

Teaching Social Studies - II (Teaching Social Studies Pedagogy Option)

WINDOWS ON PRACTICE GUIDE

B.Ed. (Hons.) Elementary

2012



This product has been made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors, and do not necessarily reflect the views of USAID or the United States Government.

Technical Support: Education Development Center (EDC); Teachers College, Columbia University



Higher Education Commission

Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process, in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject matter expertise of the scholars at Education Development Center, Inc. and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad

Introduction

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop courses in the new four-year B.Ed. (Hons) Elementary programme.

The process of designing the syllabus for each course in years 3–4 of the programme began with curriculum design workshops. Faculty who will teach the courses were identified by university deans and directors and then invited to attend the workshops. The first workshop included national and international subject matter experts who led a seminar focused on a review and update of subject (content) knowledge. The remainder of this workshop was spent reviewing the HEC Scheme of Studies, organizing course content across the semester, developing detailed unit descriptions, and preparing the course syllabi. Although the course syllabi are designed primarily for Student Teachers taking the course, they are a useful resource for teacher educators, too.

Following the initial workshop, participants developed teaching notes, including ideas for teaching units of study and related resources. Faculty worked individually or in groups, focusing on their own preparations to teach, while bearing in mind that their end product must also be useful to those who will teach the course in the future. A series of workshops occurred over the year in order to allow faculty to have protected time for their work, engage in peer review, and receive critical feedback from national and/or international consultants. In designing both the syllabi and the teaching notes, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan 2009.

All of the syllabi developed by faculty are included in this document along with a listing of topical teaching notes. Additional references and resources appear at the end of the document. These should provide a rich resource for faculty who will teach the course in the future. Sample syllabi with accompanying teaching notes are also included in order to provide new faculty with a model for developing curriculum and planning to teach. This Windows on Practice guide is not intended to provide a complete curriculum with a standard syllabus and fully developed units of study, rather it aims to suggest ideas and resources for faculty to use in their own planning. Hence, readers will find sample units and materials that reflect the perspective of faculty designers rather than prescriptions for practice.

We are respectful of intellectual property rights and have not included any suggested materials that are copyright protected and for which we have not secured explicit permission to use. Therefore, all materials included may be used in classrooms for educational purposes. Materials in this document are not intended for commercial use, however. They may not be used in other publications without securing permission for their use.

Initial drafts were reviewed by the National Curriculum Review Committee (NCRC), and suggestions were incorporated into final drafts, which were then submitted to the NCRC for approval.

Faculty involved in course design: Dr Ali Murtaza, University of Azad Jammu and Kashmir; Dr Amtul Hafeez, Allama Iqbal Open University, Islamabad; Marium Baz, Sardar Bahadur Khan Women University, Quetta; Aliya Jawad, Fatima Jinnah Women University, Rawalpindi; Uzma Panhwar, University of Sindh; Mumtaz Ahmad, Shah Abdul Latif University, Khairpur; Dr Mumtaz Akhtar, Institution of Educational Research, University of Punjab; Dr Zahida Tariq, University of Education, Lahore; Dr Syed Shafqat Ali Shah, University of Gujrat; Dr Sadia Shaukat, University of Education, Lahore

Subject (content) specialists leading the seminar: Audrey Jumma, Director, Notre Dame Institute of Education Karachi

National subject (content) expert leading the course design: Sukaina Bhojani Ali Wali, social studies teacher educator

Date of NCRC review process: 24–25 April 2013

NCRC Reviewers: Dr Nabi Bux Jummani, International Islamic University, Islamabad; Dr Rasul Bux Raisani, University of Balochistan, Quetta; Dr Uzma Qureshi, Lahore College for Women University, Lahore



Table of contents

①	Rationale for a course on the teaching of social studies	08
	Common misconceptions about social studies	10
②	Course syllabi	11
	Syllabus 1: Dr Mumtaz Akhtar, Dr Zahida Tariq, Dr Syed Shafqat Ali Shah, and Dr Sadia Shaukat	12
	Syllabus 2: Dr Ali Murtaza, Dr Amtul Hafeez, and Marium Baz	21
③	Representative syllabus with teaching notes	31
	Syllabus: Aliya Jawad, Uzma Panhwar, and Mumtaz Ahmad	32
	Teaching notes for the syllabus	40
④	Integrated teaching notes	55
	Introduction to social studies	56
	Evolution of social studies as a discipline	56
	Aims and objectives of teaching social studies.....	57
	Social studies disciplines.....	58
	Using artefacts to teach history	58
	Key historical concepts in teaching history and geography (chronology, time, continuity, cause and effect, and change)	59
	Major themes in geography.....	60
	Introducing the inquiry-based approach for teaching history and geography	60

Table of contents (cont.)



Differentiating between facts, assumptions, and opinions in history and geography	61
Assessments and evaluations for social studies	62
Key issues in history and geography assessments	63
Comprehensive assessment techniques	63
Establishing assessment criteria and providing feedback	64
Issues in teaching social studies	65
Using ICT to teach history and geography	65
Ideas for assessment	66
⑤ Readings and resources	68
⑥ Methods and strategies to use in teaching and learning	71

1

Rationale for a course on the teaching of social studies

The course aims to help Student Teachers develop an in-depth understanding of the nature, scope, and significance of social studies. Although social studies encompass a wide array of disciplines, this course will only focus on history and geography.

This course will equip Student Teachers with the knowledge and skills to teach history and geography to students in elementary grades. They will learn about the major themes that underlie the teaching of history and geography. Student Teachers will also have an opportunity to learn and practise the use of a variety of instructional methods that promote active learning, including making and using teaching and learning materials. They will plan lessons and activities and practise teaching history and geography with their peers.

The course will give Student Teachers insight into the use of information and communications technology (ICT) in their teaching, and it will familiarize them with ways to assess students' learning in elementary grades.

Few would disagree that the primary purpose of schooling is to prepare students to function effectively in the world, which in turn helps society to function effectively. By studying history, students do not merely learn a collection of old facts; rather, history helps them understand how the world works and how human beings behave. Knowledge of the past is required for understanding our present realities.

For many, geography is about learning where places are. Although this is true, geography has far more to offer. It is the study of places and their relationships with each other. It informs us of how people living in different places interact with each other and their environment. It allows us to draw generalizations about the complex world in which we live. Geography also provides important clues to the past. Thus, knowing what the landscape was like in the past is important for understanding historical processes, as is knowing who lived in the place, how they lived, and how they used the land.

A question might arise as to why a second course on teaching social studies is necessary when there is already a course on social studies. It is important to understand that the social studies course mainly focuses on teaching citizenship to students in primary grades whereas this course targets teachers of upper elementary (classes 6–8), with a specific focus on history and geography.

Common misconceptions about social studies

Student Teachers are likely to enter their programme with some or all of these common misconceptions about teaching and learning history and geography. These are misconceptions shared by the public in general. The Instructor needs to be aware of these and others unique to the Student Teachers they will teach. Misconceptions may include the following:

- Geography is all about places, direction, longitude, and latitude.
- History is storytelling and based on facts and figures.
- History and geography are dry subjects that cannot be taught in interesting ways.
- History and geography are fixed subjects. They are not open to new research and exploration.
- The only method of teaching is memorization.
- There is no room for critical and analytical reasoning in history and geography.
- History and geography are not career-oriented subjects.
- There is no scope and career growth for historians and geographers.

Adapted from course notes by Dr Aliya Jawad, Fatima Jinnah University

2

Course syllabi

In this section you will find syllabi that have been written by faculty. Using the HEC Scheme of Studies for this course, they considered the balance between the demands of the subject itself, active learning pedagogies, their students, and the particular university milieu in which they work. The syllabi reflect the same key concepts and broad goals, but they vary in sequence and emphasis.

SYLLABUS 1



By

Dr Mumtaz Akhtar, Dr Zahida Tariq, Dr Syed Shafqat Ali Shah,
and Dr Sadia Shaukat

Year

Year 4

Credit value

3 credits

Prerequisite

Successful completion of the Social Studies course

Course description

Social studies is concerned with human beings and their relation to society, and a social studies curriculum should address the totality of human experience over time and space. It is connected with the past, is linked to the present, and looks ahead to the future. This is a combination of history, geography, sociology, basic science, economics, anthropology, archaeology, and psychology. However, this course will mainly focus on the teaching of history and geography. The purpose of this course will be to integrate the elements and concepts of history and geography, such as change, continuity, and chronology.

This course will help Student Teachers to develop an understanding of teaching students about historical and physical surroundings. Student Teachers will learn to use their knowledge and skills gained from social studies to become informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. They will also develop attitudes that will motivate them to use their knowledge and skills in a responsible manner.

At the end of this course, Student Teachers will be able to think critically and develop the skills, strategies, and habits of mind required for effective inquiry and communication. They will be able to apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom.

Course outcomes

After completing this course, Student Teachers will be able to:

- promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)
- apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography
- apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom
- apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world
- assess and evaluate students' learning in history and geography through varied assessment techniques.

Learning and teaching approaches

Teaching strategies and pedagogies for this course will emphasize the development of historical and geographical thinking among Student Teachers. They will be required to engage in critical thinking, problem-solving, and decision-making in order to move away from traditional styles of teaching.

As a key strategy, Instructors can encourage the development of thinking skills by asking open-ended questions. Student Teachers will learn in a more concrete way about historical and geographical thinking by engaging in inquiry-based learning in Unit 3.

Student Teachers will be encouraged to use ICT techniques, so that they can apply innovative technology to understand—and help students understand—the concepts of history and geography.

Unit 1: Introduction to social studies (3 weeks, 9 sessions)

This unit will introduce the concept of teaching social studies in elementary grades. It will help Student Teachers explore the different social studies disciplines (social studies, history, geography, sociology, basic science, economics, anthropology, archaeology, and psychology), but will specifically focus on the importance of history and geography.

Unit outcomes

By the end of this unit, Student Teachers will be able to:

- comprehend the concept, nature, and scope of the social studies
- appreciate the significance of history and geography as interconnected subjects that inform human relationships with people, events, and places
- explain the major themes in the teaching of history and geography.

1

UNIT 1: Introduction to social studies

Weeks	Session plans
1	Course introduction and setting the context The concept, nature, and scope of teaching social studies Social studies in the present era
2	Significance of history in teaching social studies Significance of geography in teaching social studies Scope of social studies in elementary grades
3	Key concepts of history (change, continuity, and chronology) Key concepts of geography (regions, location, human–environmental interactions, movements, and places) Relationships between history and geography

Unit 2: Pedagogies for the teaching of social studies (history and geography) (5 weeks, 15 sessions)

This unit will prepare Student Teachers to use appropriate pedagogical skills when teaching history and geography. Student Teachers will also become familiar with the use of various instructional strategies in elementary grades.

Unit outcomes

By the end of this unit, Student Teachers will be able to:

- engage in critical thinking, creative thinking, and problem-solving as they teach social studies
- explore various instructional strategies for the teaching of history and geography.

