EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

Class Meetings:
- Monday, 12:45 PM to 3:41 PM, section 006, C131
- Tuesday, 4:00 PM to 7:00 PM, section 007, C210
- Thursday, 9:15 AM to 12:15 PM, section 005, C131
- Thursday, 6:00 to 9:00 PM, section 008, S150

Instructor: Brenda Betts, Ph.D., Professor
Office: DBH 328
Office Hours: Monday, 11:00 to 12:00 PM, Tuesday, 3:00 to 4:00 PM,
Thursday, 12:00 – 1:00 PM and 3:00 to 4:00 PM or by appointment
Telephone: Office: (209) 667-3793 Dept.: (209) 667-3357/3367
FAX: (209) 667-3358
Email address: bbetts@csustan.edu
Web page: http://www.csustan.edu/Teacher Ed/facstaf/betts

I. College of Education Mission

The Mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

Our Vision

The professional preparation programs in the College of Education have a shared vision:
To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that are the foundation for our school-based preparation programs are high standards, academic rigor, and intellectual integrity.
CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- Committed to self-assessment and reflection,
- Partners, educational advocates, and leaders at the school level and in the wider community, and
- Users of technology that enhances teaching and learning.
II. Course Description
The goals of this course are to have each student learn to integrate principles and practices for teaching history/social science and visual/performing arts and to learn to use an abundance of resources to create an appropriate and dynamic learning environment. Students will design a unit of study with six appropriate, sequential lessons utilizing current teaching strategies, methodologies, and materials. These lessons will reflect the California State Framework for History-Social Science and the Framework for Visual and Performing Arts and the History/Social Science Content Standards for California, demonstrate respect and appreciation for cultural and linguistic diversity, incorporate current technology, and include multiple historical perspectives and geographic content.

Prerequisites: Admission to the Multiple Subject Credential Program

III. Course Objectives
Students will:
1. Apply knowledge of child development and the theories of learning in the preparation of lesson plans that are developmentally appropriate for children of varying ages and varying stages of development. (Standard 3B, 8A(c, d), 11A, 11B; TPE 1a, 4, 6, 9, 10)
2. Be familiar with a variety of assessment techniques for entry and formative and summative assessment and assess student knowledge using a variety of assessment tools specific to social studies and the arts, and design lessons based on the assessment results. (Standard 3C, 5F, 6C, 12C, 12D, 17B; TPE 2, 3, 9)
3. Identify the purposes and aims of the elementary school social science program as well as the social science disciplines. (Standard 8A (c, d); TPE 12)
4. Be able to utilize elements of visual/performing arts into lesson plans that are designed to fulfill standards-based requirements. (Standard 8A (d))
5. Demonstrate an understanding of the role of parent involvement and student empowerment in the development of academic success for language minority students and learn culturally responsive approaches to instruction that promote development of a learning community (Standard 10A(ii); TPE 11, 12)
6. Develop well-sequenced series of lesson plans for the concepts and generalizations taught in a unit that build on prior knowledge and that actively involve students and assists them in constructing their meaning. (Standard 8A (c, d); TPE 1a, 4, 5, 6, 7, 9)
7. Using the History-Social Science Framework and Content Standards, and state adopted materials create a social studies unit based on the development of concepts and generalizations under a defined social studies and arts theme, utilizing a multicultural emphasis. (Standard 4B, 4D, 8A (c, d), 11C; TPE 1a, 4, 5, 6, 7, 9, 10)
8. Understand English-as-a-second-language strategies and Specially Designed Academic Instruction (SDAI) in the elementary classroom, utilizing the ELD standards to deliver instruction. (Standard 13; TPE 7)
9. Know the strategies and approaches for developing values, attitudes and appreciation of diversity and ways to resolve conflicts. (Standard 10A(iii), 10D; TPE 11, 12)
10. Incorporate Reading/Language Arts Framework and Content Standards into the social studies and the arts. (Standard 7A(b), 7A(c); TPE 1a, 9)
11. Become familiar with a variety of instructional and lesson planning formats and classroom management approaches including whole class instruction and centers. (Standard 3C, 3E, 8A (c, d), 11C; TPE 2, 4, 5, 6, 9, 10, 11)
12. Observe and prepare and present lessons to peers and students in elementary classrooms. Credential candidates will reflect on their choices, both to articulate growing knowledge and to synthesize what has been learned during individual work and classroom observations (Standard 3D, 5A , 5E, 8A (c, d), 11C, 15A, 15E, 17B; TPE 1a, 4, 5, 6, 7, 8, 9, 10)
13. Prepare and deliver lessons that are accessible to all students in history/social science and visual/performing arts (Standard 5A, 8A (c, d), 11C; TPE 4, 6)
14. Integrate the culture and history of the major ethnic groups in California and particularly Central California, into lessons and select instructional materials that reflect diversity and are free of bias (Standard 5B, 10A(iii); TPE 12)
15. Complete TPA task 1, scenario 4 and prepare for TPA tasks 2-4.
16. Use technology to assist in lesson delivery and in management tasks related to social studies and the arts (Standard 9A, 9B, 9D, 9E, 9F, 9H; TPE 4, 5, 9))
17. Modify instruction to meet the needs of all students including students with special needs and gifted students (Standards 14A; 1a, 2, 4, 5, 6)

