**Art / Social Studies Inquiry and Integration**

**Course description:** In this course, students examine the complex issues involved in social studies education and arts integration. Students learn to integrate the content of history, civic ideals, people and places, and issues of power and authority in society by applying best practices in planning, instruction and assessment. A specific focus on Pacific Northwest history and arts integration are also explored. This work is accomplished in the context of the National Standards for Social Studies (NCSS), the ELA / Social Studies Common Core Standards and the WA State Social Studies Standards and Since Time Immemorial Curriculum. Other standards (such as those put forward by Teaching Tolerance & Southern Poverty Law Center or the Zinn Project) may also serve as a useful resource.

NCSS(National Council for the Social Studies)defines **Social Studies** as, “the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

**Integrated Arts (IA)** is defined in Washington State to include dance, music, theatre, and visual arts. Quality instruction in the Arts is provided by specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the Arts.

This course will focus on learning how to plan for meaningful integrated ideas, lessons, curricula, and instruction in K-8thclassrooms. Students will learn to view Social Studies and Integrated Arts as a central interdisciplinary aspect of the curriculum that addresses the student as a present and future world citizen in a multicultural world. Attention is given to teaching methods that foster conceptual learning, inquiry and creativity.

**Course outcomes and learning objectives:**

* Develop a critical lens on the role that teaching and learning of Social Studies might play in society.
* Demonstrate the ability to apply Social Studies methods in lesson planning using a wide variety of resources including textual, web based, literary and audio-visual materials, primary documents and Arts Integration
* Identify possible ways of integrating Social Studies and the Arts issues into other classes such as mathematics, science, and Language Arts.
* Explore WA State Social Studies Standards and Since Time Immemorial (STI) curriculum to gain practice creating integrated social studies lessons within (and outside of) these frameworks.
* Collect scholarly artifacts that could demonstrate further competency in meeting the EdTPA requirements and which may be selected to be part of the student’s degree demonstration portfolio or used during student’s internships.

**Course Texts**

Purchasing **used** is fine: these books will be invaluable to your future careers as teachers in classrooms, your lesson planning and discussions in class each week.

1. *Creating Meaning through Literature and the Arts* by Cornett, Claudia; 2014 (or 3rd or 2nd edition)
2. *An Indigenous Peoples’ History of the United States*by Roxanne Dunbar-Ortiz; 2014
3. *A People's History of the United States for Young People*by Howard Zinn

Excerpts from (not for purchase!):

1. *A People's History of the United States*by Zinn, Howard, Emery, Kathy, & Reeves, Ellen, New Press; 2003
2. *Why Geography Matters: More Than Ever* by de Blij, Harm; 2012
3. *Storytelling* *for Social Justice: Stock, Concealed & Resistance Stories*by Bell, Lee Ann; 2010

