EDUC 431: Teaching Social Studies in Elementary School
Winter 2015, Thomson & Greene

ED 431: TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Winter Term, 2015
Wednesdays, 8:30 am – 11:30 am Room 2218

Instructor: Hillary Greene
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Office hours: By appointment

COURSE OVERVIEW
This course is designed to prepare you to teach social studies effectively to diverse populations of students in grades K-8. This course will also develop your understanding of the thinking, reading, and writing that is central to social studies and of how social studies and literacy goals can be integrated. Teaching social studies at the elementary and middle school levels provides the opportunity to develop students’ critical thinking and literacy practices as well as their understanding of the world around them and their role in it. Teaching elementary and middle school social studies prepares students for citizenship in their communities and their country.

Studying social studies is a process of inquiry that involves asking questions, conducting investigations, analyzing texts (we use text broadly and include photographs, films, internet resources, books, historical artifacts and documents, etc.), developing arguments or opinions, and communicating conclusions. Reading, writing, and thinking are embedded in that inquiry process. High leverage practices such as modeling the use of literacy tools and strategies, facilitating discussion, finding and using appropriate social studies resources, planning lessons with backward design, and reflection will help you develop your students’ understanding of social studies content, concepts, and literacy practices.

The course is geared toward practical experiences, each of which reinforces important concepts underlying our approach to social studies instruction. There is one field-based assignment each month of this semester, for a total of four assignments. The first two assignments involve interviews with one child; the last two assignments involve teaching a lesson to an entire class. Our work in social studies methods is literacy rich. We will work regularly with informational texts alongside content as you learn to teach reading, speaking, listening, writing, and critical thinking.

COURSE GOALS AND OBJECTIVES
This semester we ask several core questions:
1. What is social studies and why should we teach it?
2. Who are our students, how do they think about social studies, and how can we build on their knowledge and meet their needs?
3. How do we teach ways of thinking, reading, and writing in social studies?

This course also has specific objectives related to understanding and teaching social studies as a subject area. The overarching goal is to have students learn social studies in a way that reflects the integrity of the disciplines and reflects students’ interests, experiences, etc. In this course you will:
1. Learn key concepts and ways of thinking to support social studies investigations (e.g., inquiry and text-based reasoning; accounts and significance; change, continuity, and chronological thinking; perspective recognition; place and interaction between people and their environment; spatial reasoning; values of American democracy; structure, function, & purposes of government; role of citizens; costs and benefits; scarcity; producers & consumers; needs & wants; cause and consequence), and identify how to integrate them into lessons (HLP #1, 9).
2. Elicit, listen to, notice and respond to students’ thinking, particularly how students process written and visual texts and think about social studies content (HLP #5, 9). Attending and responding to students’ thinking includes honoring students’ incoming knowledge, interests, experiences, and culture.

1In constructing this syllabus we drew heavily on the ideas of several people and appreciate their good thinking and generosity: Teresa McMahon and Melissa Stull of the University of Michigan; Elise Fillpot of Bringing History Home; Kim Heckart of the University of Iowa; Carla Peck of the University of Alberta; Hilary Conklin of DePaul University; Lisa Eaker, Brie Walsh, & Michael Neel of the University of Maryland; and Sam Wineburg and Daisy Martin of Stanford University.
3. Find, select, and work with social studies resources to create representations of social studies content that reflect the integrity of the disciplines (HLP #3, 13). Recognize the dominance of some narratives and make choices to share silenced narratives to help students recognize multiple perspectives as well as their own perspective reflected in social studies topics.

4. Form and ask questions in discussion that engage students in the process of inquiry, make their thinking visible, and extend their thinking (HLP#2, 4).

5. Model key literacy and thinking practices for students so that the practices and your thinking are visible to students learning them (HLP #1).

6. Use backward design to plan investigations (a lesson and a sequence of lessons) that give students the opportunity to engage in inquiry and the support to develop their social studies thinking, reading, and writing practices (including defining learning goals, instructional sequencing, assessment, differentiation based on learners’ needs and background) (HLP#10, 11, 13, 15).

