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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL PROGRAM

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Chapter 8. The Teacher of Social Studies—Continued

Foreword

THIS BULLETIN has been prepared to help teachers, supervisors, students of education, and others gain information and understanding about current practices and developing trends in the social studies programs of elementary schools throughout the Nation. Emphasis is given to ways in which social studies adjusts to the challenges of living in an age of aerospace proportions. A major objective of the publication is to help readers discover ways in which schools are developing various aspects of the social studies, as a means of improving or moving forward their own programs.

The information concerning social studies programs has been gained (1) from close contact with many State and local school systems, professional organizations, and colleges and universities, and (2) from significant publications in the field, especially books, bulletins, journals, and social studies curriculum guides.

Appreciation for reading all or sections of the manuscript is extended to members of the Office of Education staff, including Helen K. Mackintosh, *Chief, Elementary Schools Section*, Paul E. Blackwood, *Specialist for Elementary Science*, Lillian Gore, *Specialist for Early Childhood Education*, Willis C. Brown, *Specialist for Aviation Education*, and Mayo Bryce, *Specialist for Education in the Arts*. Appreciation is also extended to Phillip Bacon, *Associate Professor, Teachers College, Columbia University*, for reading the sections of geographic education; to John U. Michaelis, *Professor of Education, University of California*, Alice Miel, *Professor of Education, Teachers College, Columbia University*, Dorris May Lee, *Associate Professor of Education, Portland State College*, Howard H. Cummings, *Specialist for Social Science and Geography, Office of Education*, and to Dr. Bacon also for assisting with the bibliography.

Special thanks are given to the many State, city, and county supervisors, directors of instruction, principals, and teachers who contributed photographs for the bulletin and who facilitated the visiting of their schools for first-hand observation of good practices. The cover picture was contributed by the United Nations.

J. DAN HULL,
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CHAPTER 1

Improving the Social Studies

THE STEPPED-UP RATE OF CHANGE in our technological world and the implications of man's attempts to penetrate space require a living, flexible, on-going type of social studies program. While coping with these changes, teachers and supervisors also are trying to keep a good balance in the social studies with regard to the cultural aspects of our heritage.

In this aerospace age, geographic understandings are more important than ever before. It is essential to know about people and their countries throughout the world. Time and space relationships are of increasing significance. Climate and weather information have heightened interest for traveling Americans, both children and adults. More is known now about our earth—its shape, its polar areas, the depths of its oceans, the nature of its glaciers; and about the sun and outer space. Although significant additional discoveries and information grew out of the International Geophysical Year, this seems to be just the beginning of increased knowledge concerning the earth and the earth in space. Children and teachers are finding it an exciting adventure to keep informed of these new developments.

The child's world is becoming wider and wider at an earlier age for him than ever before. He travels, meets traveling Americans and foreign visitors, and sees many places—often distant—on television. Even community study in primary grades is being broadened to the expanding community. In general it can be said that the development of international understanding is being carried out lower in the grades than was formerly believed possible.

Does concern for the child become lost, as the impact of the aerospace age reaches social studies instruction and curricula? The answer is reassuring. Most of the newer social studies guides describe children's characteristics at the various developmental levels of growth and point out implications for social studies instruction.

Public Schools, Upper Darby, Pa.

Reaching new dimensions in international understanding.

Teachers and supervisors give considerable attention to pupils' interests and problems and to their adjustment to their social and natural environment. And actually in social studies programs, each child is himself an important resource. From his home life, community experiences, and travel, and from his own individuality he contributes to the social studies activities and learning in his school.

Since children learn what they live, efforts are made to make possible for them many direct learning experiences in the social studies. These may be in conservation, transportation, community life, world understanding, and many more areas. The children may plant seeds or shrubs to provide shelter for wildlife, take a short trip on a bus, make a clothes care center for their classroom, or write letters to children of other countries. Various ways in which such activities are often carried out are indicated in this bulletin.

Leads to other references on the many facets of social studies teaching and curriculum are suggested through the footnotes and bibliog-

raphy. From such sources a teacher or supervisor can find additional ways of improving a social studies program. It is essential to read, explore, and develop improvements in every social studies program continuously to the end that each program keep pace with the needs of children and society in our rapidly changing times.

From a creative frame of reference, Laura Zirbes [1] brings us a fresh look at the dimensions, relationships, and possibilities of the social studies as she writes:

> Creative perspectives in the social studies are the mental throughways to points of arrival in intelligently projected courses of living—the guiding insights for worthy social aspirations and concerns. They should provide outlooks, access routes, and ramps which relate them to the situational problems encountered wherever life may lead.

[1] Zirbes, Laura. *Spurs to Creative Teaching.* New York: G. P. Putnam's Sons, 1959. p. 112.

CHAPTER 2

The Social Studies Program

SOCIAL STUDIES *holds a key position in the elementary school program.* This area of the curriculum helps the child understand his social and physical environment. It includes the past but gives emphasis to the present and the foreseeable future. At the same time it has the responsibility of furthering his social development and growth toward good citizenship.

Through a planned social studies curriculum, children are provided learning experiences of ever widening and ever deepening extent. Continuity and sequence are attained in the social studies programs of most schools through planning by people in State or local school systems. The more detailed selection and planning is usually done in the classroom by pupils and teacher.

Not all the socializing experiences of children come about through the social studies curriculum as such. Many take place throughout the school day as the children learn to cooperate, be resourceful, or accept responsibility as they work together in large or small groups, plan an excursion, or present an assembly program for other children.

Social studies is a unified or integrated part of the curriculum which has emerged from teaching history, geography, and civics in their natural relationships. Increasingly the area includes materials from such related fields as sociology, political science, and anthropology.

What is the social studies program in relation to other parts of the school curriculum? Is it usually taught as a separate subject in American schools? Social studies is an identifiable program in most elementary schools. It has a definite place in the overall curriculum. But it is seldom taught entirely as a separate subject. In fact, it is almost impossible to teach it separately because of the interlocking nature of its subject matter and activities which require skills and understandings in other curriculum areas.

Social studies is integrated in most school systems with language arts, science, art, music, arithmetic, and other curriculum fields, as appropriate and as needed. In most social studies experiences, children must read, hence a good deal of their work-type reading takes place as a part of social studies. Discussion plays an important role in practically all social studies activities. Children must learn effective skills in listening to and participating in the discussions related to planning, sharing, and problem solving. Written expression involving handwriting, spelling, outlining, and paragraph writing is important for the letters, reports, and creative writing done in social studies situations.

In some school systems social studies and science are combined. In others they are taught separately. But at certain points they must be combined, for it is impossible to teach such topics as aviation or conservation effectively without drawing from both fields.

Many social studies activities require content and skills from the arts. Children paint pictures of social studies subjects. They create songs, poems, and plays and they engage in constructing, modeling, and dancing as part of their social studies experiences.

Helen Heffernan points out the relationship of social studies to the total school program:

> Emphasis on integration of the school program does not imply disregard for the school subjects. There is need for systematic practice in each useful skill. Definite time must be allotted in the school program for mastering the skills and for experience in the arts. No worthwhile learning need be sacrificed in a program which emphasizes helping children see relationships. On the contrary, increased appreciation of the values and improved command of the techniques of all subjects should result when they are continually used to further socially motivated activities. The academic skills are not ends in themselves but means by which an individual attains an education. The motivation for mastering the skills should come from the child's desire to use them in carrying on group and social activities. Teachers should not think of social studies as a subject-matter field but rather as a broad area of experience which serves to help children relate skills, arts, social sciences, and physical and biological sciences into one unified learning experience which has meaning for them.[1]

How are goals determined for social studies teaching and learning? Social studies goals are usually the outgrowth of thought, study, and experience on the part of teachers, supervisors, and others charged with responsibilities in the elementary curriculum field. They are determined in terms of the needs of children and the needs of society. Increasingly such goals are stated in terms of *action* as well as *under-*

[1] Heffernan, Helen. "Social Studies in Relation to the Total Elementary-School Program." *Social Studies in the Elementary School*. Fifty-sixth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1957. p. 128.

Public Schools, Long Beach, Calif.

Planting trees encourages children to accept responsibility for conserving natural resources.

standing. An example of this trend is the following list of objectives from the social studies guide of Fairfax County, Va.[2]

As the individual progresses:

He grows in capability to recognize and meet his basic needs, and to realize that these needs are the same for people everywhere.

He contributes to the family life by assuming responsibilities appropriate to his age.

He makes worthwhile contributions to life in his neighborhood, school and community.

He recognizes and respects the dignity and worth of individuals.

He recognizes the necessity and worth of useful work and takes pride in his own work.

[2] *Teaching Social Studies.* Fairfax (Va.) County Schools. Fairfax: The County Schools, 1955. p. 6.

He develops and lives in accordance with high moral, spiritual, and ethical purposes.

He uses his knowledge of our heritage, such as basic traditions of freedom as expressed in our Bill of Rights, to interpret present ways of living.

He develops skill in understanding how geographical factors affect man's behavior.

He utilizes scientific discovery to develop better ways of personal and group living.

He understands how people govern themselves at all levels and he becomes a responsible and contributing participant.

