

Powerful Social Studies

for Elementary Students

JERE BROPHY, JANET ALLEMAN & ANNE-LISE HALVORSEN



THIRD EDITION

Standards Integration

	InTASC Principles	NCSS Themes ¹
Chapter 1	Standard #1: Learner Development Standard #8: Instructional Strategies	
Chapter 2	Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #7: Planning for Instruction Standard #8: Instructional Strategies	5. Individuals, Groups, and Institutions
Chapter 3	Standard #4: Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction	
Chapter 4	Standard #4: Content Knowledge Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies	
Chapter 5	Standard #4: Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction Standard #8: Instructional Strategies	2. Time, Continuity, and Change
Chapter 6	Standard #4: Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction Standard #8: Instructional Strategies	1. Culture and Cultural Diversity 3. People, Places, and Environments 9. Global Connections
Chapter 7	Standard #4: Content Knowledge Standard #5: Application of Content Standard #7: Planning for Instruction Standard #8: Instructional Strategies	4. Individual Development and Identity 5. Individuals, Groups, and Institutions 6. Power, Authority, and Governance 7. Production, Distribution, and Consumption 10. Civic Ideals and Practices
Chapter 8	Standard #3: Learning Environments Standard #4: Content Knowledge Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies	10. Civic Ideals and Practices
Chapter 9	Standard #2: Learning Differences Standard #6: Assessment Standard #8: Instructional Strategies	
Chapter 10	Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies	
Chapter 11	Standard #2: Learning Differences Standard #5: Application of Content Standard #7: Planning for Instruction Standard #8: Instructional Strategies	
Chapter 12	Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies	8. Science, Technology, and Society
Chapter 13	Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies	5. Individuals, Groups, and Institutions

Chapter 14	Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #5: Application of Content Standard #6: Assessment Standard #7: Planning for Instruction Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice Standard #10: Leadership and Collaboration	
------------	--	--

¹Here we list the NCSS Themes that have particular relevance to the chapters. However, please note that all of the NCSS Themes are interwoven throughout the book, often through examples from practice.

Powerful Social Studies

for Elementary Students

THIRD EDITION

JERE BROPHY

Michigan State University (Deceased)

JANET ALLEMAN

Michigan State University

ANNE-LISE HALVORSEN

Michigan State University



WADSWORTH
CENGAGE Learning

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Powerful Social Studies for Elementary Students, Third Edition**Jere Brophy, Janet Alleman, and Anne-Lise Halvorsen**

Publisher/Executive Editor: Linda Schreiber-Ganster

Acquisitions Editor: Mark Kerr

Developmental Editor: Caitlin Cox

Assistant Editor: Joshua Taylor

Editorial Assistant: Greta Lindquist

Media Editor: Ashley Cronin

Marketing Manager: Kara Kindstrom Parsons

Marketing Program Manager: Klaira Markenzon

Senior Marketing Communications Manager: Heather Baxley

Art and Cover Direction, Production Management, and Composition: PreMediaGlobal

Manufacturing Planner: Rebecca Cross

Senior Rights Acquisitions Specialist: Dean Dauphinais

Cover Designer: Jeff Bane, CMB Design

Cover Image: World drawing, © Brad Collett/Shutterstock

© 2013, 2007 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at **Cengage Learning Customer & Sales Support, 1-800-354-9706**.

For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions**.

Further permissions questions can be e-mailed to **permissionrequest@cengage.com**.

Library of Congress Control Number: 2012933413

ISBN-13: 978-1-111-83806-5

ISBN-10: 1-111-83806-2

Wadsworth20 Davis Drive
Belmont, CA 94002-3098
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Wadsworth, visit **www.cengage.com/wadsworth**

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**.

Printed in the United States of America

1 2 3 4 5 6 7 17 16 15 14 13

*In memory of Jere Brophy and in honor of his wife Arlene Brophy.
In memory of George Trumbull.*



About the Authors

JERE BROPHY was a University Distinguished Professor of Teacher Education at Michigan State University. Author, coauthor, or editor of more than 20 books and 250 scholarly articles, chapters, and technical reports, he is well known for his research on teacher expectations, teacher-student relationships, teacher effects on student achievement, classroom management, student motivation, and, most recently, elementary social studies curriculum and instruction. He was a member of the Task Force on Social Studies Teaching and Learning that prepared the National Council for the Social Studies position statement entitled “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.”

JANET ALLEMAN is a Professor in the Department of Teacher Education at Michigan State University. She is author and coauthor of a range of publications including *Children’s Thinking about Cultural Universals* and a three-volume series entitled *Social Studies Excursions, K–3*. In addition to serving on a host of committees at the state and national levels, she has been a classroom and television teacher, actively working in school settings, and has taught at over a dozen international sites. In 2010, she received the National Council for the Social Studies Jean Dresden Grambs Distinguished Career Research in Social Studies Award.

ANNE-LISE HALVORSEN is an Assistant Professor in the Department of Education at Michigan State University. Her scholarship includes research on the history of education, social studies at the elementary level, curriculum policy, the integration of social studies and literacy, and early childhood education. She is a former kindergarten teacher and has written curriculum materials for lower elementary social studies at the state level.

Brief Contents

	Preface	xiii
CHAPTER 1	Elementary Social Studies: What Is It? What Might It Become?	1
CHAPTER 2	How Can I Build a Learning Community in My Classroom: Strategies for Including All Children	20
CHAPTER 3	How Do I Select Powerful Goals and Powerful Content?	51
CHAPTER 4	What Social Studies Planning Tools Are Available?	80
CHAPTER 5	How Can I Teach History Powerfully?	99
CHAPTER 6	How Can I Teach Geography and Anthropology Powerfully?	124
CHAPTER 7	How Can I Teach the Other Social Sciences Powerfully?	147
CHAPTER 8	How Can I Use Discourse Powerfully?	174
CHAPTER 9	How Can I Assess Student Learning?	190
CHAPTER 10	What Are Some Other Strategies for Teaching Social Studies?	212
CHAPTER 11	How Can I Design, Implement, and Evaluate Instructional Activities?	231
CHAPTER 12	What Is the Role of Curricular Integration?	251
CHAPTER 13	How Can the Curriculum Be Expanded and Made More Powerful through Homework?	266
CHAPTER 14	What Is the Research Base That Informs Powerful Social Studies Teaching?	284
	Appendices	310
	References	323
	Index	331



Contents



Preface xiii

CHAPTER 1

Elementary Social Studies: What Is It? What Might It Become? 1

Visions of Social Studies as Citizen Education 6

National, State, and Local Roles in Curriculum and Instructional Decision Making 7

Curricular and Instructional Approaches 9

Curricular Approaches 9

Instructional Approaches 11

The Expanding Communities Framework: A Traditional Scope and Sequence 14

Guiding Questions for Selecting an Approach to Teaching Social Studies 16

Summary 17

Reflective Questions 18

Your Turn: What Is Social Studies? 18

CHAPTER 2

How Can I Build a Learning Community in My Classroom: Strategies for Including All Children..... 20

