

Teaching Social Studies in the Elementary Classroom

ELED 4312.002

Spring 2022

Time: 6:35 p.m.-7:55 p.m.

Day: Tuesday (evening)

Location: Panola College, _____

Instructor: Bruce Hawkins, M.Ed.

Office: Panola College, _____

Office Hours: 3:00 p.m.-6:30 p.m. Tuesday

Other days and times by appointment

Email: brucehawkins@uttyler.edu

(Best way to contact instructor)

Required Text:

Chapin, June R. (2013) Elementary Social Studies, A Practical Guide 8th edition
Upper Saddle, New Jersey:

Course Description:

Study of social studies curriculum, materials, and selected instructional strategies.

Prerequisites: Admission to the School of Education and approval for Phase III

Student Learning Outcomes:

1. Applies a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.
2. Effectively integrates the various social science disciplines
3. Uses knowledge and skills of social studies, defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instructions, assessment, and evaluation.
4. Applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate students' understanding of relationships between the past, present, and the future.
5. Applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
6. Explains government and structure of power function.
7. Compares cultures and how they develop and adapt.

Standards Matrix

Topic/Objective	Activities	Assessment (Including performance-based)	Standards Alignment
Analyze and implement EC-6 content TEKS to develop measurable learning objectives	Exploring the Social Studies TEKS and ELA TEKS Lesson Plans Alignment activities TEKS	Presentations Lesson Plans Quizzes	TES: 1(A) (ii) (iii), (B) (i) (ii);3(A) (i),(B) (i) (iii) TEKS: ELPS: 1.C
Applying the structure of social studies purpose, knowledge, skills, and values to effective teaching.	Integrated Social Studies lesson plan (with cooperative group learning).	Lesson plan rubric Class Activities Project Based Learning project	TES: 1(A)(ii)(iii), (B)(i)(ii); 3(A)(i), (B)(i)(iii) TEKS: 113.15, (b)22(b), 23(a)
Applying constructivist approaches to concept acquisition in inductive, deductive, and combination methods.	Explanation, practice, and examples of Social Studies Activities and Assessments Project Based Integration Unit	Teach a mini-lesson from the project Written reflections	TES: 1(A)(ii), (B)(i)(ii); 6(A)(i) TEKS: 113.15(b)23(a)(b)
Plan and perform social studies lessons that apply critical questioning, concept development, professionally addressing controversy and activities that address differentiated instruction.	Practice in class activities, model and explain in class. PBL project	Field trip Written lesson plan based on field trip experience with differentiated instruction in mind	TES: 1(E)(i)(ii), 3(B)(i)(iii) TEKS: 113.15(b)6(a),8(a)(b)

Evaluation and Grading:

1. Performance is accessed through the creation of a portfolio that includes course activities, instructor evaluations, and reflective statements. Class participation, professionalism, and quizzes will also be used for assessment purposes.
2. Actively and enthusiastically participate in class discussions and group activities. You will begin the semester with all points assigned. If I notice repeated tardiness, lack of responsiveness in class, disrespectful attitude, etc., points will be deducted. Instructor will conference with student before these measures are taken.

The grading scale will be based upon the following activities:

- | | |
|---|----------|
| • Chapter assignments: written: 10 @ 20 points each | 200 |
| • Presentations: 10 @ 10 points each | 100 |
| • Book Report: 100 points | 100 |
| • Research Paper: 100 points | 100 |
| • Project-Based Learning lesson: 100 points | 100 |
| • Attendance/Professionalism | Required |

Total possible points: 600

Grading Scale

Grading is based on your accumulated score as a percent of the total cumulative score possible on the following formula.

$$\frac{\text{Total points you earned}}{\text{Maximum points possible}} \times 100 = \underline{\hspace{2cm}}\% \text{ (Your grade)}$$

600

A=90-100% B=80-89% C=70-79% D=60-69% F=59% & lower

Keep up with your scores for the course through Blackboard's Student Tools folder (?)
Grades below C do not count toward a certification.