Assessment: The following (A and B) will account for 100% of the grade.

A. Attendance and Participation:

Attendance: All students are required to attend each class session and stay for the entire class period. For each absence, unless it is a documented emergency, ten (10) points will be deducted.

Late to Class: Five (5) points will be deducted each time you are late to class unless it is a documented emergency.

Late Assignments: Ten (10) points will be deducted for each late assignment unless it is a documented emergency.

* The Thematic Unit and Reflection on a lesson taught in a public school classroom will NOT be accepted late.

Incompletes: The CSU Stanislaus policy for Incomplete Work is located on page 50 in the university catalog. Students are strongly discouraged from taking an Incomplete. Only in the case of documented extenuating circumstances will a request for an Incomplete be considered. This request must be made in writing to the instructor by October 16, 17 or 19.

B. Course Assignments:

1.) Personal History Timeline. This is a Social Studies methods course, so create your own personal history timeline to share with our class. Select at least 10 events in your life that are significant to you and you would like to share with us. There is not a specific format. Be creative! Make a timeline you can use as an example in your own classroom.
   DUE: September 18, 19 or 21.

2.) Book Review of a Children's Multicultural Literature Book
   Write a Book Review for a multicultural children's literature book. This may be a book that you will include in your Thematic Unit. Examples of appropriate books will be provided in class. Use Alma Flor Ada's Critical Literacy Framework (in syllabus) as the format and discuss ways to use this book in your classroom.
   In the Introduction, write a summary of the story. In Phase I, list comprehension questions for the literature book. In Phase II, list questions to help students relate the text to their own experiences and feelings. In Phase III, list questions to engage students in critically analyzing the issues or problems that are raised in the text. In Phase IV, provide examples of the types of creative action activities students could do based on the literature book. In the Summary, evaluate the book. For which grade levels and thematic unit topics are the book appropriate? Do you recommend the book? Why or why not? The Book Review should be approximately 4-5 pages. There is no maximum number of pages. Bring your multicultural children's literature book to class with you and be prepared to tell us about it.
   DUE: September 25, 26 or 28.

3.) Discussion Questions from Seeing the Whole Through Social Studies by Tarry Lindquist
   Read this text and write at least 10 discussion questions about the content of this text. Discussion questions are NOT comprehension questions. Comprehension questions ask for the recall of facts. Discussion questions facilitate a participatory, interactive learning experience. Be sure to type your questions and include your name, course name, day, number, and section. Your questions will be used as the basis of a lively and informed class discussion of the text, so provide 8 copies to share with our class. These questions will NOT be accepted at a later date.
   DUE: October 2, 3, or 5.
4.) Discussion Statements from *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James W. Loewen.

Read this book and select at least 1 fact in each chapter that is new to you. Write your facts so you can submit them after the discussion. Be prepared to discuss this book and the 12 facts with the class. How do you feel about what you learned? How can you implement this knowledge in your classroom? What will you tell your students?

