STEP 228H, Spring 2015

Literacy, History & Social Science
Tuesdays, 3:15-6:05

Instructor:
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OVERVIEW

In this class, we will focus on teaching history and social science in the multiple subjects classroom. Even while California mandates the teaching of this vital subject matter at every elementary grade level, it does not get the attention or room in the curriculum that other core academic subjects enjoy. In this class we will consider key rationales for including the study of history and social science in the elementary curriculum and learn instructional approaches and tools for facilitating this integration.

LEARNING GOALS

Teacher candidates will:

• Develop a strong conceptual framework for understanding history and its role in promoting students’ academic and citizenship skills and knowledge;

• Become familiar with instructional approaches, tools, and resources for integrating history lessons into their curriculum;

• Begin to embrace teaching history as an engaging and worthwhile subject of study for young students as well as an important vehicle for developing students’ analytic and literacy skills.

ASSIGNMENTS

Your first assignment, the snapshot autobiography, should be handwritten and drawn. Please bring in a hard copy of the rest of your assignments. Assignments are due at the beginning of class.

Successful completion of each and every assignment below is required to pass the course.
Office hours by appointment. Before or after class is a good bet. Email me and we’ll arrange a time.

To earn full “participation” credit, come to class on time and prepared and engage with the daily lesson.

HONOR CODE:

Students are expected to adhere to Stanford’s honor code. According to the Office of Judicial Affairs (OJA) website, “For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person’s original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).” For further information, please consult the OJA website: http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm

STUDENTS WITH DOCUMENTED DISABILITIES:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oae.

SCHEDULE OF READINGS & ASSIGNMENTS
(SUBJECT TO CHANGE)

CLASS 1: What is history? Why history?

Date: March 31

Due: Assignment #1- Snapshot Autobiography

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CLASS 2: Textbooks & Primary Sources

Date: April 7

Read:
1. Wineburg, Martin & Monte-Sano, Chapter 1 in Reading Like a Historian.


**Due: Assignment #2- Reading Response**

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**CLASS 3:** Teaching Elementary History & Social Studies: Contemporary Contexts

**Date:** April 14

**Read:**


3. Select a sample unit to survey from this project (BringingHistoryHome) or here (http://gallery.carnegiefoundation.org/collections/castl_k12/ewolk/index.html). Alternatively, select one from a different source and email reference to me. (It needs to be new to you and have a significant historical/social science lens.)

**Due: Assignment #3- Investigating content for teaching**

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**CLASS 4:** Perspective, Using Fiction

**Date:** April 21

Guest Instructor: Harper Keenan

**Read:**

3. Bob Peterson, Presidents and Slaves: Helping Students Find the Truth, Published by Rethinking Schools. Accessed at Zinnedproject.org

**Due: Assignment #4- Lesson Plan Background & Idea**

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CLASS 5: Powerful Instruction: Selecting Content and Tools

Date: April 28

Read:

2. Parker, Social Studies in Elementary Education, selection

Due: Assignment #5- Draft of Lesson Plan due

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CLASS 6: History & Patriotism, Talking About Text

Date: May 5, 4:15-6:06

Read:
1. Review the Declaration of Independence and United States Constitution
2. Read Wikipedia entry on the Pledge of Allegiance
3. Supreme Court decision reading-TBA

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CLASS 7: Wrapping It Up

Date: May 12, 4:15-6:05

Readings: TBA

Due: Final Assignment--Lesson Plan

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*graded C/NC
Professional Organizations

National Council for the Social Studies  http://www.ncss.org
National Council of History Education  http://www.history.org/nche
Organization of American Historians  http://www.oah.org/
American Historical Association  http://www.theaha.org
Historical Association (UK)  http://www.history.org.uk/
American Political Science Association  http://www.apsanet.org/
Center for Civic Education  http://civiced.org
Association of American Geographers  http://www.aag.org/
National Council for Geographic Education  http://ncge.org