

EDMS 471

SOCIAL STUDIES IN A MULTICULTURAL SOCIETY

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Required Course Reader

Reader for Education 471 (To be purchased at the College Center Copy Shop, 1435 E. Cotati Ave., Rohnert Park; 707-792-0995).

Required Texts - To be purchased at the Campus Bookstore (Except for Slapin & Seale text)

- Lindquist, T. (1995): Seeing the whole through social studies. Heinemann
- History Text book (Choose one if you do not have a history text):
 - Takaki, R. (1993). A different mirror: A history of multicultural America. New York: Little, Brown and Company.
 - Zinn, H. (1990). A people's history of the United States. Harper Perennial.
 - Loewen, J. (1999). Lies across America: What our historic sites get wrong. New York: The New Press.
- Slapin, B., & Seale, D. (Eds.) (2003). Through Indian Eyes: The native experience in books for children. Walnut Creek, CA: AltaMira. (Purchasing details will be given in class)
- *The California State Social Studies Framework can be obtained online* (<http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>)
- *The California State Social Studies Standards* (<http://www.cde.ca.gov/be/st/ss/hstmain.asp>)

Please suggest websites— including weblinks to websites that provide alternative curricula, and multiple current and historical perspectives—and other ideas for the site to your professor so that we can make the 471 website a useful resource.

Course Overview/Philosophy

This course asks you to develop your own theoretical framework for elementary social studies education, including your own view of what the content for elementary social studies education should include. You will use this theoretical framework(s) to evaluate the California curriculum content framework and standards in social studies, and official social studies text, as well as an alternative text. You will develop a sense of how to integrate the California social studies framework and standards with alternative content, within a critical multicultural social studies unit that emphasizes social justice, caring, and equity. You will also be encouraged to explore integrating social studies content with other academic discipline areas.

A main goal of this course will be planning and teaching (if possible) the social studies lesson(s) that you will develop over the semester as a member of a grade level group. Every two weeks, in consultation with your grade level group, you will prepare learning plans that relate to the themes addressed in class (Families, Communities, Gold Rush, Columbus, Thanksgiving, Slavery, Globalization). Group members will rotate which area of social studies (history, geography, (political) economics, civics, and current affairs) they address in their learning plans. At the end of the semester, the group will select from all of the learning plans developed and put together one integrated unit—consisting of one learning plan per group member. The group may decide to work on some of the

learning plans so that the final unit meets the rubric criteria (See rubrics on the WebCT site for this course). Group members will also decide on an overall unit theme for the unit. The lessons and final unit will place an emphasis on helping children to “read the world” (as well as the word) critically from multiple perspectives. The knowledge you bring to the course and your course reading will help you to develop greater knowledge of key social studies content, which *facilitate* the development of the social studies unit.

Based on the premise that the most effective teaching and learning begin with students' own "funds of knowledge," one goal of this course is to encourage you to continue to explore your own cultural scripts, taken-for-granted assumptions, and identities. Another interrelated goal is to work individually or in pairs to critique an official social studies text and an alternative text. To achieve these goals, the reflective assignments are geared towards helping you to see yourself more clearly as a cultural being, participating in a historical context, with particular knowledge that relates to the groups with which you identify, and your regular social practices. As a teacher-researcher and historian, geographer, economist, political scientist and all round student of the community, society, and world in which you live, you will be encouraged to continue to step outside of what is "familiar" to you, and begin to look at your cultural world "through different eyes.”

NB:

- Several of the course objectives will be realized by on-line activities so you need access to a computer and the internet.
- Collect your course reading notes, class notes, deliberations on theory, ideas for teaching social studies, lesson plans and final unit in a binder that you can use in your future teaching career.

