

**AELE 760**  
**Advanced Study of Social Studies Methods**  
**Spring, 2009**

**Instructor:** Dr. Tim Lintner  
**Email:** tlintner@usca.edu  
**Telephone:** 641-3564

**Meeting Times:** Th 4:30-7:15  
**Meeting Location:** B/E 136  
**Office:** Before/after class or by  
**Office Hours:** appointment

**Mission Statement:** The USCA School of education, in partnership with the university community, regional schools, area professionals and businesses, prepares dynamic educators who are knowledgeable in their fields, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves.

**Course Goals and Objectives**

A. General Goals

Graduate students will develop a deeper understanding of teaching social studies in grades two through six with a variety of methods and materials that support and enrich the skills, abilities, and attitudes for learning social studies in the elementary and middle school grades. The course is designed to model exemplary teaching practices and to develop advanced knowledge of and ability to implement teaching strategies as described in the NCSS *Standards for Social Studies Teachers* and the *South Carolina Social Studies Curriculum Standards*.

1. To identify, discuss, and explain the state and national objectives relative to the social studies curriculum;
2. To develop and review effective teaching strategies;
3. To develop lesson plans that align state social studies standards, objectives, appropriate teaching procedures and activities and assessments;
4. To develop classroom strategies that will promote diversity of cognitive development levels, learning styles, and positive social studies attitudes of children in social studies instruction;
5. To provide experience in instructional activities for elementary and middle school social studies classes;
6. To develop personally and professionally as a teacher of social studies in elementary and middle grades; and
7. To provide experience in oral and written communication about concepts in the elementary social studies curriculum.

**Course Readings**

A. Required Readings

Berson, et al. (2004). *Social studies on the internet* (2<sup>nd</sup> ed.). Columbus, OH: Pearson

B. Supplemental Readings

Other readings may be provided in class for group discussion and related assignments as warranted.

C. Professional Organizations

National Council for the Social Studies (NCSS): [www.ncss.org](http://www.ncss.org)

South Carolina Council for the Social Studies (SCCSS): [www.nccss.org](http://www.nccss.org)

South Carolina Geographic Alliance (SCGA) [www.cla.sc.edu/cege](http://www.cla.sc.edu/cege)

**Course Requirements**

**A. Administrative Requirements**

- **Attendance Policy:** As a part of your professional development, class attendance is essential and punctuality is expected. You are responsible for material covered in class during any absence and for checking with the instructor or classmates about any changes in scheduling or assignments that may have been made. Missed in-class exercises may not be made up. If you anticipate an absence, notify the instructor in advance of the absence. Excessive absences/tardies may affect the final average.
- **Late Assignments:** All assignments are due at the beginning of class. Late assignments will be penalized 50% for the first day past due with no credit given for assignments that are more than two days past due. If you are going to be absent on a day in which an assignment is due, it is your responsibility to get that assignment to me (either via email or through a colleague). I adhere STRICTLY to this policy.
- **Honor Code:** Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association*. The following statement should appear on the first page of all major examinations and assignments:

*On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on this assignment/examination.*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*

- **USCA Code of Conduct:** Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, students should exhibit those behaviors expected of professionals.
  - Please switch all cell phones and pagers to a non-audio mode during class.
  - Please do not bring children or guests to class unless prior permission has been given by the professor.
- **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
- All major assignments must be typed, including library assignments and/or technology assignments. Computers are available on campus to support your needs. Plan in advanced for potential technology problems.

## **B. Required Activities**

- Language Arts Annotated Bibliography (see attached).
- Social Studies Internet Project (see attached).
- Social Studies Project (see attached).

## **VI. Evaluation and Grading Scale**

Grading: Grading in this course will be determined, in part, by the critical reading and writing activities regarding the course materials and by attendance and contribution to class and group activities. Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. If you are unable to attend class, it is your responsibility to acquire the information covered in that session. This includes all information from media used in class, such as handouts, films, video and audiotapes, as well as presentations and discussions. Grades will be determined through a variety of written and non-written activities, including exams, as well as class attendance and participation.

Annotated Bibliography = 200 pts

Internet Project = 100

Social Studies Project = 200 pts

465-500 pts = A

450-464 pts = B+

435-449 pts = B

410-434 pts = C+

390-409 pts = C

## **Tentative Topics and Class Activities/Assignments**

The following assignments and activities will be used in evaluating your level of achievement in this course. The instructor reserves the right to change and/or delete assignments. Assignments should be typed unless other specified.

