3 IPTS 7, 9, 10 ISTE 1 LASIT 2 Dispositions EC, PEP, PTSL
Integrated Social Studies Curriculum Unit	Performance includes application of technology skills in researching topics; and development activities reflecting creativity, higher order thinking skills, different learning styles, and multiple assessments. Qualitative and developmentally appropriate children’s literature will be collected and applied in unit projects. Focus is on the design of integrated and themed curriculum for comprehensive social studies and citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors. LiveText uploads will be submitted from the Social Studies Curriculum Unit.	ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 IPTS 1, 3, 4, 5, 6, 8 ISTE 2, 3 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Group Presentations	Performance includes demonstration of effective communication skills; application of technology tools; and utilization of productivity tools such as Power Point or LiveText. Focus is on dissemination of social studies content knowledge.	ACEI 3.5, 5.4 IPTS 7, 9 ISTE 2, 5 LASIT Dispositions: EC, IWS
Literature/ Journal/Internet Reviews	Performance may include assembling and evaluating books for a literacy circle, reading an article provided by the instructor and submitting a reaction paper and/or locating relevant social studies sources, topics, issues, and providing a reflection paper. Focus is on utilization of vital social issues, current events, enhancement of the concept, and experience of thoughtful democratic citizenship.	ACEI 5.2 IPTS 1, 9, 10 ISTE 4, 6 LASIT 2 Dispositions:

		EC, PEP, SCE
Selected Assignments	Performance includes demonstration of content knowledge, research skills, multiple perspectives, and creativity. Diverse and appropriate technology tools will be utilized. Focus is on the promotion of higher-order thinking skills and decision making, in support of and as applied to individual uniqueness and cultural pluralism.	ACEI 3.2 IPTS 1, 2, 5, 11 ISTE 4 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE
Final Exam	The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	Dispositions: EC

Core Assignment	Brief Description	Points/Due Date	Weight
#1) Participation	Students will actively, positively, and constructively participate in class through listening, reflecting, responding, and discussing.	10 points total Due Date: Ongoing	10%
#2) Critical Reading of Research	Students will thoroughly read and critically evaluate two social studies/history education research articles.	30 points total (15 each) Due Date: 1/14; 1/23	30%
#3) Critical Reading and Presentation of Children's Literature	Students will thoroughly examine historical fiction &/or non-fiction children's books related to their selected topic. Students will engage in interactive presentation of their readings of their selected children's books.	15 for reading; 5 for presentation; 20 points total Due: 2/13; 2/18	15%; 5%; 20%
#4) Social Studies Curriculum Unit	Students will synthesize understandings generated in #2, #3, and class participation during creation of an original social studies curriculum unit. This unit will investigate an essential question related to the historical topics (see options below). This investigation will emphasize both history content and content area literacy. Historical resources will be located, modified, and employed. Lesson plans and assessments will be developed to enable diverse learners to explore, explain, elaborate and respond to unit components. Students will upload one EIU Lesson Plan to LiveText.	30 points total Rough Draft: 3/6 Final: 4/22	30%
#5) Final Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)	10 points Due Date: 4/30	10%

The instructor provides detailed instructions and expectations for each assignment on D2L.

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%

Late work policy: All assignments are reduced 5% for every day that they are late

HISTORY TOPIC/PERSON

- Child Labor
- Slavery (or the Underground Railroad)
- The Holocaust
- Eleanor Roosevelt
- Helen Keller
- Rosa Parks

Assignments #2, #3, & #4 will all connect to your selected history topic/person.

Assigned Extra Readings (all of which are located on D2L)

- Bickford, J. (2012). Original political cartoon methodology and adaptations. *Social Studies Research & Practice*, 7(2), 91-101.
- Bickford, J. & Wilton, M. (2012). Historicizing Christopher Columbus for elementary and secondary students. *World History Connected*, 9(2), 1-36.
- Nokes, J. (2011). Recognizing and addressing the barriers to adolescents' "reading like historians". *The History Teacher*, 44(3), 379-404.
- Schweikart, L. & Allen, M. (2007). *A patriot's history of the United States: From Columbus's great discovery to the war on terror*. New York, NY: Penguin Group.
- Williams, T. (2009). A closer look: The representation of slavery in the *Dear America* series. *Social Studies and the Young Learner* 21(3), 26-29.
- Zinn, H. (1999). *A people's history of the United States*. New York: HarperCollins.

DETAILS OF ASSIGNMENTS

Assignment #1: Participation. 10 points Due: Ongoing

Summary: This grade rewards consistent, active, constructive contributions. This is not an attendance grade.

Product: Meaningful and positive involvement in all activities.

Assignment #2: Critical Reading of Research. 30 points (15 each) Due: 1/14; 1/23

Summary: This is a typical article review assignment, but of two articles. In each review, you will (A) summarize main points and (B) make comparisons to previous readings from the course.

