EDCI 361(B01): Social Studies in the Elementary School  
Spring 2014

**Instructor:** Erin Vaughn, Ph.D. Student in Social Studies Education  
BRNG 4161  
vaughn8@purdue.edu

**Course Developer:** Kathryn Obenchain, Ph.D.  
**Secretary:** Kathy Reppert  
BRNG 4174  
494-2372  
kobench@purdue.edu

**Office Hours:** M 10:00 – 12:00 p.m.; T 12:00 – 1:00 p.m.

**Meeting Time & Place:**  
T, 1:30 - 3:20 a.m. BRNG B3276 (weeks 1-3; remainder in the field)  
TH, 9:30 - 11:20 p.m. REC 303

**TIP Placement (weeks 4-16):**  
TH, 9:30 - 11:20 p.m. BRNG - Happy Hollow/Cumberland Elementary

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**General Course Information**

**Course Description:**  
This course provides students with an overview of the field of social studies, of selected issues in the field, and of best practice strategies for teaching social studies to young children. Students will work to identify the most important social studies knowledge, skills and dispositions; investigate how students learn most effectively; and then utilize their new understandings to draw conclusions about what constitutes powerful teaching in the social studies. EDCI 361 is taken concurrently with EDCI 326: Literacy in the Intermediate Classroom, and includes a required, field-based, Theory-Into-Practice (TIP) component in elementary classrooms.

**Essential Questions:**  
Essential questions serve to guide teaching and engage students in uncovering those important ideas at the heart of elementary level social studies. For this course, essential questions include:

- What is social studies?  
- Why teach elementary level social studies?  
- What is powerful and purposeful social studies teaching and learning?  
- How do we plan powerful and purposeful social studies?
EDCI 361 Learning Goals (see Appendix A for explanation of INTASC principles):

EDCI 361 seeks:

1. To provide pre-service social studies teachers with opportunities to develop awareness of their role as democratic citizens; to help pre-service teachers develop their own definition of democratic citizenship and corresponding rationale for teaching social studies; and to help pre-service teachers identify curricular opportunities to foster civic efficacy in their students. [Interstate New Teacher Assessment and Support Consortium (INTASC) Principles 1 and 4]

2. To help pre-service social studies teachers understand the various disciplines that comprise the social studies and the content knowledge that stems from these disciplines; and to help pre-service teachers identify the various ways in which these disciplines view the world. [INTASC Principles 1, 7]

3. To provide pre-service social studies teachers with opportunities to experience sound pedagogical techniques, grounded in the disciplines of the social studies, for facilitating the development of civic efficacy in their students, including the development of decision-making skills and the adoption of democratic dispositions. [INTASC Principles 4, 7]

4. To increase pre-service social studies teachers' knowledge and understanding of the ways in which elementary students experience the civic world, both within and outside of school, in a democratic society and of ways in which elementary students can participate in the larger civic society (e.g., service learning, community projects, etc.) [INTASC Principles 2, 5, 9, 10]

5. To increase pre-service social studies teachers' knowledge of state and national curriculum documents in social studies and to help pre-service teachers employ these documents in the development of sound instructional plans. [INTASC Principle 1]

6. To help pre-service social studies teachers gain experience with sound instructional strategies such as: discrepant event inquiry, integration of children's literature in the social studies, concept attainment, multicultural education and the use of current events in social studies instruction. [INTASC Principles 4, 6, 7]

7. To help pre-service social studies teachers develop skills needed to review various instructional materials for validity and appropriate pedagogy including social studies textbooks, World Wide Web sites, and computer-based technologies. [INTASC Principle 6]

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It is universally admitted that a well-instructed people alone can be permanently a free people.

--James Madison, 1810
Course Materials

- **Required Reading/Materials**: *packaged together
  
  
  
  
- Four additional texts are required for the Literature Circle sessions in weeks 12 and 13. These are available at Von’s Bookstore.
  
  
  
  
  
- Additional required readings are available through Blackboard

- **TaskStream software.** You must obtain a four year subscription keycode from the Boiler Copy Center in the Union. Once you have the keycode, go to [www.taskstream.com](http://www.taskstream.com) and use it to create your account. Help will be available in the BRNG education computer labs, or by emailing support@soe.purdue.edu.

### Course Assignment & Course Grade Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Semester Grade</th>
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<tbody>
<tr>
<td>Online Discussions</td>
<td>25%</td>
</tr>
<tr>
<td>Cooperative Biography</td>
<td>20%</td>
</tr>
<tr>
<td>• Mini-Assignments</td>
<td>(4%)</td>
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<tr>
<td>• Completed Biography</td>
<td>(6%)</td>
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<tr>
<td>• Cooperative Work</td>
<td>(4%)</td>
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<tr>
<td>• Written Reflection</td>
<td>(6%)</td>
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<tr>
<td>Controversial Issue Lesson Plan</td>
<td>7%</td>
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<tr>
<td>Social Studies Midterm Exam</td>
<td>13%</td>
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<tr>
<td>TIP-related Assignments</td>
<td>(35%)</td>
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<tr>
<td>• Draft of SSLP to 361 Instructor</td>
<td>1%</td>
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<tr>
<td>• Integrated Lesson Plan (ILP)</td>
<td>15%</td>
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<tr>
<td>• TaskStream/SSLP</td>
<td>15%</td>
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<tr>
<td>• Mid-Point &amp; Final Mentor Assessments</td>
<td>4%</td>
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<tr>
<td>• TOTAL</td>
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<tr>
<td>Grade</td>
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**University and Course Policies**

**Emergency Statement.** In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: Blackboard or your instructor. (Instructor contact information is provided on the first page of this syllabus.)

