

# **Teaching Social Studies That Matters**

**CURRICULUM  
FOR ACTIVE  
LEARNING**

**STEPHEN J. THORNTON**  
**Foreword by Nel Noddings**



# Teaching Social Studies That Matters Curriculum For Active Learning

**David M. Moss, Terry A.  
Osborn, Douglas Kaufman**



## **Teaching Social Studies That Matters Curriculum For Active Learning:**

**Teaching Social Studies that Matters** Stephen J. Thornton, 2005 No plan to increase achievement and enact reform in the social studies classroom will succeed without recognizing the central importance of the teacher as the gatekeeper of instruction In this book Thornton details why teachers must develop strong skills in curriculum planning and teaching methods in order for effective instruction to occur Thornton helps teachers to develop a vision of their practice that will build strong social studies programs and inspire students to learn This book features replicable examples of the kinds of reflective practice that will enable teachers to animate classroom instruction and create a dynamic social studies curriculum and an analysis of how teachers adapt and shape state and district level curricula and classroom materials to fit the specific needs of their students and a model of how to develop an instructional program with suggestions for lesson planning

**Interdisciplinary Education in the Age of Assessment** David M. Moss, Terry A. Osborn, Douglas Kaufman, 2010-08-27 Interdisciplinary Education in the Age of Assessment addresses a prevalent need in educational scholarship today Many current standards enforced curricula follow strict subject specific guidelines By contrast this book examines assessment models specific to interdisciplinary education positioning itself as a seminal volume in the field and a valuable resource to educators across the disciplines looking to broaden their curriculum

**The Wiley Handbook of Social Studies Research** Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-04-10 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

*Handbook of Research in Social Studies Education* Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cynthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography

education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover

**Handbook of Research on Learning and Instruction** Richard E. Mayer, Patricia A. Alexander, 2011-02-15 During the past twenty years researchers have made exciting progress in the science of learning i.e. how people learn and the science of instruction i.e. how to help people learn This Handbook examines learning and instruction in a variety of classroom and non classroom environments and with a variety of learners both K 16 students and adult learners The chapters are written by leading researchers from around the world all of whom are highly regarded experts on their particular topics The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second languages and physical education as well as learning to think critically learning to self monitor and learning with motivation The instruction section consists of chapters on effective instructional methods feedback examples self explanation peer interaction cooperative learning inquiry discussion tutoring visualizations and computer simulations Each chapter reviews empirical research in a specific domain and is structured as follows Introduction Defines key constructs and provides illustrative examples or cases Historical Overview Summarizes the historical context for the topic or domain Theoretical Framework Summarizes major models or theories related to the topic or domain Current Trends and Issues Synthesizes the research literature and highlights key findings or conclusions Practical Implications Suggests relevance of the research for educational practice Future Directions Considers next steps or stages needed for future research

**The Wiley International Handbook of History Teaching and Learning** Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and

Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day The Idea of a Social Studies Education James A. Duplass, 2017-09-22 Offering a fresh take on the purpose of social studies today James A Duplass positions philosophical counseling as a way for teachers to engage students in thinking deeply about what it means to be a citizen in a democratic society The Idea of a Social Studies Education takes a uniquely humanistic approach to the idea of a social studies education to show how teachers can act as philosophical counselors in preparing students for active civic engagement Duplass reminds the reader of the needs of students in modern society who seek to develop an identity worth living and the role social studies can play in students achieving that process By focusing on the cultivation of students autonomy authenticity efficacy and agency Duplass approach avoids political biases and instead encourages critical thinking to decipher what a democratic ideology truly is **Social Studies Today** Walter C.

Parker, 2015-04-10 Social Studies Today will help educators teachers curriculum specialists and researchers think deeply about contemporary social studies education More than simply learning about key topics this collection invites readers to think through some of the most relevant dynamic and challenging questions animating social studies education today With 12 new chapters highlighting recent developments in the field the second edition features the work of major scholars such as James Banks Diana Hess Joel Westheimer Meira Levinson Sam Wineburg Beth Rubin Keith Barton Margaret Crocco and more Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom responding to high stakes testing teaching patriotism judging the credibility of Internet sources and teaching with film and geospatial technologies Accessible compelling and practical these chapters full of rich examples and illustrations showcase some of the most original thinking in the field and offer pre and in service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them Walter C Parker is Professor and Chair of Social Studies Education and by courtesy Professor of Political Science at the University of Washington Seattle Instructional Strategies for Middle and High School Social Studies Bruce E. Larson, 2016-08-10 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies Writing explicitly for pre service social studies teachers veteran teacher educator Bruce E Larson offers detailed descriptions of a range of instructional strategies along with guidelines for deciding how and when to use each Part I offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the classroom Part II delivers a range of comprehensive strategies for providing instruction that is appropriate for particular lessons student abilities and classroom environments The practical strategies in Part II build upon the learning theories described in Part I positioning Instructional Strategies for Middle and High School Social Studies to be the go to all inclusive teacher s guide to the social studies classroom New to this Edition A list of goals before each

