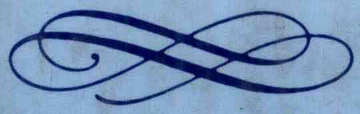
ROBERTA WOOLEVER
KATHRYN P. SCOTT



ACTIVE LEARNING IN SOCIAL STUDIES

PROMOTING COGNITIVE AND SOCIAL GROWTH

Active Learning in Social Studies

Promoting Cognitive and Social Growth

Roberta M. Woolever
The University of North Carolina at Chapel Hill

Kathryn P. Scott
Florida State University

Scott, Foresman/Little, Brown College Division
Scott, Foresman and Company
Glenview, Illinois Boston London

Library of Congress Cataloging-in-Publication Data

Woolever, Roberta.
Active learning in social studies : promoting cognitive and social growth / Roberta Woolever, Kathryn P. Scott.
p. cm.
Includes bibliographies and index.
ISBN 0-673-39756-4
1. Social sciences—Study and teaching (Elementary)—United States. I. Scott, Kathryn P. II. Title.
LB1584.W66 1987
372.8'3044—dc19 87-28350
CIP

Copyright © 1988 by Roberta M. Woolever and Kathryn P. Scott

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means including information storage and retrieval systems without permission in writing from the publisher, except by a reviewer who may quote brief passages in a review.

1 2 3 4 5 6 7 8 9 10—KPF—93 92 91 90 89 88 87

Printed in the United States of America

Acknowledgments

Table 1.1: "The Current and Future Status of the Social Studies," by Superka, Hawke and Morrissett. *Social Education 44* (1980), p. 362. Reprinted from *Social Education* with permission of the National Council for the Social Studies.

Excerpt, p. 9: From Morrisett, Irving. "The needs of the future and the constraints of the past." In H.D. Mehlinger and O.L. Davis, Jr. (eds). *The Social Studies: Eightieth Yearbook of the National Society for the Study of Education. Part 2* (1981), pp. 48–49. Reprinted with permission of the National Society for the Study of Education.

Table 3.3: Adapted from Raymond M. Glass, Jeanne Christiansen, and James L. Christiansen, *Teaching Exceptional Children in the Regular Classroom*, pp. 8–9. Copyright © 1982 by Raymond M. Glass, Jeanne Christiansen, and James L. Christiansen. By permission of Little, Brown and Company.

Table 3.4: "Dimensions of Effective Schooling," p. 8 in *Educational Researcher, 12* (No. 4), 1983. Copyright 1983 American Educational Association, Washington, DC. Reprinted with permission.
(*Acknowledgments continue on page 465*)

Preface

This text is designed for use in an introductory course in methods for teaching social studies in the elementary and middle grades (K–8). Although the text was developed primarily for preservice teachers, the treatment of the subject is of sufficient scope and depth to be of value to most inservice teachers as well as graduate students of social studies education.

The content and organization reflect the idea that teachers are *decision makers*. The text is divided into three sections. The first section deals with the foundations for decision making. Chapter 1 reviews current research on the status of social studies—what is taught, how it is taught, and how pupils respond to it. This is followed by a discussion of five different views on what social studies education *should* be. The reader is encouraged to develop her or his preferred perspective on the ideal nature of social studies education. Chapter 2 includes a brief history of social studies education so that the reader can become aware of how, when, and for what reasons current practices developed. Chapter 3 reviews current relevant information on child development and educational psychology for the student who has no background in either of these fundamental areas. Again, the emphasis is on the development of an understanding of the foundations of social studies education so that the teacher can become an informed decision maker about what and how to teach.

The second section describes the content area of social studies education. Chapter 4 provides an in-depth discussion of the importance of developing skills in making informed decisions—as individuals or group members—for children in a democracy. Chapters 5 and 6 explore the nature of science, in general, and

social science, in particular; this follows from the need to acquire objective social science information (facts, concepts, and generalizations) as part of the rational decision-making process.