Date	Topic or Activity/Assignment
January 13	<ul style="list-style-type: none"> <li>❖ Course Overview</li> <li>❖ Defining Social Studies?</li> <li>❖ Social Studies Curriculum Support Site</li> </ul>
January 20	<ul style="list-style-type: none"> <li>❖ Social Studies: How and Why?</li> <li>❖ <i>What Should We Teach In Social Studies? And Why?</i> (Allen)</li> <li>❖ <i>Instructional Elements Influencing</i> (McGowan, Sutton, &amp; Smith)</li> <li>❖ <i>Social Studies on the Back Burner</i> (Houser)</li> <li>❖ <i>It's Time to Transform Social Studies Teaching</i> (Hope)</li> </ul>
January 27	<ul style="list-style-type: none"> <li>❖ Primary Source Workshop (B/E Library, 4:30)</li> </ul>
February 3	<ul style="list-style-type: none"> <li>❖ Instructional Strategies in Social Studies</li> <li>❖ <b>Power Point Presentations due</b></li> </ul>
February 10	<ul style="list-style-type: none"> <li>❖ Teaching History</li> <li>❖ Teaching Geography</li> </ul>
February 17	<ul style="list-style-type: none"> <li>❖ Teaching Economics</li> <li>❖ Teaching Political Science</li> <li>❖ <b>History/Geography Project due</b></li> </ul>
February 24	<ul style="list-style-type: none"> <li>❖ Critical Social Studies</li> <li>❖ Language Arts in Social Studies</li> <li>❖ <b>Economics/Political Science Project due</b></li> </ul>
March 3	<ul style="list-style-type: none"> <li>❖ <b>Language Arts Annotated Bibliography Presentations due</b></li> <li>❖ <b>School-Based Project/Program Prospectus due</b></li> </ul>

As students come to perceive social studies as both boring and inherently detached from their lives, it is incumbent upon teachers to develop ways in which social studies can be fun and engaging AND directly related to the lives of our students.

One way to do this is to incorporate language arts into social studies lessons. You are to choose sixteen (16) language arts books (any grade level or ability level you desire) – four books for each strand. From these sixteen books you are to create an annotated bibliography. Please use the model below as a reference:

Title: *Ruby's Wish*  
Author: Shirin Yim Bridges  
Date of Publication: 2002  
Strand: History  
Standard(s) and Indicator(s) addressed:

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

Indicator 1-1.4: Compare the daily life of families across the world – including the role of men, women, and children: typical food, clothes, and style of homes; and the ways the families earn their living.

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

Indicator: 5-4.1: Summarize the political and social impact of World War II, including changes in women's roles, in attitudes towards Japanese Americans, and in nation-state boundaries and government.

Brief Synopsis: Set in China in the late nineteenth century, *Ruby's Wish* is the story of a young, ambitious girl named Ruby who wished to have the same educational opportunities as her male cousins. Being granted the rare opportunity of an education, Ruby worked hard – twice as hard as her male cousins – at her schoolwork. Though her grandfather encouraged all of his grandchildren (both male and female) to be educated, his wives (and mothers) did not: Ruby's "role" was to tend to the house. She eventually became the only girl receiving an education. As she lamented her second-class role (as prescribed by her gender), her grandfather took an interest and asked her to describe the ways in which boys are treated differently (read: better) and girls. Yet Ruby's greatest wish was to go to the university, foregoing marriage. When she came of age to leave her grandfather's house, he gave her what she ultimately wanted; an opportunity to go to the university.

Classroom Use: This would be a wonderful book to talk about difference, roles, expectations, opportunities, and biases. It can easily fit within the realm of the suffragist movement as women tried to break from the limitations (personally, professionally, politically, and educationally) which often cast them as second-class citizens. *Ruby's Wish* can also be used to discuss different cultures. Are girls treated differently from boys in the US as they are portrayed to be in China? Not only does this book empower girls, it may also serve to enlighten young boys to issues of equity and diversity.

Grade Level: Elementary (1<sup>st</sup> and 5<sup>th</sup>)

## PowerPoint Presentations

Many of your lessons (though certainly not all), are going to be complimented with and by technology. A simple yet effective technological tool to use in your classroom is PowerPoint. Thus, I want you to create a lesson using PowerPoint as your foundation. Here are some particulars:

- You must have a minimum of 8 slides;
- Your first slide must include the topic you are covering;
- The second slide must have the indicator (not the standard) that you are addressing;
- Incorporated within your slides, you must use at least 5 photographs or visual displays (charts, graphs, tables, etc.);
- You must include at least one link to a web site, game, piece of music, etc.
- On your last slide, you are to include a writing assignment or other activity-based project with the particulars of this assignment (length, structure, prompts, etc.) CLEARLY spelled out for your students.

You will be asked to present your PowerPoint lesson to your classmates on a given day. Remember: when you create a PowerPoint, it is the content that is most important. Bells, whistles, and fancy transitions often take away from the “meaning” of your presentation. I am not so much interested in the “look” of your presentation (though it needs to be clean, free of errors and aesthetically pleasing), as I am in how you presented the content via this delivery medium.

## School –Based Project/Program

One of the core propositions of sound social design and delivery is this notion of student action. A cornerstone of social studies philosophy in fact encourages students to become active participants, informed, enlightened, involved. In this vein, I am asking that you create a classroom-based or school-based project/program whereby students are active participants in the acquisition and dissemination of their actions, abilities, and/or experiences.

Here are some particulars:

**Name:** What is the name or title of your project/program?

**Population:** What population is it going to serve (your classroom, a specific group of classrooms, the entire school and/or school community).

