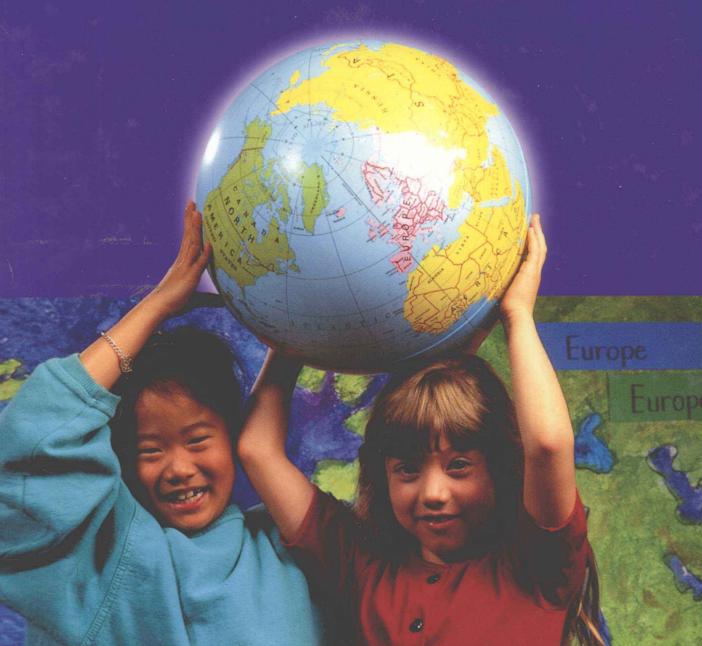


Elementary & Middle School Social Studies



# SELF IN THE WORLD

## Elementary and Middle School Social Studies

#### Gail A. McEachron

The College of William and Mary



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## Preface



Celf in the World: Elementary and Middle School Social Studies takes an innovative approach to social studies education. Its underlying theme makes connections between identity formation based on individual characteristics and interests, on the one hand, and social, political, and cultural norms, on the other hand. The significance of this premise is manifested in a variety of ways throughout Self in the World. First, Self in the World highlights the need to integrate social, psychological, and cognitive learning. Second, placing Self as the centerpiece to social learning dramatically challenges traditional social studies frameworks that emphasize the expanding horizons approach. In the new scope and sequence, the individual is integrated in learning from kindergarten through eighth grade, not confined to primary levels. At the same time, Self in the World addresses national and international dimensions in the primary grades, thereby acknowledging that social learning is not confined to the local community. Third, Self in the World not only demonstrates ways to relate to a variety of cultural contexts throughout each grade level, it provides ways that future teachers can incorporate the best scholarship and practices that have shaped the social studies field. Future teachers not only learn about best practices in the social studies, they become actively engaged in the material in ways that model effective social studies teaching and incorporate national standards. Each of these unique features is discussed in the following.

# → INTEGRATING THE INDIVIDUAL IN SOCIETY

Throughout its evolution, social studies has emphasized the study of people and places collectively. This tradition based on the classics, political history, and military history, has influenced the curriculum in significant ways. Less attention has been given to the relationships between one's developing self and one's role in society. *Self in the World* bridges this gap by addressing social, psychological, and cognitive development. The world and more immediate communities are presented as entities with which one has a potential or real psychological connection. Cognitive development is viewed as the growing awareness and knowledge of Self and others as well as one's role in society.

Content from the social science disciplines and humanities is presented in relation to the developmental stages of children and youth. For example, when discussing time and chronology in Chapter 3, a discussion of children's orientations to time and space is given to guide preservice teachers in selecting appropriate subject matter. Unlike texts that present developmental stages in a generic fashion, *Self in the World* ties developmental learning to content in specific disciplines.

In "Professional Discussions and Field Experiences" preservice teachers are given opportunities for active participation as they begin their careers. Contemporary issues and classroom activities are included for students to integrate and apply their college and university learning. The section "Resources: Teacher and Student Materials" provides future teachers with the means to further their education, consult teaching resources, and participate in professional organizations.

Special features actively engage preservice students in the teaching profession. For example, the debate on student-initiated prayer, in Chapter 5, involves students in timely issues and current events. The debate not only provides a great social science model for students to use in the classroom where diverse points of view should be encouraged but also illustrates that the Bill of Rights is a living document. "Case Studies" are another way to integrate learning experiences. In Chapter 7, for example, the schooling experiences of Diane Bradford, a student who has both learning disabilities and gifted characteristics, portray the tough decisions that professionals make when trying to educate the whole child. Case studies model a teaching strategy appropriate to social studies, that is, oral history and interviews, while making teaching realities come alive for preservice students.