2

UNIT 2: Pedagogies for the teaching of social studies (history and geography)

Weeks	Session plans
4	Pedagogies for the teaching of history Teaching history through timelines Using artefacts to teach history
5	Debate/hot-seating (i.e. a technique in which a group questions/interviews a subject to get more information) Pedagogies for the teaching of geography Storytelling
6	Teaching controversial issues Role play, games, simulations, and decision-making Field work
7	Reading maps Observation and integration of media (<i>National Geographic</i>) Discussion based on diagrams and newspapers
8	Lesson planning in history and geography (2 sessions) Classroom management in the teaching of history and geography

Unit 3: Inquiry-based teaching in history and geography (3 weeks, 9 sessions)

History and geography can be taught as separate subjects, as they require different teaching strategies and have definite and specific content and concepts. However, if teachers engage in inquiry-based teaching in the classroom, both subjects can be integrated and taught as an inquiry lesson. In this unit, Student Teachers will learn to use inquiry pedagogy to teach history and geography. Teaching through inquiry also helps students take responsibility for their own learning.

Unit outcomes

By the end of this unit, Student Teachers will be able to:

- comprehend the importance of inquiry-based teaching
- understand the steps of conducting an inquiry in social studies
- use inquiry pedagogy to teach history and geography.

3

UNIT 3:

Inquiry-based teaching in history and geography

Weeks	Session plans
9	Introduction to inquiry-based approaches to teaching Inquiry-based approaches to teaching history and geography Forming questions for inquiry projects
10	Framing questions to respond to inquiry Planning projects Field work
11	Data management Data analyses Report writing

Unit 4: Teaching social action through history and geography (3 weeks, 9 sessions)

This unit will allow Student Teachers to explore the idea of social action and will enable them to investigate the role of responsible citizens. They will explore initiatives to play a participative role and make informed decisions in society, and develop attitudes and values for effective citizenship.

Unit outcomes

By the end of this unit, Student Teachers will be able to:

- understand the roles and responsibilities that come with citizens' rights and duties
- apply conflict resolution, advocacy, negotiating, and information processing and gathering skills.

4

UNIT 4:

Teaching social action through history and geography

Weeks	Session plans
12	Contemporary geographical and historical issues in Pakistan Analysing problems and separating facts from opinions Prioritizing a problem to study cause and effect
13	Researching steps to inform actions to be taken Planning the action Doing the action
14	Critical reading and social action Making friends across provinces through networking Report writing

Unit 5: Assessments in teaching social studies (history and geography)

This unit will prepare Student Teachers to skilfully assess students' learning so that they can help students recognize what success looks like. In this course, an attempt will be made to help Student Teachers assess knowledge, skills, and attitudes through a variety of assessment tools.

Unit outcomes

By the end of this unit, Student Teachers will be able to:

- prepare a variety of relevant assessments for evaluating learning
- apply criteria to assess students' learning
- understand the different ways of providing constructive feedback.

5

UNIT 5:

Assessments in teaching social studies (history and geography)

Weeks	Session plans
15	History and geography assessments: What and how? Key issues in history and geography assessments Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)
16	Establishing criteria to assess students' learning Providing feedback Course review

Grading policy

This is the proposed grading scheme for this course. However, adjustments should be made to address potential issues with educational institutions and authorities.

Mode of assessment	Percentage
Assignments	9%
Fieldwork, projects, and presentations	9%
Class participation and attendance	2%
Midterm exam	20%
Final exam	60%

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Dean, B. L., Joldoshalieva, R., & Sayani, F. (2006). *Creating a better world*. Karachi: Aga Khan University for Educational Development.

Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoeppe. *Teaching society and environment* (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.

McAfee, O., & Leong, D. J. (2002). *Assessing and guiding young children's development and learning*. Boston: Allyn and Bacon.

O'Hara, L., & O'Hara, M. (2001). *Teaching history 3-11: The essential guide*. London: Continuum.

Rajakumar, P. (2006). *Teaching of social sciences*. Paper presented at the National Council of Educational Research and Training, New Delhi.

Websites

The 5 R's by Adam Troutt

- <http://savingtheearthbygoinggreen.weebly.com/going-green-essay.html>

Recycling: Reduce, recycle, reuse

- http://pbskids.org/eekoworld//parentsteachers/pdfs/lessonk_1.pdf

The National Academies Press

This site offers a number of downloadable books on topics such as geography and climate change.

- http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MCFebLtAod_WQAYg

How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds

- <http://www.serve.org/uploads/publications/AssessHistory.pdf>



SYLLABUS 2

By

Dr Ali Murtaza, Dr Amtul Hafeez, and Marium Baz

Year, semester

Year 4, semester 7

Credit value

3 credits

Course description

Social studies plays a pivotal role in the development of society, as they help to create an informed and responsible populace. Social studies covers many interdisciplinary fields such as economics, culture, sociology, history, and geography, but this course will only focus on the latter two.

The development of any society reflects prevailing ways of life and trends, but these are the culmination of the society's history and geography. History is the chronological record of events of the life or development of people and institution. It includes an explanation or commentary on those events. Geography deals with the study of the spatial and temporal distribution of phenomena, processes, and features. It also examines the interaction between humans and the environment. Geography and history are highly interrelated.

This course will allow Student Teachers to gain insight into the concepts of time, change, chronology, historical thinking, eras, population, and information and knowledge, as well as the application of modern tools to explore these concepts. Student Teachers will be able to understand geography, its importance, and how it affects both individuals and society as a whole. The study of history will help them analyse historical events and their impact on modern society.

This course will introduce Student Teachers to new pedagogies, concepts, skills, and techniques of teaching social studies, especially with regard to history and geography. They can apply these in their own practice to make lessons more interesting and minimize students' learning difficulties.

Learning outcomes

After completing this course, Student Teachers will be able to:

- understand the key concepts of history and geography
- identify the sources of history and geography by using critical-thinking skills
- apply innovative pedagogical methods and techniques in teaching social studies
- apply critical and analytical thinking in the promotion of social development
- critically analyse the issues associated with teaching history and geography
- analyse how technological changes affect social development (e.g. education, open democracy, community welfare, human rights) and people's attitudes.

Learning and teaching approaches

This course will emphasize student-centred approaches to teaching social studies. Focus will be on approaches that develop learning attitudes and creative, analytical, and critical thinking in history and geography. In order to do so, methods and techniques such as the inquiry method, interactive lectures, and problem-based and collaborative learning will be used.

Unit 1: Introduction to social studies

This unit deals with the concepts, significance, and scope of teaching social studies. It provides theoretical knowledge about the subject matter.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- demonstrate an understanding of the basic concepts of social studies
- explain the scope and nature of social studies
- describe the various social studies disciplines.

1

UNIT 1:

Introduction to social studies

Weeks	Session plans
1	<p>Introduction to the course</p> <ul style="list-style-type: none">• Evolution of social studies as a discipline• Need and significance of social studies in the current era• Aims and objectives of teaching social studies
2	<p>Various social studies disciplines (history, geography, sociology, political science, and psychology)</p> <p>Relationship between geography and history</p>

Unit 2: Key concepts in history and geography in elementary grades

The unit elaborates on the major themes of history and geography. Major historical themes include the relationship between humans and past events, time, chronology, and cause and effect. It also describes major themes of geography such as locations, places, regions, human–environmental interactions, and movement.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- explain the key concepts of history and geography
- identify sources to track history and study geography.

2

UNIT 2:

Key concepts in history and geography in elementary grades

Weeks	Session plans
3	Key concepts in history (chronology, time, continuity, cause and effect, and change) Key concepts in geography (locations, places, regions, human–environmental interactions, and movement)
4	Resources for teaching of history (journals, books, worksheets, documents, surveys, reports, field trips, and family and personal artefacts)

Unit 3: Teaching pedagogies for history and geography in elementary grades

In this unit, Student Teachers will examine the basic concepts and methods used in teaching history and geography. This unit will also help Student Teachers further learn how to employ teaching methods such as inquiry, observation, field trips, discussions, seminars, and cooperative learning in elementary grade classrooms.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- list and describe relevant strategies used to teach history and geography
- incorporate appropriate pedagogies in their teaching
- plan history and geography lessons
- understand the teaching aids used for teaching history and geography.

3

UNIT 3:

Teaching pedagogies for history and geography in elementary grades

Weeks	Session plans
5	Introducing teaching methods for history (artefacts, museums, field trips, timelines, storytelling, debates, and hot-seating)
6	Introducing teaching methods for geography (maps, role play, games, simulations, visual images, field trips, reports, and research)
7	Teaching aids for history and geography
8	Lesson planning for history and geography

Unit 4: Integrating ICT in history and geography

Technology has a strong impact on every walk of life. This unit will provide Student Teachers with the basic knowledge and understanding of ICT's role in history and geography classrooms. The aim is to enable Student Teachers to apply ICT in a way that makes history and geography innovative, interesting, and easier to understand.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- understand the role of ICT in teaching history and geography
- apply ICT in history and geography classrooms
- evaluate the challenges associated with incorporating ICT in history and geography classrooms.

4

UNIT 4: Integrating ICT in history and geography

Weeks	Session plans
9	The role of ICT in history and geography education and its importance
10	ICT features and tools (film and video, overhead projector, interactive whiteboard, PowerPoint presentation, multimedia lessons, spreadsheets, online resources, data logging, graphic calculators)
11	Applying ICT in teaching history and geography Constraints and solutions in using ICT to teach history and geography in elementary grades

Unit 5: Assessments and evaluations in history and geography

The unit describes the purpose of assessments in history and geography. Additionally, it allows Student Teachers to explore innovative ways to assess students' learning of history and geography in elementary grades.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- describe the importance and effects of assessment and evaluation in history and geography
- apply assessment and evaluation techniques in teaching history and geography
- discuss various feedback strategies relevant to teaching history and geography
- critically evaluate the issues and challenges associated with social studies assessments.

5

UNIT 5:

Assessments and evaluations in history and geography

Weeks	Session plans
12	Significance of assessment in history and geography in elementary grades
13	Innovative ways of assessing students in history and geography (portfolios, quizzes, reports, and projects)
14	Challenges faced in assessment in history and geography classrooms Feedback techniques used in teaching history and geography

Unit 6: Challenges and issues in teaching of social studies in elementary grades

There are many issues and challenges associated with teaching social studies. This unit will introduce Student Teachers to likely problems and ways to address them.

Learning outcomes

After completing this unit, Student Teachers will be able to:

- identify the issues and problems associated with the teaching of history and geography
- understand social, cultural, and political issues related to teaching history and geography
- describe the financial constraints in teaching history and geography
- highlight challenges and find solutions to overcome these problems.

6

UNIT 6:

Challenges and issues in teaching of social studies in elementary grades

Weeks	Session plans
15	Introduction to issues and challenges (lack of resources, lack of teacher knowledge, lack of student interest, and teacher resistance) Social and cultural issues in teaching history and geography Political issues in teaching history and geography
16	Financial issues in teaching history and geography Suggestions to overcome problems in teaching history and geography in elementary grades Conclusion

Assessments and grading policy

This is the proposed grading scheme for this course. However, adjustments should be made to address potential issues with educational institutions and authorities.

