

Social Education in the Twentieth Century

*Curriculum and Context
for Citizenship*

Christine Woyshner, Joseph Watras,
Margaret Smith Crocco, *Editors*



Social Education In The Twentieth Century Curriculum And Context For Citizenship History Of Schools

**Meghan McGlinn Manfra, Cheryl Mason
Bolick**



Social Education In The Twentieth Century Curriculum And Context For Citizenship History Of Schools:

Social Education in the Twentieth Century Christine A. Woyshner, Joseph Watras, Margaret Crocco, 2004 **Handbook of Research in Social Studies Education** Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field **The Wiley Handbook of Social Studies Research** Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-03-13 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 School History Textbooks across Cultures Jason Nicholls, 2006-05-15 What do school history textbooks mean in the contemporary world What issues and debates surround their history and production their distribution and use across cultures This volume brings together articles by authors from the United States Italy Japan Germany France Russia and England each piece drawing attention to a series of fascinating yet highly specific national debates In this collection perspectives on the place and purpose of school history textbooks are shown to differ across space and time For the student or scholar of comparative education this compilation raises important methodological questions concerning the grounds and parameters upon which it is possible to make comparisons **Research Methods in Social Studies Education** Keith C. Barton, 2006-03-01 This volume fills a significant gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field It is not a how to guide but an exploration of

key issues related to the design and implementation of empirical studies The authors are active researchers who use varied methods in diverse settings including historical research international comparative studies survey research interviews with students and teachers classroom observations self studies and action research and emancipatory methodologies They use their own experiences to examine such topics as the conceptualization of research questions relationships with participants researchers identities and elicitation of students and teachers thinking This collection should become indispensable for both beginning and experienced scholars in social studies

Perspectives of Black Histories in Schools LaGarrett J.

King, 2019-11-01 Concerned scholars and educators since the early 20th century have asked questions regarding the viability of Black history in K-12 schools Over the years we have seen K-12 Black history expand as an academic subject which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance Research around this subject has been stagnated typically focusing on the subject's tokenism and problematic status within education We know little of the state of K-12 Black history education and the different perspectives that Black history encompasses The book *Perspectives on Black Histories in Schools* brings together a diverse group of scholars who discuss how K-12 Black history is understood in education The book's chapters focus on the question what is Black history and explores that inquiry through various mediums including its foundation curriculum pedagogy policy and psychology The book provides researchers teacher educators and historians an examination into how much K-12 Black history has come and yet how long it still needed to go

Encyclopedia of Curriculum Studies Craig Kridel, 2010-02-16

The study of curriculum beginning in the early 20th century first served the areas of school administration and teaching and was used to design and develop programs of study The field subsequently expanded and drew upon disciplines from the arts humanities and social sciences to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences practices settings actions and theories The *Encyclopedia of Curriculum Studies* provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator This two volume set serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing expansive and contested field of study

Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in depth treatment of the Twenty Sixth Yearbook of the National Society for the Study of Education NSSE a 1927 publication that has taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts to become more

comfortable with specialized phrases and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations Schools and Projects Publications Theoretical Perspectives Types of Curricula The Encyclopedia of Curriculum Studies offers the careful reader a surprisingly revealing depiction of the conventions mores and accepted research and writing practices of the field of curriculum studies as it continues to expand and change Availability in print and electronic formats provides students with convenient easy access wherever they may be

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 Features An approach to preparing purposeful teachers acknowledging that teachers make daily decisions concerning what to teach and how to teach it Replicable examples of the kinds of reflective practice that will enable teachers to animate classroom instruction and create a dynamic social studies curriculum An analysis of how teachers adapt and shape state and district level curricula and classroom materials to fit the specific needs of their students a model of how to develop an instructional program with suggestions for lesson planning In depth examinations of alternative ways of educating teachers in subject matter and teaching methods In this important book Steve Thornton brings a Deweyan perspective to current problems in social studies education He does more however because his analysis can be extended profitably to every subject in the curriculum From the Foreword by Nel Noddings A thoughtful and carefully documented analysis Let us hope that this book encourages a richer dialogue than the now tedious and generally unproductive separate disciplines v integrated social studies debate Linda S Levstik University of Kentucky Lexington A refreshingly clearheaded historically grounded altogether enlightening analysis This is the book I've been waiting for Walter Parker University of Washington

George I. Sánchez Carlos Kevin Blanton, 2015-01-28 George I Sánchez was a reformer activist and intellectual and one of the most influential members of the Mexican American Generation 1930 1960 A professor of education at the University of Texas from the beginning of World War II until the early 1970s Sánchez was an outspoken proponent of integration and assimilation He spent his life combating racial prejudice while working with such organizations as the ACLU and LULAC in the fight to improve educational and political opportunities for Mexican Americans Yet his fervor was not always appreciated by those for whom he advocated and some of his more unpopular stands made him a polarizing figure within the Latino community Carlos Blanton has published the first biography of this complex man of notable contradictions The author honors Sánchez's efforts hitherto mostly unrecognized in the struggle for equal opportunity while not shying away from his subject's personal faults and foibles The

result is a long overdue portrait of a towering figure in mid twentieth century America and the all important cause to which he dedicated his life Mexican American integration *American Educational Thought - 2nd Ed.* Andrew J. Milson, Chara Haeussler Bohan, Perry L. Glanzer, J. Wesley Null, 2010-02-01 American Educational Thought Essays from 1640 1940 contains primary source readings from the mid 1600s to 1940 The goal of the work is to provide teachers contemporary scholars of education and policymakers with the most significant arguments made on the subject of American education during this time period In this second edition of the book the editors have included numerous new works that open up new possibilities for discussion represent more wide ranging viewpoints and provide even richer context for making sense of American educational thought

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