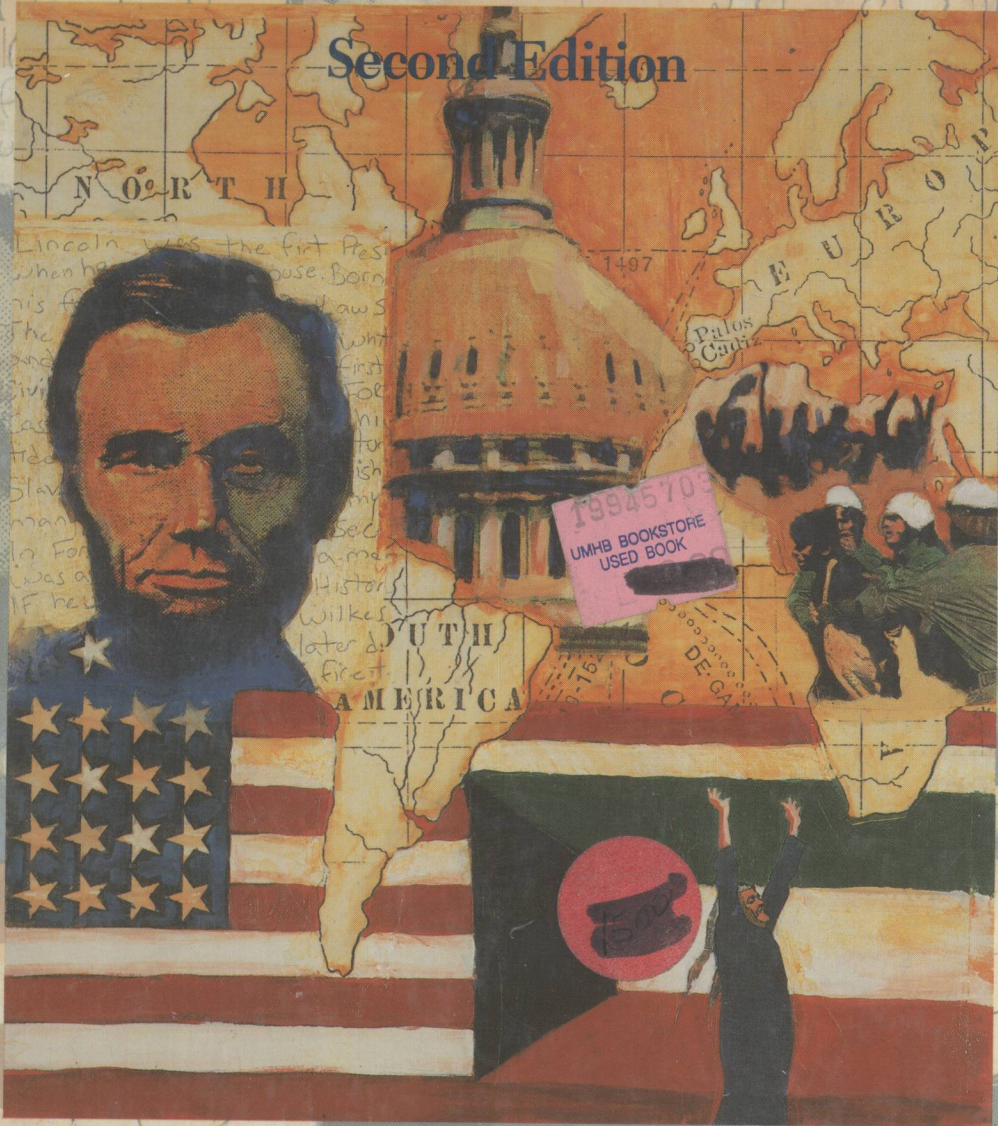


Second Edition



# Effective Teaching in Elementary Social Studies

Tom V. Savage

David G. Armstrong



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**SECOND  
EDITION**

# **EFFECTIVE TEACHING IN ELEMENTARY SOCIAL STUDIES**

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## PREFACE

The conclusion of World War II ended the bad old days and heralded an era of peace and prosperity. Then came the Cold War of the 1950s; social turmoil and the Vietnam war in the 1960s; Watergate, energy crises, and economic disarray in the 1970s; a conservative backlash, economic rebirth, festering social ills, and perception of moral decay during the 1980s. The 1990s arrived with the astounding collapse of the Soviet Union and the Eastern Bloc, the unexpected reunification of Germany, China's democracy movement crushed, war in the Persian Gulf, and still more economic uncertainty. All the while, technology bounds ahead, and we struggle to stay aware of events and their impact on us. We reel toward the third millennium knowing only one thing for certain: More surprises are in store for us.