Mode of assessment	Percentage
Assignments (2–4); quizzes (2)	25%
Projects	10%
Midterm exam	25%
Final exam	40%

About the assessments

- For one of the two to four assignments, Student Teachers will conduct an inquiry of a relevant social studies topic.
- Quizzes will be used to assess Student Teachers' knowledge and perception.
- The midterm examination will provide feedback regarding Student Teachers' conceptual knowledge and its practical application in and out of the classroom.
- The final examination will evaluate Student Teachers' understanding and skills learned throughout this course.

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Abbott, A. (2010). *Chaos of disciplines*. Chicago: University of Chicago Press.

Bednarz, S. W., Acheson, G., & Bednarz, R. (2010). Maps and map learning in social studies. In W. Parker (Ed.), *Social studies today: Research and practice*. New York: Routledge.

King, G., & Sen, M. (2013). How social science research can improve teaching. *Political Science and Politics*, 46, 621–629. Available from

➤ <http://gking.harvard.edu/files/gking/files/teaching.pdf>

Lee, P., & Ashby, R. (2002). *Progression in historical understanding among students ages*. New York: New York University Press.

National Council of Educational Research and Training (2000). *National curriculum framework for school education*. New Delhi: Author. Participatory work list of organizations acknowledged. Available from

➤ http://www.eledu.net/rrcusrn_data/NCF-2000.pdf

Ministry of Education. (1953). *Report for the Secondary Education Commission*. New Delhi: Government of India.

Sinnema, C., & Aitken, G. (2008). *Effective pedagogies in social sciences*. Geneva: UNESCO and International Bureau of Education. Available from

➤ http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_23.pdf

Stanley, W. (2010). Social studies and social order. In W. Parker (Ed.), *Social studies today: Research and practice*. New York: Routledge.

Vansledright, B. (2010). What does it mean to think historically...and how do you teach it? In W. Parker (Ed.), *Social studies today: Research and practice* (pp. 113–120). New York: Routledge.

Websites

ICT in social studies

➤ <http://www.wedu.ge.ch/cptic/prospective/projets/unesco/en/social.html>

Student assessment in social studies

➤ http://www.sdb.k12.wi.us/curriculum/standards/state/SocialStudies/SS%20Chapters/SocStudies_10.pdf

3

Representative
syllabus with
teaching notes



This section contains an example syllabus with accompanying teaching notes. The teaching notes have been integrated around broad themes addressed in the course. Faculty who are teaching the course for the first time or who are interested in the process of curriculum design may find it useful to see how the authors of this representative syllabus chose to develop particular ideas and themes in their notes. Ideas presented in teaching notes here are not duplicated in the later section where integrated themes may be found.

SYLLABUS



By

Aliya Jawad, Uzma Panhwar, and Mumtaz Ahmad

Year

Year 4

Credit value

3 credits

Prerequisite

Successful completion of the Social Studies course

Course description

This course will deepen Student Teachers' understanding of teaching social studies, particularly history and geography. Social studies aim to develop informed, educated, and socially responsible citizens. This course provides insight into historical and geographical thinking and works to enable Student Teachers to think historically (i.e. to identify sources, corroborate them with supporting data, and analyse information). The history component will enrich Student Teachers' understanding of past events, chronology, and cause and effect. It will also enable Student Teachers to understand and appreciate other communities, cultures, and ethnicities living around them and to promote tolerance and respect.

The geography component will help Student Teachers understand spatial patterns, physical differences across time and space, and sustainability. Student Teachers will learn to develop their own aids for teaching geography and to apply modern teaching methods to make lessons more interesting and innovative.

Course outcomes

By the end of this course, Student Teachers will be able to:

- identify key concepts in history
- identify key concepts in geography and its relationship to the environment and contemporary societies
- apply skills such as analysing different perspectives in historical records; interpreting, corroborating, and assessing reliability; and thinking historically, spatially, and laterally about other people and communities living around them
- use historical and geographical thinking as a potent means for developing critical thinking, tolerance, respect, and democratic values
- apply the inquiry method and collaborative work in their classrooms
- incorporate the use of ICT in teaching social studies.

Teaching and learning approaches

The course will engage Student Teachers in historical and geographical thinking through inquiry and experiential learning. A variety of teaching approaches, including interactive lectures, discussions, demonstrations, and cooperative learning, will be used in the course. These approaches aim to engage Student Teachers in active learning processes while deepening their content knowledge and keeping their focus on specific skills such as reading and interpretation, drawing and designing maps, projects, and discussion, dialogue, and debate.

Unit 1: Introduction to teaching social studies in elementary grades

This unit will provide Student Teachers with an understanding of the scope, nature, and importance of social studies, particularly to students in elementary grades. It will also focus on the key concepts in teaching history and geography.

Learning outcomes

By the end of this unit, Student Teachers will be able to:

- analyse the importance of teaching social studies in elementary grades
- comprehend the importance of teaching specific social studies disciplines such as history, geography, and economics
- evaluate the problems associated with the teaching of social studies in real classrooms and find solutions to deal with these issues.

1

UNIT 1:

Introduction to teaching social studies in elementary grades

Weeks	Session plans
1	<p>Introduction, scope, and nature of social studies (3 sessions)</p> <ul style="list-style-type: none"> • Introduction to the course • Meaning and scope of social studies • Various social studies disciplines • History of social studies as subjects
2–3	<p>Importance of teaching social studies (5 sessions)</p> <ul style="list-style-type: none"> • Individual development and identity • Social studies in relation to culture and society • Social studies in relation to science and technology • Global connections • Citizenship
3–4	<p>Real classroom issues in social studies (4 sessions)</p> <ul style="list-style-type: none"> • Socio-cultural and political issues in teaching social studies • Issues of teaching social studies in the classroom • Useful teaching strategies to minimize classroom problems

Unit 2: Teaching history and geography

This unit examines the major themes of history and geography such as the relationship between people and past events, time, chronology, and cause and effect. This unit also describes major themes of geography such as locations, places, regions, human–environmental interactions, and movement. It deals with various methods of teaching social studies such as lectures, demonstrations, inquiry, and interactive learning.

Learning outcomes

By the end of this unit, Student Teachers will be able to:

- comprehend major themes of history and geography in elementary grades
- apply skills to teaching history and geography in elementary grades
- incorporate different methods for teaching history and geography in elementary grades into their lesson plans
- identify various sources and resources for teaching history and geography.

2

UNIT 2:

Teaching history and geography

Weeks	Session plans
5–6	<p>Methods of teaching social studies (6 sessions)</p> <ul style="list-style-type: none"> • Methods of teaching social studies in elementary grades (interactive lecture, cooperative learning, demonstration, observation, discussion, inquiry-based learning, fieldwork, and role play) • Using different teaching strategies and methods in lesson planning
7–8	<p>Teaching major themes in history and geography (5 sessions)</p> <ul style="list-style-type: none"> • The relationship between human beings and the past • The concepts of change and continuity through time • Cause and effect: Past events and the lessons for contemporary societies • Geography: Location, place, region, human–environmental interaction, and movement
8–9	<p>Necessary skills for teaching history and geography (4 sessions)</p> <ul style="list-style-type: none"> • Historical thinking • Geographical thinking
10	<p>Sources for teaching social studies (3 sessions)</p> <ul style="list-style-type: none"> • Using textbooks and libraries in history and geography • Creating history and geography corners in the classroom

Unit 3: History and geography assessments

This unit describes the purpose of assessment in teaching social studies, particularly history and geography. Furthermore, it allows Student Teachers to explore innovative ways to assess history and geography in elementary grades.

Learning outcomes

By the end of this unit, Student Teachers will be able to:

- organize and prepare for internal and external assessment of social studies in elementary grades
- design innovative tools for assessing history and geography learning in elementary grades
- discuss issues and challenges associated with the assessment of history and geography.

3

UNIT 3:

History and geography assessments

Weeks	Session plans
11	<p>Introduction to assessment (3 sessions)</p> <ul style="list-style-type: none"> • Assessment concepts and types of assessment • Purpose and significance of assessment in social studies in elementary grades • Significance of assessment in the social studies • Integrating ICT in assessment in elementary grades
12–13	<p>Organization and preparation for assessment (6 sessions)</p> <ul style="list-style-type: none"> • Analysing the national curriculum and designing effective related assessment practices • Guidelines for grading policies in the social studies • Types of assessments relevant in the teaching of social studies and practical examples (self-assessment, case studies, social action projects, portfolio assessment, collaborative group work)
14	<p>Designing assessment criteria and feedback mechanisms in the social studies (3 sessions)</p> <ul style="list-style-type: none"> • Criteria of various assessment methods in the social studies • Effective feedback mechanisms relevant to the social studies • Rules for designing rubrics

Unit 4: Applying social studies in real-life situations

This unit describes the practical application of the social studies in real-life situations. It provides an opportunity for Student Teachers to engage in critical inquiry using historical and geographical thinking, and it offers insight into dealing with controversial issues.

Learning outcomes

By the end of this unit, Student Teachers will be able to:

- comprehend the process of critical inquiry into society through historical and geographical thinking
- identify and deal with controversial issues in society
- plan social action.

4

UNIT 4:

Applying social studies in real-life situations

Weeks	Session plans
15–16	Applying social studies in real-life situations (6 sessions) <ul style="list-style-type: none">• Critical inquiry into society through historical and geographical thinking• Working with values and controversial issues• Community work: applying the social studies in real-life situations

Suggested grading policy

This is the proposed grading scheme for this course. However, adjustments should be made to address potential issues with educational institutions and authorities.

Mode of assessment	Percentage
Assignments	10%
Fieldwork, projects, and presentations	15%
Class participation and attendance	5%
Midterm exam	30%
Final exam	40%

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Banks, J. A., & Ambrose, A. C. (1990). *Teaching strategies for the social studies*. New York: Longman.

Butt, G. (2002). *Reflective teaching of geography 11–18*. London: Continuum.

Colwill, I., Culpin, C., Shepherd, C., & Shuter, P. (1990). *Using historical sources*. London: Heinemann.

Gilbert, R., & Brain, H. (Eds.) (2011). *Teaching society and environment*. South Melbourne: Cengage Learning.

George, A., & Amman, M. (2009). *Teaching social sciences in schools*. Los Angeles: Sage.

Harnett, P. (1993). Identifying progression in children's understanding: The use of visual material to assess primary school children's learning in history. *Cambridge Journal of Education*, 23, 137–154.

Haydn, T., Arthur, J., & Hunt, M. (1997). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge.

Hoepper, B. (2011). Teaching history: Inquiry principles. In R. Gilbert & B. Hoepper (Eds). *Teaching society and environment* (4th ed.) (pp. 205–215). South Melbourne: Cengage Learning.

Lello, J. (2001). *The resourceful history teacher*. London: Continuum.

Morgan, J., & Lambert, J. (2005). *Geography: Teaching school subjects 11–19*. London: Routledge.

O'Hara, L., & O'Hara, M. (2001). *Teaching history 3–11: The essential guide*. London: Continuum.

Parker, W. (2010). *Social studies today: Research and practice*. New York: Routledge.

Phillips, R. (2002). *Reflective teaching of history 11–18: Continuum studies in reflective practice and theory*. London: Continuum.

