EDCI426
Knowledge, Reasoning and Learning in History/Social Studies
Fall Session 2010
Wednesday, 1:00pm-3:50pm (EDCU0202)

Dr. Lisa Eaker
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Office: 2304(P) Benjamin Building, College Park.
Office hours: M 10:30-12:30 W/Th 11:45-12:45 and by appointment.

I. Required Texts:


Additional readings are available through ELMS Blackboard

II. Course Goals:

The overarching goal of the teacher education program at UMCP is to prepare reflective practitioners for teaching in our nation’s schools. Within the context of EDCI 426 a reflective practitioner is one who approaches the selection of materials and resources in the social studies classroom as:

1) one who sees students as a core feature of teaching and planning and uses student thinking to organize and inform pedagogical decisions.
2) one skilled in the articulation of research-based findings to support his or her teaching strategies.
3) an informed and conscientious decision-maker that recognizes and appreciates the consequences of opting for one plan of action rather than another.

The course goals for EDCI 426 are aligned with the Department of Curriculum and Instruction’s Conceptual Framework for Teaching (See Appendix C) and the Interstate New Teacher Assessment and Support Consortium’s (INTASC’s) standards for beginning teachers (See Appendix D).
III. Course Assignments:

a) Summary Statements:
The summary statements are intended to encourage participation in class discussions and will accompany five of the assigned course readings. The statement should highlight and encapsulate your reaction to the readings. The statements should be brief (100-150 words) and must be turned in on their assigned due dates—no late summary statements will be accepted.
DUE: September 7 & 14, October 5 & 12, November 2

b) Evaluating Materials and Resources for the Social Studies Classroom:
(INTASC’S Principal #1,2,7)
We live in an area rich with teaching and learning opportunities! This assignment requires you to visit and review a local (D.C.) site that you think would serve as a worthwhile fieldtrip destination for the learners under your charge and for their enhanced understanding of a stated learning goal.
Format: 1-2 typewritten pages that include the following:

- formal curriculum objective selected from Montgomery or Prince George’s County Schools.
- learning goal: what do you expect learners to gain from this experience?
- a brief description of the location that you have chosen and why you think it makes a worthwhile destination.
- identification and description of a specific artifact, exhibition, or program that you would use to address student understanding of the major concepts of history (i.e., Time, Change, Empathy, Evidence, Cause, or Accounts).

DUE: November 23

c) Opening Up The Textbook
(INTASC’S Principal #1,4)

Part I: Collaborative Presentation

For this assignment, you will collaborate with a partner to create and present a one-day lesson plan that challenges kids’ notions that history is static, fixed, and already known—a dry compilation of boring names and dates. Because textbooks are ubiquitous features in the classroom, you will be asked to build your lesson around—and in response to—a conventional textbook narrative. (You can assume that students have read your textbook narrative prior to the lesson.) In your lesson, you should find some way to problematize the book’s narrative—by challenging it, expanding it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. You should plan on using one of the formats listed on the “Six Ideas for Opening up the Textbook” handout that we will discuss in class and textbook passages/options will be provided to you.

Format: 20 minute presentation.
DUE: October 26
Part II: Individual Paper

The written portion of the OUT presentation includes the following:

- a copy of the textbook selection that you will “open.”
- an overview of the basic interpretative claims made by the textbook selection and what you find wanting in it.
- an overview of how this lesson addresses student thinking.
- A brief outline of the sequence of the lesson (bullet list is fine).

**Format:** 3 pages (including lesson sequence)
**DUE:** October 26

d) Observation Portfolio

(INTASC’S principal #2, 9,10)
(EDCI Conceptual Framework: Knowledge of Pedagogy, Attention to the Collaborative Sphere, Attention to the Research and Inquiry Sphere)

This course provides you with the opportunity to spend 15 hours in a public school classroom! You will be asked to complete four written assignments in tandem with this experience. In sum, these four assignments will make up your observation portfolio.

Observation #1 Classroom environment (See Appendix A)
Observation #2 Teacher interview
Observation #3: Student interview and think aloud
Observation #4 Lesson plan (See Appendix B)
**DUE:** October 19, November 16 & 30, December 7
IV. EVALUATION

Your final grade will be based on your success in achieving the goals set out for this course as demonstrated through your participation and performance on class assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Active!) Participation + Summary Statements</td>
<td>10</td>
</tr>
<tr>
<td>Evaluating Materials and Resources for the Social Studies Classroom</td>
<td>10</td>
</tr>
<tr>
<td>Opening up the Textbook (Written summary) (Presentation)</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Observation #1 (classroom environment)</td>
<td>10</td>
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<tr>
<td>Classroom Observation #2 (teacher interview)</td>
<td>10</td>
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<tr>
<td>Classroom Observation #3 (student interview/think aloud)</td>
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<tr>
<td>Classroom Observation #4 (lesson plan)</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>93-99</td>
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<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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UNIVERSITY OF MARYLAND HONOR PLEDGE

