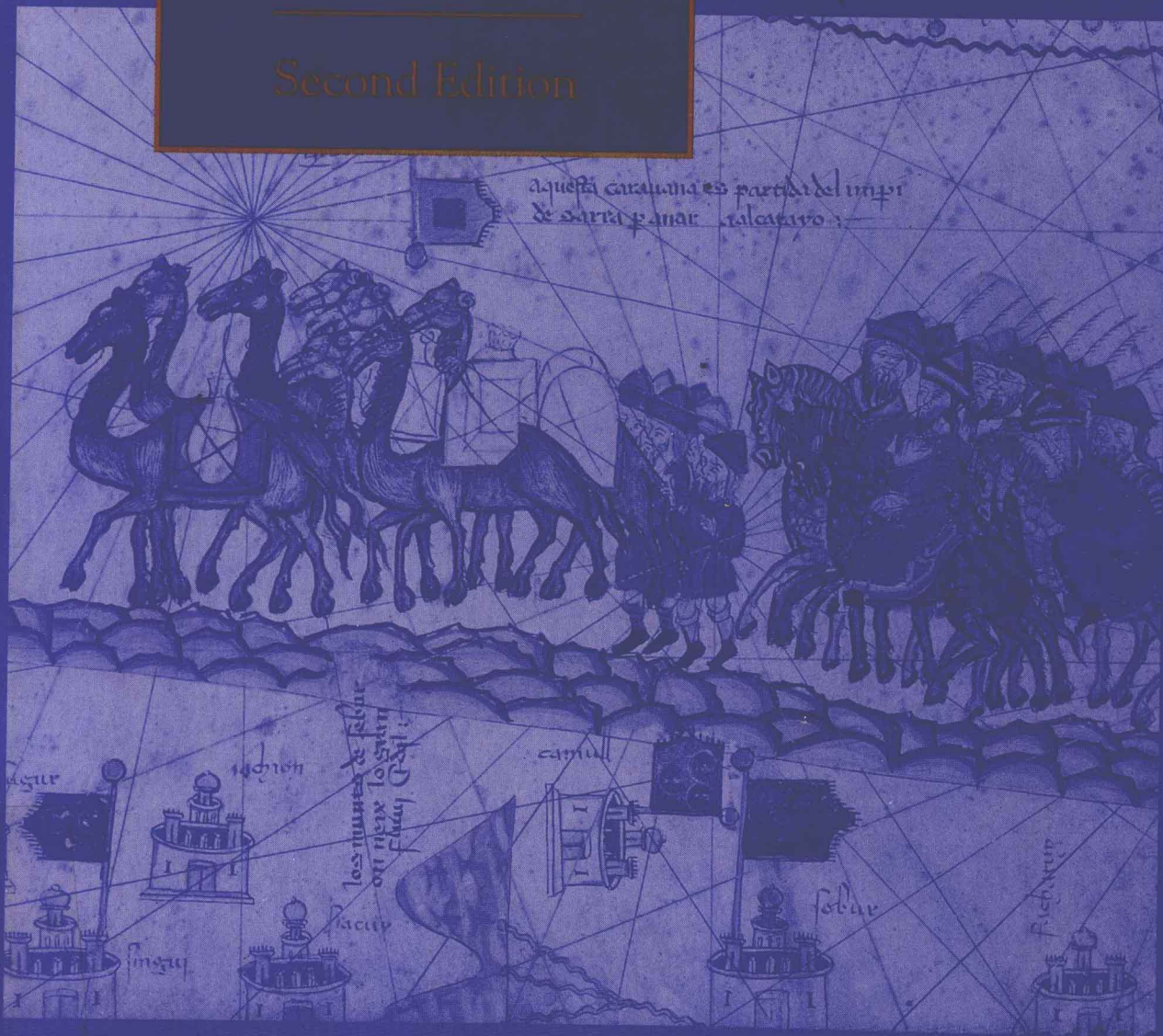


Designing Effective Instruction for Secondary Social Studies

Second Edition



Designing Effective Instruction for Secondary Social Studies

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Preface

According to Aristotle,

Mankind are by no means agreed about the things to be taught, whether we look to virtue or to the best life. . . . Should the useful in life, or virtue, or the higher knowledge be the aim of training? . . . [and] . . . about the means of education there is no agreement.*

We believe, however, that proven means do exist to provide the foundation for instruction. In this edition we updated and reorganized the content of the original volume so that it can better serve both as a basic methods textbook for teacher candidates and as a curriculum and instruction resource for social studies teachers who want to improve their planning and teaching skills. To enhance the reference value of the text, we have included substantive issues pertaining to curriculum, current trends in technology, and instructional design principles and models that can be easily followed in the development and execution of instruction. However, it is not our intent to provide a new design model or a comprehensive review of design literature or to go beyond the current understandings related to instructional design. Our purpose is to provide social studies teachers with a simple process they can use to organize their social studies in a more systematic way.

