

**UNIVERSITY OF ARKANSAS at MONTICELLO**  
**SCHOOL OF EDUCATION**  
**COURSE SYLLABUS**

**Course Title: EDUC 4013 Teaching Social Studies**

**Credit Hours: 3**

**Instructor:**

**Office Hours:**

**PREREQUISITE**

Admission to Teacher Education

**REQUIRED TEXTS**

*Powerful Social Studies for Elementary School Students.* Alleman, Brophy, Halvorsen. 3<sup>rd</sup> Edition, Wadsworth. ISBN # 978-1111838065

**SUPPLEMENTAL RESOURCES**

Arkansas Social Studies Frameworks (<http://www.arkansased.org>)

ELA-Literacy Common Core State Standards (<http://www.corestandards.org/ELA-Literacy>)

**COURSE DESCRIPTION**

This course is a study of materials, methods, content, and classroom procedures as they relate to teaching social studies in the K-6 elementary classroom. Candidates learn to effectively plan, teach, modify and systematically reflect upon social studies instruction while strengthening their content knowledge. Candidates learn to create a positive and supportive environment that meet the needs of diverse student populations and involves families and communities in student learning. Candidates will also learn to integrate instructional technology and to utilize formative and summative assessments to plan, assess, and design instruction.

**MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

**CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills;

promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

### **GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates will demonstrate that they know, understand, and can use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (ACEI 2.4; ATS 4, 5, 8; CF: Knowledge, Pedagogy)

Candidates will demonstrate the ability to know, understand, and use a wide array of effective content specific instructional approaches, strategies, and tools to positively influence student development and learning. (ACEI 2.4, 3.1, 3.2, 3.3, 3.4; ATS 1, 2, 3, 5, 7, 8; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates will demonstrate the ability to communicate social studies through reading, writing, listening and discussing. (ACEI 2.1, 2.4; ATS 7, 8; CF: Knowledge, Pedagogy)

Candidates will acquire a broad knowledge of developmentally appropriate social studies texts across genres, cultures, and centuries. (ACEI: 2.1, 2.4; ATS: 4, 7; CF: Knowledge, Pedagogy, Diversity)

Candidates will be able to select developmentally appropriate social studies texts by using all measures of text complexity: qualitative, quantitative, and reader and task. (ACEI: 2.1, 2.4; ATS: 4, 7; CF: Knowledge, Pedagogy, Diversity)

Candidates will be able to read historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts. (ACEI: 2.1, 2.4; ATS: 5, 7; CF: Knowledge, Pedagogy; Diversity)

Candidates will be able to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. (ACEI 2.4, 3.1, 3.2, 3.3; ATS 1, 2, 5, 6, 7, 8; CF: Knowledge, Pedagogy, Diversity)

Candidates will use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. (ACEI 3.4, 3.5; ATS 2, 3, 4, 5, 8, 10; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates will demonstrate to plan and use formative, interim, and summative assessment in planning and teaching social studies content. (ACEI 4.0; ATS 6, 7, 8; CF: Knowledge,

Pedagogy, Diversity, Technology)

Candidates will use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. (ACEI 3.4; ATS 1, 2, 3; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates will demonstrate the ability to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all students. (ACEI 1.0, 3.2, 3.3; ATS 7, 8, 9; CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to understand the importance of each content area in student learning. They will demonstrate the ability to know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen student understanding. (ACEI 1.0, 3.2, 3.3; ATS 7, 8, 9; CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to plan social studies instruction based on state competencies, knowledge of the teaching/learning process, content knowledge, student ability and differences, and the community. (ACEI 1.0, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; ATS 1, 2, 3, 4, 5, 6, 7, 8, 9,10; CF Knowledge, Pedagogy, Diversity, Technology, Professionalism)

Candidates will deepen their understanding of social studies content through completing projects, tasks, and assignments that demonstrate social studies content knowledge. (ACEI 1.0, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0; ATS 1, 2, 3, 4, 5, 6, 7, 8, 9,10; CF Knowledge, Pedagogy, Diversity, Technology, Professionalism)

### **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology.

### **COURSE REQUIREMENTS**

1. **Field Experience** (required for course completion): Videos of Social Studies classroom instruction will be utilized supporting content knowledge, pedagogy, instructional strategies, and technology integration of lessons. Candidates will assess three video lessons (one in each grade level K-1, 2-3, and 4-6) using the TCRI/TESS Domains 2 and 3 to document evidence.
2. **Attendance/Participation:** Much of your learning will require active participation, a willingness to explore new ideas and cooperative interaction with classmates. This course requires active participation. You will be expect to:
  - a. Be on time
  - b. Be professional in your conduct at all times
  - c. Be prepared for class by reading the required assignments and ready to discuss/learn

