

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Elementary Education**  
**Fall 2010**

**Course:** Elementary Education 528-01  
**Title:** Social Studies in the Elementary School

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**Office hours:**  
Tuesday 1:00 -2:00  
also by appointment

**Class meeting:**  
Horace Mann 191  
Tuesday – 4:00 - 7:00 pm

**1. Course Information:**

- a. **Catalog:** Students examine and evaluate objectives, content, and organization of social studies curriculum resource materials and selected instructional models in light of current recommendations and research data.
- b. **Extended:** Throughout this course graduate students will develop a concept of citizenship education and investigate ways to use the social studies program to promote ". . . elementary students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world". To do so students will examine current research on citizenship education, the social and intellectual development of children relative to their abilities to engage in disciplined inquiry within the areas of history, the social sciences, and related areas. These elements will be synthesized through the collaborative design of an extended social studies instructional unit which employs the best practices and understandings associated with the aforementioned research areas.
- c. This course is one of five methods courses that prepares candidates to assume roles as knowledgeable, effective practitioners in elementary classrooms. The combined focus on curriculum development employing both standards-driven design and research-driven design within a collaborative team, affords the candidate the opportunity to gain competence in several of the most elemental and crucial competencies required of professional educators in today's schools.

- d. Relationship to FSEHD Conceptual Framework: The Teacher Education Conceptual Framework emphasizes the fundamental importance of the four themes of knowledge, pedagogy, professionalism, and diversity. In this course students are expected to use a broad-base of general knowledge, carefully selected disciplined based knowledge, and an understanding of children's' development as they collaboratively design a social studies unit emphasizing a multiple perspectives/transformational approach to learning. Students are expected to continuously reflect on their acquisition of discipline and pedagogical knowledge, their emerging concept of diversity in modern America, and their increasing levels of professional experiences as they collaboratively design their units.

2. Course Text:

Connecting Children with Children, Past and Present, by E. Fresch.

3. Course Schedule, Topics, and Assignments:

<u>Date</u>	<u>Topic</u>
<u>August 31</u>	<p><b>Course overview</b> and general discussion of the current status of Social Studies Education at the state and national level.</p> <p><b>Organizational:</b> Establishment of collaborative unit design teams and corresponding research and chapter presentations.</p> <p><b>Assignment:</b> Read chapters 1 and 6 of the Fresch text. Develop a two-page paper in which you characterize Fresch's view of social studies and then compare it to your experiences in the social studies classroom.</p> <p><b>Team Assignment</b> is to identify the key elements in your assigned chapter which merit consideration for inclusion in the team presentation.</p>
<u>September 7</u>	<p>Discussion of papers and their relationship to current practices and examples.</p> <p>Planning time for collaborative teams to design chapter presentations and related materials and research presentations.</p>

**Date**

**Topics**

**Assignment:** Students will be given one of two packets of material containing primary and secondary information related to an historical controversial individual. Using these data, prior coursework and any new materials you choose to employ, develop a two-page (minimum) reaction paper to the data noting the nature of the controversy, samples of pro/con data, your conclusions and two or three major implications to you as a social studies teacher.

**September 14**

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Discussion of the controversial person, papers and implications to you as a social studies teacher.

Overview of professional guidelines for dealing with controversial issues in the elementary classroom.

**Collaborative team** planning time.

**Assignment:** Identify a topic for the required individual content paper to the next class.

Bring all materials and ideas for planning the team chapter presentation.

**Date**  
**September 21**

**Topics**

Entire session is devoted to team planning of the chapter presentation.

Topics for content paper and optional work are submitted.

**Assignment: Team 1** will present chapter 2.  
**Team 2** will present research piece on fifth graders looking at history.

**September 28**

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**Team 1** presents chapter 2, "Children Moving, Children Settling".

**Team 2** presents a synopsis of the research piece young childrens' concept of transportation.

Planning time

**Assignment: Team 2** will present chapter 3.  
**Team 3** will present their research piece on children's concept of transportation.