7. Enact and rehearse investigative lessons to support a specific learning goal (HLP #14, 16).

8. Analyze your teaching with attention to what’s working and not working, and reflect on how you might improve (HLP #19).

In this course we will work on developing your content knowledge for teaching as well as your skills in enacting several high-leverage teaching practices. This course strives to balance conceptual understandings and practical approaches. By the end of the semester, you should emerge with a solid understanding of social studies content, literacy practices, learning, and teaching, as well as concrete strategies for the classroom. In the complex endeavor that is teaching, your practical experiences will augment your understandings; I hope both will guide your decision-making as a professional in the future.

CLASS NORMS

Stay in Touch with the Instructor
Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Use of Personal Technology
Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time, and will result in a reduction in your participation grade. During class we will have “on” and “off” times. Most of the time in class will be an “off” time; during these “off” times we will have electronics-free discussions and your laptops should not be used. Assume we’re in a technology “off” time, unless otherwise stated. We will purposefully pull out laptops or tablets during “on” times when we have activities that require technology. Cell phones should be off and away during class. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Let me know if there is an emergency that affects your need for using a phone during class time.

Rehearsals
A portion of our class time will be spent rehearsing teaching practices that you are learning. These rehearsals will give you the opportunity to try out or observe important practices in a sheltered, supportive environment. The goal of rehearsals is to help everyone in the class (not just the person rehearsing) improve their understanding and implementation of a particular teaching practice. Some rehearsals will take place in a whole-class setting; others will take place in a small group setting. Some rehearsals will be scheduled ahead of time and you will be expected to prepare what you rehearse (e.g., in preparation for conducting your student interview #2, visual inquiry lesson, and public issues exploration lesson with children) in a whole-class or small-group setting. Other rehearsals will occur more spontaneously and will not include advance preparation. These rehearsals will take place with the whole-class or in table groups. Regardless of the setting, I expect you to put forth your best effort and try new practices so that
you and your peers have the opportunity to learn from rehearsals. I may ask you to rehearse, or you may volunteer to rehearse. When someone else is rehearsing, I expect you to be a cooperative, supportive participant and work together toward the goal of understanding effective practice.

Discussions

Discussions will take place at table groups and as a whole class. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other’s ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives.

Consider these behavioral practices and cautions to support active listening as you participate in class:

Good practice includes:
- looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others’ ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters.

Some cautions to avoid include:
- interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.

COURSE MATERIALS AND READINGS

A CTools site has been created for this course where you will find all resource materials (syllabus, information sheets for specific assignments, readings in pdf format, and additional resources for your work this semester). This course will require three books. All other course readings will be available via our CTools site.


COURSE ASSIGNMENTS AND GRADING

Below are brief descriptions of the class assignments: detailed instructions will be distributed in class and posted on our CTools site. There are 4 major field-based assignments—one is due each month of this course. You will also be responsible for discussing and writing about readings in class, participation in class activities, and regular attendance.

Post completed work to the appropriate Edthena Exploration before class; otherwise, work will be considered late and the grade will be lowered. If extenuating circumstances prevent you from turning in an assignment on time, please contact me via email prior to the submission deadline. Unexcused late work will impact your grade in correspondence with how late the work is submitted (for example, points may be lost for each day of lateness).

1) Student Think-Aloud: Eliciting, Listening to, and Responding to Student Thinking (10 points—Due Class 4, 1/28)

You will individually interview one student from your field placement using several pictures all related to schooling at different points in time in this country. You will conduct the interview by asking the student to think aloud as she or he examines the pictures. Your goal is to practice eliciting, listening to, noticing, and responding to your student’s thinking about social studies documents and content. The experience will help you understand how a student thinks about time, change, and continuity—key social studies concepts—as well as how s/he works with social studies documents. I will give you the pictures you’ll need as well as some questions. You will also devise your own follow up “discussion moves” to elicit, listen to, and respond to your student’s thinking. You will video record this interview and upload the video to Edthena. Then, you will individually write up your analysis of your student’s reading, thinking about the content, background knowledge of the topic, and responses to your questions. Work with your mentor to plan which student to interview and when and where to interview the student for 10-20 minutes.