The University has a nationally recognized honor code, administered by the Student Honor Council. The SHC proposed and the University Senate approved an honor pledge. The pledge reads as follows:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless otherwise advised, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

ACADEMIC ACCOMMODATION

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.
### Schedule of Classes

<table>
<thead>
<tr>
<th>Course Readings and Meeting Dates:</th>
<th>Course Topics and Discussion Themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1 (August 31)</strong></td>
<td>Welcome! Introduction to the course.</td>
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<tr>
<td><strong>Week 2 (September 7)</strong></td>
<td>Three Principles of Learning</td>
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<tr>
<td><strong>DUE: Reading and summary statement for…</strong></td>
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<tr>
<td><strong>How Students Learn</strong>, p. 1-28</td>
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<tr>
<td><strong>Week 3 (September 14)</strong></td>
<td>Historical Thinking: What is it? Why is it important? Can it be taught? How? What special challenges does historical thinking present?</td>
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<tr>
<td><strong>DUE: Reading and summary statement for…</strong></td>
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<tr>
<td><strong>Wineburg, “Unnatural Acts,”</strong> p. 488-499</td>
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<tr>
<td><strong>Week 4 (September 21)</strong></td>
<td>Historical Thinking… Obstacles and Affordances</td>
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<tr>
<td><strong>DUE: Reading only…</strong></td>
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<tr>
<td><strong>How Students Learn</strong>, p. 31-77</td>
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<tr>
<td><strong>Week 5 (September 28)</strong></td>
<td>Historical Thinking… Obstacles and Affordances</td>
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<tr>
<td><strong>Week 6 (October 5)</strong></td>
<td>Historical Thinking… Obstacles and Affordances</td>
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<tr>
<td><strong>DUE: Reading and summary statement for…</strong></td>
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<tr>
<td><strong>Epstein &amp; Shiller, p. 201-204</strong></td>
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<tr>
<td><strong>Week 7 (October 12)</strong></td>
<td>Student Thinking in the History Classroom--</td>
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<tr>
<td><strong>DUE: Reading and summary statement for…</strong></td>
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<tr>
<td><strong>Robinson, The Montgomery Bus Boycott</strong></td>
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<tr>
<td><strong>Week 8 (October 19)</strong></td>
<td>OUT collaboration</td>
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<tr>
<td><strong>DUE: Observation #1 (Classroom)</strong></td>
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<tr>
<td><strong>Week 9 (October 26)</strong></td>
<td>OUT Presentations</td>
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<tr>
<td><strong>DUE: OUT paper/presentations</strong></td>
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<td><strong>Week 10 (November 2)</strong></td>
<td>Discussion in the Classroom</td>
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<tr>
<td><strong>DUE: Reading and summary statement for…</strong></td>
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<tr>
<td><strong>Rossi, The Dialogue of Democracy</strong>, p.112-120</td>
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<tr>
<td><strong>Week 11 (November 9)</strong></td>
<td>Imagery in the Classroom</td>
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<tr>
<td><strong>Week 12 (November 16)</strong></td>
<td>Teaching Government</td>
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<tr>
<td><strong>DUE: Observation #2 (Teacher interview)</strong></td>
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<tr>
<td><strong>Week 13 (November 23)</strong></td>
<td>Happy Thanksgiving!</td>
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<tr>
<td><strong>DUE: via e-mail</strong></td>
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<tr>
<td>(Evaluating Materials and Resources for the Social Studies Classroom by 1:00pm via e-mail)</td>
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<tr>
<td><strong>Week 14 (November 30)</strong></td>
<td>Seeing Student Thinking</td>
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<tr>
<td><strong>DUE: Classroom Observation #3</strong></td>
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<tr>
<td>(Student interview/think aloud)</td>
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<tr>
<td><strong>Week 15 (December 7)</strong></td>
<td>Presentations</td>
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<tr>
<td><strong>DUE: Classroom Observation #4 (Lesson plan)</strong></td>
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</tbody>
</table>

*This schedule of classes is subject to change*
ADDITIONAL RECOMMENDED PROFESSIONAL RESOURCES

Effective teachers use high quality resources to stay current with research on children’s thinking and research on teaching techniques. Effective teachers also use high quality resources to aid them in the instructional decisions they make. Make it a personal goal to learn about and start to use such resources this semester. Many of the resources below can be found on-line, in the Curriculum Library in the basement, other libraries on campus, and in the professional library of your internship PDS school.