### → SELF IN THE WORLD SCOPE AND SEQUENCE

The generation of educators who will witness the turn of the twentieth century is quite different from educators who lived in the early 1900s when the expanding horizons scope and sequence emerged. Access to the daily lives of people in the far reaches of the globe seemed unusual in the beginning of this century but now has become commonplace through round-the-clock news networks and Internet capabilities. As interdependent relationships have been made more explicit, the assumption that close geographical proximity is more relevant to learning no longer stands. Furthermore, the efforts of social psychologists underscore the dynamic relationship between self-acceptance and the acceptance of others, whether referring to neighbors or people in other countries. Looking ahead to the twenty-first century, it is important to reconceptualize the expanding horizons scope and sequence so that citizenship goals are inclusive of the international community. How world events influence a developing self is a phenomenon that is highlighted in this new scope and sequence.

Self in the World is a scope and sequence that permeates rigid geopolitical boundaries and centers the individual in a way that makes all realms accessible. Self in the World builds on the contributions of social studies educators and psychologists, such as John Dewey, Paul Hanna, Hilda Taba, and Jerome Bruner, who have attempted to make the multidimensional context of Self understandable to the elementary and middle school student. The important distinction made by this new configuration is that each of the psychosocial realms of identity can be investigated throughout the elementary and middle school years and beyond. In this way, understanding one's identity and role in the world through connecting spheres is more compatible with human growth and development.

### → BEST PRACTICE IN SOCIAL STUDIES: ADDRESSING NATIONAL STANDARDS

Certain core ideas in curriculum and instruction are important when developing a social studies program. Core *curriculum* ideas include the history of the field; organizational patterns and scope and sequence; social science disciplines; interdisciplinarity; pluralism; facts, concepts, and generalizations; skill development; and current events. Professional educators continuously build on these core ideas and add further refinement to the efforts of social studies scholars. The *National Standards* featured in this text represent the efforts of many educators whose careers have been devoted to enhancing the social studies curriculum. The *National Standards* and supporting organizations include:

Curriculum Standards for the Social Studies: Expectations of Excellence; National Council for the Social Studies

National History Standards; National Center for History in the Schools National Standards for Civics and Government; Center for Civic Education Geography for Life: National Geography Standards; The Geography Education Standards Project

National Content Standards in Economics; National Council on Economic Education

National Standards for Art Education; Consortium of National Arts Education Associations

Core *instructional* strategies include direct and indirect instruction, thinking skills, grouping patterns and individualized instruction, objectives and unit preparation, computers and technology, incorporating literature, skill development, and evaluation techniques. Most texts provide students with the *how* and *what* to do but seldom provide lesson plans that demonstrate step-by-step procedures from beginning to end. This text not only provides daily lesson plans but also includes teaching and resource units. In addition, this college-level text makes linkages to K–8 texts as a means to integrate theory and practice. Another unique feature is that the blueprint provided by lesson plans is extended by "Internet Links." Website addresses are included for easy access to additional lesson plans or other pertinent student and teaching resources.

### → ORGANIZATION

Part I, "The Evolution of Social Studies and Its Future Course," focuses on core curricula in the social studies field. Chapter 1 provides a history of the social studies field and introduces the *Self in the World* scope and sequence. Chapters 2 through 5 spotlight key ideas and concepts in the social science disciplines, including the new categories added by the Social Studies National Standards—Psychology, Ecology, Global Education, and Citizenship. In these chapters, research on children's stages of development appropriate for content is presented. For featured disciplines, linkages to national standards across primary, intermediate, and middle school levels are demonstrated through curricular applications. A matrix entitled "Self in the World

Connections" depicts how classroom practice exemplifies psychosocial identity formation across the expanding horizons. "Resources: Teacher and Student Materials" provides preservice teachers with guidelines for further research in their professional development. "Professional Discussions and Field Experiences" presents topics for college-level discussions and suggested activities for field experiences.

