**EDUC 302 0800**

*Teaching Social Studies in Elementary and Middle School*

UW Green Bay, Summer 2020

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Office Hours: 11am-12pm Monday through Friday or by appointment

**COURSE DESCRIPTION**

This course takes an inquiry-based approach to teach the elements of social studies (history, geography, economics, social sciences) within contemporary US society and its institutions. Included in the development of critical understanding of social studies is ongoing acquisition of appropriate academic concepts and terminology, interdisciplinary engagement of relevant issues, college-level reading of academic research, and the continuous development of discussion and analytical skills. Students are expected to be able to apply disciplinary terms and concepts in analysis and in action, including their future professional and personal behaviors.

Course Objectives:

1. Students will *critically engage and analyze content areas* within the field of social studies.
2. Students will *deconstruct narratives and representations related to social studies and discuss their implications* for K-8 grade students.
3. Students will *conduct college-level academic research and construct rigorous and well-supported arguments* related to social studies curricula and instruction.
4. Students will *synthesize multiple course concepts and content areas into coherent and effective lessons* in social studies.
5. Students will *recognize that social studies pedagogy exists beyond technical compliance with state standards or specific methods* of content delivery and instead *will* *take personal responsibility for the ongoing development of expertise* in social studies pedagogy.

**Required Readings:**

* *All readings are available as electronic files* in Canvas.

**LAND ACKNOWLEDGEMENT**

We at the University of Wisconsin Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

**GRADING**

**NOTE**: In your efforts to develop strong scholarly performance in this class, please know that I am more than happy to meet with you as many times as you would like to assist you in meeting the goals that I have set out for us during the course. If you would like support in your assignments or in clarifying concepts presented in class, I will work hard to make myself available to you whenever possible.

*Grading Scale (%):*

93 - 100 A

89 - 92 AB

85 - 88 B

81 - 84 BC

76 - 80 C

71 - 75 CD

66 – 70 D

0 - 65 F

*Assignment Grade Distribution*

Written Work 60%

Week 3 Research Paper 20%

Final – Media Project 20%

TOTAL: 100%

**ASSIGNMENT EXPECTATIONS**

Rubrics for Assignment Criteria Available on Canvas

*\*Please Note that Paper Format is Part of Assignment Grade\**

1. Participation and Preparation:

Participation is a basic expectation of the course, and is defined as engaging in the course in a way that positively contributes to the learning environment of the student and those around her. Participation should also be rooted in preparation, meaning that you can’t contribute positively to others’ learning if you haven’t done the reading or prepared for class. As future teachers and future intellectual guides to our community’s youth, it is assumed that we all understand the relationship between our own dispositions and actions as scholars and the dispositions and habits we can teach young people. Reading and taking responsibility for our own learning is key to a healthy learning environment.

1. Written Work:

Written work is guided by the writing prompts provided in the Canvas Assignment Description. Written work in general should engage the writing prompt in two ways: *Evidence* and *Analysis*.

* ***Evidence*** is engaging the main points or concepts of the author’s arguments (complete with specific citations, quotations) and clearly explaining what those arguments are.
* ***Analysis*** examining the evidence and thinking critically about what it means (the implications of what is being argued), how it relates to other arguments or concepts, and to consider if the arguments are credible. An analysis is the application of your judgment and critical lens to the text with the intent of reaching decisions about the text and its meaning.

It is important that papers do not stop at *Evidence* (what is the author arguing?) but instead spend significant time on *Analysis*.

**Written work format requirements** – All papers should be in Times New Roman 12-point font, **single-spaced** (not double-spaced), one space after the end of a sentence, and should check for spelling and grammar prior to submission. Please note that format is included as part of the grading for all written work.