A Scenario 21

Launching a Learning Community 23

Productive Communication and Interaction Patterns 24

Four Steps for Creating a Learning Community 25

A Childhood Unit as Your Content Vehicle 26

Cooperative Learning in a Community Setting 29

Preparing Students for Cooperative Learning 29

Task Structures 30

Cooperative Learning Techniques 31

Motivating Students to Learn 32

The Expectancy Side of Motivation 33

The Value Side of Motivation 34

The Social Context's Effects on Motivation 38

Embracing Cultural Diversity 39

Supporting Motivation of Low Achievers 45

Supporting Motivation of Cognitively and Linguistically Gifted 46

Incorporate Game-Like Features 46

Homework 46

The Teacher's Role 47

Summary 47

Reflective Questions 49

Your Turn: Building a Learning Community in Your Classroom 49

CHAPTER 3

How Do I Select Powerful Goals and Powerful Content? 51

Generic Subject-Matter Goals: Understanding, Appreciation, and Life Application 54

 Research on Teaching for Understanding 55

Social Studies Goals: Social Understanding and Civic Efficacy 56

Powerful Ideas 60

Planning Goal-Oriented Topical Units 61

Goal-Oriented Development of Powerful Ideas 62

A Unit on Shelter 64

Summary 76

Reflective Questions 77

Your Turn: Selecting and Representing Content 77

CHAPTER 4

What Social Studies Planning Tools Are Available? 80

Planning as Goal-Oriented 81

“Backward” Planning and Alignment 82

Long-Range Planning 83

Unit Planning 84

Weekly and Daily Planning 84

Introduction to Planning Tools 85

NCSS Standards 85

State Social Studies Standards 86

Local Curriculum Guides 87

Textbooks 87

Technology 89

Children’s Literature 89

Frequently Asked Questions 90

Summary 97

Reflective Questions 97

Your Turn: Planning Your Social Studies Program for the Year 97

CHAPTER 5

How Can I Teach History Powerfully? 99

A Perspective on the Relationship between History and the Social Sciences 100

History in Elementary Social Studies 101

Developments in Children’s History Knowledge 102

Problems with History Texts and Teaching 106

National Standards for History Teaching 109

NCSS Standards Relating to History 111

Teaching History for Understanding, Appreciation, and Life Application 112

Using Children’s Literature to Teach History 114

Using Timelines 116

Teaching With Artifacts and Historical Source Material 117

 Document-Based Questions 118

Summary 119
Reflective Questions 120
Your Turn: History in the Intermediate Grades 120
Your Turn: A Resource Unit for Fifth-Grade U.S. History: The American Revolution (Appendix B) 121

CHAPTER 6

How Can I Teach Geography and Anthropology Powerfully? 124

Geography 125
 Geography in the Elementary Grades 126
 Developments in Geographic Knowledge 127
 Problems with Geography Texts and Teaching 128
 The Five Fundamental Themes 129
 The National Geography Standards 132
 NCSS Standards Relating to Geography 132
 Using the Five Themes in Your Teaching 133
 Geography as Citizenship 136
Anthropology 136
 NCSS Standards Relating to Anthropology 138
 Guidelines for Teaching Anthropology 138
Summary 142
Reflective Questions 143
Your Turn: Geography 143
Your Turn: A Resource Unit on Mountain Regions 145
Your Turn: Anthropology 146

CHAPTER 7

How Can I Teach the Other Social Sciences Powerfully? 147

Psychology 149
NCSS Standards Relating to Psychology 150
Guidelines for Teaching Psychology 150
Sociology 152
 Children’s Knowledge and Thinking about Sociology 152
 NCSS Standards Relating to Sociology 153
 Teaching Sociological Content 153
Economics 155
 Children’s Knowledge and Thinking about Economics 155
 National Standards for Economics Teaching 157
 Teaching about Economics 159
 Economics Programs for the Elementary Grades 160
 Financial Literacy 161
Political Science: Civics and Government 162
 Children’s Knowledge and Thinking about Government 163
 National Standards for Teaching about Civics and Government 165
 Teaching about Civics and Government 166
Embedding Social Science Content within Global and Multicultural Perspectives 169

Summary	170
Reflective Questions	171
Your Turn: Applying Social Science Concepts within Your Learning Community	171

CHAPTER 8

How Can I Use Discourse Powerfully?	174
What Do We Mean by Discourse and Discussion?	176
The NCSS Standards for Civic Discourse	176
Knowledge Construction	176
Active Construction of Meaning	177
Conceptual Change	178
The Need to Build a Content Base	178
Narrative Structures as Teaching Tools	179
Teaching for Thoughtfulness	181
Elementary Grades	183
Engaging Students in Reflective Discourse about Powerful Ideas	183
Creating a Space for Classroom Discourse Focused on Discussion	185
Assessing Discussion	186
Summary	187
Reflective Questions	187
Your Turn: Developing Content Through Classroom Discourse	188

CHAPTER 9

How Can I Assess Student Learning?	190
The Present: A Broader View of Assessment and Evaluation	191
Authentic Assessment	192
Preliminary Assessment	193
Formative and Summative Assessment	193
Formal Assessment Tools	194
Multiple Choice Items	194
True-False and Yes-No Items	195
Short Answer and Completion Items	196
Matching Items	196
Essay Questions	197
Criteria and Validity	198
Student Work	200
Informal Assessment	200
Participation in Discussions	200
Engagement and Understanding	201
Assessing Attitudes, Values, and Dispositions	203
Performance Assessment: The Laboratory Model	204
Portfolios as a Means of Documenting Student Progress	205
Student-Led Parent Conferences	207
Summary	208
Reflective Questions	208
Your Turn: Evaluation	209

CHAPTER 10

What Are Some Other Strategies for Teaching Social Studies? 212

Transmission 216
 Lectures 217
 Demonstrating/Modeling 217

Storytelling 217

Investigation of Visuals 218

Investigation of Primary Historical Sources 219

Examination of Artifacts 220

Creative Dramatics 220
 Dramatic Play 220
 Role Play 221
 Simulations 222
 Mock Trials 223

Co-Constructing Learning Resources 223

Field Trips 224

Case Method 225

Debate 226

Inquiry 227

Summary 229

Reflective Questions 229

Your Turn: Strategies for Teaching Elementary Social Studies 230

CHAPTER 11

How Can I Design, Implement, and Evaluate Instructional Activities? 231

The Nature and Functions of Learning Activities 235

Basic Assumptions about Ideal Curricula 236

Principles for Designing and Selecting Activities 238
 Primary Principles that Apply to Each Individual Activity 238
 Secondary Principles That Apply to Each Individual Activity 240
 Principles That Apply to Sets of Activities 241

Principles for Implementing Activities with Students 242

Extending the Curriculum through Out-of-School Learning Experiences 244

College Students' Reports of Learning Activities Experienced in Elementary Social Studies 244

Principles for Evaluating Activities: NCSS Position Statement on Powerful Teaching and Learning 245