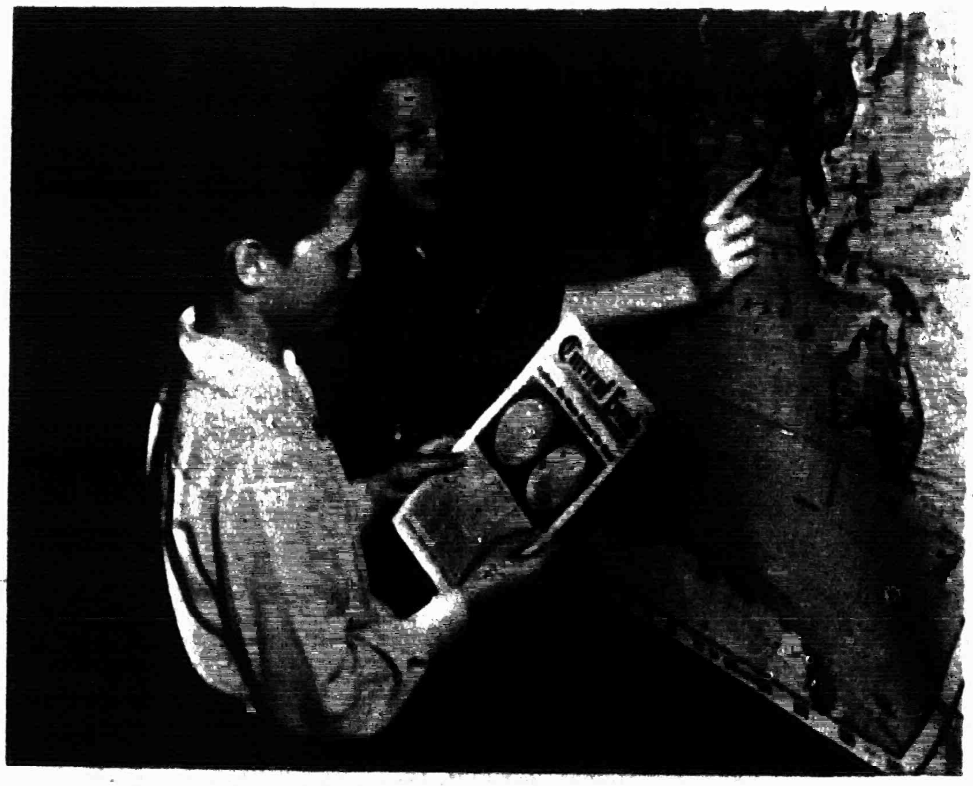
He recognizes the interdependence of man and cooperates toward survival and progress.

He recognizes and accepts his responsibility in the conservation and use of human and natural resources.

He develops skill in gathering and interpreting information as an aid to critical thinking and problem solving.

He seeks to understand current affairs and world problems so that he may assume his responsibilities intelligently.

He understands that the cultures of the world vary greatly and that there is a relationship of those cultures to our own.



North Carolina State Department of Public Instruction

Gaining skills in the use of current affairs materials.

In general, social studies objectives in elementary schools come within the framework developed by the Educational Policies Commission of the NEA[3] which sets forth the major objectives of education within the following areas:

Self-realization
Human Relationships
Economic Efficiency
Civic Responsibility

While there is considerable variation from State to State and city to city as to the way in which the goals of social studies are worded, the basic objectives for social studies are similar in nature. More or less typical is the following list of elementary social studies objectives from the guide on *Citizenship Education*[4] of the New York State Education Department:

1. To provide children with experience and practice in democratic living in the school, neighborhood, and community, emphasizing the development of good human relations and social responsibility.
2. To help them understand and appreciate their American heritage through the study of community and national backgrounds.
3. To help them begin to understand the relationship of the United States to the rest of the world through a study of the cultures and related geography of selected communities and regions of the world.
4. To help them gradually build up skills in critical reading and listening, in the use of maps and the globe, and in ability to use and evaluate reference materials of different kinds.

[3] Educational Policies Commission. *Policies for Education in American Democracy*. Washington: National Education Association, 1946. pp. 157–277.

[4] *Citizenship Education*. State Education Department (N.Y.). Albany: The Department, 1955. p. 13.

CHAPTER 3

Kinds of Learning Experiences

CHILDREN GAIN social studies information, understandings, skills, appreciations, and attitudes *through a wide variety of experiences.* These activities may include discussion, field trips, reading, construction, interviewing, committee work, and many other types of learning activities. This chapter emphasizes the *children* and the kinds of experiences they have in their social studies program, while later chapters deal principally with content and with the methods employed by teachers.

The characteristics of children in the various developmental levels of growth have strong implications for the kind of learning experiences provided in the social studies. So clear is this trend that it is reflected in several State and local social studies guides which describe these characteristics of children and indicate implications for social studies in *kinds of learning experiences* as well as appropriate subject matter content.

An example from the South Carolina guide indicates that six- and seven-year olds usually "begin to assume responsibilities." The corresponding implication cited for social studies is: "Share housekeeping responsibilities and serve on committees." Another illustration from the same guide indicates that most eight- and nine-year olds "are interested in firsthand information and in how things get started." The implication for social studies is: "Interview, observe, experiment, read, and use a variety of elementary research." [1]

In the Denver social studies guide,[2] at the beginning of the section for

[1] *Guide for the Teaching of Social Studies.* Grades 1–12. State Department of Education (S.C.). Columbia: The Department, 1956. p. 5–11.

[2] *The Social Studies Program of the Denver Public Schools.* Denver (Colo.) Public Schools. Denver: The Public Schools, 1954.

each grade, there is an appropriately worded section, such as: "Who Is the Third Grader and How Do We Work With Him?" This is done for each grade level from kindergarten through grade twelve. Characteristics of the children are pointed out with suggestions of kinds of experiences that are likely to be suitable and satisfactory.

Increasingly a *creative approach* is used in developing social studies experiences with children. This is due in part to the fact that the children participate in the planning of their social studies activities with their teachers. And children are creative.

What makes an experience creative? Creativity is primarily a point of view, a way of feeling about things, situations, people, the world, one's school, one's home; and a way of responding to these things in one's environment. At the same time, creativeness calls for a willingness to experiment, to be independent, to express original ideas without regard to how others may feel about them. In creative expression, the child attempts to show what he feels about people, objects, or an experience. He is not concerned with creating a product that is just like another one, with reproducing what someone else has done.[3]

When learning about the local community, one third grade may paint a mural showing interesting aspects of life where they live. Another third grade, engaged in the same study, may decide to make a three-dimensional picture map of their town or city. One group may wish to record their information about their community in booklets for other children to read. Yet another class may share their discoveries on a television program. Each of these classes uses a different means of organizing, recording, and sharing what it has learned about its community. Each is engaged in working toward the same objective but uses a creative approach to reaching it.

Children need a well-rounded program of social studies experiences which has adequate *balance in the kinds of activities* included. Something is lost when there is too much reading and not enough discussion, too much writing and not enough action, such as exploring, interviewing, and experimenting.

A good balance should be maintained between oral and silent, active and quiet experiences, gaining information and reacting to it, working in large groups and in small groups, receiving and sharing, and engaging in out-of-door as well as indoor projects.

No class is likely to carry on all of the types of enterprises just named, in a single day; rather, over a period of a week or so they should

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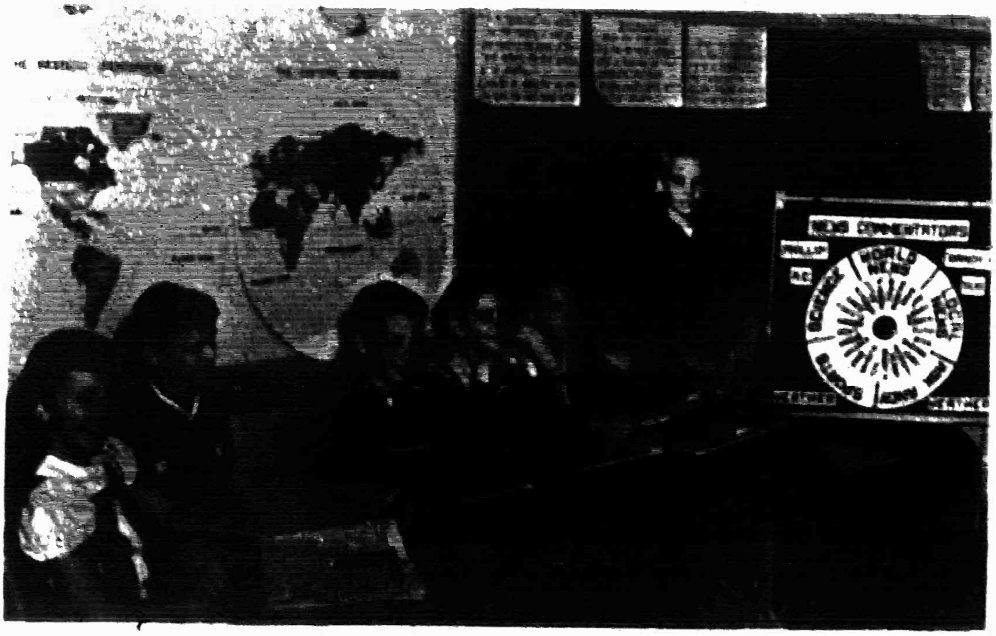
[3] Hill, Wilhelmina, Helen K. Mackintosh, and Arne Randall. *How Children Can Be Creative.* Washington: U.S. Government Printing Office, 1954. 24 p. (Bulletin 1954, No. 12, U.S. Department of Health, Education, and Welfare, Office of Education.)

engage in each. From such a balance, pupils are most likely to have an effective, well-rounded social studies program. At this point let us consider some of those pupil activities most often carried out in the social studies.



Public Schools, Dallas, Tex.

Children develop discussion skills as they review the news.

Discussion

Pupils frequently engage in discussion as a means of reaching their social studies goals. They have opportunities to develop discussion skills as they plan, carry out, share, and evaluate what they do and learn. The pupils participate in all these phases of learning with the guidance of their teacher. They learn to take part in informal, round table, panel, and forum discussions. They interview people. They speak on radio and television programs.