Part II, "Instructional Principles in Teaching Social Studies," addresses classroom practice and salient issues to consider when presenting social studies content. Chapters 6 and 7 present pedagogical principles and contemporary aspects of social foundations that impact on curriculum, primarily cultural pluralism and multicultural education, teaching styles, learning styles, and reflective teaching. In Chapters 8 and 9, preservice teachers are exposed to a variety of skill development exercises for the following topics: concept attainment, time and chronology, maps and globes, cooperative learning, questioning strategies, problem solving and problem-based learning, and creative expression. Evaluating student performance is also presented in Chapter 10, with accompanying case illustrations.

Part III, "Putting It All Together: Unit Development," provides interdisciplinary resource units, teaching units, and literature tied to the reconceptualized scope and sequence *Self in the World*. Chapter 11 provides elements for consideration when developing units, whether one chooses to focus on concepts within a particular discipline such as economics or across disciplines. Illustrative resource units feature literature around the world and survival adventures across time and place. Chapter 12 is an interdisciplinary humanities/social studies unit highlighting artists, artforms, and the importance of designing lessons that foster creative expression. Three appendixes give preservice and experienced teachers useful tools. Appendix A provides excerpts from a variety of national standards resources. Appendix B is a compendium of sample lessons for middle school students. Appendix C is a bibliography of children's literature selections that correspond with popular social studies themes.

### → FEATURES

Self in the World includes numerous features and pedagogical elements to provide the most comprehensive and engaging learning experience possible.

- Each chapter in Part I includes both *Primary* and *Intermediate Applications* to demonstration how the content discussed can be applied in the classroom.
- The chapters in Part II each contain a *Case Study* that provides a "real-life" application of the materials.
- The text is filled with *figures*, *tables*, and *student examples* that expand on the content of each chapter.
- Each chapter has *Internet Links*—annotated websites either referred to in the chapter or that will extend learning.
- Professional Discussions and Field Experiences appear at the end of each chapter to encourage students to reflect on the reading and their own experiences, and also provide suggested activities they can do with their future students.

- Resources: Teacher and Student Materials provides a listing of suggested resources related to the chapter's content.
- National Standards are integrated throughout the text. Appendix A provides a listing of pertinent standards for easy reference.
- Appendix B includes a wealth of Middle School Curriculum Applications.

### → FROM "ADVENTURES IN TIME AND PLACE"

In order to provide future teachers with a unique glimpse into the classroom, we have included pieces from the award-winning McGraw-Hill School Division social studies program *Adventures in Time and Place*. These examples include:

Building the Railroad 44
Dictionary of Geographic Words 64
Family and Friends in Japan 98
Citizenship Viewpoints 136
You're a Grand Old Flag 146
Struggling Against Slavery 172
Patriots Fight in the Colonies 175
This is My House 348

### → ACKNOWLEDGMENTS

My fondness for elementary and middle social studies curriculum and instruction began in the elementary school and continues to expand in higher education. There are many individuals whom I would like to acknowledge for their inspiration in this field. Two teachers stand out in the early years. While attending elementary school in Los Angeles, Mrs. Miyasaki's enthusiasm for all content areas was contagious, and I can still visualize her bulletin board of Children Around the World. When attending Scottsdale High School, Mr. Hathaway taught world history as if he were describing a family event; historical figures became people who could breathe. Moving beyond the core high school subjects of geography and history, undergraduate professors at Arizona State University broadened my understanding of people through anthropology, psychology, and sociology. Eventually, it was Dr. Humphrey's lecture on Plato and the teacher as Philosopher King that provided the final catapult into the field of education.

Appreciating the complexity of human beings was enhanced through graduate work with Kaoru Yamamoto at Arizona State University and O. L. Davis, Jr., at the University of Texas at Austin. Through the inspirational teachings and friendships of Kaoru and O. L., I feel that I have gained a strong foundation in social psychology, a perspective that runs throughout this text. As scholars in their respective fields of education, both continue to influence my thinking as well as the thinking of future educators who enroll in their classes at the University of Colorado and the University of Texas. Through her written works, Hilda Taba has also been a guiding force in my appreciation of social studies curriculum development.