Summary 247

Reflective Questions 247

Your Turn: Learning Activities 247

CHAPTER 12

What Is the Role of Curricular Integration? 251

Desirable Integration 253

Accountability Considerations 254

Examples of Appropriate Integrative Activities 255
 Integrative Activities that Focus on Topics that Draw Content from More than One Subject 255
 Integrative Activities in Which Skills Learned in One Subject are Used to Process or Apply Knowledge Learned in Another 256
 Activities that Help to Personalize Content, Make it More Concrete, Enhance Learner Curiosity, or Add an Important Affective Perspective Using Integration 256

Undesirable Integration 259
 Activities That Lack or Mask Social Studies Education Goals 260
 Cost-Effectiveness Problems 260
 Content Distortion 261
 Difficult or Impossible Tasks 262
 Feasibility Problems 262

Summary 262
Reflective Questions 263
Your Turn: Integrating Social Studies Within the Total Curriculum 263

CHAPTER 13

How Can the Curriculum Be Expanded and Made More Powerful through Homework? 266

Principles of Meaningful Homework 270
 Providing for Expanded Meaningfulness and Life Application of School Learning 270
 Constructing Meaning in Natural Ways and Engendering a Sense of Self-Efficacy 272
 Extending Social Studies Education to the Home and Community by Involving Adults in Interesting and Responsible Ways 272
 Taking Advantage of the Students' Diversity by Using It as a Learning Resource 275
 Personalizing the Curriculum and Reflecting on the Here and Now 277
 Considering Learning Opportunities That Are Not Cost Effective on School Time 277
 Keeping the Curriculum Up to Date 278
 Principles for Designing and Implementing Meaningful Homework Activities 278

Teacher and Family Involvement 279
 Guidelines for Framing Homework Assignments 280

Summary 281
Reflective Questions 281
Your Turn 282

CHAPTER 14

What Is the Research Base That Informs Powerful Social Studies Teaching? 284

The Current High-Stakes Testing Environment 286

So What Can You Do in the Meantime? 287
 Content 287
 Time Allocation 288
 Testing 288
 Quality of Curriculum and Instruction 288

How Some Teachers Have Coped 288

A Synthesis of Generic Principles of Good Teaching 290

Introduction to the 12 Principles 290
 The 12 Principles 291

Summary	303
Reflective Questions	303
Your Turn: Putting the 12 Principles into Practice	304
Appendix A Planning Tool	310
Appendix B A Resource Unit for Upper Elementary U.S. History: The American Revolution	315
Appendix C A Resource Unit on Mountains	319
References	323
Index	331

Preface

This book is intended for preservice and inservice elementary teachers and for social studies teacher educators. It offers a perspective on the nature and functions of elementary social studies and presents principles and illustrative examples designed to help teachers plan social studies instruction that is coherently organized and powerful in producing desired student outcomes. It offers in-depth treatment of selected issues that we consider crucial for teachers to work through if they are to develop powerful social studies programs in their classrooms.

The book is designed to accomplish two primary purposes. First, we seek to help elementary teachers develop a clear sense of social studies as a coherent school subject organized to accomplish social understanding and civic efficacy goals. Teachers need to understand the nature and purposes of social studies in order to plan and teach the subject effectively.

Second, we seek to prepare elementary teachers to identify significant social studies education goals that are appropriate for their students and then use these goals to guide them in their planning by selecting content, developing it through classroom discourse, integrating a range of instructional strategies, and using it in authentic application activities and assessments. To illustrate the application of our suggested guidelines, the book includes extended examples in the form of detailed plans for topically organized curricular units structured around powerful ideas. In addition, the book addresses assessment, curricular integration, and homework as they apply to social studies teaching, and it suggests ways to encourage classes of students to function as learning communities engaged in the social construction of knowledge.

Outline of Chapters and Changes

The third edition retains the most enduring and important content from the previous two editions (although in reshaped form), updates that material to incorporate the significant events and latest research of the last few years, and includes a reordering of some chapters and combining of Chapters 3 and 4 based on preservice and inservice feedback. We have designed a number of new tables and figures to illustrate the points we make in the text. Some of the major reshaping features include a revision of Chapter 1 to include several curricular and instructional approaches currently being implemented in classrooms, an expanded Chapter 2 to focus more attention to teaching diverse learners, and an expanded chapter on discourse (Chapter 8) that incorporates that latest research, particularly on facilitating discussion. Another feature of this edition is the explicit attention given to the 12 principles of good teaching that serve as a foundation for this text. Each chapter highlights one or more of the principles, with Chapter 14 bringing them all together and reiterating how collectively they serve to make social studies as well as other content areas powerful and memorable.

A host of other changes, additions, and enhancements related to the content are reflected in our third edition. In an attempt to make the text more reader-friendly, we

have included a number of “text-boxes” that feature questions for reflection and technology tips. We have collected and included updated photographs representing content “in action.” As authors, we encourage you and your students to carefully study the table of contents prior to reading any of the chapters. Our intent is that the levels of detail provided there will serve as a roadmap for finding where specific topics are covered.

The third edition features an instructor’s manual written by the authors. We offer it simply as another tool. The contents of the manual, including the suggested in-class activities, represent our experiences in making *Powerful Social Studies for Elementary Students* come to life for our college students.

Our book reflects recent classroom research on teaching school subjects for understanding, appreciation, and application. It also reflects position statements by the National Council for the Social Studies concerning the purposes and goals of social studies as a school subject and the principles involved in teaching it with coherence and power. Finally, although it deals in depth with fundamental issues, the book casts teachers in the role of key decision makers in planning, implementing, and assessing powerful social studies instruction. It encourages teachers to be proactive in identifying suitable social studies goals for their students, in adapting or supplementing the content, questions, and activities that their textbook series offer, and in drawing upon local resources (including the students’ home cultures and personal experiences) as sources of content and sites for application of social studies learning. Teachers who study the book thoughtfully will gain from it clear conceptions for the nature and purposes of social studies teaching with social understanding and civic efficacy goals in mind.

We begin Chapter 1 by characterizing the nature of social studies as a school subject organized to support students’ progress toward social understanding and civic efficacy goals. We offer descriptions of several curricular and instructional approaches that show the range of ways social studies educators teach the subject. We also describe the traditional sequence used for elementary social studies: the expanding communities.

Chapter 2 addresses the professional development concerns of most teachers that involve classroom community, management, and student motivation. We have expanded the treatment of motivation, included a new section on diverse learners, expanded the section on group work, and retained the section on establishing a learning community. The childhood unit has been retained in an effort to help readers understand and appreciate the ways that generic management and motivation principles can be implemented within particular subject matter contexts and embrace the range of learner assets, interests, experiences, and abilities.

Chapter 3 combines two chapters from the second edition on goal-oriented planning and selecting and representing content. We combined these chapters because determining goals and selecting and representing content go hand-in-hand. When social studies instruction is focused on important topics, and when topics are developed with an emphasis on powerful ideas, the result is a coherent social studies program. The principles emphasized in this combined chapter are applied within the context of developing a unit on government found in Appendix A.