Within the first week of classes, students are required to visit [http://www.education.purdue.edu/emergency/index.html](http://www.education.purdue.edu/emergency/index.html) to review the response procedures for emergencies in BRNG. If you have any questions, see your instructor.

In addition, classrooms around campus have been updated with a text alert system, in the event of a major campus emergency. To download text message alerts, visit [http://www.purdue.edu/emergency/](http://www.purdue.edu/emergency/).

**Disabilities Statement.** Students with disabilities must be registered with the Disability Resource Center of the Office of the Dean of Students before classroom accommodations can be provided. If you have a disability that requires academic accommodations, please make schedule an appointment with me to discuss approved accommodations before the third class meeting.

**Official Purdue Academic Dishonesty Statement.** Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” [Part 5, Section III-B-2-a, University Regulations]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be
tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” [University Senate Document 72-18, December 15, 1972].

**EDCI 361 Academic Dishonesty Statement.** All of your work for this course must be your own. Do not copy work from other students, from texts, computer-based sources, or any other source. Failure to appropriately reference other people’s ideas and words constitutes plagiarism. According to the Dean of Student’s Office, *plagiarism is punishable by an “F” on the assignment or in the entire class.* Please consult your student handbook for more information. The Dean of Student’s Office also requires that all cases of plagiarism be reported to their office for documentation. Students who repeatedly plagiarize may be expelled from the university. In addition, Disposition Assessment Form (Form D-2) will be filed for any student who plagiarizes or commits other acts of academic dishonesty.

**Elementary Education Course Completion Statement.** Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C-. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

**Course Evaluation Statement.** During the last two weeks of the semester, you will be provided with an opportunity to evaluate this course and your instructor(s). Purdue now uses an online course evaluation system. Near the end of classes, you will receive an official e-mail from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University.

**Attendance & Participation.** Attendance is critical for your success in the class and TIP. Because your peers, the children, and your MT depend on your presence, the importance of attending every class cannot be overemphasized. For this reason, a strict attendance policy has been established. There will be a 1 percentage point deduction from your semester grade for each unexcused absence (e.g., 91% becomes 90%). If you are absent, as a courtesy, notify those affected.

- You are expected to attend every class, be on time, and stay for the entire class.
- **Absences will negatively affect your final course grade.**
- If you accumulate more than three instances of tardiness or absences, a Disposition Assessment Form (Form D-2) will be filed.
- If you are absent on the day an assignment is due, you are still responsible for turning it in when required.
- If you will be absent for **more than 5 days and** have not been able to reach the instructor in person, by telephone, or by leaving notification of your circumstances with the instructor’s secretary, you or your representative should notify the Office of the Dean of Students (765-494-1747) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency that supports an explanation for your absence.
- **Your Purdue Instructor has the authority to excuse absences at his or her discretion under extenuating circumstances.**
**Course Communication via E-Mail.**

- Blackboard email is the best way to reach me.
- Please allow at least 48 hours for a response.

**Professionalism.**

It is important to note that I view education as a **profession**, with a **professional body of knowledge**. In this course you will be introduced to the body of knowledge for the social studies. This course will help you develop the tools necessary to become a successful social studies teacher at the elementary level. Please approach the course with this attitude. **Always think** like an educator. Ask yourself "how is what we’re doing in this class beneficial to my future students?" **Always act** like an educator. Successful educators go beyond the basic requirements of any task. This means that maximum points are never assigned for minimal quality.

Consistent with this view, you will be held accountable to the dispositional indicators developed by the Purdue University’s teacher Education Council and based on the Indiana Professional Standards Board’s licensing standards:

<table>
<thead>
<tr>
<th>Purdue University Teacher Education Council Form D-1 Dispositions to Be Assessed</th>
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<tbody>
<tr>
<td>Students will be assessed on the following dispositions:</td>
</tr>
<tr>
<td>1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (INTASC Principles: 3, 9)</td>
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<tr>
<td>2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (INTASC Principles: 7, 9, 10)</td>
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<tr>
<td>3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (INTASC Principles: 3, 5)</td>
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<td>4. Respects students as individuals and respects students’ privacy and confidentiality of information. (INTASC Principles: 3, 10)</td>
</tr>
<tr>
<td>5. Treats all students fairly and equitably, valuing individual differences and experiences. (INTASC Principles: 2, 3, 5, 6, 8, 9)</td>
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<tr>
<td>6. Demonstrates an awareness of all aspects of a child’s well-being (cognitive, emotional, social, and physical). (INTASC Principles: 3, 6, 10)</td>
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<tr>
<td>7. Shows commitment to adapting instruction to students’ responses, ideas, and needs in order to facilitate the development of students’ critical thinking, independent problem solving, and performance capabilities. (INTASC Principles: 1, 4, 5, 9)</td>
</tr>
<tr>
<td>8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (INTASC Principles: 1, 4, 7)</td>
</tr>
<tr>
<td>9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (INTASC Principles: 1, 5, 7, 8, 9)</td>
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<tr>
<td>10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (INTASC Principle: 6)</td>
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</tbody>
</table>
11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (INTASC Principle: 1)