chapter presents an overview of the chapter's content focus and provides an outline for the chapter review. Extensively revised Part I chapters 1-4 provides an updated review of national standards developed for teaching history, geography, civics, and economics. In-depth applications of the Common Core State Standards for the social studies are also explored. New Reality Check feature provides directions for integrating field-based experiences into the chapters and contextualizes the ideas in the book for a classroom setting. Each chapter in Part II chapters 5-11 has been expanded to include a section labeled Enhancing Student Learning with Technology offering websites, links, and other resources for integrating recent technologies into the classroom. Chapters 5-11 include a new Making Your Lesson More Meaningful for ELLs feature which provides ideas based on current research and theories about learning language for engaging ELLs specific for each instructional strategy. Expanded discussion of the Understanding by Design model equips teachers to design learning experiences that promote student understanding by intentionally designing what happens in the classroom and developing authentic formative assessments of student learning.

**Multicultural Social Studies** Anita C. Danker, 2005-01-01 A practical guide provides educators with a way to integrate multicultural themes into the K-12 social studies curriculum focusing on the goals of student-centered learning while also attending to standards-driven mandates.

**Design Research in Social Studies Education** Beth C. Rubin, Eric B. Freedman, Jongsung Kim, 2019-06-06 This edited volume showcases work from the emerging field of design-based research (DBR) within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms. Usually associated with STEM fields, DBR's unique ability to generate practical theories of learning and to engineer theory-driven improvements to practice holds meaningful potential for the social studies. Each chapter describes a different DBR study exploring the affordances and dilemmas of the approach. Chapters cover such topics as iterative design, using and producing theory, collaborating with educators, and the ways that DBR attends to historical, political, and social context.

**The Teaching American History Project** Rachel G. Ragland, Kelly A. Woestman, 2010-05-26 This collection of essays and research reports from participants in The Teaching American History Project provides models for historians, teachers, teacher educators, and others interested in the teaching and learning of American History and presents examples of lessons learned from a cross-section of TAH projects.

**Encyclopedia of Giftedness, Creativity, and Talent** Barbara Kerr, 2009-06-15 Library Journal Best Reference 2009 Educators have begun to recognize that identifying and accommodating students who are slower to learn may leave behind those who learn rapidly and think creatively. The nature of intelligence, the sources of innovation, and the ways to nurture special abilities are now topics of great interest to scholars in a wide variety of disciplines and to the general public. Policymakers ranging from school board members to leaders of nations must also make practical decisions about how communities and societies will treat their brightest, most promising students. With more than 400 entries, these two volumes review research findings on giftedness, talent, and creativity and their effect on education, training, science, and the arts, government policy, and everyday life. The

Encyclopedia of Giftedness Creativity and Talent provides a balanced objective assessment of the various perspectives on the nature of intelligence innovation and optimal states This state of the art resource covers all major facets of the field including achievement motivation artistic ability creative personality emotional intelligence gender differences genius intelligence testing learning styles minority underrepresentation multiple intelligences musical ability prodigies scientists self actualization thinking skills and more Key Themes Assessment and Identification Creativity Studies Cultural Issues Education Eminent People Exceptionalities Intelligence Neuroscience and Genetics Populations Programs and Interventions Psychological Issues Talent Domains Theories and Models Key Features Provides a balanced and critical discussion of the controversies that have animated research and theory making Clarifies which grouping and instructional strategies promote the best outcomes in achievement and social emotional development of gifted children Helps educators make informed decisions about the identification strategies and the curriculum models that best meet their students needs Contains thousands of pertinent facts from the fields of education psychology sociology and the arts Evaluates policies that have hindered gifted children and makes a persuasive case for appropriately challenging and differentiated education Examines how giftedness creativity and talent were defined in the past and how current meanings have emerged

