

HIST459 (3 crs.)
Special Methods of Teaching History & Social Studies
Fall 2016 – MW 1:30-2:50pm
Buller Hall 251

Instructor: Amb. John R. Nay

Office: Buller Hall 127

Hours: Mon/Wed 12:45-1:30pm or by appointment

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Textbook: Jack Zevin, **Social Studies for the Twenty-First Century**, 4th ed. (Mahwah, NJ: Lawrence

Erlbaum Associates, 2015). (Note – if you have an earlier edition, that is ok but because the
paging and questions may be slightly different, please ensure you clarify each assignment.)

www.andrews.edu/bookstore; If possible, please bring your laptop or tablet to class with you.

Schedule of Assignments: (Please note – because we are currently scheduling this three hour class into just two sessions per week, some discussions and assignments will be combined into one session while others will straddle two sessions. Before departing class each day, please ensure you clearly understand what assignment(s) will be due for the following class session. If your class schedules allow, I would be happy to shift to three sessions per week. That could ease the homework load for some class sessions. We will discuss this in the first class session). Below is list of expected class dates and assignments. Depending on weather and other issues, of course these may be subject to change.

August 22 – **Intro and Syllabus** - Discuss course requirements, syllabus, bulletin boards, questions.

Discussion: Thinking in terms of a 15-minute period, those intending to teach in Christian schools should 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 public or non-Christian schools, discuss several different creative types of motivational or inspirational activities to attract students to work on the yearbook, school paper, or to join a specific club, sports team, or do community service projects.

Assignments for next session: **1)** Explain in writing your views on the discussion topic above, including methods, materials, and your goals for each. Due for Class Session 2. **(10 points)**. **2)** read Zevin, p. vii-16, “Social Studies: Definition, Organization, and Philosophy” and write a short (2-page?) paper describing your philosophy and goals for teaching social studies **(20 points)**. **3)** read Zevin, Chapter 2 “The Fields of Social Studies: How All Relate to Philosophy.”

August 24 – Turn in assignment on classroom worships or motivational activities and be prepared to discuss and evaluate. Turn in assignment on your philosophy and goals for teaching social studies and be prepared to discuss and evaluate the

various ideas presented. **Assignments for next session: 1)** Write and evaluate eight (8) questions on two social studies topics (**15 points**) as outlined on p. 34. **2)** Read Zevin, Chapter 3 “Teacher Roles Join Student Audiences” and write responses to “Let’s Decide” questions on p.42, to the “To Do” questions on p. 44, and to the “What Do You Think?” questions on 47-48. Be prepared to discuss. (**30 points**)

August 29 – Discuss assignments relating to Chapters 2 and 3, evaluating didactic, reflective, and affective methods of teaching. **Assignments for next session: (1)** Read Ellen White’s **Education**, pp. 287-97 and Dr. John Taylor’s article “Trial or Trail: The Path to Redemptive Discipline,” *Journal of Adventist Education* (Feb./Mar. 2011), pp. 4-11. Then **1)** formulate a brief philosophy of discipline in one paragraph; **2)** evaluate various methods of discipline; **3)** apply your philosophy to the following discipline problems, giving specific details of how you would handle them: (1) fighting or quarreling among boys or girls (any different approaches based on whether problem is among boys or girls?); (2) cheating; (3) sentimentalism, love-making or sex; (4) damaging personal/school Property; (5) disrespect to teachers, (6) lying and deceit, (7) drug use (See also <https://teens.drugabuse.gov/parents>). (**40 points**)

August 31 – Discuss philosophies of discipline and the various approaches recommended in your papers. **Assignment for next session:** read Zevin, Chapter 4 (“Organizing for instruction”). Write responses for one of the “To Do” questions on p.70-71 (your choice), one of the “To Do” questions on p.74-75 (your choice), the “To Do” question on p.79, and the “To Do” questions on p.80, 81, 82 (both), and 85 (**30 points**). Be prepared to discuss the various types of questions – recall, analysis, synthesis, reflective, affective.