**October 5**

**Team 2** presents chapter 3 "Children Living During War, Children Working for Peace".

**Team 3** presents a synopsis on children's understanding of transportation.

Planning time

**Assignment: Team 3** will present chapter 4 and team 1 will present the Levstik/Barton article.

**October 19**

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**Team 3** presents chapter 4 "Children in Slavery, Children Laboring and

<u>Date</u>	<u>Topic</u>
October 26	<p>Striking". <b>Team 1</b> presents a synopsis of the research piece by Levstik and Barton</p> <p>Planning Time</p> <p><b>Assignment:</b> Read Chapter 5 and bring a related kidlit book to share to class.</p> <p>-----</p> <p>Chapter 5 "Children Participating in the Civil Rights and Women's Suffrage Movement". Share books.</p> <p>Planning Time</p> <p><b>Assignment:</b> Submit content papers and provide copies of a one-page synopsis of your paper to all members of your team. These will be circulated and used as a jumping off point for unit content selection.</p>
November 2	<hr/> <p><b>Collaborative team members</b> will share "Talking Points" paper, discuss their finding and decide upon a theme/topic for the unit.</p> <p><b>Assignment:</b> Selection of Inquiry Night Junk Drawer members. Each person is to develop a list of key concepts/ideas which could be the content focus of the collaborative unit.</p>
November 9	<hr/> <p><b>An inquiry</b> into the "Junk Drawer.</p> <p>Demonstration of concept building in social studies: Specialization.</p> <p>Assignment: rationale, outcomes, key ideas due.</p>

**Topic**

**November 16**

Guided Inquiry  
Demonstration-specialization  
**Collaborative Unit Design  
Time**

**Assignment:** Submit the first two lessons of the unit.

**November 23**

Entire evening is devoted to designing and critiquing the evolving unit.

**November 30/December 7**

**Units are field tested and redesigned as needed.**

**December 14**

Teams discuss analysis and reflection on units.  
Submit team unit and individual reflections

#### 4. Course Outcomes:

**As a result of this course students will:**

- Create social studies experiences using a broad base of general knowledge that reflects both an understanding of the communities and world in which we live and the needs of the learner in a democratic society (CF: Global Perspectives; RIPTS 1)
- Create social studies experiences reflecting an understanding of the essential concepts, ideas, and methodologies of history and the social sciences (CF: Knowledge; RIPTS 2)
- Create social studies experiences that enhance the intellectual, social, and affective development of the learner as a member of a democratic society (CF: Pedagogy; RIPTS 3)
- Create social studies experiences reflecting a multiple perspectives approach and that attend to individual differences among learners. (CF: Diversity; RIPTS 4)
- Create social studies experiences emphasizing the learner's development of higher level thinking skills (CF: Standards; RIPTS 5)
- Create social studies experiences that promote the democratic values of freedom, justice, diversity, equality, and participation (CF: Global Perspectives; RIPTS 6)
- Foster collaborative relationships with colleagues (CF: Professionalism; RIPTS 7)

#### 5. Course Requirements and Professional Expectations:

**a. Collaboratively designed Social Studies unit:** Students, working in collaborative teams, will design an interdisciplinary unit. Students will be expected to employ many of the teaching models and skills encountered in ELED 500 and will design lessons which reflect course readings in social studies pedagogy, content and will attend to NCSS curriculum standards, disciplined-based standards and RI Professional Teacher Standards. Lesson plans follow the format discussed in ELED 500, unless otherwise specified. The resources of the college, including the RI Geography Alliance, Curriculum Resource Center, and the larger community are to be used as feasible. Specifics for the interdisciplinary unit design appear in Appendix I, however, the unit will contain at a minimum the following elements:

- Goals, key concepts/generalizations, rationale
- Related content area and professional standards
- Lesson plans reflecting a multiple perspectives approach
- Two assessments
- Instructional materials  
(CF: Knowledge, Pedagogy, and Diversity, Professionalism RIPTS 1, 2, 5, and 7)

- b. Content Paper:** Students will be expected to complete a content paper relevant to the topic/content to be used in the collaborative design. Topics are chosen with the advice and consent of the instructor. Papers will follow the format in **Appendix II**. In brief, they must show evidence of substantive knowledge about the social studies content and be based on data from multiple sources and perspectives. Papers are expected to show the student's ability to analyze, synthesize, and evaluate information and consider applications to his/her future teaching experiences. (CF: Knowledge, Pedagogy, Diversity, Global Perspectives: RIPTS: 1, 2, 8)
- C. Research Article Presentation.** Each student will make a ten minute presentation that summarizes a pertinent research article dealing with some dimension of elementary social studies education. Additionally presenters will provide each class member with a one to two-page written summary of the article and appropriate citation. Theory and Research in Social Education, AERA Journal, and The Journal of Educational Research are examples of appropriate publications to use.
- D. Final Unit Reflection:** Each student will submit a final reflection summarizing and relating the collaborative design experience to the RIPTS and the Conceptual Framework. See Appendix III.
- E. Team chapter presentations – specifications are found in V.**
- F. Professional Behavior:** The teacher education candidate will demonstrate:
- Ability to use appropriate oral and written communication skills
  - Ability to accept and use constructive criticism and to consider opposing views, ideas, or feelings, especially in relation to planning partners
  - Ability to be aware of needs and interests of learners, and to take into account in planning, individual differences, including academic and cultural diversity
  - Ethical behavior as evidenced by but not limited to maintaining appropriate interpersonal relationships with peers and instructor. (CF: Reflective practice, professionalism, performance assessment; RIPTS: 7, 8, 10, 11).