*Turning Pragmatism into Practice* Daniel W. Stuckart, 2018-01-11 Despite the founding of the modern social studies curriculum nearly a century ago based on John Dewey s pragmatism philosophy the field has never achieved a significant and broad implementation of his ideas Dewey s instrumentalism offers social studies educators a tool for addressing vexing problems such as whether they should design classroom experiences using a traditional or a social studies approach to learning history the role of digital technologies the purpose and challenges of younger learners working with an expanding horizons curriculum and many more At the same time Dewey s time tested theories describe how students use the social studies curriculum to make meaning as well as provide teachers a blueprint for implementing engaging and interactive lessons We have neglected Dewey which has led to confusion student disinterest and widespread teaching methodologies contrary to theoretical and research best practices Revisiting Dewey provides the why and how of what we do an ideal for creating a challenging and rigorous social studies curriculum while engaging students interests

**Leaders in Social Education** Christine Woyshner, 2014-09-23 Research in social education over the last forty years has broken new ground in such areas as historical understanding civic education cultural studies and curriculum and assessment This collection is comprised of reflections on the professional trajectories of nineteen leading social studies scholars Demonstrating that their professional interests have emerged from their autobiographies the scholars write about their personal influences professional choices and contributions The book reveals how social justice difference and diversity and a commitment to the ongoing project of democracy have been central to their work The chapters in this volume reveal leading social educators determined sense of urgency about making the world a better place through their leadership in the field Each essay provides students

practitioners and researchers alike with background on the nineteen scholars Also the scholars provide lists of their favorite publications as well as the works of other scholars that influenced them Taken together the chapters in this volume offer thoughts on the past present and future of social studies

**The Charged Classroom** Judith L. Pace, 2015-02-11 At a time when debate over school reform commands unprecedented attention Judith L Pace argues we must grapple with the underlying challenges of classroom teaching and at the same time strive to realize the ideals of democratic education Building on three qualitative studies in grades four through twelve The Charged Classroom examines the deeply embedded tensions escalating pressures and exciting possibilities of the contemporary American public school classroom Through detailed descriptions and analyses of social studies and English language arts classrooms Pace disentangles how teachers and students navigate three charged arenas academic expectations discussion of provocative topics and curricular demands In each domain democratic learning opportunities such as promotion of positive student identity dialogue across differences and exploration of conflict are both opened up and closed down A passionate and persuasive call for education reform the book offers crucial insights about the realities of teaching and key recommendations for advancing democratic education in a multicultural society

**Self-Censorship in Contexts of Conflict** Daniel Bar-Tal, Rafi Nets-Zehngut, Keren Sharvit, 2017-10-30 This groundbreaking volume explores the concept of self censorship as it relates to individuals and societies and functions as a barrier to peace Defining self censorship as the act of intentionally and voluntarily withholding information from others in the absence of formal obstacles the volume introduces self censorship as one of the socio psychological mechanisms that prevent the free flow of information and thus obstruct proper functioning of democratic societies Moreover it analyzes this socio psychological phenomenon specifically in the context of intractable conflict providing much evidence from the Israeli Palestinian conflict Moving from the micro to the macro level the collected chapters put the individual as the focal unit of psychological analysis while embedding the individual in multiple levels of context including families organizations and societies Following a firm conceptual explanation of self censorship a selection of both emerging and prominent scholars describe the ways in which self censorship factors into families organizations education academia and other settings Further chapters discuss self censorship in military contexts narratives of political violence and the media Finally the volume concludes by looking at the ways in which harmful self censorship in societies can be overcome and explores the future of self censorship research In doing so this volume solidifies self censorship as an important phenomenon of social behavior with major individual and collective consequences while stimulating exciting and significant new research possibilities in the social and behavioral sciences Conceptually carving out a new area in peace psychology Self Censorship in Contexts of Peace and Conflict will appeal to psychologists sociologists peace researchers political scientists practitioners and all those with a wish to understand the personal and societal functioning of individuals in the real world

