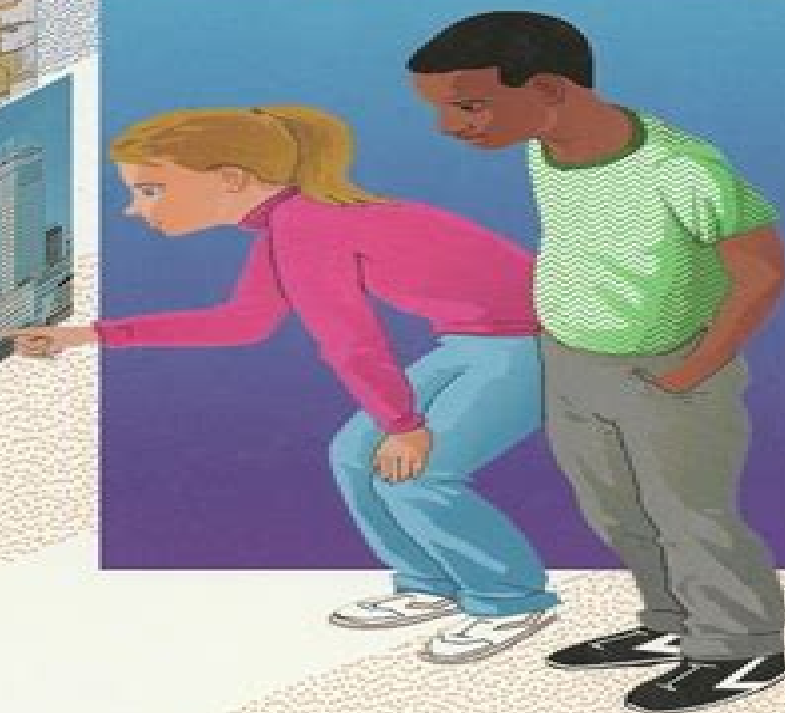




PETER H. MARTORELLA

# SOCIAL STUDIES FOR ELEMENTARY SCHOOL CHILDREN

Developing Young Citizens



# Social Studies For Elementary School Children Developing Young Citizens

**Wendy W. Murawski, Kathy Lynn Scott**



## **Social Studies For Elementary School Children Developing Young Citizens:**

**Social Studies for Elementary School Children** Peter H. Martorella, 1998 In constructing this text my intent was to tap three bountiful wellsprings of information teacher craft wisdom research findings relative to instruction and well grounded theories Each of these streams affords both neophytes and experienced teachers abundant insights into how effective social studies instruction can be nurtured and sustained

**Young Citizens of the World** Marilynne Boyle-Baise, Jack Zevin, 2013-12-04 Young Citizens of the World takes a clear stance Social studies is about citizenship education that is informed deliberative and activist citizenship not only as a noun something one studies but as a verb something one DOES Its holistic multicultural approach is based on this clear curricular and pedagogical purpose Straightforward engaging and highly interactive the book encourages students and their teachers to become informed think it through and take action Each chapter is written as a civic engagement which is teacher ready for use in elementary classrooms A set of six teaching strategies that are constructive inquiry driven dramatic and deliberative bring the curricular framework to life through intensive integrated meaningful studies of special places important people and significant times Readers are invited to rehearse the projects in their social studies education courses and then to reinterpret them for their classrooms The projects are supported by important resources for teaching including supportive children s literature links to internet sites and visual sources and by a Companion Website that enhances and extends the text

Young Citizens of the World Marilynne Boyle-Baise, Jack Zevin, 2009-03-03 This text takes a clear stance Social studies is about citizenship education citizenship not only as a noun but as a verb something one DOES Based on this clear curricular and pedagogical purpose it lays out a holistic and multicultural three part process for civic preparation becoming informed thinking it through and taking action Six outstanding teaching strategies and teaching learning projects throughout bring this framework life