Kindergarten children at Parkside School in Silver Spring, Md., discussed ways of improving their school grounds near their own room. They decided to plant bulbs. After the bulbs had been secured, they talked about whether the soil was right for them. Was it too wet? They tried the soil to see whether it would crumble. Everyone had a turn. They decided it wasn't too wet. They then discussed:

How deep should the bulbs be planted?

Which is the best way to plant them?

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Soon the bulbs were all planted outside the kindergarten window. As the plants began to show, then flourished and blossomed, the children observed, discussed, and enjoyed them. They were able to talk about how large the tulips grew, their colors, how long it took them to bloom: thus they evaluated their learning activity with their teacher. Discussion, a vital part of the children's social studies and science experience, clarified their ideas. Through their teacher's guidance, they were learning good techniques of speaking and listening while gaining social studies and science concepts and skills.

Field Trips

This activity provides children with one of the best means of gaining social studies information and understandings. The information is usually direct and firsthand, rather than secondary in nature. Skillful teachers help children prepare for the trip, by leading them to think through their objectives for taking the trip and to formulate questions or problems to which they will try to find answers. Certainly there will be some discussion of the place to be visited and sometimes preparatory reading or viewing of pictures.

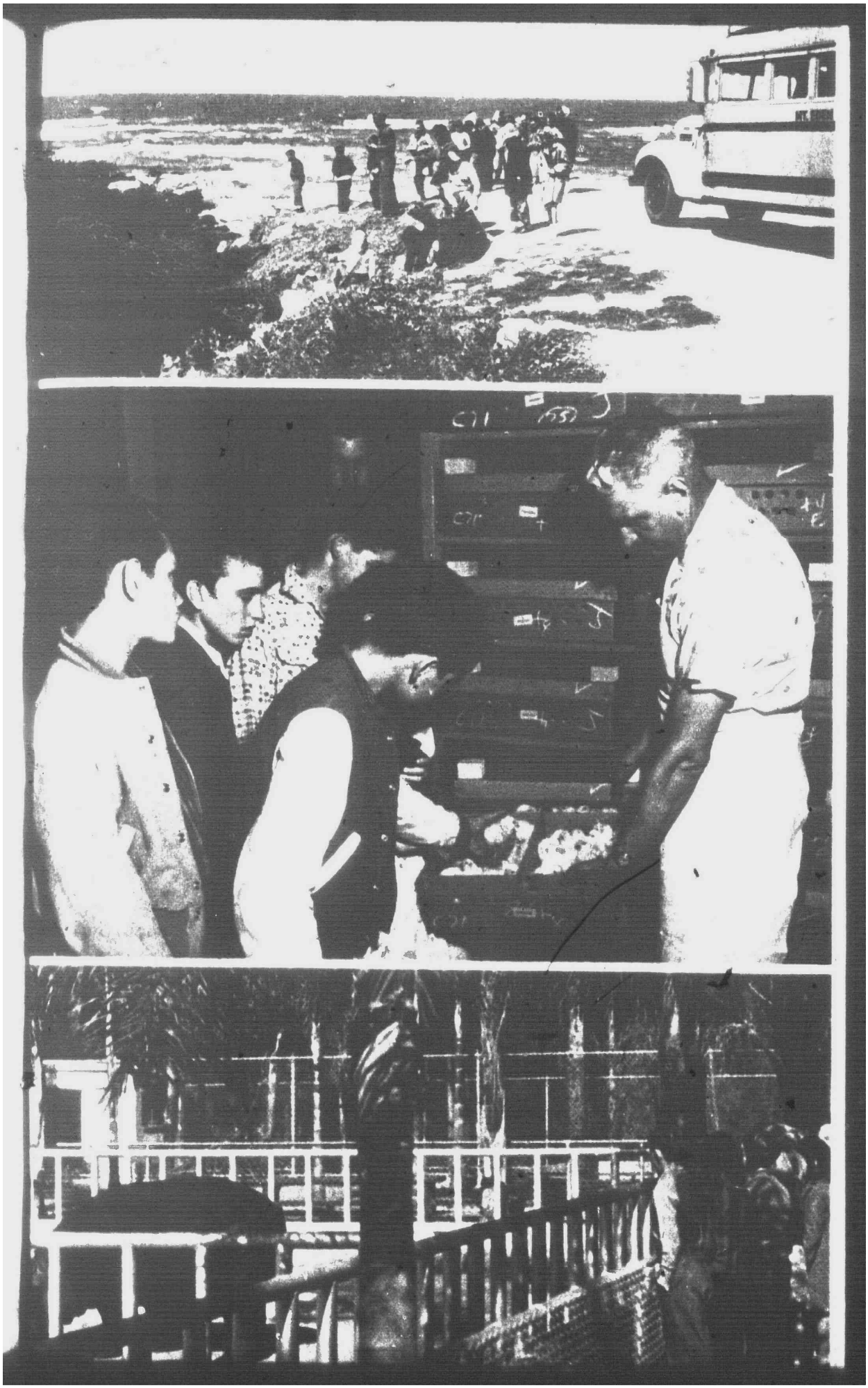
Careful planning must be done by teachers and pupils to secure permission from the people or organization to be visited and permission from the parents for going on the trip. Transportation must be arranged and safety precautions planned. A committee of children may make a simple map that lists places of interest for the trip. The map is duplicated so that each child has a copy.

While on the trip, the pupils may engage in various meaningful activities, including observation, interviewing, taking notes, making sketches, or purchasing something desired by the class, such as books, animals, or food. Each child should try to secure answers to group and personal questions.

Followup activities are important, that the best use be made of the information and insights gained on the trip. The children discuss this information to see whether or not their questions were answered. They read to find out more about the subject. They may write to other children or tell another class about their trip. Sometimes another trip is taken to clarify concepts or check on information.

Public Schools, City of San Diego and Alameda County, Calif.

Field trips help children learn about the world around them.



Many worthwhile field trips are simple and are near the school. Sometimes the children go on a walk to observe natural resources, or to visit a nearby store or fire station. Other trips requiring transportation may be to a market, a department store, a railroad station, or a library. More distant trips may be to a neighboring town or city or to visit a farm or dairy. Every year numerous children visit the Nation's capital city, Washington, D.C.[4]

Many children in the States not too distant from New York City take a trip there to visit the United Nations and see the tall buildings and harbor of this great metropolitan center. Among others, a fifth-grade class from Alexandria, Va., and a sixth-grade class from Washington, D.C., have made this trip and written to us about it.

A most exciting trip for elementary children is known as "Operation Airport."[5] In connection with the study of aviation or the larger topic of transportation, many questions arise concerning ways of travel by air. As a direct means of gaining such information in an effective way, the children plan a trip to the airport with their teacher. They visit the terminal building where they see how tickets, reservations, and luggage are handled. They see the air traffic control tower and learn its functions in operating plane flights. At the weather bureau, they see how weather information is collected and used.

Outside, the children see the runways and the wind tee, lights, markers, radar, service trucks, hangars, and other aids for pilots and planes. They see various types of aircraft come in and depart.

Sometimes, at the invitation of an airline, the children board a plane. They may meet a pilot or hostess. They try out the seats and learn how to fasten the seat belts. They find out how to turn the lights and air on and off. The guide lets a few at a time come into the cockpit to see the control board and instruments.

Each child is given some wings to pin on his clothes to show that he has been on a plane. The children are ready to return to school and continue their study of aviation through reading, discussion, seeing films, and other activities. Some groups of children, accompanied by teacher and parents, actually take a short flight while on this field trip.[6]

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[4] Willcockson, Mary and Juanita Winn. *Know Your Capital City.* Washington: U.S. Government Printing Office, 1958. 49 p. (Bulletin 1958, No. 15, U.S. Department of Health, Education, and Welfare, Office of Education.)

[5] *The Airport and You.* School and College Service, United Air Lines. Chicago: The United Air Lines, 1958. 12 p.

[6] *Second Graders Try Their Wings.* Department of Elementary School Principals, National Education Association. Washington: The Department, 1950. 32 p.

Problem Solving

One of the most valuable experiences children have in social studies is problem solving. Some of the problems in primary grades have to do with clothing. Groups of children may set up a clothes care center in their classroom, where helpful materials and tools—such as buttons, brushes, sewing kits, and cleansing tissues—are available. Here the children solve some of their grooming problems.

Many groups of children encounter the problem of outgrowing their clothes. To assist in solving this problem, some groups set up a toggery shop where clothes are labeled as to size and as to whether they are for trade or sale. Other problems at the primary level may relate to making friends, developing a classroom library, or planning a picnic.

In intermediate grades, pupils work on many problems in the social studies area. These problems may deal with safety hazards, the water supply, entertaining foreign visitors, selecting a representative for the student council, or learning about a different region of the United States or about some foreign country.

Through these many problem-solving experiences the children learn how to identify problems, organize for study, and work toward their solution. They learn to accept responsibility, at their maturity level, for meeting their own problems and improving conditions around them. They grow in the ability to cooperate and also to think and work independently. Problem solving is an important aspect of the democratic American way of life.

Direct Learning

By direct learning experiences children achieve understandings and skills within themselves that tend to be richer and deeper than through many other types of learning activities. The child who plants and cares for pine seedlings is likely to develop more know-how and appreciation for trees than one who only reads about and verbalizes about them. The children who visit a food market, buy some carrots, return to school, wash and cut up these healthful vegetables, and enjoy eating the carrots with their friends, usually have a more worthwhile and memorable experience than those who only read or listen to a story about other children having a similar experience.

When children study about clothing, they collect, classify, and experiment with many types of materials—cotton, silk, linen, rayon, nylon, plastics, leather, and others. They may do some spinning and weaving as a means of understanding the processes involved in producing textiles now and in the past. They learn to use simple looms and sometimes sewing machines as they begin to produce cloth or make clothing for themselves or their dolls and puppets.