Summary

Our Scaffold: We will provide the pictures as well as some questions.
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Social Studies Content: Schooling  
Social Studies Concepts: Time/chronological thinking, change & continuity  
High Leverage Teaching Practices: Elicit, listen to, notice, and respond to students’ thinking (HLP #5, 9)

1/14: In class, rehearse eliciting, listening to, and responding to student thinking with the documents  
1/15, 1/20, 1/22, 1/27: Interview your student, video record it, and upload video to Edthena  
1/28: Submit your analysis of the student interview to CTools Assignments folder

2) Teacher-Led Modeling of a Social Studies Reading Strategy with One Student (20 points—Due Class 6, 2/18)

You will select two historical documents during our field trip to the Bentley Historical Society and pair them with a central question to investigate. In order to help a child investigate this question using the documents, you will teach a social studies reading strategy—select either sourcing or contextualization. The focus should be on modeling the reading strategy to help students investigate the central question with the selected texts—the reading strategy is a tool for students and modeling should take no more than 5 minutes.

You may plan this interview individually or collaboratively, by selecting and preparing materials with others teaching at the same grade level. In planning, you will create a script for what you’ll say when you model and annotate documents that represent what you’ll show students as you model. You will conduct the student interview and complete the analysis of it individually. During the “interview,” you will model a social studies reading strategy for no more than 5 minutes. Then, you will guide the student as she or he practices using that reading strategy. When you model, you will help the student learn a new reading strategy by naming the strategy, explaining its importance, showing the student how you use the strategy, and share your thinking out loud as you use the strategy. You will video record this interview and upload the video to Edthena. Then, you will individually write up your analysis of your modeling and your student’s understanding and uptake of the reading strategy. Work with your mentor to plan which student to interview and when and where to interview the student for 10-15 minutes.

Summary  
Our Scaffolding: We will work in class to select and adapt texts, identify a central question, and rehearse your modeling  
Social Studies Content: Grade-level appropriate content, TBA.  
Social Studies Concepts: Evidence—Sourcing or Contextualization, Reading Informational Texts  
High Leverage Teaching Practices: Find, select, and work with social studies resources to create representations of social studies content that reflect the integrity of the disciplines (HLP #3, 13); Model key literacy and thinking practices for students so that the practices and your thinking are visible to students learning them (HLP #1).

2/4: Turn in your document set and central question via CTools. Bring annotated documents and central question to class for use when you model your reading strategy; rehearse your modeling.  
2/5, 2/10, 2/12: Interview your student, video record it, and upload video to Edthena  
2/18: Submit your analysis of the student interview to CTools Assignments folder

3) Visual Inquiry Lesson: Plan, Enactment, & Analysis (20 points—Due Class 10, 3/18)

You will plan and teach a Visual Inquiry Lesson (either to the whole class or a group). You may plan this individually or collaboratively. However, you will enact and analyze/reflect on the lesson individually. You will turn in the four major components of this project: 1) the lesson plan, which I will set up around a central question and a set of images that align with grade-level social studies expectations; 2) the video recording of your enactment of the lesson; 3) the analysis, which draws upon your experience teaching, your reflection on viewing the recorded lesson, and your assessment of student work; and 4) samples of students’ written work from the lesson. We will heavily structure the lesson plan so that you can focus on constructing good questions to elicit and respond to student thinking and get feedback before teaching. Once you teach your visual inquiry lesson, you will individually analyze how the lesson went and what students learned. This assignment will require you to video record your teaching and upload it to Edthena. Then, you will write up an analysis which draws upon your experience teaching the lesson, your reflection on viewing the taped lesson, your assessment of student work, and consideration of any feedback provided by your mentor teacher and field instructor.

