Michigan State University
Department of Teacher Education
Teaching Subject Matter to Diverse Learners
TE 401 (History/Social Science Segment)
Fall, 2002

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By Appointment

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Office/Phone/Office Hours: T.B.A.

Mr. Scott Metzger:
Field Coordination/Instructor
Office/Phone/Office Hours: T.B.A.

At the conclusion of this segment of TE 401 students should be able to:

1. identify the curricular motives advanced for the teaching of History/Social Science as a school subject K-12.

2. formulate teachable objectives for Social Studies instruction.

3. specify key concepts and generalizations which are central to most middle and secondary social studies programs.

4. display a working knowledge of the inquiry techniques utilized by historians/social scientists.

5. demonstrate alternate techniques for teaching Historical/Social Science concepts & generalizations.

6. identify alternate approaches to treating diversity within the History/Social Science curriculum.

7. identify political questions implicit within the process of Social Studies curriculum design.

8. stipulate alternate theories of causation in the fields of History and the Social Sciences.

9. become aware of the role of content area Reading in the field of Social Studies.

10. recognize & critique alternate technology-based models of instruction in Social Studies.

11. design & utilize alternate models of technology-based instruction in the Social Studies.
Below you will find a description of the activities and the criteria upon which you will be evaluated for a final grade in the History/Social Science dimension of TE 401.

Class Participation. A significant portion of this course will be given over to class discussion of the "Why", the "What" and the "How" of social education in a pluralistic society. Active oral participation in said discussions, therefore, will constitute a long range assignment of sorts. Class attendance also may be taken into consideration in the computation of the class participation and discussion grade.

**Weight: 10%**

**Quizzes.** In the course of the term the instructor will also administer two quizzes. The exams will be announced in advance. In addition, a cooperative review session will be established for the purpose of preparing for the tests. Each quiz will be weighted at 15%

Total Quiz Weight: 30%

**Personal Position Paper.** Following class discussions, you will be asked to generate a preliminary position paper regarding your operating assumptions as to the purposes of History/Social Science instruction in the schools.

**Personal Position Paper: 10%**

**Lesson Plan Exercises.** You will be asked to design and to write two lesson plans during the first semester keyed to the History/Social Studies area: once each in the areas of concept development and generalizing. The format for developing these lessons will be provided in class. You should key your selections of target topics to the History/Social Studies themes currently under study and specify which of the intellectual operations covered in class you propose to employ.

In the lesson plans which you prepare, specificity and completeness will be at a premium and will weigh heavily in lesson plan evaluation by the instructor. Steps and stages in the teaching strategies should be clearly identified and specific questions to be employed should be cited and sequenced in purposeful fashion. A suggested rule of thumb to be followed might be to strive to produce lesson plans of sufficient comprehensiveness and detail such that someone other than the writer could teach from the plan. You should develop A.V. data source materials in support of your lessons. (Please turn in all such materials with your name prominently inscribed.)
The Concept Lesson Plan will count for 10% and the Generalization Lesson Plan will weigh in at 15%.

**Total Lesson Plans Weight: 25%**

**Final Examination** There will be a final examination administered in the course.

**Weight: 25%**

**Submitting Assignments**

Written assignments should be submitted to the instructor at the close of the class session cited as the deadline. Late papers will only be accepted at reduced value. Papers should be:

1. Typed (Handwritten papers will be returned for reformating).
2. Footnoted when appropriate. A high premium will be placed upon attribution of sources.

It is very strongly suggested that students make and retain Xerox copies of their lesson plans prior to submitting the master copy for grading.

**Procedure for the Determination of Grades in the History/Social Science Dimension of TE 401**

In summary, the relative weights for the several assignments in the History/Social Science segment of TE 401 are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Position Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Aggregate Lesson Plans</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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In the averaging process for final grades in the **History/Social Science dimension** of TE 401, scores at, or below, the midpoint below official grade designations will be rounded down.
Overall Grading System for this Section of TE 401. Students will receive a single composite grade for this section of TE 401. Below you will find the weighting system which will be employed in determining final grades for this TE 401 "Block".

<table>
<thead>
<tr>
<th>Percent of Final Grade</th>
<th>History/Social Studies</th>
<th>Social Studies Teaching Lab</th>
<th>The Discrete Technology Segment</th>
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</thead>
<tbody>
<tr>
<td>100 %</td>
<td>P/N</td>
<td>P/N</td>
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</table>

In the averaging process for final grades, scores at, or below, the mid-point below official grade designations will be rounded down.

Textbooks and other materials. Direct purchasing information will be provided at the first class meeting for reading materials pertaining to this section of TE 401. While the breadth of the content covered in the course will require some purchases on the part of students, the instructors have sought to hold costs to the minimum necessary.

<table>
<thead>
<tr>
<th>Week # 1</th>
<th>8/26/2002</th>
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<tbody>
<tr>
<td>Week # 2</td>
<td>09/02/2002</td>
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• Introductions  
• Program Logistics  
• Premises of the course  
• Syllabus & Course Overview  
• Motivations of SS Majors  
• Social Studies Remembered  
• Background: Elementary & Secondary Social Studies-What's Taught Where?  
• Alternate Contemporary Goals & Motives for Teaching Social Studies  
• Why "They" Invented SS: Historic Motives for Teaching Social Studies  

Laboratory  
• One on One Introductory Interviews  
• Mystery Island: A Model Teaching Exercise  
• Developing a Personal Position on the Purposes of Social Studies
Week # 3  
9/09/2002

- The Historical View and the Social Science View of the Social Studies Curriculum: Current Debates
  - How Dare You! (Questions from Parents & Critics)
  - Teacher Attitudes Toward 1st Amendment
  - Introduction to the Implications of Feminism & Multicultural Studies for the SS Curriculum
  - Political Correctness & The SS Curriculum
  - SS Standards from National, State, and Local Organizations
  - The Motive Continuum in Social Studies
  - State Certification: What will I be entitled to teach?