Course Goals:

Through in and out of class activities and assignments you will

- Develop your own theoretical framework for elementary social studies education, including your own view of what the content for elementary social studies education should include.
- Recognize the multiple perspectives from which people interpret, write and teach historical and other social studies knowledge and social studies texts, including a greater recognition of your own cultural scripts and biases.
- Analyze and evaluate the California Curriculum Content Framework and Standards in Social Studies, an official social studies text, as well as an alternative text.
- Become more aware of the historical nature of your own thoughts, feelings and actions in the classroom and elsewhere.
- Help students to learn and use existing social science concepts, basic analytical skills in history and social studies, study skills, case studies, and active forms of critical multicultural, social studies learning, including research, cooperative projects, simulations, and debates.
- Develop, in groups, a culturally-responsive, integrated critical multicultural studies social studies unit that emphasizes social justice, caring, and equity, and construct individual lesson plans within these group-created units.
- Use the internet and software such as Power Point to develop and present these units and lessons.

Graded Assignments:

There are four main assignments (**see below in bold**) in this course. Full descriptions, instructions, and rubrics for carrying out the assignments may be found in the appendix to this syllabus. All of the assignments are connected, and each assignment builds on the preceding one. Assignments are graded at three levels: Unacceptable/Acceptable/Target. ***To get an A in the course, students must meet the objectives of the course and carry out the assignments at a “target” level.***

ASSIGNMENT 1	PURPOSE	DUE DATE	% GRADE
A. Personal cultural history reflection of social studies, and responses	Designed to help students become more aware of how historical public cultural scripts, like their social studies experiences as children, shape their thinking, feeling, believing and acting, including their choice of social studies pedagogy and content.	Class 2 (own reflection); Class 3 (responses)	5 %
B. Personal reflection on course		Class 15	5%

ASSIGNMENT 2	PURPOSE	DUE DATE	% GRADE
Weekly notes on course readings	Designed to help students evaluate the perspectives offered by the authors of selected readings, and develop clarity about their own theoretical perspectives on the Social Studies content and pedagogy. <i>Candidates collect their notes in their course binders.</i>	Bring notes to class to be stamped and handed back. Hand in notes in course binder on	10 %

ASSIGNMENT 3	PURPOSE	DUE DATE	% GRADE
Critique of Social Studies Texts	Designed to help students address the socially constructed nature of the knowledge in social studies texts and the ideological consequences of these texts in terms of student and teacher understanding and practice.	Class 14	25 %

ASSIGNMENT 4	PURPOSE	DUE DATE	%GRADE
Social Studies lesson plans & unit (40%) —5 out of 6 possible individual lesson plans. Begin to construct from week 3. Develop and include one of the lessons in your final group unit.	Designed to help students develop critical and culturally responsive social studies grade level group units and individual lesson plans. For each of the selected areas of curriculum focus—e.g. Family & gold rush—group members decide on which area of social studies they wish to address—e.g. history, geography, economics, civics, current affairs—and develop individual grade level lesson plans. Group members are encouraged to rotate foci. Post individual lesson plans to WebCT and bring in a hard copies. The lessons must include but not be shaped by California grade level frameworks and standards.	5 Individual lesson plans: Choose from and hand in on classes: 4, 6, 8, 10, 12, 14 Group unit due Class 16	40 %

ASSIGNMENT 5	PURPOSE	DUE DATE	% GRADE
Midterm/Interactive Assessment	Designed to help students to assess their own progress in meeting the course objectives.	Class 10	5 %

ASSIGNMENT 6	PURPOSE	DUE DATE	% GRADE
Course Attendance and Participation	Designed to encourage students to participate fully in all of the classes.	Every class	10 %

Expectations

It is expected that all assignments will be carried out and will reflect dialogue and thinking about how we as well as others embody culture, in particular the core cultural and Social Studies issues of this course. If you have any concerns about the demands of the course, please bring them to the instructor. I want to enable you to enjoy and get the maximum out of the course. To this end, I will work with you to help you complete your assignments.

Your attendance at every class is important, not only to your own experience, but also to that of your fellow students. *Normally, I allow one absence before your grade is affected.* Please notify me PRIOR to the class that you will be unable to attend, unless of course this is impossible. When you are in class, I expect your participation in dialogue and class activities within cultural limits.