**DUE:** October 23, 24, or 26.

5a.) A Draft of the Thematic Unit without the five lessons.

Write a Draft of the thematic unit. The thematic unit topic must be selected and researched by this date. The contents of the Draft should demonstrate that books, web sites, primary sources, and instructional materials have been located and included in the thematic unit. The *Rationale* needs to explain why the topic is important and how students are going to learn about it. The *Student Outcomes* section needs to explain what the students will learn from studying the topic. The *Standards* for History-Social Science and the Visual and Performing Arts need to be identified. An interesting and informative section on the *Historical and Geographic Content* needs to provide background material for the teacher. What types of excellent *Sources* are included in the unit? How is the unit going to address student cultural and linguistic Diversity *Issues*? The Draft should contain at least one page about each of the Unit Criteria, #s II, III, IV, V, VI, and VII. Of course, you will probably want to write more information.

**DUE:** October 16, 17, or 19.

5b.) Thematic Unit - Create a thematic unit based on the requirements of the California Standards for History-Social Science and the Visual and Performing Arts Content Standards for California Public Schools. The unit will include five lessons and will integrate what has been learned from this course. One lesson must be a geography lesson, one lesson must be a technology lesson, one lesson must be based on a literature book and one lesson must be a Visual/Performing Arts lesson.

There are numerous thematic units in the cupboard in C131. Read these thematic units to look for topics, ideas, activities, and the format.

* An exact description of the components of the Thematic Unit is included in the syllabus. Work with a partner from our class and create one unit together.

**DUE:** November 13, 14, or 16.

* The Thematic Unit will **not** be accepted at a later date.

5c.) Lesson in a Public School Classroom. Develop and individually teach at least one lesson from your Thematic Unit in a public school classroom. A letter is included in this syllabus to be presented to the administrator at the school site explaining the course requirement. Write a reflection on your teaching experience and submit your reflection with your Thematic Unit. Plan now and schedule your lesson by October. By mid-November, many schools will not allow visitors in the classrooms.

**DUE:** November 13, 14, or 16.

6.) Final Exam. Teach a DIRECT INSTRUCTION 5 STEP LESSON from your Thematic Unit to the students in EDMS 4140. This lesson will be videotaped! Each pair of students needs to bring a blank videotape on the date of their presentation and a copy of their lesson plan for each person in our class.

a.) Use the *Direct Instruction: 5 Step Lesson Plan Model* in the syllabus. Provide a copy of your lesson plan for each student in the class and the instructor. Distribute your lesson plan to the students and instructor before you teach your lesson. Do not exceed 30 minutes. Co-teach this lesson with your thematic unit partner in our class. Some of the responsibilities will include: Prepare the lesson plan and handouts, prepare the instructional materials, Introduction (explain the lesson plan and purpose), read a story, facilitate the learning activity, monitor student work, display student work, and the Conclusion (review the purpose of the lesson, and answer questions).
b.) Each student will complete the Demonstration Lesson Feedback Form (in the syllabus) for each observed lesson in the EDMS 4140 class.

c.) The week after you present your Direct Instruction 5 Step Lesson Plan to our EDMS 4140 class at the university, turn in a one to two page reflection on your lesson. What components of the lesson were effective? What would you change about your lesson? What did you learn about your teaching from watching this video?

DUE: November 2; November 6, 7, or 9; November 13, 14, or 16; November 20 or 21; November 27 or 28; December 4, 5, or 7. (According to sign-ups.)

7.) We Dream of a World Book Project
Read the book, We Dream of a World. With one or more children, create a "dream" book based on this model. You may ask your own child or children or a small group of children or a classroom of children to create a "dream" book. It should be a complete book with a front cover, a page about the author(s), at least 6 dreams, and a back cover. Six dreams equals 12 pages because each dream has a picture on one side and a written text on the opposite side. So, each dream book will include a minimum of 13 pages, a front cover and a back cover. You may decide to laminate it or put each page in a plastic page cover and/or a notebook. Bring the book to class to share with us. It will be returned to you so you can use it as a model in your own classroom.