Such real experiences grow out of pupil needs and interests. They do not take the place of reading and listening in learning. They are basic experiences in real life in social studies areas from which children gain a great deal of learning. They comprise the difference between a real and a vicarious experience.

From direct learning, children are helped to develop concepts and to clarify ideas, such as steps in a process or the construction and operation of a simple machine. An important outcome of many such experiences is improved ability on the part of children to interpret the past and understand the present.

Direct learning experiences are supplemented by much reading and discussion, by many kinds of expressional activities, such as writing, painting, and creative drama. Because of their value in the development of understandings, appreciations, skills, and attitudes, direct learning experiences should have a firm place in every balanced social studies program.

Reading Social Studies Materials

One of the basic means of gaining social studies information and concepts is through reading. Children read social studies textbooks, readers, supplementary books, bulletins, and encyclopaedias to find answers to their questions and problems and information for the units they study. They read magazines, current events weeklies, and newspapers to learn about current world happenings.

Work-type reading predominates in social studies, but fiction and poetry also have a place. Much social studies material for primary grades is in story form. In intermediate and upper grades, stories and poetry of the various regions of the United States and of other countries are often excellent resources for developing understandings

of other peoples and other cultures,[7] and in the case of historical literature,[8] understandings of other times.

Many social studies textbooks, as well as histories and geographies, are available for use in American schools. The newer editions especially are accurate, readable, and geared to today's social studies curricula.[9] Most of these volumes contain an excellent quality of pictures and maps. They appeal to the interests of the children.

In most elementary school classrooms, the children have available a wide variety of social studies texts, reference books, and other materials. They may or may not have a set of textbooks alike for every child in the room. In some classes all the children read one text for a common basis of understanding and then read widely in other books on the same subjects. Information from the wide reading is discussed and shared with other children of the group. In other classes, there are several sets, of from 6 to 12 books each, which the various groups or individual pupils read as they study common problems or topics. Whichever plan is used for textbooks, wide reading from other printed materials is also a part of children's reading experience in the social studies.

Using Audiovisual Aids

Viewing and listening to audiovisual materials is especially valuable to learning in the social studies. Much of the information and many of the concepts deal with the far away or the long ago. Pictures, maps, films, recordings, and radio bring much clearer understandings and more reality to these subjects of study than printed matter alone.

Today, television viewing brings significant events to children at the very moment of occurrence. Some of these are seen and heard at school and some at home. They become the basis for much study and discussion of current events and other aspects of social studies.

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[7] Newcomb, Gertrude E. *and* Alton B. Jones. *Book List for Social Studies.* Seventh grade. (Europe, Asia, Africa, Australia.) State Department of Education (Idaho). Boise: The Department, 1957. 16 p.

[8] Eastman, Gertrude *and* Others. *Our American Heritage—Told Through Poetry.* State Department of Education (Idaho). Boise: The Department, 1955. 118 p.

——— *and* Alton B. Jones. *Once Upon a Time in America.* (Social Studies Library Supplement—Grades 4–12.) State Department of Education (Idaho). Boise: The Department, 1954. 8½ p.

Newcomb, Gertrude E. *and* Alton B. Jones. *Book List for Social Studies.* Eighth Grade. State Department of Education (Idaho). Boise: The Department, 1957. 14 p.

[9] Hill, Wilhelmina. "Social Studies Textbooks for Children," *Social Education,* 18: 72–76, February 1954.

Children view other television programs which have been filmed and shown later on TV. They see people climbing the mountains of Asia, exploring the Antarctic regions, or living in Iran.

Presenting and Summarizing Information

When children work in small groups or individually during different phases of their social studies, it becomes necessary for them to summarize their learnings and present them to the other children. In elementary grades children show much originality and creativity in the way they carry out this aspect of learning.

Group reporting is especially effective. The children of an interest group plan together how they may share what they have learned with the rest of their class. They may present the information and concepts dramatically or have an exhibit or fair. One group may show pictures with an opaque projector, accompanied by a tape recording; another may have a panel or symposium discussion with appropriate illustrations.

Individual means of sharing what is learned is often more difficult for children to make interesting and effective and more difficult for the listener. This is especially true when every child of a class is asked to make a report and all the others are required to listen to them all. Attention often wanders and learning can diminish rapidly. Alert teachers give children considerable guidance in speaking interestingly, so that all will listen and all can hear. Their pupils use visual aids and original ways to present their subjects. They give special reports and other presentations as needed by the class for its study and not as a mass routine assignment for all.

Critical Thinking

Throughout their study of social studies, children have numerous and continuing opportunities to learn and practice skills in critical thinking. This is a most important aspect of learning in a democracy and in these times. The complexity of modern life and the divergent forces at work in the world today make it increasingly necessary for individuals to think critically and intelligently about what they read, see, hear; about what they and others do; about problems and conditions around them.

Children in the elementary school learn about a current happening from several sources: newspapers, magazines, television, radio, and

other people. They discuss the event with their classmates and teacher to consider it from many sources and various aspects. They consider the event seriously and may draw some conclusions, make some inferences, and pass some judgment upon it, at their maturity and ability level. Sometimes they are helped to recognize that they do not have enough evidence either to form a conclusion or pass judgment.

When social studies questions and topics are being studied, the children are not content with the information or point of view of one book. They study the subject from a number of references, films, and pictures; and often by interviewing people and taking field trips. During this quest for knowledge, the children are curious and alert; they are helped to consider the information critically before drawing conclusions and/or taking action on their problems and projects.

Propaganda Analysis

Children, especially in the middle and upper grades, begin to learn to recognize and analyze some types of propaganda. *Name calling* is one type which they can learn to recognize and begin to understand. They learn that calling people certain names, such as "Red" or "foreigner," carries unfavorable implications and can be used against people unjustly by authors or speakers who wish to deride them.

The *band wagon* type of propaganda can be understood by children as they read front-page news in some papers and certain advertisements in publications and on television and radio. They can detect the propagandists' technique of implying that everyone is doing the thing and that the reader or listener should also.

Slanting, the big lie, card stacking (selection and omission), the glittering generality, the plain-folks appeal, distortion, the testimonial, and prejudiced headlines [10] are other types of propaganda methods about which children can become aware, especially with teacher and parent guidance.

Socializing Experiences

During the regular course of learning social studies, children have numerous opportunities for experiences that contribute to their social

[10] Dale, Edgar. *How to Read a Newspaper.* Chicago: Scott, Foresman & Company, 1941. p. 101–144.

development. As they plan together, go on field trips, work out projects, and engage in small and large group study and other activities, they learn to be cooperative, to make friends, to be hospitable, and to accept responsibility. In many respects the social development of children is as important an outcome of social studies as is knowledge of subject matter.

Not all socializing experiences for children come about through the social studies. An equal amount or more of these experiences may happen throughout the school day, whenever children do things together. They may happen in a language arts or arithmetic period, on the playground, in the cafeteria, or at an assembly program.

Democratic Living

In order that the children and young people of our Nation may grow up as effective citizens in our democratic society, it is important for them to have many successful and enjoyable experiences in democratic living throughout their school life. In the social studies, children have daily experiences in democratic leadership and followership, and in being a participating member of one or more groups.

Much committee and small-group work prevails in the social studies. Here the children experience many aspects of group processes and can know and feel what democratic living means. They learn to take turns, to choose a leader, to plan together, to help each other, to do their part, to share with others, and to evaluate what has been accomplished.

A Texas curriculum guide recommends that:

> If we expect children to develop into active useful citizens in a democratic society, we must provide the opportunity for them to grow in their ability to use the democratic processes in their day-to-day life in the classroom. Youth will learn democratic citizenship to the extent they live it."[11]

In other parts of the school program, the children learn about representative government by such means as the student council and school-wide committees which have representatives from the various rooms. Opportunities to vote on certain matters, such as school projects and various kinds of assemblies, give pupils experience in making community decisions through the vote. Children also vote for club and class officers or chairmen on a classroom as well as school-wide basis.

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[11] *Social Studies in Texas Schools.* A Tentative Curriculum Guide. Grades One Through Twelve. Texas Education Agency. Austin: The Agency, 1958. p. 42.

CHAPTER 4
Content in the Social Studies

BEGINNING where the child is, in time and space, and gradually broadening and deepening his horizons and understandings is the plan usually followed in developing social studies curricula for elementary schools. Both uniformity and diversity may be found in the way this plan is worked out by various States and cities. The general objectives and content tend to be similar. The specifics and the grade placement vary and tend to be set up in terms of regional and local needs and characteristics.