Summary
Our Scaffolding: We will provide the central focus question and images. You may choose to use different images and questions.

Social Studies Content:
K- Kitchens over time; 1/2- Main Street over time; 3- Native American-European interactions in Michigan; 4- Maps of Michigan over time or the Assembly Line; 5- Colonial protest leading to the Revolution

Social Studies Concepts: Continuity and change, Chronological thinking, Cause & Consequence, Multiple Perspectives, Evidence

High Leverage Teaching Practices: Elicit, notice, and respond to students’ thinking (HLP #5, 9); Form and ask questions in discussion (HLP#2, 4); Use backward design to plan a lesson (HLP#10, 11, 13, 15); Enact lessons and reflect on how they might be improved (HLP #14, 16, 19).

2/18: Bring draft Visual Inquiry Lesson with leveled questions to guide discussion to class
2/25: Rehearse your VIL in class
2/26, 3/10, 3/12, 3/17: Teach VIL, video record, and upload to Edthena
3/18: Submit your final VIL lesson and analysis of the lesson to CTools

4) Public Issues Exploration Lesson: Plan, Enactment, & Analysis (30 points—Due 4/15)
You will plan and teach a Public Issues Exploration lesson—an investigation of a public issue of concern to your students (either to the whole class or a group). You may plan this individually or collaboratively. However, you will enact and analyze/reflect on the lesson individually. You will turn in the three major components of this project: 1) the lesson plan, which will require you to adapt existing curriculum resources or create your own; 2) the video recording of your enactment of the lesson; and 3) the analysis, which draws upon your experience teaching and your reflection on viewing the recorded lesson. You will have the opportunity to rehearse part of your lesson and get feedback before teaching. Once you teach a portion of your Public Issues Exploration, you will analyze how the lesson went and what students learned. This assignment will require you to video record your teaching and upload it to Edthena. Then, you will individually write up an analysis which draws upon your experience teaching the lesson, your reflection on viewing the taped lesson and consideration of any feedback provided by your mentor teacher and field instructor.

This lesson sequence integrates literacy with social studies and will focus on a public issue facing the classroom, school, local, state, or national community. The GLCE’s guiding this lesson sequence are P3 and P4: “Public discourse, decision making, and citizen involvement.” Each grade level has a slight variation on this theme and your lesson should reflect the goals appropriate to your grade level and/or your mentor’s goals and plans. Students will read, discuss, and write about the public issue by analyzing a public issue and making a claim about it. The lesson sequence will include an introduction focused on teaching relevant background knowledge, modeling and practice in reading social studies texts and modeling and practice in writing an opinion or argument. If there is time, the lesson will include a discussion between reading and writing. The overall goal of this lesson sequence is to involve students in a process of inquiry and investigation of a relevant public issue, while helping them develop the literacy tools and analytical thinking they need to do this work.

Summary
Social Studies Content: Public issues, citizenship/rights and responsibilities of citizens, U.S. Constitution

High Leverage Teaching Practices: Find, select, and work with social studies resources (HLP #3, 13);
Model key literacy and thinking practices (HLP #1); Teach relevant background information (HLP #1, 9);
Use backward design to plan a sequence of lessons (HLP#10, 11, 13, 15); Enact and rehearse lessons and reflect on how they might be improved (HLP #14, 16, 19).

3/25: Complete a draft of your PIE & rehearse modeling a writing strategy in class.
3/26, 3/31, 4/2, 4/14: Teach PIE, video record, and upload to Edthena.
4/15: Submit your final PIE lesson plan and analysis of your enactment to CTools Assignments folder.

5) Homework Assignments & Course Readings (10 points)
(A) Snapshot Autobiography and Personal History Sources (Due Class 2, 1/14). The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection,
significance, storytelling, truth, and felicity. Take a piece of 8½ by 11 piece of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill 2/3 of each panel with your narrative and use the bottom 1/3 as a place to illustrate your narrative with a small (hand-drawn) picture. Don’t spend a lot of time on the pictures or narrative. Have fun. ☺ Also, on the second day of class, bring in two sources that have meaning to you and tell us something about your life—1 should focus on your life outside of the SOE and 1 source should focus on your time since being a part of the SOE.