If you are comfortable doing so, please post all of your assignments to WebCT so that they can be read by your colleagues. If necessary, you will learn how to use WebCT during the first class session. Please also hand in hard copies of your assignments to the instructor: i) Personal Cultural History and Course Reflections; ii) Weekly notes on course readings (after class); iii) Critique of Social Studies texts; iv) Social Studies lesson plans (classes 4, 6, 8, 10, 12, 14) and group unit. (One copy per final group unit only, including group overview plus one well-developed individual lesson plan with extensions per candidate)

Disability Statement

If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation you need. You must register with the campus Disability Resource Center which is located in Bldg. AFC#1, 664.2677. The Center will then provide you written documentation of your verified disability and the recommended accommodation, which you must then present to the instructor.

SCHEDULE

Each class will begin with a short “check-in” to share your ideas, classroom stories and concerns. *In your notes, identify the main points in all your readings. Choose readings from your history text that reflect the subject area we are covering in class.*

CLASS 1—Feb 2 OVERVIEW OF COURSE

- Introductions. Describe one interesting thing you did, read, heard etc. over the summer that is relevant to social studies.
- Developing the class climate.
- *Quick group lessons: How do we remember names and build community through a social studies lesson?*
- Assignments, rubrics, and WebCT explained.
- *Qs: What is Social Studies Education? Why do many children find social studies boring?*
- Review of key concepts and theoretical frameworks in critical multicultural education, education for anti-racism, caring, equity, and social justice; “Funds of Knowledge” revisited.
- Lindquist: Putting social studies at the center of the elementary classroom.
- Set up 1) grade level/2) reading groups.

☛ CLASS 2—Feb 9 WHAT IS HISTORICAL KNOWLEDGE?

- **Curriculum case study #1—Families.**
- Social Studies stories—group share: *What do our stories tell us about what should be included in Social Studies curriculum at different grade levels? How should it be taught? Report back main ideas.*
- The social studies pyramid (Reader—Family, Community, California, USA, World)
- Reading groups—Group discussions of readings and grade level frameworks and standards: What constitutes social studies/historical knowledge and skills? Who owns and defines it? What does California prescribe in terms of social studies/historical knowledge and skills? Report back.
- Power point presentation on developing our own theoretical frameworks.
- *Grade level groups—Discuss your placements. Does it look like Social Studies will be taught in the class?*
- Begin to brainstorm possible subjects for units; Looking ahead to lesson on the family for 4th week.

Homework due

- ➔ **Reader: Zinn**
- ➔ Lindquist: Introduction
- ➔ Chapter from your history text
- ➔ Read: The California State Framework and Standards for the grade level in which you are teaching/observing: <http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>; <http://www.cde.ca.gov/be/st/ss/hstmain.asp>. *Be prepared to finish reading all of the frameworks and standards by week 10.*
- ➔ Cultural History Reflection: Tell the story of your experience with Social Studies in elementary school. What was the purpose of social studies in your elementary school? What was the content of the curriculum? How was it taught? Did it help you to “read the world”— not just the word—in a whole new way?

☛ CLASS 3—Feb 16 WHAT MAKES A CULTURALLY RESPONSIVE/RELEVANT SOCIAL STUDIES UNIT?

- **Curriculum Focus: Families**
- **Video: What’s a Family?**

- Reading groups—Discussion on Sleeter (reading) compared with the standards and frameworks for your grades—Different theoretical approaches to knowledge. Report back main ideas.
- Example of this analysis with a focus on grade 2.
- Grade level groups—Discussion of video & continued dialogue about developing individual lessons from different social studies perspectives for week 4, based on “families” (See rubric and basic learning plan format in Appendix). Draw on Lindquist and other resources. Share ideas about relevant social studies skills, culturally responsive knowledge content, multiple modalities, narrative and oral history, and critical multicultural pedagogy that will encourage student participation and student interest in the family.

