

CI 161: Methods and Materials in Social Science Secondary Teaching

California State University, Fresno ~ Fall 2010

Thursdays ~ 6-8:50pm ~ 3 units ~ SS 203 ~ #70606

Instructor: Lori Clune ~ SS 129A ~ 278-8895 ~ lclune@csufresno.edu

Office Hours: M 1-3; W 8-10, 1-3; Th 1-3; F 1-3, and by appointment

Description:

CI 161 attempts to bridge the bifurcation between content and pedagogy. This course is designed to provide practical, hands-on preparation intended to expand and deepen your effective teaching methods and curriculum materials, and empower you as an excellent History-Social Science teacher.

It is assumed that you, the members of History-Social Science Cohort 2010, have completed all, or nearly all, of the Subject Matter Competency CTC-Approved Coursework Plan, or passed all three sections of the CSET. This course will investigate historical content as it pertains to the California History-Social Science Standards. Special attention will be paid to ensuring that pre-service teachers are adequately trained in relation to their historical skills. The most effective history teachers understand historiography, historical analysis, and the historian's craft. Issues concerning the teaching of American government, geography, and economics will also be addressed.

As part of the History-Social Science Cohort 2010, you will work collaboratively – sharing materials, strategies, and ideas – creating a community of pre-service teachers. It is the hope of the instructor that you will continue to benefit from this collaboration as you transition from pre-service to full-time teaching.

DID YOU KNOW?

~ **Before Fresno State can recommend you for a credential, you must show proof (a copy front and back) of a valid CPR card.**

~ **You are doing coursework towards a Preliminary Single Subject 2042 Credential. You will obtain a Clear credential through the district that hires you upon completion of an induction program, such as BTSA (Beginning Teacher Support & Assessment).**

~ **You can choose to add a second Single Subject Credential, by demonstrating Subject Matter Competency in that subject (through their coursework plan or by passing that subject's CSET).**

Learning Outcomes:

Upon successful completion of the course students will be able to:

- (1) implement state-adopted K-12 academic content standards for students in history-social science, while helping students to use history-social science analysis skills at intermediate and advanced levels;
- (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities;
- (3) encourage civic participation through studies of democratic civic values and constitutional principles;
- (4) deal honestly and accurately with controversial issues in historical or contemporary contexts;
- (5) discuss important roles of religion in world and United States history without bias;
- (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction;

- (7) utilize active forms of social science learning with all students, including simulations, debates, research studies, and cooperative projects;
- (8) adjust instruction to a broad range of learners; and
- (9) access the tools necessary to teach the following:

Grade 7 – World History and Geography: Medieval and Early Modern Times

Grade 8 – United States History and Geography: Growth and Conflict

Grade 9 – Elective Courses in History-Social Science

Grade 10 – World History, Culture, and Geography: The Modern World

Grade 11 – United States History and Geography: Continuity & Change in the 20th Century

Grade 12 – Principles of American Democracy / Principles of Economics

Advanced Placement (AP) U.S. History, European History, World History, Geography, American Government, and Economics

Required Reading:

History-Social Science Framework and Standards for California Public Schools, 2001. **(copies can be found in the CSUF Curriculum Library and printed out from online at many places including www.cde.ca.gov)**

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. N.Y.: Simon & Schuster, any edition. **(bookstore)**

Schur, Joan Brodsky. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12*. Portland, Maine: Stenhouse Publishers, 2007. **(bookstore)**

Also purchase one large (11x8.5) examination blue book to be used as your in-class journal. **(bookstore)**

Many additional readings to be posted on Blackboard (Bb).

Recommended Websites:

General history: National History Education Clearinghouse/Stanford University, www.teachinghistory.org

Oral history: Baylor University's Institute for Oral History, www.baylor.edu/oral_history

Oral History Association, www.dickinson.edu/oha/

UC Regional Oral History Office, <http://bancroft.berkeley.edu/ROHO/>

World history docs: Halsall Internet History Sourcebook at Fordham University, www.fordham.edu/halsall/

US history docs: National Archives, www.nara.gov

Smithsonian, www.memory.loc.gov

Martha Ballard's Diary, www.dohistory.org

Presidential Libraries, Hoover through Clinton, www.c-span.org/presidentiallibraries/

Econ: National Council on Economic Education, www.ncee.net

Federal Reserve, www.federalreserveeducation.org

Gov: State & Local, www.maddyinstitute.org

Federal, www.usa.gov/

Attendance/Participation:

Attendance and participation are critical for success. You are expected to be professional, prompt, and collegial. Since this is a post-baccalaureate classes, you will be allowed one absence, no questions asked. After that every absence will result in the drop of a letter grade for the semester. Two late arrivals or early departures will constitute one absence. This course represents three of the thirty-three units required for a Single Subject Teaching Credential. One of the requirements of the credential program is

that you maintain a 3.0 GPA in these 33 units. Missed exams/presentations will be made-up during Faculty Consultation Days (Th 12/9 & Fr 12/10).

