

# SOCIAL STUDIES FOR THE TWENTY-FIRST CENTURY

Methods and Materials for Teaching in Middle and Secondary Schools

Jack Zevin



# **Social Studies For The Twenty First Century**

C. Gregg Jorgensen

#### **Social Studies For The Twenty First Century:**

Social Studies for the Twenty-first Century Jack Zevin, 1999-08-01 Social Studies for the Twenty First Century Second Edition offers practical interesting and exciting ways to teach social studies Its reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday secondary classrooms Like the popular first edition this thoroughly revised and updated edition offers an overall framework to guide teachers in setting objectives devising lessons and choosing classroom strategies as well as assistance in constructing tests and planning lessons units and courses for some of the field's most popular and enduring programs Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another rather than acting in opposition At the center of this text is the author's belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion Features of the text weaves theory curriculum methods and assessment into a comprehensive model for social studies instruction offers a practical hands on approach to lesson planning and curriculum design that features data documents and visuals teachers can try out with their students encourages problem solving attitudes and behavior and provokes analysis critical thinking reflection and debate uses a personal approach to teaching in a reflective framework with a minimum of educational jargon and polemicizing and includes separate chapters on teaching each of the major areas of the social studies curriculum New in the second edition two completely new chapters on using all sorts of media from print and photography to computer games and the World Wide Web to supplement and enrich the social studies classroom new material in the chapter on evaluation on using authentic assessment and student portfolios discussion of the standards movement with examples from major new quidelines and new examples and response boxes throughout and an extensive updated and reorganized bibliography of agencies and resources for the social studies including internet and e mail addresses where available the Twenty-First Century Jack Zevin, 2023-03-17 Now in its 5th edition this popular text offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers Theory curriculum methods and assessment are woven into a comprehensive model for setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field's most popular and enduring programs The reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting

one another building the groundwork for taking stands on issues past and present At the center is the author's belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion This new edition is heavily revised and condensed to promote ease of use Build Your Own Lesson additions to each chapter encourage improvisation and inquiry based teaching and learning across subjects A Companion Website offers additional activities lessons and resources for pre service and practicing social studies teachers Than Ever James A. Bryant, 2007 Now More Than Ever Social Studies in the 21st Century examines the state of social studies and history education in America while laying out an ambitious program of reform and rejuvenation In this work Dr Bryant presents three strategies for reinvigorating the study and teaching of history 1 Social Studies should be history centered and not a catch all course 2 Social Studies teachers should utilize a constructivist or student centered approach 3 Social Studies curriculum must be multicultural in approach and materials The very purpose and meaning of teaching history is currently being debated in our society from school boards and barber shops to the halls of Congress Now More Than Ever challenges the reader to enter this debate with a fresh perspective and renewed passion **Social Studies for the Twenty-First** Century Jack Zevin, 2013-08-21 Social Studies for the Twenty First Century Third Edition weaves theory curriculum methods and assessment into a comprehensive model to guide middle and secondary teachers in setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field's most popular and enduring programs It offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers The text includes separate chapters on teaching each of the major areas of the social studies curriculum Its reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author's belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion New in the Third Edition Summaries of recent research particularly in history education that have been published since the last edition Increased attention to social studies standards as well as those for civics economics and history An enriched view of teaching history and social studies with a wide array of sources ranging from material objects through primary sources on to art music and literature Tightening of the text to make it shorter and more pointed including a few provocative new ideas More and better organized ideas for classroom group and individual