September 7 – Discuss Zevin, Ch. 4: “Organizing for Instruction” and evaluate written papers. **Assignment for next session: (1)** read Zevin, Chapter 5 “Teaching Strategies for Lower Level Skills”. **(2)** Write a lesson plan on a historical revolution or change of government of your choice (other than the French Revolution), using Zevin’s discussion of the French Revolution as a way of considering which issues to tackle. Consider both points of view – those in power and those taking power. **(3)** Write a lesson plan on race relations. Once both lesson plans have been reviewed and proofread you will later be asked to submit them on LiveText. (**50 points**).

September 12 – Evaluate lesson plan assignments. **Assignments for next session: (1)** Read Zevin, Chapter 6 “Teaching Strategies for Higher Level Skills”; **(2)** Scan Zevin Chapter 7, “Creating a Unit from Start to Finish on the Glories of Ancient Greece, American Democracy, and More” **(3)** Write a one-page lesson plan for “To Do,” p. 118 (**10 points**) ensuring multiple perspectives are considered. **(4)** Decide on a topic for a unit lesson plan in U.S. History, world history, or government and turn in a rough 1-page outline of the topic you have chosen and how you would approach it (**10 points**). **Note – later, when you prepare a unit examination, it should be over the unit studied in your unit plan.**

- September 14 – Evaluate assignment presentations. Discuss progress on unit lesson plans, problems, goals, etc. **Assignment for next session:** (1) Read Zevin, Chapter 7 thoroughly. (2) complete unit lesson plans as discussed above. Use secondary textbooks available in the Library Media Center or otherwise available. Turn in unit lesson plans next session in the normal way. Once they have been evaluated/proofread/corrected, they should be submitted via LiveText. (50 points) (3) Read Zevin Chapter 8 “Assessment in Social Studies.”
- September 19 – Discuss completed unit lesson plans. Discuss Zevin Chapter 8 and requirements for preparing a unit exam. **Assignment for next session:** (1) Answer the “To Do” questions on p.168 (15 points); (2) Write a brief (1 – 1 ½ pages) “philosophy of evaluation” regarding how you would evaluate/assess your social studies students (in any social studies field) and what sort of questions you would use to do so. (15 points).
- September 21 – Discuss evaluation/assessment issues and preparation of a unit test. **Assignment for next session:** (1) Student preparing Bulletin board #1 – for the History Department hallway bulletin board prepare an attractive, informative, interesting, accurate display featuring some historical, geographical, economic, topical, or seasonal/holiday theme. Grade will be based on use of color, shapes, and textures; good organization; eye appeal; accuracy; level of interest; and skill at addressing a Social Studies topic (50 points); (2) For those not preparing a bulletin board, prepare to discuss some of your examination questions, answers, problems, **and hand in** a rough draft of many unit exam questions. The test you prepare should be worth from 50-100 points and should have a mix of questions – some multiple choice, some fill-in-the-blank, some short answer, and at least one longer essay question (11th or 12th grade level). Please include five T/F questions for practice, but no more. You may choose to include a map exercise.
- September 26 – Review/Evaluation of Bulletin Board #1. Discussion of examination rough drafts. **Assignment for next session:** (1) Student who prepared the Bulletin Board to hand in typed rough draft of many unit exam questions. (2) Other students to hand in proofread, completed, typed exams ready to be handed to your students (50 points); (3) Read Zevin Chapter 9.
- September 28 – Discussion regarding the exams that were turned in. **Assignment for next session:** (1) Student who prepared Bulletin Board #1 to hand in proofread, completed, typed exam ready to be handed to your students (50 points). (2) Regarding the p.203 “To Do” questions, pick one of the topics at the top as if you were going to create a lesson unit (but do not actually create the whole unit) and answer the questions (20 points).
- October 3 – Evaluate completed, typed exams (50 points). **Assignment for next session:** (1) Using material in Zevin Chapter 8, draft a scoring rubric for the longer essay