DUE: December 4, 5, or 7.

GRADING:

* Note: Failure to complete any of the assignments will result in your grade being lowered to the next grade. For example, if you don't complete one of the assignments, but have earned the total number of points for all of the other assignments, your grade will be lowered to a "B."

All assignments must be typed and double-spaced. Please do NOT put plastic covers on any of your assignments. Thematic Units may be stapled or placed in a 3 ring binder.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal History Timeline</td>
<td>30</td>
</tr>
<tr>
<td>Ten discussion questions for Seeing the Whole Through Social Studies by Tarry Lindquist (Bring 8 copies to share)</td>
<td>30</td>
</tr>
<tr>
<td>Discussion statements for Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong (Bring 8 copies to share)</td>
<td>30</td>
</tr>
<tr>
<td>We Dream of a World Book Project</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam: Direct Instruction 5 Step Lesson of one of your lessons from your Thematic Unit, Videotape, and Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Thematic Unit and Reflection on the lesson taught in a school (Work with a partner on your Thematic Unit)</td>
<td>120</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Total number of points 310
*** Bonus Points:

Student California Teachers Association (SCTA) Membership 20 points
Student California Teachers Association (SCTA) Meeting 10 points
California Council for the Social Studies (CCSS) Membership 20 points

Grading Scale

- 279 to 310 points = A
- 248 to 278 points = B
- 217 to 247 points = C
- 186 to 216 points = D

Resources to support Performance Outcomes and Assessments:

Required texts:


Scholastic (2001). We Dream of a World.

Recommended texts:


National Education Association (NEA). Integrated Thematic Teaching. West Haven, CT: NEA Teacher-to-Teacher Books.


Valuable Texts for Classroom Use (Optional):


**Technology Resources for Social Studies**

1.) SCORE History/Social Science. Schools of California Online Resources for Education. http://score.rims.k12.ca.us/ Sign up to receive their Educator's E-letter.

2.) Social Studies School Services. http://social.studies.com Read the lessons on this site to help you decide on a topic for your Thematic Unit.

7.) Here are five good sites: Teachers.net teachertimesavers.com atozteacherstuff.com/themes sitesforteachers.com edHelper.com

3.) Women in World History Curriculum. http://www.home.earthlink.net/~womenwhist/heroine.html Look for ideas about women to include in your Thematic Unit.

**Video Resources for Social Studies**


3.) **Safe Food and Justice.** United Farm Workers. Campaign for Labor Rights.
   1247 "E" Street SE, Washington, D.C.  CLR@igc.org

Guest Speakers: Guest Speakers may be scheduled during the semester. Usually, they have made presentations to previous classes at CSUS and their valuable information and resources were very much appreciated by my students. These speakers work on a volunteer basis and receive no compensation for their work or travel to CSUS.

Resources: Many resources will be provided during the semester. Use these resources, as appropriate, for your assignments and Thematic Unit.

Publications from the California State Department of Education:

(Call for a free catalog, 916-445-1260)
1) Literature for history-social science: Kindergarten through grade eight (Revised edition)
2) Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic and Ethical Education Teaching about Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate and Violence
3) With History-Social Science for All: Access for Every Student
4) Course Models for the History Social Science Framework (Separate volumes for Grades 5, 6, 7 and 12)
5) The American Indian: Yesterday, Today, and Tomorrow
7) Read to Me: Recommended Literature for Children Ages Two Through Seven

Other Sources:

* K-8 Social Studies Textbooks, Teacher Guides, and Ancillary Materials
* Geographic Education National Implementation Project (GENIP). K-6geography: Themes, key ideas, and learning opportunities. Indiana, PA:
* National Council for Geographic Education. Call 412-357-6290 or see their web site at http://www.ncge.org
* National Council for the Social Studies, 3501 Newark Street NW, Washington, D.C. 20016 or see their web site at http://www.ncss.org
  • Public Broadcasting  http://www.pbs.org/history/