(B) Reflections on Course Readings. At the beginning of most classes, you will write a response to the course readings for that day. These responses should include your thinking about the readings as well as specific examples from the readings to support your thinking. Your responses should demonstrate your understanding of the reading, questions that you have about the readings, and how you might challenge or extend the ideas found in the readings. There are reading guides posted on CTools for each week of class with questions to guide your reading for that week. Use these reading guides to prepare for your in-class writing. These will be graded on a check plus (.5 points), check (.4 points), or check minus (.3 points) scale.

6) Participation and Attendance (10 points)
Attendance: Attendance is an expectation in this class as a form of professionalism. I expect you to attend every class, to arrive on time for a prompt start, to stay till the end, and to participate in and contribute to class. It is vital that you attend every class session if at all possible. If you cannot be present for a class session, let me know by e-mail by 8:00AM the day of class. Acceptable absences include absences due to religious holidays; please let me know at the start of the semester if you will miss class for this reason. While it will not be possible to recreate a missed class, please make arrangements with me to complete alternative work that will support the learning you missed. I will specify the due date for this assignment. For each absence you will lose ½ a point and for each time you are late you will lose ¼ point from your participation and attendance grade. More than two absences from the class will make successful learning of the material in the course challenging and put you in danger of not being able to complete the course successfully. The Office of Teacher Education will be notified if there is more than one absence. Participation points will be deducted for absences and late arrivals. Three absences—excused or unexcused—is grounds for failing this course.

Participation: Participation is an expectation in this class as a form of professionalism. I expect your full participation in class each week. This includes active engagement with your peers during class on course topics, listening to others and sharing your ideas, written and oral reflections on your work with students, discussion and analysis of readings, thorough preparation for your field-based assignments, and overall professionalism.

Sensible use of technology is part of your professional participation. If technology is distracting you from participating, that will factor into your participation and, importantly, our overall class experience. Please be aware of how you are using technology and whether it is helping or hurting your participation.

I will provide a reading guide each week to direct your reading and help you prepare for class. These guides are intended as support, but you will not be required to submit them. Write out ideas or supporting excerpts from the readings in response to the questions or print and annotate the readings so that you are prepared to contribute to classroom discussions.

Grading
The system is based upon earning points for each of the course requirements. You should be able to determine your class grade at any point in the course by totaling your points earned and dividing them by the points possible up to that time. Grades will also be posted on CTools. The University of Michigan, School of Education requires a grade of C or better in your education courses. Failure to meet this requirement will result in re-enrollment in the course, which will jeopardize progress through the program.

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<td>94-100</td>
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Written work for this course must be of high quality – without significant spelling errors, misuse of grammar or punctuation, and with thoughtful sequencing of ideas. Papers that do not meet these high standards will lose points. Grades will also be lowered for late work, unless alternative arrangements have been made in advance with the professor.

ADDITIONAL POLICIES AND RESOURCES

Religious Observances
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term.

Accommodations for Students with Disabilities
If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Academic Integrity
All work must be your own and done specifically for this course. Be sure to provide citations and attribution for the work of others included in your written work if you do use other resources. This includes references or resources in any media form (including the web) you used. University policy is very clear on the issue of plagiarism. For specific information about this issue see www.lib.umich.edu/acadintegrity/students.

Counseling Services
“CAPS” (Counseling and Psychological Services) is a campus resource available to students who would like support in maintaining their mental health. See http://caps.umich.edu/. They offer individual counseling, support groups, lunch sessions, and workshops. The office is in the Michigan Union, on the third floor.

