



History Education 4323
Teaching High School Social Studies
Fall 2019
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Class meeting time and place: T/TH 9:30-10:45 am; Speight 305

Office hours: T 10:45am-12pm and TH 11 am-1 pm; By appointment on Mondays

Required texts:

Ward, K. (2006). *History in the making: An absorbing look at how American history has changed in the telling over the last 200 years*. New York: The New Press.

Whipple, S. (2006). *Writing strategies for U.S. History Classes: A guide for teachers*. Lanham, MD: Rowman and Littlefield Education.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.

Required readings, modules, and assignments from HIED weebly site - <http://ecuhied.weebly.com/>

Other required resource: Taskstream subscription (see instructor for details)
1 spiral notebook, scotch tape, scissors, gluestick, colored pencils

Other technological resource: In addition to one of the texts you see listed above, you will also need to purchase or access video technology for use in senior I and senior II. Here are the three options you have for this:

1. Purchase a digital video recording device capable of producing mp4 format videos
2. Purchase or access an iPad with video recording capabilities
3. Purchase/access a webcam (with laptop) and computer software found at <http://www.nchsoftware.com/capture/index.html>

Course description – The purpose of this course is to introduce students to some of the methods and accompanying resources used for teaching the social studies in high school classrooms. Among other instructional approaches, class sessions will make particular use of lectures, seminars, group exercises, role-playing and simulations, and student presentations. The rationale behind such a varied instructional approach is to engage students in many of the teaching strategies that can be used in the contemporary social studies classroom. As it is the intent of the instructor to model many of the teaching strategies utilized in today's social

studies classrooms, students should take careful note of not only the content, but also the context of instruction in this course. Students will also design, implement, and evaluate their own curricular units. They will be introduced to and make use of existing national and state standards and resources in developing these units.

Course objectives – Teacher candidates will develop skills and knowledge to be able to:

1. constantly inquire into the nature and meaning of the social studies. **(INTASC 4 and 5)**
2. design engaging and meaningful social studies lessons centered on accepted curriculum standards. **(INTASC 7 and 8)**
3. implement instruction using a variety of best practice and research based strategies that meets the needs of a wide array of learners. **(INTASC 5 and 8)**
4. create direct connections between the instruction in a given lesson to formative assessments that will inform and shape the teaching of that material. **(INTASC 6 and 7)**
5. actively and persistently reflect on teaching practices. **(INTASC 9)**
6. develop skills and attitudes that prepare students to become effective democratic citizens. **(INTASC 4 and 5)**
7. encourage diversity in their classrooms through the content and context of instruction. **(INTASC 1, 2, and 3)**
8. collaborate with colleagues/peers to enhance own and collective instructional practice. **(INTASC 10)**

Attendance:

Students are expected to attend class and participate fully as a demonstration of professionalism and positive work habits. **One** unexcused absence will be allowed during the entirety of the semester. Beyond that one absence, **only absences with prior approval by the course instructor or university approved absences with appropriate university documentation will be accepted.** Unexcused absences will result in a 5 point deduction from the final overall grade. Attendance is defined as being present, on time, and prepared. Three late arrivals or early departures equal one unexcused absence.

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University's Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Academically violating the Honor Code consists of the following:

- A. Cheating -Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- B. Plagiarism -Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.

- C Falsification -Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- D. Attempts -Attempting any act which if completed would constitute an academic integrity violation as defined herein.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Continuity of instruction - In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

Teacher Education Requirements:

All candidates in teacher education programs are required to follow the guidelines and stipulations outlined in the "Welcome to Educator Preparation Handbook." These requirements and guidelines range from GPA requirements and professional dispositions to Upper Division, practicum, and internship policies and procedures. It is the responsibility of all teacher education candidates to know the requirements and guidelines stated in the "Welcome to Teacher Education Handbook."

Assignment and grading policy:

All assignments are due at the beginning of class on the date indicated on the syllabus. Blackboard postings are to be submitted no later than 11:59 pm on the date indicated on the syllabus. **Assignments turned in late will be lowered 11 points for each day past the due date.** All assignments must be word-processed using standard size (10 or 12 pt.) traditional font (Times New Roman, Arial, Courier New).