Social Studies Periodicals

Cobblestone: The History Magazine for Young People
Faces: The Magazine About People (for youth)
Journal of Geography (National Council for Geographic Education)
San Joaquin Historical Society (various journals and publications)
Social Education (National Council for the Social Studies)
Social Studies (Independent)
Social Studies and the Young Learner (National Council for the Social Studies)
Social Studies Review (California Council for the Social Studies)
The California Geographer (California Geographic Society)
Turning Point (African-American History Magazine, Tel: 310-821-6910)

Bookstore:

Hands-On Educational Supply Store, 815 E. Main St., Turlock, 632-5101
NOTE: The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

CHEATING OR UNPROFESSIONAL CONDUCT: Cheating or non-professional conduct in class or on any assignment will result in a failing grade in the class and will be reported to required authorities. This may result in removal from the teaching credential program.
COURSE SCHEDULE

(Readings and assignments are due on the date listed on this schedule)

Week 1:  September 7

Topics:  The History-Social Science Standards for California Public Schools
         The Visual and Performing Arts Content Standards for California Public Schools
         Personal History Timeline

Homework:

Read the course syllabus!

Review the History/Social Science Standards for California Public Schools and the Visual and Performing Arts Content Standards for California Public Schools.

Look through the grade level information in the Standards. Think about a topic for your Thematic Unit.

Week 2:  September 11, 12, or 14

Topics:  The History-Social Science Standards for California Public Schools
         The Visual and Performing Arts Content Standards for California Public Schools
         Thematic Units

Bring your copy of the History-Social Science Standards for California Public Schools and the Visual and Performing Arts Content Standards for California Public Schools to class

Homework: Create your Personal History Timeline and bring it to class to share with us next week.

Read Alma Flor Ada's Critical Literacy Framework in the syllabus and be prepared to discuss the framework in class next week.

Week 3:  September 18, 19, or 21

Topics:  Thematic Units, Alma Flor Ada, Literature books, lesson plans

* DUE:  Your Personal History Timeline

Homework: Make a decision about the topic for your thematic unit. Select a partner.

   Call a school and make arrangements to teach a lesson from your thematic unit to a class in October. If you wait until November to call, many schools will be reluctant to accommodate your request.

Week 4:  September 25, 26, or 28

Topics:  Social Studies and the Young Learner, Five Themes of Geography

* DUE:  Multicultural Children's Book Review based on Alma Flor Ada's Critical Literacy Framework
Week 5: October 2, 3, or 5
Topics: Seeing the Whole Through Social Studies

Week 6: October 9, 10, or 12
Topics: Primary sources, Classroom activities

Week 7: October 16, 17, or 19
Topics: Multicultural Education, Bilingual Education, Social Studies Review

*DUE: A draft of your Thematic Unit. Include at least one page for each of the Unit Criteria (I, II, III, IV, V, VI and VII). The information in each section of the draft should be complete. The more time and effort you put into the draft, the closer you will be to completing your thematic unit. Before you submit your draft, ask a friend to read your draft and provide constructive feedback.

Week 8: October 23, 24, or 26
Topics: Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong Assessment, Rubrics, The Writing Process

*DUE: Discussion Statements for Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.

Week 9: October 30, 31, or November 2
Topics: Classroom instruction and materials
November 2: Video Demonstration Lessons

Week 10: November 6, 7, or 9
Video Demonstration Lessons

Week 11: November 13, 14, or 16
Video Demonstration Lessons

* DUE: Thematic Units. The Thematic Units and the Reflection from the lesson taught in a public school classroom will NOT be accepted after this date!