Inclement Weather
U-M rarely closes, but in the case of inclement weather you should check relevant sources (local radio and TV stations report on school closings) to determine if U-M is closed. If U-M closes, I will be in touch via e-mail. If U-M does not close but the weather is severe, I will be in touch via e-mail to confirm that class will be held.
## Schedule of Classes, Readings, and Assignments (subject to modification)

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<th>Class</th>
<th>Focus</th>
<th>Readings for Class</th>
<th>Assignments Due</th>
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<tr>
<td><strong>PART I. Understanding Social Studies and Student Thinking</strong></td>
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| #1, 1/7 | Social Studies as inquiry & investigation  
*Historical significance, personal history, and culturally responsive pedagogy* | None | None |
| #2, 1/14 | Social Studies as inquiry & investigation: Considering student thinking about time, change, & continuity  
- Ritchhart, Church, Morrison (2011). Putting Thinking at the Center in Making Thinking Visible (Chapter 2, pp. 23-39).  
Optional children’s book: Rochelle, R (2014). The history of me. | Bring to class:  
Personal artifacts & snapshot autobiography DUE today  
To do: Work out with mentor which students you can interview and when for the first and second assignments. If possible, discuss potential implementation times and topics for the VIL and PIE assignments. |
| **PART II. Using Informational Texts to Support Inquiry in Social Studies** |
- Timeline guide from Bringing History Home, (http://teachinghistory.org/teaching-materials/teaching-guides/24347)  
Optional children’s books: My Brother Sam is Dead, War comes to Willy Freeman | To do: Complete Student Think Aloud for Assignment #1. |
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<tr>
<td>#4, 1/28</td>
<td><strong>Finding, selecting, and preparing texts</strong>&lt;br&gt;<strong>Framing texts with central questions</strong>&lt;br&gt;<strong>Field trip: Meet at the Bentley Historical Library</strong>&lt;br&gt;<strong>Michigan history</strong></td>
<td>• Caron (2005). What leads to the fall of a great empire? Using central questions to design issues-based history units. <em>The Social Studies</em>, pp. 51-60.&lt;br&gt;• Wineburg &amp; Martin (2009). Tampering with history: Adapting primary sources for struggling readers. <em>Social Education</em>, 73(5), pp. 212-216.&lt;br&gt;And, choose 1 children’s migration reading related to Michigan history:&lt;br&gt;• Wheelan, G. (1987). <em>Next spring an oriole</em>. (historical fiction)&lt;br&gt;• Ameri &amp; Lockwood (2001). <em>Arab Americans in Metro Detroit: A pictorial history</em>. (nonfiction)&lt;br&gt;• McKissack (2000). <em>Color me dark: The diary of Nellie Lee Love, the Great Migration North [Dear America]</em>. Excerpts pp. 3-7, 12-14, 15-16, 21-23, 26-29, 30, 31, 36-40, 42-44, 49-50, 55-57, 60-64, 71, 76-78. (historical fiction)&lt;br&gt;• Greenfield (2011). <em>The Great Migration: Journey to the North</em>. (historical fiction)</td>
<td><strong>Assignment DUE:</strong> Submit Student Think Aloud to CTools “Assignments” folder before class.&lt;br&gt;<strong>To do in class:</strong> Meet at the Bentley Historical Library. 1150 Beal Ave, Ann Arbor, MI 48109. Your goal is to find and adapt two documents to teach a social studies reading strategy and pair with a central question.</td>
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<td>#5, 2/4</td>
<td><strong>Modeling social studies reading strategies to support investigations</strong>&lt;br&gt;<strong>Rehearsals: Modeling a reading strategy</strong></td>
<td>• Collins, Brown, &amp; Holum. (1991). “Cognitive apprenticeship: Making thinking visible.” <em>American Educator.</em>&lt;br&gt;• Zarnowski (2006). Multiple perspectives. <em>Making sense of history</em> (Chapter 5, pp. 103-132)&lt;br&gt;• Read the Common Core State Standards for ELA, C3 Framework for Social Studies Standards, Michigan GLCE’s for Social Studies for your grade level.</td>
<td><strong>Bring to class:</strong> Draft annotated/prepared Bentley documents with central question and “Document Chart” that clarifies (1) Why you selected this reading strategy with these documents? (2) Why did you select these documents? What do you expect the student to get out of them? (3) How did you adapt the documents to make them accessible?&lt;br&gt;<strong>To do:</strong> Work out with mentor what topic is best for your VIL (of options posted on CTools) and when you can teach the VIL.</td>
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<td>#7, 2/18</td>
<td><strong>Using text-based discussion to promote inquiry &amp; investigation in social studies: Visual Inquiry Lesson</strong>&lt;br&gt;<strong>Geography</strong></td>
<td></td>
<td>Assignment DUE: Submit Assignment #2/Teacher-Led Modeling to CTools “Assignments” folder before class.&lt;br&gt;<strong>Bring to class:</strong> VIL questions for your lesson</td>
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(AAPS closed this week)
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<thead>
<tr>
<th>Class</th>
<th>Focus</th>
<th>Readings for Class</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>#10, 3/18</td>
<td><strong>Teaching argument &amp; opinion writing to support and share social studies investigations</strong></td>
<td>• De La Paz. (2001). Stop and Dare: A persuasive writing strategy. <em>Intervention in school and clinic</em>, 36(4), pp. 234-243.&lt;br&gt;• Monte-Sano (2012). Build skills by doing history. <em>Phi Delta Kappan</em>, p.62-65.&lt;br&gt;• Duke or Calkins, TBD</td>
<td><em>Assignment DUE:</em> Submit final VIL lesson plan and video analysis to CTools “Assignments” folder.&lt;br&gt;<em>Bring to class:</em> Examples of your students’ writing from the VIL.</td>
</tr>
<tr>
<td>#12, 4/1</td>
<td><strong>Moving from individual lessons to units of study with historical fiction and nonfiction</strong>&lt;br&gt;Writing as a process</td>
<td>• Levstik &amp; Barton (2011), *Doing History—*Chapter 10 “Fiction, nonfiction and historical thinking,” pp. 115-122 only.&lt;br&gt;• Zarnowski (2006), *Making sense of history—*Chapter 7 on “Historical Accounts,” pp. 161-185.</td>
<td><em>To do:</em> Teach PIE during week of 3/30</td>
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3/4, University of Michigan Spring Break—No Class!