**Course Schedule**

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| **Date** | **Agenda / Readings Due / Key Questions** | **Questions** | **Assignments** |
| Week 1  April 7 | **Social Studies, Arts Integration, Storytelling & Critical Media Literacy**   * Why does History matter? Why do the Arts matter? * Storytelling for Social Justice: stock, concealed & resistance stories * WA State Social Studies Standards & STI Intro * Course overview * Check out “[This Day in History](https://www.history.com/this-day-in-history)” each day this week. | *What is Social Studies?*  *What is Integrated Arts?*  *How might we complicate how history is told and remembered?* |  |
| Week 2  April 14 | **Indigenous + Pacific Northwest History**  Readings:   * Zinn Chapter 1, “Columbus, the Indians, and Human Progress” (both adult and young people version) * Dunbar-Ortiz, intro + pick 2 more chapters from 1-7 to read. Come ready to share and discuss * Read the full [Since Time Immemorial](http://www.indian-ed.org/) (STI) Curriculum for either Elementary or Middle * Review STI timeline in class   *Discuss PNW assignment* | *What role does, representation and perspective play in history?*  *What is the story of the First Nations in the US? In the state of WA?*  *What am I required to teach in the state of WA?* | **Initial Post:**What do Social Studies and/or Arts Integration look like in your school or classroom? [200 words] |
| Week 3  April 21 | **Geography, Mapping & Timelines**  Reading:   * *Why Geography Matters*, Excerpts Chapters 1 & 2 * Excerpts from a 6th Grade Social Studies textbook * Explore Sutori - a timeline creating app / website: <https://www.sutori.com/> and review these examples created by teachers: <https://www.sutori.com/story/how-social-studies-teachers-use-sutori> * Check out [this lesson](https://pulitzercenter.org/builder/lesson/evaluating-and-reshaping-timelines-1619-project-new-york-times-kids-edition-26647) that includes a timeline for the recent *New York Times* 1619 Project. | *What role does geographical and spatial perspectives and mapping play in my classroom?*  *How can visual mapping support learning?*  *How might timelines and other infographics be used instructionally?* |  |
| Week 4  April 28 | **Civics Education & Primary Sources / Documents**  Reading:   * *Education Week Articles*: “What is K-12’s Role in Civic Debate?,” “U.S. Constitution Still a Timely Text for Civics” & “[How do we teach with primary sources?”](https://www.edweek.org/ew/articles/2019/08/16/how-do-we-teach-with-primary-sources.html?cmp=SOC-SHR-FB) * Parker, W.C. (2005) Teaching Against Idiocy. *Phi Delta Kappan*, 86(5), 344-351 * Explore these activities about using primary docs: <https://www.archives.gov/education/lessons/worksheets> * Explore DocsTeach – a program from the National Archives: <https://www.docsteach.org/> * Explore “Primary Document Sets” from the Library of Congress, including: the Dustbowl and [Women’s Suffrage](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/). * Discuss Critical Media Literacy in class. | *What role does civics education in K-8 schools play in society?*  *What skills and knowledge do students need in order to be a successful member of society?*  *Why and how do you teach using primary documents?*  *How might you integrate primary documents into your classroom?*  *What is Critical Media Literacy?* | Indigenous + PNW History Reflection and Lesson Idea |
| Week 5  May 5 | **Simulations, Economics & Project Based Learning**  Reading:   * Explore these games / simulations for teaching history: <https://www.wscss.org/simulations/> * From edutopia, read this article which explores a PBL project from the University of Michigan called “Project Place.” [*https://www.edutopia.org/article/projects-have-been-put-test-anne-lise-halvorsen-nell-duke*](https://www.edutopia.org/article/projects-have-been-put-test-anne-lise-halvorsen-nell-duke) * Pick two chapters from Zinn's text for young people. Bring an idea to class for how you might create a simulation or project based on that content. Explore “[The Zinn Education Project](https://www.zinnedproject.org/)” website and look for a project or lesson that is of interest to get you started.   *Discuss World History Video + Reflection Assignment* | *Why might using simulations, games or projects improve student engagement?*  *How can simulations, games or projects be integrated into units or lessons I already have?*  *Why is exposure to economics and financial literacy important?* |  |
| Week 6  May 12 | **Slavery, Civil Rights & Resistance**  Reading:   * In class exhibit / museum simulation * Zinn for Young People - Chapter 2, “Drawing the Color Line” * Education week: [The 1619 Project Curriculum Challenges Teachers to Reframe History.](http://blogs.edweek.org/teachers/teaching_now/2019/08/the_1619_project_curriculum_challenges_teachers_reframe_us_history.html) * Listen to the 4 min podcast introducing the 1619 Project [here](https://www.nytimes.com/2019/08/22/podcasts/1619-trailer.html), then the first episode of the podcast from 1619 [here](https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html). Please continue listening to the full podcast if you have time. Check out curricular resources [here](https://pulitzercenter.org/projects/1619-project-pulitzer-center-education-programming) as well. | *How do you link a unit overview with a textbook, artifacts and/or your research / knowledge?*  *How can I teach equity and justice in my classroom?*  *What was missing from my own knowledge about race in the United States? What do I still need to learn?* |  |
| Week 7  May 19 | **Public / Local Issues**   * Visit a historical museum of your choosing by today * Linking local events/contexts * *NY Times*: “The Past Is Present: Strategies for Bringing Current Events Into the Social Studies Classroom” * Creating Meaning through Literature and the Arts by Cornett, Claudia – Planning a Museum Visit   *Public Issues*and*Current Events*connection | *What is experiential learning?*  *How might field trips become a part of my teaching?*  *How can I connect what is happening now with my classroom?* | **Lesson 2:**World History Movie Reflection + Video. |
| Week 8  May 26 | **Integrating Drama, Music, Dance & Performance**  Reading:   * Creating Meaning through Literature and the Arts by Cornett, Claudia – excerpts from Chapter 9, 12, 13 and pages 434-443 & 453-456 * Review your colleague’s videos about their world history lesson ideas. Come ready to share thoughts / ideas.   *Discuss final assignment* | *Why study and act out plays? Scenes from history? What is accomplished through acting?*  *What role might music and dance play in learning? Engagement?*  *What might teaching with movement offer?* |  |
| Week 9  June 2 | **Integrating Visual Arts, Artifacts & Field Trips**   * Creating Meaning through Literature and the Arts by Cornett, Claudia – excerpts from Chapters 7 | *How can the visual arts improve student engagement and deepen learning?*  *How might visual art be integrated into your classroom?* |  |
| Week 10  June 9 | **Personal History, Assessment & Course Closure**  Reading:   * Teacher Panel * Personal History & Memory * Review OPSI assessments <http://www.k12.wa.us/SocialStudies/Assessments/> | *What might teaching with the senses offer?*  *What does effective and thoughtful assessment in social studies look like?*  *How can we move beyond simple dates and facts and assess for deeper thinking and learning?* | Final Curriculum + Lesson Plan Sequence Due |
| June 12 | **Final Post:** Social Studies teaching commitment, best practices & plan [500 words] | |  |

**Course Assignments**

**Initial Post:**After describing your student teaching context briefly, respond to the following questions [200 words or less total]:

* What does social studies look like in my context?
* What does integration (with arts or any other forms) look like in my context?