Week 12: November 20 or 21  November 23 is Thanksgiving Day
Video Demonstration Lessons
Week 13: November 27 or 28

Video Demonstration Lessons


Week 14: December 4, 5, or 7

Video Demonstration Lessons

*DUE: We Dream of a World book project

Week 15: December 11, 14, 15

Video Demonstration Lessons

Week 16: December 18 or 19

Video Demonstration Lessons
HISTORY-SOCIAL SCIENCE THEMATIC UNIT

The integrated social studies thematic unit contains five lessons which are designed to be taught in approximately one week. One lesson from the unit is to be taught in a K-6 classroom so you have an opportunity to try out one lesson and reflect on the effectiveness of the lesson. Your unit should not center around a textbook or purchased unit, although you are encouraged to look at texts and units for ideas. The unit is to be a creative work incorporating your knowledge of effective teaching strategies, demonstrating your understanding of social studies content, using a variety of resources and materials, considering the needs of all of the students, and reflecting your own interests. The first lesson is an introduction to the topic, the next three lessons develop the topic, and the fifth lesson is a summary or conclusion of the previous four lessons. Work with a partner and turn in one unit. KEEP IN MIND: This unit is smaller than you think and addresses only 5 lessons out of a larger theme.

A unit consists of a series of five lessons which:

1. have a common rationale
2. have a specific topic or theme that is woven throughout the lessons
3. have an identifiable sequence that connects the lessons to the History-Social Science Standards for California Public Schools and the Visual and Performing Arts Content Standards for California Public Schools

Unit Criteria

I. Cover Sheet: Title (Question), grade level, your name(s), EDMS 4140, and date.

II. Rationale:

Write at least one page and explain the importance of the unit’s topic.
Why and how are students going to learn about the topic?
How is the unit relevant to the students you will be teaching?
What is particularly interesting, meaningful, and special about your unit? Convince your reader to use this thematic unit!

III. Student Outcomes:

Write at least one page explaining what are the essential concepts, information, and skills that students will learn from your unit. Why do you want your students to remember, accomplish, appreciate, understand, and apply the information in your unit? The focus is on what the students will learn, not what the teacher will teach.

IV. Framework and Standards:

Write at least one page identifying the sections of the History/Social Science Standards and the Visual and Performing Arts Content Standards that will be covered in the unit.

V. Historical and Geographic Content:

You need to provide a context for your unit. Write at least a one page discussion of the historical background, significant people, places, and events of the time. Several pages may be necessary to provide enough background information about the topic.
What is the relationship between geography and your topic? How did geography influence the choices, decisions, and outcomes of your topic? Write at least one page about the role of geography in your topic. The importance of geography is often overlooked, so a thorough discussion is essential for the unit.

VI. Sources:

Include a list of title of primary and secondary sources used in lessons as well as other recommended documents and materials. Primary sources are the actual documents, books, Web sites, objects, realia, and other resources that are used in the classroom. Primary sources may be found in museums, on the World Wide Web, in the library, etc.

Secondary sources provide information about a topic, event, or group. For example, a book written about a topic, event, or group by an author who did not experience the event or is not a member of that group. A book written by an Anglo-American about the history of Asian immigration to the USA is a secondary source, but a book written by an Asian immigrant who describes her/his immigration experiences is a primary source. A book written about the history of slavery is a secondary source, but slave narratives are primary sources.

You must include a list of at least 10 literature books on your Thematic Unit topic. Some of these literature books must reflect cultural and linguistic diversity and multiple perspectives. Include the title, author, publisher, date, ISBN, and number of pages for each book.

You must include at least 10 web sites that relate to your Thematic Unit topic. Hopefully, you will find many more web sites.

VII. Diversity Issues

Write at least one page explaining how your unit is going to meet the needs of

a.) students from culturally diverse backgrounds and

b.) students who are English language learners (ELLs).

How are the activities and lessons in your unit going to make information accessible to your English language learners? What types of instructional strategies and resources will you include? How are you and your classroom materials going to reflect and demonstrate respect and appreciation for the cultural diversity of your students and diverse populations?

VIII. Lesson Plans

Create five lesson plans incorporating a history-social science topic (question), including one lesson in geography, one technology lesson, one lesson on children's literature and one lesson on Visual and Performing Arts. How are you going to assess student learning? A variety of assessment and evaluation techniques should be included. The Lesson Plan format follows on the next page.