TQP Modifications

As a direct result of TQP Summer Institutes from 2012-2014, several modifications have been made to this course that center teacher candidates on a strategic and literacy focused approach to teaching social studies. Those areas that align with TQP initiatives and institutes are highlighted in yellow throughout the syllabus.

Grading Scale: A minimum grade of C (a 73 or above) is required in this course (and all other UD courses) for advancement in the History Education program.

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
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C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	.7
F	Below 60	0

- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF "F" FOR THE COURSE.
- NO INCOMPLETES will be given.

Requirements: Most of the assignments completed in this course will be focused around two areas: (a) preparation for completion of tasks for edTPA and (b) analysis of instruction in your and others' classrooms. The following assignments center on these two areas of focus.

HIED/ENED 4323/6600 retreat (INTASC 9 and 10)	10%
Model Unit analysis map (UAM) (INTASC 6, 7 and 8)	10%
Detailed lesson plan for one lesson in UAM (INTASC 7 and 8)	10%
Video and self-analysis of senior I teaching (4) (INTASC 9)	25%
PLC "Coffee circles" (INTASC 10)	10%
ISLES-S 3 (INTASC 1, 2, 3, 4, 5, 7, and 8)	25%
In class/web assignments and activities,	<u>10%</u>
Interactive Notebook	100%

HIED 4323
Course Calendar

Date (Internship week)	HIED 4323 topic/ <u>assignment</u>	Internship site work
<p>It is the intent of the ENED and HIED methods instructors that students in HIED 4323/6600 and ENED 4323 will participate in an off-campus retreat at the Ironwood Country Club aimed at perfecting planning and building community among students in the courses. This retreat is a required component, but if any students are unable to attend, an alternate set of assignments will be provided that mirror the experience and allow content from the retreat to be shared. More details will be made available once dates are finalized.</p>		
8/20	(1) Intro to senior I and course (2) New learning opportunities in HIED – retreat and PLCs (3) Introduction to ISLES-S 3 (4) Introduction to HIED Weebly (5) Interactive Notebook Begin reading Wineburg – <i>Historical Thinking</i>	Make initial visit and conduct full day observation in internship site Determine topic with CT for 10 minute teaching segment at beginning of one class session during week of 9/9-9/13 (video this 10 minute segment)
8/22	-Learning Theories Boot Camp (see related resources on HIED 4323 weebly) -Continue reading Wineburg – <i>Historical Thinking</i>	
8/27	-Classroom management Boot Camp – models and techniques (See related resources in 4323 weebly) -Continue reading Wineburg – <i>Historical Thinking</i>	Continue observation in internship site and complete observation protocol Determine topic with CT for 10 minute teaching segment at beginning of one class session during week of 9/9-9/13 (video this 10 minute segment)
8/29	-What does it mean to foster historical thinking through literacy? Why should we plan with literacy in mind (analysis of our Lesson Plan model)? -Continue reading Wineburg – <i>Historical Thinking</i> Online analysis of opening procedure used by CT. Analysis document due in assignment link in Bb by 11:59 pm on 9/4	
9/3	How do we build a culture of literacy in our classrooms without sacrificing valuable content? Continue reading Wineburg – <i>Historical Thinking</i> Unit analysis map (3 lesson learning segment related to ISLES-S 3 topic) due in assignment link in Bb by 11:59 pm on 9/6	Continue observation in internship site and complete observation protocol Deliver 10 minute lesson segment at the beginning of a class session. CT will video this 10 minute lesson segment. This will be uploaded to TASKSTREAM by 11:59 pm on 9/13.