**Secrets to Success for Social Studies Teachers** Ellen Kottler, Nancy P. Gallavan, 2007-08-23 Kottler and Gallavan provide a wealth of valuable material practical ideas and wonderful hints for beginning social studies teachers to get started get involved and continue their own learning Stephen Armstrong Board of Directors National Council for the Social Studies A very nice contribution to the social studies field with a wide reach among both K 12 and preservice teachers The authors do an excellent job in areas that are often overlooked focusing on meaningful instruction powerful teaching and learning and NCSS standards John K Lee Associate Professor North Carolina State University Practical guidelines for successful social studies instruction Using their proven formula for guiding novice preservice and experienced teachers the authors synthesize real world insights and the most practical elements of pedagogy to provide a ready to use resource of best classroom practices Based on the authors experience as teacher educators and skilled social studies teachers this text helps practitioners Make instruction meaningful Develop literacy to build social studies skills Incorporate district expectations and state standards Create a community of learners Collaborate with colleagues The authors provide easy to follow lists tips and

sample forms and letters to help teachers organize their daily work and reduce stress

**Interactive Technologies and the Social Studies** Peter H. Martorella,1997-01-01 Provides a comprehensive guide to and analysis of the expanding role of technology in the social studies curriculum and classroom

**Basic Geography** ,1998 *What Really Works in Secondary Education* Wendy W. Murawski,Kathy Lynn Scott,2015-02-24 Research Based Practical Strategies for Every Teacher What Works in Secondary Education compiles the advice of experts who not only know the theory behind certain educational practices but also have experience in the secondary classroom In each user friendly chapter key information on a topic vital to secondary educators is boiled down and presented in a straightforward way Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel approaches for classroom management and strategies to engage students Useful reproducibles and resources for every topic area

**Democratic Education for Social Studies** Anna S. Ochoa-Becker,2006-12-01 In the first edition of this book published in 1988 Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back to the basics rhetoric of the 70s and 80s This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy School practices during that period reflected a much lower priority for social studies Fewer social studies offerings fewer credits required for graduation and in many cases the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants The mentality that prevailed in the nation s schools was back to the basics and the basics never included or even considered the importance of heightening the education of citizens We certainly agree that citizens must be able to read write and calculate but these abilities are not sufficient for effective citizenship in a democracy This version of the original work appears at a time when young citizens teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing In the 90s virtually all subject areas including United States history geography economic and civics developed curriculum standards many funded by the federal government Subsequently the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support Accountability captured in the No Child Left Behind Act passed by Congress has become a powerful political imperative that has a substantial and disturbing influence on the curriculum teaching and learning in the first decade of the 21st century

**Proceedings of the International conference of Economics Business and Economics Education Science (ICE-BEES-24)** Kris Brantas Abiprayu,Avi Budi Setiawan,2024-10-02 This is an open access book ICE BEES 2024 is a refereed conference organized by Universitas Negeri Semarang Indonesia in collaboration with University Teknologi MARA Malaysia and Diponegoro University Indonesia The conference will be held from 12th to 13st June 2024 at Oak Tree Hotel in Semarang City Central Java Province Indonesia

Elementary Social Studies S.G. Grant,Bruce A. VanSledright,Anne-Lise Halvorsen,2025-01-20

The fully updated fifth edition of Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment and deeply rooted in inquiry based teaching and learning this book deeply probes the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the fifth edition include New guidance on tackling controversial issues in the social studies classroom Fully revised chapter on creating a genuine learning community which now addresses socio emotional learning and family involvement in the classroom New perspectives on the importance of teaching for social justice Increased attention to the C3 Framework for state social studies standards Chapters on using the Inquiry Design Model IDM to understand inquiry based teaching and learning and to develop IDM inquiries Real classroom narratives that introduce chapters and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources By blending the theoretical and the practical this book is essential reading for pre service and in service social studies teachers