- Historical representations in children's literature (Williams, 2009)
- Historical literacy & content area reading (Nokes, 2011)

Product: 1-2 pages minimum for each

Assignment #3: Critical Reading/Presentation of Children's Lit. 20 points Due: 2/13 & 2/18

Summary: You will read and critically evaluate 2-4 children's books (depending on the books' length). To critically evaluate a children's book, you will look at how history is represented in the book. You will present findings.

Product: 1-2 pages minimum for each

Assignment #4: Social Studies Curriculum Unit. 30 points Rough Draft: 3/6 Due: 4/22

Summary: Students will create a portfolio (digital or paper) representing 1, 2a, 2b, 3a, 3b, & 3c.

Product: Your unit will have:

- 1) Essential question based on your selected history topic (one question, one page)
- 2) History Content
 - a. Children's literature (Assignment #3 above)
 - b. Primary source material will supplement the children's literature. Primary historical sources are documents from "when the event occurred" (newspaper, letters, drawings, maps, diary entries, etc.). 10 primary sources need to be:
 - i. Adapted and developmentally responsive to students' reading abilities
 - ii. Contextualized (answer: what type of primary source is this? What does it "say" or "do" or what can be learned from it? How is this primary source connected to other sources?)
 - iii. (Each will be on separate page, 10+ pages)
- 3) Age-appropriate and discipline-specific pedagogy (pick your favorites from Assignment #1 & Assignment #2 above)
 - a. Methodology (Summaries of 5 favorite methods, 1-3 pages total)
 - b. Content area literacy strategies (Summaries of 5 favorite lit strategies, 1-2 pages total)
 - c. Assessment (Summaries of 5 favorite assessments, 1-2 pages total)
- 4) Construct one EIU Lesson Plan using 1, 2, & 3 (above) and upload it to LiveText.

Assignment #5. Final Exam. 10 points Due Date: 4/30 @ 10:15 am

Summary: Final Exam
Product: Final Exam

COURSE OUTLINE

Week 1 - 1/7

Monday: Personal questionnaire; Discuss expectations and assignments; Discuss topic for Unit Plan
HW: Read Chapter 1 & Williams (2009)

Wednesday: Finalize topic for Unit Plan; Discuss Williams (2009) and classroom uses for historical fiction; Complicating students' understandings (TKQ)

HW: Read Chapter 1 of Patriot's History; Read Chapter 1 of People's History; Williams (2009) review is due 1/14

Week 2 - 1/14

Monday: Williams (2009) review is due; Discuss People's vs. Patriot's History; Primary sources & "adding depth" to literature (sentence scramble)

HW: Read Nokes (2011);

Wednesday: Discuss Nokes (2011) and history-specific reading strategies; Primary sources & "adding complexity" to literature (organization/reorganization)

HW: Read Chapter 4; Nokes (2011) review is due 1/14

Week 3 - 1/21

Monday: No class @ EIU

HW: Read Chapter 5;

Wednesday: Nokes (2011) review is due; Primary sources & "multiple perspectives"; That was no brother/That was no welcome (QTA)

HW: Read Chapter 6;

Week 4 - 1/28

Monday: Children's literature as introduction to history (Dr. Seuss & children's fiction); Selection of children's literature; Nokes (2011) content area reading strategy

HW: Read Chapter 7; Read/analyze children's literature

Wednesday: Primary source search to supplement children's literature (in-class work on computers)

HW: Read Chapter 8; Read/analyze children's literature

Week 5 - 2/4

Monday: Examining an "other" (Nacirema & Otua); Nokes (2011) content area reading strategy

HW: Read Chapter 9; Read/analyze children's literature

Wednesday: Primary source search to supplement children's literature (in-class work on computers)

HW: Read Chapter 10; Read/analyze children's literature

Week 6 - 2/11

Monday: Slavery & historical interpretation (Inquiry-based learning & differentiation); Nokes (2011) content area reading strategy

HW: Read Chapter 11; Read/analyze children's literature

Wednesday: Historical Fiction Analysis is due; Primary source search to supplement children's literature (in-class work on computers)

HW: Work on Unit/Lesson

Week 7 - 2/18

Monday: Literacy Circle #1 discussion on children's literature; Bickford/Wilton (2012) history methodology

HW: Work on Unit/Lesson; Read Bickford & Wilton (2012)

Wednesday: Bickford/Wilton (2012) history methodology; Primary source search to supplement children's literature (in-class work on computers)

HW: Work on Unit/Lesson

Week 8 - 2/25

Monday: Literacy Circle #2 discussion on children's literature; Bickford/Wilton (2012) history methodology

HW: Work on Unit Plan

Wednesday: Bickford/Wilton (2012) history methodology; Primary source search to supplement children's literature
(in-class work on computers)