As an associate professor who teaches social studies to graduate and undergraduate students, I have the opportunity to research and teach about social and psychological dimensions of human beings. In addition, by co-coordinating or participating in humanities and social studies institutes for teachers, I have had the benefit of the latest research

from colleagues and invited scholars. Many individuals have broadened my perspective about people inside and outside the boundaries of the United States through these summer institutes. Colleagues at the College of William and Mary who have played key roles in the Commonwealth Seminar on East Asia include James Bill (International Studies), Craig Canning (History), Clyde Haulman (Economics), Chonghan Kim (Government), and Tomoko Hamada (Anthropology); colleagues in the Commonwealth Seminar on Latin America include Judith Ewell (History) and George Grayson (Government); colleagues in the Commonwealth Seminar on Europe to the Urals include Brian Blouet (Government/Education) and Alan Ward (Government); support within the School of Education came from John Nagle, Ron Wheeler, and Joyce VanTassel-Baska.

The Colonial Chesapeake Seminar, co-coordinated with Brian Blouet, includes strong representation from colleagues at the College of William and Mary—Robert Gross (American Studies), Thad Tate (History), Katie Bragdon (Anthropology), Gerald Johnson (Geology), Ron Hoffman (Institute for Early American History and Culture), James Axtell (History), David Holmes (Religion), and Joanne Braxton (American Studies).

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The teaching institutes just mentioned, which were designed to advance teachers' knowledge of social studies and the humanities, would not be possible without the participation and financial support from individuals and professionals representing private foundations and public institutions. Funding, grants, and in-kind expenses for one or several of the institutes were given by the Commonwealth of Virginia, the College of William and Mary (Wendy and Emery Reves Center for International Studies and School of Education), Virginia Foundation for the Humanities and Public Policy, Association for the Preservation of Virginia Antiguities, Thomas Jefferson's Poplar Forest, The Mariners' Museum, Hampton University Museum, Colonial Williamsburg Foundation, Yorktown Victory Center, Jamestown Foundation, Smithsonian Institution, Foundation for Historic Christ Church, Jessie Ball duPont Fund, Rouse-Bottom Foundation, Bank of Lancaster, and Chesapeake Bank. Institute speakers representing these organizations include Herman Viola, Cary Carson, Barbara Carson, Pete Pitard, Christy Matthews, Lorena Walsh, Emily James, Mark Wenger, Edward Ayres, Liza Gusler, John Turner, Bill Kelso, Jeanne Zeidler, Sheryl Kingery, Octavia Cubbins, Roger Mudd, and Nathaniel Neblett.

The development of the *Self in the World* theme has been inspired partially by international opportunities to observe public and private schools in the British Isles. Living outside the boundaries of the United States is a great way to become aware of one's cultural blinders and to reexamine one's identity in a global context! The following individuals and organizations have made such mind-opening experiences possible: Don and Ann Nunes, Barbara White, and Andrew Venn, Advanced Studies in England Study Abroad Program, Bath, England; Wynn Humphrey Davies, Gareth Roberts, Iwan Roberts, Colin Baker, Gwilyn T. Jones, Jessica Clapham, John and Della Fazey, the University of Wales at Bangor; and Gordon Mungeam and Nicholas Ward, the British Royal Hospital School, Ipswich, England.

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In addition to the individuals, institutions, and foundations who have kept me excited about social studies, graduate students and staff in the School of Education have devoted generous hours of their time to the preparation of this text. Jill Bauserman, Kelly Smith, and Kerry Evans diligently retyped numerous drafts; I'm sure they thought the project just grew and changed with no endpoint. Graduate students Leigh Ann Lynch, Ames Morton-Winter, Mickey Buhl, Katie Savage, Kara Gallagher, Paul Cinoa, Karen Diehl, Amy Winstead, and Stacie Oliver gathered materials, researched topics, surfed the Internet, proofread, and in some cases wrote curricular applications. As future teachers their cheerfulness and positive interest in the ongoing progress of the manuscript kept me returning to it with fresh ideas. Dean Virginia McLaughlin also has been supportive throughout the project, providing extra graduate student support during the summer months.

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## ABOUT THE AUTHOR



Gail McEachron received her bachelor and master's degrees in Elementary Education from Arizona State University. She received her Ph.D. in Curriculum and Instruction from The University of Texas at Austin. She currently teaches courses in social studies and language arts and supervises student teachers at the College of William and Mary.

International education and social psychology are long-standing research interests. Having spent over a year living in England and Wales, Gail has developed a keen interest in comparative and multilingual education. As a recipient of the Borgenicht Peace Research Grant Award, Gail is currently supervising future teachers participating in the Advanced Studies in England Study Abroad Program as they study the needs of elementary minority students in the United States and United Kingdom.





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