Teaching *THE NEW SOCIAL STUDIES* in Secondary Schools

AN INDUCTIVE APPROACH

EDWIN FENTON

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HOLT, RINEHART and WINSTON, INC.
NEW YORK • CHICAGO • SAN FRANCISCO • TORONTO • LONDON

For Barbara

Library of Congress Catalog Card Number: 66–13285
22782–0116
Printed in the United States of America

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Preface

No single element of the new social studies is really new; each element has an ancient lineage, at least in theory. Yet the forty or so national curriculum projects launched during the last five years to reform the teaching of social studies are developing something distinctively new and different. A number of well-known elements are being restated and assembled in unique ways. In addition, actual materials and lesson plans for use in elementary and secondary school classrooms are turning theory into practice. These changes imply a pending revolution in the teaching of the social studies. What will be its nature?

It will involve three clusters of objectives: attitudes and values, the use of a mode of inquiry involving the development and validation of hypotheses, and a variety of knowledge objectives. The directors of curriculum projects do not rank these three clusters of objectives in the same order of importance; nor do they arrange in identical ways the individual objectives within each cluster. They do agree, however, that objectives must be stated in behavioral terms that can be measured by evaluating instruments available to classroom teachers. Hence, a teacher should examine carefully the literature about social studies objectives, not only to assist him in selecting materials from the flood now beginning to come from publishers but also to help him in setting reasonable objectives for his own classes. Section I of this volume focuses upon the question of social studies objectives.

A range of objectives requires a range of teaching strategies. Although the new social studies emphasizes teaching techniques near the discoverey end of the continuum, expository methods have not been completely abandoned. With the spread of team-teaching arrangements, faculties have been challenged to pay more attention to the relation between teaching objectives on the one hand and appropriate strategies and patterns of deployment on the other. Section II of this volume explores these issues. It contains in addition

a number of sample materials from the new social studies designed to illustrate a variety of means for reaching specific teaching objectives.

Objectives, teaching strategies, and patterns of deployment demand a variety of teaching materials. The projects are providing them. Some tell stories or give analyses in traditional expository form. Others, designed for discovery exercises in which the teacher plays a nondirective role, consist only of selected data. Between these extremes, and in a variety of combinations, lie collections of source materials—documents, autobiographies, letters, diaries, case studies, pieces of fiction, and so forth—each used for a specific purpose. Some aim primarily at teaching cognitives skills; others raise questions of values; still others help students to learn the use of a mode of inquiry. Although most materials still remain in printed form, every project that can afford to do so has developed supplementary audio-visual aids. There is little doubt that a systems approach to the teaching of the social studies will soon be upon us. Samples of this wide range of materials can be found in both Sections II and III of this book.

The staff of each social studies project has chosen its own criteria for the selection of content. Content selection has, of course, been governed by affective and cognitive objectives. But teachers can work toward the attainment of attitudes and values and the use of a mode of inquiry by concentrating on any of a number of substantive topics. A world history teacher, for example, must decide whether to ask his students to study the civilization of ancient Egypt or to concentrate his attention upon India or China or some other subject. In general, the directors of the curriculum projects, like many curriculum developers in the past, have used a combination of three criteria for the selection of content: the needs and interests of the child, contemporary social problems about which students may need information, and important substantive knowledge drawn from the social science disciplines. On the whole, the structure of the social sciences has served as the most important guide in selection of the substantive body of knowledge to teach.

As yet no consensus about the meaning of the term "structure" has developed. Some scholars equate structure with generalizations derived from the disciplines. Others use a list of basic concepts as their definition of structure. This book identifies structure with the analytical questions that historians and social scientists ask of data. Section III contains five chapters that attempt to identify some of these analytical questions and another six chapters that demonstrate, through illustrative materials, some ways in which structure can be taught in the schools. Teachers who examine these chapters might well think about ways in which structure could be combined with the needs and interests of the child, and with contemporary social problems, to provide useful guides to content selection.

Identifying structure with analytical questions makes the structure of the disciplines the major key to hypothesis formation. Facts do not speak for themselves. They have meaning only when the minds of men order them

into patterns. Social scientists have developed a large number of fruitful ways to order data, stemming from their knowledge of man and society. As historians engage in research, they often put the implications of a social science model, a generalization developed from previous research, or an earlier instance of a similar pattern of development, in the form of an analytical question which guides their search for data. These questions lead to hypotheses. They can be validated, revised, or rejected by using historical data in accordance with the rules of critical thinking. The development and validation of hypotheses are the heart of the mode of inquiry in the social studies.

What about civic education? Preparation for citizenship is implied in each of the three groups of objectives listed above: a set of attitudes and values in keeping with a democratic credo, the ability to use the mode of inquiry, and knowledge of content—such as the history of the American Constitution—that provides information about institutional settings and other data essential to a rational decision-making process. But this threefold way of looking at objectives casts civic education in a new light. It provides a framework of discussion acceptable to both the civic education camp and to those who are skeptical of the role of citizenship training in conventional social studies. It provides as well model evaluating instruments, carefully devised by our best scholars, which should enable us to determine when we have achieved some of our goals.

This volume is not just another book of supplementary readings. Although it may be used as readings in conjunction with a conventional textbook, it has been designed to replace, rather than to supplement, a text. The underlying principle can be stated simply: students who will in the future be expected to rely primarily on inductive teaching techniques should be taught inductively. Throughout their school careers, most prospective teachers have never studied history taught by an inductive approach. Hence, they have no models to imitate. Expository teaching by lecture and rote memorization from texts perpetuates itself generation after generation. Virtually the entire teaching profession now agrees that this cycle must be broken.

