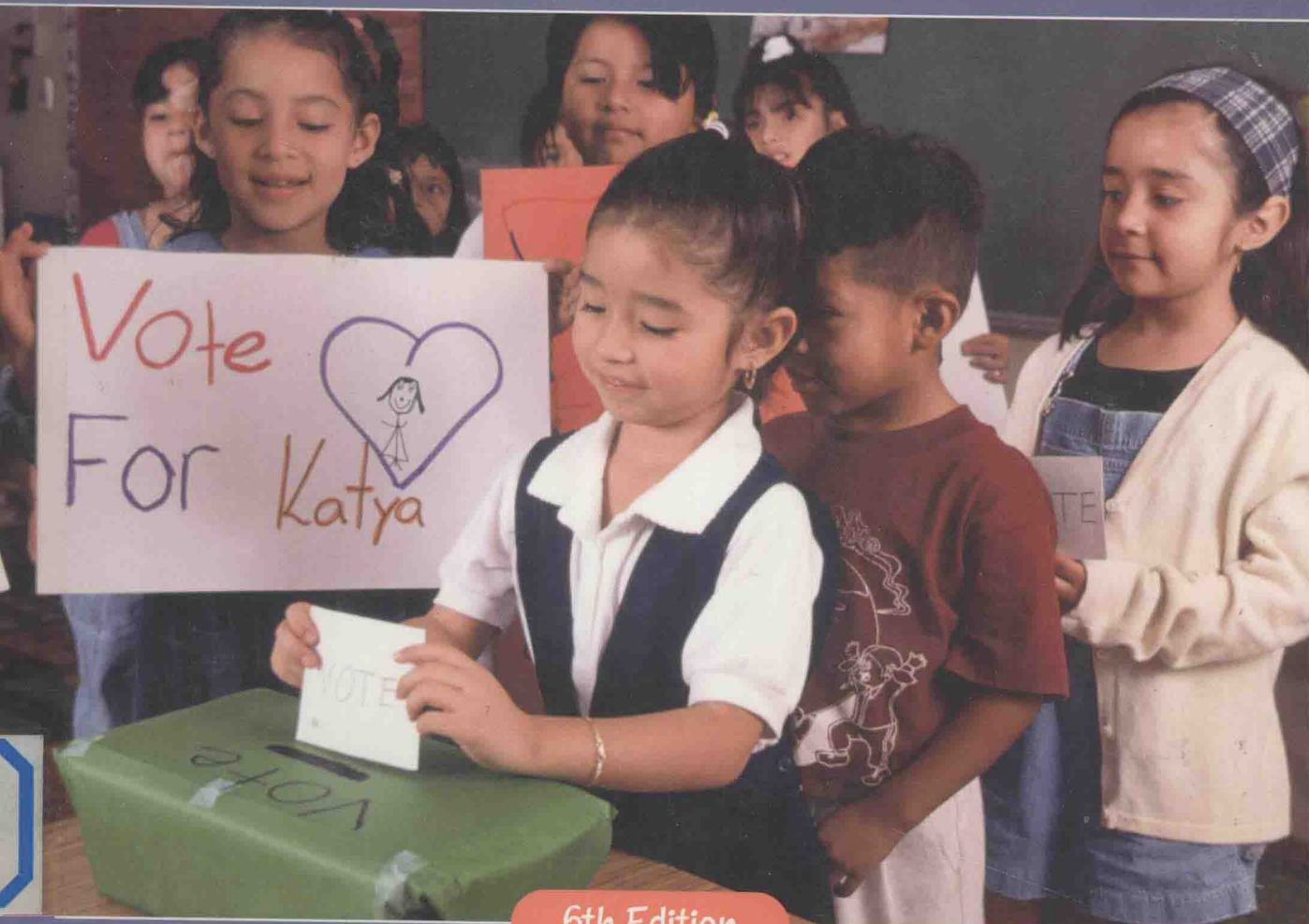


Carol Seefeldt

# Social Studies for the Preschool/Primary Child



6th Edition

# **Social Studies for the Preschool/Primary Child**

**Sixth Edition**

Carol Seefeldt  
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To Hennessee who made so many things possible.