Many adults feel they no longer understand the world. Rapidly changing realities perplex children even more. The challenge of the social studies is to help children cope with change. Making it possible for teachers to do this is a particularly great national interest. New state and national elementary social studies guidelines testify to a demand for excellence in this part of the elementary program.

New guidelines by no means assure quality social studies instruction. Difficulties for teachers remain. Among the problems are how to motivate learners, how to select content from diverse sources, how to plan and deliver effective lessons, how to deal with values issues, how to organize learners into effective kinds of instructional groups, how to address important multicultural and sex-equity issues, how to infuse new technologies into instructional programs, and how to assess what pupils have learned. This text prepares teachers for the challenges represented by these important "how to's."

*Effective Teaching in Elementary Social Studies* has been used successfully in undergraduate and graduate courses. It is designed for use in elementary social studies methods classes, in advanced curriculum classes, as a basis for inservice work with elementary social studies teachers, and as a personal reference work for elementary social studies teachers.

The second edition features much new content. This includes:

- up-to-date information about elementary social studies curricula
- expanded treatment that now includes grades 7 and 8 as well as grades K through 6
- a new chapter on teaching thinking skills
- material on “cooperative learning” and other important group learning techniques
- a new chapter on law-focused education
- a new chapter on global education
- updated material on the important issue of classroom management in social studies classrooms
- a new chapter on multiethnic and sex equity education
- a new chapter on environmental and energy education
- expanded material on tying general reading and writing activities to the social studies program
- more than 60 practical lessons that are ready for classroom use (For readers’ convenience, a separate section of the table of contents pinpoints the location of each of these lessons.)

Each chapter of the second edition of *Effective Teaching in Elementary Social Studies* includes:

- *Objectives* to help focus attention on key chapter content
- *Pretests* to allow readers to engage in a self-test before reading
- *Introductions* to provide a meaningful context for the content that follows
- *Special features* including (1) “boxes” that pose questions and challenge readers to think about issues and (2) other activities and information to enrich understanding
- *Key Ideas in Summary* to pull together and reinforce important chapter content
- *Questions* to prompt recall of specific information and additional thought about issues. (Higher-order questions are included.)
- *Activities* that suggest options for follow-up work to provide for enriched understanding
- *Supplemental Reading* to identify titles of articles and books for follow-up research and inquiry
- *References* to direct readers to sources used in the preparation of the chapter

Continuing the pattern begun with the previous edition of *Effective Teaching in Elementary Social Studies*, an **Instructor's Guide** has been prepared. It has been completely revised for the second edition and includes:

- overviews of the chapter content
- alternative ideas for course sequencing
- suggested activities
- a collection of questions suitable for quizzes and tests, with accompanying keys

Content has been organized to allow for flexible use. Some people may wish to use material in the order in which it is introduced. Others may elect to follow quite a different pattern. To accommodate either approach, information in individual chapters stands alone. Users are not compelled to follow a prescribed sequence to ensure comprehension.

Four major categories have been used to suggest the general flavor of information in related chapters. The first four chapters, under the heading "Contexts for the Social Studies," set the stage. They focus on the structure of the social studies program, characteristics of learners, sources of information for lessons, and general approaches to planning.

The second category, "Fundamental Approaches to Instruction," features chapters that respond to specific types of planning. These chapters present innovative approaches for teaching concepts and generalizations, organizing pupils into productive learning groups, providing for development of thinking skills, and recognizing the roles that values play in arriving at conclusions.

The third category, "A Selection of Themes," highlights four critical kinds of social studies lessons. These are (1) law-related lessons, (2) global education lessons, (3) multiethnic and sex-equity lessons, and (4) environmental and energy lessons.

The final category, "Supporting, Managing, Assessing," provides practical information about infusing the new technologies and important map and globe skills into many kinds of social studies lessons. One chapter features practical guidelines for using social studies lessons to reinforce general reading and writing skills. Many good social studies lessons require pupils to move and talk. This raises classroom-control issues. One chapter in this section suggests ways to ensure compatibility between the demands of a good social studies lesson and the need to keep some order in the classroom. The final chapter explores alternative ways to assess what pupils have learned.

*Effective Teaching in Elementary Social Studies, Second Edition* is a practical book. It goes beyond telling "what" should be done. The emphasis is on "how to do it." Content builds on years of experience of successful elementary social studies teachers. Try the ideas. They work.

Let's conclude with recognition of those patient and tolerant people who assisted in the development of *Effective Teaching in Elementary Social Studies, Second Edition*. We would especially like to thank Jay A. Monson of Utah State University and C. Alan Riedesel of the State University of New York at Buffalo for their insightful reviews of the manuscript. Our wives also deserve special commendation for their assistance and tolerance while we worked on this revision.

T. V. S.  
D. G. A.



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PART

# I



## CONTEXTS FOR THE SOCIAL STUDIES