Homework due

- ➔ **Reader: Sleeter**
- ➔ Lindquist: Chapters 1 & 2
- ➔ Chapter from your history text
- ➔ Finish reading the Social Studies Frameworks and Standards for the grade level in which you are teaching/observing: <http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>; <http://www.cde.ca.gov/be/st/ss/hstmain.asp>. *Be prepared to finish reading all of the frameworks and standards by week 10.*

☛ **CLASS 4—Feb 23 HOW DO WE FIND OUT ABOUT WHAT HAPPENED IN THE PAST?**

- **Curriculum Focus: The Family**
- Reading groups—Discussions of readings. Report back main ideas.
- *Simulation: History as detective work and imagination, the social construction of knowledge, the importance of context in making meaning, and making connections across ideas and grade levels.*
- Grade level groups: Discussion of your placements and lesson plans on the Family. Choose one lesson plan to present to the class.
- Describe photography project

Homework due:

- ➔ **Reader: Zinn; Curriculum example.**
- ➔ Lindquist: Chapter 3
- ➔ Chapter from your history text
- ➔ *Individual lesson plans on the Family*

☛ **CLASS 5—March 3 CAN CHILDREN DEVELOP MULTIPLE PERSPECTIVES ON HISTORICAL EVENTS? IS THIS THE IDEAL? SHOULD STUDENTS LEARN TO BE CRITICAL AND TAKE A STAND?**

- **Curriculum case study: Communities**
- **Video: History Alive** [15 minutes]
- Reading groups—Discussions of readings. Report back main ideas.
- Grade level groups—Discussion of photos activity as a way of introducing multiple perspectives? Presenting perspectives to whole class. Brainstorming other ideas and share one with the class.
- Grade level groups—Dialogue about developing individual lessons based on community, using Lindquist and other resources, for week 6. Post individual lesson plans to WebCT and bring in a hard copy. See class 3 for more details.

Homework due:

- ➔ *Reader: Socialization and Counter-Socialization; Curriculum examples from Houghton Mifflin and Oyate.*
- ➔ Lindquist: Chapter 4 & 5.
- ➔ Chapter from your history text.
- ➔ Photos of Santa Rosa community mounted on cardboard (This exercise may be done individually, in pairs or in groups)

➤ **CLASS 6—March 9** **HOW CAN WE HELP STUDENTS TO THINK CRITICALLY AND CREATIVELY ABOUT “TEXTS”?**

- **Curriculum case study: Communities**
- **Video: History Alive (to finish)**
- Reading groups—Discussions on Lindquist. Group report back on Lindquist’s most valuable ideas to date, especially those related to building and understanding community.
- Rubrics and other ways of involving students in a critical assessment of their own growth and the merit of the “texts” around them.
- Grade level groups: Discussion of placements and Community lesson plans. Choose one lesson plan to present to the class.

Homework due:

- ➔ *Reader: Moore & Clark; Curriculum example; Critical thinking ideas; Checklist for Racial Stereotyping in Children’s Books.*
- ➔ Lindquist: Chapter 6, 7 & 8—Notes: Lindquist’s most valuable ideas to date.
- ➔ Chapter from your history text.
- ➔ Critical thinking ideas.
- ➔ *Individual lesson plans on Community*

➤ **CLASS 7—March 16** **WHOSE HISTORY TENDS TO BE TOLD IN HISTORICAL TEXTS? WHY ARE SOME HISTORIES TOLD AND NOT OTHERS?**

- **Curriculum case study: The Gold Rush**
- **Video: Gold, Greed & Genocide**
- Reading groups—Discussions of video and readings: To what extent are history texts presented from the perspectives of indigenous people, people of color, working class and poor people, and women?
- Grade level groups—Dialogue about developing individual lessons based on the Gold Rush, using Lindquist and other resources, for week 6. Post individual lesson plans to WebCT and bring in a hard copy. See class 3 for more details.

Homework due:

- ➔ *Reader: Northwest Indigenous Gold Rush History/Chapter on Gold Rush from Houghton Mifflin.*
- ➔ Through Indian Eyes—Read a selection.
- ➔ Chapter from your history text.
- ➔ Do your own additional research on the perspectives of indigenous people, people of color, working class and poor people, and women in the Gold Rush and other historical situations—post resources to the “Representation” category on the WebCT site.

