

**HIST459 (3 crs.)**  
**Special Methods of Teaching History & Social Studies**  
**MWF Fall 2015**  
**Buller Hall 135**

**Instructor:** Dr. Brian E. Strayer

**Office:** Buller Hall 127

**Hours:** 9:30-10:20 a.m., 11:30 a.m.-12:30 p.m. MWF; other times by appointment.

**Phone:** 3612 (office); **e-mail:** bstrayer@andrews.edu

**Textbooks:** Jack Zevin, **Social Studies for the Twenty-First Century**, 3<sup>rd</sup> ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2007); Dennis Trinkle & Scott Merriman, **The History Highway**, 4<sup>th</sup> ed. (Armonk, NY: M. E. Sharpe, 2006); Alan Marcus, Jeremy Stoddard, Walter Woodward, **Teaching History with Museums** (NY: Routledge, 2012) [For ISBN & price information, see the AU Bookstore website [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore)]

**Schedule of Assignments:**

August 24—Introduction and Syllabus

Discuss course requirements, syllabus, questions

**Assignment:** (For those intending to teach in SDA schools): Thinking in terms of a 15-minute period, discuss several different creative types of worships stating goals to be achieved in each method. Try to use historical interests, hobbies, nature, etc. to enliven presentations. (For those intending to teach in high schools): Discuss several different creative types of motivational activities to attract students to work on the yearbook, school paper, or to join a specific club, sports team, or do community service projects. Explain the methods and materials you will use and your goals for each. (20 pts.)

26—Classroom Worships or Motivational Activities

Discuss creative worship approaches in the classroom, emphasizing interest, spiritual goals, creativity, etc..(20 pts.)

**Assignment:** Zevin, vii-16; write one page describing your philosophy and goals for teaching social studies (10 pts.).

28—Zevin, Ch. 1: “Social Studies: Definition, Organization and Philosophy”

Evaluate statements of philosophy and goals (10 pts.)

**Assignment:** Zevin, 19-31; write one page for “To Do” questions on p. 31 (10 pts.)

31—Zevin, Ch. 2: “Fields of Social Studies: How They Relate”

Evaluate 8 questions on two social studies topics (10 pts.).

**Assignment:** Zevin, 35-52; write responses to “Let’s Decide” questions on 38:1-2, “To Do” on 40:2, and “What Do You Think?” on 42:1 (25 pts.)

- September 2—Zevin, Ch. 3: “Teacher Roles and Student Audiences”  
Evaluate responses to questions on didactic, reflective, and affective Methods (25 pts.)  
**Assignment:** After studying Ellen White’s **Education**, pp. 287-97, & Dr. John Taylor’s article “Trial or Trail: The Path to Redemptive Discipline,” *Journal of Adventist Education* (Feb./Mar. 2011), pp. 4-11, formulate your own philosophy of discipline in one paragraph. Then apply this philosophy to the following four discipline problems, giving specific details of how you would handle them: (1) fighting among boys, (2) quarreling among girls, (3) cheating, (4) sentimentalism, love-making or sex (25 pts.)
- 4—Philosophy & Methods of Discipline  
Evaluate philosophies and four methods of discipline (25 pts.)  
**Assignment:** Continue applying your philosophy of discipline to the following four discipline problems, giving specific details of how you would handle them: (5) damaging personal/school property, (6) disrespect to teachers, (7) lying and deceit, (8) drug use (25 pts.)  
(See also [teens.drugabuse.gov/parents](http://teens.drugabuse.gov/parents))
- 9—Philosophy and Methods of Discipline  
Evaluate philosophies and four methods of discipline (25 pts.)  
**Assignment:** Zevin, 55-82; write responses for “To Do” questions on pp. 70 (3), 73(2), 74(3), and 2 affective questions similar to those in the middle of page 79 (20 pts.)
- 11—Zevin, Ch. 4: “Organizing for Instruction”  
Evaluate recall, analysis, affective, synthesis, & affective questions (20 pts.) **Assignment:** Zevin, 87-102; write a lesson plan on race relations to fit “To Do,” p. 96 (50 pts.). **Submit on LiveText !**
- 14—Zevin, Ch. 5: “Teaching Strategies for Lower Level Skills”  
Evaluate lessons on race relations (50 pts.)  
**Assignment:** Zevin, 105-127; write a one-page lesson plan for “To Do,” p. 113 (10 pts.)
- 16—Zevin, Ch.6: “Teaching Strategies for Higher Level Skills”  
Evaluate lessons with two perspectives or viewpoints (10 pts.)  
**Assignment:** Zevin, 131-149; write unit lesson plans as called for in “To Do on pp. 149 using U.S. History, world history, or government secondary textbooks provided in class.\*(see end of syllabus)
- 18—Zevin, Ch. 7: “Planning a Unit from Start to Finish”

Discuss on-going unit lesson plans, problems, goals, etc.