- d. Maintain a binder for all course documents
3. **Summative Module Lesson Plans:** Organized lesson plans and long-range unit plans are the trademarks of an excellent teacher. These assignments will help you to develop your ability to create inter-disciplinary lesson plans and long-range unit plans.
4. **Literacy Activities/Assignment with teach (Mini-Lesson):** Much of your lesson planning as a teacher will be focus on creating mini-lessons to support the scaffolding of instruction to support the goals, objectives, and standards. You will be creating at least 2 mini-lessons for each three major modules for this course. You and a partner or team will teach one of the mini-lessons during the semester. Examples of mini-lessons include:
  - a. Plan read-aloud with non-fiction social studies text
  - b. Guided reading lesson with non-fiction guiding reading selections
  - c. Close reading lesson with annotation
  - d. Plan writing assignment utilizing non-fiction text
5. **Formative Assessments:** This course will require the use of daily formative assessments to guide instruction, learning, and preparation for your future classroom. Examples of formative assessments that could be utilized throughout the course include: Exit Slips, Discussion Boards, Bell-Work, etc. (utilizing Praxis II Test Prep material for content knowledge).
6. **Essential Questions Reflective Paper:** This course will require the use of essential questions in lesson planning. You will write a reflective paper on the module that discusses essential questions. The reflection paper should answer the following question: “Why teachers need to utilize essential questions as part of the lesson planning and long-range unit planning to support 21<sup>st</sup> Century Skills, Common Core State Standards, and Arkansas Social Studies Frameworks.” This paper should be at least 1 page in length, Times New Roman 12 pt. font, double-spaced, utilizing textual evidence, and include a bibliography in APA format.
7. **Online Resources Guide:** Candidates will be required to develop online resource guide to support Social Studies instruction. This resource guide should identify websites, videos, and other resources to support the Arkansas Social Studies Frameworks and Common Core State Standards. This resource guide is due at the end of the semester as a cumulative project for the semester.

### **UAM GRADE POLICY**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/> To have your grades mailed to you, complete the grade request form available in the Registrar’s Office in Monticello or the Student Services offices in Crossett and McGehee.

### **GRADE ASSIGNMENT**

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

### **ATTENDANCE POLICY**

Regular and punctual attendance is required in class and any required field experiences. Candidates must attend class to receive maximum benefit of learning. As future teachers, candidates are expected to maintain a professional demeanor at all times. Attendance will be recorded at the beginning of the class. It is important that students arrive on time to class. Late work will not be accepted without penalty. Makeup work will not be allowed unless documentation concerning the reason for the absence is provided.

### **STUDENTS WITH DISABILITIES**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926

### **STUDENT CONDUCT STATEMENT**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

### **CELL PHONE USAGE POLICY**

The School of Education seeks to promote a teaching and learning environment free from classroom disruptions. The following policy is intended to define acceptable classroom behavior with regard to cell phones, pagers, MP3 players, and similar electronic devices in order to preserve academic integrity and ensure that candidates have optimum environmental conditions for effective learning.

As a member of the learning community, each candidate has a responsibility to other candidates who are members of the community. The School of Education prohibits the use by candidates of cell phones, pagers, MP3 players, or similar electronic devices during scheduled classes. All such devices must be turned off or put in a silent mode and cannot be visible during class. At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in a classroom. All MP3 players must be turned off prior to entering the classroom. Both ear buds and/or ear phones must be removed from ears. If you decide to ignore the policy, you will be asked to leave and may be counted absent.

**In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.**

### **USE OF TECHNOLOGY**

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct

internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources.

### **DIVERSITY**

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classroom and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will design curriculum (including goals, methods, and assessments) suitable for a wide range of students.