At the urging of preservice teachers, we have introduced the chapter on planning earlier in the newest edition. It was Chapter 14 in the second edition of the book and is now Chapter 4. It emphasizes how elementary social studies, more than most other subjects, requires a lot of independent planning and decision making on the part of teachers in order to create powerful teaching. We show how good planning begins with establishing powerful goals, big ideas, and content before designing activities and selecting resources. It then introduces the tools available to teachers as they carry out these responsibilities (standards, textbooks, supplemental materials, trade books, children’s literature,

the Internet, and so forth), and develops principles for using these tools productively to generate or adapt instruction to meet the needs of one's students. In subsequent chapters an expanded understanding of these tools will become apparent. (See also Appendix A.)

A great deal of the content taught in social studies is drawn from the disciplines of history, geography, and the social sciences. The third edition maintains attention to issues and strategies involved in selecting and teaching content drawn from these disciplines and expands its emphasis on skills unique to each of them. Chapter 5 characterizes the nature of history, describes it, identifies places where historical content is typically taught in the elementary grades, and presents findings from research on developments in children's historical knowledge and thinking. The chapter describes issues surrounding historical content and pedagogy, introduces national standards for history teaching, and offers guidelines for, and examples of, effective history content and activities.

Chapter 6 offers similar coverage of geography and anthropology (grouped together because they share a focus on culture). Chapter 7 addresses the rest of the social sciences (psychology, sociology, economics, and civics and government). The length and composition of our treatment of each of these disciplines varies with the available scholarly literature and the extent of their presence within the elementary social studies curriculum. At minimum, however, our treatment addresses development in children's knowledge and thinking about content related to the discipline, the National Council for the Social Studies Curriculum Standards (NCSS), and other national standards (if available) for teaching content drawn from the discipline, and guidelines for effective lessons and activities.

Chapter 8 is expanded to consider the full range of students' construction of meaning through listening, speaking, reading, and writing experiences, and includes such new features as sections on discussion and ways of assessing it. Here and elsewhere, the book emphasizes the importance of planning instruction to connect to students' prior knowledge, both building on valid understandings and addressing misconceptions.

Chapter 9, which was Chapter 12 in the second edition of the book, now focuses on assessment and has been strategically repositioned in the text to underscore the importance of addressing it throughout the planning process (it comes prior to the chapters on strategies and activities). The chapter in this edition is an expansion on assessment, giving more attention to authenticity, including the use of student work. It also discusses issues of validity as it relates to assessment and describes how to design and use rubrics to communicate expectations to students and to evaluate performance.

Chapter 10 focuses on strategies, expanding coverage to include lecturettes, demonstration/modeling, investigation of primary historical sources, and inquiry. Chapter 11 describes various instructional activities and the criteria by which to select them for teaching powerful social studies in your classroom. These chapters introduce appreciation for the unique advantages that alternative formats offer, but at the same time continue to emphasize that strategies and activities are not ends in themselves, but vehicles for accomplishing curricular goals. In this edition we inverted the order of Chapters 10 and 11; our logic being that strategies are teaching approaches such as storytelling, the case method, simulation, and so forth, whereas activities refer to the full range of classroom tasks that students are expected to do in order to learn, apply, practice, or evaluate, or in any way respond to the curriculum content embedded in the strategy. For example, an economics lesson on decision making could be presented using case method and the activity for processing the content might be "table talk."

Chapter 12, previously Chapter 11, expands the second edition's chapter on curricular integration to view the topic in the light of recent developments of state standards and benchmarks (often now called content expectations) as well as suggests guidelines for selecting and using children's literature and technology resources as instructional

materials for social studies. This edition reveals the potential value of literacy and other subject areas in promoting the meaningfulness of social studies. In addition to cautioning readers against unproductive forms of curricular integration—a trap so easy to fall into when trying to seek more time to cover content in multiple areas—the chapter offers guidelines for making decisions regarding effective integration.

Chapter 13 is the former Chapter 14. It emphasizes the importance of student assets that include bringing students' home cultures into the classroom as the ideal way to address diversity and multicultural issues. It also shows how social studies curriculum can be extended into the home and community through assignments that engage students in communicating about and constructing understandings of social studies content through interactions with family and community members. Unlike conventional homework, these assignments encourage family involvement and are designed to generate discussions and produce data that can contemporize the in-school curriculum. Our hope is that students will find the learning opportunities informative, meaningful, and enjoyable.

Chapter 14, previously Chapter 15, serves as the foundation for our text. It looks back at the approach to powerful elementary social studies developed throughout the book and considers it with reference to two potential sets of guidelines for instructional planning: the recent emphasis on high stakes testing in some content areas that has culminated into state and federal legislation and the research on effective teaching for understanding, appreciation, and life application that has developed over the last 50 years. The chapter characterizes the former as counterproductive and the latter as the key to powerful teaching of all school subjects (not just social studies). This chapter offers a synthesis of these research findings, organized around 12 principles that comprise a network of powerful ideas within which to subsume most of the principles and strategies recommended in the text as a whole. A new addition is a chart at the end of this chapter that indicates what chapters highlight which principles and includes examples of what the principle looks like in practice.

Features

Teacher Voice and Photographs

The chapters begin with comments by novice and experienced teachers who share their views on the content developed in the chapters. We also include photographs that feature the applications of the chapter's content in practice. These have been updated for this edition.

Reflection Questions

Reflection questions are included throughout the chapters. They are designed to help readers assimilate and apply the main ideas and guidelines, whether through their own independent reflection or through in-class discussion with peers.

Technology Tips

A new feature of this edition is a Technology Tips box that provides suggestions for using technology effectively and meaningfully to develop and teach social studies units and lessons.

TeachSource Videos

Where relevant, we have suggested videos that accompany the content in the chapter and provide a picture of actual teaching situations and challenges. They can be accessed in the Education Media Library at cengagebrain.com.



Research Base Boxes

Each chapter highlights principles of good teaching in a Research Base box, which are indicated by the symbol of a puzzle piece (when all the pieces of the principles of good teaching are put in place, powerful teaching results). These principles serve to make social studies, as well as other content areas, powerful and meaningful.

Your Turn

The chapters end with a Your Turn section in which readers are invited to apply the chapter's key understandings to scenarios involving planning for teaching.



NCSS Icon

The 2010 National Council for the Social Studies Curriculum Standards have been incorporated throughout the text and a new icon designates areas where they are discussed or exemplified.

Ancillaries

Finally, more material from instructional units developed by authors is included as examples, and mostly woven throughout the chapters. Additionally, based on recommendations from our students, the two resource units focusing on popular unit topics are retained in this edition and are included as appendices. As noted previously, material related to the development of a powerful unit on government is included as Appendix A and suggested to accompany the planning chapter.

To the Instructor

We have reorganized this revision based on the recommendation of our preservice and inservice teachers, with the planning chapter coming much earlier in the book. We encourage you to assign chapters in a different order if that is better suited to your style and organizational scheme. We also encourage you to take your cues from your preservice and inservice teachers. Embracing their ideas can make all the difference! A revised instructor's manual written by the authors accompanies this revision. Consider reviewing the manual prior to designing your syllabus, as there might be some suggested activities you will want to incorporate into your assignments that warrant scores/grades.