In addition, a requirement of this course is that you have access to Blackboard and that you check it several times each week. Assignment/class changes will be disseminated via Blackboard. All written work will be submitted through Blackboard.

Grades:

Your grade will be based on the points you earn on the assignments and exams listed on the course schedule. Any written assignment turned in after the time/date due will be graded based on fifty percent of its original point value. No written assignments will be accepted more than seven days after the due date. Please keep all returned assignments as grade receipts. The allocation of points is as follows:

Loewen Paper	50 points	A = 401-445 points
Journal	100	B = 356-400
Unit Plan	50	C = 311-355
Final Exam	50	D = 266-310
Internet Bibliography	50	F < 266
Lesson Plans	50	
PowerPoint (PP)	25	
Presentation (Luddite)	50	
Standards Test	<u>20</u>	
TOTAL	445 points	

This syllabus and the course schedule are subject to change in the face of extenuating circumstances.

CI 161 / Fall 2010 (Bb = Blackboard)

Th Aug 26	Introduction; Documents PP; APPARTS
Week 1	[TPE 1B, 4, 5, 6B, 6C, 7, 10, 11, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]
Th Sep 2	K-12 Standards Test (open book, 20 pts.)
Week 2	Have Read: K-12 History-Social Science Standards; Stearns “Introduction” (Bb) Presentation Sign-ups; Sp-Am Jigsaw [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 9, 10, 11, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]
Th Sep 9	Have Read: Ross E. Dunn, “Constructing World History in the Classroom” (Bb)
Week 3	PowerPoint for Good, Not Evil; Lesson Plans; Learning Outcomes Guest Speaker: Dr. Janice Peterson, Department of Economics, “Teaching 12 th Grade Economics” [TPE 1B, 2, 4, 5, 6B, 6C, 7, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]
Th Sep 16	Turn In: Lesson Plan, 5-day (25 pts.)
Week 4	Peer review, convert to 2.5 day Lesson Plan When Can I Vote?; Assessment; 7 th Grade Presentations [TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]
Th Sep 23	Have Read: Chapter One: History from the Eyewitness Viewpoint (<i>Eyewitness</i>)
Week 5	Turn In: Lesson Plan, Pt. 2 (25 pts.) Guest Speaker: Lisa Bennett, UC Davis, “Classroom Management” Medal of Honor; Teachers & the Law; 7 th Grade Presentations [TPE 1B, 4, 5, 6B, 6C, 8, 11, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]
Th Sep 30	Have Read: Loewen, <i>Lies My Teacher Told Me</i>
Week 6	Turn In: Loewen Paper (50 pts)

Guest Speaker: Ashley Penir, Lemoore High School, “Teaching Geography”
Operation Northwoods; Teaching American History; NCLB & You; 8th Grade
Presentations
[TPE 1B, 2, 4, 5, 6B, 6C, 7, 9, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Oct 7
Week 7 **Have Read:** Chapter Two: Diaries (*Eyewitness*)
Turn in: Internet Annotated Bibliography (50 pts.)
Textbooks; Writing Basics; Religion Quiz; 8th Grade Presentations
[TPE 1B, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Oct 14
Week 8 **Have Read:** Chapter Four: Letters (*Eyewitness*)
Turn In: Parts 1 & 2 of Unit Plan (20 pts.)
Write Like Eisenhower; Children’s Literature; *The Cat in the Hat* & the Cold War;
10th Grade Presentations
[TPE 1B, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Oct 21
Week 9 CLASS CANCELED – INDEPENDENT WORK WEEK

