

**BOWIE STATE UNIVERSITY**  
**SYLLABUS**  
**SEMSTER: FALL 2021**  
**Department of History and Government**  
**History 390.560 Methods of Teaching History & Social Studies [On-Line]**

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**Office Hours:** Virtual appointment via email or telephone  
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**COURSE DESCRIPTION**

[Prerequisite: ENGL 101] This course focuses on the methods and techniques for the presentation of historical materials, with primary emphasis on the preparations, motivations, and procedures in testing and evaluation as they relate to history. Instruction for this course will be on individual and group basis. History or social science majors seeking certification in the field must take this course along with EDUC 304, *Methods of Teaching Secondary*.

**REQUIRED TEXT AND OTHER READING MATERIALS**

Jack Zevin, *Social Studies for the Twenty-first Century: Methods and Materials for Teaching in Middle and Secondary Schools*, 4<sup>th</sup> Edition, Routledge, 2015.

Mager, Robert. *Preparing Instructional Objectives*. Belmont, California: David S. Lake Publishers, 1984, revised second edition.

**SUGGESTED SUPPLEMENTAL READING**

*Curriculum Standards for Social Studies: Expectations of Excellence*  
*National Council For Social Studies*

*National Standards, World History: Exploring Paths to the Present*

*National Standards for History: National Center for History in the Schools*

*National Standards, United States History: Exploring the American Experience*

*National Geography Standards For life 1994: Geography Education Standards Project*

Hunt, Maurice and Lawrence E. Metcalf. *Teaching High School Social Studies*. New York: Harper and Row.

Kenworthy, Leonard S. *Guide to Social Studies Teaching*. Belmont, California: Wadsworth Publishing, Inc.

Thorndike, Robert L. and Elizabeth Hagen. *Measurement and Evaluation in Psychology and Education*. New York: John Wiley & Sons, Inc.

*Black Teachers on Teaching*. New York: New Press, 1997.

*Pedagogy of the Oppressed*. New York: Continuum, 1993.

**STUDENT OUTCOMES:**

To produce a teacher, trained in The Social Sciences, who is capable of dealing with the educational environment in his respective school by:

1. Being able to teach a variety of students.
2. Being able to assume many roles in the classroom.
3. Being able to deal with his assets and liabilities.
4. Being able to deal with the variety of personalities in the classroom
5. Being able to communicate the basic Social Science skills to the teaching candidate's students.
6. Being able to use audio-visual equipment and computers to facilitate learning.
7. Being able to call upon a reservoir of knowledge available in a teacher developed library.
8. Being able to comprehend and use many of the latest innovations in teaching.

9. Being able to deal with the variety of expectations of the teacher (that is community expectations, teacher expectations, parent expectations and student expectations).

**SPECIFIC LEARNING OBJECTIVES:**

- a. To recognize and understand the interdependency of history and the other components of the Social Studies
- b. To understand the objectives of the Social Studies curriculum for middle and senior high school students
- c. To gain a working knowledge of methods & techniques appropriate to history and the social studies
- d. To understand the structure of the history & social studies curriculum at the secondary level
- e. To gain a working knowledge of related literature in history and the social studies with an emphasis on reading related to the middle and senior high school student
- f. To understand the learning process and how to utilize this in planning, motivation and evaluation
- g. To recognize and analyze “the nature, needs and interest of adolescents” in order to determine how History and the Social Studies can address these concerns
- h. To learn how to provide for individual differences in teaching social studies
- i. To become aware of professional persons and organizations in the Social Studies

**SKILLS**

- a. To assess personal preparation and attitudes towards teaching Social Studies
- b. To synthesize key facts learned in education courses in order to determine their implications for teaching Social Studies
- c. to demonstrate skill in critical thinking and problem solving
- d. To demonstrate skill in planning lessons, units and mini-courses.
- e. To examine audio-visual resources and assess their value in teaching Social Studies

**ATTITUDES**

- a. To develop an appreciation for the uniqueness of each student and the value in utilizing these differences
- b. To become responsive to the need for cooperation with the supervising teacher, other school personnel, parents, and the community
- c. To develop attitudes of responsibility and the willingness to learn
- d. To further develop attitudes of exploration, imagination, innovation, and adventure toward teaching