**Assignment:** First bulletin board: Prepare for the History Department hallway bulletin board an attractive, informative, interesting, accurate display featuring some historical, topical, seasonal or holiday theme emphasizing many colors, shapes & textures, good organization, eye appeal and on a subject that utilizes the Social Studies (50 pts.)

- 21—Bulletin Board #1 ( )  
Evaluate bulletin board #1 (50 pts.); discuss on-going unit lesson plans, problems, goals, etc.  
**Assignment:** Continue work on unit lesson plans
- 23—Zevin, Ch. 7: “Planning a Unit from Start to Finish”  
Discuss on-going unit lesson plans, problems, goals, etc. as students Critique each other’s plans (format, grammar, punctuation, etc.)  
**Assignment:** Continue work on unit lesson plans
- 25—Zevin, Ch. 7: “Planning a Unit from Start to Finish”  
Evaluate completed unit lesson plans (50 pts.). **Submit on LiveText!**  
**Assignment:** Prepare a unit examination of your own with the key filled out. It should equal 100 pts. And have T/F, Matching, Multiple Choice, Fill in the Blank, and Short Essay questions on it.
- 28—Unit Exam: Test Preparation and Grading Methods  
Discuss some examination questions, answers, problems, making corrections in spelling, accuracy, format, etc.  
**Assignment:** Hand in typed rough draft of many unit exam questions.
- 30—Unit Exam: Test Preparation and Grading Methods  
Discuss some examination questions, answers, problems, making corrections in spelling, accuracy, format, etc.  
**Assignment:** Hand in perfect, completed, typed exams (50 pts.)
- October 2—Unit Exam: Test Preparation and Grading Methods  
Evaluate completed, typed exams (50 pts.)  
**Assignment:** Zevin, 151-81; write responses to questions raised in “What Do You Think?” on pp. 158, 160, and “Sample Lesson/Test Plans,” p. 172:4 (30 pts.). Check on-line MEAP, MDE, NCSS websites also.
- 5—Zevin, Ch. 8: “Evaluation in Social Studies”  
Evaluate testing methods and questions (30 pts.)  
**Assignment:** Zevin, 187-213; write responses to questions raised in “What Do You Think? On pp. 196:1, 200, and “Sample Lesson

Plans” on p. 209 (25 pts.)

7—Zevin, Ch. 9: “Teaching World/Global Studies”

Evaluate world history lesson plans (25 pts.)

**Assignment:** Zevin, 215-37; write responses for “To Do” on pp. 221:1, “Let’s Decide” on p. 224, and “What Do You Think?” on p. 233:2 (25 pts.)

9—Zevin, Ch. 10: “Teaching U.S. History and American Studies”

Evaluate responses to U.S. History questions (25 pts.)

**Assignment:** Zevin, 241-67; write responses for “To Do” on pp. 248 and “What Do You Think?” on p. 258 (10 pts.)

14—Bulletin Board #2 ( )

Evaluate bulletin board (50 pts.)

16—Zevin, Ch. 11: “Teaching U.S. Government and Civics”

Evaluate answers to political science questions (10 pts.)

**Assignment:** Zevin, 269-295; write responses for “To Do” on pp. 273 and “What Do You Think?” on pp. 279-80 (15 pts.)

19—Zevin, Ch. 12: “Old Concerns, New Directions”

Evaluate responses to economics questions (15 pts.)

**Assignment:** Zevin, 301-17; write three pages to evaluate 3 Textbooks as explained in “To Do,” p. 316 (30 pts.)

21—Zevin, Ch. 13: “Role of Textbooks in Social Studies Education”

Evaluate textbook evaluations (30 pts.)

**Assignment:** Zevin, 319-45; write a critical guide of major ideas & film techniques found in the “Twisted Cross” video at the Media Center (Do NOT check this video out of the library!) to use in class (DD256.5.T9); see “To Do” on p. 323 for guidance (20 pts.)

23—Zevin, Ch. 14: “New Age of Multimedia: Part I”

Evaluate study guides to “Twisted Cross” (20 pts.)

**Assignment:** Zevin, 349-61; prepare a two-page guide to help students understand the key characters, terms, and ideas in a historical feature film found at the Media Center; see “To Do” and “Let’s Decide” on pp. 350 for suggestions (20 pts.).

26—Zevin, Ch. 15: “New Age of Multimedia, Part II”

Evaluate guide sheets for feature films (20 pts.)

**Assignment:** Cruise the website for the National Center for History in the Schools (<http://nchs.ucla.edu>) to become familiar with the National Standards for U.S. and World History (grades 7-12).

Write a 2-3 page evaluation of your reaction to and application of these standards in two of the above fields—about 2 hours (25 pts.)

28—National Standards in Social Studies, Grades 7-12

Evaluate reactions & applications of National Standards (25 pts.)