**Connection to Other Courses in Block III:**
EDCI 361 is part of Block III of the Elementary Teacher Education Program. EDCI 361 shares the block with EDCI 326: Literacy in the Intermediate Classroom, with each course taken by the same cohort of students. In addition, EDCI 361 and EDCI 326 are connected through common and linked expectations and assignments for the Theory Into Practice (TIP) component of the course (e.g., informal observations of preservice teachers’ pedagogy, formal lesson plans/reflection papers).
## Schedule of Topics, Readings, and Assignments

### Week 1 - August 25th

<table>
<thead>
<tr>
<th>Essential Question(s) &amp; Topics:</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Social Studies?</td>
<td>What Does Powerful &amp; Purposeful Social Studies Look Like?</td>
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<tr>
<td>Why Teach Social Studies?</td>
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<table>
<thead>
<tr>
<th>Readings (for today)</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Syllabus</td>
<td>Introduction to the Cooperative Biography &amp; the subject of the biography</td>
</tr>
<tr>
<td>Parker Chap. 1 &amp; 3</td>
<td>• Cooperative Learning the Classroom</td>
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<tr>
<td>Engle &amp; Ochoa, <em>The Citizen We Need in a Democracy</em></td>
<td>• Social Studies/Literacy Integration</td>
</tr>
<tr>
<td>NCSS Position Statement: <em>Creating Effective Citizens</em></td>
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<tr>
<td>Westheimer &amp; Kahne</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td>• Parker, Ch. 11 &amp; pp. 347-358</td>
</tr>
<tr>
<td></td>
<td>• Obenchain &amp; Morris, #9</td>
</tr>
<tr>
<td></td>
<td>• Hinde (2005)</td>
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<thead>
<tr>
<th>Due</th>
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<tbody>
<tr>
<td>On-line discussion #1 (Initial post due Wednesday 11:59; all discussions close Friday, 11:59 p.m.)</td>
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### Week 2 - Sept. 1st LABOR DAY

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Essential Question(s):</th>
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<tbody>
<tr>
<td>How do we teach Powerful and Purposeful Social Studies?</td>
<td>What Does Powerful &amp; Purposeful Social Studies Look Like?</td>
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<table>
<thead>
<tr>
<th>Topics</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Historical thinking/understanding</td>
<td>Learning about the subject of the biography – her time in history</td>
</tr>
<tr>
<td>Historical source work</td>
<td>Understanding perspectives in history and in our classrooms</td>
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<table>
<thead>
<tr>
<th>Readings</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Parker, pp. 117 – 137.</td>
<td>• Parker Chap. 2</td>
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<tr>
<td>Levstik &amp; Barton, Ch. 1</td>
<td>• Obenchain &amp; Morris, #3, 24, 38, 44</td>
</tr>
<tr>
<td>Obenchain &amp; Morris, #10</td>
<td>• Barksdale (2013)</td>
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<tr>
<td>Seixas: <em>Six Historical Thinking Concepts</em></td>
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<tr>
<th>Due</th>
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<tbody>
<tr>
<td>On-line discussion #2 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)</td>
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<tr>
<td>CB Mini #1 (Thursday, 9:30 a.m.)</td>
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<tr>
<td>Signed Professionalism Agreement (3 copies – 326, 361, MT)</td>
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### Week 3 – Sept. 8th

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>How do we teach Powerful and Purposeful Social Studies?</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Geography in the Elementary Classroom</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>• Parker, Chap 5 &amp; pp. 138-145</td>
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<td></td>
<td>• Obenchain &amp; Morris, #15, 31, 42, 39, 45</td>
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<td></td>
<td>• <em>Five Themes of Geography</em></td>
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<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>What Does Powerful &amp; Purposeful Social Studies Look Like?</th>
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</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Learning about the subject of the biography – the geography of her life and times</td>
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<tr>
<td><strong>Readings</strong></td>
<td>• Independent reading for Cooperative Biography</td>
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<tr>
<td><strong>Due</strong></td>
<td>• On-line discussion #3 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)</td>
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<td>• CB Mini #2 (Thursday, 9:30 a.m.)</td>
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### Week 4 – Sept 15th  TIP Begins

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<tr>
<th>Essential Question(s):</th>
<th>How do we teach Powerful and Purposeful Social Studies?</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Cooperative Biography: Decision-making – Choosing the main events &amp; organizing the book</td>
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<td></td>
<td>Inquiry Teaching/Learning</td>
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<td></td>
<td>Teaching Social Studies Skills</td>
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<tr>
<td><strong>Readings</strong></td>
<td>• Parker, pp. 331-342</td>
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<tr>
<td></td>
<td>• Levstik &amp; Barton, Ch. 2 &amp; 3</td>
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<td></td>
<td>* Obenchain &amp; Morris, #7, 8, 17</td>
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<tr>
<td><strong>Due</strong></td>
<td>• On-line discussion #4 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m)</td>
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<td>• CB Mini #3 (Tuesday, 3:00 p.m. - NOTE DUE DATE/TIME CHANGE)</td>
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Week 5 – Sept. 22nd