Vansledright, B. (2010). What does it mean to think historically...and how do you teach it? In W. Parker (Ed.). *Social studies today: Research and practice* (pp. 113–120). New York. Routledge.

TEACHING NOTES FOR THE SYLLABUS



Unit 1: Introduction to teaching social studies in elementary grades

Week 2: Individual development and identity

Introduction (15 minutes)

Introduce the course to the Student Teachers and ask them what they expect from the course. Write their responses on the board.

Share the course's objectives, content, and expected outcomes with the Student Teachers.

Reading and group discussion (45 minutes)

Ask Student Teachers what they know about individual development and identity. Explain that individual development and identity are two of the major aims of teaching of social studies in elementary grades. This understanding helps people comprehend their positions with regard to family, peers, culture, group, and community. Individual identity refers to the concept of self, leading to positive physical, psychological, and social attributes and the nurturing of attitudes, habits, beliefs, and ideas.

Divide Student Teachers into small groups and provide each person with a copy of 'NCSS National Standards for Social Studies Teachers', available from

➤ <http://www.socialstudies.org/standards/teacherstandards>

This paper talks about standards for social studies teachers. There are two types of standards: subject matter standards and pedagogical standards. Emphasis is given to subject matter standards so that the professional knowledge, capabilities, and dispositions of social studies teachers, as well as the quality of university social studies teacher education programmes, may be improved.

Have the class read the handout and then discuss the following questions in their small groups:

- How do individuals grow and change physically, emotionally, and intellectually?
- How do people meet their basic needs in a variety of contexts?
- How do social, political, and cultural interactions support the development of identity?
- How are development and identity defined in different contexts?

Each group should prepare a list of key discussion points and then have a group representative present the results to the class. Student Teachers may ask the representatives questions. If they need assistance, the Instructor should help provide feedback.

Unit 2: Teaching history and geography

Each session outlined for this unit is 60 minutes long.

Weeks 5 and 6: Methods of teaching social studies

Session 1: Introduction

Introduction

Introduce the unit's topics and subtopics. Ask Student Teachers to provide examples of major teaching strategies that could be used to teach these topics to students in elementary grades.

Brainstorm why it is important to teach history and geography to school students in upper elementary grades who have already had social studies courses.

Small-group discussion and poster session

Ask the Student Teachers to think about their classrooms from their upper elementary grade years (classes 6–8) and recall how they were taught history and geography.

Divide the class in groups of four and ask the groups to consider the following questions:

- What do you remember about your history and geography classrooms?
- How were you taught history and geography?
- What do you recall about your history and geography teachers?
- How was your learning of history and geography assessed?
- Based on how you were taught history and geography, what opinion did you form about these subjects?

After the groups have discussed their experiences, they should represent their discussion on a poster. (It may be necessary to complete the posters outside of class and bring them to the next session.)

The Instructor should save the posters to be used in session 2.

Homework

Provide Student Teachers with 'Instructional strategies (interactive lecture)' by Dean, Rahat, and Fazilat, which can be found in *Creating a better world: Educating for citizenship human rights conflict resolution* (Karachi: Aga Khan University Institute of Educational Development, 2006). Ask them to read it before the next session and to make a note of any questions/observations.

Session 2: Teaching methods for social studies in elementary grades

Gallery walk

Display posters from the previous session. Student Teachers should walk around and review the work each group did. As they do, they should consider how school experiences differed among their peers and whether any innovative techniques such as cooperative learning, role play, interactive learning, or inquiry-based learning were included.

Whole-class discussion

Lead a discussion with Student Teachers regarding their own experience of teaching and learning social studies. Encourage them to reflect on their experience at school as children and at school as Student Teachers.

Discussion of the reading

Discuss the reading assigned for homework, 'Instructional strategies (interactive lecture)'. What do Student Teachers understand and what questions do they have? This should not be a new topic for them; Student Teachers likely have experience with interactive lectures, which they can also reflect on in the discussion.

Session 3: Demonstration lesson

Explain that you are going to teach a sample lesson about atmospheric pressure, a topic covered in class 7 of the National Curriculum for geography. There are many ways in which this topic can be taught. The lesson begins with an interactive lecture. In presenting the lecture, be sure to do the following:

- define atmospheric pressure
- explain that atmospheric pressure changes and that we can sometimes see and feel those changes
- explain how to recognize change in atmospheric pressure on a weather map.

Student Teachers should be mindful of the methods used in the lesson, as they will reflect on them later.

You will need a variety of weather maps that show atmospheric pressure and a handout about factors influencing atmospheric pressure.

Atmospheric pressure

Begin the lesson with a short interactive lecture. Use the following notes to help develop the lesson.

The air around you has weight, and it presses against everything it touches. That pressure is called *atmospheric pressure*, or *air pressure*. It is the force exerted on a surface by the air above it as gravity pulls it to the Earth.

Atmospheric pressure is commonly measured with a barometer, which contains a glass tube with a column of mercury that rises or falls as the weight of the atmosphere changes. Meteorologists describe the atmospheric pressure by how high the mercury rises. Show Student Teachers a picture of a barometer.

An atmosphere (atm) is a unit of measure equal to the average air pressure at sea level at a temperature of 15°C (59°F). One atmosphere is 1013 millibars, or 760 millimetres (29.92 inches) of mercury.

Atmospheric pressure drops as altitude increases. The atmospheric pressure on the highest peaks of the Karakorum and Hindu Kush mountains is about half that of Karachi, a city at sea level.

Ask Student Teachers if they have ever travelled by air or through the mountains. What do you feel when an aircraft goes up and when it comes down? What do you feel when you are driving up a mountain or higher within a mountain range?

Explain that as you go up in an aeroplane, the atmospheric pressure becomes lower than the pressure of the air inside your ears. Your ears pop because they are trying to equalize, or match, the pressure. The same thing happens when the plane is on the way down and your ears have to adjust to a higher atmospheric pressure. Similarly, when you climb a mountain, your ears pop, although you might not notice it if you are walking.

Air pressure changes during the day. The most basic change in pressure is the twice-daily rise and fall due to heating from the Sun. Each day, around 4 a.m. and 4 p.m., the pressure is at its lowest, and around 10 a.m. and 10 p.m., it is near its peak. The magnitude of this daily change is greatest near the equator and it decreases towards the poles.

Atmospheric pressure is an indicator of weather. When a low-pressure system moves into an area, it usually leads to cloudiness, wind, and precipitation. High-pressure systems usually lead to cool, fair, and calm weather.

Show Student Teachers various weather maps of Pakistan and other regions, including air pressure maps. Discuss the symbols and colours used to show the pressure highs and lows on the map. Hs represent the location of the area of highest pressure; Ls represent the position of the lowest pressure.

Ask Student Teachers what else influences the weather, in addition to atmospheric pressure, and use their responses to lead into the next activity.

(Responses from Student Teachers may include the following: distance from the sea, ocean currents, direction of prevailing winds, the shape of the land, and distance from the equator.)

Now, divide the class into groups of five. Assign each group one of the following factors that affect atmospheric pressure:

- distance from the sea
- ocean currents
- direction of prevailing winds
- the shape of the land
- distance from the equator.

Provide each group with a handout with information about the factors influencing atmospheric pressure. Ask each group to read the handout to find out how their assigned factor affects atmospheric pressure.

Each group should report back and discuss their responses. Provide more information as needed.

Explain that the demonstration lesson is finished.

Lead a discussion with Student Teachers about the lesson and methods used. Invite them to suggest ways to improve the lesson.

Reading for homework

For the next class, ask Student Teachers to be prepared to discuss 'Instructional strategies (cooperative learning)' by Dean, Rahat, and Fazilat, from *Creating a better world: Educating for citizenship human rights conflict resolution* (Karachi: Aga Khan University Institute of Educational Development, 2006).

Session 4: Teaching methods for social studies in elementary grades: Cooperative learning

Whole-class discussion: Introduction to cooperative learning

Ask Student Teachers about their experiences with cooperative learning. Spend a few minutes eliciting their responses. As in the session on interactive lectures, deliver a sample lesson on cooperative learning.

Demonstration: Cooperative learning

The cooperative learning strategy used in this lesson is the three-step interview. The topic, citizenship and civic life in Pakistan, is normally suited for students in classes 5–7.

Divide the class into groups of four. Give the members of each group a reading about an aspect of citizenship rights. Give one group member a reading about civil rights, give another group member a reading about political rights, another a reading about social rights, and another a reading about economic rights.

Instructors can select readings from *Economic, social and cultural rights handbook for national human rights institutions* (<http://www.ohchr.org/Documents/Publications/training12en.pdf>). The section 'Promoting economic, social and cultural rights' (pp.74–89) will be particularly helpful.

As the Student Teachers read their materials, circulate from group to group to address any queries that may arise.

Once Student Teachers have completed their readings, each should pair up with another member of their group to interview each other about their respective topics.

After they have completed their interviews, the small groups should discuss what they have learned from each other. In this way each group member learns about all the aspects of citizenship.

Feedback

Take Student Teachers' feedback on the sample lesson and discuss the idea of cooperative learning in social studies.

Whole-class discussion: 'Instructional strategies (cooperative learning)' by Dean, Rahat, and Fazilat

Conduct a whole-class discussion about the reading. Emphasize the principles of cooperative learning and discuss different cooperative learning activities that can be used.

Reading for homework

Provide Student Teachers with 'Inquiry-based learning' by Dean, Rahat, and Fazilat, which can be found in *Creating a better world: Educating for citizenship human rights conflict resolution* (Karachi: Aga Khan University Institute of Educational Development, 2006).

Sessions 5 and 6: Inquiry-based learning in social studies

Introduction

Engage Student Teachers in a series of introductory activities to establish the concept of using inquiry as an instructional strategy.

Present a scenario to Student Teachers for inquiry: *Your colleague has been killed.*

Encourage Student Teachers to ask any question that comes to mind. Ask one or two Student Teachers to keep a record of the questions asked on the board. Questions should be categorized as follows:

- Facts (e.g. What is the case?)
- Analysis (e.g. Why was the victim chosen?)
- Hypothesis (e.g. Who could the murderer be?)
- Testing hypothesis (e.g. How can the murderer be caught?)
- Synthesis (e.g. What are the consequences of this murder?)

Help Student Teachers categorize their questions.

Discuss the process and significance of inquiry. Explain that the work of a social scientist is not unlike a detective investigating a murder.

Divide the class into pairs or small groups. Each pair or group will analyse current educational practices and the gaps in promoting inquiry among students in schools. Does current practice encourage enquiry? Why or why not?

Whole-class discussion: 'Inquiry-based learning' by Dean, Rahat, and Fazilat

Post questions for the Student Teachers to address:

- What were the key processes of inquiry-based learning discussed in the reading?
- How are these steps different from those in the case study?

Also address any questions that Student Teachers may have from the reading.

Demonstration: Inquiry-based learning

It is assumed that for many Instructors and Student Teachers this is not a new approach to learning. If Student Teachers are familiar with the inquiry process, this activity should build on their experiences.

The topic, the history of Pakistan from the ancient past to the present, is normally suited for students in class 5.

Divide the class in groups of four or five. Ask each group to draft a question about the Mughals that could be the topic of an inquiry. For example, what did the Mughals contribute to the subcontinent? What were the causes of the downfall of the Mughal Empire?