9/6	<p>Tools for creating truly engaging classroom presentations and content experiences (powerpoint, prezi, Blendspace, LiveBinder, weebly, educannon, etc.) – Flipping and Spinning</p> <p>Continue reading Wineburg – <i>Historical Thinking</i></p> <p>Upload procedural video to taskstream by 11:59 pm on 9/13</p>	
9/10	<p>What challenges do we face in today’s classroom environment when we try to really engage students?</p> <p>Finish reading Wineburg – <i>Historical Thinking</i></p> <p>Lesson plan for one lesson from UAM learning segment due to assignment link in Bb by 11:59 pm on 9/13</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Determine topic with CT for 20+ minute direct instruction segment during one class session during week of 9/23-9/27 (video this 20 minute segment)</p>
9/12	<p>Take online quiz on <i>Historical Thinking</i> – quiz linked through HIED weebly page by start of class today</p> <p>Seminar on Wineburg – <i>Historical Thinking</i></p>	
9/17	<p>Building dialectical and dialogical classrooms – the art of “discussion”</p> <p>Begin reading <i>History in the Making</i></p> <p>Review “Discussion” resources found on HIED weebly site</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Deliver and have CT video 20+ minute direct instruction segment in one class. Upload and share with instructor a 10 minute segment of this lesson in taskstream by 11:59 pm on 9/25.</p>
9/19	<p>Is there such a thing as too much classroom talk?</p> <p>Continue reading <i>History in the Making</i></p> <p>Review “Discussion” resources found on HIED weebly site</p> <p>Upload a 10 minute segment of this lesson in taskstream by 11:59 pm on 9/25</p>	

9/24	<p>Analyzing primary sources – strategies and techniques</p> <p>Access and view the “3 professors” videos – accessible through HIED weebly site</p> <p>Access and review the “Primary source analysis” resources and documents on the HIED weebly site</p> <p>Continue reading <i>History in the Making</i></p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Determine topic with CT for a lesson of your combined choice to be co-taught with CT.</p> <p>Continue observation in internship site and complete observation protocol</p> <p>Deliver and have CT video 20+ minute direct instruction segment in one class. Upload and share with instructor a 10 minute segment of this lesson in taskstream by 11:59 pm on 9/25.</p>
9/26	<p>What is an appropriate model for analyzing sources in the 9-12 classroom?</p> <p>Continue reading <i>History in the Making</i></p>	
10/1	<p>Utilizing historical fiction and storytelling in the history classroom</p> <p>Review related module in HIED Literacy Modules – see weebly site</p> <p>Complete reading <i>History in the Making</i></p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Co-teach a lesson (free choice) with your CT and complete reflection on that lesson.</p>
10/3	<p>Are we mis-teaching /mis-telling history if we tell and share fictional stories in our classrooms?</p> <p>Review related module in HIED Literacy Modules – see weebly site</p> <p>Complete reading <i>History in the Making</i></p> <p>Co-taught lesson reflection due to assignment link in Bb by 11:59 pm on 10/11</p>	
10/5-10/8	ECU fall break – no class	
10/10	Seminar on <i>History in the Making</i> – What are the benefits and issues of using historiography in the classroom?	<p>Students who observe on Monday or Tuesday will not visit internship site this week.</p> <p>Continue observation in internship site and complete observation protocol (for interns observing on Wed.-Fri.)</p> <p>Determine topic with CT for 20-30 minute content reading or source analysis teaching segment in one class during week of 10/21-10/25 (video this 20 minute segment)</p>

10/15	<p>Uses and abuses of film in the social studies/history classroom</p> <p>Access and review resources and documents on using film in social studies/history – accessible through HIED weebly site</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Deliver and have CT video 20-30 minute content reading or source analysis teaching segment in one class. Choose a 10 minute segment of this lesson to upload to taskstream by 11:59 pm on 10/26.</p>
10/17	<p>Why is film so often misused in social studies/history classrooms and how can we prevent such misuse?</p> <p>Upload chosen 10 minute segment of the overall 20-30 minute source analysis video and accompanying reflection to taskstream by 11:59 pm on 10/26.</p>	
10/22	<p>Task 2 edTPA Example/discussion in class (Independent work on ISLES-S 3 planning and preparation for PLC Coffee Circles)</p>	<p>Continue observation in internship site and complete observation protocol</p>
10/24	<p>Independent work on ISLES-S 3 planning and preparation for PLC Coffee Circles – NO F2F CLASS</p>	
10/29	<p>Socratic seminars and whole group discussions – adding depth to social studies/history content</p> <p>Access and review materials on “Seminar and discussion” page of HIED weebly site</p> <p>Read “Babylon Revisited” by F. Scott Fitzgerald</p> <p>Meet with PLC Coffee Circle group as assigned</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Determine topic with CT for 20-30 minute whole class discussion lesson during one class session during week of 11/11-11/15 (video this 20-30 minute segment)</p>
10/31	<p>Socratic seminar demonstration on “Babylon Revisited” by F. Scott Fitzgerald. <u>BE SURE SHORT STORY IS READ BEFORE ATTENDING CLASS.</u></p> <p>Meet with PLC Coffee Circle group as assigned</p>	

