

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS

Course Title: TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOL

Course Number: ELED 466

Credit Hours: Three (3)

Instructor: W.P. McLemore

Trimester: Winter 1993
Tuesday & Thursday 2:00 - 3:15 p.m.

ELED 466
GSU ARCHIVES

Catalog Description:

Introduces prospective teachers to content, methodology, and materials for elementary school social studies. Explores options for making instructional decisions. **Prerequisites:** Admission to Teacher Education, U.S. History, American Government. **Co-requisites:** EDUC 321, EDUC 322.

Required Text and Materials:

Selected bibliography and daily newspapers.
Selected journal articles.

Instructional Objectives:

Upon completion of this course, the student should be able to:

1. State five social studies learning outcomes.
2. Define facts, concepts, and generalizations; explain their value for teaching social studies.
3. Demonstrate how geography can be taught using the cardinal directions, maps and globes.
4. Describe and explain how to use at least twelve learning materials.
5. Explain how provisions can be made in the lesson plan for students who are slow learners, mildly mentally handicapped, learning disabled, hearing impaired and visually impaired.
6. Demonstrate how games and socio-dramas can be used to teach social studies.
7. Identify how American heritage and current events can be taught.
8. Explain how to teach with discipline and increase good citizenship.

ELED 466 W'93

Topical Outline and Tentative Schedule

Week	Inst Obj.	Topic/Activities	Assignment	Eval
1/12	1-8	I. Introduction and Orientation	J.J. Ch. 1	
1/14	1,2	II. Social Studies: a. Goals	J.J. Ch. 1, Ch.2 Bring to class a current event article that is about a problem.	A,B
1/19	1,2	b. Facts c. Concepts d. Generalizations	J.J. Ch. 2 Use the bibliography and read about teaching concepts and generalizations.	A,B
1/21		e. Materials	J.J. Ch. 6, pp. 183-190 Ch. 10, pp. 293-298, 315-321, Ch. 12, pp.371-376. <u>Meet on campus in the Library Mat. Ctr.</u>	
1/26	2,3,6	III. Home, Neighborhood Community a. Young children b. People and places	J.J. Ch. 7, pp. 90-93 R. Charlesworth and N.L. Miller, "Social studies and basic skills in the early childhood program" <u>The Social Studies</u> , Jan.-Feb. 1985, 34-37.	A,B RESERVE COUNTER
1/28	2,3,6	c. Concepts .Widgets	<u>Bring to class</u> a graph, map, and a picture from a newspaper or magazine. "The Me I Can Be", Mat. Ctr. Kit 392 Independent Living Sequential Cards, Mat.Ctr LB1050.4 10 x Game 305 "You and Your Community", Mat. Ctr. LTH 62 .6512 Kit 311 <u>Bring these materials to class:</u> 2 kleenex tissues or wet wipes, pair scissors, 5 old newspapers, 1 roll clear tape ruler, 1 pin (safety or	A,B

straight.)

J.J. Ch. 13, pp.383-384

Ch. 7 pp. 197-202

Ch. 13, pp. 391-408.

Ch.14, pp. 421-427, 436-439

2/2	2/3/6	d. Economic concepts e. Workers .picture show & tell with music	J.J. Ch. 7, pp. 193-199. <u>Bring to class</u> a picture of one of these: A,B a worker wearing a uniform, a worker wearing a hat, and a worker using a machine or tool, Be prepared to show your pictures and <u>talk about</u> them. Tell <u>how</u> they <u>relate to careers and economic concepts.</u> <u>Bring your lesson plan, materials, and supplies to class.</u> Microteach a CONCEPT OR GENERALIZATION. the emphasis is to be on a CONCEPT or GENERALIZATION <u>not</u> on a fact or skill. The maximum time for microteaching is 10 minutes. Receive feedback about your microteaching. A,B
	(2)	_____	
2/4	3,4,6 7	IV. People and Places Beyond the a. Community b. Illinois c. Show & tell	J.J. Ch. 5, pp. 133-150 Ch. 6, pp. 153-180. <u>Bring to class</u> a news article about the state of Illinois. Be prepared to <u>tell how</u> it can be <u>used</u> as a follow-up to <u>teaching</u> economic and geographic <u>concepts.</u> <u>Bring your lesson plan, materials, and supplies to class.</u> Microteach a CONCEPT or GENERALIZATION. The emphasis is to be on a CONCEPT or GENERALIZATION <u>not</u> on a fact or skill. The maximum time for microteaching is 10 minutes. Receive
	(2)	_____	