<b><u>CURRICULUM THEMES:</u></b>	<b><u>CORRESPONDING OUTCOME OR OBJECTIVE</u></b>
Personal and Interpersonal Perspective	outcomes 1,2,3 - Attitude-a
Technological Applications	outcomes 6,7,8 - Knowledge-g
Multicultural and Global Perspective	Knowledge - a,e
Preparing for Instruction	outcomes All, Knowledge - All; Attitude-All; Skills-All
Social Studies Skills	Knowledge-a,c,e
Teaching Strategies	outcomes 5,6,7,8,9, Knowledge h,i, Skills - All
Source Disciplines	outcomes 7,8,9, Knowledge a,c,g, Skills - All
The Profession	outcomes 5, Knowledge a,b,e,i Skills -b

**TEACHING MODES**

Each week we will meet on Mondays via Black Board Ultra at 7:30pm-10:pm to engage the topic for the week based on the course outline. Black Board attendance is mandatory and assignments are due by 5pm each Monday. Absence from class will result in loss of credit for presentations not given. Teaching modes also include student participation in individual presentations, group discussion, lecture, and when appropriate, attendance at mandatory workshops in University Media Center with audio-visual equipment. We will have guest speakers from teachers/administrators from the public schools to discuss some aspect of the teaching profession.

**COURSE REQUIREMENTS: EACH MONDAY 7:30PM Black Board Collaborate Virtual Meeting.**  
**(No class on Labor Day September 7<sup>th</sup>, 2020)**

1. The main goal of this course is to **develop effective lesson plans** with clear measurable goals and objectives primarily in Local, State and National Government (LSN), United States History, and World History. Other auxiliary disciplines will be considered as well including African American History, Women's Studies, Psychology, Sociology, Pre-Law and Anthropology.

Students must create their lessons based on some important aspect of local, state, & national government in terms of structure, function & responsibility. Other lessons will include world civilization from early man through World War II and the Cold War and the institutional, social, economic and political development of the United States as a nation. Further, students will write lessons concerning elective course content such as African Americans, women, other minority groups, and social issues that have impacted some aspect of the nation's past.

The lesson plans will be the daily, weekly and the monthly unit plan covering the above topics and will follow the **Directed Teacher Activity (DTA)** format, which must address some aspect of the Four Core Learning Goals set by the state of Maryland including: Political Systems, People and Nations of the World, Geography and Economics. Further, all lesson plans must follow the DTA format which has a) Clearly stated and Measurable Objectives, b) Warm-Up (five minute introductory question pulling from the students prior knowledge that relates to the upcoming lesson) c) Introduction (explanation to students what the lesson is about) C) Guided Practice (teacher led activity getting the students started on how to engage the lesson/activity, D) Independent Practice (students working individually or in groups to complete the assigned task) E) Assessment Activity (some measurable way to determine what the student learned from the lesson taught; quizzes, essays, tests, oral presentations, class discussions, group discussions, argumentation & debates) & F) Closure (bringing the lesson to a close and connecting it with the next class session's topic and focus).

2. Completion of all curriculum projects including sample daily lesson plans, unit plans and examples of developed lesson objectives including those with non-print materials. These typewritten lessons are a mandatory component of teaching the actual lesson. Each student will develop a relevant bibliography and resource list (due two weeks before final examination).
3. Book Reviews and (2) Review Articles, See *History Teacher* or *Social Education*. Two reviews of Curricula Guides in the Social Studies being used by the State of Maryland with one being selected for Prince George's County Public Schools (due mid-semester).
4. Student Membership in the National Council for the Social Studies and recommended subscription to the *History Teacher*.
5. Participation in the Departmental Teacher Advisory Council.
6. Complete the required observation designed by the Education Faculty at the middle and high school levels to see the following student experiences: *classroom settings, assemblies, lunchroom and social studies classes and in some cases, Parent-Teacher Association Meetings*.
7. Attendance and submitted review of at least one professional meeting, seminar, workshop or community related meeting of the following:

*Maryland State Teachers Association*  
*Seminars held by the Prince George's Public Schools*  
*National Council for the Social Studies or Regional Meeting of the Council*  
*Prince George's County, Montgomery County, Anne Arundle or Charles County School*  
*Board Meetings\*\*\*Due mid-semester*  
NCSS Annual Conference, see [www.ncss.org/conference](http://www.ncss.org/conference)

### **THE GRADING SCALE**

Grading scale for book reviews, oral presentations & all written assignments

#### **Oral Presentations**

1. Content and Analysis=70%
2. Clarity of Presentation & Delivery=30%
3. **An Unexcused Absence** could result in a total loss of credit

#### **Class Attendance**

1. Class Attendance is Mandatory each Monday at 7:30pm unless specified.
2. **An Unexcused Absence** could result in a total loss of credit for all quizzes, examinations and all other assignments.

#### **The Following considerations will comprise the student's final grade:**

Quizzes 100pts each, Tests 100pts each

Mid-Term 100pts & Final Exam 200pts

Type-written summary analysis reports 100pts each, Oral Reports 100pts each

\*\*The sum of the total possible points possible for all quizzes, tests, mid-term, final exam, type-written assignments (including lesson plans, journal readings & summaries, oral reports, and all other assignments) divided by the student's total points earned. Class participation, punctuality and attendance are also factored into the grade.

### **UNIVERSITY REGULATION (ENGLISH PROFICIENCY EXAMINATION)**

**After completing English 102 and 102, Composition and Literature I and II, students must take and pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during the first semester of enrollment at the university.**

### **COURSE UNITS AND READING ASSIGNMENTS**

#### **1. Chapter 1: What Are The Social Studies? (8/30) Jack Zevin book**

- a. Definition,
- b. organization
- c. philosophy of...
- d. **Homework on History as a Discipline [Key Terms and Organizations] due in Black Board on 9/6 by 5pm (No Class on Monday 9/6 Labor Day)**

#### **Chapter 2: The Fields of Social Studies (9/6) Jack Zevin book**

- a. How do they relate to philosophy?
- b. Philosophy and belief systems
- c. Fusion model, Didactic and Reflective learning
- d. **To Do.....homework (Read the entire Mager book on Learning Objectives) HMWK on Mager book in Black Board due on 9/13 by 5pm.**
- e. **Obtain a high school social studies curriculum from the county website if available or the public schools (LSN Government or United States History or World History)**

#### **2. Weeks 3—6 (9/13, 9/20, 9/27)**

**Chapters 3 & 4 What are the roles assigned to teachers and students, administrators and the community?**

- a. How does each view his role?
- b. Organizing for instruction
- c. What are the implications for the social studies classroom?

- d. **Master Teacher Interview: Collegiate & Secondary Level [What is their teaching methodology, subject matter, sources and materials used, best lesson, worse lesson, use of technology, student centered v. teacher centered, quizzes, tests, special projects, what are the trends in 21<sup>st</sup> century education...how can we make the best use of those trends] due on 9/27----written and presented orally.**
3. **Weeks 6---8 (10/4-10/18)**  
 a. **Chapters 5, 6 & 7 What are the best strategies for Lower Level Skill learners?**  
 b. **What are the best practices for Higher Level Skill learners?**  
 c. **The DTA [Directed Teacher Activity] : Creating a Unite from Start to Finish [Beginning of Unit Plan for Final Exam Presentation]**
4. **Weeks 9 & 10 (10/25)**  
 Chapter 8, Assessment  
 Writing mini-lessons: The Teachable moment that is related to the standards in Social Studies
5. **Weeks 11 & 12 (11/1)**  
 Chapters 9 and 10  
 Teaching World Studies/ Global perspective  
 Teaching US History
6. **Week 13 (11/8)**  
 Teaching U.S. Government/Civics  
 The Social Sciences, The Social Studies and More...

*Philosophy: The New Jim Crow. Michele Alexander*

7. **Week 14 (11/15)**  
**Multi-Media for Multiple Intelligences in the Social Studies: Creative use of technology to enhance instruction.**
8. **Week 14 & 15 (11/22 & 29)**  
**Unit Plan [work on your own]**
9. **FINAL EXAM: (12/6—Review; 12/13 Final Presentation of the Unit Plan: 30 Days of consecutive instruction using the DTA Format portfolio due. Each student will present one week in their unit plan.**

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