1. Week Three- Research Paper: Week Three will focus on using language arts to engage students in social studies. We will focus on Alexander’s *The Undefeated* (available in Canvas). The book provides a clear and powerful overview of African American history and contemporary figures through the lens of ongoing resistance, achievement, and love. Part of the book’s narrative highlights different people and their contributions, and our research papers will focus on these individuals within historical/contemporary context. The instructor will assign students a person to research, and the student will write their paper about the individual’s biography within broader social, political, and/or economic context. ***The paper format*** is a four-page minimum, double-spaced, Times New Roman 12-inch font, 1” margins.
2. Final - Media Project: Our media project is connected to the research we complete in Week Three in relation to *The Undefeated* by Kwame Alexander. Based on the information we researched in week three, we will build on our new knowledge to create an engaging media project intended for an elementary student audience. The idea is to use media in order to teach students more about the specific people within the book in a way that is relevant and interesting. When we finish as a class, we will have a collection of projects that could be taken together as a unit in support of the book’s topic. Week Four’s lessons all focus on different technology options and approaches to building our media projects.

**COURSE SCHEDULE**

*Please note that assignments and schedule are subject to change*

**WEEK ONE**

**Culturally Responsive Pedagogy in the Social Studies**

View all lesson modules for the week. ***Assignments*** are embedded within the lessons and linked at the bottom of each module on the home page.

Articles assigned:

1. Ladson-Billings, “Yes, but how do we do it? Practicing culturally relevant pedagogy” (Canvas)
2. Ladson-Billings, “Pushing past the achievement gap” (Canvas)
3. Sleeter, "Designing lessons and lesson sequences with a focus on ethnic studies or culturally responsive curriculum" (Canvas)
4. [*Wisconsin: Our State, Our Story*](https://www.wisconsinhistory.org/Records/Article/CS15257) (directions to download available in Canvas)

Assignments:

* Syllabus quiz (to be completed before can access Week One materials)
* Critical analysis of deficit thinking in media
* Sleeter: Designing CRP lessons textbook analysis

**WEEK TWO**

**Inquiry and Critical Consciousness in the Social Studies**

View all lesson modules for the week. ***Assignments*** are embedded within the lessons and linked at the bottom of each module on the home page.

Articles assigned:

* “[Why can’t we teach slavery right in American schools](https://www.nytimes.com/interactive/2019/08/19/magazine/slavery-american-schools.html)?” (Canvas)
* Lusane, “Missing from Presidents Day: The people they enslaved” (Canvas)
* “Presidents and slaves: A classroom activity” (Canvas)
* “[U.S. Presidents in their own words concerning American Indians](https://nativenewsonline.net/currents/us-presidents-words-concerning-american-indians/)” (Canvas)
* Hauptman, “Age of allotment” (Canvas)

Assignments:

* Media literacy and inquiry
* U.S. Presidents inquiry activity
* Inquiry into treaty rights, tribal sovereignty, and land
* *Optional*: Collaborate Ultra live discussion of the week’s themes

**WEEK THREE**

**Using Language Arts to Teach Social Studies**

View all lesson modules for the week. ***Assignments*** are embedded within the lessons and linked at the bottom of each module on the home page.

Articles assigned:

* Alexander, *The Undefeated* (Both book and audio in Canvas)
* Film: *African Americans: Many Rivers to Cross – The Age of Slavery* (Canvas)
* Film: *African Americans: Many Rivers to Cross – Into the Fire* (Canvas)
* Film: *Eyes on the Prize – Awakenings (1950s)* (Canvas)

Assignments:

* Research paper on topic assigned by instructor; extension of *The Undefeated*
* *Optional*: Collaborate Ultra live discussion of the week’s themes (3pm Friday in Canvas through Collaborate Ultra link)

**WEEK FOUR**

**Creativity and Rigor in Teaching Social Studies**

Lessons for this week will focus on using technology to make instruction interesting, engaging, and relevant to students. The lessons are intended to support you in learning more about technology so you can complete a project you are proud of. Please note Week Four opens earlier than other weeks’ content so you can look at the tutorials when you are researching Week Three.