**Essential Question(s):**
How Do We Plan Powerful and Purposeful Social Studies?

**Topics**
- Designing a Unit of Study (Bring at least two ideas for elementary social studies units that you would like to teach).
- Cooperative Biography: Beginning to put it all together

**Readings**
- Parker, Ch. 8
- Understanding by Design, Chaps. 1 and 3 (What We Teach—Chunking?)
- Understanding by Design Chap. 5 (Essential Questions)

**Due**
- On-line discussion #5 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)
- CB Mini #4 (Tuesday, 1:30 p.m. - NOTE DUE DATE/TIME CHANGE)

**TIP**
- Talk with MT about potential SSLP Idea

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Week 6 – Sept. 29th

**Essential Question(s):**
What does Powerful and Purposeful Social Studies Look Like?
How Do We Plan Powerful and Purposeful Social Studies?

**Topics**
- Cooperative Biography work session (bring all materials necessary to work with your group on the writing and construction of your CB)
- SPECIAL NOTE: Take all Cooperative Biography materials to EDCI 326 where you will also work on drafting and revising.

**Readings**
- Independent reading for Cooperative Biography

**Due**
- On-line discussion #6 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)

**TIP**
- Talk with MT about potential ILP Idea
### Week 7 – Oct 6th

**Essential Question (s):**
How Do We Assess Powerful and Purposeful Social Studies in a Meaningful Way?

**Topics**
- Cooperative Biography Share (Was this powerful and purposeful social studies?)
- Revisit: Designing a unit of study

**Readings**
- Parker, Ch. 7
- Understanding by Design Chaps. 7, 9, & 11
- NCSS Position Statement: *Powerful and Purposeful Elementary Social Studies*

**Due**
- On-line discussion #7 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)
- Cooperative Biography (Tuesday, 1:30 p.m.)
- CB Reflection (Friday, 11:59 p.m.)
- CB Cooperative/Group Feedback (Friday, 11:59 p.m.)

### Week 8 – Oct. 13th FALL BREAK

No Purdue courses or TIP Monday and Tuesday.

You WILL need to attend any Wednesday, Thursday, or Friday TIPS.

### Week 9 – Oct. 20th

**Essential Question (s):**
How do we teach Powerful and Purposeful Social Studies?

**Topics**
- Teaching Big Ideas (Concept Development and Concept Attainment)
- Asking Good Questions

**Readings**
- Parker, pp. 316-331, pp. 342-347
- Obenchain & Morris, #4, #5
- Alleman, Knighton, Brophy (2010)

**Due**
- On-line discussion #8 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)
- SSLP to 361 Instructor for review (Friday, 11:59 p.m.)

**TIP**
- Teaching Window Opens
- SSLP to Mentor Teacher (MT) for review
### Week 10 – Oct. 27th

**Essential Question(s):**
How Do I Teach Powerful and Purposeful Social Studies?

**Topics**
- Current Events

**Readings**
- Parker Chap. 6
- Obenchain & Morris, #1, #2
- Linter (2006)
- Passe (2008)

**Due**
- Mid Term Exam (Friday, 11:59 p.m.)
- On-line discussion #9 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)

**TIP**
- ILP to MT for review
- Delphi Fall Break – No TIP

### Week 11 – Nov. 3rd

**Essential Question(s):**
How Do I Teach Powerful and Purposeful Social Studies?

**Topics**
- Controversial Issues in the Classroom

**Readings**
- Review Parker, Ch. 6
- Levstik & Barton, Ch. 11 & 12
- McBee (1996)

**Due:**
- On-line discussion #10 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)
- Controversial Issues Lesson Plan (Friday, 11:59 p.m.)

**TIP**
- Teach SS Lesson
### Week 12 – Nov. 10th

**Essential Question(s):**
How Do I Teach Powerful and Purposeful Social Studies?

**Topics**
- Literature Circles

**Readings**
- Literature Circles: *Uprising!* (bring to class)
  - *Parker, Ch. 10*
  - *Levstik & Barton, Ch. 10 & 13*
  - *Obenchain & Morris, #30*

**Due:**
- On-line discussion #11 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)

**TIP**
- Teach SSLP or ILP

### Week 13 – Nov. 17th

**How Do I Teach Powerful and Purposeful Social Studies?**

**Topics**
- Literature Circles

**Readings**
* Literature Circles (read all three texts and bring them to class):
  1. *I Could Do That! Esther Morris Gets Women the Vote*
  2. *Elizabeth Lead the Way: Elizabeth Cady Stanton and the Right to Vote*
  3. *With Courage and Cloth: Winning the Fight for a Woman’s Right to Vote*

**Due:**
- On-line discussion #12 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)

**TIP**
- Teach SSLP or ILP
Week 14 – Nov. 24th

**Essential Question(s):**
How Do I Teach Powerful and Purposeful Social Studies?

**Topics**
- Simulations and Role Play for Citizenship Education

**Readings**
- Levstik & Barton, Ch. 9
- Obenchain & Morris, # 33, 34, 41, 42

**Due:**
- On-line discussion #13 (Initial post due Wednesday 11:59 p.m.; all discussions close Friday, 11:59 p.m.)

**TIP**
- Last (official) week to teach in TIP
- Thanksgiving – No Wednesday, Thursday, or Friday TIP

Week 15 – Dec. 1st

**Essential Question(s):**
How Do I Teach Powerful and Purposeful Social Studies?

**Topics**
- Civics and Government in the Elementary Classroom

**Readings**
- Alleman & Brophy (2006)
- Kofsky (parts 1 & 2) (2006)
- Martin, Smolen, Oswald & Milam (2012)

**Due:**
- ILP uploaded to Blackboard by Friday at 11:59 p.m. (Includes: original lesson plan, revised plan, reflection, MT evaluation)