CLASS 8—March 23 **HOW DO WOMEN, INDIGENOUS PEOPLE, PEOPLE OF COLOR, WORKING CLASS, AND POOR PEOPLE FAIR IN HISTORICAL REPRESENTATION?**

- **Curriculum Focus: The Gold Rush**
- Reading groups—Discussions of readings. What is mythic pedagogy?
- **Review Critique of Texts assignment**

- Grade level groups: Discussion of your placements and lesson plans on the Gold Rush. Choose one lesson plan to present to the class.

Homework due:

- ➔ *Reader: Aceves; Curriculum examples.*
- ➔ Through Indian Eyes—read a selection.
- ➔ Chapter from your history text.
- ➔ *Individual lesson plans on the Gold Rush.*

☛ CLASS 9—April 6 LOOKING AT CHRISTOPHER COLUMBUS

- **Curriculum Foci: Columbus/Thanksgiving**
- Reading groups—What political, cultural, and socio-economic perspectives have you found in your reading. Give examples of perspectives and name the biases.
- Working in Centers.
- Video cartoon from Bowling for Columbine.
- Grade level groups—Dialogue about developing individual lessons based on Columbus or Thanksgiving, using Lindquist and other resources, for week 6. Post individual lesson plans to WebCT and bring in a hard copy. See class 3 for more details.

Homework due:

- ➔ *Reader: Loewen Introduction, Chapters 2 (Columbus) & 12; Zinn on Bartholome di Las Casas; Houghton Mifflin.*
- ➔ Chapter from your history text.

CLASS 10—April 13 WHEN OUR HISTORICAL STORIES CONTRADICT EACH OTHER, HOW DO WE KNOW WHO IS TELLING THE TRUTH? ARE THERE MULTIPLE HISTORICAL TRUTHS

- **Curriculum Focus: Columbus/Thanksgiving**
- **Strategic Interaction**
- Reading groups: Discussion of readings.
- Grade level groups: Discussion of your placements and lesson plans on Columbus or Thanksgiving. Choose one lesson plan to present to the class.

Homework due:

- ➔ *Reader: Curriculum example; Loewen, chapter 3; Oyate, Bibliography; Michael Dorris; Hirschfelder; J. Califf; Background Reading; Lee, Menkhart & Okazawa-Rey*
- ➔ Through Indian Eyes—read a selection.
- ➔ Research on Columbus from other perspectives (e.g. Rethinking Columbus; Traditional perspectives on Columbus).
- ➔ *Individual lesson plans on Columbus/Thanksgiving.*

***MIDTERM—INTERACTIVE ASSESSMENT

☛ CLASS 11—April 20 WHAT ARE SOME OF THE WAYS THAT NARRATIVES IN SOCIAL STUDIES CURRICULUM CAN SERVE AS BRIDGES TO SEEING, HEARING, AND EXPERIENCING MULTIPLE PERSPECTIVES, WHILE LIBERATING VOICES THAT MAY HAVE BEEN “SILENCED”?

- **Curriculum Focus: Slavery**
- **Video—Slave narratives**
- Reading groups—Discussions of readings

- Grade level groups—Dialogue about developing individual lessons based on Columbus, using Lindquist and other resources, for week 6. Post individual lesson plans to WebCT and bring in a hard copy. See class 3 for more details.

Homework due:

- ➔ *Reader: Curriculum example; Mathieson*
- ➔ *Lindquist, Chapter 8.*
- ➔ *Video, audio, and internet resources*

☛ CLASS 12—April 27 THE NARRATIVES OF ENSLAVED AFRICANS+ ASSESSMENT MATTERS

- **Curriculum Focus: Slavery**
- Reading groups—Discussions of readings; Share resources with group.
- Grade level groups: Discussion of your placements and lesson plans on Slavery. Choose one lesson plan to present to the class.

