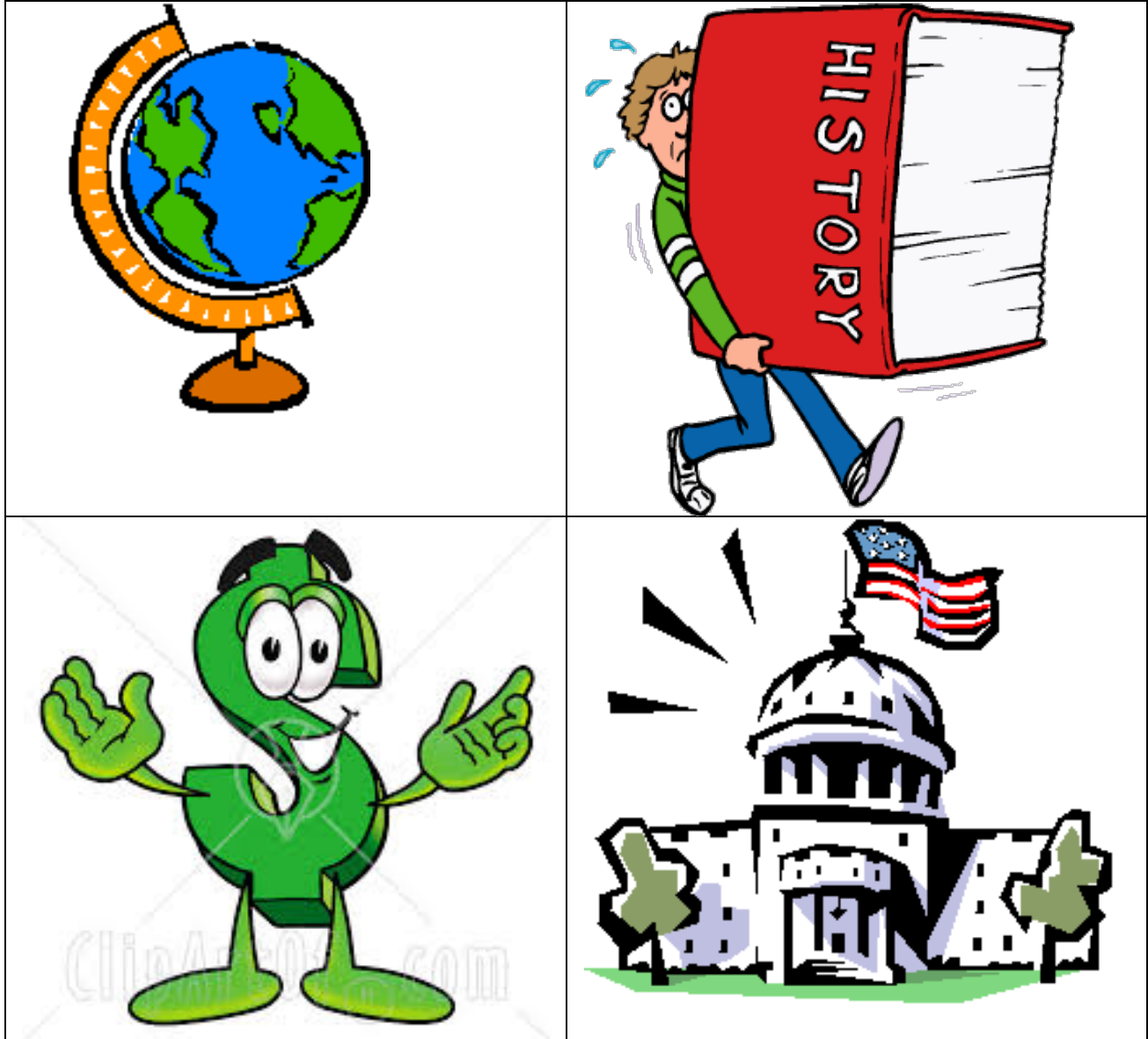


SOCIAL STUDIES METHODS - ELED 3140 ASSIGNMENT DESCRIPTIONS

- Learning Log (50)
- Social Studies Starter (50)
- Strategies Bonanza (75)
- Lesson Plan & Demonstration Lesson (100)



1. LEARNING LOG – 50 POINTS

You will need to maintain a learning log for this course. You can use a 3-ring binder for this purpose. In the log, you will make journal entries based on course readings outside of class and make entries during class as part of activities led by the instructor and/or other students within the class. Logs will be collected at the end of the semester.