**Number of participants impacted:** How many participants does your program/project seek to impact?

**Location:** Where is your program/project going to take place?

**Rationale:** Why, specifically, are you posing to create this project/program? What four objectives are you expecting to achieve?

**Materials:** What materials do you expect are needed to carry out your project/program?

**Promotion** (if applicable): How are you going to publicize your project/program to folks outside of your school (parents, community members)?

**Time Frame:** How long do you expect this project/program to take?

**Procedures:** List, EXACTLY, how you are going to carry out your project/program. This section needs to be extremely well designed with each step clearly articulated with straightforward, achievable outcomes.

**Assessment** (to be completed after the completion of the project/program): Provide a thorough reflection on the “success” of your project/program – did it achieve what you designed? Were there any flaws/obstacles that impacted your project/program? Specifically, what modifications would you make to your project/program for future utility?

Specifically, I am looking for an extremely well-designed, articulate project/program prospectus. Remember: this is a project/program that **MUST** be achievable. I will be reviewing your prospectus for its clarity of purpose, achievable and appropriate objectives, the level of detail in your procedures, and an honest, critical assessment.

This is a project that you will be conducting in the latter half of this semester. Thus, you will have roughly 6 weeks to coordinate and conduct your project/program. At the end of the semester (due Monday, April 27<sup>th</sup> by 5:00 PM), I am requesting that you email to be the Assessment section of your prospectus. Your prospectus (minus your Assessment reflection) will typically run between 7-15 pages. Your Assessment reflection should be at least 4-5 pages in length.

### Strand Projects

#### **Time Line: History**

You are to create a "Moment in History" visual display. Your display must include the following:

- A title (this can either be a historical figure OR an historical event)
- Five type-written facts (bulleted) concerning your person or event
- A downloaded photograph of your person or event (must be a minimum of 3 x 5)
- A quote either from your historical person or representing the historical event you selected.
- Your display must be formatted in this exact order

You are to compile this information onto a poster board (a minimum of 8 ½ x 14).

#### **Travel Brochure: Economics**

You are to create a tri-paneled travel brochure (word processed) advertising a certain area or event in South Carolina. (This can either be of the State in general, a certain section of the state, or a special event held in the State).

Your travel brochure must include the following:

- A slogan (at least five words in length)
- A one-paragraph description of your selected topic
- At least five reasons why I should travel to your destination/event/area
- Include at least three photographs of your destination/event/area
- A map locating your destination/event/area
- If I need additional information, provide a legitimate address and phone number (Travel Bureau, Welcome Center, Chamber of Commerce)

The objective of your brochure is twofold: first, you are to provide ample information (both in text and through photographs) about your topic AND to sell visitors on why it is important to travel there. Be creative, visually engaging, and remember, you are selling potential visitors on the virtues of your destination.

#### **Five Themes Visual Display: Geography**

You are to create a poster board visually representing the Five Themes of Geography. Your poster board must include the following:

- Must be at least 8 ½ x 14 in length (preferably a standard-sized poster board)

- Must include the Five Themes (Location, Place, Movement, Region, Human/Environment Interaction)
- Under each theme, you are to include four photographs (garnered via the web or through newspapers and/or magazines) that represent each of the five themes.
- Each photographs or downloaded image must have a caption (eg. Downtown Aiken; an airplane). This caption must be typed, using NTR 12-point font.

### **Product Development: Economics**

You are to develop a product that is sure to revolutionize the way business is done! On poster board no smaller than 8 ½ x 11, you are to include the following:

- Name your product.
- Provide a drawing or visual representation for your product
- Provide a slogan or catchy phrase.
- Set a price for your product.

Now that you have names, drawn, and priced your product, you must “pitch” your product to the CEO of Product Manufacturers. Your written “pitch” must include:

- A rationale as to why your product is different than any other on the market.
- What particular age/demographic are you targeting – and WHY?
- Who is going to physically produce your product?
- How are you going to move your product from factory floor to store shelf?
- What profit percentage are you expecting?
- Lastly, why should Product Manufacturers assist you in this business venture?

As you only have 10 minutes, your written “pitch” must be no longer than 2 pages (single-spaced, 12-point font) and written in a very straightforward, direct way. Be creative, be persuasive, and make sure your “pitch” is viable and powerful.

### **Political Science: Running for Office**

You are to fictitiously run for office. On a poster board no smaller than 8 ½ x 11, you are to include the following:

- A slogan
- An image (either a photograph or hand drawn) representing yourself or what you stand for
- Five bulleted points on what you stand for and/or what you will do/accomplish/promise

Accompanying your poster, you are to include a one-page, single-spaced “pitch” addressing the following:

- Your name
- Office or position you are running for
- Why you are running for that position

- What characteristics do you possess that will enable you to succeed in the desired position
- What five initiatives would you propose

You must be as descriptive and detailed as possible. You must also be accurate: If you are running for Mayor of Aiken, you are probably not going to initiate a national draft. Be very clear as to the parameters (duties, obligations, responsibilities, restrictions, powers) of the office you are running for. Lastly, as with any good politician, your job is to sell yourself and your ideas. You must do so in a convincingly realistic way.