

# TEACHING CITIZENSHIP THROUGH TRADITIONAL TALES



AGES 5 TO 7

SUE ELLIS & DEIRDRE GROGAN

# Teaching Citizenship Through Traditional

**Tobias Bleicker**



## **Teaching Citizenship Through Traditional:**

**Teaching Citizenship Through Traditional Tales** Sue Ellis, Deirdre Grogan, 2003 Scholastic Teacher Bookshop provides a wonderful range of titles reflecting current issues in education as well as the most popular primary curriculum areas. Teachers can browse through The Bookshop and choose those titles that meet their particular needs and take their fancy. The varied format of titles in this series enables subjects to be covered in a way that is most appropriate to the content. In real life choices between right and wrong are often not a simple matter. Children need to learn how to make balanced judgements based on consideration of all the facts. Often the safest environment in which to look in depth at such issues is a fictional one. And one of the most appropriate genres of fiction for this age group is traditional tales. Working within the context of traditional tales enables children to express their own opinions and explore their true beliefs in a fun, safe and believable context. This book provides thought-provoking letters relating to a number of well-known traditional tales and around which discussion and writing can be focused. Through using the letters, children are encouraged to explore concepts of fairness, the nature of right and wrong, the process of making moral judgements and decisions, human nature, motivation and relationships, value, power and uses of money, the ways in which different situations can be interpreted and how their own views are informed by their own experiences.

## **(Re)Constructing Memory: Textbooks, Identity, Nation, and State**

James H. Williams, Wendy D. Bokhorst-Heng, 2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation. Authors' voices come from a variety of contexts, some historical, some contemporary, some providing analyses over time. But they all consider the changing portrayal of diversity, belonging and exclusion in multiethnic and diverse societies where silenced, invisible, marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative. The authors discuss portrayals of past exclusions around religion, ethnicity, sexual orientation as they look at the shifting boundaries of insider and outsider. This book is thus about who we are, not only demographically but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provide ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding in increasingly larger and more inclusive contexts.

## **Learning to Teach Citizenship in the Secondary School**

Liam Gearon, 2014-11-26 Praise for previous editions: A comprehensive and illuminating resource on both citizenship and citizenship education. David Hicks, Times Educational Supplement. What is the role of citizenship? How can it be taught effectively? *Learning to Teach Citizenship in the Secondary School* is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance. Written by leading experts in the field, the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum. This

new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development Learning to Teach Citizenship in the Secondary School is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and offers specialists new insight into this crucial subject

**Equality in the Secondary School** Mike Cole, 2009-12-22 Draws together a wealth of knowledge from a varied list of contributors all of whom recognise the importance of promoting equality in secondary schools

**Teaching in the Cracks** Brian D. Schultz, 2017 This engaging book shows how teachers and schools are creating emergent democratic progressive education amidst the current context of high stakes accountability In this follow up to his bestseller Spectacular Things Happen Along the Way Schultz explores how today's rhetoric and restrictive mandates result in curriculum that fails to capture the attention of students For meaningful learning that develops transferable skills and engages students teachers and sometimes whole schools need to find spaces to teach in the cracks so that students can connect with issues relevant to their lives Teaching in the Cracks provides both a theoretical and practical foundation for incorporating an action focused curriculum that meets academic standards and provides students with opportunities for agency and to use their voices in their own learning Through compelling examples Brian Schultz shares how educators can help students use their powers From the Foreword by Deborah Meier teacher principal and advocate This book is an invitation to rethink teaching from top to bottom to dive into classroom life as a passionate adventure in discovery and surprise From the Afterword by William Ayers education activist For teachers who genuinely seek to make a difference through their work this book will be a helpful resource Pedro A Noguera University of California Los Angeles

**Reading and Writing for Civic Literacy** Donald Lazere, 2017-07-05 Lazere's book is heaven sent and will provide a crucial link in the chain of understanding how conflicts are structured and most importantly how they can be rationally addressed a healthy antidote to the scepticism that has become so pervasive in academic life Alan Hausman Hunter College This innovative book addresses the need for college students to develop critical reading writing and thinking skills for self defence in the contentious arena of American civic rhetoric In a groundbreaking reconception of composition theory it presents a comprehensive critical perspective on American public discourse and practical methods for its analysis Exercises following the text sections and readings help students understand the ideological positions and rhetorical patterns that underlie

opposing viewpoints in current controversies such as the growing inequality of wealth in America and its impact on the finances of college students as expressed in paired sets of readings from the political left and right. Widely debated issues of whether objectivity is possible and whether there is a liberal or conservative bias in news and entertainment media as well as in education itself are foregrounded as topics for rhetorical analysis.