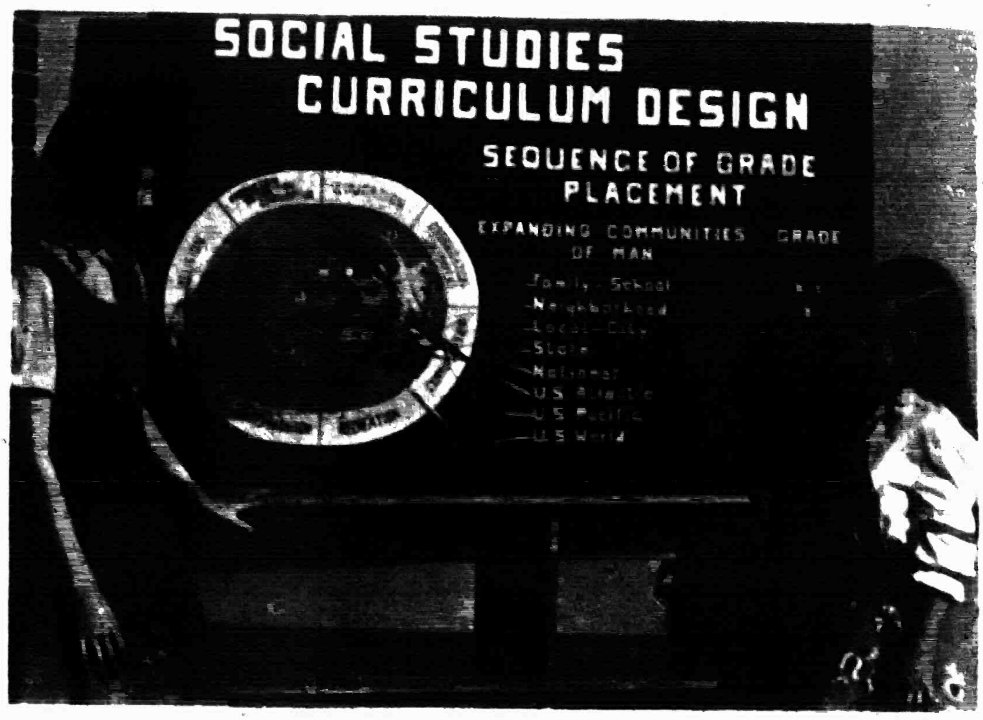
Scope and Sequence

Grade Level Patterns

At the kindergarten-primary level there is considerable uniformity in the overall scope for each of the grade levels, with many differences in the units or topics outlined for each. The most commonly found pattern of development for these levels is the following:

Kindergarten.	**Living in the Immediate Environment**
Grade 1.	**Living in the Home and School**
Grade 2.	**Living in the Neighborhood and Community**
Grade 3.	**Living in the Community**
	or
	Expanding Community Life

Kindergarten programs provide many opportunities for young children to learn about people, places, things, and events in their immediate environment. Much attention is given to their social development, so that they learn to make friends, work and play cooperatively,



Public Schools, Denver, Colo.

Children get an overall view of their social studies program.

and take responsibility for their own actions and for some of the duties which make for successful group living in the kindergarten.

Some of the people about whom and from whom children learn are in the home, the neighborhood, the school, and the community. The places about which they learn are their homes, other people's homes, the school, the community (streets, markets, parks, zoo, library, churches), and the country (farms, fields, woods, streams, ponds, ravines).

Things in the immediate environment which interest children and about which they learn often include clothes, toys, pets, picture books, foods, television, movies, drums, musical toys, building blocks, playhouse furniture, tricycles, cars, and airplanes.

Events which provide much joy and learning to kindergarten children are birthdays, holidays, trips, entertaining or being entertained by other classes, and visits by the principal, parents, foreign visitors, and others.

Participation with other children in learning about the many people, places, things, and events in their local environment (1) helps to broaden the child's world, and (2) provides those socializing experiences needed by the young child in his early experiences outside the home.

Some of the most frequently taught units or topics in the *first grade* deal with animals, the family, helping at home, safety, family fun, food, the home, working and playing with boys and girls, holidays, and vacation activities.

Second grade units tend to emphasize learning about people who help us in the neighborhood. They are concerned with people who protect us, such as the police and firemen; people who help us be healthy, such as the doctor, dentist, and nurse; people who help supply us with food, such as farmers, storekeepers, and the milkman; and people who help us learn, such as the librarian, authors, artists, and teachers.

In the *third grade*, children learn about those aspects of community life appropriate for their age level. Interdependence is usually the theme, with emphasis on how we secure life necesities in our community and on those people who have a part in supplying these needs. The most commonly taught units of this type relate to transportation, food, clothing, homes, and communication.

Increasingly, third graders are learning more about far-away people, happenings, and places because of new developments in travel and communication. Television, radio, and airmail have done much to broaden the child's world. Aviation, automobiles, trains, and ships are conveying people and goods to most parts of the world in ever increasing numbers and at ever increasing speeds. Traveling Americans with their children are found everywhere, as tourists, vacationers, technological specialists, educators, diplomats; or in the armed forces. In recent years one-third of the American population moved; that is, changed residence. We are a very mobile people.

Because of these many developments and changes in the child's world and in his life experiences, there is a trend toward using the expanding community or expanding community life as the theme or center of interest for third grade social studies. This means that the third grader's world is a more rapidly expanding one than was true in the past.

Third-grade units, such as those on transportation, communication, food, clothing, and homes, tend to include something about these life necessities in other communities and even in other lands, and they indicate the source of some of our supplies from these more distant places. This is in keeping with the interdependence theme which is usually found in third grade courses and units.

Most schools include some local history and touch upon such historical people as the Pilgrims, the pioneers, George Washington, and Abraham Lincoln, usually in connection with holidays. Other than this, the trend is definitely toward learning mainly about the com-

munity or expanding community here and now, at this grade level, and leaving most of the historical study to later grades. Children at this age are not ready to grasp time sequences and relationships.

In the case of large cities, which may be too complex for third graders to understand in their entirety, the children learn about that part of the city which is most important for them to know. This includes their own neighborhood, the downtown area, and special points of interest which have particular appeal to children.

One aspect of history and often of contemporary life that continues to have widespread interest and study in the third grade is the Indian. In some State and local school systems, Indians are included mainly as a part of history and as examples of primitive cultures. In other places the Indian units deal primarily with the Indian tribes of the local vicinity as a part of the local history. In many other schools children learn about Indians as an integral part of American life, with modern Indians as well as those of long ago included in the study.

There is no break between social studies in primary and intermediate grades. In well-planned social studies programs, there is a continuous flow from kindergarten through the twelfth grade and even into the junior college and higher levels. Intermediate grades are characterized by greater opportunities and interests on the part of pupils to learn about the world beyond their own communities.

At the intermediate levels, there is greater variation in social studies content than in primary grades. In general the following plans are followed:

Grade 4. Life in Other Communities
and/or
Life in Our State

Grade 5. Living in the United States
or
Living in the Americas

Grade 6. Our American Neighbors
or
Life on Other Continents

Most *fourth grades* begin their study by learning about various types of communities in their own State. This provides a basis for comparison with communities in other places. Then the fourth graders study type lands and peoples in other regions of the world with the focus on community life in most instances. How geographic factors, including climate, affect people and how people control or adjust to these factors is emphasized.

In some schools, the first fourth-grade unit is about our global world, with considerable attention to physical geography and globe

and map study. Then type lands and communities are studied for the remainder of the year.

A few States devote part or all of the fourth-grade social studies to learning about the State, its history and its geography. This may consist of a 6- or 9-week unit, a semester, or an entire year.

In almost all *fifth grades*, the United States is the center of study. Usually geography and history are combined. This can readily be done, as most of the unit plans begin with the Eastern States and for the most part follow the Westward Movement in the settlement of the country.

Usually, these units are regional in nature and place emphasis on the present. Then sufficient history is included to give understanding of the present. At this grade level the history deals primarily with the discovery, exploration, settlement, and development of the country. Less emphasis is given to the various wars and conflicts in which our Nation has been engaged. Such study is allocated to eighth grade and other places in the social studies curriculum when the pupils are more mature and can better understand the concepts involved.

A major difference from the above fifth-grade plan found in some places is to include the study of the entire Western Hemisphere in this grade. It can be said, however, that the trend is away from overcrowding the fifth- and sixth-grade programs and toward moving some of these content areas upward in the grades. More thorough knowledge and skills and deeper understandings are believed to be needed rather than a superficial study of too much territory.

In the *sixth grade*, something like half of the States recommend a study of our American neighbors, including Canada, Latin America, our territorial islands, and the Commonwealth of Puerto Rico. This is especially true in those States where the United States is studied in the fifth grade.

Other States suggest or require the study of the Eastern Hemisphere in the sixth grade. This is generally true in those States where the entire Western Hemisphere is studied in the fifth grade. In many such sixth grades, the emphasis is on "old world backgrounds" with considerable attention to historic periods as far back as antiquity. A major problem in this respect is to find curricular and instructional materials which present such areas as the Mediterranean and the Middle East with sufficient coverage of modern times. In the light of today's world and its tensions, it is important that more adequate information and understanding be gained of such parts of the world as they are today.

This bulletin does not purport to discuss the social studies program in secondary schools. However, it must be mentioned here that wher-

ever sixth-grade programs deal mainly with the Americas, the seventh-grade program is likely to be concerned with the Eastern Hemisphere.

The above patterns of social studies programs for intermediate grades are mainly regional in nature. Some have strong historical emphases at certain points and usually in relation to certain regions.

Other plans for developing social studies understandings and skills have been developed by various cities, countries, and individual schools. These do not follow a regional approach. Some may have a strong historical emphasis. Others are planned around a group of basic units, themes, or understandings. The units tend to be based on such broad areas as aviation, conservation, or transportation. Some of the sixth-grade units in such plans may cover a depth study providing comprehensive treatment of a carefully chosen foreign country, such as Pakistan, China, Japan, or Brazil. With such plans as the above there is usually a scope and sequence framework, with some units required and others left to be selected through pupil-teacher planning.

Persistent Problems or Areas

In addition to grade allocations which indicate scope and sequence, the framework of most social studies programs also includes a listing of *persistent problems*, *areas of living*, or *strands* which run through the entire program from beginning to end. They provide a unifying factor and give direction, purpose, and continuity to the social studies curriculum plan.

The *persistent problems* identified by the statewide committee which prepared the Maryland social studies guide are interrelated and run through the entire social studies program as follows:[1]

1. How does man adjust to, modify, and improve his changing social and physical environment?
2. How can man wisely use human resources in realizing his potentialities?
3. How can man wisely use his natural resources in developing his economy?
4. How can we promote better living through the development and application of moral, spiritual, and aesthetic values?
5. How can we preserve and extend the democratic way of life?
6. How can we promote better relations with other nations through an understanding and an appreciation of their contributions to our culture?
7. How can we fulfill our obligations as individuals and as a nation for working together in an interdependent world?