<p>11/5</p>	<p>Are DBQs (stimulus oriented constructed response items) the best way to unify all elements of effective history instruction?</p> <p>Complete reading Whipple – <i>Writing Strategies</i></p> <p>Review instructions for ISLES-S 3 in taskstream. Complete preliminary work for ISLES-S 3.</p> <p>Meet with PLC Coffee Circle group as assigned</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Deliver and have CT video 20-30 minute whole class discussion lesson. Choose a 10 minute segment of this lesson to upload to taskstream by 11:59 pm on 11/16.</p> <p>Determine lesson topic and complete preliminary planning work for ISLES-S 3 in consultation with CT. ISLES-S 3 will need to be completed by 12/5.</p>
<p>11/7</p>	<p>Teaching students to write in social studies/history classrooms.</p> <p>Read through Whipple – <i>Writing Strategies</i></p> <p>Review instructions for ISLES-S 3 in taskstream. Complete preliminary work for ISLES-S 3.</p> <p>Upload chosen 10 minute segment of the overall 20-30 minute whole class discussion video and accompanying reflection to taskstream by 11:59 pm on 11/16.</p> <p>Meet with PLC Coffee Circle group as assigned</p>	
<p>11/12</p>	<p>Begin Interactive Notebooks</p> <p>Read through Whipple – <i>Writing Strategies</i></p> <p>Review instructions for ISLES-S 3 in taskstream. Complete preliminary work for ISLES-S 3.</p>	<p>Continue observation in internship site and complete observation protocol</p> <p>Delivery and video of ISLES-S 3 lesson.</p>
<p>11/14</p>	<p>Continue Interactive Notebooks</p> <p>Complete reading Whipple – <i>Writing Strategies</i></p> <p>Review instructions for ISLES-S 3 in taskstream. Complete preliminary work for ISLES-S 3.</p>	

11/19	<p>NO FACE-TO –FACE CLASS TODAY</p> <p>Interactive Notebooks</p> <p>Cooperative learning strategies and techniques – Complete cooperative and collaborative learning module on “Concept to classroom” website (see HIED weebly site for link)</p> <p>Complete online Socrative assessment by 11:59 pm on 11/29</p> <p>Review instructions for ISLES-S 3 in taskstream. Complete preliminary work for ISLES-S 3.</p>	<p>Continue observation in internship site and complete observation protocol (for interns observing on Mon. and Tues.)</p> <p>Students who observe on Wed.-Fri. will not visit internship site this week.</p>
11/21	<p>Reflecting on practice – analyzing, appraising, and transforming practice</p> <p>Access and review “Reflection” documents on HIED weebly site</p> <p>Complete Interactive Notebooks</p> <p>Complete ISLES-S 3 and submit to taskstream. Completed ISLES-S 3 is due in taskstream by 11:59 pm on 12/12</p>	<p>Delivery and video of ISLES-S 3 lesson (if needed).</p>
11/27-12/1	THANKSGIVING	
12/3	<p>The art of self and peer evaluation of teaching – being a good teacher, being a good colleague</p> <p>Complete ISLES-S 3 and submit to taskstream. Completed ISLES-S 3 is due in taskstream by 11:59 pm on 12/12</p>	
12/12 Class meets 8:00-10:30 am	<p>Final Exam - Completed ISLES-S 3 is due in taskstream by 11:59 pm on 12/12</p> <p>Senior II and edTPA overview</p>	<p>All senior I paperwork is to be completed by this session</p>

	<p>Represents class sessions and assignments that have been reformed/revised to align with ECU TQP initiatives</p>
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