**Resources in Education**, 1999 Who's Afraid of Political Education? Henry Tam, 2024-12-10 Democracy should enable citizens to play an informed role in determining how power is exercised for their common wellbeing but this only works if people have the understanding skills and confidence to engage effectively in public affairs. Otherwise any voting system can be subverted to serve the interests of propagandists and demagogues. This book brings together leading experts on learning for democracy to explore why and how the gap in civic competence should be bridged. Drawing on research findings and case examples from the UK, the US and elsewhere it will set out why change is necessary, what could be taught differently to ensure effective political engagement and how a lasting impact in improving citizens' learning for democratic participation can be made.

Students as Curriculum William H. Schubert, Brian D. Schultz, 2025-05-30 This book explores possibilities for students to have a much greater role in curriculum than mere receivers of it. In fact, we suggest what happens when students are the curriculum.

The Education and Care of Children with Severe, Profound and Multiple Learning Disabilities Richard Aird, 2013-12-19 This is a practical guide to managing the whole curriculum for children with severe learning difficulties. SLD. Crucial guidance and effective strategies are provided on how to reconcile the rights, needs and aspirations of such children in light of recent national trends and QCA guidelines.

*The Social Studies Curriculum* E. Wayne Ross, 2014-11-01 The Social Studies Curriculum Fourth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies. The book connects the diverse elements of the social studies curriculum: civic, global, social issues, offering a unique and critical perspective that separates it from other texts. Completely updated, this book includes twelve new chapters on the history of the social studies, democratic social studies, citizenship education, anarchist inspired transformative social studies, patriotism, ecological democracy, Native studies, inquiry teaching, Islamophobia, capitalism and class struggle, gender, sex, sexuality and youth experiences in school, and critical media literacy. All the chapters from the previous edition have been thoroughly revised and updated, including those on teaching social studies in the age of curriculum standardization and high stakes testing, critical multicultural social studies, prejudice and racism, assessment and teaching democracy. Readers are encouraged to reconsider their assumptions and understanding about the origins, purposes, nature and possibilities of the social studies curriculum.

**Educating the Global Environmental Citizen** Greg William Misiasek, 2017-12-15 Misiasek examines the disconnection between critical global citizenship education models and ecopedagogy, which is grounded in Paulo Freire's pedagogy. Exploring how concepts of citizenship are affected by globalization, this book argues that environmental pedagogues must teach critical environmental literacies in order for students to understand global

environmental issues through the world's diverse perspectives Misiaszek analyses the ways environmental pedagogies can use aspects of critical global citizenship education to better understand how environmental issues are contextually experienced and understood by societies locally and globally through issues of globalization colonialism socio economics gender race ethnicities nationalities indigenous issues and spiritualities

**Teaching Gifted Children** Jeff Danielian, C. Matthew Fugate, Elizabeth Fogarty, 2021-09-23 From the pages of Teaching for High Potential a quarterly publication of the National Association for Gifted Children this collection of articles is sure to be of use to any educator of high ability students Topics included range from instructional methods across all content areas including tips and tools for reading and vocabulary instruction integrating STEM content and engaging students in math to identification differentiation and addressing gifted students social emotional needs Articles also delve into current issues pertinent to the field of gifted education and this unique group of students including underachievement and underrepresented minority populations as well as new classroom strategies such as Makerspaces and teaching growth mindset This resource can be used to enhance a classroom lesson guide curriculum development or supplement professional development The featured articles are unique well written for the audience and selected by reviewers who understand what teachers need

*Statistics of Land-grant Colleges and Universities* United States. Office of Education, 1929

**Bulletin - Bureau of Education** United States. Bureau of Education, 1929

**Bulletin** United States. Office of Education, 1929

*Bibliography of Research Studies in Education*, 1929

*Bulletin*, 1929

**Bibliography of Research Studies in Education** United States. Office of Education. Library Division, 1929

**EcoJustice, Citizen Science and Youth Activism** Michael P. Mueller, Deborah J. Tippins, 2014-12-02 This volume draws on the ecojustice citizen science and youth activism literature base in science education and applies the ideas to situated tensions as they are either analyzed theoretically or praxiologically within science education pedagogy It uses ecojustice to evaluate the holistic connections between cultural and natural systems environmentalism sustainability and Earth friendly marketing trends and introduces citizen science and youth activism as two of the pedagogical ways ecojustice philosophy can be enacted It also comprises evidence based practice with international service community embedded curriculum teacher preparation citizen monitoring and community activism student scientist partnerships socioscientific issues and new avenues for educational research

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