Laboratory
  - The +/- of Using the Inquiry Technique for Teaching Social Studies
  - The Politics of Curriculum Design: Teaching Columbus

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Week # 4  
9/16/2002

Week # 5  
9/23/2002

- The Range of Teaching Styles in SS
- The Political Demographics of Social Studies Teachers: In-Class Polling Activity
- "Hi-Falutin Goals" vs. Teachable Objectives
- Bloom's Taxonomy in the SS Curriculum
- Focus-The Concept of Causation in History & the Social Sciences
  - How would different theories explain event "X"?
  - Why does the matter of implicit causative theory matter in Social Studies?
- Alternate Patterns for Presenting History in the Curriculum

Laboratory
  - Personal position paper due 09/18/2002
  - Lesson Planning
  - Introduction to Peer Teaching
  - Quiz # 1

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Week # 6  
09/30/2002

Week # 7  
10/07/2002

Week # 8  
10/14/2002

- Discussion & Analysis of Quiz # 1 and Outcomes
- Teaching Historical/ Social Science Facts
- Teaching Historical/ Social Science Concepts
• Definitions and Types of Concepts
• The Problem of Concept Definition & Politics: Conservative & Liberal Concept Fields
• Teacher Responses to the Implicit Problem of Language & Concepts
• Alternate Models for Teaching Concepts

Laboratory
• Meet with CT & Obtain Topical Outline for the Semester
• Selecting Relevant Concepts for Instruction: Example—Immigration
• Development of a Concept Lesson Plan
• Concept Lesson (Taught in Field Placement between 10/14-10/23/2002)
  • The Student as Historian
  • Local History
  • State History
  • National History
  • Using Primary Sources: Ex-The Turner Frontier Thesis
  • World History

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<tr>
<th>Week #</th>
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<tr>
<td>9</td>
<td>10/21/2002</td>
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• Teaching Historical/Social Science Generalizations
  • Definitions and Types of Generalizations
  • Generalizations & Stereotypes: Same Wine, Different Bottles?
  • Intellectual Operations with Generalizations
    • Creating Generalizations
    • Applying Generalizations
    • Testing Generalizations

Laboratory
• Development of a Generalization Lesson Plan
• The Case Method in Social Science
  • Case Studies in Anthropology: New Guinea
  • Case Studies in Economics: Product Liability
  • Case Studies in Political Science: Teaching Government and/or POD

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<th>Week #</th>
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<tr>
<td>10</td>
<td>10/28/2002</td>
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<td>11</td>
<td>11/04/2002</td>
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• Introduction to the use of Technology in Social Studies Instruction
  • The Means/Ends Question: Computers in Social Studies
  • Acquiring/Ordering/ Manipulating/ and Interpreting Data Electronically in Social Studies
• Concept Lesson, teacher reaction, and student analysis due 10/30/2002

Laboratory
• Quiz #2
• Discussion & Analysis of Quiz #2 and Outcomes
• Generalization Lesson (Taught in field placement between 11/04-11/13/2002
• Model Uses of the Computer in the Classroom
• The Case Method
  • Using Powerpoint
  • Why did Detroit Come to be the Center of the Auto Industry?
  • Creating and Using Data Bases:
    • Introductory Activity: The OK Corral Murder Hearing
    • The Anatomy of a Case Study: Blueprints for Designing a Data-Based Case Study
      • Five steps to Creating a Data Base
    • The Volunteers of 1862: A Demographic Study
    • Gunfighters and Reformers: Deriving Profiles
    • Profiling a Successful Presidential Candidate in the US & Elsewhere
  
• Using Spreadsheets in Social Studies Instruction
  • The Riddle of the Titanic Survivors: Who Survived and Why?

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<th>Week # 12</th>
<th>11/11/2002</th>
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<tr>
<td>Week # 13</td>
<td>11/18/2002</td>
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Creating “If...Then” Lesson Models- The Battleship Maine Episode
CD ROMS in Social Studies

**Laboratory**

- **Generalization Lesson, teacher reaction, and student analysis due 11/18/2002**

- **Constructing Hypermedia lessons from Primary & Secondary Sources (The Maine)**

- **Computer Lab: Constructing an Original Powerpoint Lesson** (P/NP)

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<th>Week # 14</th>
<th>11/25/2002</th>
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<td>Week # 15</td>
<td>12/02/2002</td>
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• Teaching Social Studies through Law
  • The Freund Model of Legal Reasoning
  • Teaching About Competing Goods
    • Good Results vs. Precedent: The Marshall-Borke Debate
    • Using Supreme Court Cases to Teach Competing Goods
    • Using the Internet to Build a Social Studies Unit on Affirmative Action

**Laboratory**

- Final Examination Preparation Sheet Distributed

- **Course Final: Take Home Examination Due in Mr. Little's Office (352 Erickson Hall) no later than 5:00 P.M. on Wednesday, 12/04/2002.**