*****BEGIN TO WRITE YOUR FINAL COURSE REFLECTION**

Homework due:

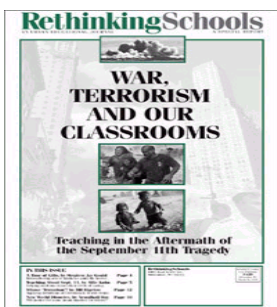
- ➔ *Reader: Wills; American Social History Project, Introduction; Resources on slavery.*
- ➔ Research internet sites on slavery.
- ➔ Individual lesson plans on the Slavery.

☛ CLASS 13—May 4 GLOBAL SOCIAL STUDIES EDUCATION

- **Curriculum Focus: Globalization**
- **Video: Global Village and Global Pillage**
- Reading groups—Discussion of readings: 9/11 and “Target Iraq”, and video—How do we approach issues of war, violence, and globalization in elementary and middle school? How do we encourage dialogue about human rights? Social justice? Social activism? Ideological dreams? (American? European? What don’t we hear of other dreams?)
- A different kind of world map

Homework due:

- ➔ *Reader: Curriculum Examples*
- ➔ Rethinking Schools online: http://www.rethinkingschools.org/special_reports/sept11/index.shtml



*****CRITIQUE OF HISTORY TEXTS DUE**

CLASS 14—May 11 & CLASS 15—May 18
EVALUATIONS/REFLECTIONS/SOCIAL STUDIES UNITS: FINAL
PRESENTATIONS

******FINAL COURSE REFLECTION DUE***

******SOCIAL STUDIES UNITS DUE***

Appendix

Contents: Assignments Instructions and Rubrics

1. Reflections
2. Critical Analysis / Comparison History Texts Assignment
3. Social Studies Unit Assignment
4. Basic Learning plan format

ASSIGNMENT 1—REFLECTIONS (10 %):

a) Personal cultural history reflection of social studies—3 entries—week 2 (5 %)

- Write a personal narrative (2-3 paragraph minimum) in response to the following prompt. Post your narrative to WebCT, and bring a hard copy to class 2. Hand in this hard copy at the end of the class. Your entry is expected to be a *personal story*, not “objective” commentary.

Tell a personal story of your experience with social studies when you were in elementary school. Be as honest as you can. Include responses to the following questions—What was the content of the curriculum? How was it taught? What philosophy/theory was behind it? What was the purpose of social studies in your elementary school? Was it critical? What and whose perspectives were offered?

- Read some of narratives of your peers on WebCT and write a response to at least one of them.
- Respond on WebCT to at least one of the responses to your own story.

b) Final personal reflection on course—week 15 (5%)

Write a final course reflection (1-2 page minimum). Respond to the following questions:

Do you have the same thoughts and feelings about social studies that you had at the beginning of the semester? Why/why not? How would you now describe the theory that guides your practice? Do you recognize more fully the historical and current public influences that lie behind the California social studies framework and standards, alternative curricula, and behind your own thoughts, feelings, beliefs, and views on social studies curriculum content and teaching practices? How has your understanding of historical knowledge changed, if at all, over the semester? (i.e. How should historical knowledge be defined? What constitutes traditional historical knowledge? What does “multiple perspectives on history, geography, economics, and civics” mean? Would you say the social studies information in text books is presented from multiple perspectives? If not, how is it presented? In your view, what social studies content should be brought in to classroom? What are your thoughts and feelings on how social studies is being taught in elementary schools?) Finally, how have your course reflections AND the course influenced you as a future teacher?

ASSIGNMENT 2—WEEKLY NOTES ON COURSE READINGS (10%)

Make notes in response to the course readings. Focus on the main points you think the authors are trying to make. Bring your notes to class to share with your reading group. Hand in your notes to the instructor at the end of each class. They will be returned the next week.