## H. Attendance and Class Participation:

- Students are expected to attend all classes. Should a student have to miss a class it is expected that she/he will notify the instructor and arrange with a classmate to inform her/him of any assignments. Arriving late and leaving early will be considered absences. One absence is acceptable. Each additional absence will lower the final grade.
- Students are expected to complete all assigned readings prior to class and come to class prepared to participate actively in discussions and small group work. Assignments are to be turned in on the date due. Final grades will be affected by late or missed assignments. Any emergency extensions must be requested before the due date.

## I. Course Evaluation:

Content Paper	<b>30%</b>
Collaboratively Designed Unit	<b>30%</b>
Chapter Presentation	<b>15%</b>
Research Article Presentation	<b>10%</b>
Final Unit Reflection	<b>15%</b>

## Grading Criteria:

**A**: Student demonstrates consistent excellence in planning and reflecting on the planning process; is clear and articulate in written and spoken communication; uses theory and research to support effective practice; demonstrates creativity and outstanding effort in assignments; exhibits strong commitment to education; contributes significantly to class discussion, demonstrates competence in understanding and synthesizing a related area of research.

**A-/B+**: Student demonstrates a high level of competence in planning and reflecting on the planning process; demonstrates significant effort in completing all assignments, communicates clearly in writing and speaking; refers to the role of theory and research in teaching/learning; demonstrates a commitment to education, demonstrates competence in understanding and synthesizing a related area of research.

**B**: Student demonstrates well above average ability to plan and reflect on planning process; communicates clearly in writing and speaking; participates effectively in class discussion; assignments show consistent effort; understands the role of theory and research in practice; demonstrates a commitment to education.

**B-/C+**: Student demonstrates adequate ability to plan, and reflect on planning process; communication skills are adequate; class participation is visually effective; demonstrates adequate interpersonal skills; student may not be recommended for continuation in the professional sequence.

**C/C-**: Student does not demonstrate the competencies necessary for the remaining courses in the professional sequence; poorly done or incomplete assignments; lack of reflectivity/professional self-awareness; inability to relate well to peers; the student will not be allowed to continue in the program.

**D/F**: Failure early in term to demonstrate minimal competence; student will be counseled to withdraw from or drop the class.

- Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office (S.L.O.). The S.L.O. is located in Rm. 127 in Craig-Lee (456-8061). To receive academic accommodation for this class, please obtain the proper S.L.O. forms and meet me at the beginning of the semester.

### **1. J. Reference, Suggested Reading, Internet or Multimedia Resources:**

- Banks and Banks (2001) Multicultural Education: Issues and Perspectives. Boston: Allyn and Bacon.
- Benson, M., Cruz, B., Dupes, J., and Johnston, J. (2001). Social Studies on the Internet. Upper Saddle River, NJ: Merrill Prentice Hall.
- Brown, S.C. and Kysilka, M.L. (2002). Applying multicultural and global concepts in the classroom and beyond. Boston: Allyn and Bacon
- Cole, R. (ed.) (1995). Education Everybody's Children: Diverse teaching strategies for diverse learners. Alexandria, VA: ASCD.
- Edinger, M. (2000). Seeking history: Teaching with primary sources in grades 4-6. Portsmouth, NH: Heinemann.
- Irvine, J.J. and Armento, B.J. (2001). Culturally responsive teaching: Lesson planning for elementary and middle grades. Boston: McGraw Hill.
- Jorgenson, K.L. (1993). History workshop: Reconstruction the past with elementary students. Portsmouth, NH: Heinemann.
- Lewin, L. and Shoemaker, B.J. (1998). Great performances: Creating classroom based assessment tasks. Alexandria, VA: ASCD.
- Lindquist, T. (1997). Ways that work: Putting social studies standards into practice. Portsmouth, NH: Heinemann.
- Levstik, L. and Barton, K. (2001). Doing History. New Jersey Lawrence Erlbaum Associates.
- Nash, G.B., Crabtree, C., and Dunn, R.E. (2000). History on trial: Culture wars and the teaching of the past. New York: Vintage Books/Random House.
- Seefeldt, C. and Galper, A. (2000). Active experiences for active children: social studies. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Sobel, D. (1998). Mapmaking with children: Sense of place education for the elementary years. Portsmouth, NH: Heinemann.
- Stearns, P.N., Seixas, P., and Wineburg, S. (Eds.) (2000). Knowing, teaching and learning history. New York: New York University Press.

