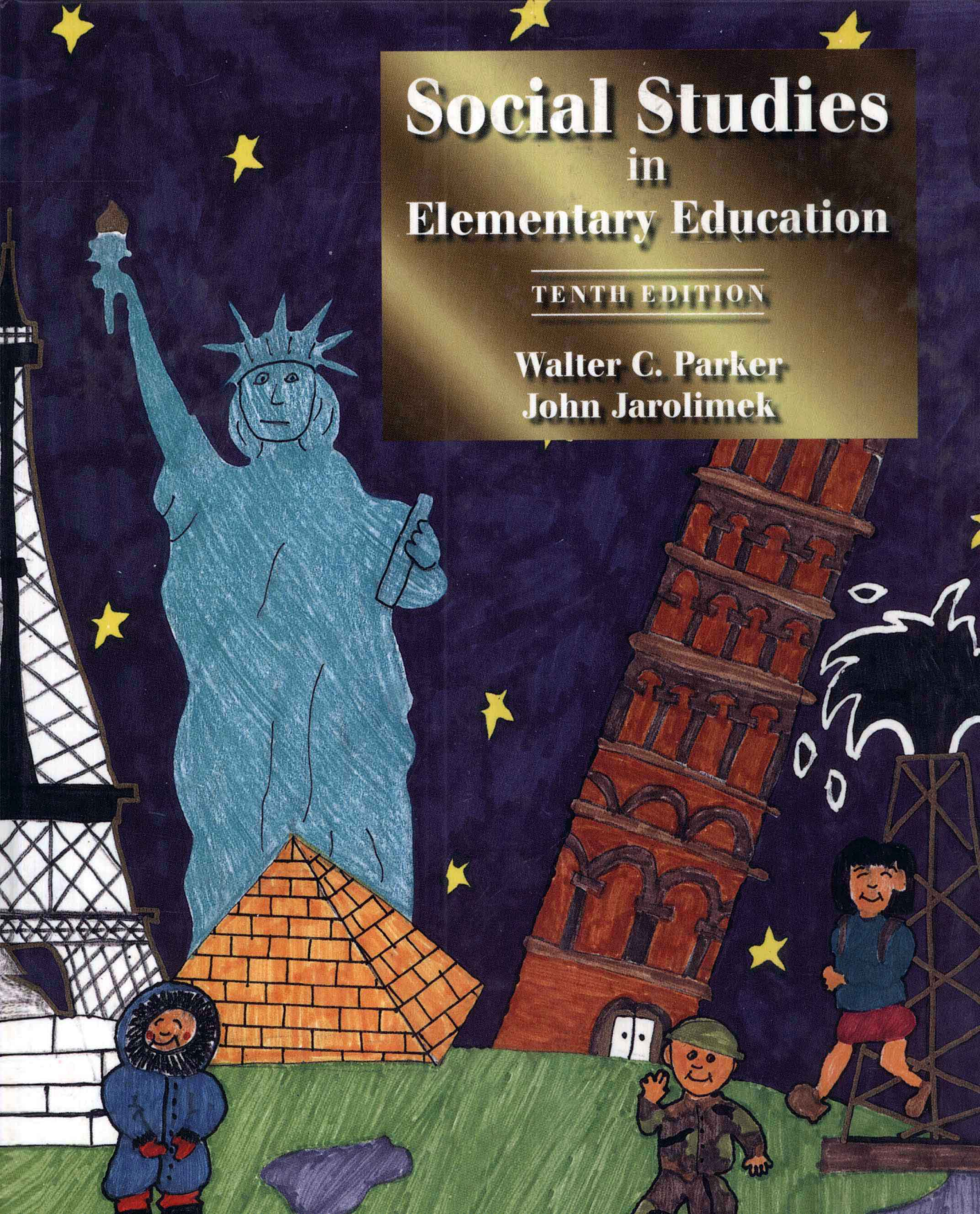


Social Studies in Elementary Education

TENTH EDITION

Walter C. Parker
John Jarolimek



Social Studies in Elementary Education

**Tenth
Edition**

WALTER C. PARKER
JOHN JAROLIMEK

UNIVERSITY OF WASHINGTON
SEATTLE



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COVER ARTIST

Loretta Sherwood, a thirteen-year-old eighth-grader at Heritage Middle School in Westerville, Ohio, won our cover illustrator contest for *Social Studies in Elementary Education*, 10th edition. Not only do designers and editors at Prentice Hall think Loretta is quite accomplished as a young artist, but also they have learned that Loretta is a talented flute player and pianist. Loretta's favorite activities, however, are sailing and swimming, so she is torn between seeking a future career as a marine biologist or making a name for herself in the advertising field.