Subsequently, this volume is based on the following premises regarding planning instruction for the social studies classroom:

✱ *Premise 1:* Teacher training in the social studies can be improved through the use of a methods textbook that is organized according to an integrated organizational structure. This text, therefore, is formatted according to a seven-part sequential pattern for the presentation of the “social studies.” This presentation attempts to (1) provide basic information about the social studies as a field of instruction and (2) present this information in a manner that can be used to improve the social studies curricula and methodology through the application of certain design principles, recommendations, and a model for planning and executing instruction.

**The Works of Aristotle, Politica*, Book VIII, ch. 2, trans. Benjamin Jowett, vol. X (Oxford: Clarendon, 1921), 1, 338.

✱ *Premise 2:* The best organizational pattern for designing social studies curriculum and instruction begins with some of the philosophical and historical foundations of the field and its disciplines followed by specific ideas that will help the neophyte gain experience in planning effective classroom instruction in the form of lessons, units, and courses.

✱ *Premise 3:* A social studies text devoted to curriculum and methods should focus on various approaches for organizing subject matter and the structure (content and methodologies) of the disciplines that are characteristic of the field. More often than not, neophytes are not familiar with the variety of effective social studies approaches that are characteristic of the field. Therefore, it is important that a social studies methods textbook review these approaches and characteristics and their use in the social studies classroom.

✱ *Premise 4:* Social studies education volumes should emphasize the elements of content (concepts, skills, and values) that are characteristic of the field. This premise rests on the authors' belief that one of the most critical aspects of social studies instruction is the teacher's ability to plan and present key concepts, target skills, and core values to students.

✱ *Premise 5:* Social studies methods texts should emphasize the components of instruction to promote a more systematic understanding of the interrelationship between objectives, motivation, strategies, activities, materials, and evaluation. These components of instruction should be used to help focus the teacher's classroom presentations and learning activities, which center on the most important objectives that have been formulated prior to instruction.

✱ *Premise 6:* Books on social studies curriculum and instruction methods should contain a specific model for design-based instruction that can be used as a guideline for designing, developing, and executing courses, units, and lessons. We are convinced that successful classroom teaching depends on the organizational structure of instruction, which should be based on a step-by-step systematic model for designing, developing, and presenting courses, units, and lessons.

Text Organization

Based on our premises for an effective presentation for teaching the social studies, we have structured our text to have seven integrated parts. This design explores selected social studies issues and ideas and, at the same time, guides teachers in the design, development, and implementation of appropriate social studies education.

A description of the role of each of these parts follows.

Part One—Ideological and Historical Concerns

Part One explores the perceptions and the origins of social studies instruction and contains an overview of pertinent research literature in social studies

education. This literature also serves as a resource for formulating new ways of organizing instruction.

Part Two—The Subject Fields and Disciplines of the Social Studies

Part Two explores social studies subject matter from history, the social sciences, and related disciplines. It describes the characteristics of these disciplines and their applied uses within the social studies curriculum, particularly in regard to the study of American heritage and citizenship, and the acquisition of the skills needed to study the people and places of the world.

Part Three—Preparation for Effective Instruction: Student Needs, Technology, and Motivation

Part Three addresses special student needs, the use of technology in the social studies classroom, and the importance of developing the students' desire to learn the content of instruction.

Part Four—Identifying Instructional Goals and Design Models for Course, Unit, and Lesson Development

Part Four explores the techniques of designing instructional goals and the role of these goals in shaping instructional outcomes. A detailed and extensive design model is introduced and is based on our principles of effective instruction.

Part Five—The Selection and Organization of Subject Matter Elements: Concepts, Skills, and Values

In Part Five, the reader will learn to select and organize subject matter according to the elements of content (concepts, skills, and values). These elements serve as the building blocks of instruction and the means for helping students acquire critical thinking skills and values.

Part Six—The Selection or Development of Classroom Strategies, Activities, and Materials

Part Six explores the selection and organization of the components of instruction, including the experiences, behaviors, and capabilities that students need to deal with subject matter.

Part Seven—Effective Instructional Assessment Strategies

Part Seven addresses the relationship between instruction and evaluation as an integral aspect of teaching. While a great many evaluation techniques are described, the emphasis is on the use of a systematic plan for evaluation, the techniques for assessing students, and the wise use of test results.