To the Student

To be successful in using our text, we encourage you to begin by studying the table of contents carefully. Feel free to read any chapter or section before it is assigned. The chapters are arranged in an order that makes sense to us; however, you might have a different organizational scheme. For example, if you want to learn more about NCSS Curriculum Standards early in the course, we encourage you to turn to Chapter 4. If integration comes up in an early discussion as a means of finding time for social studies, skip to Chapter 12 to learn about our perspective.

View the "Your Turn" sections as opportunities to apply what you are reading and discussing in class. Some of you will be taking a course that uses this text early in your teacher education sequence while others will be using it during student teaching or an internship, or as part of a graduate program. If you have your own classroom, it will be easy to do the activities we suggest. However, it's not the end of the world if you don't have your own students. We recommend that you observe social studies teaching even if it is not a course requirement. Practice doing the exercises, including the design of units, either for hypothetical students or for those in one of the classes you observe. Share your work. Often, classroom teachers will offer you the opportunity to co-teach or to serve as guest instructor.

Our hope is that you will apply what you are learning throughout the course. Your engagement with the content and the suggested activities will make the experiences much more memorable.

Frequently Asked Questions

1. How do you view your textbook?

Our book, not unlike any other textbook for students or teachers, is not intended to be a single source. While it might be the only social studies text you are asked to purchase, we encourage our readers to expand their repertoire of perspectives by locating articles and books referenced at the ends of chapters, searching the Internet, reviewing selections suggested by other professionals, and so on. We hope it provides a useful resource well beyond the teacher preparation program, serving as a guide for both new and experienced teachers alike. Chapter 14 provides an in-depth explanation of the 12 principles of good teaching that apply across the content areas, along with a chart that illustrates what the principles look like in a social studies setting. We hope it will serve as a springboard and guide as you launch your daily practice.

2. What does your text offer teachers in the early grades?

We are convinced that children have untapped capacity. Our research on children's thinking about cultural universals, for example, has been encouraging and eye opening. It suggests, for example, that these are viable topics for young children. Their interest surrounding these topics is high, but they lack networks of connected knowledge and possess lots of misconceptions. Other researchers have found other similar patterns. Knowing about how children think about social studies topics can help teachers both to connect with and build on their accurate prior knowledge and to address their misconceptions. This revision includes several curricular and instructional approaches for your consideration. We encourage you to go beyond the textbook, become an entrepreneur, and combine approaches for a truly robust program.

The text provides K–3 teachers with expanded and more sophisticated approaches to social studies. We promote depth over breadth and also use of a range of activities, strategies, assessments, and out-of-school learning opportunities with an eye always on the goals and big ideas.

3. What does this book offer for grades 4–6 teachers?

Typically, the curriculum at these levels is overloaded with content that is fractured and factually dense. We promote depth over breadth and emphasize big ideas, offering several curricular and instructional approaches. We provide lots of examples for making the content more authentic, with questions and activities that enable students to connect what they are learning to their lives outside of school.

We include an explanation, laced with examples, illustrating the importance of balancing and shifting between teaching and learning during the instructional process. While this is obviously necessary in the early grades, we view it as necessary at all levels. We advocate teacher modeling, facilitating, and debriefing opportunities using a host of strategies, activities, assessments, and home assignments, always with an eye on the goals and big ideas.

4. Why do you provide separate chapters on history and geography/anthropology but cluster all the other social science disciplines within a single chapter?

The literature is much more highly developed in history, geography, economics, and civics/government than in psychology, anthropology, or sociology (as applied to elementary social studies). Also, some of these areas are emphasized more within the elementary curriculum than others. In any case, we promote a pandisciplinary approach that features holistic study of unit topics. In designing a unit on the

community, for example, we would begin with the local community and study its history, its geography within the five themes, past and present economic conditions, its political or governmental structure, and sociological aspects such as the roles of community members in their work, as citizens, and so on.

5. How are you treating multicultural education in this text?

We take the term *multicultural* to refer not to a separate topic or set of lessons but to pervade all aspects of powerful social studies teaching. It begins with establishing a learning community that celebrates diversity as an asset and reaches out to students' families and home cultures. It implies that history will be taught with attention paid to multiple perspectives on significant events and the stories of people whose histories are often ignored. It assumes teaching about regions, countries, states, and other locations, with attention focused on their cultures along with their geographic and economic characteristics. More generally, it means teaching social studies topics in ways that help students come to understand local and familiar practices within global and multicultural perspectives that “make the strange familiar” and “make the familiar strange.” Finally, we highlight human activities related to cultural universals because it facilitates teaching with a focus on commonalities rather than differences. This emphasis can be applied not only to the lower grades but woven into studies of states and regions in the upper grades. This promotes empathy and helps redirect children's tendencies toward presentism in thinking about the past and chauvinism in thinking about other cultures.

6. How is technology treated in your textbook?

Throughout our book, we reference websites that fit naturally with the content. We encourage teachers to use technology when it matches the goals and enhances the development of the big ideas within the unit, but caution against technology-based activities that lack goal relevance or cost-effectiveness. The guiding principles for selecting, implementing, and evaluating activities emphasized in Chapter 11 apply as much to technology-based activities as to more conventional activities. The instructor's manual provides additional sources. A new feature of the third edition is “Technology Tips,” whereby in each chapter we provide suggestions for websites or technological tools to enhance your social studies teaching.

7. Why is there so much more attention given to units than to individual lessons?

We are proponents of depth of development of powerful ideas over breadth of coverage. We want to illustrate for the reader the value of networks of connected knowledge structured around powerful ideas that can be learned with understanding and retained in ways that make them accessible for application. In contrast, disconnected bits of information presented as isolated lessons are likely to be learned only through low-level processes such as rote memorization.

8. What are your views on assessment?

We view assessment as an integral part of ongoing teaching and learning. Different forms and times for assessment should be determined by the purpose of the learning situation, the kind of information acquired, and how it will be used to accomplish social studies goals. Learning activities play an important role, as they are both curriculum components that need to be assessed as such and mechanisms for eliciting indicators of student learning.

Currently, teachers are faced with many obligations, responsibilities, and frustrations regarding assessment. To aid with these challenges, we acknowledge, describe, and provide examples to illustrate how state and national standards can inform instructional planning. Chapter 9 features guidelines for designing paper-and-pencil tools as well as a range of informal measures. Special attention is given to authentic instruments for serving our diverse learners.

9. How much attention do you give to inquiry?

We describe inquiry teaching in Chapter 10 and include examples that draw on this approach throughout our book. Inquiry can be effective for introducing new topics, processing information, and constructing/deconstructing knowledge. It also can be valuable for promoting curiosity and engaging learners in the instructional process. The key is for the teacher to “rein in” multiple responses in order to promote understanding of the big ideas and at the same time promote further investigation.

10. What role does literacy play?

Literacy is threaded throughout the textbook and is emphasized in Chapters 8 and 12. While we are well aware that social studies is often justified because of its literacy connections, our intent is to provide a text that emphasizes subject-matter knowledge and uses reading, writing, speaking, and listening for developing that content. We recommend that literacy skills be taught during instruction time allocated for that subject and then used during social studies time to serve social education goals.