Stephens, E.C. and Brown, J.E. (2000). A handbook of content literacy strategies: 75 practical reading and writing ideas. Norwood, MA: Christopher-Gordeon Publishers.

VanSledright, B. (2002). In search of America's past: learning to read history in elementary school. New York: Teachers College Press.

Wayman, Richard M. (2005). America's History Through Young Voices. New York, Pearson Press.

Wineburg, S. (2001). Historical thinking and other unnatural acts: charting the future of teaching the past. Philadelphia: Temple University Press.

**Internet Resources:**

<http://www.ucla.edu/nchs> (History standards)

<http://www.ncge.org> (Geography standards)

<http://www.civiced.org> (Civics education standards)

<http://www.nationalcouncil.org> (Economics standards)

<http://www.ncss.org> (National Council for the Social Studies)

<http://www.citeforum.org/home.html> (Coalition for Innovation in Teacher Education)

<http://www.loc.gov> (Library of Congress) (American Memory Project)

<http://www.nps.gov> (National Park Service)

<http://www.si.edu/orgainza/museums/nmah/index.htm> (Smithsonian Institution National Museum of American History)

[http://www.access.gpo.gov/su\\_docs/dpos/coredocs.html](http://www.access.gpo.gov/su_docs/dpos/coredocs.html) (Core Documents of US Democracy)

<http://www.gsn.org> (The Global Schoolhouse)

# Appendix I

- I. The following specifications are to be used by graduate students in collaboratively designing an elementary social studies unit. The unit is to be a minimum of two weeks in length and employ a multiple perspectives/transformational design. (Banks, 2001).

## A. Thematic Unit:

The unit must be thematic in nature and keyed to the National Council for the Social Studies Standards and/or those standards developed by the appropriate professional organizations in History, Civics, Economics and Geography. Additionally, the theme of the unit must be approached from at least two perspectives. Such perspectives might include political point of view, age, gender, class, ethnic or racial views. When possible, units should attend to democratic values such as justice, freedom, equality and equity.

## B. Rationale and Objectives:

Rationale and objectives must be keyed to appropriate social studies standards and provide justification for theme selection and the choice of perspectives. Objectives are to be derived logically from the rationale and express unit rather than lesson outcomes.

## C. Lessons:

All lessons are to flow logically from the rationale and unit objectives and include the following:

**Each** unit must contain at least two lessons, engage in historical/social science inquiry.

Each unit must contain at least one lesson where students use primary data.

Each unit must contain at least three lessons in which critical and/or creative thinking skills are emphasized.

Each unit must contain lessons providing students with at least two two significantly diverse and developmentally appropriate perspectives related to the theme.

All lessons must reflect best practices in both the teaching and the learning process.

## Assessment:

Each unit must contain a minimum of two types of student assessments, one formative and one summative.

Banks and Banks, Multicultural Education: Issues and Perspectives. 4<sup>th</sup> ed. pp. 225 - 246, New York, Wiley.

Zemelman, Daniels and Hyde, Best Practices: New Standards for Teaching and Learning in America's Schools. 2<sup>nd</sup> edition pp. 132 - 155, Portsmouth, NH, Heinemann.

## **II. Associated Standards and Elements of the Conceptual Framework Conceptual Framework:**

Planning - selecting content, setting objectives

IC. Area of Specialization

Pedagogy Theme - IIA. Theory and Practice of Learning

Diversity Theme - IIIA. Cultural Diversity and Multicultural Education

Professionalism - IVB. Works collaboratively with colleagues . . .

### **Rhode Island Professional Teaching Standards:**

- 1.1 Teachers reflect variety of academic, social, and cultural experiences in their teaching.
- 2.0 Teachers have a deep content base.....
- 2.2 Teachers design instruction that addresses the core skills and concepts.....
- 2.3 Teachers select appropriate materials
- 2.6 Teachers generate multiple paths to knowledge and encourage students to interpret from a variety of perspectives.
- 5.2 Teachers pose questions that encourage students to interpret ideas from multiple perspectives.
- 7.1 Work collaboratively with other colleagues.
- 9.0 Use a variety of assessed strategies.