To do:

* Media project in which students take content from Week Three research and create a multimedia lesson to share with the class**. Technology suggestions and supports can be found in Week Four’s modules on Canvas.**
* Make an appointment with me if you would like to talk through your project and get support. The last day for appointments is Thursday, June 11th so please plan ahead.

**COURSE EXPECTATIONS**

***Family Responsibilities and Absences***

For those of you who are the main caregiver for a child or elder in your family, please let me know if you anticipate the need for accommodations in order to meet these family responsibilities. I’m happy to work with you.

***Medical Excuses***

Faculty and students should together resolve the dilemmas resulting from an illness or injury based on the student’s own explanation of the problem. If you need medical attention, one option may be the Counseling and Health Center on the UWGB campus (<http://www.uwgb.edu/counselinghealth/index.asp>). If your medical issue is significant or your absences may be lengthy, please be sure to let me know when you are able so that we can make accommodations.

**ACADEMIC INTEGRITY AND MISCONDUCT**

As stated in the UW-Green Bay and UW System websites, academic integrity is a strong value and expectation for all students. I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. At the same time, it is possible for some students to be confused about what is and is not appropriate in academic writing and in citing others’ work. Therefore, I have included a link to the UWGB Dean of Students site on avoiding academic misconduct for your benefit: <http://www.uwgb.edu/deanofstudents/policies_procedures/students/uws14_17_18.html>. I am also more than happy to discuss any questions you might have about academic writing and citing in order to help you feel confident in the appropriateness of your completed assignments.

**ACCOMMODATIONS**

***Students with disabilities***

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with documented disabilities. If you are require any accommodations, please contact the Disability Services Coordinator at 465-2841, [dis@uwgb.edu](mailto:dis@uwgb.edu) or Student Services Building Room 1700 as soon as possible to discuss what accommodations you need to have equal access. It is important that you do this early in the term as some accommodations can take several weeks to arrange. If you want additional information, please do not hesitate to contact me at [depouwc@uwgb.edu](mailto:depouwc@uwgb.edu). For more information on the Disability Services Office, please visit the website at <http://www.uwgb.edu/ds/>.

***Students who are non-native English speakers***

We do not have timed assessments in the course, but there may be other ways in which students may need accommodations if they are not native English speakers. If you need accommodations, please let me know.

**STUDENT RESOURCES**

***Students who are experiencing personal crises or need personal support***

We can’t always control outside events that impact us during the semester. Family or other personal stresses can take a toll on us and potentially make it difficult to maintain our academic performance. If you are experiencing personal stresses or crises and would like some support, our Counseling and Health Center (920-465-2380) in SS 1400 (<http://www.uwgb.edu/counseling-health/>) could provide help. Their hours are 7:45am-4:30pm weekdays and you can stop in any time if you do not have time to make an appointment.

In addition, if an urgent situation arises or if you or someone you care about is considering suicide or hurting others, don’t wait. Call the Counseling and Health Center (920-465-2380), Public Safety (920-465-2300), the local Crisis Center (920-436-8888), or 911 for immediate assistance.  Don’t take a chance - let a professional help:

* *UWGB Public Safety*: <https://www.uwgb.edu/publicsafety/>
* *Counseling and Health*: <http://www.uwgb.edu/counseling-health/>
* *Brown County Crisis Center*: <http://www.familyservicesnew.org/crisis-center/>

***Basic Resources***

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me or your academic advisor if you are comfortable doing so. This will enable us to connect you with an array of resources available on campus. You can also find information about these resources on our **Phoenix Cares** website: <http://www.uwgb.edu/phoenix-cares/>

If you need help with food, clothes, cleaning, or personal hygiene items, please check out the **Campus Cupboard and Clothes Closet**. It is located in the new “CK One” space (in the tunnels) in Rose Hall 140. Campus Cupboard and Clothes Closet is a student organization run by students with the mission of ensuring that everyone’s basic needs are met. To access the Cupboard, you can use your university ID in the card swipe of the door between the hours of 7am and 9pm.