Assignments will be graded and posted within one week of due date.

Teaching Strategies:

The teaching strategies used in this course will be classroom discussions, power point slides, instructor-led activities appropriate for the elementary classroom, and use of literature. This course will also include cooperative learning groups, in-class and out-of-class activities with emphasis on the TEKS strands and their progression from one grade level to the next. Students will have the opportunity to explore possible teaching strategies and lessons by participating in hands-on activities and group and individual presentations.

Required Text, Materials/Supplies, and Related Readings:

Chapin, June R. (2013) *Elementary Social Studies, A Practical Guide 8th edition*.
Upper Saddle, New Jersey: Merrill Prentice Hall

ISBN-13:978-0-13-269715

ISBN-10: 0-13-269715-7

A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Bibliography

National Council for the Social Studies, Curriculum Standards for the Social Studies (1994)

Alleman, Janet E. and Arlene M. Brophy., *Excursions K-3 Book One: Powerful Units on Food, Clothing, and Shelter* and *Book Two: Powerful Units on Communication, Transportation, and Family Living*, Heineman Book.

Course Policies:

Attendance Policy: Attendance is essential. Points are earned on in-class activities. Three absences will result in lowering your final grade by 25 points. More than 3 absences will result in a failing grade. Arriving late or leaving early can also be unprofessional and distracting; therefore, two such events will be counted as an absence. Please refer to the link on Dispositions: <http://www.uttyler.edu/documents/Dispositions.pdf>

Preparation: Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. The assigned materials are to be read before coming to class, allowing you to be prepared to participate fully in the discussions and activities. Pop Quizzes are possible, and the questions will come from classroom discussions, assigned readings, and student presentations.

Participation: It is important that you listen and learn from each other as well as the instructor. Therefore, full and active participation is required as we create a community of learners. You are expected to add depth to discussions at each meeting. Lack of participation gives the appearance of lack of interest and/or preparation. Participation points may also be given during class at the instructor's discretion. Activities cannot be made up if you are absent.

Written Assignments: Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, proofread, and staple pages. Points may be deducted for inappropriate content and form. Typed work is expected unless otherwise specified. It is generally recommended that students keep photocopies of completed work.

Canvas: Students will access notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for

updates and to download any class handouts. Please refer to <http://www.Canvas.uttyler.edu> for more information.

Communication through Email: Email is the best way to communicate with the instructor. Also, it's the best way for the instructor to communicate with students. If the instructor sends an email to you, please have the professionalism to respond. If the email isn't asking for an action on your part, then replying with an "OK" or "Got it" is appropriate.

Timeliness: Complete all assignments by the due date listed on the Tentative Course Calendar. All assignments handed in past the due date will result in a deduction of points at the instructor's discretion.

Concerns: Should problems or concerns develop it is your responsibility to solicit help. This is to be done before problems affect your grade—not after.

All borrowed materials must be returned or an "Incomplete" will be reported to the university. If you receive an 'I', please note that it will convert to an "F" in time if the materials are not returned.

**ELED 4312.002: Class Content and Reading Assignments/Due Dates
Tentative Schedule Spring 2022
Tuesday 6:35-7:55 pm**

Date	Topic/Class Activity (In Class)	Assignments (Homework)
1/11	Welcome! Introductions Review Syllabus and assignments	1. Read Chapter 1 2. Assignment #1: Values Approach, due 1/18
1/18	Chapter 1: The Elementary Social Studies Curriculum 1. Values Approach presentations 2. Examining Social Studies TEKS/Vertical Alignment	1. Read Chapter 2 2. Assignment #2: 3-Take Aways from Chapter 2, due 1/25
1/25	Chapter 2: Planning for Social Studies Instruction 1. Student presentations: 3 main take-aways from Chapter 2	1. Read Chapter 3 2. Assignment #3: Instructional Strategies Lesson Plan, due 2/1