Purpose:

Prepare you for class discussions and provide you with a written record of class content to be used as a reference. The Learning Log also allows you to be reflective and document your questions and they allow for individual creativity. Please remember that you are not writing the log to me, but to yourself.

Begin with a Table of Contents. Include the date and add a title to each entry and # the pages starting with 1.

Before class

Complete the graphic organizer(s) of your choice for the reading(s) of the day.

During Class

Document class activities and your reactions to discussion of experiences/readings with peers and class in writing. We will often have activities conducted by your instructor and/or your peers that include handouts that you should include in your learning log as well.

Grading Criteria

	Points Possible	Points Earned
Documentation of Out-of class Readings		
Table of Contents is complete; each page is dated and labeled.	10	
Graphic Organizer is completed for each reading	20	
Documentation of In-Class Activities & Reflections		
Makes an extensive effort to document activities & reflect through writing	10	
Includes handouts and materials provided by instructor and peers	10	
Total points	50	

2. SOCIAL STUDIES STARTER - 50 Points

Locate and bring to class an object, piece of literature, artwork, or music that can be used as an attention-getter in the set/introduction of a social studies lesson or unit. Include the following headings in your paper:

Grade level

Lesson Plan Title

Name and # as well as page number location of strategy from your textbook

Content Standard (TN Curriculum Standard- Include Content Standard & Learning Expectations)

Objectives – Describe what students should learn as the result of participating in the activity; reference the accomplishment and/or performance indicator(s)

Material (this is the item that you bring)

Set (Introduction)

Lesson Outline.

The *Set* should describe what you will do with students to introduce the lesson (this is what you will be doing with us in class). The *Lesson Outline* should be a descriptive paragraph or two about the content knowledge that would be presented during the rest of the lesson pertaining to the performance indicator(s) that you selected (i.e., if you are bringing a piece of artwork from the Renaissance period, you should share what you would want for your students to learn about that period by the conclusion of your lesson). You can share the *Lesson Outline* content information as part of a concept map (use Inspiration or drawing features of word) in lieu of descriptive paragraphs. In class you will present how you would use the object to introduce your lesson (as you would to the grade level you indicate) - approximately 2 to 10 minutes.

Grading Criteria Social Studies Starter	Points Possible	Points Earned
Paper Handed in to instructor		
Lesson content is appropriate and described in paragraph or concept map form	10	
Grade level, content standard, and lesson title are stated	5	
Objective is clearly stated and written in proper form (spi and/or tpi referenced)	5	
There is an obvious connection between the set and the objective	5	
The set and object will motivate students	5	
Spelling, grammar, and mechanics	5	
Presentation		
The attention-getter (object) was brought to class on the due date (2.5) The required paper was posted to the associated class wiki page the evening prior to the presentation (2.5)	5	
The presentation was professional and ranged in length from 2 to 10 minutes	10	
Total points	50	

3. STRATEGIES BONANZA – 75 Points

Purpose: The purpose of the strategies bonanza is to help teacher candidates become familiar with a wide variety of strategies and best practices for teaching social studies in order to meet the diverse needs of students in today’s classrooms. Candidates will also become familiar with the “new” social studies standards that will be in place beginning the 2014-2015 school year.

<http://www.tn.gov/education/curriculum.shtml>

Process: Each group of 4 students will be assigned a grade level from grades 2-6 from the new standards. Each group will develop activities for their assigned grade level over the course of several weeks of class either individually, in pairs, or as a whole group.

You will choose or be assigned to a group for each of the following requirements in class.