The third section is concerned with the decisions that teachers must make while they are planning instruction. Chapter 7 includes a discussion of how textbooks can be used most effectively. The emphasis, however, is on a method for developing teacher-made units of instruction. Chapter 8 deals with how to select and write knowledge objectives for a unit; Chapter 9 is concerned with how to make decisions regarding unit skill objectives and unit attitude and value objectives. A total of 29 "Unit Assignments" provide the teacher with an opportunity to put into practice what has been learned; these include such applications as writing objectives (knowledge, skill, and attitude) for a selected unit topic, developing an initiating activity, and writing a number of daily lesson plans that incorporate a variety of learning objectives and teaching strategies. These "Unit Assignments" begin in Chapter 7.

The final section also provides the teacher with a wide choice of strategies for teaching and evaluating, as well as a basis for deciding which to incorporate in a given situation. Chapter 10 introduces an approach to planning daily lessons based on the work of Madeline Hunter. This chapter also provides detailed information on how to use a *variety* of teacher-directed teaching strategies from lectures, to field trips, to artistic expression. Chapter 11 continues the presentation of a variety of teaching strategies but with a focus on student-centered or individualized instruction. This chapter includes information on learning style, the 4MAT system, mastery learning, cooperative learning, computer activities, and learning centers. Chapter 12 concentrates on strategies for teaching higher-level processes, including creative thinking, critical thinking, decision making, and metacognition. This chapter also extensively treats questioning strategies based on models of language use and thinking developed by Tough, Bloom, and Guilford.

Chapter 13 focuses on strategies for teaching knowledge, especially concepts and generalizations. Extensive coverage of models developed by Klausmeier and Taba is provided, including strategies for both reception and discovery learning. Chapter 14 is concerned with strategies for teaching cognitive skills, including map and globe skills, reading skills, computer skills, and thinking skills. Chapter 15 continues with strategies for teaching skills with an emphasis on valuing and social participation skills. This chapter also includes a discussion of strategies for teaching an ethic of care and other prosocial behaviors. Chapter 16 includes techniques for promoting educational equity while combatting racism, sexism, and ethnocentrism. Mainstreaming to assure equal opportunity for special students is also included as a major topic. Finally, Chapter 17 provides an array of evaluative techniques to determine if learning objectives have been reached.

Many people have contributed to the development of this book. Our greatest debt of gratitude is due to the preservice and inservice teachers in our university classes over the past decade at the University of North Carolina at Chapel Hill and Florida State University. They have served to maintain our

此为试读,需要完整PDF请访问: www.ertongbook.com

belief in the quality and dedication of those in the teaching profession. They have also been instrumental in motivating us to keep up with current classroom practice as well as research, and at the same time have acted as sounding boards and field-testers for the methods advocated in this text.

In addition to learning from our students on campus, we have also gained valuable information and insights from practicing teachers. We especially wish to acknowledge the contribution of teachers and administrators in the Chapel Hill-Carrboro City Schools in North Carolina and the Leon County Schools in Tallahassee, Florida. In particular, we thank the pupils and teachers at the Developmental Research School of Florida State University for allowing us to take the photographs used at the beginning of Chapters 2–5, 7–10, 12, and 14–16. A special acknowledgment is also due to the teachers and principal, Ms. Barbara Lawler, of Seawell Elementary School in Chapel Hill for a decade of collaboration in training preservice teachers to be effective decision makers in the classroom.

Looking back to our most influential social studies teacher, we acknowledge our debt to Professor James A. Banks at the University of Washington, Seattle. As graduate students, we came to accept Professor Banks' view of the ultimate purpose of social studies education, while from the start we all shared a commitment to working with teachers to promote educational equity for all of the nation's children. The strength of the authors' commitment to a common view of the ideal nature of social studies education, which took form in graduate school, has continued over the years since graduation and the miles that separate Chapel Hill and Tallahassee and has resulted in the collaboration that produced this text.

The completion of this text was facilitated by a sabbatical leave granted to Kathryn Scott by Florida State University and the provision of an office and library support from The University of Maryland at College Park. The quality of the final manuscript was enhanced by the thoughtful comments and suggestions of the following reviewers: Jim Betres, Rhode Island College; John Herlihy, State University of New York at Geneseo; and V. Phillips Weaver, The University of Maryland at College Park.