**Assignment:** Cruise the James White Library web site, following up-links to such historical information web sites as National Council for Social Studies, Teaching Materials for Historians, History Channel, Resources for Teachers of Social Studies, Today in History, World Factbook, American Museum of Natural History, Educationworld.com, Digital History, American Women's History, Library of Congress, Gilder-Lehrman Institute of American History, National Geographic, Atlas of World History, etc.. Write a 2-3 page critical summary of what you find and how you might apply it in your social studies classroom (25 pts.)

30—Bulletin Board #3 ( )

Evaluate bulletin board (50 pts.)

November

2—Cruising the Social Studies Websites

Evaluate critiques of social studies web site information (25 pts.)

**Assignment:** Write a one-page critical summary (each) for any three Articles taken from **Michigan History, Teaching History, Magazine of History, Michigan Historical Review, or History Today** (in the JWL Periodicals Library) and how you could use the information either in a class or for your professional growth (30 pts.).

4—Teaching Magazines in History and the Social Studies

Evaluate some of the critical summaries; continue working on journal articles.

**Assignment:** Finish 3 polished magazine summaries.

6—Teaching Magazines in History and the Social Studies

Evaluate completed critical article summaries (30 pts.)

**Assignment:** Read Marcus, et al., pp. 3-29 & 171-74 and prepare a lesson plan around a class trip to a nearby museum or historical site (50-mile radius). Include all needed consent forms, student preparation, transportation, food, learning guides, and post-visit evaluation. See Zevin, 350-63 for tips on where to go and what to see (30 pts.)

9—Museum and Historical Site Visits

Evaluate lesson plans on museum/historical site visits (30 pts.)

**Assignment:** Trinkle & Merriman, 60-162; examine at least 4

websites and prepare a report on what you found and how you would use that information in a class for grades 7-12. Remember to include Trinkle & Merriman page references to your selected websites (30 pts.)

11—World History Websites

Evaluate reports on world history websites (30 pts.)

**Assignment:** Trinkle & Merriman, 163-254; examine at least 4 websites and prepare a report on what you found and how you would use that information in a class for grades 7-12 (30 pts.)

13—General European History Websites

Evaluate reports on European History websites (30 pts.)

**Assignment:** Trinkle & Merriman, 255-370; examine at least 4 websites and prepare a report on what you found and how you would use that information in a class for grades 7-12 (30 pts.)

16—United States History Websites

Evaluate reports on U.S. History websites (30 pts.)

**Assignment:** Trinkle & Merriman, 371-85, 406-37, 460-87; examine at least 4 websites and prepare a report on what you found and how you would use that information in a class for grades 7-12 (30 pts.)

18—Miscellaneous Topical Websites [Bulletin Board #4]

Evaluate reports on miscellaneous topical websites (30 pts.)

**Assignment:** Trinkle & Merriman, 499-525, 577-92, 603-608; examine at least 4 websites and prepare a report on what you found and how you would use that information in a class for grades 7-12 (30 pts.)

20—Miscellaneous Topical Websites

Evaluate reports on miscellaneous topic websites (30 pts.)

**Assignment:** Zevin, 365-85; write responses for “To Do” on pp. 377:1 and 2, “What Do You Think?”, p. 378:1, and “Let’s Decide,” p. 384:2, using information provided in Appendices A & B at the end of Zevin (30 pts.)

23—Zevin, Ch. 16: “Beyond the Social Studies Classroom”

Evaluate responses on professional growth (30 pts.)

**Assignment:** Zevin, 389-98; write responses for “Let’s Decide,” p. 394:1-5 and “What Do You Think?” p. 396 (25 pts.)

30—Zevin, Ch. 17: “The Future of Social Studies Education”  
Evaluate responses to questions on social studies future  
and local social studies course offerings (25 pts.)

December 2—Bulletin Board # 4 ( )  
Evaluate Bulletin Board (50 points)

**Course Description:** HIST 459 is a survey of a practicum in methods, materials, and techniques of teaching social studies through the use of textbooks, quizzes, exams, audio-visual materials, and lesson plans which consider didactic, reflective and affective approaches to the disciplines within the social studies. Because this class requires *daily sharing* of individual homework, **no late work will be accepted for credit for any reason. If unable to attend class, send homework electronically as an attachment to an e-mail before the next class meets.** All homework must be computer-generated and be printed on 8.5”x11” paper in laser-jet quality.