If the Student Teachers are familiar with the inquiry process, ask them to consider an additional question: how in depth should an inquiry by students in classes 6–8 be?

Visit each group as they work, and help them find possible answers to their question, or a hypothesis. For example, Mughals contributed to the art and administration of the region.

After each group has formulated a hypothesis/question, they should decide how to conduct the inquiry. At this stage, help the groups think about how much time they need for the inquiry and what information sources they will use. Potential sources may include books, the Internet, and magazines.

Once the group has identified potential sources, they should collect information. Student Teachers can do this between sessions 5 and 6. Ensure that Student Teachers understand how to record data, including noting resources and references.

After Student Teachers have gathered information, ask the class to look for relationships among the gathered data. Point out that this is an extremely crucial stage of inquiry, and as needed, provide guidance on looking for the relationships in their data.

Ask the class what information is being repeated in the data. For example, Mughals loved music, their courts were filled with musicians, and they encouraged people to learn music and recite and sing poems. All this information is related, so it should be grouped together. Other information should be sorted in similar way.

After the information has been sorted, encourage the class to form an opinion based on the data. For example, the Mughals made significant contributions in music, art, and architecture. However, in this example, science and mathematics education are not addressed. Ask the class what might be missing from their data.

At this stage in an inquiry, the Instructor should encourage the Student Teachers to share their findings with the rest of the class. This can be done through a presentation, poster, or role play.

Summarize the lesson by discussing the differences between the inquiry conducted in the session 1 and the inquiry conducted by the Student Teachers. They should note that the earlier inquiry was a social inquiry and the later one was a content inquiry. Ask Student Teachers if they can think of another kind of an inquiry (e.g. social action inquiry).

Homework

Ask Student Teachers to select a topic from an elementary grade textbook. Ask them to prepare a lesson plan for teaching the topic using methods appropriate to the grade level and the content. Encourage them to seek feedback from each other before handing in their lesson plan.

Weeks 7 and 8: Teaching major themes in history and geography

Topics for sessions 1–3 include the following:

- The relationship between human beings and the past
- The concepts of change and continuity through time
- Cause and effect: Past events and the lessons for contemporary societies.

Session 1

This session will introduce Student Teachers to what it means to think historically. Explain that history is beyond storytelling. It must be taught with certain themes in mind.

Divide the class into small groups. Each group should select a cooperative learning strategy (e.g. jigsaw or think, pair, share) of their choice.

Provide Student Teachers with a copy of ‘What does it mean to think historically?’ by Thomas Andrews and Flannery Burke, which is available from

➤ <http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>

Assign a portion of the reading to each group—one group reads about context, another about change over time, and so on.

Allow ample time for the class to read and discuss. As the groups work, check whether they have any questions.

The groups should prepare a subject-specific lesson for students in elementary grades using their chosen cooperative learning strategy. Student Teachers should be prepared to conduct the lesson during the next session. They should also try to conduct the lesson with school students. (Assist them in arranging this, as needed.)

Session 2

Invite one of the groups to conduct their planned lesson.

After the lesson, conduct a class discussion on the effectiveness of the lesson. Student Teachers can provide feedback on the lesson they experienced and consider how they might revise their own lessons.

Alternatively, arrange for Student Teachers to teach the lesson at a school.

Session 3

Divide the class into groups of four. Give each group a chapter from a history textbook aimed at students in classes 6–8. After they have read their chapter, they should place the major and significant events on a timeline. The timeline should use vocabulary related to time (e.g. decade, century, millennium, era, BCE (Before the Common Era), and CE (Common Era)).

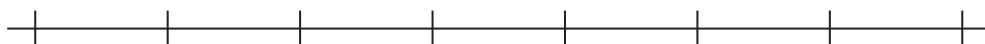
The Instructor can provide a simple organizer to develop the timeline:

Timeline _____

Continuities

Beginning date

End date



Changes:

(List below)

Student Teachers should examine the continuity and change highlighted by the timeline and be prepared to discuss this with the whole class.

After the groups have shared their timelines, they can then analyse the data by addressing the following questions on continuity and change:

- What characteristics exist throughout the entire period?
- What *caused* the continuities? (Analyse the continuities.)
- What evidence is there of change during this period? Provide examples.
- What *caused* the changes? What were the later *effects*? (Analyse the *process* of change.)

Discuss how this activity might be adapted for classes 6–8.

Session 4: Geography: Location, place, region, human–environmental interaction, and movement

For this session, find or create a presentation (e.g. PowerPoint presentation) on the major themes taught in geography, similar to the one found at

➤ <http://www.owlteacher.com/5-themes-of-geography.html>

Lecture and discussion: The major themes of geography (30 minutes)

Use the PowerPoint presentation on the major themes of teaching geography. Ensure that there is sufficient time for Student Teachers to discuss the topic. It is important that they have a complete understanding.

Worksheet (30 minutes)

Have Student Teachers work in pairs to complete the worksheet, ‘Introduction to world geography: Five themes of geography research handout’, which is available at

➤ <http://www.owlteacher.com/support-files/fivethemesofgeographyactivity.pdf>

Session 5: Geography: Location, place, region, human–environmental interaction, and movement

Bring a selection of articles from newspapers that cover an event or issue related to natural science, such as fishing, land reforms, mangrove swamps, animal life, or farming. Alternatively, ask Student Teachers to bring their own articles to class.

Have Student Teachers create a five-theme booklet about the event or issue. Each portfolio should contain the following sections (themes) and information:

- **Location.** Draw a map showing where the event happened. Identify the relative location by labelling at least 10 landmarks near the site as well the absolute location (longitude and latitude).
- **Place.** Describe the physical characteristics of the place that make it unique. What does it look like? How is it different from other places?
- **Region.** Describe how this area or people form a unique region (e.g. common language, government borders, landforms, or common problems or ethnic issues).
- **Human–environmental interaction.** Describe how people and environment affect each other. What happened? What was the consequence?
- **Movement.** Describe why people, animals, products, or ideas move in this area and how they interact with people and products from other areas. Why is there migration from one place to another?

For each item in the portfolio, provide a paragraph explanation of how a student in classes 6–8 might learn from this activity.

The activity was adapted from ideas on www.studentsfriend.com, a website that provides a guide to teaching world history and geography. This is a free-use website.

Weeks 8 and 9: Necessary skills for teaching history and geography

Session 1: Historical thinking

Brainstorming and reading

Ask Student Teachers about their knowledge of historical thinking. Record their responses on the board or chart paper.

Provide Student Teachers with a copy of ‘Historical thinking standards’, available from <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1>, and give them time to read it.

The article talks about the skills that students require for true historical understanding. Relevant skills include the ability to raise questions and gather solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artefacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively—taking into account the historical context in which these records were created and comparing multiple points of view from witnesses.

Whole-class discussion

After the class has finished the reading, lead a discussion. The discussion should follow these points about the characteristics of good historical thinkers:

- careful and critical readers of the source data
- tolerant of different perspectives
- informed, educated, and thoughtful readers who appreciate the investigative enterprises
- able to identify arguments supported by evidence
- able to engage in their world through a host of strategies for understanding it.

Session 2: Historical thinking

Conduct the following activities to give Student Teachers a better understanding of how historical thinking works.

Small-group discussion

Divide the class into small groups and provide each group with a newspaper. The groups should examine the newspaper and discuss it in a way that addresses the following questions:

- When was the newspaper published?
- Who did you think reads this newspaper?
- What are the different sections in the newspaper?

Ask each group to select an article from the newspaper. The group should discuss it in a way that addresses the following questions:

- What kind of article is it? (an editorial, news, feature)
- Why was this article written?
- Who do you think was the target audience for the article?

Observation and interpretation questions

Display a historical picture (e.g. pictures of the Pakistan Movement) on an overhead projector or provide each Student Teacher with a copy of the image. Ask the class to respond to observation and interpretation questions about the picture.

Observation questions

- What is clothing like?
- What does the subject look like (i.e. expressions, mood, and attitude)?
- What is in the background?
- What are they carrying?
- Who is with them?

Interpretation questions

- When do you think it was painted or photographed?
- What does the background tell you about the subjects and the time in which they lived?
- What do the clothing, accessories, expressions, poses, and pets/ animals indicate about the subject(s)?

Conclude by asking how Student Teachers might use this activity with class 6–8 students. How would it contribute to their historical thinking?

Adapted from O'Hara, L., & O'Hara, M. (2001). *Teaching history 3–11: The essential guide* (p. 81). London: Continuum. Permission for use given by the author.

Week 10: Sources for teaching social studies

Topics for Week 10 include the following:

- Using textbooks and libraries in history and geography
- Creating history and geography corners in the classroom.

Session 1

Small-group discussion

Divide the class into small groups. Give the members of each group a portion of chapter 9 of *Learning to teach history in the secondary school: A companion to school experience* by Haydn, Arthur, and Hunt (London: Routledge, 1997).

All members should read the assigned portion and then work together to create a summary of key points. The group should select one member to present the material to the class.

Presentations

Bring the class back together and have each group present its portion of chapter 9. This will enable all of the Student Teachers to become familiar with the resources mentioned in the chapter.

Sessions 2 and 3

Explain the primary importance of textbooks in teaching history and geography in elementary grades. Books that contain a diverse range of materials, including images, maps, diagrams, tables, and pictures, promote inquiry, problem-solving, and decision-making. However, it is up to individual teachers to find innovative ways to use these books in the classroom. For example, teachers can choose and design a wider range of practical activities based around a textbook.

Also, discuss the importance of institutional and local libraries in teaching history and geography. Ask why it is important to have multiple sources. Can textbook content always be trusted?

Small-group project

Divide the class into small groups and give each a selection of history and geography textbooks aimed at different elementary grade classes. The textbook selection can include books from different publishers, those published by the government, and those used in private schools in Pakistan. Ask each group to analyse the textbook content and its presentation and prepare activities centred around the major themes of history and geography.

Encourage the Student Teachers to go through newspaper and magazines for case studies, statistics, and opinions on different topics in the social studies curriculum. The groups should discuss how this information would affect their lesson plans and activities.

Based on the group discussions, textbooks, and information from newspapers and magazines, each group should create a poster outlining the activities they would use.

Gallery walk

The groups will present their posters in a gallery walk.

At the end of the activity, the Instructor should summarize the types of resources available and the benefits of using multiple resources to teach history.

Unit 3: History and geography assessments

Week 11: Introduction to assessment

Session 1: Assessment concepts and types of assessment

In preparation for this session, ask Student Teachers to read chapter 9 of *Reflective teaching of geography 11–18* by Butt (London: Continuum, 2002).

Whole-class discussion (15 minutes)

Lead a discussion on the types of assessments used in history and geography and why these assessments are appropriate. Refer to assessment techniques mentioned in the reading.

How are assessments used for these subjects similar to or different from those used for other subject areas (e.g. maths or natural sciences)?

Sample assessments (45 minutes)

Give the Student Teachers a lesson from a school history or geography textbook aimed at classes 6–8. Ask each Student Teacher to prepare assessment items that cover the lesson's content. They should submit their work at the end of class so that feedback can be given.