### **ACADEMIC DISHONESTY**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

## **COURSE OUTLINE/CALENDAR**

<b>Module 1:</b> <ul style="list-style-type: none"><li>• <b>Pre-Assessment of Content Knowledge</b></li><li>• <b>Overview of course</b></li><li>• <b>Overview of Disciplinary Literacy</b></li><li>• <b>Essential Questions</b></li><li>• <b>Frameworks/Standards</b></li><li>• <b>Evaluating Resources</b></li></ul>	<p><b><u>Topics:</u></b></p> <p>Pre-Assessment of Content Knowledge</p> <p>Organizing and providing inter-disciplinary instruction in grade K-6 for the study of major themes, concepts, and modes of inquiry that address the Arkansas K-6 Elementary Teacher Social Studies competencies.</p> <p>Essential Questions serve as the guide to teaching and engaging student in elementary level social studies. The essential questions for this course will include:</p> <ul style="list-style-type: none"><li>• What is social studies?</li><li>• Why teach elementary level social studies?</li><li>• What is powerful and purposeful social studies teaching and learning?</li><li>• How do we plan powerful and purposeful social studies?</li><li>• How do we assess powerful and purposeful social studies in a meaningful manner?</li><li>• How do we connect Arkansas Social Studies Frameworks and the ELA-Literacy Common Core State Standards?</li><li>• How do we utilize Information Text in the social studies lessons?</li><li>• Where do I find online resources to support social studies lessons?</li></ul> <p><b><u>Assignment:</u></b> Reflection Paper on Essential Questions for this course</p> <p><b><u>Formative Assessments Ideas</u></b> (utilizing Praxis II Test Prep material for content knowledge):</p> <ul style="list-style-type: none"><li>• Exit Slips</li><li>• Discussion Boards</li><li>• Bell-Work</li><li>• Entry Slips</li></ul> <p><b><u>Instructional Strategy Ideas:</u></b></p> <ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Gallery Walks</li><li>• Note-Taking</li><li>• Note-taking</li><li>• Questioning</li><li>• Cooperative Learning</li></ul>
---	---

	<ul style="list-style-type: none"> <li>• Vocabulary Maps</li> <li>• Discussion Webs</li> </ul>
<b>Module 2:</b> <ul style="list-style-type: none"> <li>• <b>United States History</b></li> <li>• <b>Government</b></li> <li>• <b>Citizenship</b></li> </ul>	<p><b><u>Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Knows European exploration and colonization in United States history and growth and expansion of the United States</li> <li>• Knows about the American Revolution and the founding of the nation in the United States history</li> <li>• Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)</li> <li>• Knows about twenty-century developments and transformations in the United States (e.g., assembly line, space age)</li> <li>• Connecting cause and effects of events</li> <li>• Understanding the nature, purpose, and forms of government (e.g., federal, state, local)</li> <li>• Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)</li> <li>• Knows the rights and responsibilities of citizenship in a democracy</li> </ul> <p><b><u>Video/Virtual Observations:</u></b> Instructor will utilize video and/or virtual observations of Social Studies curriculum in throughout the module for candidates to have hands on experience observing instruction, content, and strategies.</p> <p><b><u>Literacy Activities/Assignment (Mini-Lesson) Ideas</u></b> (see attached mini-lesson plan format) [at least 2 per module]:</p> <ul style="list-style-type: none"> <li>• Plan read-aloud with non-fiction social studies text</li> <li>• Guided reading lesson with non-fiction guiding reading selections</li> <li>• Close reading lesson with annotation</li> <li>• Plan writing assignment utilizing non-fiction text</li> </ul> <p><b><u>Formative Assessments Ideas</u></b> (utilizing Praxis II Test Prep material for content knowledge):</p> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Discussion Boards</li> <li>• Bell-Work</li> <li>• Entry Slips</li> </ul> <p><b><u>Instructional Strategy Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Gallery Walks</li> <li>• Note-Taking</li> </ul>



	<ul style="list-style-type: none"> <li>• Note-taking</li> <li>• Questioning</li> <li>• Cooperative Learning</li> <li>• Vocabulary Maps</li> <li>• Discussion Webs</li> </ul> <p><b><u>Module Summative Assignment:</u></b> Lesson Plan (see attached lesson plan format; assign grade-level range according to the connection with the Arkansas Social Studies Frameworks)</p>
<p><b>Module 3:</b></p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Anthropology</li> <li>• Sociology</li> </ul>	<p><b><u>Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Knows world and regional geography (e.g., spatial terms, places, regions)</li> <li>• Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)</li> <li>• Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)</li> </ul> <p><b><u>Video/Virtual Observations:</u></b> Instructor will utilize video and/or virtual observations of Social Studies curriculum in throughout the module for candidates to have hands on experience observing instruction, content, and strategies.</p> <p><b><u>Literacy Activities/Assignment (Mini-Lesson) Ideas</u></b> (see attached mini-lesson plan format) [at least 2 per module]:</p> <ul style="list-style-type: none"> <li>• Plan read-aloud with non-fiction social studies text</li> <li>• Guided reading lesson with non-fiction guiding reading selections</li> <li>• Close reading lesson with annotation</li> <li>• Plan writing assignment utilizing non-fiction text</li> </ul> <p><b><u>Formative Assessments Ideas</u></b> (utilizing Praxis II Test Prep material for content knowledge):</p> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Discussion Boards</li> <li>• Bell-Work</li> <li>• Entry Slips</li> </ul> <p><b><u>Instructional Strategy Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Gallery Walks</li> <li>• Note-Taking</li> <li>• Note-taking</li> <li>• Questioning</li> <li>• Cooperative Learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary Maps</li> <li>• Discussion Webs</li> </ul> <p><b><u>Module Summative Assignment:</u></b> Lesson Plan (see attached lesson plan format; assign grade-level range according to the connection with the Arkansas Social Studies Frameworks)</p>
<p><b>Module 4:</b></p> <ul style="list-style-type: none"> <li>• World History</li> <li>• Economics</li> </ul>	<p><b><u>Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)</li> <li>• Understands twentieth-century developments and transformations in world history</li> <li>• Understands the role of cross-cultural comparisons in world history instruction</li> <li>• Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)</li> </ul> <p><b><u>Video/Virtual Observations:</u></b> Instructor will utilize video and/or virtual observations of Social Studies curriculum in throughout the module for candidates to have hands on experience observing instruction, content, and strategies.</p> <p><b><u>Literacy Activities/Assignment (Mini-Lesson) Ideas</u></b> (see attached mini-lesson plan format) [at least 2 per module]:</p> <ul style="list-style-type: none"> <li>• Plan read-aloud with non-fiction social studies text</li> <li>• Guided reading lesson with non-fiction guiding reading selections</li> <li>• Close reading lesson with annotation</li> <li>• Plan writing assignment utilizing non-fiction text</li> </ul> <p><b><u>Formative Assessments Ideas</u></b> (utilizing Praxis II Test Prep material for content knowledge):</p> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Discussion Boards</li> <li>• Bell-Work</li> <li>• Entry Slips</li> </ul> <p><b><u>Instructional Strategy Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Gallery Walks</li> <li>• Note-Taking</li> <li>• Note-taking</li> <li>• Questioning</li> <li>• Cooperative Learning</li> <li>• Vocabulary Maps</li> <li>• Discussion Webs</li> </ul>