IX. Reflection

Write a 2-page reflection on the lesson taught in an elementary classroom. Evaluate your lesson and your teaching. Focus on student learning and your learning. What went well? What would you do the same? What would you do differently? How did you know if the lesson is successful? What teacher behaviors, strategies, and materials are necessary to the success of the lesson? What do you need to re-teach and how do you know?
Direct Instruction: 5 Step Lesson Plan Model

Teachers________________________________________ Grade__________________
Curricular Area(s) ______________________________________________________
Lesson Objective(s) ____________________________________________________
Standards ______________________________________________________________
Materials ________________________________________________________________

1. ANTICIPATORY SET

Focus the learner _________________________________________________________

Stating the Objective _____________________________________________________

Transfer from past learning ________________________________________________

Setting a purpose for learning _____________________________________________

2. INSTRUCTION

Direct Teaching ____________________________________________________________

Modeling _________________________________________________________________

Checking for Understanding _______________________________________________

3. GUIDEDPRACTICE_______________________________________________________

4. CLOSURE/EVALUATION/ASSESSMENT____________________________________

5. INDEPENDENT PRACTICE________________________________________________
<table>
<thead>
<tr>
<th>Examples of Primary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious texts:</td>
</tr>
<tr>
<td>The Bible, Koran, Torah, etc.</td>
</tr>
<tr>
<td>Documents:</td>
</tr>
<tr>
<td>The Declaration of Independence, Magna Carta, diaries, journals, newspapers, language, books, slave narratives, (autobiographies)</td>
</tr>
<tr>
<td>Realia:</td>
</tr>
<tr>
<td>Objects including baskets, pottery, money, cloth, bottles, canned goods, dolls, toys, games, clothes, cooking and eating utensils, bones, art, music, buildings, photographs, scientific instruments, masks, maps and globes, compass, puppets</td>
</tr>
<tr>
<td>People:</td>
</tr>
<tr>
<td>Interviews, guest speakers</td>
</tr>
<tr>
<td>Videos:</td>
</tr>
<tr>
<td>CNN - chronicling an event (Vietnam War, Olympics) while it is happening, California Gold</td>
</tr>
<tr>
<td>CD ROMs:</td>
</tr>
<tr>
<td>Time Magazine - Kennedy speaking, Martin Luther King, Jr. speaking</td>
</tr>
<tr>
<td>Field Trips:</td>
</tr>
<tr>
<td>City Hall - talk to mayor, historic sites, festivals</td>
</tr>
<tr>
<td>Web Sites:</td>
</tr>
<tr>
<td>Created by the Indian Nations - they talk about themselves</td>
</tr>
</tbody>
</table>
September 6, 2006

Dear School Principal and Classroom Teacher:

Multiple Subjects Credential Program Student

is currently enrolled in the course EDMS 4140 - Curriculum and Instruction: Social Studies Methods for students pursuing the Multiple Subjects Credential. One of the student’s requirements for the course is to learn about teaching and learning in an elementary classroom via a first hand experience in a school.

Specifically, the student is required to teach at least one lesson from her/his Thematic Unit. The student has worked diligently and creativity to design five lessons on a selected topic of choice using the History-Social Science Standards, the Visual and Performing Arts Standards, multicultural literature, technology, an abundance of primary and secondary sources, instructional materials, and many additional curriculum resources.

It would be greatly appreciated if you would provide an opportunity for the student to teach a lesson from her/his Thematic Unit in a classroom in your school. If you have any questions or require additional information, please feel free to call me at the numbers listed above. Your assistance is greatly appreciated.

Sincerely,
Brenda Betts, Ph.D.
Professor

(Name of student) successfully taught a lesson on ____________________________
(date)
from her/his History-Social Science Thematic Unit about ____________________________
(topic)

__________________________________________
(Signature)

School  Grade level

Comments:
Alma Flor Ada's Critical Literacy Framework

Alma Flor Ada distinguishes four phases in what she terms "the creative reading act." Each of the phases distinguished by Ada is characterized by an interactional process (either between groups) that progressively opens up possibilities for the articulation and amplification of students' critical thinking. The texts that are the focus of the interaction can derive from any curricular area or from newspapers or current events. The process is equally applicable to students at any grade level. Ada stresses that although the phases are discussed separately, "in a creative reading act they may happen concurrently and be interwoven."