But before we can make a full breakthrough, patterns of teaching at all levels must change. Students who are taught in college by a textbook-and-lecture method by professional historians and social scientists have the right to question the assertion that they should teach their future high school students inductively. If critic teachers under whom student teachers learn to teach dedicate themselves to cramming into students' heads the maximum quantity of factual information, beginners may again raise legitimate questions. But in the meantime we must make a start. A logical starting place is the college methods course at either the undergraduate or the graduate level. Properly taught, this course may serve as the model which will otherwise be missing from a student's background.

To serve as a model, a methods course should provide numerous examples

of actual classroom experiences. Providing such experiences has long been the function of practice teaching. Our present generation of critic teachers, however, does not yet employ inductive methods to any great extent, nor are the materials used in their classes suitable to an inductive approach. Unless the methods course can supply examples of pertinent materials and techniques, student teachers will quickly follow the time-worn paths. This volume contains numerous examples of actual social studies materials. By teaching these examples to college students as if they were a high school class, or, better yet, by having a member of the class teach his fellow-students, methods teachers can build the models they have so long desired.

This book may prove useful for in-service training programs as well as preservice college methods courses. The principles on which it is based have been drawn from the forty or more national social studies curriculum projects which have sprung up during the last five years. Most of the articles it contains have been written during this time period. Teachers who left college a few years ago should find in this book a number of new ideas and fresh approaches to teaching. It may prove appropriate as well for summer programs such as those sponsored by NDEA, or for year-round in-service work.

Despite the fact that the new curricular projects emphasize a multi-medial approach, no reading in this volume has been devoted to the use of audio-visual aids. Such a reading was omitted deliberately, so that teachers might use pertinent AV materials in a number of lessons to demonstrate their specific use in social studies courses. Two sets of AV materials have been designed specifically with inductive principles in mind. The first consists of fourteen units for the overhead projector, published by Encyclopaedia Britannica Films under the general title "The Fenton-Wallbank World History Program." Many of these units may be used appropriately with topics covered below in Chapters 12, 14, 17, 22, 26, and 28.

Five half-hour, black and white, 16-mm films, which may be purchased or rented from Holt, Rinehart and Winston or rented from film libraries, make up the second set of AV materials. These films show classes studying the five lessons in Chapter 10. Chapter 16 contains the transcript from one of these films. Taken together, the films provide examples of one style of inductive teaching which prospective teachers can observe, criticize, and adapt.

This book, and the audio-visual materials that may be used to supplement it, have benefited materially from the criticism and advice of a number of people. Five colleagues at Carnegie Institute of Technology—Richard B. Ford, John M. Good, Mitchell P. Lichtenberg, John H. Sandberg, and Mindella Schultz—have criticized parts of the manuscript or contributed a number of valuable suggestions. Professor Lawrence Metcalf of the University of Illinois criticized an early version of the entire volume and contributed substantially to whatever merit it may now have. Two classes of students at Carnegie Institute of Technology who used the book in dittoed form have helped to eliminate a number of obscure or difficult readings and

to suggest replacements. Many teachers of both high school and college students have granted permission to reprint their work; without their kindness, it could not have been written. I owe special thanks to Mrs. Dorothy J. Hanna and Mrs. Ethel Blank, who typed the entire manuscript and attended to the complicated matter of permissions with unfailing skill and good humor, and to Mrs. Natalie Fowler, who read proof and suggested a number of last-minute changes. Finally, and most important, my wife Barbara encouraged me to try a new approach to the education of social studies teachers and sustained me through the inevitable failures and disappointments that followed. Without her support the book would not have been written.

Some of the materials in Chapters 9–11, 14, 20, 22, 24, and 28 were developed at the Social Studies Curriculum Development Center established at Carnegie Institute of Technology under a grant from the United States Office of Education. Most of these chapters consist of introductions, study questions, and readings. Many of the readings are copyrighted and used both by the Center and in this volume with the permission of the authors and publishers. All of the remainder of the materials in the chapters written at the Center has been placed in the public domain. Without support from the Office of Education, these materials could not have been developed and made available to the profession. This support is gratefully acknowledged.

Pittsburgh, Pennsylvania E. F.
February 1966

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Introduction

About a decade ago a wave of reform in the teaching of mathematics, the natural sciences, and foreign languages began to reach tranquil secondary school classrooms. Reinforced by Sputnik and supported by generous grants from the National Science Foundation and private philanthropic groups, these reforms have had a profound impact upon American education. In about 1960, scholars in the fields of English and the social studies joined the reform movement. Today the social studies program in both elementary and secondary schools is in ferment.

More than forty distinct curriculum projects at all grade levels are under way in the social studies area. Kindergarten, the elementary school, the junior high school, and the senior high school have all been affected. The projects have been financed by various agencies. The Department of Health, Education and Welfare and the National Science Foundation support about half of them; private foundations sponsor most of the remainder; and a few draw funds from local school systems. They are organized in a variety of ways. The majority are located at universities, with one or two faculty members in charge; four or five are controlled by scholarly groups such as the American Anthropological Association; and a few are run by school systems, groups of universities, or independent organizations specifically designed to develop curricula. Their objectives are as varied as their structure. Some projects aim to turn out materials for one course in one discipline; others are preparing materials to fit into existing courses. The majority propose to develop entire curricula, some for a period as long as twelve years, others for three or four years. Yet beneath this diversity lies a common set of assumptions and techniques.

Taken together, the materials that these projects will publish and the assumptions and techniques upon which they are built make up the new social studies. Like the recent developments in the teaching of mathematics and science, they point in new directions without breaking entirely with the past. The directions, however, are new, the assumptions are different, the materials are fresh, and the teaching techniques include a number of new departures. Anyone who teaches in an up-to-date school system five years from now will