Several graduate students at the University of North Carolina also contributed their expertise. We wish to thank Claire Brokaw and Anne Hemmerle for the background research for Chapter 6 on the structure of the social science disciplines and Phyllis (Fig) Ferrell and Robert Greenberg for critiquing parts of early drafts of the manuscript. Joshua Mann took the photographs at Seawell Elementary School in Chapel Hill, which appear at the beginning of Chapters 1, 6, 11, 13, and 17.

Finally, we take this opportunity to express publicly our gratitude for the understanding and support of our husbands—David Christiansen and Wesley Collins—and our children—Laura, Daniel, Jennifer, Darcy, and Blair. They have come to know the reality of life in a society in which women can be wives and mothers as well as contribute fully to their chosen profession. They have given much to facilitate our work.

Contents

Chapter 1 Defining Social Studies 3

Social Studies Recalled 4
Activity 1.1: Social Studies Recall 5
Review of Research about "What Is" 5
Current Status: Content 5
Activity 1.2: Textbooks and the Expanding Environment 6
Current Status: Teaching Methods 6
Activity 1.3: Personal Evaluation 8
Current Status: Students' Evaluation 8
Conclusions about "What Is" 9
Current Controversies about "What Should Be" 10
Five Perspectives on the Purpose of Social Studies 10
Social Studies as Citizenship Transmission 11
Social Studies as Personal Development 11
Social Studies as Reflective Inquiry 12
Social Studies as Social Science Education 12
Social Studies as Rational Decision Making and Social Action 13
Activity 1.4: Evaluation and Ranking of Views 13
Professional Viewpoints 14
Viewpoint of the NCSS 14

What Should Be: The Authors' View 16
Proposed Definition of Social Studies Education 17
Purpose 18
Knowledge Component 18
Skill Component 18
Value Component 18
Rationale for Our Proposed Definition 18
Activity 1.5: A World of Decisions 19
References 19

Chapter 2 Roots of Social Studies Education 23

Colonial Period (1607–1776) 24
Republican Period (1776–1870s) 24
Democratic Period (1870s–1957) 25
Current Period (1957–Present) 28
The "New" Social Studies 28
Social Studies as Social Criticism, Decision Making, and Social Action 29
Other Directions of Change 30
Citizenship Education Redefined 33
Current Professional Guidelines 33
Revisionism: The Newest Perspective 33
Activity 2.1: Charting History 34
The Future 34
References 35

Chapter 3 The Nature of Learners and Learning 37

Developmental Theories 38
Cognitive Development 38
Activity 3.1: Observing Cognitive Stages 41
Language Development 42
Activity 3.2: Observing Pupils' Language 43
Social Development 44
Individual and Group Differences 49
Cultural Differences 49
Activity 3.3: Stages of Cultural Identity 52
Social Class Differences 52
Sex Differences 52
Handicapping Conditions 53
Effective Schooling 53
A Caution 58

Activity 3.4: Research Update on Effective Schooling 58
Notes 58
References 58

Chapter 4 The Decision-Making Process 63

Types of Problems That Require Decisions 64
Personal Problems 64
Social Problems 64
General Model for Individual Decision Making 65
Two Types of Questions 66
Value Questions 66
Knowledge Questions 67
Activity 4.1: Question Sort 67
Model for Individual Rational Decision Making 68
Phase 1: Problem Awareness 68
Phase 2: Problem Definition 69
Activity 4.2: Scientific Knowledge Inquiry: Question Asking 70
Phase 3: Developing Alternatives 73
Phase 4: Evaluating Alternatives 73
Activity 4.3: Alternatives and Consequences 74
Phase 5: Social (or Personal) Action 75
Activity 4.4: Plans for Social Action 75
Phase 6: Evaluating Results 75
Implications for Teaching Individual Decision Making 75
Closing Comments on Individual Decision Making 78
Group Decision Making 78
Model for Informed Democratic Group Decision Making 79
A Look Ahead 81
Final Considerations 82
Answer Key 83
References 83

Chapter 5 The Nature of Science and Knowledge 85

The Nature of Science 86
Science and the Search for Truth 86
Ways of "Knowing" 87
1. The Method of Tenacity 87
2. The Method of Authority 87
3. The Method of Intuition 88
4. The Method of Science 88