**Outcome Objectives:** Upon successful completion of this course, students will

1. know the goals and philosophies of the social studies.
2. be able to identify the fields and disciplines of the social studies.
3. know how to use audio and visual media—bulletin boards, film, TV, video, & DVD—in the classroom for more effective teaching and learning.
4. know how to write didactic, reflective, and affective questions and lesson plans.
5. develop skills at evaluating textbook biases and slants.
6. become more sensitive to gender, race, and ethnic issues for more balanced classroom presentations.
7. develop skills at classroom discussions using both lower-level and higher-level strategies and questions.
8. know how to prepare and evaluate quiz and exam questions which are clear, fair and varied.
9. know how to present lesson plans for world history, U.S. History, political science, and economics.
10. learn ways of improving themselves as Christian professionals by accessing information on web sites, in libraries, and through professional organizations.

**Grading:** Each computer-printed (12 point font) paper is assigned a certain number of points depending on its difficulty, time involved, and depth of thought required. A 10-point assignment should fill one page, 20 points, two pages, etc. Your grade is your earned percentage of the total possible points (800) calculated on the following scale:

Lowest A = 744 (93%)  
A- = 720 (90%)  
B+ = 696 (87%)  
B = 664 (83%)  
B- = 640 (80%)  
C+ = 616 (77%)  
\*C = 584 (73%)—Lowest grade for State & SDA accreditation credit  
C- = 560 (70%)  
D = 480 (60%)

\*Lowest passing grade for State and SDA certification credit.

**Attendance:** Regular attendance is crucial to your grade and to your understanding of the material presented in this course. Your classmates can gain much from your input, suggestions, and ideas. Having more than three unexcused absences will lower your grade one letter; missing more than six classes will constitute grounds for an F. For this class, 3 tardinesses equal one absence.

**Academic Dishonesty Policy:** Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Provost. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. To avoid involvement in academic dishonesty, in this course my policy will be to give no credit to any written assignment that demonstrates any degree of plagiarism, which is stealing and passing off the words or ideas of another as one's own without giving credit (as with quotation marks or footnotes) to the original source (book, article, etc.) or copying information from another student's quiz or test in the classroom. Such behavior will also be reported to the student's advisor and to the chair of the History and Political Science Department.

**Disability Accommodations:** Students with diagnosed disabilities may request accommodations and be directed to the Office of Student Success in NH100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**LiveText Submission:** Note carefully that both your lesson plan and your unit plan must be submitted via LiveText, which can be purchased at the AU Bookstore or by going to [http://www.livetext.com/purchasing/membership\\_student.html](http://www.livetext.com/purchasing/membership_student.html).

**Federal Credit definition:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internship, practica, studio work, and other academic work leading toward the award of credit hours.

**Emergency Protocol:** Andrews University takes the safety of its students seriously. Signs identifying emergency protocols are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

**Communication:** Email is the official form of communication at AU. Students are responsible for checking their AU email and iVue alerts regularly.

**Studying for the MTTC Exam:** In order to be considered highly qualified under No Child Left Behind, you have to take and pass the MTTC subject area test in History or Social Studies. One of the most difficult tests statewide is the Social Studies Test. If you need to take this test, don't wait until the last chance to take it. Praxis II Social Studies Content study books are available in the Teaching, Learning & Curriculum Department and in the History & Political Science Department for your use in preparing for that test. This test does not just cover "facts"; it tests your ability to compare those facts and draw conclusions. You will be much better prepared to do this if you take time to use the study books. A good way to do this is to find others who are preparing for the test and form a study group well in advance to help all of you get ready for the test.

Brian E. Strayer  
Professor of History

\*The Media Center on the third floor of James White Library has the following textbooks in world history (5 copies), U.S. History (5 copies), and government/civics (5 copies):

Elizabeth Ellis & Anthony Esler, *World History* (Prentice Hall, 2011)—2 copies  
Laurel Carrington, et al., *World History: The Human Journey* (Holt, Rinehart, Winston, 2005)—1 copy  
Roger Beck, et al. *World History: Patterns of Interaction* (Houghton-Mifflin, 2012)—2 copies  
Edward Ayers, et al., *American Anthem* (Holt, Rinehart, Winston, 2009)—1 copy  
Paul Boyer, *The American Nation* (Holt, Rinehart, Winston, 2005)—1 copy  
Gerald Danzer, et al., *The Americans* (Houghton Mifflin, 2012)—1 copy  
Emma J. Lapsansky-Werner, et al., *United States History* (Prentice hall, 2010)—2 copies

Luis R. Fraga, *U. S. Government: Principles in Practice* (Houghton Mifflin, 2012)—1 copy  
William A. McClenaghan, *Magruder's American Government* Pearson, 2009)—1 copy  
Richard J. Hardy, *Government in America* (Houghton Mifflin, 1990)—1 copy  
Jack Fraenkel, Frank Kane, Alvin Wolf, *Government and Citizenship* (Prentice Hall, 1990)—1 copy  
Richard C. Remy, *Government in the U.S.* (Glencoe Publishing Company, 1990)—1 copy

In addition, I have 20 older (1970s-1990s) high school level textbooks for U.S., World, and U.S. Government courses in my office which will be useful for two of your assignments in this course.