**TIP**
- Last (official) week at TIP
- Assist MT as needed
- Host “Thank you” event for your class and in consultation with MT

Week 16 – Dec. 8th

**Essential Question(s):**
What is Social Studies? (Revisited)
Why Teach Elementary Social Studies (Revisited)?
How do we assess Social Studies (Revisited)?

**Readings**
- Parker Chap. 1
Due

- SSLP uploaded to BOTH Blackboard and Taskstream by Friday at 11:59 p.m. (Includes: revised lesson plan, reflection, MT evaluation).

TIP

- Last available week to make up any missed TIP days/hours

General Course & Assignment Requirements:

- Check the specific due date and time for each assignment. Days and times vary with each assignment. Pay close attention as the Blackboard site closes and you will not be able to submit the assignment.
- Review assignment requirements and scoring criteria for all assignments. This information is available in the syllabus and/or Blackboard.
- All written assignments are to use APA format. For help with APA, refer to materials available at Purdue's On-line Writing Lab located at: http://owl.english.purdue.edu/handouts/research/r_apa.html, carefully typed and edited.
- LATE ASSIGNMENTS WILL NOT BE ACCEPTED.
- I am happy to answer any questions about any assignment and am happy to meet with you regarding course assignments. Email me to set up a time to meet or come by during my office hours – do this well before assignments are due.
- Save each assignment in .doc, .docx, or .rtf – on a few occasions, you may need to scan something and save it as a .pdf or .jpg file. These are the only acceptable formats.

Assignment Descriptions

Social Studies Mid-Term Exam (13%). A mid-term will be given prior to Week 10 of the semester. It is important that you keep up with all of the readings and maintain copious notes. Details are provided on Blackboard. The mid-term will be available through Blackboard.
Cooperative Biography (20%)

The purpose of this assignment is to develop an integrated social studies/language arts project around a social studies concept or theme through the creation of a children's biography. This project will occupy much of our time during the first several weeks of the semester. In small groups, you will write original children's biographies of Rosa Parks and explore the concept of movement. Mrs. Parks is this semester's biographic subject because her life exemplifies the purpose of the social studies curriculum – the development and nurturing of engaged, informed democratic citizens. You will be doing history, working cooperatively, reading and writing for a meaningful purpose within social studies, and conducting historical research. You will also explore the five themes of geography and learn to consider geography beyond mapping activities. You will experience a challenging and meaningful process that you can incorporate into your social studies curriculum. The project will generally follow the procedures outlined in Parker (pp. 400-415).

4% Mini-Assignments: We will be working on this project for the first several weeks of the semester and your engagement from day one is crucial to the success. The course calendar notes four times in which your research and work on this project are to be brought to class. You are asked to bring one copy of the task to class on the assigned day and submit one copy to Blackboard. This is an individual assignment and the scoring criteria are on the Blackboard site.

6% Production of Biography: Specifically includes the components listed in Parker (pp. 400-415) – done well, as well as a glossary, free from mechanical and content errors. Overall, the written biography is reflective of the process described in Parker. This is a group assignment and the scoring criteria are on the Blackboard site.

6% Individual Reflection Paper: After the CB has been completed, you are asked to reflect upon the entire CB experience. This includes the class activities, readings, and creation of the book. The reflection is brief (two page max), word-processed, free from errors, and utilizes APA formatting. Reference course readings in your reflection. This is an individual assignment and the scoring criteria are on the Blackboard site. Specifically address the following questions:

1. How were social studies and literacy integrated in your CB experience?
2. How did the specific subject of the CB address the what and why of social studies?
3. How did the CB experience affect your understanding of citizenship education?
4. Recall and explain two examples from the CB experience in which you participated in ‘historical thinking’?
5. Share an idea for a CB subject you would like to explore in your classroom. Provide a rationale for how exploring this person's life would address the what and why of social studies.

4% Cooperative Work: You will produce the biography in a small group, experiencing cooperative learning. Your ability and individual contributions to work positively and productively in a small group will be evaluated. I will evaluate this from a holistic perspective. I will take into consideration not only my observations of your contributions, but the observations and written comments of your cooperative group members (upload completed CB-Cooperative Work Feedback” to Blackboard).
Social Studies/TIP Reading Response & Online Discussions (25%). We will asynchronously discuss and reflect on class readings and experiences and your TIP experiences each week (total of 13). Discussion topics will be posted to Blackboard for you to respond to weekly. Topics will be posted on an on-going basis, require outside reading and preparation prior to responding, and require multiple postings. There are two distinct components to your participation. The first component is a readings response and requires your online response to prompts related to the week’s readings and is due by 11:59 p.m. on Wednesdays. The second component (reading response discussion) requires your enlightened (informed) and engaged participation in an online discussion about the readings, the readings’ relationship to the TIP, and your peers’ interpretations of the readings. Theses posts are due by 11:59 p.m. Fridays. This is not a “casual chat.” These discussions are for the discussion of scholarly topics that will help you synthesize across the course experiences (readings, class activities, TIP) as you work to connect theory and practice. You have the opportunity to earn 100% for each discussion. The discussion closes at 11:59 p.m. on Fridays.