We encourage the use of authentic children’s literature, including informational texts and we provide chapters on discourse and integration that shed further light on the importance of literacy. Chapter 12 offers guidelines for making decisions regarding effective integration.

11. How do you think about social action within the elementary social studies program?

We view social action and service learning as integral parts of the elementary social studies program and important parts of developing citizenship. Social action and service learning activities should match the goals and big ideas of the unit and be authentic and appropriate for the grade level.

Social action and service learning initiatives also promote self-efficacy. There is nothing more satisfying for a child than feeling she or he is making a difference. Service learning as an instructional approach is described in Chapter 1. Lessons within the shelter and government units and examples described in Chapter 13 focusing on home-school connections illustrate social action possibilities for the elementary grades.

12. How do you suggest social studies be given the instructional attention it deserves?

With emphasis placed on literacy and mathematics in the elementary grades, most recently as a result of the mandates of the No Child Left Behind Act, time for social studies in the elementary school day is in jeopardy. We recognize this dilemma (it is particularly acute for teachers in low socioeconomic settings due to the pressures associated with testing), and in Chapters 8 and 12 (and elsewhere throughout the book) we suggest ways that social studies can be integrated into other subjects in a way that preserves rich social education goals. We encourage you to leverage real-life situations and embrace out-of-school time for engaging and powerful social studies lessons. Incorporating authentic homework into your practice may be the best-kept secret for keeping social studies alive, motivating students, and involving families—keys to higher achievement.



Acknowledgements

We wish to thank the colleagues, students, and teachers who have collaborated with us and enriched our understanding of social studies. We are grateful to our reviewers for their suggestions and critiques. We also express our appreciation to the elementary social studies instructional team at Michigan State University for their insights on the use of this textbook in their methods courses. Finally, we wish to acknowledge Jere Brophy, whom we dearly missed on this project, but whose wisdom was ever-present throughout the process.

ELEMENTARY SOCIAL STUDIES: What Is It? What Might It Become?

TEACHER VOICE

Dominic Knighten, Teaching Intern

In order to support my claim on how this textbook has opened my eyes to not only teaching but the art of successfully teaching social studies, I have to first paint the picture of my approach to teacher education course textbooks prior to this one. The books were—well, let’s just say books. They were required textbooks on the course syllabus that I would purchase and place to the side, with no anticipation to crack open, unless the dreaded word “quiz” was to arise. I assumed that any information I needed to retain would be provided during class discussion. With this mentality I began my senior year with this “social studies” course as the first on my agenda. Social Studies? How am I supposed to teach social studies, I would ask myself, as I looked at my course schedule, dreading that first session. Our first meeting came and we talked about how the term “social studies” encompasses so much more than I initially believed. I found out it included history, economics, geography, psychology, anthropology, political science, and so forth. My mind raced with concern about my ability to

teach social studies as the professor described the range of instructional strategies that will be addressed in the course. How can I do this? Is teaching really the career for me? I was constantly asking myself such questions those first few weeks of class. There is more to it than having kids read out of their textbook.

Admittedly, I was glad to see that Brophy, Alleman, and Halvorsen validated my dissatisfaction with the traditional social studies textbook as the sole informational source. While reading about the various curricular and instructional approaches make much more sense than



© Keith Knighten

what I remember experiencing, I still wasn't convinced that social studies was very important—or that I could possibly make social studies instruction for my students very engaging until my professor gave us an assignment called “Social Studies Is Everywhere.” Initially—and I won't lie—I thought it was one more example of busy work! Boy was I wrong!

The professor indicated that the overall goals were to understand and appreciate the world through a social studies lens, to make meaning, and to experience memorable learning in ways heretofore not imagined. Thank goodness we, as a class, brainstormed ideas before we set out on this adventure. I remained hesitant until I landed my idea and launched into the experience.

Since my girlfriend and I were getting a dog and the related decisions would consume a big chunk of time, why not use that? I won't bore you with the details, but I will confess the learning experience was awesome. We had to locate the Humane Society (geography), buy all the animal supplies including food, feeding dish, dog collar, and sweater, and pay the veterinarian for shots (economics), follow the regulations established by the apartment's management for having a pet (political science), and so forth. It was astounding and never ending. Believe me; I was pumped to share my experience with my peers. Guess what! I got to the next class session early! All of our stories were unique—and each seemed to be more compelling than the previous one. Examples ranged from opportunity costs (Do I go camping on the weekend or stay home and study?), planning a parent's milestone birthday party (history), having wisdom teeth pulled and figuring out where the food and drugs consumed during the misery came from (geography), and so forth.

Somewhere in the middle of our class session, it struck me like a ton of bricks. Social studies really does explain how the world works! What could be more important? It really is everywhere! Who cares if the textbooks are very limited? It doesn't excuse me from writing off social studies! I have come to realize authentic examples of social studies are unlimited! For me social studies has gone from the least liked and least important to the top of my list.

While it sounds corny, I encourage you to do the social studies is everywhere exercise – even if the professor doesn't assign it. I promise you, you'll never again say social studies is boring – and besides, finally as an adult, you'll figure out what it is!

Don't let your fears hold you back from cracking open this book, or the belief that this is “just another college textbook.” It is much more than that! It's the first step to helping you make social studies come to life in the classroom and opening up the minds and imaginations of students! Motivation is the heart of the matter!

Social studies is the hardest thing you could ever ask me to explain. I guess social studies is a class where you learn about different things that happen around the world, and do reports on stuff that happens around the world, or things like that.

(A fifth grader quoted by Stodolsky, Salk, & Glaessner, 1991, p. 98)

When I first started teaching social studies to young children, five-, six-, and seven-year-olds, I felt like I needed to start by explaining and defining social studies to them. To do that well, I began with some very broad, general definitions. Literacy is learning about words and letters and how they work to help people share ideas. Math is learning about numbers and shapes and how to solve problems with them. Science is learning about the things in the world around us. Social studies is learning about people and the world we've created to live in.

When you think about people, social studies includes groups of people, how they live together, their needs and the rules that help them to survive. It includes learning about the culture and traditions of people as well as the places that they live. Social studies also encompasses the world around us as it relates to how people live, how they've adjusted to their environment as well as how they've changed the world to meet their own needs. We learn all of these things in the context of the present day as well as learning about people who have lived in the past and speculating about those who will live in the future. Throughout all of these discussions and lessons the focus is on the logic of it all, making sense of the decisions individuals and groups have made. At its most basic level, social studies is figuring out why people do what they do everyday and making sense of the world.