Text Goals

The goals of our seven-part organizational approach are to help you

- ✱ Recognize the historical and ideological foundation on which social studies instruction is based.
- ✱ Address the issues and problems associated with designing, developing, and executing instruction according to the principles of scope, sequence, continuity, integration, focus, and balance.
- ✱ Describe the different approaches of the social studies in regard to the selection and organization of disciplinary content.
- ✱ Organize the elements of subject matter content (concepts, skills, and values) into effective presentation patterns for students.
- ✱ Provide learning experiences that will encourage students to advance in their capacities, attitudes, and confidence in their ability to learn outside the classroom.
- ✱ Ensure that learning materials will be appropriate for students according to their levels of maturity, experience, and ability.

The Appendices: Practical Teaching Workshops

Designing Effective Instruction for Secondary Social Studies is devoted to modeling a somewhat unique approach to social studies education. Our organization and emphases are based on years of experience and careful thought as to an optimum social studies program. It is the reason, in addition to the seven-part text structure, that we have also included appendices that include detailed workshops for precertified and experienced teachers. This feature is designed to help methods instructors assist teachers in acquiring design skills related to social studies lessons and units.

What's New in the Second Edition?

The second edition contains an important reorganization of the original textbook as well as some substantial additions. The reorganization includes a seven-part modification in which instructional development has become the center core of the new volume. In addition, the disciplines of the subject field have been consolidated into two chapters, allowing for the development of an extensive new chapter on instructional technology. To enhance instructor and student interest, new section activities have been added to the seven parts of the textbook. These activities are designed to motivate students' interest and to facilitate their knowledge of the social studies and their skills in instructional development. Finally, a new feature has been added to highlight the contributions of five individuals who have made major contributions to the historical development of the social studies profession.

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Part 1

Ideological and Historical Concerns

Perceptions and Origins

What knowledge, skills, and values do social studies teachers need in order to become professional practitioners? Over time, social studies educators have argued about the great social issues and how to address them in the classroom. More importantly, social studies educators have long debated the issue of how to best educate youth so they can lead successful lives in the United States. Modern instructional programs are based on philosophical, psychological, and ideological perspectives. To appreciate current and future instructional programs, you need to study varying perspectives in the history of the field. It is also important to understand the variety of philosophies that have contributed to social studies curriculum and teaching practices. Indeed, much of what is claimed as innovation is often cradled in the practices of the past.

One reason for founding the National Council for the Social Studies was to provide social studies teachers with a clearinghouse for ideas on how the social studies should be organized and taught in the schools. As a result of the Council's work, social studies educators have been able to share many ideas and practices that have helped to enhance the further development of the social studies curriculum.

Ironically, schools have proven to be resistant to many of the ideas and practices that have been so popular with the leaders of the field. Paradoxically, the schools as institutions tend to cling to their traditional practices in spite of internal and external pressures that have attempted to move them. Those of you just entering this field need to understand the nature of social studies and its relationship to American society. In addition, this background on the cultural and historical forces that led to the development of current instructional programs is critically important to both beginning and experienced teachers.

The best instructional programs for the social studies do not consist of narrow single subjects or isolated, simplified presentations to young people. The best programs are orchestrated to address the physical, intellectual, and sociological needs of children and youth within the context of American society. As such, appropriate social studies education should rest at the heart of basic general education in our schools today. The next two chapters will help prepare you to accept the challenge of providing your students with the best integrated, multidisciplinary instruction that will prepare them to be citizens in the “real world.”

Section Activity: Article Reviews

Over the last eighty years, the social studies profession has developed a large body of professional literature aimed at exploring all aspects of social studies instruction. Because social studies instruction has been influenced by the origins of the field and its ideological foundations, practitioners of the social studies need to gain a general knowledge of this literature. In addition, this knowledge is important to help the novice come to appreciate the work of the organizations and individuals who have helped to shape the accepted practices of the field. You will encounter some of these individuals in this section of your textbook, including some of the articles related to this assignment. Finally, beginning social studies teachers should be encouraged to become participants in the future development of the profession by networking with others and by keeping abreast of current trends.

Activity Objectives

- To become familiar with the origins and ideology of the social studies by reviewing a set of professional articles.
- To write a brief overview of each article and to list the authors’ important findings or conclusions.
- To construct a mission statement for the social studies based on your reaction to these articles. A mission statement is a statement of purpose; it describes what a profession or school intends to accomplish as a result of its efforts.