2/18	3,4	<p>."Telling Directions" ."Be the Leader" ."Twenty Questions" ."City, State, or Mountain"</p>	<p>Bring to class a pair of scissors, a paper plate, a sheet of colored construction paper and a ruler. A,B T.J. Baerwald, "Thirteen tips for teaching geography in any setting," <u>Journal of Geography</u>, July-August, 1987, 165-167. R.C. J.J. Ch. 14, pp. 440-444. A,B</p>
2/25	2,3,4	<p>f. Music and geography .Europe .music .relative locations g. Show, play tape, or read and tell.</p>	<p><u>Bring to class</u> a cassette tape player and a tape of a poem that names a European country in English. Be prepared to play your tape or read the poem and tell how it can be used to teach a geography concept. Tell why it is important. Give the instructor a typed ;copy of the songs, title, words, and artist. J.J. Ch. 5, p. 129. A,B</p>
3/2	2,3,6	<p>h. Computers .lecture</p> <p>(2) _____ (2) _____</p>	<p>M.C. Schug and H.S. A,B Keptner, Jr., "Choosing computer simulations in social studies," <u>The Social Studies</u>, Sept.-Oct., 1987, 211-215, R.C. G.A. Rose, <u>et al</u>, "Social studies microcomputer courseware evaluation guidelines," <u>Social Education</u>, Nov.-Dec., 1984, 573-576. Reserve Counter. J.J. Ch. 5, 145, Ch. 2, pp. 56-57</p>
3/4		<p><u>Lab on GSU Campus</u> Computer Lab</p>	<p>Computer software. A,B Examine and use with a partner: SS1 The Medalist States SS2 Geography Search SS3 The Language of Maps SS3 Map Reading A,B SS3 States and Traits</p>

3/9	5,7	V. American History a. young children .clock time .calendar time .personal b. time lines c. Folktales	.American History on Stamps Mat. Ctr. HE6185.A 43X Filmstrip, 968 .Settling the West "The Trail Blazers" "Growth of Towns and Cities", "Wagon Trains to Railroads" Mat. Ctr. F.591 .S47X filmstrip 1301 J.J. Ch. 5, pp. 121-126 Bring two American History textbooks to class. <u>Read</u> an American folktale and come to class prepared to tell about it without reading it. R. Robesman, "Storytelling," <u>Social Education</u> , September, 1988. p. 332, R.C. studies concept.
3/11		Mid Term Examination	Bring a number 2 pencil and a pen to class A
3/16	5,7	d. Pete Kelly e. Westward Movement .transportation f. toys	Bring a toy to class. Show it and tell how and why you can use it to teach a concept or generalization.
3/18	2,4,7	g. Oral history .report h. Biographies .Who am I?	P.M. Ch. 5, pp. 112-113, Ch. 12, pp. 281-282, 300- 303 .Interview an adult over 40 years old. Include in your interview two or more questions about how these have changed during their lifetime: cars, churches, communication, neighborhoods, housing, transportation, recreation, schools, jobs, entertainment, and restaurants, <u>Prepare an oral report</u> . Include how you'll use the interview. ORal report, two minutes. .Biography of outanding Black Americans, Mat. Ctr. E185.96 .846

			<p>Transparency 58. G. Kachaturoff and F. Greenenbaum, "Oral History in the Social Studies Classroom," <u>The Social Studies</u>, Jan.-Feb. 1981, 18-22. R.C.</p> <p>S. Totten, "Using oral histories to address social issues in the social studies classroom," <u>Social Education</u>, Feb. 1989, 114-166. R.C.</p> <p>M.S. Bronson, "Understanding what it means to be a citizen: Focusing on people in american history," <u>Social Education</u>, Nov.-Dec. 1981. 528-531. R.C. A,B</p> <p>J.J. Ch. 5, pp. 121-127, Ch. 11, pp. 343-356.</p>
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3/23	2,7	VI. Citizenship, Government Democracy a. Citizenship b. "John Goodboy"	<p>.Jack Prelatsky and Arnold Latel, <u>Random House Book of Poetry for Children</u>. Mat. Ctr., P.S. 36583.</p> <p>J.J. Ch. 15, pp. 433-434</p> <p>.Read a book of your own choosing. Read a chapter on citizenship and democracy. B</p>
<hr/>			
3/25	4,7	c. Computers .GSU lab	<p><u>Examine</u> and use with a partner: B</p> <p>SS1 American History #1</p> <p>SS1 American History #2</p> <p>SS1 Decisions: American History Pack</p> <p>SS1 Decisions: Colonization</p> <p>SS1 Decisions: Revolutionary War</p> <p>SS1 Lincoln's Decision: Presidential Career and Map Maker</p> <p>SS1 The Time Tunnel: American Series</p> <p>SS2 MECC-The OREGON Trail</p> <p>SS3 The U.S. Constitution</p>