	<p>2. In-class activity: Writing lesson plans for social studies</p> <p>3. Students choose book for upcoming book report (due 2/15)</p>	<p>3. Read book for book report.</p>
2/1	<p>Chapter 3: Instructional Strategies</p> <p>1. In-class activity: We will examine various learning methods useful in social studies instruction. Discussion will follow.</p> <p>2. Choose topics for Assignment #4</p>	<p>1. Read Chapter 4</p> <p>2. Student participation expected.</p> <p>3. Assignment #4: Assessments and Evaluations due 2/8</p> <p>4. Read book for book report.</p>
2/8	<p>Chapter 4: Using Assessments...</p> <p>1. Each student presents key points from Assignment #4.</p>	<p>1. Come prepared to share thoughts learned from the chapter reading.</p> <p>2. Assignment #5: Book report due 2/15</p>
2/15	<p>Chapter 5: Teaching History</p> <p>1. Students present book report.</p>	<p>1. Read Chapter 5</p> <p>2. Bring computer to class on 2/22.</p>
2/22	<p>1. Students work on research paper due 3/15.</p> <p>2. Introduce field trip assignment</p>	<p>Bring something to take notes with to field trip on 3/1.</p>
3/1	<p>1. Field Trip: Texas Country Music Hall of Fame/Tex Ritter Museum (Meet at the entry of the museum)</p>	<p>Assignment #6: Write a lesson plan based on field trip experience. Due 3/4</p>
3/8	<p>SPRING BREAK</p>	<p>Rest and Relax!</p>
3/15	<p>Chapter 6: Research paper: Teaching Controversial Issues in the Elementary Classroom. Students present research paper in class.</p>	<p>1. Read Chapter 7</p>
3/22	<p>Chapter 7: Teaching Geography</p> <p>1. Class writes a lesson plan together with Armadillo</p>	<p>1. Read Chapter 8</p> <p>2. Assignment #7 due 3/29</p>
3/29	<p>Chapter 8: Teaching Economics</p> <p>1. In-class activity: Jack and His Money</p> <p>2. In-class activity with Uncle Jed</p>	<p>1. Read Chapter 9</p> <p>2. Assignment #8 due 4/5</p>

4/5	Chapter 9: Teaching for Diversity 1. Diversity activity 2. Lesson activities for future use 3. Work on PBL	1. Read Chapter 10 2. Assignment #9 due 4/12
4/12	1. Chapter 10: Reading Literacies in Social Studies 2. Students present Assignment 9 3. In-class brainstorming session about literacy and social studies 4. Create book list 5. Work on PBL	1. PBL due 4/26
4/19	Work on Project Based Learning lesson	1. PBL presentations 4/26
4/26	Present PBL lesson	

Presentations: Most assignments will be presented in class on the due date. Presenting these pieces of information is your opportunity to have fun and to show how you can keep your elementary students interested in social studies. There is a possible 20 points for each written assignment and 10 points for the presentation. Presentations should be at least 10 minutes. Going over 10 minutes is OK.

Reports: If an assignment is for you to write a report, this means for you to write no less than a page that is Calibri font, 12 point, and single spaced.

Research Paper: This is a 3-page paper that will count as your mid-term. More details are below.

Chapter Assignments 1-10: These are to be presented to the class AND a paper copy turned in by the due date. Paper copies of assignments can be turned in on due date during class time if the paper copy is needed for presentation.

Chapter 1 Assignment #1: Values Approach: After reading Chapter 1, refer to Table 1.6 on page 22 and answer the following questions:

Which of these approaches would you feel most comfortable teaching? Explain why.

Which of these approaches would you feel most uncomfortable teaching? Explain why

You will probably have more than one approach for each question.