Unit 4: Applying social studies in real-life situations

Each session outlined for this unit is 60 minutes long.

Week 16: Working with values and controversial issues

Session 1

In preparation for this session, ask Student Teachers to read 'Teaching controversial issues' from Oxfam's Global Citizenship Guides, which is available from

➤ http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashxon

The handbook discusses the need for teaching controversial issues to school children and provides numerous ideas of how to teach these issues to students in elementary grades.

Interactive lecture

Ask Student Teachers about the concept of controversial issues and how to teach them in classroom contexts. Explain that controversial issues may range from basic ideas of fairness and equality, to distribution of the world resources. They may also include ethnic, cultural, or linguistic issues on a local, national, or international level.

Explain how discussing controversial issues helps create understanding and tolerance to differing points of views. Student Teachers will have explored this topic in their social studies course. Ask them to think about how the needs of students in classes 6–8 may influence their choice of topics.

Also, encourage Student Teachers to thoroughly research controversial issues and examine all sides of an issue before presenting them to students. It is also important that they develop a perspective of their own.

Session 2

In preparation for this session, provide Student Teachers with a controversial issue (e.g. gender and education, justifying violent protest). They should research the issue thoroughly and come to class prepared to debate and discuss the issue.

It is important that Student Teachers adhere to the social skills required for a debate on controversial issue.

Ideas for assessment

The following are suggestions for assessment that could be used to evaluate Student Teachers' learning in the course.

- In groups, Student Teachers can research cost-effective ways to create a history or geography corner in an elementary grade classroom. Then, they can set up a model corner in the classroom.

After the groups have established a model corner, Student Teachers can individually reflect on their experience. They should note their successes and any challenges that they faced. Also, they should explain how this experience will influence their future use of history and geography corners in an elementary grade classroom.

- In pairs, Student Teachers can design a teaching–learning task related to history or geography. One member of the pair will be the learner and the other will be the teacher. Both Student Teachers will then write an independent, short, reflective paper on their experiences of designing and executing the task. The paper should draw on their personal experiences, course readings, and class discussions.

4

Integrated teaching notes



During the curriculum development process, contributing faculty were encouraged to keep notes that would be useful to others who may teach this course in the future. These were submitted along with the course syllabi. Teaching notes include ways to introduce the course, ideas for teaching units and sessions, sample lesson plans, and suggestions for reading and resource material. These have been integrated into a single section of this document to create a rich and varied collection of ideas that is easily accessible to others. Except in cases where there is duplication of ideas, faculty are credited with their contribution.

Topic: Introduction to social studies

Contributed by Dr Ali Murtaza

Ask the class to close their eyes and try to recall their elementary grade classes. Encourage them to visualize their history and geography (social studies) classes. Allow the Student Teachers to visualize their classrooms for a few moments and then ask them to open their eyes.

Ask them to reflect on the following questions:

- What did you see in your visualization?
- What was your social studies classroom like?
- What was the teacher doing?
- What were you doing?
- How were you feeling?
- How was the teaching done?
- What was your opinion about the subject?
- If given a chance, what would you change about your social studies classroom?

Use Student Teachers' responses as the basis of a whole-class discussion on common practices among social studies teachers teaching elementary grades.

Topic: Evolution of social studies as a discipline

Contributed by Dr Ali Murtaza

Reading and small-group discussion (20 minutes)

Provide Student Teachers with chapter 1 of *The teaching of social studies* by S. K. Kochhar (New Delhi: Sterling Publisher Ltd, 2009), which is available from

- <http://books.google.co.uk/books?id=nnOhN9vLaRkC&printsec=copyright#v=onepage&q&f=false>

The chapter discusses social studies in the past and the future. It defines social studies and discusses their nature and scope. It also describes the differences between social studies and social sciences. It suggests that both disciplines are similar and have common scope and interest, but social studies is an umbrella term that encompasses social sciences.

Divide the class in four groups. Ask the Student Teachers to read and discuss the chapter with the following questions in mind:

- What comes to mind when you read the term social studies?
- What do the terms retrospect and prospect mean in the context of the social studies?
- What is the significance of studying the social studies?
- Are there any differences between social studies and social sciences?
- What is the historical background of the social studies?

Poster preparation (20 minutes)

Have Student Teachers design a poster that addresses the above questions. They should be prepared to discuss their poster in a gallery walk.

Gallery walk and whole-class discussion (20 minutes)

Each group will present their understanding of the reading in their poster.

After Student Teachers have reviewed all of the posters, engage them in a whole-class discussion on the concept of social studies.

Summarize by discussing the need for studying social studies in an elementary grade classroom.

Topic: Aims and objectives of teaching social studies

Contributed by Dr Ali Murtaza

Reading and small-group discussion (30 minutes)

Divide the class into groups of four, and allocate a portion of chapter 2 of *The teaching of social studies* by S. K. Kochhar to each group. The book is available from

➤ <http://books.google.co.uk/books?id=nnOhN9vLaRkC&printsec=copyright#v=onepage&q&f=false>

Chapter 2 discusses the general aims and objectives of teaching social studies in primary and secondary grades. In particular, it discusses the knowledge, skills, and attitudes that students should attain.

Each group will prepare a presentation to share the main points of their reading with the class.

Presentation (30 minutes)

Each group will present their portion of the chapter.

At the end, discuss if current teaching practices are conducive to the aims and objectives of teaching social studies in elementary grade classrooms.

Topic: Social studies disciplines

Small-group projects (60 minutes)

Ask the Student Teachers to list the various disciplines of social studies and write them on the board.

Divide the class into small groups and allocate one social studies discipline to each group. Ask the groups to research their specific discipline. Provide some materials so that they may start their research and presentation organization in class, but they should continue to prepare using information from the library or the Internet after class.

Each group will present their findings.

Presentations (60 minutes)

Instruct each group to give a five-minute presentation about the discipline they have researched. Ask them to be as creative as they can. They may choose to prepare a PowerPoint presentation, a poster, or a role play.

After all the groups have presented, sum up the topic by discussing the interconnection between all social studies disciplines, with a particular focus on history and geography.

Topic: Using artefacts to teach history

Contributed by Dr Sadia Shaukat

Interactive lecture: Understanding artefacts (15 minutes)

Show a picture of an artefact to the class and ask the following questions:

Have you ever seen this artefact or one like it?

- Where did you see it?
- How was your experience of seeing the artefact?
- What thoughts came to mind when you saw it?
- How did you feel about the artefact?

Reading and discussion (45 minutes)

Ask the class about the role and significance of artefacts in the teaching of history.

Provide Student Teachers with a copy of pages 69–74 of O’Hara and O’Hara’s *Teaching history 3–11: The essential guide* (London: Continuum, 2001).

After they have finished reading, lead a whole-class discussion. Discuss how they would use artefacts for teaching history in an elementary grade classroom.

Topic: Key historical concepts in teaching history and geography (chronology, time, continuity, cause and effect, and change)

Provide Student Teachers with chapter 5 of Haydn, Arthur, and Hunt’s *Learning to teach history in the secondary school: A companion to school experience* (London: Routledge, 1997), available from

➤ <http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>

Small-group discussion (60 minutes)

Divide the class in four groups and give each Student Teacher a text about a historical theme to read. Themes may include chronology or continuity/causality. (See chapter 5 above for additional themes.) After they finish reading, groups should discuss their respective themes and create a list of key points to share with the class.

Bring the class back together, and have each group present their key points. Provide additional information as needed to ensure Student Teachers understand the key themes.

Teaching by theme (60 minutes)

Ask the class to select a historical topic commonly found in elementary grade textbooks (e.g. the history of the subcontinent).

Select the theme ‘two-nation state’. Student Teachers will study this theme by researching historical events that shaped the two-nation theory.

Divide the class into three groups to study the roles played by revolutionary leaders of that time. For example, one group can read about how the work of Sir Syed Ahmad Khan helped inspire Muslims on the subcontinent. Another group might study the philosophical explanation of the two-nation state given by Allama Iqbal. Another group can read about how Quaid-i-Azam helped make the two-nation theory a political reality. The following website is an excellent source of information for this activity:

➤ <http://storyofpakistan.com/>

Ask each group to share their findings with the whole class. Each group will present a different perspective, which will help Student Teachers understand that the two-nation theory emerged in 1940 after much debate and struggle.

If time permits discuss the Objectives Resolution in March 1949, which gave the long struggle a legal sanction.

Conclude by explaining to Student Teachers that by focusing on a theme in history, they can help students get a comprehensive understanding of an event and the principles of causality involved in history.

Additionally, discuss how Student Teachers can use this activity in an elementary grade classroom.

Topic: Major themes in geography

Contributed by Dr Sadia Shaukat

Presentation: Themes in geography (30 minutes)

Prepare a presentation on major themes in geography, share it with the class, and then lead a related discussion.

Identifying themes in geography (30 minutes)

Divide the class into groups of five to seven Student Teachers. Give each group one magazine (e.g. *National Geographic*). Instruct each group to look through their magazine and select one picture that represents each of the five themes of geography.

After each group has presented its image and explanation, ask them about their experience in exploring the relationship among the different themes of geography.

Topic: Introducing the inquiry-based approach for teaching history and geography

Contributed by Dr Sadia Shaukat

Whole-class discussion and brainstorm (15 minutes)

Lead a general discussion about the social studies teaching methods that were commonly used when Student Teachers were in elementary grades. Then, discuss how the Student Teachers will incorporate both older and newer methods when they teach social studies subjects in the classroom.

Introduce the topic of inquiry-based learning to the class and have Student Teachers brainstorm the topic.

Reading and discussion (45 minutes)

Provide Student Teachers with 'How to conduct an inquiry', a chapter from Dean, Joldoshalieva, and Sayani's *Creating a better world* (Karachi: Aga Khan University for Educational Development, 2006).

Divide the class into small groups. Have them read the handout and then discuss the content within their respective groups.

After this, lead a whole-class discussion that outlines the steps and details of the inquiry approach.

Topic: Differentiating between facts, assumptions, and opinions in history and geography

Activity (60 minutes)

Explain to Student Teachers that fact is something that can be proven true or untrue, whereas an assumption is something believed to be true.

Write the name of each student on the board. Then ask students to think of a fact about them and record these facts on the board next to their names.

Ask for a volunteer to help demonstrate the distinction. Instruct that person to close his or her eyes and point to one of the names on the board. The volunteer then writes an assumption about the person whose name was selected—for example, Aslam likes to play hockey. The established fact about Aslam might be that he has black eyes. The person whose name was selected—Aslam, in this example, then verifies whether the assumption is true or false. If true, the volunteer writes an F (for fact) beside it; if false, the volunteer writes an A (for assumption).

Select another volunteer and follow the same procedures. Repeat several times so that students have a chance to make and check out assumptions.

After multiple students have had the opportunity to do this, discuss the following questions:

- What is the difference between a fact, an assumption, and an opinion?
- Can assumptions or opinions be facts? If so, how can you determine whether an assumption or opinion is fact?
- What might happen if you assumed that something was fact and did not verify it?
- Have you ever made an assumption about someone and not verified it? Did anything happen as a result of this?
- Why is it important to verify assumptions?
- Why is it important to distinguish between fact and opinion? Is it always easy to do so? Why or why not?