(2) question that was on your exam (10 points); (2) write a short paper comparing two or more world history books and their approach to global studies. How do they compare in terms of including reviewing the history and cultures of Europe and non-European regions? (15 points)

- October 5 – Discuss the assignments prepared for today. **Assignment for next session:** (1) Write responses to questions raised in “What Do You Think?” on p.207 (15 points); (2) write a separate short paper regarding the Sample Lesson Plan on p. 209 (15 points); (3) Check on-line MEAP, MDE, NCSS websites regarding their approach to global vs. Euro-centric world history studies and be prepared to discuss. (4) Read Zevin, Chapter 10 “Teaching U.S. History and American Studies.”
- October 12 – Discuss assignments prepared for today. **Assignment for next session:** (1) write a short paper answering the questions posed in the “Sample Lesson Plan” on p.224 (but no need to prepare a full lesson plan) (10 points); (2) Answer the questions under “To Do” on p.227, including preparing two brief lesson plans as outlined – one for advanced students and one for poor readers (20 points).
- October 17 - Discuss topics and assignments prepared for today. **Assignment for next session:** (1) Choose a controversial topic as outlined in “To Do” on p.229 and write a short paper on how you would teach/handle that topic in the classroom (15 points); (2) write a short paper responding to “Let’s Decide” on p.231 (15 points). Please see me if you need assistance in locating some older history books.
- October 19 – Discussion of assignments for today. **Assignment for next session:** (1) Bulletin Board #2 (same requirements as for #1 above) (50 points); (2) Prepare a brief unit plan on gender in U.S. history, including reference to women’s suffrage and growing access to the full job market. What questions on this issue would you discuss with students? How would you address the issue of women in the military? (30 points).
- October 24 – Evaluate Bulletin Board #2. Discuss Lesson plan on gender. **Assignment for next session:** (1) Prepare a brief unit plan on slavery and its aftermath. What questions on this issue would you discuss with students and how? How would you address the issue of the changes in race relations from pre-Civil War to Reconstruction era to early 20th century to the fight for civil rights in the mid-20th century to today’s situation? (30 points).
- October 26 – Discuss assignments for today; **Assignment for next session:** (1) P.241 “What Do You Think” Question #2 (10 points); (2) Choose three (3) of the questions under “To Do” on p. 245 and respond in writing (20 points); (3) Read Zevin Chapter 11 “Teaching U.S. Government and Civics.”

- October 31 – Discuss assignments for today and Zevin Chapter 11. **Assignment for next session:** (1) Select a topic for a class debate. Write rules for it in accordance with “To Do” on p.251 (**10 points**); (2) Answer the “To Do” questions on p.257 (**15 points**); (3) Answer the “To Do” question on p.261 (**10 points**).
- November 2 – Discuss assignments for today. **Assignment for next session:** (1) Zevin p.268-9 lists **ten** questions that Zevin considers important to teaching government. Which of those questions, if any, would you omit from **your** list of the **dozen** most important questions for government students and what questions would you add? (**10 points**); (2) Read Zevin Chapter 12 “The Social Sciences, the Social Studies, and More;” (3) prepare a brief one week unit outline for an introduction to basic economics. Would you emphasize didactic, reflective, and affective objectives? How would you address the issues of (a) income inequality in the United States; (b) manufacturers moving operations abroad; and (c) globalization? (**35 points**);
- November 7 – Discuss assignments for today. **Assignment next session:** (1) Prepare a brief one week unit outline for an introduction to an anthropology issue or group. Consider choosing a topic relating to American Indians/Native Americans – either a specific tribe or their collective experience. How would you approach this issue? Would your approach be different if you were teaching in Arizona compared to how you would teach it in Michigan? Why or why not? (**25 points**); (2) Read Zevin, Chapter 13 on Multimedia.
- November 9 – Discuss assignments for today. **Assignment for next session:** (1) write a brief 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!) (**15 points**); (2) prepare a two-page guide to help students understand the key characters, terms, and ideas in a (mostly) historical feature film that you have seen and would be able to show your students. You can choose either a) a historical feature film found at the Media Center or b) one of the films listed in “To Do” on p.340 or c) another basically historical feature film you have seen and found to be accurate in most respects. (Example – “Bridge of Spies” or “Glory” would be good examples of additional films that would meet the requirements. Most “R” rated movies or those only loosely based on historical events would not). Include answers to the questions in “To Do” on p.341. How would you help students differentiate between propaganda, commercialism, historical fact, and dramatization? (**25 points**). (3) Read Zevin Chapter 14 on Multimedia.
- November 14 – Discuss today’s assignment. **Assignment for next session:** (1) 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-page evaluation of your reaction to and application of these standards in two of the above fields. Are they reasonable? Well done? Should they be better? If so, how? (**20 points**). Separately, 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 points)**.