Truth, Certainty, and Knowledge 89
Three Elements of Science 90
Attitude of Science 90
Process of Science 90
Product of Science 92
Levels of Knowledge 92
Facts 93
Concepts 94
Activity 5.1: Getting the Facts Straight 95
Activity 5.2: What Makes a Chair a Chair? 96
Generalizations 97
Activity 5.3: Getting Your Knowledge in Order 99
Theories 99
Branches of Science 100
Social Science Disciplines 101
Structure of a Discipline 101
Answer Key 102
References 103

Chapter 6 The Social Science Disciplines 105

Teaching about the Social Science Disciplines 106
The Structure of the Social Science Disciplines 107
Anthropology 109
Overview of Anthropology 109
Outline of the Structure of Anthropology 110
Notable Anthropologists 111
Economics 112
Overview of Economics 112
Outline of the Structure of Economics 112
Notable Economists 114
Geography 114
Overview of Geography 114
Outline of the Structure of Geography 115
Notable Geographers 117
History 117
Overview of History 117
Outline of the Structure of History 119
Notable Historians 120
Political Science 120
Overview of Political Science 120
Outline of the Structure of Political Science 121
Notable Political Scientists 123

Psychology 123
Overview of Psychology 123
Outline of the Structure of Psychology 123
Notable Psychologists 126
Sociology 126
Overview of Sociology 126
Outline of the Structure of Sociology 126
Notable Sociologists 128
Philosophy 128
Overview of Philosophy 128
Outline of the Structure of Philosophy 130
Notable Philosophers 131
Interdisciplinary Studies 131
Activity 6.1: Social Scientist "Seek and Find" 132
References 132
Resource Bibliography: The Structure of the Disciplines 132
Resource Bibliography: Notable Social Scientists 133

Chapter 7 The Unit Approach 135

Long-Range and Intermediate-Range Planning 136
How Teachers Use Textbooks 137
Textbook Units 138
Textbooks as Teaching Tools 138
Activity 7.1: Textbooks as Teaching Tools: Good or Bad? 141
Improving the Use of Textbooks 141
Activity 7.2: Matchup: Curriculum Guidelines and Textbooks 142
Teacher-made Units 143
Resource Units 143
Teaching Units 144
Choosing between a Textbook Unit and a Teacher-made Unit 145
Using the Unit Topic to Integrate the Day 145
Elements of a Teacher-made Unit 147
Rationale for Developing Inquiry Units 147
The Nature of Inquiry Units 149
Knowledge Inquiry Units 149
Decision-making Inquiry Units 153
Selecting the Unit Topic or Social Issue 156
Unit Assignment 7.A: The Title Page and Rationale 158
Unit Assignment 7.B: Going on a Treasure Hunt: Unit Resources 158
Enriching the Inquiry Unit 159
Activity 7.3: The Great Debate: Textbooks as Teaching Tools 161
References 161

此为试读,需要完整PDF请访问: www.ertongbook.com

Chapter 8 Selecting and Writing Knowledge Objectives 163

Instructional Objectives 164
Elements of an Instructional Objective 165
Examples of Instructional Objectives 166
Activity 8.1: Recognizing Examples of Instructional Objectives 167
Unit Knowledge Objectives 168
Selecting Generalizations 168
Activity 8.2: Matchmaking: Unit Topics and Generalizations 169
Levels of Generalizations 170
Activity 8.3: Levels of Generalizations: How General Is General? 171
Choosing the Appropriate Level of Generalization 171
Selecting Concepts 173
Selecting the Supporting Facts 175
Activity 8.4: "Apples and Oranges": Recognizing Examples of Content Samples 178
Writing the Unit Knowledge Objectives 179
Unit Assignment 8.A: Knowledge Objectives 181
Concept Definitions 181
Unit Assignment 8.B: Concept Definitions 183
Answer Key 183
References 184

Chapter 9 Selecting and Writing Skill Objectives and Attitude Objectives 187

Skill Objectives 188
"Basic" Skills Reconsidered 188
Seven Categories of Skills 189
Providing for Development of Motor Skills 195
Selecting Unit Skill Objectives 196
Writing Unit Skill Objectives 198
Unit Assignment 9.A: Skill Objectives 198
Attitude and Value Objectives 198
Indoctrination or Education? 200
Types of Attitudes and Values 201
The Relationship of Attitudes and Skills 202
Selecting and Writing Attitude and Value Objectives 203
Unit Assignment 9.B: Attitude and Value Objectives 203
References 205