Th Oct 28
Week 10 **Have Read:** Sam Wineburg, “Making Historical Sense” (Bb)
2nd Language Issues and Social Science; Deconstructing Difficult Documents;
10th Grade Presentations
Guest Speaker: Mike Lukens, Press Secretary to Mayor of Fresno, “Teaching State &
Local Government”
[TPE 1B, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Nov 4
Week 11 **Have Read:** Chapter Five: Newspapers (*Eyewitness*)
Special Needs Issues and Social Science; Using Political Cartoons; 10th Grade
Presentations
Guest Speaker: Dave Shumaker, McLane H.S., “Engaging U.S. History Students”
[TPE 1, 2, 3, 4, 5, 6B, 6C, 8, 9, 10, 11, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Nov 11
Week 12 NO CLASS – VETERANS DAY

Th Nov 18
Week 13 **Have Read:** “History Lessons: Vietnam” (Bb)
Turn In: Government/Econ PowerPoint Presentations (25 pts.)
Gulf of Tonkin Jigsaw; “Dear America”; Professional Development; 11th Grade
Presentations
[TPE 1B, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Nov 25
Week 14 NO CLASS – Thanksgiving

Th Dec 2
Week 15 **Turn In:** Parts 3-5 of Unit Plan (30 pts.)
Have Read: *Rebel Without A Cause*: Teaching 1950s Dating (Bb); Freedom Songs
(Bb)
Using Film in Class: *Atomic Cafe*; 11th Grade Presentations
[TPE 1B, 2, 3, 4, 5, 6B, 6C, 7, 9, 10, 11, 12, NCATE 1.1, 1.3, 1.4, 1.6, 1.7, 4.1]

Th Dec 9 & Fr Dec 10 Faculty Consultation Days

Th Dec 16 8 - 10pm Final Exam (50 pts.)

Required Syllabus Policy Statements

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- ~ understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- ~ neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- ~ take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work."

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports WILL NOT be available for your viewing.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf> Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

All work produced outside of class must be double-spaced using a simple, 12 pt. font.

Standards Test (20 pts.)

Open book, in class, short answer test based on the K-12 California History-Social Science Standards (not Framework).

Journal (100 pts.)

Bring a large (8.5 x 11) examination blue book to every class. Each week you will respond to prompts and complete quick writes based on that week's readings and presentations. It is estimated that you will need one to two blue books for the semester. Please write on both sides of paper.

Presentation (PowerPoint) (25 pts.)

In your U.S./Am Dem. and World/Econ groups choose a portion of a standard and prepare a PowerPoint. Points will be earned based on historical accuracy of information, use of visuals, and quality of the presentation. There is a six slide minimum, and a fifteen slide maximum. You are required to turn in a six-slide-per-page handout. This will NOT be presented in class.

Presentation (Luddite) (50 pts.)

In your U.S. and World groups choose a portion of a standard and prepare and present a three minute lecture. You are not to use ANY technology or props, only a dry erase marker and your imagination. Points will be earned based on historical accuracy of information (10pts.), engagement of audience (20 pts.), and quality of lecture (20 pts.). You are also required to provide comments and constructive criticism on your classmates' Luddite Presentations.

Loewen Paper (50 pts.)

Choose a middle school or high school U.S. history text. Use it to answer the following in a Q & A format (a formal paper is not necessary).

1. explain your interpretation of the statement on page six that includes, "*...indoctrinate blind patriotism...*" (1-2 p)
2. estimate % of textbook that is documents/photos/original source material
3. choose one of Loewen's chapters (1-11) and compare Loewen's observations to your chosen textbook – according to Loewen, how does your book rate? (2-5 p)

Annotated Internet Bibliography (50 pts.)

Locate and evaluate four Internet sources that relate to one portion of a 7-12th grade History-Social Science standard. If you are preparing a world history/economics power point, please choose a U.S. history/American democracy standard and visa versa. At least one site must provide access to primary source documents; at least one other site must provide access to illustrations. The assignment must include a table you create on the computer to rank your sites. See sample "American Women" standard 11.11.3.

Unit Plan (50 pts.)

See separate unit plan description.

Please use this sheet as your cover page.

Using one class for a one-to-three week unit, please complete the following.

1. **Students in Context** (1 page, 10 points) _____
Analyze students in terms of language proficiency, languages spoken, Reading ability, writing ability, special needs, etc.
Which of these is relevant to instruction in your unit?
How will you adjust instruction?

2. **Content Analysis and Learning Outcomes** (1 page, 10 points) _____
Write out the California History-Social Science standard(s) you will cover in this unit. Identify two to four learning outcomes.

DUE: Th 10/14

3. **Assessment Plan** (1 page, 10 points) _____
Describe how you will assess your students. Include both pre and post assessments, using at least one “non-traditional” method of testing.