### **NCATE Standards:**

#### **Standards 2a. Central concepts, tools of inquiry, and structures of content**

Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

#### **Standard 2e. Social Studies**

Candidates know understand, and 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.



## ELED 528 – Social Studies Methods Unit Scoring Rubric

4. **Exemplary:** All components thoroughly addressed; unit is well developed and logically sequenced; reflects deep understanding of interdisciplinary teaching; topic is important and provides many opportunities for students to be actively engaged in developing significant social studies understandings through a multiple perspectives approach; strong evidence of attention to content and performance standards for teachers (RIBTS) and children; no major errors in content, process, structure.
3. **Acceptable:** Most components thoroughly addressed; unit is clear and well developed; reflects good understanding of interdisciplinary teaching; topic is connected to meaningful, age appropriate curriculum; students have opportunities to engage in active learning; good evidence of content and performance standards; few or minor errors.
2. **Approaches:** Some components addressed in depth; unit structure mostly clear; reflects adequate understanding of interdisciplinary teaching; topic is age appropriate and has some potential to develop students' understanding; students have some opportunities to be active learners; content performance standards present, but not well connected to content/ process; one or more major errors.
1. **Unacceptable:** Few components addressed with depth of understanding; unit not clearly developed or sequenced; inadequate grasp of interdisciplinary teaching; topic inappropriate or poorly developed; students primarily passive learners; little evidence of standards based instruction; several major errors.

### B. Collaborative Team Score Sheet:

Component	Description of Elements	Guiding Questions	Score
<b>Rationale (4)</b>	Explains the importance of the content and teaching approaches	Why have you selected this content? These approaches?	
<b>Standards (4) (NCSS; Disciplines, RIPTS)</b>	Identifies the standards used in select content and approaches	Do these standards logically connect to the rationale? Objectives?	
<b>Goals and Objectives (4)</b>	States the outcomes of the activities for learners and candidates	What do you intend to have your students learn? What professional outcomes do you intend to achieve?	
<b>Key Ideas (4)</b>	Identifies concepts, generalizations, guiding questions inherent in content	What are the interdisciplinary 'big ideas'?	
<b>Instructional Procedures (16)</b>	Describes design of activities; teaching approaches; material; accommodations for diverse learners and environmental factors; logical connections among all lesson components	How do these plans provide for: students' social studies conceptual development; individual difference; critical and creative thinking; diverse perspectives; development of democratic values?	
<b>Assessment (4)</b>	Formative and summative tools to measure student achievement related to goals and objectives	How will you know to what degree students have achieved SS knowledge, skills, dispositions?	
<b>Appearance (4)</b>	Document reflects writing proficiency and overall presentation appropriate to pre-professional candidates		

Overall Score: **Exemplary (40-36)** \_\_\_\_\_ **Acceptable (35-32)** \_\_\_\_\_ **Unacceptable (below 32)** \_\_\_\_\_ (revise)

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Date

## **Appendix II**

### **ELED 528 Content Paper Requirements**

The content paper is designed for you to demonstrate substantive knowledge of social studies content, specific to your practicum experience, as well as to make connections to the major concepts and modes of inquiry of the social studies disciplines. Papers are expected to show your ability to analyze, synthesize, and evaluate information and consider application to your subsequent practicum experience.

To write the paper, consult at least 8 sources (they may NOT all be web-based) to develop your understanding of the content relevant to your collaboratively designed unit. You may choose to specify the topics on which you will focus. Please provide the following:

- A summary of the historical and social science information related to the topic (6-7 pages)
- A rationale for the topic(s) importance to children at the (specific) grade level and identification and explanation of the key concepts and ideas you would consider using as the focus of the lessons (2 pages)
- Identification and discussion of the specific NCSS themes you would use to structure your unit. (1 page)
- Summarize 3 children's literature selections you would consider using in this unit. (1-2 pages)

Your paper will also be graded for writing clarity and mechanics. Remember that ideas, as well as direct information, MUST be cited in the body of the paper. Papers with missing or unclear citations will be returned for revision.