*Resources in Education* ,1998      *Integrating Inquiry in Social Studies Classrooms* Carolyn Weber,Heather Hagan,2023-07-11 This practical guide shows how and why in service and pre service teachers should use inquiry in their social studies lessons to develop students critical thinking and decision making skills Supported by literature and research it provides a concrete framework for integrating inquiry in the classroom which outlines the pedagogical practice of inquiry and provides evidence for its benefits for teaching and learning Filled with practical advice and lesson plans for classroom use chapters explore topics such as the following Defining inquiry and highlighting its importance in the classroom An overview of the inquiry framework and the role of pedagogical content knowledge The literature and research about inquiry including alternate framework structures and the different types of inquiry and Planning and scaffolding inquiry based learning The volume also explores perennial and emerging uses for inquiry in social studies including technology integrating literature utilizing civic agency using primary sources evaluating sources and focusing on global issues This is an essential read for any pre service or in service teacher who wants to support their students in developing inquiry skills

*Preserving History* Scott Monroe Waring,2011-06-01 What and how to teach in the K 16 classroom history has been a perennial and at times heated debate Beginning as early as 1892 the question of what knowledge is of the most worth and what should be the central function of the history curriculum became a focus of many interested in education It was felt that the teachers needed to move away from traditional methods of teaching history such as rote memorization and the dry and lifeless system of instruction by textbook and find new and engaging ways to broaden and cultivate the mind Unfortunately these recommendations faced many critics and did not take hold in K 16 classrooms at this time or frankly at any point since then Even though we tend to have a nostalgic memory of earlier time periods and in

turn the educational capabilities of the children from various times in our nation's past the results from multiple studies examining the historical knowledge base of America's youth has remained fairly discouraging Much of the lack of knowledge present stems from the manner in which history is traditionally taught Ineffective instructional methods greatly impact the interest levels or more frequently the distaste generated for learning about historical content and thus the public's corresponding perception of the importance of history within K-16 curricula This book makes an effort at overcoming the persistent boredom and lack of historical knowledge present in our students by focusing on ways in which history instruction can be improved

Exemplary Elementary Social Studies Sherry L. Field, Jeff Passe, Andrea S. Libresco, Janet Alleman, 2014-04-01 In many elementary classrooms social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top This volume is not another hand wringing lament On the contrary the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom how teachers can integrate social studies knowledge and skills throughout the school day and how this learning can carry over into children's homes and communities The seven case studies in this book one at each elementary grade level highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability At the end of each case study each teacher provides advice for elementary teachers of social studies Our hope is that elementary teachers and prospective teachers elementary principals social studies supervisors staff developers and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum

**Experimental Curriculum-making in the Social Studies** John Montgomery Gambrill, 1924

Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms Eileen N. Ariza, Hanizah Zainuddin, 2002

Citizenship in School and Out Arthur William Dunn, 1919

*Childhood and Child Labour in Industrial England* Katrina Honeyman, 2016-05-23 The purpose of this collection is to bring together representative examples of the most recent work that is taking an understanding of children and childhood in new directions The two key overarching themes are diversity social economic geographical and cultural and agency the need to see children in industrial England as participants even protagonists in the process of historical change not simply as passive recipients or victims Contributors address such crucial subjects as the varied experience of work poverty and apprenticeship institutional care the political voice of children child sexual abuse and children and education This volume therefore includes some of the best innovative work on the history of children and childhood currently being written by both younger and established scholars

*Manual, Programs, and Courses of Studies for Kentucky High Schools* Kentucky. State Board of Education, 1927

**The Arts and Emergent Bilingual Youth** Sharon Verner Chappell, Christian J. Faltis, 2013-04-17 The Arts and Emergent Bilingual Youth offers a critical sociopolitical perspective on working with emerging bilingual youth at the intersection of the arts and language learning Utilizing research from both arts and language

education to explore the ways they work in tandem to contribute to emergent bilingual students language and academic development the book analyzes model arts projects to raise questions about best practices for and with marginalized bilingual young people in terms of relevance to their languages cultures and communities as they envision better worlds A central assumption is that the arts can be especially valuable for contributing to English learning by enabling learners to experience ideas patterns and relationship form in ways that lead to new knowledge content Each chapter features vignettes showcasing current projects with ELL populations both in and out of school and visual art pieces and poems to prompt reflection on key issues and relevant concepts and theories in the arts and language learning Taking a stance about language and culture in English learners lives this book shows the intimate connections among art narrative and resistance for addressing topics of social injustice

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