*Therefore, if we are expecting our students to be productive and contributing members of society in the future, we **must** teach social studies so that they can learn how the world works. Without social studies, students fail to understand and have an appreciation for the lives and decision making of others. Students with a strong social studies education can begin to understand how people are alike and develop a broader understanding of why people in other countries, cultures, and religions are different and appreciate those differences. With our world becoming smaller due to globalization, this is a crucial skill to begin to develop early on.*

(A fourth-grade teacher)

To me, social studies does not always occur in a predetermined 30- or 45-minute block of time during the day. Instead, social studies experiences that motivate my students to greater understanding often expand the required "basics" by integrating multiple subjects, utilizing learning possibilities outside of school, and valuing students as necessary contributors to the curriculum. Social studies is an opportunity for me to genuinely connect my students' personal and collective concerns, questions, and interests about their lives to the wider concerns, questions, and interests of our community. These connections between self and world are often described in social studies standards, but I value the real social studies teaching and learning as the unique process of making generic, but important, content become worthwhile and exciting in the minds of my students. The purpose of social studies is to provide a goal-oriented sequence for students and classrooms to:

- 1. Become aware of current or past social issues or problems;*
- 2. Investigate these social studies concepts by employing and being deliberate in using specific inquiry skills, such as asking questions, identifying problems, collecting data, etc.;*
- 3. Take action with their learning by creating a product or*

service for others that demonstrates their increased social studies understanding. Social studies should give students the chance to assert themselves and their thinking in the context of something real, but real as defined by the students, [to realize] the impact of their new knowledge on their lives, and to [increase] their efforts to want to learn more.

(A fourth-grade teacher)

Quite simply, social studies education helps students understand the world around them. Not the physical world as science does; rather the relationships, people, and systems that surround and impact their everyday lives. At the youngest grades, social studies is the first content area that pushes students to look beyond themselves and past their egocentric sensibilities. For the first time, young learners look at their families, schools, and communities and begin to see themselves as a part of something bigger. As this awareness spreads past their doorstep and beyond their classroom walls, it becomes the building blocks for nurturing the next generation of citizens, leaders, problem solvers, and thinkers. By focusing on the connections among people, places, and systems, social studies education allows students to make sense of a very complex world and gives them the tools to make positive changes today, tomorrow, and long into their futures.

(A second-grade teacher)

Social studies is a way to connect every discipline. It allows us to explain who we are and why we are here—what problems we have now and how we might look to the past to explore solutions and steer away from potential land mines. Social studies is such a rich area for understanding and exploring language and culture, but also numbers and science and music and logic. It allows students who might not succeed in other subjects to be creative and demonstrate their ability to master complex material in unique ways.

(A fifth-grade teacher)

Social studies is an ongoing process by which students learn about the world around them and how they are a part of it. They learn about how their interactions with others and the environment, as well as the decisions they make, affect the world they live in by studying the major focus areas of the subject. I believe that the major purpose of the social studies is to teach students how to make decisions that promote the values of our democratic society; moreover, how to critically think and make rational, informed decisions that will positively affect their lives and the lives of others. Social studies is nothing if there is no life application.

(A fifth-grade teacher)

As these quotes illustrate, there is a common belief that social studies education is about making sense of what happens in the world. Beyond that commonality, however, there are varying views about social studies and its nature as a school subject. Lacking a clear sense of social education purposes and goals, many teachers are uncertain about how

to teach social studies (Thornton, 2005). Often they downgrade its importance in the curriculum or offer fragmented programs because they select activities for convenience or student interest rather than for their value as a means of accomplishing clearly formulated social education goals. Such confusion is readily understandable. The history of social studies has been marked by ongoing debates over the nature, scope, and definition of the field (Armento, 1993; Evans, 2004; Halvorsen, 2006; Seixas, 2001). Social studies educators often disagree both on the general purposes of social studies and on how to accomplish particular goals effectively. Consequently, social studies instructional materials differ considerably, not only in the general content included (e.g., history, geography) but also in their approach to topics covered in common (e.g., which tribes are covered in units on Native Americans, which countries in units on geographical regions).

Fortunately, most competing points of view can be understood as contrasting combinations of a few basic ideas about the purposes and goals of social education. Once you understand these ideas, you can clarify your own position, recognize the thinking behind social studies curriculum guides and instructional materials prepared by others, and, if necessary, adapt them to better serve your students' social studies needs.



Although competing ideas about social studies exist, the National Council for the Social Studies (NCSS), the leading national professional organization for social studies education, provides a definition that we think you should know and be able to apply to your practice. NCSS 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” (NCSS, 2010, p. 3).

Besides clarifying and taking a position regarding social studies, elementary school teachers face the challenge of limited time devoted to social studies. Research confirms this trend, which is attributable in large part to the requirements of the *No Child Left Behind* (2002) legislation and its *Adequate Yearly Progress* benchmarks (Fitchett & Heafner, 2010). Throughout the book, and specifically in Chapter 12, we describe how social studies can partially address the time issue through integration with other subjects. (It is, by nature, an interdisciplinary subject since it comprises history and many social science disciplines.) We show how other subjects can be integrated effectively with social studies and how social studies content can be taught in conjunction with other subjects.

In this initial chapter, we introduce you to the research base that informs ideas about powerful social studies teaching. We briefly describe social studies and its history, with the intent of helping you think about what it can become for you and your students. We describe the major approaches to social studies in general and elementary social studies in particular. We then outline guiding questions we think will be helpful to you as you clarify your purposes and goals for social studies and select curriculum and instructional approaches for your classroom. When you have completed this chapter, you should be able to answer the following questions:

1. What is social studies, and what do I want it to become in my classroom?
2. What are curricular approaches to social studies, and how and when would I use them in my classroom?
3. What are instructional approaches to social studies, and how and when would I use them in my classroom?
4. What is the expanding communities approach, and how can curricular and instructional approaches be used with it meaningfully?
5. What guiding questions will I use to select what and how I teach social studies?



The Research Base that Informs Ideas about Powerful Social Studies Teaching

The last chapter of this book (Chapter 14) describes 12 research-based principles of effective teaching of all subjects. These principles include a supportive classroom climate, coherent content, thoughtful discourse, and strategy teaching. We suggest you peruse Chapter 14 before reading the other chapters to obtain an introduction to important research about powerful and effective teaching. We place this chapter last to help you put together everything you have learned in the book (practice, theory, research, and your own ideas about social studies education). Throughout each of the rest of the chapters, we highlight one or more principles closely aligned to the chapter topic to help you bridge theory and practice. When all 12 principles are put together, the puzzle of powerful social studies teaching is complete.

Visions of Social Studies as Citizen Education

Social studies education is not as old a subject as the disciplines it includes. Children learned lessons in history, geography, and political science long before there was “social studies” (Evans, 2004, Halvorsen, 2006). The emergence of social studies as an interdisciplinary school subject is often credited to an influential committee report issued by the National Education Association in 1916. The report called for incorporating content from previously disconnected courses in history, geography, and civics within a curriculum strand to be called “social studies.” Its primary purpose would be social education. Its content would be informed by history, geography, and the social sciences and would be selected based on its personal meaning and relevance to students and its value in preparing them for citizenship. This same vision is still emphasized by leading social studies educators and organizations. NCSS states that the “primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (NCSS, 2010, p. 3).