Chapter 10 Providing Variety in Instruction 207

Designing Daily Lessons 208
Hunter's Lesson Design 208
Rationale for Using Hunter's Lesson Design 210
Applying Hunter's Lesson Design 211
An Example of "Putting Theory into Practice" 214
Providing Variety within the Unit 214
General Strategies for Instruction 215
Teacher-directed Activities 216
Student-directed Activities 218
Providing for Variety within Lessons 220
Making Your Teaching More Effective 224
Implementing Selected Teacher-directed Strategies 227
Lecture 227
Media-based Lesson 229
Unit Assignment 10.A: Resources for Students and Resources for Teachers 230
Demonstration Lesson 231
Unit Assignment 10.B: Using Demonstration to Teach a Skill 232
Field Trip 232
Guest Speaker 233
Unit Assignment 10.C: Planning for Field Trips and Guest Speakers 234
Informational Expression Lesson 234
Industrial Arts or Construction Lesson 235
Aesthetic Expression Lesson 236
Aesthetic Appreciation Lesson 237
Planning the Learning Activities for the Unit 238
Unit Assignment 10.D: Planning the Initiating Activity 238
Unit Assignment 10.E: Providing for Variety in Sustaining Activities 238
References 239

Chapter 11 Adapting Instruction for Individual Students 243

Meeting Individual Needs 244
Tutoring 244
Adaptive or Individualized Instruction 244
Individualizing for Exceptional Children 245
Some Dimensions of Student Differences 245
Learning Style 246

Right-Brain and Left-Brain Modalities 246
Time Needed to Learn 247
Individualizing Large Group Instruction 248
Mastery Learning 248
The 4MAT System 250
Using Student-directed Learning Activities to Individualize Instruction 254
Cooperative Learning: Jigsaw I and Jigsaw II 255
Individual Projects 256
Library Research 257
Community-based Research 258
Computer Activities 259
Activity 11.1: Evaluating Social Studies-related Courseware 260
Self-instruction Using Commercial Materials 260
Overview: Self-instruction Using Teacher-made Learning Centers 260
Learning Centers: Design and Use 263
Individual Differences: Implications for Teachers 280
Selecting a Teaching Format for the Unit 280
Unit Assignment 11.A: Teaching Format for Inquiry Unit 281
Unit Assignment 11.B (Optional): Beyond Direct Instruction 281
Note 281
References 281

Chapter 12 Teaching to Promote Higher-level Thinking 285

Higher-level Thinking Processes 286
What Is Inquiry? 287
Creating a Climate for Inquiry 292
Unit Assignment 12.A: Planning for Knowledge Inquiry 292
Other Complex Thinking Processes 293
Creative Thinking 293
Critical Thinking 294
Decision Making 295
Thinking about Thinking: Metacognition 295
Using Questions to Promote Higher-level Thinking 296
Overview of Models for Developing Classroom Questions 297
Tough's Framework 298
Seven Categories of Language Use 299
Classifying Children's Language 301
Activity 12.1: Sorting Out Children's Language Use 301
Using Tough's Framework to Classify Questions 302
Activity 12.2: Putting Questions in Their Place 302
Using Tough's Framework to Develop Questions 303
Activity 12.3: Warming Up Your Questioning Skills 303

Bloom's Taxonomy 305
Six Levels of Cognitive Behavior 305
Applying Bloom's Taxonomy 309
Activity 12.4: A Question of Family: Using Bloom's Taxonomy 309
Activity 12.5: Topsy-Turvy Taxonomy 310
Activity 12.6: Do-It-Yourself Bloom 311
Guilford's Structure of Intellect 312
Intellectual Abilities 312
Choosing among the Three Models 313
Discussion Lessons versus Recitation 313
Unit Assignment 12.B: A Discussion Lesson to Promote Student Thinking 314
Research on the Effects of Teacher Questions 315
Developing an Effective Questioning Strategy 316
Specific Strategies for Teaching to Promote Higher-level Thinking 317
Answer Key 318
References 319