HW: Work on Unit Plan

Week 9 - 3/4

Monday: New ways to use old tech in the classroom: Original Political Cartoons (opc)

HW: Work on Unit Plan; Read Bickford (2012)

Wednesday: Unit Plan ROUGH DRAFT is due; Original Political Cartoons (continued) adaptations for methodology & authentic assessments (opc continued)

HW: Enjoy Spring Break

Week 10 - 3/11-3/15

*****SPRING BREAK*****

Weeks 11-14 - 3/18-4/12

*****PRACTICUM*****

Week 15 - 4/15

Monday: Discuss practicum experiences and the place of social studies within the elementary schools;

HW: Work on Unit Plan

Wednesday: Character Education & Gaming, Simulations, and Role Play within the Social Studies;

HW: Work on Unit Plan

Week 16 - 4/22

Monday: Unit Plan is due; Live Text Lesson is due; Teaching expository writing

HW: Finish revisions to website, casebooks, unit plans,

Wednesday: Teaching expository writing

HW: Final exam will be emailed to you (and are due by 12/13 @ 11 am)

Week 17

Final Exam Tuesday 4/30/13 10:15 am

Potential TBA Topics:

- Interdisciplinary units using social studies content: Poetry; Art; Music
- Interdisciplinary units using social studies content and technology: PhotoStory3 & visual slideshows
- Constructive Controversy/Debates

ELE 3340 References

* indicates Knowledge Base Author; **In Bold** indicates "Dr. Bickford *HIGHLY* Recommends This!"

***Ankeney, K., Del Rio, R., Nash, G., & Vigilante, D. (1996). *Bring history alive!: A sourcebook for teaching United States history*. LA: National Center for History in the Schools.**

Apple, M. (1993). *Official knowledge: Democratic education in a conservative age*. New York: Routledge.

Banks, J. (2005). *Cultural diversity and education: Foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon.

Banks, J. (1999). *Teaching strategies for the social studies: Decision-making and citizen action*. New York: Longman.

Bennett, C. I. (2006). *Comprehensive multicultural education: Theory and practice* (6th ed.). Boston: Allyn and Bacon.

Bennett, L., & Berson, M. J. (Eds.). (2007). *Digital age: Technology-based K-12 lesson plans for social studies*. Silver Spring, MD: National Council for the Social Studies.

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*Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31, 21-32.

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Foner, E. (2005). *Give me liberty!: An American history, Volume 2*. New York: W. W. Norton & Company.

Foucault, M. (1975). *Discipline and punish: The birth of the prison*. New York: Vintage Books, a Division of Random House, Inc.

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Freire, P. (1970). *Pedagogy of the oppressed*. NY: Continuum Press.

Hirsch, E.D. (2004). *Cultural literacy: What every American needs to know*. New York: Vintage Books.

Holt, T. (1990). *Historical thinking: Narrative, imagination, and understanding*. NY: College Entrance Examination Board Press.

Johnson, D. & Johnson, R. (1999). *Learning together and alone*. Boston: Allyn and Bacon.

Johnson, D., Johnson, R., & Smith, K. (1998). Maximizing instruction through cooperative learning. *ASEE Prism* 7 (6), 24-29.

Kohn, A. (February, 1997). How not to teach values. *Phi Delta Kappan*, 78, 429-439.

*Lindquist, T. (1997). *Ways that work: Putting social studies standards into practice*. Portsmouth, NH: Heinemann.

*Lindquist, T. & Selwyn, D. (2000). *Social studies at the center: Integrating kids, content, and literacy*. Portsmouth, NH: Heinemann.

*Lindquist, T. (2002). *Seeing the whole through social studies*. Portsmouth, NH: Heinemann

*Lockwood, A. & Harris, D. (1985). *Reasoning with democratic values: Ethical problems in United States History (Volume 2: 1877 to the present)*. NY: Teachers College, Columbia University Press.

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Loewen, J. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. NY: Simon & Schuster.

*Marius, R. (1999). *A short guide to writing about history, 3rd Ed*. NY: Longman Press.

Mussen, P. & Eisenberg-Berg, N. (1977). *Roots of caring, sharing, and helping: The development of pro-social behavior in children*. New York: Freeman.

Nash, G., Crabtree, C. & Dunn, R. (1997). *History on trial: Culture wars and the teaching of the past*. NY: Alfred A. Knopf.

*National Council for the Social Studies (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington: NCSS.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.

Parker, W. (Ed.) (1996). *Educating the democratic mind*. Albany, NY: SUNY Press.

Parker, W. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.

Rosenstone, R. (1995). *Visions of the past: The challenge of film to our idea of history*. Cambridge, MA: Harvard University Press.

Ross, E. (1997). *The social studies curriculum: Purposes, problems, and possibilities*. Albany, NY: SUNY Press.

Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.