activities and cooperative learning Expanded appendices on instructional resources include the rapidly growing use of websites New visuals that are better integrated into the text and which teachers can use in their classrooms as lessons in visual literacy and Continued efforts to inject a bit of humor and self criticism into a field of education most students view as a sizeable trunk of dead and deadly facts Social Studies for the Twenty First Century Third Edition is a primary text for secondary and middle social studies methods courses Getting Beyond the Facts Joe L. Kincheloe, 2001 Annotation Kincheloe education City U of New York and Brooklyn College believes that social studies education in the U S has gone through 40 years of confusion and is now in critical need of reform In this text he explores how those who believe in and teach about the potentials of democracy can deal with postmodern American society and the feelings associated with it Throughout the text the author examines the relationship between teaching social studies and the lessons of the larger social cultural and political realms emphasizing the need for social studies educators to teach within the context of contemporary society Annotation c Book News Inc Portland OR booknews com **Charting a Course** National Commission on Social Studies in the Schools (U.S.). Curriculum Task Force, 1989 **Rethinking Social Studies Teacher Education in the** Twenty-First Century Alicia R. Crowe, Alexander Cuenca, 2015-11-26 In this volume teacher educators explicitly and implicitly share their visions for the purposes experiences and commitments necessary for social studies teacher preparation in the twenty first century It is divided into six sections where authors reconsider 1 purposes 2 course curricula 3 collaboration with on campus partners 4 field experiences 5 community connections and 6 research and the political nature of social studies teacher education The chapters within each section provide critical insights for social studies researchers teacher educators and teacher education programs Whether readers begin to question what are we teaching social studies teachers for who should we collaborate with to advance teacher learning or how should we engage in the politics of teacher education this volume leads us to consider what ideas structures and connections are most worthwhile for social studies teacher education in the twenty first century to pursue Critical Issues in Social Studies Research for the 21st **Century** William B. Stanley, 2001-06-01 The authors of the nine other chapters in this book have struggled with the issues discussed above in several different ways The chapter authors represent a wide range of views and expertise within the field of social studies Some have been leading social studies scholars for three or four decades Other authors represent new voices that have begun to shape the direction social studies will take in the future The topics examined here include the debate over how to define social studies social studies and the impact of the standards accountability movement the contextual con straints restraints on teaching social studies education for democracy rationales for teaching history multicultural education global education social studies and educational technology and the nature and effectiveness of social Twenty First Century Needs in the Secondary School Curriculum: Bangladesh Perspective Md. Tariqul studies research Islam, 2015-06-18 The study investigated the appropriateness of integrated Social Science Curriculum at Secondary Level of

the Education System in Bangladesh in the context of meeting present needs of the students NCTB developed renewed and modified secondary curriculum in 1995 From 1995 to 2009 a long period has been passed but being a continuous process secondary level Social Science curriculum being unchanged yet The study was an effort to explore the secondary school Social Science curriculum of Bangladesh with regard to the present needs Focuses was given on the present secondary level integrated Social Science curriculum of Bangladesh present needs of the curriculum on the basis of personal social national and global perspectives appropriateness of exiting curriculum considering present needs and so on John Dewey and the **Dawn of Social Studies** C. Gregg Jorgensen, 2012-09-01 Founding documents namely the 1916 Report on Social Studies is the focus of John Dewey and the Dawn of Social Studies Unraveling Conflicting Interpretations of the 1916 Report which examines the Report in order to determine how it has been interpreted and regarded over time The underlying question involved is Which interpretation or interpretations most embodies the intent goals and purpose of the 1916 Committee Key members of the 1916 committee have been identified for extended research and analysis One additional individual frequently quoted throughout the Report John Dewey received special consideration owing to his stature and influence in the U S and throughout the world The wide variety of interpretations was examined within an organizational framework utilized to discuss and analyze the broad spectrum of interpretations that exist This examination encompassed the existing theories the meaning and intent of the 1916 committee as well as the social and political aspects of the era The overarching intent of founding documents in this case the 1916 Report is to make sense of the various scholarly interpretations and offer insights as to whether or not a consensus of opinion among scholars existed Like all important founding documents whose authors have long since passed through the veil of history but whose work continues to influence we as scholars social studies and history educators and curriculum and instruction researchers want to know whose ideas are at the forefront of social studies one of the most contested academic fields of study in America

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