Chapter 13 Teaching Strategies: Knowledge 323

Strategies for Teaching Facts 324
Importance of Facts 324
Avoiding Apathy and Boredom 324
Applying Principles of Learning 325
The Nature of Concepts and Concept Learning 326
Importance of Concepts 326
A Redefinition of the Term Concept *326*
Defining Attributes of a Concept 327
Levels of Concept Learning 328
How Concepts Are Learned 328
Measuring Concept Learning 329
Reception Strategies for Teaching Concepts 330
Teaching for the Beginning Classificatory Level 330
Teaching for Mature Classificatory Level and Formal Level 331
Additional General Considerations 334
How Concepts Vary 334
Special Problems in Teaching Abstract Concepts 335
Limitations of Concepts: Living with Ambiguity 336
Unit Assignment 13.A: Lesson Plan to Teach a Concept Using a Reception Strategy 337
Learning Concepts by Discovery 338
The Nature of Discovery Learning 338
Taba Strategy for Developing Concepts 339

Unit Assignment 13.B: Lesson Plan to Teach a Concept Using a Discovery Strategy 345
Strategies for Teaching Generalizations 345
Importance of Generalizations 345
Learning Generalizations 346
Role of the Content Sample 347
Reception Strategy for Teaching Generalizations 348
Discovery Strategy for Teaching Generalizations 348
Activity 13.1: Put Yourself in the Child's Seat: Using a Data Retrieval Chart to Form Generalizations 356
Unit Assignment 13.C: Lesson Plan Incorporating a Data Retrieval Chart 359
Answer Key 359
References 359

Chapter 14 Teaching Strategies: Cognitive Skills 361

Planning Skill Lessons 362
Map, Globe, Graph, and Time Skills 363
Map and Globe Skills 363
Activity 14.1: Map and Globe Skills Brainstorming 370
Unit Assignment 14.A: Map Skill Lesson 370
Using Graphs and Tables 370
Time and Chronology Skills 373
Activity 14.2: Construction of a Map, Graph, or Time Line 374
Basic Communication Skills 374
Reading Skills 375
Unit Assignment 14.B: Reading Skill Lesson 376
Study and Reference Skills 376
Activity 14.3: Visiting a School Media Center or Library 377
Writing Skills 377
Computer Literacy Skills 380
Learning from Programmed Courseware 380
Using the Microcomputer as a Tool 381
Programming a Microcomputer 381
Thinking Skills 382
Classifying Information 382
Interpreting Information 384
Analyzing Information 384
Activity 14.4: Analyzing Information 385
Summarizing Information 385
Synthesizing Information 385
Evaluating Information 386

Unit Assignment 14.C: Teaching Thinking Skills 386
Activity 14.5: Examining Textbooks 386
References 386

Chapter 15 Teaching Strategies: Values, Valuing, and Social Participation Skills 389

Teaching Values 390
Teaching Valuing Skills 391
Value Clarification 392
Activity 15.1: What Are Your Values? 394
Value Analysis 395
Unit Assignment 15.A 396
Moral Reasoning 396
Unit Assignment 15.B: Developing a Moral Reasoning Lesson 400
Activity 15.2: Evaluating Three Models of Values Education 400
Teaching an Ethic of Caring 402
Understanding Feelings 404
Unit Assignment 15.C: Teaching with Role Play and Simulation 407
Promoting Prosocial Behavior 407
Modeling Prosocial Behavior 408
Providing Opportunities for Prosocial Actions 409
Social Interaction and Group Skills 410
Citizen Action 411
References 412

Chapter 16 Promoting Educational Equity 415

Legal Mandates 416
Equality or Equity? 417
Patterns of Inequity in Social Studies Classrooms 418
Activity 16.1: Identifying Bias in School and Society 419
Activity 16.2: Identifying Bias in Social Studies Textbooks 420
Affirmative Action in the Classroom 420
Multiethnic Education 421
Bilingual Education 423
Sex-equitable Education 427
Activity 16.3: Analyzing Language 430
Unit Assignment 16.A: Creating a Sex-equitable *and* Multiethnic Curriculum 435

此为试读,需要完整PDF请访问: www.ertongbook.com