Journals:
- Social Education
- Theory and Research in Social Education
- Education Week (www.edweek.org)
- Journal of Economic Education (www.indiana.edu/~econed/index.html)
- Phi Delta Kappan
- Scholastic
- Teacher Magazine

Professional Organizations and Centers:
- National Council for the Social Studies (NCSS) www.ncss.org
- Organization of American Historians: www.oah.org
- National Council on Economic Education: www.ncee.net
- National Council for Geographic Education: www.ncge.org
- National Center for History in the Schools: www.sscnet.ucla.edu/nchs
- Center for Civic Education: www.civiced.org

Documents and other Instructional Resources:
- American Memory at the Library of Congress: memory.loc.gov/
- National Archives Digital Classroom: www.aarchives.gov/digital classroom
- Our Documents: www.ourdocuments.gov/
- EdSitement: edsitement.neh.gov
- Internet History Sourcebook: www.fordham.edu/halsall
- American Political Science Association: http://www.apsanet.org/section_483.cfm
- Institute on the Common Good: http://www.icgregis.org/default.asp
- Fair Vote: http://www.fairvote.org/

Museums and other Informal Education Organizations:
- Smithsonian Center for Education and Museum Studies: www.smithsonianeducation.org/
- Smithsonian National Museum of American History: americanhistory.si.edu
- Smithsonian National Museum of the American Indian: www.nmai.si.edu/
- Smithsonian National Anthropological Archives: www.nmnh.si.edu/naa
- Smithsonian National Portrait Gallery: www.npg.si.edu/
- National Geographic’s Education Division: www.nationalgeographic.com/education/
- National Gallery of Art: http://www.nga.gov/education/index.shtm
Appendix A

Classroom observation protocol

Class/subject:

Today’s topic:

Date/time:

School/teacher:

Number of students: Boys: Girls:

Other notable characteristics about the student body or classroom context:

Seating arrangement (sketch):

Student Experiences Make note of at least one interaction between students and between students and teachers that caught your attention. Write down students’ questions, comments, interactions, or behaviors. Try to get exact quotes or observable behaviors (e.g., she had her head between her hands, looking down) rather than judgments or inferences (e.g., she didn’t seem interested in what was happening). Conclude by commenting on what was interesting to you about this interaction/excerpt.
Template for portfolio lesson plan:

Appendix B

Part I: BEFORE
Grade Level:

Lesson Goal(s):

Assumptions: Explain your assumptions about student thinking with regard to the content that you will be teaching? What specific concepts, themes, issues do you need to address as you plan this lesson? Be sure and address the major concepts of history that Peter Lee outlines in his chapter (i.e., Time, Change, Empathy, Evidence, Cause, or Accounts) and that we have worked with in class

Resources: Explain what resources you used in planning to help you learn about this topic/idea AND what resources you pulled together for students to use, e.g., text, film, source material, graphic organizers, and so on. Attach any resources you create, adapt, and use with students.

Instructional Modifications for students: What modifications did you make to meet the various needs of your students as you prepared the lesson? e.g., connecting to students’ lives, motivators, shortening documents, adapting language, providing graphic organizers, etc.

Part II. DURING

Activity Script: Specify clearly each step (beginning, middle, end)) of the lesson.

Part III: AFTER (not required)
Reflection:

How you think the lesson went with the students you taught? How did students think about the ideas and content? Share examples of what students said or wrote that indicated their understanding/lack of understanding.

What modifications did you make for students during the lesson? Why? What further modifications would you make for students if you taught this again?
Instruction
What you would do differently if you taught it again? What feedback did your mentor teacher give you?

Content Knowledge
What other content knowledge will you seek out to enhance this lesson the next time you teach it?
APPENDIX C

The intent of the teacher education program at UMCP is to prepare reflective practitioners for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views Research and Inquiry, Diversity, Collaboration, and Technology as foundations to our conceptual framework (Figure 1.A).

Reflective practitioners need to interact with many types of knowledge when they are making decisions in the world of practice. They need to use their knowledge of subject matter—their understanding of the facts or concepts within the domain of the social studies as well as the ways in which the fundamental principles of the social sciences are organized. Reflective practitioners also need to draw frequently upon their knowledge of curriculum—their understanding of the programs and materials designed for the teaching of social studies at various levels of K-12 schooling. They need to have knowledge of learners, including knowledge of student characteristics and cognition as well as knowledge of motivational and developmental aspects of how students learn. Reflective practitioners need knowledge of educational goals and assessment of student progress, which contribute to instructional decisions. They also need knowledge of social and cultural context to understand how educational goals, learning, and their students interact with such social issues as racism and sexism and such cultural issues as diversity and economic inequalities. Finally reflective practitioners need knowledge of pedagogy—knowledge of pedagogical principles and techniques that are specific to social studies and principles and techniques that are not bound by subject matter or topic.

Figure 1A
APPENDIX D
(INTASC)
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.