3a - Story Quilts – 25 points (Due Week 3)

3b - Collection of Children’s Lit and Primary Sources – Integrate with CC-LA standards – 25 points (Due Week 5)

3c - Field Trip Activity – 25 points (Due Week 7)

Groups – may be based on practicum placement

Grades 1-2: (Work on Grade 2 standards)

Grade 3

Grade 4

Grade 5

Grade 6

3a - STORY QUILTS – 25 points

Your challenge is to create an assignment for a Story Quilt for your assigned grade level. Each person in the group should select a different idea/concept/era etc. for the assigned grade level or you can choose to collaborate as a group IF you are able to arrange out of class work time as needed. You will need to briefly describe the requirements you would give to students and describe how you would assess student artifacts. Additionally, you will need to create a sample artifact as you would require of your students. If you are up to getting fabric and sewing, by all means do so; however, I know many of you may not be up to that task (lack of skills, finances, money,... etc.). Some ideas for using the story quilt format in an alternative way include but are not limited to the use of:

- Scrapbook Pages
- Web 2.0 – Big Huge Labs <http://bighugelabs.com/> or Text2Pic <http://www.txt2pic.com/> See Integrating Teaching and Technology wiki for ideas <http://integratingteachingandtechnology.wikispaces.com/Signs+and+Posters>
- Shape Quilts – the use of an object (outline or the actual object) & fill in with graphics/text. Ideas of objects – Teepee (discussion of Native Americans); sailing ship (explorers); light bulb or telephone (inventions); jeans (culture), etc.
- Collage
- iPad/iPhone apps – Collage, Scrap It HD, Phoster, PhotoCard, Tiled, etc.

If your group members are working individually, you each can make your own choices of format – you don't all have to use the same format.

Refer to required reading for class for ideas about how story quilts can be used in the classroom. Sevier, B., Sampish, A., Barnes, M., and Webb, K. (2010). Story quilts: Communicating content and creating connections. *Social Studies and the Young Learner*. 23(1), pp. 11-15

Grading Criteria Story Quilt	Points Possible	Points Earned
Paper includes the following: <ul style="list-style-type: none"> • List of standards addressed • An objective for the student story quilt project 	5	
Paper includes <i>description of requirements</i> for students to complete the project and how students will be <i>assessed</i>	7.5	
Sample artifact is created – the artifact comprehensively addresses the selected standard(s) and objective	7.5	
Spelling, grammar and mechanics (for paper and artifact)	5	
Total	25	

3b - COLLECTION OF CHILDREN'S LIT AND PRIMARY SOURCES – Integrate with Common Core –English Language Arts standards – 25 points

Each person is required to select one children's book and one primary source for this assignment, preferably the same content/concept/era, etc. selected for the story quilt but it will be OK to branch out within the grade level.

For this project, you will need to reference the following CC – ELA standards for your grade level

<http://www.corestandards.org/ELA-Literacy>

Reading: Literature (grades K-6)

Reading: Informational Text (grades K-6)

Writing (K-6)

Speaking and Listening (K-6)

CC – ELA History/Social Studies Grades 6-8 (*6th grade should use these*)

<http://www.corestandards.org/ELA-Literacy/RH/6-8>

ASSIGNMENT

Children's Book

Use the lists of Notable Trade Books for Young People located on the National Council for the Social Studies website to select a book: <http://www.ncss.org/notable>

Begin with the Notable Trade Book Lists – if you don't find something that you want after an extensive look, search online.

You will need to locate a copy of your book to bring to class – use your public library or order the book.

Describe an activity that you can complete with your class using your selected book (refer to ideas found in *We Elect a President: Using Literature to Teach Decision-Making Skills* by Obenchain & Pennington, 2012). Select relevant social studies and CC-ELA standards that apply to your activity. Include question prompts and a graphic organizer that students can use for processing the book related to your selected standards – these should specifically address reading (literature/informational text) and writing standards. There are many ideas for teaching with children's books that can be found online – use them!

Primary Source

Locate a primary source for your topic/grade level, such as a map, photograph, cartoon, letter, sound recording, etc. Use the Library of Congress website www.loc.gov or Teaching with Primary Sources MTSU <http://library.mtsu.edu/tps/>

Locate a template or worksheet that can be used to analyze your primary source and use the template to analyze your selection. Ready to print analysis forms can be located online.

<http://library.mtsu.edu/tps/tools.php>

National Archives - <http://www.archives.gov/education/lessons/worksheets/>

There are others – just search for what you need.