4. **Design and Instruction** (1-2 pages, 10 points) _____
Describe in minute-by-minute detail five days of 50 minute periods of instruction.

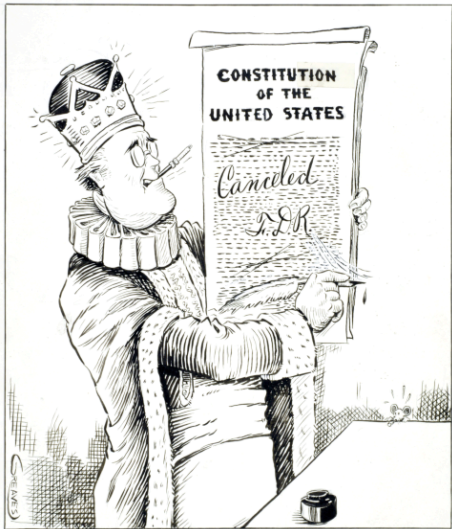
5. **Instructional Decision Making** (1 page, 10 points) _____
Identify one time *during* your unit when you can informally assess learning and how you might adjust instruction.

DUE: Th 12/2

Bring (12 pt. font) to final meeting on Thursday, 12/16 @ 8pm

1. Using U.S. or World History standards for a World War II unit (10.8 or 11.7), do the following:
 - A. Create four measurable learning outcomes; one must be a coverage objective and one must be a mastery objective (and should be labeled as such).
 - B. Describe one pre-assessment (can be informal).
 - C. Write one argumentative essay question prompt.
 - D. For this unit you have been assigned to work with the science teacher to create a writing assignment with overlapping content. Briefly explain what that assignment might look like.
(25 pts.)

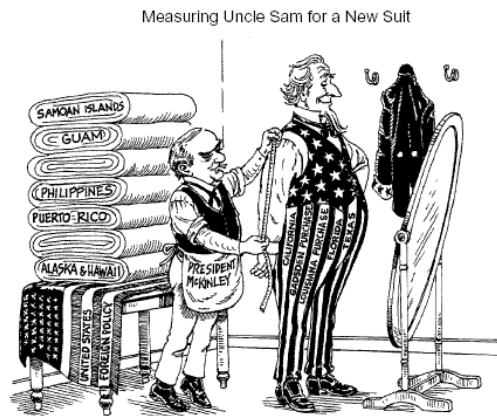
2. Choose **one** of the political cartoons on the next page and write five multiple choice questions. Each should address one of the following levels in Bloom's Taxonomy – Knowledge, Comprehension, Application, Analysis, and Synthesis.
(25 pts.)



1940



You expect me to stand on that?
March 1950



1901

Journal Prompts ~ Fall 2010

9/2, Wk. 2 – Stearns, Introduction

Which statement best represents your views on the purpose of teaching history? Why?
A – History in school should be an “uncritical heritage exercise” to “convey a particular version of the past.”

B – It should “prepare young people to think critically about the past and its legacy for the present.”

9/9, Wk. 3 – Dunn

Dunn details three models of world history. Which most aligns with how you will teach world history? Write a haiku about it. (5-7-5)

9/16, Wk. 4

Read your card.

Line up based on when you are eligible to vote according to the U.S. Constitution.

9/23, Wk. 5 – Eyewitness

Select a significant quote from Schur, *Eyewitness*. Why is this important to you?

9/30, Wk. 6 – Loewen

Loewen raises interesting issues of teaching, patriotism, nationalism, and critical thinking. Read the Operation Northwoods handout. Respond in journal: does this have a place in an American history class? Why or why not? Be prepared to pair/share.

10/7, Wk. 7 – Eyewitness – Diaries

How might you use a diary assignment to teach World War II (US or MWH)?

10/14, Wk. 8 – Eyewitness – Letters

Give an example of a Letter Exchange Round. Why would this time period work?

10/28, Wk. 10 – Wineburg

What does Wineburg have to say about historical memory? How will this affect your teaching?

11/4, Wk. 11 – Eyewitness – Newspapers

How could you use this ad in class?



11/18, Wk. 13 – History Lessons, Vietnam War

What do these brief selections from French and Vietnamese textbooks illustrate about how the Vietnam War is taught in other countries? How can you use this in your classroom?

12/2, Wk. 15 – Seixas

In what ways does postmodernism influence what goes on in the history classroom? Sketch out some ideas in your journal.