<table>
<thead>
<tr>
<th>Participation (50)</th>
<th>Unsatisfactory (&lt;70%)</th>
<th>Satisfactory (70%-79%)</th>
<th>Good (80%-89%)</th>
<th>Excellent (90%-99%)</th>
<th>Exceeds Expectations (100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posted only the assignment reading response and did not engage in discussion. Or No posts for the week.</td>
<td>Demonstrates an infrequent attendance record by commenting online but with minimal connections to readings and/or relevant participation in discussions.</td>
<td>Online participation is frequent. Responses are focused primarily on personal experience with limited connections made to the course readings.</td>
<td>Contributions offer thoughtful responses to peers, including asking questions, challenging assumptions, and sharing relevant personal experiences. With relevant connections to course readings. Quality and tone of all interactions are professional and respectful. There is evidence of multiple visits and involvement with colleagues.</td>
<td>Exceeds all criteria.</td>
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| Content Understanding (50) | Work does not meet the minimum criteria for credit. Or No posts for the week. | Limited Understanding of key concepts in readings. Limited or missing references to readings. Significant problems with clarity of written message. | Demonstrates Basic understanding of key concepts in readings. References and summarizes specific readings in a clear manner. Writing is clear. | Contributions online show a solid understanding of the readings as evidenced by well-crafted syntheses of readings, critical analysis of issues, and offering sound ideas. Demonstrates insights, questions, and applications relating to the key concepts in the readings. References and summarizes specific readings in a clear and concise manner. Writing is clear and comprehensively describes thoughts and ideas. | Exceeds all criteria. |

Notes: Courtesy and respect of classmates in discussions is expected; rudeness and/or disparaging comments to classmates, TIP students or faculty at Purdue or TIP will result in a zero for the assignment and possible corrective measures as specified through the Purdue Course Catalog.
Controversial Issue Lesson Plan (7%)

Individually, you will develop a lesson plan built around an appropriate controversial issue. As you examine the assigned readings to help you prepare for this assignment, keep three important points in mind.

1. A controversial issue is one that is unresolved by those discussing it. In other words, there are multiple, informed, and reasonable approaches or perspectives on this issue. Not every issue is a controversial issue, or a controversial issue for your students. That is, it may be unresolved at a national level, but everyone in your class has the same opinion. Or, it may not be controversial because the larger community overwhelming agrees. For example, the Holocaust is not controversial. There is no reputable evidence to suggest that it did not happen and there is consensus that it was a horrible atrocity during which millions of people were killed in a systematic plan of genocide. While horrific and upsetting, it is not a controversial issue.

2. This lesson must be developmentally appropriate. As Parker notes, controversial issues at the elementary level need not be politically-charged (although they might) but rather could be questions such as “should the school cafeteria serve only low-fat items for lunch” or “what new playground equipment should the school purchase?”

3. This is a social studies lesson that must address the Indiana Academic Standards in Social Studies. Parker also describes the controversial issue lesson plan on pp. 216-218. Review this carefully and follow the format for your lesson. Your lesson plan must include at least one of the techniques Parker describes. You must have instructor approval for your topic prior to beginning – don’t wait until the last minute! You are not required to teach this lesson in TIP.

Scoring criteria are on the next page.
# Scoring Criteria for Controversial Issues Lesson Plan