[1] *Social Studies.* State Department of Education (Md.). Baltimore: The Department, 1956. p. 13.

The South Carolina social studies guide outlines six *areas of living* which appear through the entire program as appropriate to the centers of interest for each grade level. The areas of living are: [1]

I. *Family Living*—the school's responsibility in this area is to help the individual develop understandings and appreciations of home and family, emphasizing:

A. Child's role and responsibility in family

B. The worth of the individual

C. Family relationships and responsibilities

D. Care and protection of own property and possessions

E. Care and protection of common property and possessions

F. Respect for rights and property of self and others

II. *Citizenship*—the school's role in this area is to help the individual realize, accept, and fulfill his responsibilities in:

A. The relationship of the individual to home, church, school, and the ever expanded and extended environment (government, civic enterprises, world affairs)

B. The development and conservation of human resources

C. Earning a living, budgeting, consumer education, etc.

III. *Production, Consumption, Conservation, and Distribution*—the school's responsibility in this area is to help the individual understand, appreciate, and use the principles involved in:

A. Conservation, preservation, utilization of natural resources

B. The interdependence of people

C. Earning a living

D. Broadening the economic base (more efficient use of our present resources)

E. Transportation of goods and people by land, air, and water

IV. *Communication and Transportation*—the school's responsibility in this area is to help the individual:

A. Develop discrimination in the use of telephone, television, telegraph, postal system, radio, press, motion pictures, recordings, film strips, radiograms, etc.

B. Develop skill and discrimination in the use of communicative arts

V. *Recreation*—the school's responsibility is to help the individual realize the value of play, and the importance of planning for the worthy use of leisure time through such things as:

A. Hobbies, games (indoors and outdoors), dancing, swimming, camping, motoring, and field trips

B. Industrial and fine arts (these have an amateur creative aspect and an enjoyment aspect)

C. Small interest groups (scouts, clubs, athletic teams, etc.)

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[1] *Guide for the Teaching of Social Studies.* Grades 1–12. State Department of Education (S.C.). Columbia: The Department, 1956. p. 13–14.

VI. *Moral, Spiritual and Esthetic Development and Expression*—the school's responsibility is to help the individual:

A. Develop his taste in art, music, dramatics, and literature, and to provide opportunities for creativity in these areas

B. Develop moral and spiritual values

C. Accept self improvement as a life process.

To assist them in revising the Florida Social Studies Guide, a Central Planning Committee has made an extensive survey of Florida children's interests, concerns, questions, and problems relating to themselves and others and to their expanding lifespace in society. A synthesis of these findings provides *interwoven strands or threads of continuing social education learnings*. These strands have been organized into twelve large problem areas which will provide direction and framework for social studies curriculum planning. The areas:[3]

Themselves
Their families
Their friends and age-mates
Their school
Their health, safety, leisure time activities and recreation
Their moral and spiritual values
Their communities
Their country
Other peoples of the world
Their cultural heritage
The economic system, money values
Communication, transportation, travel

Concepts from the Social Studies

As one basis for its program of social studies curriculum building, the California State Central Committee on Social Studies went directly to the social sciences—to the literature, and to social scientists of the major colleges and universities of the State. Conferences, workshops, and committee work developed. Out of these studies grew lists of concepts from eight social sciences, including geography, history, psychology and social psychology, philosophy, economics, political science, anthropology, and sociology.[4]

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[3] *Elementary Social Studies.* (A Preliminary Report.) State Department of Education (Fla.). Tallahassee: The Department, 1958. p. 59.

[4] *Building Curriculum in Social Studies for the Public Schools of California.* State Department of Education (Calif.). Sacramento: The Department, 1957. p. 13–49.

Because the basic concepts from the eight social science fields had considerable similarity and duplication, the Central Committee attempted to make a synthesis of these concepts which resulted in a list of eighteen concepts for social studies.[5]

1. Man's comprehension of the present and his wisdom in planning for the future depend upon his understanding of the events of the past that influence the present.
2. Change is a condition of human society; civilizations rise and fall; value systems improve or deteriorate; the tempo of change varies with cultures and periods of history.
3. Through all time and in all regions of the world, man has worked to meet common basic human needs and to satisfy common human desires and aspirations.
4. Peoples of all races, religions, and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors of other places and times.
5. Interdependence is a constant factor in human relationships. The realization of self develops through contact with others. Social groupings of all kinds develop as a means of group cooperation in meeting individual and societal needs.
6. The culture under which an individual is reared and the social groups to which he belongs, exert great influence on his ways of perceiving, thinking, feeling, and acting.
7. Democracy is dependent on the process of free inquiry; this process provides for defining the problem, seeking data, using the scientific method in collecting evidence, restating the problem in terms of its interrelationships, arriving at a principle that is applicable, applying the principle in the solution of the problem.
8. The basic substance of a civilization is rooted in its values; the nature of the values is the most persistent and important problem faced by human beings.
9. Man must make choices based on economic knowledge, scientific comparisons, analytic judgment, and his value system concerning how he will use the resources of the world.
10. The work of society is done through organized groups; and group membership involves opportunities, responsibilities, and the development of leadership.
11. Organized group life of all types must act in accordance with established rules of social relationships and a system of social controls.
12. All nations of the modern world are part of a global interdependent system of economic, social, cultural, and political life.
13. Democracy is based on belief in the integrity of man, the dignity of the individual, equality of opportunity, man's rationality, man's goodness, man's practicality, man's ability to govern himself and to solve his problems cooperatively.

[5] *Ibid.* p. 46–47.

14. Anthropologists hold that physically man is the product of the same biological evolution as the rest of the animal kingdom. Man is in many ways similar to other animals, but a most important difference exists as a result of man's rationality and in the body of knowledge, beliefs, and values that constitute man's culture.

15. All human beings are of one biological species within which occur the variations called races. The differences between races are negligible.

16. Environment affects man's way of living, and man, in turn, modifies his environment.

17. One of the factors affecting man's mode of life is his natural environment. Weather and climate that cause regional differences in land forms, soils, drainage, and natural vegetation determine the relative density of population in the various regions of the world.

18. Because man must use natural resources to survive, the distribution and use of these resources determine where he lives on the earth's surface and to some extent how well he lives. The level of his technology determines how he produces, exchanges, transports, and consumes his goods.

These concepts, as well as those developed for each of the eight social sciences are those considered "essential for competent citizenship in our society," hence, they provide guidelines to persons developing curricula, selecting and planning units, or teaching social studies. In the California program, characteristics of children at various growth levels and principles of learning have also been studied and taken into account in relation to the social studies. Then criteria of the type that may be used for the selection of content for the social studies curriculum were indicated,[6] as follows:

1. Content that involves intimate contact with those aspects of social life that are of fundamental significance today—

   Areas of importance in world affairs should be selected for major emphasis.

2. Content that acquaints individuals with crucial data, relationships, conditions, and problems and points up their significance to human welfare—

   This calls for emphasis on that which is important in human welfare and on the continual broadening of social understandings by beginning with the immediate group and then expanding to include intergroup and international relations.

3. Content that is adapted to the physical and intellectual capacities and developmental needs of individuals—

   In social studies this will necessitate, at each educational level, materials that have varying levels of difficulty.

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[6] *Ibid.* p. 60–63.

4. Content that provides for individuals the actual experiencing of life about them and abundant contact with firsthand source material—

   Content should broaden and enrich the experience of children and youth so that their understanding of the social life around them is continually being deepened.

5. Content that provides individuals with ample opportunity for clarifying, enriching, and expanding their understanding of basic social concepts—

   This understanding will develop as individuals accumulate information and use it.

6. Content that continually stimulates analytical thinking on the part of learners—

   Analytical thinking will develop as problems are studied and solutions to the problems are formulated at each successive level.

7. Content that enables teachers to provide opportunity for the continuous sharing of purposes, activities, and achievements in an atmosphere of cooperative endeavor—

   Individuals should live the democratic life as well as learn about it.

8. Content that provides, from kindergarten through junior college, for continuous expansion of world understandings; for growth in civic literacy and civic concern; and for the development of habits, skills, and attitudes through cooperative participation in worthy group enterprises—

   Repetition of content at different levels should be justified on the basis of the purposes which are to be achieved and the appropriateness of the learning experiences for each level, and on the basis of concepts identified as those to be developed.

9. Content that provides at each maturity level for intensive study of problems that are understandable to the participants—

   This includes relating facts from history, geography, and other social sciences to a central theme.

10. Content that is organized into units that utilize, as needed, the subject matter academically classified into separate social sciences—

    Problems of contemporary life can best be understood when the learner considers the geographic influences, the historical antecedents, and the civic, economic, and social implications that pertain to it.

11. Content that stresses the realities of social life—

    Realism in the social studies involves teaching about the actual functioning of social institutions.

12. Content that is readily available in usable form—

    Suitable materials in the form of textbooks, supplementary books, maps, and audiovisual teaching materials must be available.

Emphases

Throughout the elementary social studies program, a number of emphases appear where appropriate and in terms of pupil needs and social trends. At times these emphases may take the form of a social studies unit and at other times they are continuing strands which are included in many units over a period of years. Often they permeate the entire school day and are not confined to social studies alone. Out of these emphases are growing forward-looking practices which will enable the elementary child of today to assume his responsibilities with regard to the world in which he lives.

Citizenship

An aspect of social studies and social living considered highly important for all pupils in a democratic society is *citizenship*. Boys and girls learn about the rights and responsibilities of themselves and others through their daily experiences of working and playing in groups. Early in their school life, children learn that they and others have property rights that must be respected. Later they learn about taking turns, listening as well as speaking, and about the nature of our many freedoms in this country.