Locate social studies standards that reference the use of primary sources at your grade level. Also locate CC-ELA standards that apply.

Grading Criteria Children’s Lit and Primary Source	Points Possible	Points Earned
Children’s Book		
Paper includes the following: List of standards addressed – social studies and CC-ELA	2.5	
Description of activity for students	5	
Question prompts and graphic organizer are included to help student process the information & address selected standards	5	
Primary Source		
Primary Source is located – embed in document or include a link to the source	3	
Social Studies and CC – ELA standards are referenced	2	
Primary Source analysis template/worksheet is located and completed for the selected primary source	5	
Spelling, grammar and mechanics (for children’s book and primary source write-up)	2.5	
Total	25	

3c - FIELD TRIP ACTIVITY 25 points

As a group create activities for a field trip. Use the handouts provided in class as a guide to how to construct the exhibit, center, or board. Your group will need to develop a pre-, during, and post-visit activity.

Choose a destination that you would like to take future students on a field trip. For this option your group must all be able to go to your destination of choice preferably together (but can go separately if you need to). Your group will need to develop a pre-, during, and post-visit activity. Field trip ideas for this area include but are not limited to:

- Appalachian Museum - Norris
- Historic Rugby
- Museum of Scott County - Huntsville
- Children’s Museum of Oak Ridge
- Green McAdoo Cultural Center – Clinton
- James White’s Fort - Knoxville
- East Tennessee History Center - Knoxville
- Cemetery (of choice)

Grading Criteria - Field Trip Activity	Points Possible	Points Earned
Each person in group contributes to the creation of a pre, during, and post activities for a field trip	5	
Group compiles one paper (no more than one-page long) that includes the standards addressed and how the field trip would be used with the class	10	
Individual grade – Reflection on field trip and on this activity	5	
Spelling, grammar and mechanics	5	
Total	25	

4. GROUP LESSON PLAN AND DEMONSTRATION LESSON – 100 Points **TK20 Common Assignment**

Purpose: To become familiar with social studies curriculum standards and to experience teaching key concepts by having students “Do Social Studies”. You will be expected to incorporate hands-on activities and children’s literature.

During class you will sign up as a group of 4 students to prepare the written lesson plan and implement a demonstration lesson in class as a team. Your professor will model how you will be expected to lead the class prior to your demonstration lesson. You will be required to:

- Write a lesson plan using the template provided
- Select a children’s tradebook or primary source to incorporate with the lesson
- Integrate specific Common Core ELA standards
- Use effective and engaging strategies specifically appropriate for social studies instruction
- Involve students in basic and higher order skill development with materials such as texts, graphic organizers, primary sources, art and music

You can adapt lesson plans that you find in classroom resource books or online for this plan as long as you use the required format and reference your sources. You will have a limited amount of time to work with your partners in class so I will require the use of Google Docs or other online tools of your choice to effectively collaborate with each other online. Invite Dr. Keller to join your Google Doc plan. Your completed template should be made available to Dr. Keller at least 3 days prior to teaching the lesson.

You may be asked to revise or edit some activities so be sure to give yourself time to make edits. You & your partners will have 30 minutes to teach a hands-on part of your written lesson plan to our class. Be sure to literally practice your activities prior to teaching them to the class. Make notes to refer to as you teach and confer with your group to keep you on track and within your time limit. You will not have time to teach your entire lesson as written; however, you should be prepared with the supplies and include samples of work that you completed as you practiced on your own.

After your presentation submit a **thorough reflection** to the discussion section of the Social Studies Methods Wiki Page for the demonstration lesson. Discuss what you feel went well and what you would change if you were to teach the lesson again. Provide very specific instances from your presentation – be thorough. Do this by the evening of your presentation. Provide encouragement and constructive criticism to several of your peers that model quality feedback – go beyond – “you did great”. Give the “why” for how they did great and specific suggestions for improvement.

Lesson Plan Template and Grading Rubric located on social studies wiki on the page associated with this assignment.

5. PROFESSIONALISM – 25 Points

Includes but not limited to attendance, textbook readings, reflections, preparation for class (including daily assignments), and participation in class discussion.