PREFACE

The purpose of this book is to introduce new teachers to the world of social studies teaching and learning in elementary and middle schools, and to help them unleash their creativity on this vitally important subject area. The social studies curriculum is a great collection of ideas and tools—a garden of delights—without which children are ill-equipped for both private life and public life in a fast-changing world. When children are empowered by skillful teachers with the facts, ideas, skills, values, questions, and dispositions that compose the social studies curriculum, their judgment is dramatically improved. Consequently, they are better able to help solve community problems, reason historically, appreciate diversity, cultivate civic life, protect the environment, and, with deep understanding, empathize with the hopes, dreams, and struggles of people everywhere.

The children in today's classroom are even more diverse than in the past, which translates into new challenges for teachers. The challenges are not entirely new, of course, but today's diversity is of a greater scale and range. The terms *majority* and *minority* are rapidly making less and less sense: Already in the nation's largest school districts, "minorities" are "majorities." Teachers cannot, therefore, attend only to yesterday's familiar categories of differences among children: development and ability. Educationally sound responses are needed as well to ethnic, linguistic, gender, and racial differences among children. Attending creatively to these differences *without lowering expectations* is one of the great pedagogical challenges facing today's teachers. Even teachers of very young children cannot sidestep this mandate, for it is in these early years that key foundations are set in place. If girls are not challenged to think as rigorously or called upon to participate as vigorously as boys, this will have consequences in their later school and life achievements. If poor and nonwhite children are taught mainly skills while children of the mainstream culture are taught skills *and* powerful ideas, this, too, will have consequences.

At the same time that classroom diversity is increasing and the commitment to hold *all* our children to high standards of achievement intensifies, teachers must redouble their efforts to nurture our common ground—that which binds us together in a civic and moral community. Diversity is no threat to this civic unity. "We the people" created the government of the United States in part to protect this diversity; indeed, the freedom to choose one's path is a standard against which democracies are measured. Educating children in such a way that they will not only exercise their freedom but take on

the responsibilities of democratic citizenship—honoring diversity and caring for the community—is the great mission of social studies education. There is much that teachers of even the youngest children can do, as readers will see in this text.

New to This Edition

Instructors who used the previous edition of this text will find the present edition both familiar and new. Recent developments, such as numerous curriculum standards projects, the resurgence of interest in curricular integration, the revolution in assessment, and the presence of a highway—the “information superhighway”—in many of today’s classrooms are all addressed. More influential even than these on today’s teachers’ professional development, however, are the demographic changes sweeping through the classrooms of North America. “Times have changed,” we write in one of the new chapters, “The Children We Teach.” “Today’s teachers cannot get by on yesterday’s teachers’ knowledge and skills.”

Numerous structural changes were made in the text that should make it easy to read, use, and reuse over the years. It is laid out in a way that readers should find very straightforward. There are three parts: The first orients readers to the mission of social studies education and the children we teach; the second concentrates on the curriculum—*what* we try to teach; the third on instruction—*how* we try to teach it. There are twelve chapters overall, reduced from fifteen in the prior edition, which should help instructors and readers alike deal with this material within a single term. Considerable pruning and reorganization made this possible at the same time that new material was added.

Explanatory footnotes have been inserted to provide additional information about many issues in the text. Endnotes, on the other hand, appear at the end of each chapter to refer readers to the original source of information presented in the text. Footnotes are marked with an asterisk (*) and endnotes are numbered sequentially beginning with 1.

Acknowledgments

I am grateful to my coauthor, John Jarolimek, for the invitation to assume responsibility for this book. Professor Jarolimek authored the first edition of this book in 1959. He was then on the faculty of San Diego State College (now San Diego State University); I was ten years old and a fifth-grader at Lowell Elementary School in Englewood, Colorado. John joined the faculty of the College of Education at the University of Washington in Seattle in 1962; I did likewise in 1985.

That first edition in 1959 was followed by seven meticulously crafted revisions. With the 1993 revision, I joined the project as John’s coauthor, and with the present edition, the tenth, I moved into the driver’s seat, so to speak. John and I planned this revision with the assistance of our editor at Merrill/Prentice Hall and a number of reviewers who provided extremely thoughtful evaluations of the ninth edition.

The authors are indebted to a number of individuals who assisted in procuring photographs, artwork, and other material. We wish to express our sincere thanks and appreciation to them: Sharon Pray Muir, Oakland University; Michael Simpson, National Council for the Social Studies; Judy Glickman, Macmillan/McGraw-Hill School Division; Kristin Palmquist, California Department of Education; Joseph A. Braun, Jr., Illinois State University; Allen Glenn and Diana Hess, University of Washington; and David Harris, Oakland County, Michigan, Public Schools.

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We are grateful, too, for the caring attention and commitment of our editors, Brad Potthoff, Linda Montgomery, Julie Peters, and Beth Dubberley.

Walter C. Parker
Seattle, Washington



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