***Phoenix Cares: Emergency Grant Program***

If you have an unexpected financial crisis that may interfere with your ability to stay in school, you should contact the Phoenix Cares Emergency Grant Program for a one-time grant of up to $1,000. You can find more information at their website: <https://www.uwgb.edu/phoenix-cares/financial-resources/emergency-grant/>

**Counseling and Health Center**: <http://www.uwgb.edu/counselinghealth/,SS1400>, (920) 465-2380, Free 1:1 Counseling and Nursing visits. Provider visits at low or no cost.

**Division of Student Affairs & Campus Climate resources:**  <http://www.uwgb.edu/student-affairs/>

**Multi-Ethnic Student Affairs:** <http://www.uwgb.edu/mesa>, Union 150, (920) 465-2720, [mesa@uwgb.edu](mailto:mesa@uwgb.edu)

**Career Services,**SS 1600, (920) 465-2163, [careers@uwgb.edu](mailto:careers@uwgb.edu)  Assistance with choosing majors/minors, exploring career options/fields, gaining experience/internships and preparing for success after graduation including seeking postgraduate employment & application to graduate & professional school.

**Office of Student Life**, Union 150, (920) 465-2464, [www.uwgb.edu/student-life/-](http://www.uwgb.edu/student-life/-) Events, activities and student organizations.

**Veteran’s Services**, SS 1100, (920) 465-2075, <http://www.uwgb.edu/veterans/>

**Pride Center, Union 153, (920) 465-2167,** [christis@uwgb.edu](mailto:christis@uwgb.edu)

**The Learning Center (TLC):** Free academic support, mentoring, and study groups. Visit the TLC on the Plaza Level of the Cofrin Library (CL 206). <http://www.uwgb.edu/learning-center/>

**Writing Center:** Drop by CL 206 (or call 920-465-2958) to make an appointment to go over your papers, etc., with a writing tutor. Even highly skilled writers benefit from having another writer review their work. <http://www.uwgb.edu/writing-center/>. Online tutoring is available.

**Education Center for First Nations Studies:** Visit with and learn from First Nations elders in an informal setting. Drop by Wood Hall 410 for more information.

**PROFESSIONAL PROGRAM IN EDUCATION MISSION:**

*Inspire and prepare future educators by cultivating knowledge, skills and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice and data-based decision-making.*

In keeping with this mission, the following integrated themes are evident in this course:

* A commitment to effective communication and ethical decision making
* Proficiency through performance-based assessment
* Environments that promote inquiry as the basis for authentic learning
* Extensive and intensive field-based experiences
* The integration of technology
* A strong focus on content and pedagogy
* Clearly identified standards for practice and performance
* A shared vision of teaching excellence

**InTASC Core Teaching Standards**

(Crosswalk with WI Teaching Standards and National Association for the Education of Young Children (NAEYC): NAEYC has 6 Standards

*Interstate Teacher Assessment and Support Consortium (InTASC)*

Standard #1: ***Learner Development (WI #2) (NAEYC Standard 1 Promoting Child Development & Learning)***

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2***: Learning Differences (WI #3) (NAEYC Standard 4 Using Developmentally Effective Approaches)***

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: ***Learning Environments (WI #5)***

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: ***Content Knowledge (WI #1) (NAEYC Standard 5 Using Content Knowledge)***

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5***: Application of Content (WI #6)***

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: ***Assessment (WI #8) (NAEYC Standard 3 Observing, Documenting and Assessing)***

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: ***Planning for Instruction (WI #7)***

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: ***Instructional Strategies (WI #4)***

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: ***Professional Learning and Ethical Practice (WI #9) (NAEYC Standard 6 Becoming a Professional)***

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: ***Leadership and Collaboration (WI #10) (NAEYC Standard 2 Building Relationships)***

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.