With the rights and freedoms of the individual in our democracy come the responsibilities of citizenship. Children learn early to carry out responsibilities in their classroom, school, and neighborhood. Under wise teacher guidance they care for bookshelves, flowers, pets, school supplies, and the natural resources of their school grounds and in their neighborhoods, as their abilities and skills develop.

Participation in many kinds of democratic processes is constantly made possible for children so that they can develop skill in this way of life. They have an active part in planning, carrying out, and evaluating their social studies and other experiences so that they will grow up as effective participants in democratic living. Problem solving on a group or individual basis is a central part of this way of living and learning.

Children learn many things about government in elementary schools, both directly and indirectly. As they participate in making group decisions, setting up standards, and sharing responsibilities for leadership and followership in their classrooms, they are learning ways of group governing and control. When they select a representative for a school committee or a student council, they are having their first experiences in representative government.

Many elementary schools have student councils, which carry on various responsibilities and activities. These councils make real contributions to the school program in such matters as safety, hospitality, health, school ground care and beautification, and celebration of holidays. They provide excellent opportunities for all the children to participate in the management and government of their school in certain appropriate areas through representatives, democratically chosen by the various classes. Good practice does not imply that the student council would pass judgment on individual children for their behavior. It does give opportunity, however, for working toward the solution of school problems with the wise guidance of the principal and one or more teachers.

Economic Education

In recent years, increased recognition has been given to *economic education* as an important area of learning at the elementary school level. Children learn a great deal about work and workers. They learn about various kinds of management. In a housing study at the third-grade level, for example, they learn not only about the carpenter, the plumber, the contractor, and the architect, but also about the relationships of these workers with the owner and his family. The same concern for learning about ownership, management, and other workers is true in the study of stores, markets, and other types of business; and of farming and industry.

Through their various school and home experiences children learn a great deal about saving and banking, budgeting, earning money, and buying goods and services. They may have a play store or post office. They purchase tickets for short excursions, often having earned all or part of the necessary money.

Progress is being made in identifying those economic concepts which are important for children to understand and which they are capable of learning at the various levels.[7] Understanding these concepts forms the groundwork for understanding our free enterprise economic system. These understandings, plus the many economic experiences of children, lead them on the path toward economic efficiency, both now and in their later lives.

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[7] Darrin, Garney. *Economics in the Elementary School Curriculum: A Study of the District of Columbia Laboratory Schools.* (Ed. D. thesis.) University of Maryland. College Park: The University, 1958. 401 p.

Conservation Education

Since it deals with the wise use and conservation of our natural resources in their relation to man, *conservation education* is receiving widespread attention in elementary schools. Soil, water, forests, grasslands, and wildlife are some of the resources given special attention. Although one or more of these resources may receive particular emphasis at a given time, on the whole they are taught in their relationships to each other and to man. Often such study is carried out in connection with the observation and development of a small watershed, such as a small ravine or canyon.

In elementary schools an experience approach is frequently used in learning about conservation. The children do a great deal of outdoor work as well as reading and other classroom activities.[8]

Some children build check dams and plant cover crops on the school grounds, at their own homes or farms, or at camp to save the soil. Some observe good practices and make signs and posters to protect our water resources. Others plant trees, care for school forests, and help with replanting burned over areas. Plants are raised by some to provide food and cover for wildlife. Bird feeding stations are prepared to help birds when the snow comes. Some schools have developed excellent nature trails or areas on their own or adjoining property. Some of these are established in ravines or small canyons, otherwise difficult to put to use. School ground beautification and conservation projects are widely found and include such things as gardens, lily ponds, tree and shrub plantings, erosion control, bird sanctuaries, and outdoor theaters.

The children who engage in these many activities for conservation and wise use of our resources gain much skill, understanding, and enjoyment in their natural environment. For them conservation becomes a way of life.

Aviation

An excellent means of integration for some of the learning experiences of children is provided by *aviation education.* Interest in airplanes and other aspects of an aerospace age is high. As children learn about aviation and its increasingly dramatic developments,

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[8] Bathurst, Effie G. *and* Wilhelmina Hill. *Conservation Experiences for Children.* Washington: U.S. Government Printing Office, 1957. 192 p. (Bulletin 1957, No. 16, U.S. Department of Health, Education, and Welfare, Office of Education.)

they can gain many science and social studies understandings. They can learn much global geography, including knowledge about the people, lands, oceans, and routes over which planes fly.[9]

With the commercial use of jet planes, flying at high speeds and high altitudes, the world's distances have been decreased markedly in terms of travel time. More and more people will be able to travel to more distant places during their lifetimes than was true in past decades. Boys and girls need to know about the implications of such rapid flight to themselves, other people of the world, and the future of man.

The subject matter of aviation education deals with types of planes, airport operations, principles of flight, routes, map study, languages involved, uses of planes, aviation personnel, and new developments. It also deals with man's penetration and study of space—with satellites, rockets, and missiles.

Aviation education is frequently taught in units which can be found at almost any grade level where the children have an interest in planes and/or space flight. It is also widely taught as part of transportation units, especially at the third-grade level. New developments and happenings in aviation and space flight are continuously studied as a part of current events.

Technological and Social Developments

In this decade, *technological and social developments* have been appearing with dramatic and sometimes almost shattering impact on man. Today's world is characterized by rapid change and scientific breakthroughs of tremendous importance. Accompanying these new developments in automation, space flight, jet planes, atomic energy, and medical science are changes and transitions in society—in the way in which men live.

As automation increases, people tend to have shorter working hours and thus more free time. An increase in creative, meaningful, and constructive ways of using this time is indicated so that people's lives may be enriched by this developing opportunity. Machines which do office work, run elevators, and carry out numerous other detailed operations, as well as control whole industrial plants—such as oil refineries—with one or a few men to manage the push buttons and levers, release much of our manpower for increased leisure time.

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[9] Mehrens, H. B. *Education—Aviation—and the Space Age.* (A Handbook for the Modern Teacher.) Civil Air Patrol, Ellington Air Force Base, Texas. 1959. 88 p.

Atomic energy is giving man such power as was never dreamed of a few decades ago. How he develops this power for peacetime uses, rather than for destruction, is of tremendous concern to all. Currently some effective uses are being developed in the United States as well as in other countries. With proper handling this source of energy can add greatly to man's standard of living and can free him of much drudgery and toil. Solar energy is also being used and experimented with for providing our homes, schools, offices, and factories with heat and light.

Transportation developments during the past few years, since the arrival of aviation, have been enormous. Most recent breakthroughs, such as breaking the sound barrier, launching satellites and missiles into space, and using jet planes commercially are some of the new developments in transportation. They have a great impact on our lives as individuals and as members of nations. They have brought the distant parts of the earth much closer together in time.

Atomic submarine achievements have also great significance for transportation. This is especially true of the northwest route voyages of submarines passing under the polar ice cap.

Communication developments continue to be seen in television, with color television gradually coming into use. Increasingly, television is being used as an aid to education. Stereophonic sound offers one of the more exciting experiments in mass media. Several new techniques are now in wide use to provide greater depth to the sound that comes to our homes. High fidelity record players have been developed which play records having a double sound track and project the sound from two or more places in a room and from the appropriate sides of the room where certain parts of an orchestra would be playing if in a larger space.

Medical science has made numerous breakthroughs in recent years, such as the attack on polio and other serious illnesses. Many new developments have appeared in the form of new drugs whose wide use has been effective in our country and other parts of the world in stamping out certain types of disease.

Population trends have been developing in a variety of ways which affect our lives and society. The withdrawal of large numbers of families, especially those with children, to suburbs has been one of the big changes. This has caused urban deterioration in many instances and has led to mushrooming suburban developments around big cities, often with little community or area planning involved. Satellite cities and shopping centers are also surrounding many large cities. Finally we have the phenomenon of the continuous metropolitan development. This is a stretch of urban areas or cities which

have grown together. It may be already formed, but is often in the process of development—along the eastern seaboard, the Great Lakes, and at certain points on the West Coast.

Our population is rapidly growing, with the birth rate higher and people living longer.[10] This is a very mobile population, with about one-third of our people changing their residence each year. The result are many social changes and problems, affecting both children and adults.

During the International Geophysical Year (the main studies, explorations, and research being carried out between July 1, 1957, and December 31, 1958) over 50 nations cooperated to learn much more about the earth and the universe than had ever been known before. Much of the work dealt with polar explorations, solar activities, ionosphere, auroras, cosmic rays, weather, ocean depths, outer space, gravity, glaciers, and earthquakes. Although the official year was to end with 1958, many of the studies are continuing and the results will be analyzed, used, and reported for years to come. It was during the International Geophysical Year that the first earth satellites were put into orbit and astounded the world as a part of that year's scientific achievements.

At the same time that man has been trying to learn more about his world and universe, he has been attempting to learn better ways of getting along in person-to-person and nation-to-nation relationships. There have been many tensions between various nations and various groups of nations. Concurrently there has been much serious effort and at times real progress in working toward wholesome and friendly relations among nations.

The United Nations has served a useful function as a sounding board where its member states may come together and discuss their problems and plans and those of other nations. It has carried on much committee work and has assisted when possible in the reduction of tensions. Its specialized agencies, such as the World Health Organization, Unesco, and Unicef have carried on many projects to help children and adults attain health, literacy, and a higher standard of living. They have worked to help the peoples of the world attain a better understanding of each other.

The many technological and social developments mentioned here add content to any modern social studies curriculum. Some of these new developments may be found in the regular school texts and reference books. Others may not. Publishers and their authors revise their texts as frequently as they can but it is almost impossible for

[10] Educational Policies Commission. *Manpower and Education.* Washington: National Education Association, 1956. 128 p.

them to keep up with current developments due to the rapidity of the rate of change. This means that much social studies content comes from the news and is an integral part of current affairs as well as of the regular social studies curriculum.