**Indigenous History / PNW History Learning Reflection**

For this assignment, you will draw on the OSPI Social Studies Standards, Since Time Immemorial curriculum and Dunbar-Ortiz & Zinn readings. After exploring each resource, analyze your own learning about United States history so far. This will be section one. Consider the following questions to get you started on this section:

* How does the learning you’ve gained so far differ from how you were taught history in the past?
* Which standards capture some of the learning you’ve gained so far?
* How were you able to learn this?
* What strikes you from the Since Time Immemorial Curriculum? From Dunbar-Ortiz? Zinn?
* How has what you learned piqued your curiosity?
* How (and what) will you plan to research in order to learn more?

Next, explore how this might influence your teaching. This will be section two. Consider the following questions to get you started on this section:

* What content or standards do you want to be sure to use in your future classrooms?
* How will you plan to incorporate indigenous history, the Since Time Immemorial Curriculum and justice into your classroom?
* How might you organize that history so that it makes sense?
* What are some specific lesson ideas that emerge?

This reflection overall should be 3-4 pages with two separate sections and a short conclusion that shares overall “take-aways” for you as a teacher candidate. You will have the chance to share a small detail / idea that emerged in your reflection and planning with the rest of the class.

**World History Movie Reflection + Video**

Explore the list below of historical movies (available in Sakai resources) that focus on a world history time period and/or event (or a different one that you research / find – just check with the instructor). You will watch a movie, then complete research about the time period / event – finding at least four resources to draw on for research (beyond Wikipedia, though you can get started there). To demonstrate your research and thinking on this historical time period, you’ll share a bibliography of the texts you read (at least four) and find at least one primary document that helps you uncover this historical accuracy and context of the film. You’ll create a 3-4 page document, which will include three sections:

* The first section will describe your reaction to the movie you watched, what struck you, what further questions / research it led to, what was historically accurate / what wasn’t, whose perspective the movie is told from, what you still want to know about, what was inspiring and/or disappointing about it and why, etc. You’ll want to highlight a few of the sources you found in this section and include your full resource list at the end of your paper.
* The second section will link the content to a potential K-8 classroom. You might consider: What larger historical questions / ideas does the content of the movie connect to? How might you use aspects of this historical time period in a classroom? How could the content be integrated with another discipline? What standards does this content support students to understand? You should find a primary resource, image or document that supports this integration/connection.
* The third section will describe an idea for a lesson plan, project or unit that could be used in a K-8 classroom. This is NOT a full unit or lesson plan (you’re doing that for your final assignment), rather it is a chance to think critically about how to integrate content that is interesting to you in a way that is cool / compelling to students. You will spend time in this section describing the idea.
* Finally, you’ll have the chance to share your ideas/learnings with others in our class. We will have a text chain and each will post a short video of themselves talking about the movie they chose, the historical accuracy/inaccuracy and a way they would consider teaching the content. We will each view each other’s videos / ideas and analyze them together in class.

**Social Studies / Arts Integrated Curricular Map + Lesson Sequence**

The goals of this assignment are:

* To evaluate and support your understanding of discipline–specific approaches to teaching and learning
* To evaluate and support your foundational understandings of teaching and learning
* To evaluate and support your skill at curriculum mapping and organization.
* To evaluate and support your skill at designing clear, coherent, meaningful, and justice-oriented learning arcs for students and classroom communities
* To explore strategies for bringing equity, justice and the arts into the social studies curriculum

*Assignment Components:*In this assignment you will create a curriculum map of a social studies content area and, taken from this curriculum map, design 2 lesson plans that fit together into an arc of learning and build toward a clear learning goal (or goals). While you may use curricular resources for inspiration, these curriculum map and lesson plans must be of your own design. You can use any format to support your lesson plan writing and reflection. The lessons you choose to write should draw on at least two of the [WA State Social Studies Standards](https://www.k12.wa.us/sites/default/files/public/socialstudies/pubdocs/OSPI_SocStudies_Standards_MASTER_09-16-2019_DigitalVersion.pdf) and one [Arts Integration Standard](https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k%E2%80%9312-learning-standards)s. So, you will need to integrate at least two social studies areas alongside at least one art. Keep in mind key goals / skills we discussed throughout this quarter, including: equity and justice, challenging stock stories, using maps, timelines and projects and teaching with primary documents.

In addition to your curriculum map and lesson plans, you are welcome to include a context statement in which you offer context for how the lessons fit together into an arc of learning, an overview of the classroom/school context into which the lessons fit and / or anything else you’d like me to know as I read your final work. This is not required.

**Final Post:**To close the class, you will write a short statement articulating your commitments & plans as a Social Studies teacher. To help get you started, you might respond to the following: What are your commitments and goals as a social studies teacher? What key skills do you plan to teach students? What content is most compelling / pivotal for students to learn? How do you plan to accomplish these goals and intentions? What role will integration play? This post should be between 500-750 words (about a page single spaced) and include at least three resources that were explored throughout the course.

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