<table>
<thead>
<tr>
<th>Topic (10)</th>
<th>Unsatisfactory (&lt;70%)</th>
<th>Satisfactory (70-79)</th>
<th>Good (80-89)</th>
<th>Excellent (90-100%)</th>
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<tbody>
<tr>
<td>Not a controversial issue or nothing submitted.</td>
<td>Timely &amp; appropriate; applicable to students, but may not be clear how students can apply knowledge gleaned from the lesson to themselves, classroom, and communities.</td>
<td>Timely &amp; appropriate; applicable to students and is mostly clear how students can apply knowledge gleaned from the lesson to themselves, classroom, and communities.</td>
<td>Timely &amp; appropriate; applicable to students and is clear how students can apply knowledge gleaned from the lesson to themselves, classroom, and communities.</td>
<td></td>
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<thead>
<tr>
<th>Instructional Design (20)</th>
<th>Unsatisfactory (&lt;70%)</th>
<th>Satisfactory (70-79)</th>
<th>Good (80-89)</th>
<th>Excellent (90-100%)</th>
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</thead>
<tbody>
<tr>
<td>Objectives are not clear/measureable. Rationale for the content and pedagogy are not clear. IASSS are included.</td>
<td>Objectives are mostly clear &amp; measureable. Rationale for the teaching the content and utilizing the specific pedagogy are not clear. IASSS are included.</td>
<td>Objectives are mostly clear &amp; measureable. Rationale for the teaching the content and utilizing the specific pedagogy are clear. Appropriate IASSS are included.</td>
<td>Objectives are clear and measureable. Rationale for the teaching the content and utilizing the specific pedagogy are clear. Appropriate IASSS are included.</td>
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<table>
<thead>
<tr>
<th>Lesson Plan (50)</th>
<th>Unsatisfactory (&lt;70%)</th>
<th>Satisfactory (70-79)</th>
<th>Good (80-89)</th>
<th>Excellent (90-100%)</th>
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<tbody>
<tr>
<td>Does not follow required lesson plan format. Does not utilize appropriate resources and/or does not engage learners and/or does not address all of the steps detailed in Parker.</td>
<td>Follows required lesson plan format. Utilizes quality resources. Actively engages students. Addresses all of the steps detailed on pp. 216-218 of Parker.</td>
<td>Follows required lesson plan format. Utilizes quality resources. Actively engages students. Good addressing of steps detailed on pp. 216-218 of Parker.</td>
<td>Follows required lesson plan format. Utilizes high quality resources. Actively engages students. Excellent addressing of steps detailed on pp. 216-218 of Parker.</td>
<td></td>
</tr>
<tr>
<td>Assessment (20)</td>
<td>Assessment plan does not match the objectives and will not provide evidence of student mastery OR nothing is submitted.</td>
<td>Assessment plans are partially appropriate for the lesson objectives. It is doubtful that mastery of all of the objectives is evident from the assessment plan.</td>
<td>Assessment plans appear appropriate for the lesson objectives. However, some aspect (objectives or explanation) may not provide sufficient evidence to the teacher and students that the lesson's objectives have been mastered.</td>
<td>Assessment plans are appropriate for the lesson objectives. It is evident that the teacher and students will know if they have mastered the lesson's objectives by the assessment tasks.</td>
</tr>
</tbody>
</table>
**Theory into Practice (TIP) Related Assignments (35%).** The TIP component of EDCI 361 is the application component of the course and has been designed to allow you to work in an elementary classroom, learning from a Mentor Teacher, and applying what you are learning in 361 into a classroom through careful observation, teaching, and reflection. The TIP experience will be evaluated through four separate activities.

1. **DRAFT of your social studies lesson plan (SSLP) (1%)**
2. **TaskStream Portfolio Social Studies Lesson Plan (SSLP) and Analysis (15%).**
3. **Integrated Lesson Plan and Reflection (ILP) (15%)**
4. **Mentor Teacher Midterm and Final TIP Assessments (4%)**

1. **Complete DRAFT of your social studies lesson plan (SSLP) (1%)** This means that every component of the lesson plan must be included. You will need to submit a draft of your SSLP to both your 361 instructor and MT for review WELL before you plan to teach the lesson. 1% of your semester grade (all or nothing) is based on the draft you submit to your 361 instructor.

2. **TaskStream Portfolio Social Studies Lesson Plan (SSLP) and Analysis (15%).** With the guidance of your Mentor Teacher, you will – individually - develop and teach a social studies lesson in your TIP classroom. This lesson & analysis of this lesson is your EDCI 361 TaskStream Portfolio artifact. (see documents beginning on p. 24 of the syllabus.

   Specifically, you will:
   - Design and write a social studies lesson using the EDCI 361 lesson plan template. The lesson plan MUST utilize/modify at least one of the strategies presented in Parker, Obenchain & Morris, and/or Levstik & Barton.
   - Submit this lesson plan for review and approval to your Mentor Teacher and your 361 instructor (discussed above).
   - Revise the lesson plan as necessary.
   - Teach the lesson in your TIP classroom (provide assessment form to your Mentor Teacher and debrief with her or him after the lesson)
   - Prepare a 3-4 page written analysis of how the planning, teaching, and assessment phases of your lesson planning addressed the appropriate teacher competencies in Purdue’s Model for Professional Preparation found in the “Teaching Performances Rubric” (pp. 25-28).
   - Submit to Blackboard AND TaskStream:
     - Revised/final lesson plan
     - Written analysis
     - Mentor assessment of lesson (10 point scale)

**NOTE: This (SSLP) lesson plan, and your analysis of it, constitutes the TaskStream submission for this course. In addition to uploading these documents to Blackboard, you are solely responsible for uploading the required items to your TaskStream account to be assessed as part of your TaskStream Portfolio. Your submission must receive an overall rating of “Developing” in order for it to be added to your TaskStream Portfolio. If your analysis does not receive a rating of 2 (Developing) or higher, you must revise it until it meets minimum requirements. You only have two attempts to achieve “Developing” and this must occur during the semester. Should your TaskStream analysis not achieve a ‘Developing’ rating by the end of the semester, you will fail EDCI 361 and not pass Gate C.**