It wasn't until the 1920s that the subject became a part of the school curriculum, and even then it was often taught with separate foci on each of the disciplines. By the 1930s, however, social studies developed as its own comprehensive, pan-disciplinary approach at the elementary level. Topics began to replace the disciplines. Elementary social studies (Grades K–6) did in fact develop along the lines envisioned in the 1916 report. The curriculum drew from history, geography, civics, and economics, and later from sociology, anthropology, and psychology. Furthermore, the content was taught as interdisciplinary social studies organized by topic rather than as school-subject versions of the academic disciplines taught as separate courses. Gradually, the *expanding communities* sequence became the dominant framework for structuring the elementary social studies curriculum. Also known as the expanding horizons or the expanding environments approach, this framework begins with the self and others in kindergarten and then, gradually, expands the purview to the family and school in first grade, the neighborhood in second grade, the community in third grade, the state and region in fourth grade, the nation in fifth grade, and the hemispheres or world in sixth grade.

Curricular historian Kliebard (2004) noted that curriculum debates in all school subjects including social studies reflect continuing struggles among supporters of four competing ideas about what should be the primary basis for K–12 education. The first group believes that schools should equip students with *knowledge that is lasting, important, and fundamental* to the human experience. This group typically looks to the academic disciplines, both as storehouses of important knowledge and as sources of authority on how this knowledge should be organized and taught. The second group believes that *the natural course of child development* should be the basis for curriculum planning. This group would key the content taught at each grade level to the interests and learning needs associated with its corresponding ages and stages. The third group works backwards from its perception of *society’s needs*, seeking to design schooling to prepare children to fulfill adult roles in society. With this approach, students are often “tracked” into specific roles in life based upon their family background. Finally, the fourth group seeks to use the schools to *combat social injustice and promote social change*. Consequently, it favors focusing curriculum and instruction around social policy issues. Many past and present curricular debates in social studies can be understood as aspects of the ongoing competition among these four general approaches to K–12 curriculum development.

What do you think should be the primary purpose of social studies education, and education in general?

National, State, and Local Roles in Curriculum and Instructional Decision Making

Who decides which elementary social studies program is used in your school? In the United States, educational decisions are generally made at the state and local levels. However, national organizations provide guidance. Earlier we explained that the leading national professional organization for social studies education is the NCSS, which includes scholars, administrators, supervisors, and teachers. NCSS was founded in 1921 with the purpose to resolve the content and purpose conflict in social studies, address teacher certification requirements, introduce new social studies courses, and smooth communications between education professors and discipline professors (Thornton, 2005). In 1994 and again in 2010, NCSS published curriculum standards for grades K–12 (NCSS, 2010). It organized the standards around what it identifies as the *10 themes of social studies*:



1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

NCSS lists purposes, knowledge, and processes for each of the 10 themes that students should be expected to learn at the elementary, middle, and high school

levels. It also lists products for each of the 10 themes that students could create to demonstrate understanding. These are curriculum standards, which are intended to provide a framework for implementing content standards (NCSS, 2010, p. 12). As social studies is a pan-disciplinary subject, comprised of many different disciplines, the NCSS themes also draw from multiple disciplines. For example, “people, places, and environments” draws from relevant content in anthropology, geography, and sociology. We suggest you examine these curriculum standards (www.socialstudies.org/standards/strands).

In 2009, the National Governors Association Center for Best Practices and the Council of Chief State School Officers collaborated to begin work developing K–12 standards known as the Common Core State Standards. They are written and reviewed by a range of teachers, administrators, and subject-matter experts. All 50 states have joined the process. They are research-based standards that reflect what college and workforce training programs expect of their students and workers, respectively. There are completed standards for the subject areas of English language arts and mathematics. When the Common Core State Standards are written for social studies, you will want to become familiar with them, as they may influence the social studies curriculum in your school. (See www.corestandards.org/).

States often designate committees comprised of subject matter experts (e.g., professors, administrators, and teachers) to write what students should achieve by the end of each grade level. While the NCSS organizes content by theme (e.g., time, continuity, and change), states generally move to the next level of specificity and organize content by disciplines (e.g., history, geography, economics). State assessments are written with the intention of alignment with the content and are used to measure adequate yearly progress for schools and to learn the areas in which students struggle. Students generally do not take standardized assessments in social studies until the upper elementary grades or middle school.

Local districts then tailor the curriculum to their needs and decide the appropriate instructional practices to help teachers fulfill the state content expectations. Teachers sometimes write their own curriculum based on the state content expectations and tailor it to their particular students’ needs and interests.

Explore your state’s social studies content expectations. What social science disciplines are included? What knowledge, skills, and values are students expected to acquire?

Technology Tips

As a teacher, it is important to join educational professional learning communities through membership and/or by attending conferences and reading publications. We recommend you keep apprised of the events and news of the National Council for the Social Studies as well as of your state’s Council for the Social Studies. Try following them on their websites to get the most up-to-date news and to learn about recent research and teaching ideas.

Curricular and Instructional Approaches

Now that you have some background on the history of this subject and have gained a sense of decision-making associated with it, it is important to understand the various curricular and instructional approaches implemented in classrooms. While the distinctions among them are often blurry, we attempt to distinguish them.

Curricular approach refers to the content that is taught. It is often called the scope. John Dewey (1902), known as the father of Progressive education, described the curriculum as “...the cumulative outcome of the efforts, the strivings, and the successes of the human race generation after generation...not as a mere accumulation, not as a miscellaneous heap of separate bits of experience, but in some organized and systematized way” (p. 190). Thus, the curriculum is the knowledge about subjects that experts have developed and refined over time and organized into concrete pieces for children to learn and understand. As we describe the curriculum, we refer to what is called the formal curriculum, which is what states, school districts, and textbooks recommend that children should know and understand. However, curriculum also includes an informal component, or what is also called the hidden curriculum, referring to what is taught unintentionally. Nieto (2002, p. 28) explains the hidden curriculum as the “subtle or not-so-subtle messages that are not part of the intended curriculum.” Teachers should think about the subtle, often unintentional messages or lessons that are conveyed through their teaching of formal curriculum. This includes what content is selected and what content is left out. For example, often sources provide only one perspective, and interpretations are usually subjective. As best they can, teachers should provide multiple perspectives on historical events and public issues.

Instructional approach is the way in which the curriculum is taught. We consider instructional approach as a guide a teacher uses in her decisions about the different ways she teaches content. Will her students learn through intensive, hands-on work with globes and maps? Will they learn history primarily through biography? Will they learn through case studies or narratives? These decisions are guided in part by the social science discipline being taught. In addition to the broad instructional approaches we describe in this chapter, we also describe many particular instructional strategies in subsequent chapters.

Curricular Approaches

Although there are many curricular approaches to elementary social studies education, here we limit our discussion to a few examples. Most elementary schools do not follow one curricular approach entirely; generally, they draw from several approaches.

Cultural Literacy/Core Knowledge E. D. Hirsch, Jr., (1987) proposed cultural literacy as the basis for curriculum development. He produced a list of over 5,000 items of knowledge that he believed should be acquired in elementary school as a way to equip students with a common base of prior knowledge to inform their social and civic decision making. Subsequently, educators inspired by Hirsch’s book have used it as a basis for developing the Core Knowledge Sequence, which encompasses language arts, world history and geography, American history and geography, visual arts, music, mathematics, and science. Children study the disciplines of *history and geography*. First graders study ancient Egypt and the early American civilizations (Mayas, Incas, Aztecs). Second graders study ancient India, China, and Greece, along with American