* **Phase I:** Descriptive Phase. In this phase the focus of interaction is on the information contained in the text. Typical questions at this level might be: Where, when, how, did it happen? Who did it? Why? These are the type of questions for which answers can be found in the text itself. Ada points out that these are the usual reading comprehension questions and that "a discussion that stays at the level suggests that reading is a passive, receptive, and in a sense, domesticating process." Students' comprehension of the text is quite limited in that they have produced or acted on the text only to the extent that they are capable of reproducing the basic information it contains. Minimal cognitive action is involved. If the process is arrested at this phase, the knowledge will remain inert rather than becoming a catalyst for further inquiry. Instruction remains at a safe distance from any challenge to the societal power structure.

* **Phase II:** Personal Interpretive Phase. After the basic information in the text has been discussed, students are encouraged to relate it to their own experiences and feelings. Questions that might be asked by the teacher at this phase are: Have you ever seen (felt, experienced) something like this? Have you ever wanted something similar? How did what you read make you feel? Did you like it? Did it make you happy? Frighten you? What about your family? Ada points out that this process helps develop children's self-esteem by showing that their experiences and feelings are valued by the teacher and classmates. It also helps children understand that "true learning occurs only when the information received is analyzed in the light of one's own experiences and emotions." An atmosphere of acceptance and trust in the classroom is a prerequisite for students (and teachers) to risk sharing their feelings, emotions, and experiences. It is clear how this process of sharing and critically reflecting on their own and other students' experiences opens up identity options for culturally diverse students. These identity options are typically suppressed within a transmission approach to pedagogy where the interpretation of texts is non-negotiable and reflective of the
dominant group's notions of cultural literacy. The personal interpretive phase deepens students' comprehension of the text or issues by grounding the knowledge in the personal and collective narratives that make up students' histories. It is also developing a genuine cultural literacy in that it is integrating students' own experience with "mainstream" curricular content.

* **Phase III:** Critical Analysis Phase. After children have compared and contrasted what is presented in the text with their personal experiences, they are ready to engage in a more abstract process of critically analyzing the issues or problems that are raised in the text. This process involves drawing inferences and exploring what generalizations can be made. Appropriate questions might be: Is this perspective valid? Always? When? Do these actions benefit everyone alike? Are there any alternatives to this situation? Would people of different cultures (classes, genders) have acted differently? How? Why? Ada emphasizes that school children of all ages can engage in this type of critical process, although the analysis will always reflect children's experiences and level of maturity. This phase further extends students' comprehension of the text or issues by encouraging them to examine both the internal logical coherence of the information or propositions and their consistency with other knowledge or perspectives. When students pursue guided research and critical reflection, they are clearly engaged in a process of knowledge generation; however, they are equally engaged in a process of self-definition; as they gain the power to think through issues that affect their lives, they simultaneously gain the power to resist external definitions of who they are and to deconstruct the sociopolitical purposes of such external definitions.

* **Phase IV:** Creative Action Phase. This is a stage of translating the results of the previous phases into concrete action. The dialogue is oriented toward discovering what changes individuals can make to improve their lives or resolve the problem that has been presented. Let us suppose that students have been researching (in the local newspaper, in periodicals such as National Geographic, the Greenpeace magazine, etc.) problems relating to environmental pollution. After relating the issues to their own experience, critically analyzing causes and possible solutions, they might decide to write letters to congressional representatives, highlight the issue in their class/school newsletter in order to sensitize other students, write and circulate a petition in the neighborhood, write and perform a play that analyzes the issue, etc. Once again, this phase can be seen as extending the process of comprehension insofar as when we act to transform aspects of our social realities we gain a deeper understanding of those realities.

Comprehension is not an all-or-nothing phenomenon; rather, it can take place at different levels and the process outlined by Ada represents phases in the progressive deepening of comprehension and expansion of conceptual horizons. Thus, the more we process input or information, the more potential there is for deepening our understanding of the phenomena in question. Critical literacy is required to make literature and complex social issues comprehensible.