Chapter 2 Assignment #2: 3 Take Aways from Chapter 2: This should be a brief report that highlights your thoughts about Chapter 2. Please include 3 take away facts as well as personal reflections about the topic, Planning for Social Studies Instruction. Presentation time should be less than 10 minutes. Present as if you were in front of college students.

Chapter 3 Assignment #3: Write a lesson plan for a social studies lesson that incorporates one of the following instructional strategies from Chapter 3. Include all elements of the lesson plan.

- Problem-Based Learning
- Inductive Thinking & Questioning
- Cooperative Learning
- Role Playing & Simulations

Chapter 4 Assignment #4: Assessments and Evaluations: You will have two topics from Chapter 4 that will be randomly chosen for you. The assignment is to write a brief report about each of these topics. Paper and presentation should include 3-5 key points. You will know your topic in the class on 2/1.

Chapter 5 Assignment #5: Book Report: Presentation method is up to the student, but it must be something other than reading a written report. Power point, interactive activity, creative drama, art activity, etc., are all ideas to make this book report outstanding. Any way to present your book report other than by paper-written method will be acceptable. Whatever method you choose, the following must be included:

- Summary
- Setting
- Historical Context
- Main characters (in detail)
- Lesson plan (complete with all elements)

Main ideas, characters, etc., should be embellished in a creative way. In other words, do not read from something. Know your report!

Field Trip Assignment #6—Write a lesson plan based on your field-trip experience. Include all elements of a lesson plan.

Mid Term Chapter 6: Teaching Controversial Issues in the Elementary Classroom: (Mid-Term grade) This is a three-page research paper that gives information about the pros and cons of teaching controversial topics to elementary students, examples of how controversial topics have been taught in the past, and/or is teaching controversial topics to elementary students the right thing to do. Few restrictions other than three pages at 12-point font, single spaced, Calibri typeface. Citing resources is required, but not with footnotes, etc. Instead, use quotations with “according to” or “stated _____ in the March 2020 issue of People magazine. Sources must include the textbook plus at least one other outside source. More sources are acceptable. Students will turn in paper prior to class and present their paper to the class. Students will have the freedom to present in whatever form they feel is best for the information learned about teaching controversial issues in the elementary classroom.

Chapter 7-Assignment # 7—Develop a lesson on a concept in geography. This can be map skills, regions, etc. Include the following: TEKS, objective, description of lesson, materials, instructions in detail, assessment (assessment can be anything as simple as a paper the students have to write to a complicated project they have to do at home.)

Chapter 8—Assignment #8—Review Strategies for Teaching Economics on Page 238-239. There are 3 ideas about costs and benefits to write about: pets, weekend, and money. Choose one of these topics and write a brief ½ to one page description of how you could use the topic in your classroom. I am looking for grade level appropriateness and activity only. No lesson plan is needed.

Chapter 9 Assignment #9—Write a one-page report about differentiated instruction. Include the pros and cons of this type of instruction. Things to consider: Is differentiated instruction needed? When should the teacher use differentiated instruction? How can technology be used in differentiated instruction? When should a teacher use differentiated instruction?

Chapter 10-Assignment #10 Literacy, Using Books to Teach Social Studies: Choose five historical events and make a list of children’s books that could be used in a lesson for each event. Your list should have a minimum of 3 books listed for each of the five events. Also, state why you chose each book. Was it because the author presents the story well? Is it because it’s factual? Is it because the illustrations are well done? Remember, these are historical events and not “holidays” such as Christmas, Easter, St. Patrick’s Day, etc.

.Project Based Learning lesson: (Group Project) : Students will work together to present a Project Based Learning lesson to an audience of teachers who will be guests in our classroom. Feel free to have the guests be interactive. Presentation should be about 1 hour, each student must have a part in the presentation, and a written lesson plan must be turned into the instructor. Guest teachers will offer suggestions after presentation, but their input will not be reflected in the grade. Students will be given a rubric prior to the beginning of assignment that will include further expectations for grading. This is considered as your final.