ASSIGNMENT 3—CRITIQUE & COMPARISON OF HISTORY TEXTS (25%)

Step One: ASSIGNMENT PREPARATION

In Class:

Working independently or in pairs, consider some of the critical multicultural ideas we have discussed in class, and address/answer the following questions. Write up your responses:

1. What content should be included in K through middle school, social studies texts (think in terms of multiple critical perspectives and modalities)?
2. *Big picture:* Identify the most important elements of a theoretical framework (set of criteria) that might guide your decisions as to what knowledge should be included in social studies texts, and how social studies should be taught so as to engage all students in elementary school. (e.g. Knowledge is socially constructed/reconstructed, critical, and multicultural).
3. *More specific criteria that derive from the bigger picture:* Prepare a list of the criteria that you will use to evaluate, critique and compare two texts: one official and “traditional” text; and the other alternative and critical multicultural text. (e.g. Knowledge emphasizes social justice; Knowledge is presented from multiple perspectives.) Keep in mind that your assumptions drive the criteria that you develop as well as your interpretations of texts themselves. Hence, the information that you gather is always selective, as are your criteria.

Step Two: IDENTIFYING THE TEXTS

In the Field:

Identify an official social studies text book used at your school site school, AND also identify an alternative, non-mainstream social studies book that reflects critical multicultural/ culturally responsive/social constructivist and reconstructionist educational theory. This text may be the text used at your school site. On the other hand, you may not be able to find an alternative text at your school site. In this case, you may choose your own or one of the books in the recommended reading list.

**NOTE: Please bring the texts you have selected to class before you begin this assignment for a quick check in.*

Step Three: THE ANALYSIS/CRITIQUE

Outside of Class:

- Critically analyze a) the official social studies textbook *AND* b) the alternative social studies book, in the light of the criteria you developed in “Step One: Assignment Preparation—#3.” Then compare and contrast the perspectives presented in these texts.

Step Four: WRITING UP THE ASSIGNMENT (Typed, 12 pt. font, double-spaced, 3-4 page minimum)

Outside of Class:

In writing up the critical analysis of your history texts, please include the following:

1. Your responses to the questions in the Assignment Preparation - Step One (listed above), including #3, the criteria you developed for the analysis of the texts.
2. Your analyses/critiques should incorporate the following elements *as a minimum*:

- **Introduction:** Cite the two texts, their authors, the schools (not specifically intended audiences).
- **Description/analysis:** What were the content, and perspectives of the two texts? Why do you think the authors wrote the texts in a particular, selective manner? Do you think the authors' approaches are acceptable as history texts for elementary school? Why? Why not? Would they work in another context? How would you use the texts, if at all?
- **Comparison and contrast:** Compare the two texts with your criteria, and with each other.
- **Conclusion:** Finish with a 1-2 paragraph conclusion that addresses how this assignment influenced you, and the curriculum decisions you will make and the teaching strategies you will employ.
- **References:** Be sure to reference your ideas if they are drawn from the research of others, and include a bibliography (Authors, publish dates, titles, publishers).
- Post your write up under the appropriate heading to the WebCT site AND turn in a hard copy.

Rubric—CRITIQUE & COMPARISON OF HISTORY TEXTS

The following is an outline of the rubric through which formative and summative assessment of the Text Critique will be carried out. The rubric may be further developed in class:

CATEGORIES	Unsatisfactory	Satisfactory	Target	TOTAL
Official text:	Below 32	32-36	36-40	/40
Alternative Text:	Below 32	32-36	36-40	/40
Social studies content, theoretical framework, criteria clearly described	Below 32	32-36	36-40	/60
Texts introduced, described, compared, contrasted, and analyzed in light of criteria	Below 48	48-54	54-60	/60
Conclusions drawn (Candidates took positions)	Below 40	40-45	45-50	/50
TOTAL				/250

ASSIGNMENT 4—SOCIAL STUDIES UNIT (40%)

Optional Field Work Component:

- Teach one or more of the lessons you are developing in your placement.
- Draw on your emerging social studies unit in developing your final teaching practice unit.

Outside of Class/In Class:

In groups, organized by grade levels (1/2, 3/4, 5/6), *design* and build over the semester a critical multicultural, grade level appropriate social studies unit of instruction. In Lindquist’s terms, make social studies the center of an integrated, themed unit that includes all of the social studies knowledge areas, multiple modalities, questioning of dominant cultural knowledge, hands-on projects, and in and out of class activities.