## PREFACE

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Preparing the sixth edition of *Social Studies for the Preschool/Primary Child*, designed as a textbook for early childhood preservice teachers and a resource for inservice teachers, has been a stimulating and rewarding experience. Since the first edition was published in 1977, much in the field of early childhood has remained the same but even more has changed. This sixth edition retains both the continuity and the changes in the fields of early childhood education and the social studies today.

### **CHILD GROWTH, DEVELOPMENT, AND LEARNING**

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The sixth edition continues to be based on knowledge of children. Although the world has changed, children have not. Today's children grow, develop, and learn in much the same ways as they always have. This newest edition of *Social Studies for the Preschool/Primary Child* is based on a solid theoretical and research foundation of child growth, development, and learning. One chapter focuses on child development. In addition, each chapter incorporates current research and theory of child growth, development, and learning into all areas of the social studies.

### **DIVERSITY AND INCLUSION**

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This edition features diversity and inclusion. A separate chapter on celebrating diversity offers preservice and inservice teachers a solid foundation of curriculum methods and practices based on the latest theory and research on teaching young children to value themselves and each other. Each chapter also includes ideas and practices designed to celebrate diversity and provide full inclusion into the social studies curriculum for all children, regardless of the special needs or individual differences children bring with them to the group.

## LEARNING THROUGH ACTIVITY

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This text assumes that all young children will be educated in enriching, stimulating educational environments that foster and promote the play, mental, physical, and social activity that are known to lead to learning. Research clearly documents that humans learn best when they are active, when they can play with things, objects, others, and ideas. Because play is so critical to learning, it serves as the integrator of the social studies curriculum and is viewed as the basic mode for children's learning. Play and activity are featured in each chapter; however, a separate chapter on resources for children's learning gives teachers ideas for arranging the environment to enable children to learn through their own activity.

## AN INTEGRATED APPROACH

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The wholeness of the child is honored in this text through advocating and presenting an integrated social studies curriculum. The wholeness of learning, the intimate relationship between children's cognitive growth and their social, physical, and emotional growth, is recognized and respected.

Social studies are approached as an integrated experience, one that involves the school, parents, and community. The social studies are also presented as a continual experience, one that builds as children move from a child-care setting or preschool to kindergarten and the primary grades.

Even though the text presents separate chapters for teaching social studies content, it is based on the theory that learning is a continuous, integrated activity. Thus, teaching social studies involves all curriculum content areas. Integrated throughout this sixth edition of *Social Studies for the Preschool/Primary Child* are suggestions for incorporating content from the visual arts, music, movement, science, health, and the language arts.

## SOME CHANGES

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While children and the way they learn have not changed since the first edition of *Social Studies for the Preschool/Primary Child*, the world has changed—dramatically so. Wars have come and gone, and the Velvet Revolutions in Eastern Europe have literally changed the face of the world.

The expansion of technology has affected worldwide changes as well. E-mail brings us closer to each other regardless of how far apart we are. Technology brings us closer to information and knowledge as well. Thus, this sixth edition offers teachers ideas for using current technologies in today's classrooms. Ideas for using digital cameras as resources for learning to obtaining resources from Web sites are included.

Changes in the field of early childhood education itself form another underpinning for this text. As the field of early childhood enters the future, it does so with a new sense of professionalism and newly established standards. The National Association for the Education of Young Children has set new standards for quality in programs serving children from birth through age 8, standards for appropriate curricula, and standards for the professional preparation of early childhood teachers. The assumption that all children will be taught by professional, highly intelligent, and qualified early childhood teachers continues in this edition. Teachers are needed who take their cues from children, who understand children, and who know how to follow their leads. This text offers a multitude of practical ideas, suggestions, and guides for teaching social studies, but the most important component of any social studies program is a reflective, thoughtful, highly educated teacher who will plan, implement, and assess the social studies concepts, skills, attitudes and learning experiences found herein.