Knowledge, Control and Critical Thinking in Singapore Leonel Lim, 2015-09-07 This book examines how critical thinking



is regulated in Singapore through the process of what the influential sociologist of education Basil Bernstein termed pedagogic recontextualization. The ability of critical thinking to speak to alternative possibilities and individual autonomy as well as its assumptions of a liberal arrangement of society is problematized in Singapore's socio-political climate. By examining how such curricular discourses are taken up and enacted in the classrooms of two schools that cater to very different groups in society, the book foregrounds the role of traditional high status knowledge in the elaboration of class formation and develops a critical understanding of post-developmental state initiatives linked to the parable of modernization in Singapore. *Knowledge Control and Critical Thinking in Singapore* offers chapters on Critical Thinking and the Singapore State, Meritocracy, Illiberalism and Neoliberalism, Sacred Knowledge and Elite Dispositions, Recontextualizing Critical Thinking in an Elite School, Power, Knowledge and Symbolic Control, Official Pedagogic Identities and the Politics of Recontextualization. This book will appeal to scholars in comparative education studies, curriculum studies and education reform. It will also interest scholars engaged in Asian studies who are struggling to understand issues of education policy formation and implementation, particularly in the areas of critical thinking and other knowledge skills.

*Social Studies in the New Education Policy Era* Paul G. Fitchett, Kevin W. Meuwissen, 2018-01-19. *Social Studies in the New Education Policy Era* is a series of compelling open-ended education policy dialogues among various social studies scholars and stakeholders. By facilitating conversations about the relationships among policy, practice and research in social studies education, this collection illuminates various positions, some similar, some divergent, on contested issues in the field, from the effects of standardized curriculum and assessment mandates on K-12 teaching to the appropriate roles of social studies educators as public policy advocates. Chapter authors bring diverse professional experiences to the questions at hand, offering readers multiple perspectives from which to delve into well-informed discussions about social studies education in past, present and future policy contexts. Collectively, their commentaries aim to inspire challenge and ultimately strengthen readers' beliefs about the place of social studies in present and future education policy environments.

*Grassroots Organizing for K-12 Asian American Studies* Sohyun An, Theresa Alviar-Martin, 2024-07-10. This edited book captures Asian American grassroots organizing in Georgia through counterstorytelling. Rooted in Critical Race Theory and traditions of narrative inquiry, counterstorytelling in educational research seeks to challenge dominant narratives by centering marginalized communities' experiences and perspectives as sources of valuable knowledge. By employing Asian-Crit, global citizenship education, human rights and liberatory postcolonial education as theoretical lenses, the editors of this book interrupt essentialized portrayals of Asian Americans by featuring stories of Asian American students, parents and educators who are fighting for Asian American Studies and Ethnic Studies in K-12 schools in Georgia. Their stories capture common as well as divergent experiences of being Asian American in the South and illuminate possibilities, challenges and complexity of grassroots organizing for Asian American studies and ethnic studies in the South.

This book delves into Teaching Social Studies That Matters Curriculum For Active Learning. Teaching Social Studies That Matters Curriculum For Active Learning is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Teaching Social Studies That Matters Curriculum For Active Learning, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to Teaching Social Studies That Matters Curriculum For Active Learning
    - Chapter 2: Essential Elements of Teaching Social Studies That Matters Curriculum For Active Learning
    - Chapter 3: Teaching Social Studies That Matters Curriculum For Active Learning in Everyday Life
    - Chapter 4: Teaching Social Studies That Matters Curriculum For Active Learning in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, this book will provide an overview of Teaching Social Studies That Matters Curriculum For Active Learning. The first chapter will explore what Teaching Social Studies That Matters Curriculum For Active Learning is, why Teaching Social Studies That Matters Curriculum For Active Learning is vital, and how to effectively learn about Teaching Social Studies That Matters Curriculum For Active Learning.
  3. In chapter 2, this book will delve into the foundational concepts of Teaching Social Studies That Matters Curriculum For Active Learning. This chapter will elucidate the essential principles that need to be understood to grasp Teaching Social Studies That Matters Curriculum For Active Learning in its entirety.
  4. In chapter 3, this book will examine the practical applications of Teaching Social Studies That Matters Curriculum For Active Learning in daily life. The third chapter will showcase real-world examples of how Teaching Social Studies That Matters Curriculum For Active Learning can be effectively utilized in everyday scenarios.
  5. In chapter 4, this book will scrutinize the relevance of Teaching Social Studies That Matters Curriculum For Active Learning in specific contexts. This chapter will explore how Teaching Social Studies That Matters Curriculum For Active Learning is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about Teaching Social Studies That Matters Curriculum For Active Learning. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Teaching Social Studies That Matters Curriculum For Active Learning.

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### Teaching Social Studies That Matters Curriculum For Active Learning Introduction

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perception and vision is the novel's dominant motif bridging the entire text from Reuven's eye injury

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