EDCI 36100
Fall 2014
## SSLP and Related Tasks Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (&lt;70%)</th>
<th>Satisfactory (70% - 79%)</th>
<th>Good (80% - 89%)</th>
<th>Excellent (95% - 100%)</th>
</tr>
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<tbody>
<tr>
<td><strong>Lesson Plan (30%)</strong></td>
<td>One or more required components of the lesson plan are missing and/or most of the components are incomplete, poorly done, and/or inappropriate.</td>
<td>Includes all required components of the lesson plan; however some components are weak. Rationales, objectives, IASSS, description of procedures, and assessment are appropriate.</td>
<td>Includes all required lesson plan components and all are done well. In particular, the rationale, objectives, IASSS, description of procedures, and assessment are appropriate.</td>
<td>Includes all required lesson plan components and all are very well done. In particular, the rationale, objectives, IASSS, description of procedures, and assessment are appropriate and well-articulated.</td>
</tr>
<tr>
<td><strong>TaskStream Score (50%)</strong></td>
<td>0 – 1.9 TaskStream Score related to I.1, I.2, I.3, I.4 and I.5</td>
<td>2.0 – 2.2 TaskStream Score related to I.1, I.2, I.3, I.4 and I.5</td>
<td>2.3 – 2.6 TaskStream Score related to I.1, I.2, I.3, I.4 and I.5</td>
<td>2.7 – 4.0 TaskStream Score related to I.1, I.2, I.3, I.4 and I.5</td>
</tr>
<tr>
<td><strong>Mentor Teacher Assessment (20%)</strong></td>
<td>Student did not receive a rating of at least “Fair” in all three categories.</td>
<td>Overall rating of “Fair” or better in all three categories.</td>
<td>Overall rating of at least “Strong” or “Excellent” in all three categories.</td>
<td>Overall rating of “Outstanding” in at least two of the three categories.</td>
</tr>
</tbody>
</table>
3. **Integrated Lesson Plan and Reflection (ILP) (15%)** With the guidance of your Mentor Teacher, each student will develop and teach an integrated social studies and literacy lesson during your placement. The lesson will be social studies-focused, utilizing literacy as a support area. Full details are available on the Blackboard site. In sum, you will:

- Design and write an integrated social studies and literacy lesson using the EDCI 361 lesson plan template. Social studies will serve as the central focus of the lesson with literacy as a meaningful supporting area. The lesson plan MUST utilize one of the strategies presented in Parker, Obenchain & Morris, and/or Levstik & Barton.
- Submit this lesson plan for review and approval to your Mentor Teacher.
- Revise the lesson plan as necessary.
- Teach the lesson in your TIP classroom (provide assessment form to your Mentor Teacher and debrief with her or him after the lesson)
- Prepare a written analysis and reflection on your lesson. Guidance for writing that reflection and relevant scoring criteria are on the Blackboard site.

- **One week after teaching the ILP, submit:**
  - Original lesson plan
  - Revised lesson plan (if appropriate) (6%)
  - Written reflection (6%)
  - Mentor assessment of lesson (10 point scale) (3%)

4. **Mentor Teacher TIP Assessments (4%).** Each Mentor Teacher will complete a mid-point and final assessment. You must submit BOTH the midterm (2%) and final (2%) mentor assessments. (See the Block III Theory Into Practice Materials (TIP) packet for these forms). These are the Assessment forms that utilize a 5-point scale. Scan each completed form into a .pdf or .jpg and submit to Blackboard. Each assessment is worth 2% of your semester grade.
EDCI 361 TaskStream Portfolio Artifact:
Teaching Performances Rubric for Social Studies Lesson Plan Analysis

You will plan and teach your social studies lesson following the assignment guidelines in the EDCI 361 syllabus. Once you have planned and taught your social studies lesson, you must develop a 3-4 page analysis of the planning process, the plan itself, and your teaching. This analysis must be based on EDCI 361 Teaching Performances Rubric for Gate C. You can find this rubric on TaskStream and on the following three pages. It is essential that the analysis provides evidence that you have developed proficiency in certain aspects of your professional development. In order to do this, your analysis must provide answers to the following:

• How did your lesson plan demonstrate your knowledge of your students’ learning needs and interests?

• How did your lesson plan demonstrate your knowledge of the community, school, and classroom in which you taught the lesson?

• How did your lesson plan demonstrate your knowledge of the field of social studies and the overall goals of social studies education?

• How did your lesson plan demonstrate your knowledge of the specific subject matter (social studies content and skills) of the lesson and/or unit being taught?

• How did your lesson plan demonstrate your ability to plan instruction based on your knowledge of appropriate social studies content and concepts as defined by children's developmental levels and curriculum goals (e.g., IASSS) and your mastery of a variety of instructional strategies?

• How did the lesson demonstrate your knowledge of, and ability to apply appropriate formal and informal assessments of student learning? Provide evidence of your students’ ability to meet the lesson’s objectives. Analyze this evidence. In other words, what evidence do you have of how well your students did or did not meet the lesson’s objectives?

In addition to the lesson plan itself, and to the 3-4 page lesson analysis, you must also scan (you may use scanners in the Technology Resource Center) your Mentor Teacher Assessment of the social studies lesson and save it as a .pdf, .jpg or .gif file. Your completed EDCI 361 TaskStream artifact will consist of:

• your social studies lesson plan (a Word document)
• the lesson plan analysis (a Word document)
• a scan of your Mentor Teacher Assessment (a .pdf, .gif, or .jpeg file)

Process: Post the lesson plan, the lesson analysis, and the Mentor Teacher Assessment to your EDCI 361 instructor via TaskStream before the listed due date (see EDCI 361 syllabus). Your instructor will evaluate the lesson plan, the analysis, and the Mentor Teacher Assessment using the EDCI 361 TaskStream rubric. Your artifact must receive an overall performance rating of at least “Developing.” If your instructor gives you an overall performance rating of “Beginning,” you must revise the analysis until it receives a rating of “Developing” and you must receive this rating before the end of the semester in order to successfully pass EDCI 361 and to move on to Block IV.