Tutor, Side 1 &

3/30

4,6,7

- d. Holiday Observance
 .Learn about Holiday
 Craft, Mat. Ctr. TT
 .160.L42X, Filmstrip
 1043.
 .Holidays & Celebrations
 Around the World.
 "Special days for
 special peoples"
 Mat. Ctr. GT3933
 .H64X Film 1370
- e. Where Am I?
- f. What Am I?
- Two volunteers who pre-
 view, introduce, show,
 and discuss these Av's
 will not be required to
 do a research paper.
 Only show and discuss
 20 min. of each AV.
 State the concepts that
 can be reinforced with
 the AV. State how and
 why the AV is useful.
 J.J. Ch. 5, pp. 132-133
 Ch. 14., p. 434

4/1

- g. Oral Reports
 .local institutions
 .school
 .library
 .church
 .synagogue
 .governmental body
 .non-profit corp.
- h. Current events
 ."What Happens Next?"
 ."Rim Rat's Dilema"
- .Research and write a one
 page history of an insti-
 tution in your community
 and give an oral report
 on how you can use it to
 teach a fact, concept, or
 generalization. State
 why you could use the
 report. Give the B
 instructor a bibliography
 of materials used.
 J.J. Ch. 13, pp. 416-419.
 Oral report two minutes.
 .Select a current events
 article, the same size,
 from six newspapers.
 Bring the articles to
 class. Also, bring a
 pair of scissors and 2
 envelopes.
 .DUSO Kit D-2 Mat. Ctr.
 LT BF723 .S28 D561X Kit
 329 Newspaper
 D. Earle, "Current events
 should be taught in
 primary classroom,"
Social Education, Jan.
 1982, 27-28. R.C.
 J.J. Ch. 9, pp. 255-279.

4/6	7	<ul style="list-style-type: none"> i. Current events <ul style="list-style-type: none"> .Show and tell citizen-ship j. "Pam's Jump Rope" k. Word Hunt puzzle <ul style="list-style-type: none"> ."Citizenship" 	<p>.Library Reference Skills Mat. Ctr. 2718.7 .L5X Transparency 27.</p> <p>.<u>Bring to class</u> a current event article about someone who demonstrated good citizenship. Be prepared to talk about it.</p> <p>.Watch national news on T.V.</p> <p>.Select a book that's on the bibliography and read about teaching current events.</p>
4/8	7,8	<ul style="list-style-type: none"> l. Law <ul style="list-style-type: none"> .Current events .name the face .show and tell .Tom Phillips 	<p>.<u>Bring to class</u> a current event article that is about some aspect of the law. Be prepared to talk about it. G.M.Schwanke, "Law-related education and the young child," <u>The Social Studies</u>, May-June, 1985, 139-142. R.C.</p> <p>N.Gross, "Teaching about the law: Perceptions and implications," <u>The Social Studies</u>, July-August 1982, 151-154. R.C.</p> <p>J.J. Ch. 7, pp. 200-207 B</p>
4/3	6,7,8	<ul style="list-style-type: none"> m. Pro Se Court <ul style="list-style-type: none"> 1.Debate n. special needs 	<p>.<u>Bring to class</u> a current event article that is about the courts. Be prepared to talk about the article.</p> <p>.Use the bibliography and read about debate as a teaching strategy.</p> <p>J.J. Ch. 8, pp. 240-243. B</p>
4/15, 20	5,8	<ul style="list-style-type: none"> IV. Managing Social Studies Classes <ul style="list-style-type: none"> a. Space management b. Special needs c. Time Management d. Principles of discipline 	<p>J.J. Ch. 12, pp. 368-370</p> <p>Ch. 12, pp. 337-341</p> <p>."Different From You and Like You," Mat. Ctr. 733.6 S38X Film and tape 1364. R.D. Price, <u>et al</u>, "Mainstream in the social studies," <u>The Social Studies</u>, July-August, 1982, 151-154. R.C.</p>

P.M.M. Ch. 11, pp. 253-258, 265-269.

R.D. Deery, "Classroom routines: Make them pay off big!" Social Education, Feb. 1984, 138-144, R.C. A,B
The final examination will cover all learning materials. B

4/22 1-8 FINAL EXAMINATION

The Above Schedule is Tentative

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