Activity taken from Dean, B. L., Joldoshalieva, R., & Sayani, F. (2006). *Creating a better world*. Karachi: Aga Khan University for Educational Development. Used with the permission of the authors.

Topic: Assessments and evaluations for social studies

Contributed by Dr Ali Murtaza

Small-group discussion (20 minutes)

Divide the class into small groups. Student Teachers should discuss their existing knowledge of assessments and evaluations with their groups. Based on the discussion, each group should develop a definition of assessment and evaluation and then present their constructed definition to the whole class for feedback.

KWL (40 minutes)

Ask Student Teachers to draw the following table.

K (Know)	W (Want to know)	L (Learned)

In the K column, they should write what they know about assessment and evaluation in social studies. In the W column, they should write what they would like to learn. The L column should remain blank. Student Teachers will write what they will have learned at the end of the lesson.

In their small groups, Student Teachers will compare their responses and share their existing knowledge with each other.

The Instructor will then bring the class back together to discuss assessments and evaluation in general and in the context of social studies.

Homework

Provide Student Teachers with chapter 3 of *How to assess student performance in history: Going beyond multiple-choice tests* by Julie Edmunds, which is available from

➤ <http://www.serve.org/uploads/publications/AssessHistory.pdf>

The chapter discusses the purposes of assessment in classroom. These include identifying students' learning needs, informing instructional plans, grading students' learning, and providing constructive feedback. The chapter also discusses two major types of assessment: formative assessment and summative assessment.

Topic: Key issues in history and geography assessments

Contributed by Dr Sadia Shaukat

Reading and small-group discussion (30 minutes)

Provide Student Teachers with chapter 3 of *Assessing and guiding young children's development and learning* by McAfee and Leong (Boston: Allyn and Bacon, 2002), which is available from

➤ <http://www.cng.edu/TTI/Assessment/Why,%20What,%20and%20When%20to%20Assess.pdf>

This chapter discusses the three most important issues regarding assessment: what to assess, when to assess, and how to assess. The authors suggest that classroom assessment should aim to determine students' progress at a given time and over a period. It should also be used to inform classroom planning and decision-making and to communicate a child's progress to parents and other relevant people.

Ask Student Teachers to read the chapter critically.

Divide the class in four groups. Each group should address the following questions in their discussions:

- Why is it important to assess in history and geography?
- What should we as teachers assess?
- What are the implications of the teacher's assessment on students' learning?

Gallery walk (30 minutes)

Each group will share their understanding of the reading by writing key points on chart paper. Organize a gallery walk.

Summarize by discussing assessment practices in elementary grade classrooms.

Topic: Comprehensive assessment techniques (2.5 hours)

Brainstorm (10 minutes)

Brainstorm with the class about various techniques they can use to assess history and geography in elementary grades.

Reading and presentations (110 minutes)

Provide Student Teachers with chapter 3 of *How to assess student performance in history: Going beyond multiple-choice tests* by Julie Edmunds, which is available from

➤ <http://www.serve.org/uploads/publications/AssessHistory.pdf>

This chapter discusses in detail some innovative techniques used to assess students' learning of history. These include assessing students through dialogue and oral responses, essay and open-ended responses, and projects and investigations.

Divide the class into small groups and assign each group one assessment technique mentioned in the reading. Allow the groups time to read and discuss. They should then prepare a presentation about the technique to share it with rest of the class.

Discuss how Student Teachers can use these assessment ideas for students in classes 6–8.

Topic: Establishing assessment criteria and providing feedback

Lecture (30 minutes)

Prepare a presentation on the importance of establishing criteria for history and geography assessments. Use chapter 4 of *How to assess student performance in history: Going beyond multiple-choice tests* by Julie Edmunds, available from <http://www.serve.org/uploads/publications/AssessHistory.pdf>, to inform your presentation.

During the lecture, invite comments and questions from the Student Teachers.

Reading and presentations (60 minutes)

Divide the class into three groups and assign each group one of the three ways to establish assessment criteria, as discussed in chapter 4 of *How to assess student performance in history: Going beyond multiple-choice tests*. Give each group copies of the relevant section from chapter 4. Allow groups time to read and discuss.

Ask each group to prepare a presentation about the assessment criteria they discussed.

Lecture (30 minutes)

Prepare a presentation on assessment tasks and grading criteria. Use chapter 5 of *How to assess student performance in history: Going beyond multiple-choice tests* by Julie Edmunds, available from <http://www.serve.org/uploads/publications/AssessHistory.pdf>, to inform your presentation.

Ask the class how feedback can be given to students once an assessment task and the related criteria have been determined. Take their responses and present a variety of ideas on how to provide feedback.

Summarize the entire discussion on establishing criteria and providing feedback, but discuss it specifically with regard to classes 6–8.

Creating sample assessments (60 minutes)

Divide Student Teachers into pairs. Ask each pair to outline a lesson plan based on any historical topic covered by the elementary grade curriculum. They should also design an assessment task as part of the lesson, set criteria for the tasks, and identify ways to provide feedback.

Ask Student Teachers to share their assessment task with other pairs and to invite critical feedback. Each pair should write their assessment plan and incorporate feedback from their peers before submitting it.

Topic: Issues in teaching social studies

Gallery walk (20 minutes)

In groups, ask Student Teachers to create a list of issues that they are likely to encounter when teaching social studies in elementary grades. They should prepare the list on chart paper.

After they have completed their lists, they should post them around the room for a gallery walk.

Reading and discussion (40 minutes)

Provide Student Teachers with a copy of "Top 10 concerns of social studies teachers" by Melissa Kelly, which is available from

➤ http://712educators.about.com/od/socialstudies/tp/social_studies_concerns.htm

This article discusses common concerns among social studies teachers. Some of these concerns include depth and breadth of content, dealing with controversial issues, linking the content with learners' real lives, and teaching techniques to make the lesson interesting.

After the Student Teachers have read it, engage them in a discussion related to the challenges of teaching social studies, particularly those referenced in the article.

Summarize with a review of likely challenges and solutions.

Topic: Using ICT to teach history and geography

Contributed by Dr Ali Murtaza

Lecture (10 minutes)

Introduce the unit by exploring Student Teachers' understanding about the role of ICT in teaching history and geography. Ask them to think about the role of ICT in their lives and link it to social studies.

Presentation and discussion (50 minutes)

Based on chapter 8 of Haydn, Arthur, and Hunt's *Learning to teach history in the secondary school: A companion to school experience*, prepare an overview of ICT, its importance, and ICT tools and their usefulness in history and geography. Ask Student Teachers for their ideas about the use of ICT in elementary grade classrooms.

Homework

Provide Student Teachers with chapter 8 of Haydn, Arthur, and Hunt's *Learning to teach history in the secondary school: A companion to school experience* (London: Routledge, 1997) to read at home.

Ideas for assessment

The following assessment techniques are suggested.

Chapter writing

Select a topic from history or geography and write a 1500-word reading suitable for an elementary grade classroom.

Prepare a lesson plan based on the reading and teach the lesson plan in a real classroom.

Write an essay that critically reflects on the entire journey of writing, developing, and executing a lesson plan. Clearly state the successes and challenges of teaching the lesson plan. Also indicate what you have learned about teaching history or geography from this process.

Project work: Taking social action

Contributed by Dr Sadia Shaukat

Choose an important social issue and prepare a plan to resolve this issue by taking social action. The plan should include the following:

- an explanation of the issue
- the reason for selecting this issue
- a strategy to resolve the issue
- how the strategy will be implemented
- the successes of and challenges involved in taking social action
- a critical reflection on the social action project.

Micro-teaching strategy

Contributed by Dr Sadia Shaukat

Prepare three lesson plans for an elementary grade classroom on any topic related to history or geography. Make sure to use different pedagogies discussed in the course.

Select one plan from the three and use the micro-teaching format to present the lesson to the other Student Teachers. Ask for feedback from your colleagues and the

Instructor. Based on their feedback, prepare an essay that critically reflects on the micro-teaching process. It should also include how what they have learnt will affect their role as a history or geography teacher.

Mini-workshop

Contributed by Sukaina Bhojani Ali Wali

This is an assessment to be completed in small groups.

Each group will prepare and present a 90-minute mini-workshop for the teachers at their respective schools. The mini-workshop will describe the different pedagogies used in teaching history and geography. It aims to promote the knowledge and skills required for teaching (and learning) history and geography.

Student Teachers should request feedback from workshop participants and then submit an individual reflection on their experience conducting the mini-workshop.

Lesson planning

Develop a lesson plan on either history or geography that incorporates ICT.

5

Readings and resources

In this section you will find selected readings that may be useful in preparing for sessions or for student readings. Other teaching materials such as handouts and activities have also been included. Intellectual property rights are respected throughout. All materials are either free-use or are used with permission of the author/publisher. In some cases, original pieces written specifically for this course have been included. All readings and materials in this section are for classroom use and, unless otherwise noted, may be duplicated for distribution to Student Teachers. The materials in this document may not be used in other publications without securing permission for their use.

Owl Teacher

➤ <http://www.owlteacher.com>

This is a free-use website that offers printable worksheets, presentations, and other downloadable resources. Topics include world history, world geography, and sociology. The printable history worksheets offer key terms to identify, project instructions and grading rubrics, writing assignments, assignments based on primary sources, study guides, tests, sample presentations (such as this on world geography, <http://www.owlteacher.com/5-themes-of-geography.html>) and much more.

What does it mean to think historically?

Thomas Andrews and Flannery Burke (2007)

This article was published in the "Teaching" column of the January 2007 issue of *Perspectives*, the newsmagazine of the American Historical Association. It is available from

➤ <http://www.historians.org/perspectives/issues/2007/0701/index.cfm>

Here is an excerpt from the introduction to the article:

[We] developed an approach we call the "five C's of historical thinking." The concepts of change over time, causality, context, complexity, and contingency, we believe, together describe the shared foundations of our discipline. They stand at the heart of the questions historians seek to answer, the arguments we make, and the debates in which we engage. These ideas are hardly new to professional historians. But that is precisely their value: They make our implicit ways of thought explicit to the students and teachers whom we train. The five C's do not encompass the universe of historical thinking, yet they do provide a remarkably useful tool for helping students at practically any level learn how to formulate and support arguments based on primary sources, as well as to understand and challenge historical interpretations related in secondary sources. In this article, we define the five C's, explain how each concept helps us to understand the past, and provide some brief examples of how we have employed the five C's when teaching teachers. Our approach is necessarily broad and basic, characteristics well suited for a foundation upon which we invite our colleagues from kindergartens to research universities to build.

Aspects of continuity and change

Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past. For more information on continuity and change, visit

- http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/continuity_change.pdf

Escaping myopia: Teaching students about historical causality

Scott M. Waring (2010)

This article discusses the most fundamental and overlooked elements of causality. The author explains that creating multiple and frequent opportunities for students to engage in authentic historical inquiry helps them to escape the simple, myopic ways of thinking that far too many students apply when learning and thinking about historical events. The article also provides examples of teaching history in which questions with only one acceptable answer are posed. A detailed description on how causality can be taught in a history class is included as well.

