

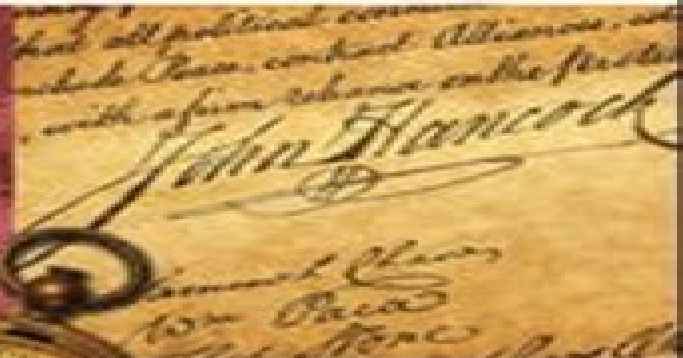
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Social Studies United States History

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A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the Houghton Mifflin Company text.

Social Studies United States History:

Social Studies: USA II : United States history: 1865 to the present Carole Marsh, 2009 The Value of United States History in the Social Studies Curriculum Eileen Mandell, 1982

Many teachers and administrators feel that the basic Rs are the foundation of learning without reading writing and arithmetic a child can never become knowledgeable. What about the child who wants to read a map while riding out of town who never received this skill in school? How does an adult explain to a child the qualities of a living hero when the child doesn't understand those of the heroes of history? Is it appropriate for a teacher to assume there will be no future politician in her class and therefore to begin a writing lesson instead of a lesson on the three branches of government? Social studies especially the study of United States history has long been regarded as necessary in our school systems. Educators have been studying new and innovative methods of stimulating interest in the subject long before the 1960s but they always seem to retreat to lectures, memorization of facts, essay exams and reiteration of concepts. Inquiry oriented skill development, emphasis on affective type goals, value clarification, the present to past approach to the study of history and the past to present approach have all been studied and analyzed and grant money has been awarded to prove the value of United States history in our schools. It was only until recently that social studies was regarded as a fourth requirement in our educational system. What then caused the change? Recently the school systems have been required to test the third, fifth and ninth graders on their general academic proficiency. These tests include intelligence achievement and aptitude tests which are distributed and completed townwide, statewide and nationally. Each test is studied individually and as a group to compare the results with established standards. Education, economy and geography effected the test results and frequently made a comparison inappropriate. City newspaper headlines often read: "Many fifth graders reading on third grade level" or "Fifty per cent of fifth grade students lack basic math skills needed for Life". What is the reaction? Give more time to those basic skills which the fifth graders need. The problem occurs when the required school day allots an unwavering 350 minutes each day to teach. If more time is to be spent in reading, writing and arithmetic then less time must be spent in other areas such as social studies, physical education, music, art, science and health. Yes, the test scores will be improved in reading and math but eventually the students will show noticeable weaknesses in their life skills. Should the school system be allowed to decide that education in morals, decision making, government, foreign affairs and patriotism is less important than that of phonics, addition, fractions and questioning techniques? All skills carry appropriate importance in the realm of the children's world but the integration into the schedule bears investigation. It is my purpose through this paper to show the importance of all these skills and the method of integrating them into the standard school day. By introducing an interdisciplinary social study curriculum the basic skills of reading and arithmetic can be taught through the varied use of the social studies curriculum. Skills such as map reading, economics, ecology, location and acquiring information, critical thinking, communication and many others are as much a part of reading and arithmetic as they are of the

social studies curriculum As Franklin Roosevelt expressed so well The only thing to fear is fear itself It also holds true among teachers If teachers could become less fearful of varied topics and methods in the social studies curriculum a more rounded education would develop Through educating teachers and others first the education of the children will follow *Taking the High Road to Social Studies Book 5 United States History* Arlene Capriola, Rigmor Swenson, 2008-03-05 Taking the High Road to Social Studies Book 5 United States History First Americans To The Present Teacher's Manual Social Studies Carole Marsh, 2009 **Tentative Course of Study in United States History and Social Studies for Secondary Schools in Indiana ...** Indiana. Department of Public Instruction. Division of Inspection, 1928 **Houghton Mifflin Social Studies**, 2005 **Social Studies, United States History Grade 5** Social, 2005 **UNITED STATES HISTORY** Elijah Dunbar, 2009-07-30 This text contains everything a student needs to know about the history of the United States Its conciseness is the author's way of making learning as simplistic and interesting as possible to students and scholars This concise yet detailed text on the past and present accounts of the United States includes informative appendices and significant biographical data about the Presidents of the United States and their wives It contains the Constitutional Amendments along with the Gettysburg Address of Abraham Lincoln a time of confrontation and emancipation the I Have A Dream speech by Dr Martin Luther King Jr a time of contention and determination and the Inaugural Address of Barack Obama a time of innovation and transformation This nonfiction tradebook is an invaluable source of information for students History teachers and other readers *Get Ready! for Social Studies : U.S. History* Nancy White, Francine Weinberg, 2002-04-04 Everything parents need to help their kids succeed in social studies The only comprehensive social studies skill building series available the Get Ready For Social Studies series equips proactive parents with the tools they need to help their children develop the core skills required to perform at grade level in social studies related subjects Ranging from prehistory to the current day U S History focuses on the United States including the development of the free enterprise system and its context within the world Houghton Mifflin Social Studies: United States History Grade 5 Houghton Mifflin Company, 2005

Social Studies United States History Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Social Studies United States History**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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