**Part IV. Bringing Reading, Discussion, and Writing Together in Social Studies Investigations**

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<td>#9, 3/11</td>
<td><strong>Introduction to the Public Issues Exploration</strong>&lt;br&gt;Civics &amp; public issues 3&lt;br&gt;Finding materials online</td>
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<td>#10, 3/18</td>
<td><strong>Teaching argument &amp; opinion writing to support and share social studies investigations</strong></td>
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<td>#11, 3/25</td>
<td><strong>Rehearsals: Modeling a writing strategy</strong></td>
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<td>#12, 4/1</td>
<td><strong>Moving from individual lessons to units of study with historical fiction and nonfiction</strong>&lt;br&gt;Writing as a process</td>
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<td>Readings for Class</td>
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| #13, 4/8 (AAPS on break) | **Using text-based discussion to promote inquiry & investigation in social studies: Structured Academic Controversy & Socratic Seminar**<sup>1</sup>  
| 4/15  | NO CLASS                                                            | Assignment DUE: Submit final PIE lesson plan and video analysis to CTools “Assignments” folder                                                                                                                  |                                                                                  |


2 Additional ideas for social studies assessments can be found here: Levstik & Barton (2011), *Doing History*—Excerpts pp.18-20 & 28-31.

3 Additional readings on problem-based inquiry that integrates the social studies can be found at Levstik & Barton (2011), *Doing History*—Chapter 9 “Historical inquiry in an integrated social studies setting,” pp.103-113.

4 Additional readings on leading social studies discussions can be found here: Parker, W. (2003). Learning to lead discussion in *Teaching Democracy*, pp. 125-149.