## ELED 528 – Social Studies Methods Content Paper Rubric

	<b>Exemplary (4)</b>	<b>Acceptable (3)</b>	<b>Approaches (2)</b>	<b>Unacceptable (1)</b>	<b>Comments</b>
<b>Content (16)</b>	Summary of historical and/or social science data exceptional. Attributes/elements of each key idea very clearly stated and reflected use of outstanding sources.	Summary of historical and/or social science data satisfactory. Attributes/elements of each key idea clearly stated and reflected use of acceptable sources.	Summary of historical and/or social science data minimal; lacks sufficient breadth and depth. Attributes/elements of each key idea not clearly stated and/or did not use sufficient or acceptable sources	Summary of historical and/or social science data not acceptable. Attributes/elements of each key idea not clearly stated and/or did not derive from acceptable sources.	
	E4	A3	AP2	U 1	
<b>Rationale (4)</b>	Exceptionally clear and substantive relationships drawn between this content and the goals of social education for young learners.	Relationships were well stated and connected to the goals of social education for young learners.	Relationships were adequately stated and connected to the goals of social education for young learners	Relationships were unclear and not well connected to the goals of social education for young learners.	
	E4	A3	AP2	U 1	
<b>Key Ideas (4)</b>	Ideas, concepts, perspectives, or clear democratic values identified/described; exceptionally substantive and developmentally appropriate.	Ideas, concepts, perspectives, or democratic values identified/described; substantive and developmentally appropriate.	Some ideas, concepts, perspectives, or democratic values were not clearly identified/described, not substantive or developmentally appropriate.	Many ideas, concepts, perspectives, or democratic values were not clearly identified/described; not substantive or developmentally appropriate.	
	E4	A3	AP2	U 1	
<b>Standards (4)</b>	Standards selected reflected exceptionally strong relationships to theme, in terms of disciplined inquiry.	Standards selected reflected acceptable relationships to theme, in terms of disciplined inquiry.	Some standards selected were not clearly related to the theme, in terms of disciplined inquiry	Many standards selected were not clearly related to the theme, in terms of disciplined inquiry.	
	E4	A3	AP2	U 1	
<b>Organization (4)</b>	Paper flows well; logical; transitions clear; evidence of internal coherence among sections.	Paper clear and readable; most connections logical.	Paper not consistently clear and readable; some connections were logical.	Paper lacks logical coherence; structure does not reflect 'research' type paper.	
	E4	A3	AP2	U 1	
<b>Mechanics (4)</b>	Spelling, punctuation, syntax appropriate for college level writing; works appropriately cited; bibliography correctly presented and substantive.	Few errors in spelling, punctuation and syntax. Works cited. Bibliography correctly presented.	Many errors in spelling, punctuation, syntax. Works cited. Bibliography correctly presented.	Many errors in spelling, punctuation, syntax. Works not cited; bibliography incorrectly done or inadequate.	

Overall Score: **Exemplary (36-32)** \_\_\_\_\_ **Acceptable (31-27)** \_\_\_\_\_ **Unacceptable (26- )** \_\_\_\_\_

\_\_\_\_\_  
**Instructor**

\_\_\_\_\_  
**Date**

## Appendix III

### Final Unit Reflection:

Please discuss the following three areas in your final (individual) unit reflection. You may respond to them as separate sections or weave them together to form a single narrative. Examples that you give may refer to one or all of the components; that is, you don't need to come up with separate examples for each section.

- Lessons learned from the collaborative design experience: what worked, what didn't and why. To help organize your thinking, describe and discuss, through examples, to what extent your designing experiences were meaningful, challenging, integrative, and contributed to your understanding of what constitutes high quality social studies curriculum.
- Describe through examples, how you're designing experience reflected the Rhode Island Professional Teaching Standards. Select from Standards 2, 4, 5 and 7.
- Explain, through examples, how your designing experiences reflected the School of Education's Conceptual Framework (Knowledge, Pedagogy, and Diversity). Also include discussion of the collaborative nature of the design process, both pro and con, as it relates to the Professional piece of the Conceptual Framework.





# **Appendix V**

## **Team Chapter Presentations**

Each team will be given one-hour to present an assigned chapter from Fresch's book. The following elements are to be included in the presentation.

- 1.** What are the major points made by Fresch in the chapter? What did you find most interesting?
- 2.** What are some ways this topic could be used in the design of an inquiry based social studies unit?
- 3.** Present two primary sources identified by Fresch or primary sources you found which would help in the design of a unit.
- 4.** Present two secondary sources identified by Fresch or by team members which would help in the design of a unit.
- 5.** Present two examples of children's literature which could be used in such a unit.