To read the article, visit

- <http://www.societyforhistoryeducation.org/pdfs/Waring.pdf>

The geography toolkit for social studies teachers

The toolkit suggests strategies for merging geography and history within a social studies curriculum by using geography tools and geographic information system technology. The toolkit is available from

- http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Misc_Docs/Geography_Toolkit.pdf

The materials in this toolkit were prepared by: The Community Geography Project, Institute of Portland Metropolitan Studies, Portland State University. Permission is given for use and reproduction of the materials for educational purposes only.

The five themes of geography

This website covers the importance of the five themes in geography.

- <http://www.csustan.edu/teachered/facultystaff/betts/handouts/pdfs/five%20themes%20of%20geography.pdf>

This website provides ideas and lesson plans for teaching the five themes to different grade levels.

- <http://gaofgeorgia.org/downloads/oldGGA/lessonplans4/teachingthefivethemes.pdf>

6

Methods and strategies to use in teaching and learning

The following is a list of some of the strategies used in this course to encourage active learning.

Active lecturing. An active lecture is not too different from any good lecture, but it attempts to directly involve listeners.

There is no one best way to give an active lecture, but it involves any of the following techniques.

Give information in small chunks (about 10 minutes), and then have class members do something with that information for a few minutes. Here are some examples of activities, which you can repeat or vary:

- Write a one-minute reaction to what you have just heard.
 - Talk to the person next to you about what you heard and see how your perspectives differ. Do you agree? Do you have questions?
- List as many key points as you can remember.
- Compare notes taken during the chunk. Help each other fill in gaps or determine if crucial information is missing. (Some people do not allow note taking during the lecture, but this is up to the Instructor.)

Give out cards or slips of paper in three different colours. When class members are listening to your comments, have them hold up a colour for 'I understand', 'I don't understand', or 'I disagree'. Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

Ambassadors. This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share / compare discussion, for example. You may wish to have half of each group move to another group. This is especially useful if you do not have ample time for a whole-class discussion.

Brainstorming. This is a technique for generating creative ideas on a topic. It may be an individual activity or organized as a group activity. Give people a limited amount of time (e.g. one minute) to say or write as many ideas as they can on a topic. No matter how unrelated an idea seems, write it down. (Alternatively, the Instructor might ask the whole class to brainstorm and write all the ideas on the board.) After the brief period of brainstorming, ideas may then be analysed, organized, and discussed. This is often used as a problem-solving technique. Ideas are then analysed in light of how useful they might be in solving the problem.

Gallery walk. This is a strategy that borrows its name from a visit to an art gallery. Students walk through an exhibit of posters, artefacts, or display of items they have completed. They can be directed to take notes. The idea is to thoughtfully look at what is displayed.

Graffiti wall. A graffiti wall may be displayed in the classroom for use all term. Students may write their thoughts, feelings, or expressions before or following each session and

sign their name. Anonymous comments are not suitable. Ideas generated in class may be posted on the 'wall'. Use paper from a large roll of craft or newsprint paper or join several cardboard boxes together to make a wall that can be stored between sessions. Students can take turns getting and putting away the wall each session.

Group work: some tips for forming instructional groups. There is no one best way to form groups. The best way for you is the way that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Ways to form groups include the following:

- Ask people to count off from one to five (depending on the number of people you want in a group). Groups will form based on their number (e.g. all of the ones will gather together).
- Before class, determine how many people you want in a group or how many groups you need. Give each class member a different coloured sticker, star, or dot as they enter the class. Then when it is time to form groups, ask them to find people with the same sticker and sit together.
- Put different coloured bits of paper in a cup or jar on each table. Have people take one and find people in the room with the same colour to form a group.
- Have students get together with everybody born in the same month as they were. Make adjustments to the groups as needed.

Mini-lecture. A mini-lecture contains all the components of a good lecture. It is sharply focused. It begins with an introduction that provides an overview of what you will talk about. It offers examples and illustrations of each point. It concludes with a summary of the main point(s).

One-minute paper. Ask class members to write for one minute on a particular topic (e.g. their reflections on a topic, an assigned subject). They are to focus on writing their ideas, without worrying about grammar and spelling. A one-minute paper differs from brainstorming because there is more focus.

Pair-share. Use this technique when you want two class members to work together to share ideas or accomplish a task. Simply ask them to work with a neighbour or have them find a partner based on some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads and foursomes are also small group techniques.)

Poster session. This is useful when you want students to organize their thoughts on a topic and present it to others in a quick but focused way. Have individuals or small groups work to create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes, along with colourful illustrations or photographs. The poster can be self-explanatory or students can use it to explain their work. As an in-class tool, a poster session is often combined with a gallery walk so that the class may review a number of posters in a short time.

Readers' theatre. Readers' theatre is a group dramatic reading from a text. Readers take turns reading all or parts of a passage. The focus is on oral expression of the part being read rather than on acting and costumes. Readers' theatre is a way to bring a text to life.

It is a good idea to go over passages to be read aloud with students so they are familiar with any difficult words.

Sometimes readers' theatre is used to get student interested in a text. They hear passages read first and then read the longer text.

KWL. This is a strategy that provides a structure for recalling what students know (K) about a topic, noting what students want to know (W), and finally listing what has already been learned and is yet to be learned (L).

The KWL strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use as they progress through a lesson or unit.

Text-against-text. This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. It is a way of looking at different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings based on a set of study questions, such as:

- 1) Look at each author separately. What do you think the author's main point is?
- 2) How does the author support his/her argument?
- 3) Look at the authors together. In what ways do the authors agree?
- 4) What are their points of disagreement?
- 5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading or new information with material that has already been covered.

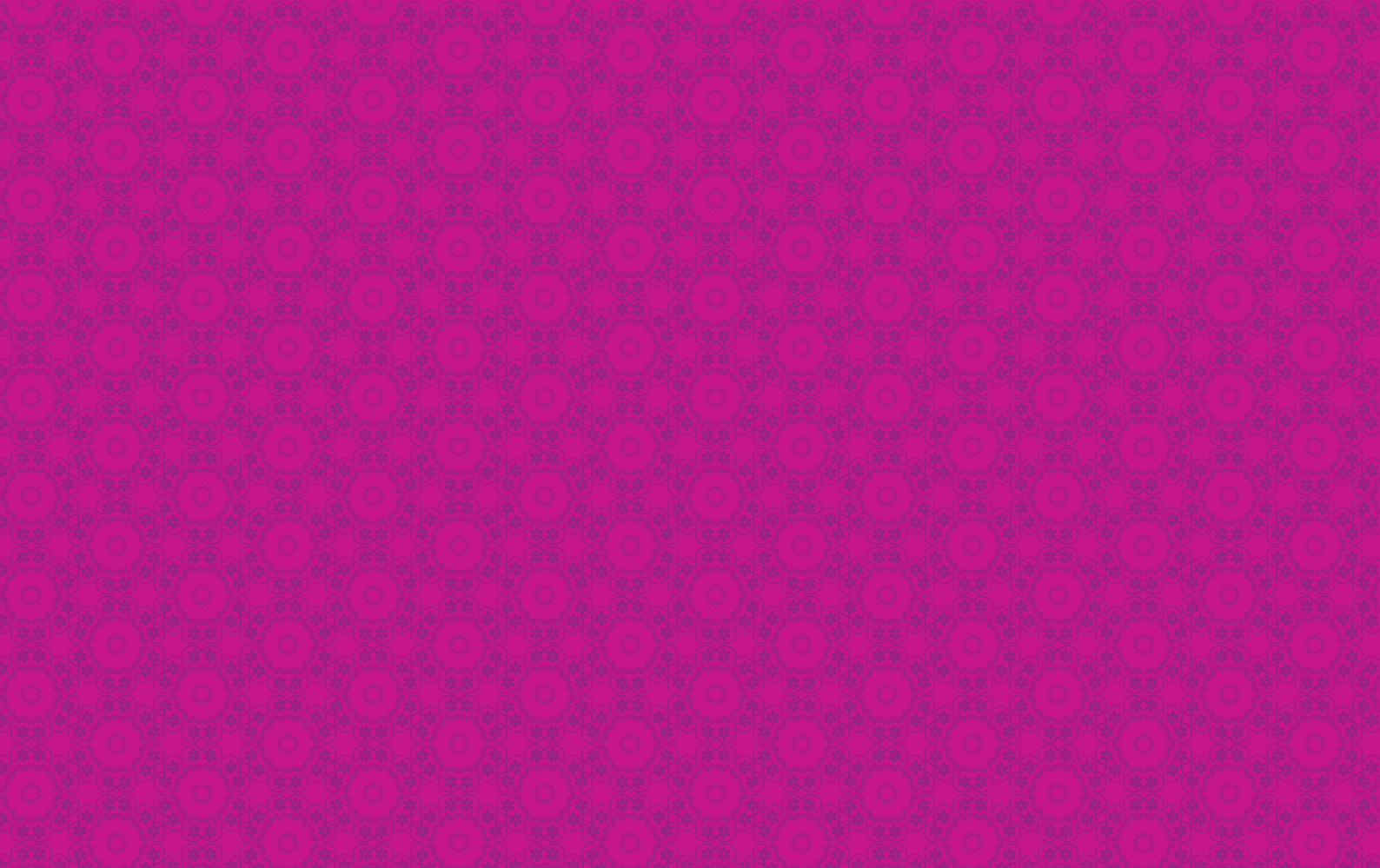
In classrooms where the whole class uses a single textbook, Instructors often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity using the textbook and outside materials (e.g. an article) can help them understand that there are legitimate differences of opinion on a subject. Articles need not contradict each other. They may be about the same topic, but offer students different ways of seeing a subject.

Another way to use the activity is divide the class into groups, give each a set of materials, and have them debate the texts. Some university faculty like to put together text sets that include both scholarly and non-scholarly works and have students think about differences. For example, you might provide all students—regardless of their reading level or learning style—with easy-to-read materials as a way to introduce themselves to a topic. Even competent adult learners seek out 'easy' books or materials to learn about a new or complex topic. Providing a picture, newspaper article, or even a children's book in a text set might give everyone the means of connecting to or understanding some aspect of the larger subject.

Roundtable technique. For this technique, divide the class into small groups (i.e. four to six people), with one person appointed as the recorder. A question that has many possible answers is posed, and class members are given time to think about the answers. After the thinking period, members of the team share their responses with one another. The recorder writes down the group's answers. The person next to the recorder starts and each person in the group (in order) gives an answer until time is called.

Quizzes. Prepare and give a short quiz (15 minutes) over the different aspects of social studies covered in the unit. As students take the quiz, ask them to circle items they are unsure of. They can review and discuss their work in the following ways:

- Triads. Have students meet in groups of three to review the quizzes so that they can help each other with their weak areas. (10 minutes)
- Review. Go over the quiz with students, and have them look at their own work and make corrections. (30 minutes)
 - Notice points class members had difficulty remembering and take time to review them. You may ask students to assist with this and discuss how they were able to remember.
 - Use this time to correct any misconceptions.
 - Have students save their quiz for future study.



Higher Education Commission