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## STANDARDS AND POSITION PAPERS

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Recognizing the need to prepare children to become effective, fully functioning citizens in a rapidly changing world, authorities have called for reforms in social studies education. Position papers and national standards developed by the Office of Research and Improvement in the U.S. Department of Education in history, geography, economics, and civics education suggest new directions for social studies curriculum.

These position papers and standards lead to the conclusion that social studies has been a long-neglected topic in schools for young children. *Social Studies for the Preschool/Primary Child* can remedy this neglect. Structured around the concepts considered key to the social science disciplines, the attitudes, values, and skills believed essential for citizens of a democratic society, this text presents a multitude of ideas for introducing children to social studies content. These suggestions will give young children on opportunity to build a foundation of knowledge of history, geography, economics, and other social science disciplines, skills, and attitudes that will enable them to become fully functioning members of a democratic society in the future.

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## SPECIAL FEATURES OF SOCIAL STUDIES FOR THE PRESCHOOL/PRIMARY CHILD

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In this teacher-friendly text, each chapter

- Begins with questions that serve as advanced organizers and objectives
- Concludes with a summary organizing the information presented

- Offers suggestions for expanding and extending student knowledge, attitudes, and skills
- Provides extensive information about resources for teachers
- Integrates children's literature in each chapter by identifying appropriate books and poems
- Provides examples and ideas for inclusion and valuing diversity
- Is replete with examples and ideas of how to translate social studies theory and research into practice

## STRUCTURE OF THE SIXTH EDITION

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*Social Studies for the Preschool/Primary Child* is organized into three parts. Part 1 introduces the social studies with chapters defining the social studies, celebrating diversity, planning to teach, and resources for learning.

Part 2 provides information on the social studies processes of social skills, thinking and concept formation, and attitudes and values. The chapters discuss development of these processes and how teachers foster them through experiences with the social studies.

Part 3 is devoted to content from the social studies disciplines of history, geography, and economics. Current position papers and standards from these fields are reflected throughout these chapters.

## ACKNOWLEDGMENTS

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As always, I acknowledge those I live and work with. My family, Eugene Seefeldt, Paul and Kelcey Seefeldt, Andrea Seefeldt-Knight, and my colleagues Alice Galper and Tina Younoszai are continually supportive and patient. I think them.

Many others have my thanks as well. Ann Davis has offered invaluable advice and her expertise to strengthen the sixth edition of *Social Studies for the Preschool/Primary Child*. The dedicated work of Ms. Pat Grogg, and Sheryl Langner, production editor, is deeply appreciated.

Special thanks are given to Dr. Fran Favretto, director of the University of Maryland College Park's Center for Young Children, and the faculty for always permitting me to visit and learn. The innovative, child-centered curriculum and practices of the Center for Young Children are reflected in this text.

The thoughtful insights and comments of these reviewers are greatly appreciated: Roger Brindley, University of South Florida; Mabel Hibel, University of Memphis; Sara W. Lundsteen, University of North Texas; Joan Moyer, Arizona State University; Mary Jo Pollman, Metropolitan State College of Denver; and Louise Swiniarski, Salem State College (MA).



# DISCOVER THE COMPANION WEBSITE ACCOMPANYING THIS BOOK

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## THE PRENTICE HALL COMPANION WEBSITE: A VIRTUAL LEARNING ENVIRONMENT

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Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by topic and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

### FOR THE PROFESSOR

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Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Class dates are highlighted in white and assignment due dates appear in blue. Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.

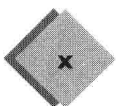
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

## FOR THE STUDENT

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- **Topic Overviews**—outline key concepts in topic areas
- **Electronic Blue Book**—send homework or essays directly to your instructor's email with this paperless form
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience
- **Web Destinations**—links to www sites that relate to each topic area
- **Professional Organizations**—links to organizations that relate to topic areas
- **Additional Resources**—access to topic-specific content that enhances material found in the text

To take advantage of these and other resources, please visit the *Social Studies for the Preschool/Primary Child* Companion Website at [www.prenhall.com/seefeldt](http://www.prenhall.com/seefeldt)



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PART

# PLANNING FOR THE SOCIAL STUDIES