November 16 – Discuss assignment for today. **Assignment for next session:** Prepare a brief (20-minute maximum) social studies class presentation on a topic of your choice. You will be filmed and then have the opportunity to critique yourself. **(50 points)**.

November 21 – Class Presentation(s) as outlined in today's assignment. **Assignment for next session:** Cruise the AU 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 points)**.

November 28 – Discussion of today's assignment. **Assignment for next session:** (1) Examine at least eight (8) websites as follows: one (1) world history website, one (1) general or specific European history website, one (1) U.S. history website, one (1) African history or Africa studies website, one (1) Latin American or Caribbean history or studies website, one (1) East or South Asian history or studies website; one (1) Middle Eastern history or studies website, and one (1) topical history or minority or cultural studies website. Write a short paper listing the website, what you saw there, and how you might use it in your teaching (2-4 sentences per website; 2-3 pages total). **(25 points)**.

November 30 – Discussion of today's assignment. **Assignment for next session: Final Project Assignment in Lieu of Final Test:** 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, lunch plans, learning guides, and post-visit evaluation. **(30 points)**.

December 5-7– **Final Project Assignment to be turned in electronically no later than December 7 at 12noon.**

Course Description: HIST 459 is a practical survey of 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. My goal is to help you succeed in every aspect of this class.

Because this class requires *daily sharing* of individual homework, **late work will be subject to a 50% credit reduction for each class session it is late. If unable to attend class, send**

homework to me electronically as an attachment to an e-mail at least 15 minutes before the class meets. All homework must be computer-generated and be printed on 8.5"x11" paper in laser-jet quality. Please see me if this will present any problem for you.

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 professionals by accessing information on web sites, in libraries, and through professional organizations.
11. be prepared to present worship or other inspirational talks to classes, groups, and/or individual students.

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

Lowest A = 93%

A- = 90%

B+ = 87%

B = 83%

B- = 80%

C+ = 77%

*C = 73% – lowest grade for State & SDA accreditation credit

C- = 70%

D = 60%

*Lowest passing grade for State and SDA certification credit.

Attendance: A teacher is expected to arrive on time (before the class begins!) and as a professional that will be essential to your professional and personal success. Regular on-time attendance for this class, as a teacher preparation class, similarly is crucial to your professional development, and also to your grade and 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 may constitute grounds for a failing grade. For this class, 3 tardinesses equal one absence.

Academic Dishonesty Policy: Honesty in all academic matters is a vital component of personal integrity, just as it is a vital component to your future as a professional educator. Breaches of academic integrity principles must be taken very 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 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 or possible disabilities may request accommodations and be directed to the Office of Student Success in NH100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged. Please let me know if there is anything I can do to assist you in this regard to help you succeed in this class.

LiveText Submission: You probably will have purchased LiveText as part of your preparation for your career as a teacher. If that is correct, please note that both your lesson plan and your unit plan must be submitted in hard copy and via LiveText, which can be purchased at the AU Bookstore or by going to http://www.livetext.com/purchasing/membership_student.html. If you have not had to purchase LiveText for other classes, please see me and we will discuss next steps.

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 reasonably approximating 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 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, and 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.

I look forward to working with you in the coming semester.

Best Regards,

John R. Nay

*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 some 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.