	<p><b><u>Module Summative Assignment:</u></b> Lesson Plan (see attached lesson plan format; assign grade-level range according to the connection with the Arkansas Social Studies Frameworks)</p>
<p><b>Summative Projects &amp; Post-Assessment of Content Knowledge</b></p>	<p><b><u>Online Resources Guide:</u></b> Develop online resource guide to support Social Studies instruction. This resource guide should identify websites, videos, and other resources to support the Arkansas Social Studies Frameworks and Common Core State Standards. This resource guide is due at the end of the semester as a cumulative project for the semester. This will be gathered and submitted electronically.</p> <p><b><u>Field Experience</u></b> (required for course completion): Videos of Social Studies classroom instruction will be utilized supporting content knowledge, pedagogy, instructional strategies, and technology integration of lessons. Candidates will assess three video lessons (one in each grade level K-1, 2-3, and 4-6) using the TCRI/TESS Domains 2 and 3 to document evidence.</p> <p><b>Post-Assessment of Content Knowledge</b></p>

**EDUC 4013 – Teaching Social Studies  
Mini-Lesson**

Explicit Lesson Focus:

Materials:

1. Identify/Explain  
*Why use this strategy-*  
*When to use this*  
*strategy-*

2. Model or  
demonstrate  
*How to use the*  
*strategy-*

3. Guided Practice  
*Scaffold the use of the*  
*strategy-*

4. Independent  
Practice  
*Use the strategy*

# UAM Social Studies Lesson Plan

Candidate: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Observer Name: \_\_\_\_\_ Date: \_\_\_\_\_

ESSENTIAL QUESTION/QUESTIONS:

## **LEARNING OBJECTIVES/GOALS/STANDARDS**

ELA-Literacy Common Core State Standards (at least one of each Reading and Writing):

Arkansas Social Studies Frameworks:

What is/are your objective(s) for student learning for this lesson?

**STUDENT GROUPING**

How will you group students for instruction?

**METHODS/INSTRUCTIONAL STRATEGIES (Not the same as activities)**

What teaching method (s) will you use for this lesson?

**ACTIVITIES (Not the same as teaching Methods/Instructional Strategies)**

What activity(ies) have you planned and allotted time for each activity?

**MATERIALS (Used for student activities) RESOURCES (Used by the teacher to support the learning)**

What instructional materials will you use, if any?

Why have you chosen these materials?

### **ASSESSMENT/EVALUATION**

**How and when do you plan to evaluate student learning on the content of this lesson?**

**Why have you chosen this approach for evaluation?**



## **Bibliography**

- Allen, Brophy, & Halvorsen. (n.d.). *Powerful Social Studies for Elementary School Students (3rd Edition)*. Wadsworth.
- Levstik, L., & Barton, K. (2011). *Doing history: Investigating with children in elementary and middle schools*. New York: Routledge.
- National Council for the Social Studies. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Springs, MD: National Council for Social Studies.
- Obenchain, K., & Morris, R. (2011). *50 social studies strategies for K-8 classrooms*. Boston: Pearson.
- Parker, W. (2012). *Social studies in elementary education*. Upper Saddle River, NJ: Merrill/Prentice Hall, Inc.