- 1) Generic curricula are less than useful since a curriculum always needs to respond to the cultural interests and needs of real children. In this light, first decide on the backgrounds of the students in your class. Create a fictive, diverse classroom (including ethnicity, race, socio-economic class, exceptionality, language, gender). Base your fictive classroom on students whose cultural profiles are familiar to you. Draw on your experiences in 470, in your placement sites, and elsewhere, in and out of the program. Decide on a theme that would be meaningful to your students, on that engages their “funds of knowledge.”
- 2) Over the semester, each candidate will develop several lesson plans in the different areas of social studies that take into account the needs of these real students. At the end of the semester, choose one of these lesson plans with extensions to contribute to the final themed unit. Adapt the lessons plans if necessary to meet the rubric. Use the LSEE basic lesson plan, including objectives, “methods,” assessment, and bibliography.
- 3) Lesson plans:
 - Each lesson should identify the California Social Studies standards that they address, but should not be shaped by them.
 - Assessment strategies may be based on observations, questions, rubrics, and/or performances for your unit. They should be formative as well as summative. Students should be encouraged to construct their own criteria for assessment, to self-assess, and to assess interactively. State clear objectives AND methods of evaluating if these objectives have been reached. Objectives and assessment strategies should be LINKED.
 - Each lesson should reflect online research for websites for information and social studies activities.
- 4) Unit overviews:
 - Each candidate should describe his/her own social and cultural assumptions and biases, since they always influence our choices.
 - Each group should use a graphic organizer to develop their unit.
 - Each unit should include one of the lessons developed by each group member over the semester. The lesson should include prerequisite knowledge and extensions so it will extend over more than one day.
 - The unit should be culturally relevant so choose activities in your lesson plans that engage the students’ “funds of knowledge” (social and cultural interests and knowledge). Teaching and learning strategies should be meaningful to and engage *all* students (e.g. cooperative group work) by emphasizing their interests, knowledge and multiple learning modalities.
 - Each unit should encourage students to look at the subject matter from multiple, critical multicultural perspectives [including the dominant perspective(s)]. Encourage caring, socially just, egalitarian, and democratic critical thinking about social and cultural issues relevant to the

children’s lives. There should be an emphasis on "counter-socialization"/ questioning dominant norms. This is possible even with very small children, within flexible and culturally responsive developmental levels.

- Final units should be posted to WebCT, and each group should hand in a single unit at the last class session.
- Each group should present their unit during the last class session, and decide on the format of this presentation.

Rubric—THE SOCIAL STUDIES UNIT

<u>UNIT OVERVIEW</u>	<u>POINTS</u>	<u>LESSONS</u>	<u>POINTS</u>
<i>Group overview (one week per candidate), broken down as follows:</i>		<i>One lesson plan per candidate, broken down as follows:</i>	
1. Group theoretical framework clearly described	/30	Applied theoretical framework/criteria expressed through lesson plans.	/30
2. Description of students and their cultural needs and interests.	/30		
3. Description of each candidate’s biases and assumptions.	/30		
4. General teaching strategies: How all students’ “funds of Knowledge” may be engaged: ethnic (including parental and community participation), exceptional needs, & language	/20	Assessment strategies identified and linked to clear goals/objectives	/40
5. General teaching strategies: How all students will be encouraged to think critically, from multiple social, cultural and political perspectives	/20	Applied teaching strategies: How all students’ “funds of Knowledge” may be engaged: ethnic (including parental and community participation), exceptional needs, & language	/20
6. General teaching strategies: Multiple modalities encouraged	/20	Applied teaching strategies: How all students will be encouraged to think critically, from multiple social, cultural and political perspectives	/20
7. General State and alternative standards identified	/20	Applied teaching strategies: Multiple modalities encouraged	/20
8. General context for unit: Prerequisite classroom experiences and extensions described	/20	State and alternative standards applied	/20
9. Resources cited—cite your sources for your lessons (websites, other student unit plans, curricula, books.)	/20	Specific context for lessons: Prerequisite classroom experiences and extensions applied	/20
10. Bibliography included	/20		
SUB-TOTAL	/230	SUB-TOTAL	/170
TOTAL	/400		