Spiritual and Moral Values

The development of *spiritual and moral values* is a concern of the entire school curriculum, but it has special significance in the social studies program. Much of our historical and cultural heritage is at the heart of social studies content. Through meaningful study and activities, children learn basic elements of American culture. They learn about esteemed ideals of democracy and about spiritual and moral values which have made our country a leader among nations.

Through appropriate experiences in social living, boys and girls learn how to live according to spiritual and moral values generally prized in our culture. Experiences in sharing with others, in respecting the ideas and the rights of others,[11] in assuming responsibilities for the welfare of others, and in many other aspects of living in accordance with high moral and spiritual concepts, provide children with the means to understand and practice these values. As a central aspect of their development as individuals in a democracy, each develops a pattern of values in terms of his own experiences as well as of the cultural heritage with which he has contact. This is an interactive process as the individual participates in a dynamic social situation. His environment affects him and he affects his environment.

Under our Constitution there is a separation of church and state. Thus, sectarian religion is not taught in our public schools. Social studies programs usually contain some content about the place of religion and the church in American life. This is a part of community study in primary grades. In some places, children may visit one or more churches as part of becoming acquainted with their community. In intermediate grades children learn something about the religion of people in other countries in connection with their study of geographic areas.

Throughout the Nation, much attention is being given to the development of moral and spiritual values on the part of our children. Certain responsibilities are left with the church and the home. This is especially true of sectarian religion. Other aspects, such as inform-

[11] Hill, Wilhelmina and Helen E. Mackintosh. *How Children Learn About Human Rights.* Washington: U.S. Government Printing Office, 1958. 16 p. (Bulletin 1951, No. 9, U.S. Department of Health, Education, and Welfare, Office of Education.)

ing children about the place of religion in their lives and the lives of people in other countries, are usually a matter for the schools. Practices vary from State to State as to the way in which religious education, as such, is available to children; but the development of spiritual and moral values by our children is a concern of schools everywhere.[12]

Our American Heritage

With our *American heritage* being such an important aspect of elementary social studies, teachers help boys and girls learn as much about it as possible. In these days of tremendous scientific and technological developments in which our people are gaining increased control over matter, it is easy to become materialistic in our thinking and to forget those things which have made America great.

Most elementary schools give a good deal of attention to teaching about the history of our Nation, both in social studies and schoolwide programs. The greatest emphasis on American history is usually found in the fifth grade, where it is taught in an integrated manner with geography. Fourth graders often learn about the history of their State. Sixth grade children often learn about our old world backgrounds, though the trend is toward moving this study to the seventh grade.

In addition to actual instruction in history, children learn about their historical and cultural heritage through poetry, biographies, stories, films, recordings, pictures, and many other media. One important way in which all children learn many things about our heritage is through activities related to holidays. Christmas, Thanksgiving, and the birthdays of great men provide excellent opportunities for reading, art, music, and dramatic activities which enhance the understanding of our history and culture.

Since children and young people, as well as older citizens, travel abroad or meet foreign visitors in this age of rapid transit, it is increasingly important that they understand and respect their own cultural and historical background if they are to interpret it well to others. Americans have one of the richest and most varied cultural backgrounds in the world because of the melting pot from which our population is formed. Schools are placing much emphasis on helping children know and understand this heritage which is theirs to enjoy and protect and which makes our Nation great.

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[12] Gaumnitz, Walter and Wilhelmina Hill. *Developing Moral and Spiritual Values in the Public Schools.* (Circular No. 383.) Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1953. 8 p.

Geographic Understandings

More important than ever before are *geographic understandings* in this age of aviation and space flight. To be able to understand the news on television and radio and in newspapers and magazines, it is imperative to have a good background in geography.

As the United States carries out its responsibilities in its position of leadership in the world, its citizens are traveling and living abroad in increasing numbers. Many are sent overseas on technological and diplomatic missions. Others go forth in the interest of defense. Those who will be stationed in one place for a year or more usually take their families with them. Tremendous numbers of Americans are now going abroad as tourists due to the ease and speed of air travel (including the new jet flights) and of other means of travel. Americans who stay at home, including children, have increasing contact with people of other countries who visit the United States to study our schools, agriculture, technological and scientific developments, and the American way of life, as well as those visitors who are tourists and sightseers.

Geographic understandings are developed in the primary grades in relation to learning about neighborhood and community, seasons and weather, where life necessities come from, and who the people are who

Public Schools, Seattle, Wash.

Readying a 3-dimensional map to show facts about geography.

assist in the processes involved. Children learn a great deal about the world around them, both the natural and the human aspects. Map study begins as neighborhood, community, and nearby communities become the center of study.

In the intermediate grades, geography receives a very strong emphasis. Children learn about man's relationships to his environment in various type regions of the world. They gain geographic understandings and concepts about their State, Nation, and world. They learn geographic principles which have applications to similar geographic conditions in similar regions.

Time-space relationships are being given increasing emphasis in these grades.[13] Not only is it important to learn about distances, but also about length of time involved in reaching various points with certain types of transportation or communication.

Learning about the peoples of the world and their relation to their environments is an important focus of learning. That geography related to current happenings in the world has a high priority for attention. This type of geography often requires considerable research activity on the part of pupils and teacher to secure adequate information about the geographic factors needed for fully understanding various items in the news.

Current Affairs

Social studies can be made interesting and up to date through *current affairs*. What children see on television and screen, hear on radio, read in newspapers and magazines, and observe in their travels and community life is usually tied in with their social studies program.

Such events as the first commercial jet flights across the Atlantic, the voyage of the *Nautilus* from Hawaii, under the Arctic ice cap, to England, or a visiting group of foreign dancers or singers, provide excellent material for social studies. They may give leads to units, area studies, or depth studies of a particular country.[14] They enrich social studies learnings and experiences from day to day.

The Louisiana social studies guide indicates significant social studies purposes that are served by studying current events. Those listed are found on the next page:

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[13] Bacon, Phillip. "Geography Today." *Grade Teacher*, 73: 41+, April 1956.

[14] McAulay, J. D. "Current Affairs and the Social Studies." *Social Education*, 33: 21–22, January 1969.

1. To create and promote pupil interest in community, State, National, and world affairs
2. To develop an actively democratic citizen able to interpret current, social, economic, and political problems
3. To provide training in critical reading and thinking in order to assemble facts accurately and to arrive at conclusions wisely
4. To develop the ability to select the important issues and problems from the great mass of daily events
5. To develop an awareness of the interdependence of people and nations in the world
6. To understand the relationship between the past and the present."

Human Relations

During elementary school years, *human relations* has become an important aspect of social learning and living. At the same time that children are learning about social studies subject matter, they are also having experiences in participation, cooperation, leadership, and responsibility, which help them grow into effective citizenship. They learn how to get along well with other children and with adults.

In addition to learning how to participate effectively in group situations, children are learning about the history of their rights and responsibilities. They learn about the Constitution, the Bill of Rights, and the Universal Declaration of Human Rights at their maturity levels and as their experiences in group living relate to these documents.

International Understanding

Because of our Nation's position in world affairs and the impact of aviation and the space age, *international understanding* has become increasingly significant for our boys and girls. Emphasis on understanding the peoples of the world, international relations, and international organizations is widespread in our schools.

The development of international understanding is being carried on at appropriate places lower in the grades than was formerly the case. Primary children as well as those in kindergartens and nursery

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[20] Landry, Thomas R. and Mabel Collette. *Teaching the Social Studies in the Elementary Grades* (A Guide for Teaching History, Geography, and Related Areas in Louisiana Schools). State Department of Education (La.). Baton Rouge: The Department, 1958. p. 82.

schools are having initial experiences and contact with people of other countries through travel, television, books, foreign visitors, and other means. At school and in their communities they may often see and hear visiting teachers and play with children from other lands. They meet parents with foreign backgrounds or interests. They begin to learn about international organizations through the activities of the Junior Red Cross, UNICEF, and UNESCO. They attend or participate in observances of an international nature, such as Columbus Day, United Nations Day, Human Rights Day, Christmas, and Pan-American Day. Kenworthy points out that:[14]

> Actually, any careful examination of the lives of young children will reveal that the world impinges upon them even before they go to school and certainly in the preschool years. Some children have been born abroad or have lived in other countries in these early years. Some of them have relatives who are abroad in business, government, or military service. The adults around them are reading newspapers, looking at television programs which include the world, and discussing world affairs. Many children visit the wharves or airports. There are celebrations of U.N. Day or Week in the school or community. Often there are people from abroad in their neighborhood or shops with foreign goods in them. The movies give them another view of the world—although not always a correct one.
>
> In these and other ways children today are being introduced to the world early in life. The schools have a responsibility to help make this introduction a correct one, carried on in an atmosphere of respect, understanding, and interest.

By the time pupils reach the third grade, their principal interest in social studies centers upon community life, but it is extended in many instances to how people live in communities of other lands. For instance, when children are learning about transportation, they not only learn how people travel or transport goods in their community or region, but how transportation is similar or different in other parts of the world. In communication units, children begin to learn a little about foreign languages, including a few expressions and songs. With food, clothing, and shelter, the children learn how each of these life necessities is provided in their own communities, and also gain an introduction to the nature of these things in other lands.

In intermediate grades children have many additional opportunities to develop international understanding. They study about type lands and peoples in the fourth grade, learn about people of other American nations in fifth or sixth grade, and about people of the Eastern Hemisphere in the sixth or seventh grade. While such studies are usually fairly comprehensive, still they must be considered intro-

[14] Kenworthy, Leonard S. *Introducing Children to the World*. New York: Harper and Brothers, 1956. p. 15.

ductory and elementary in nature, and should be followed up by appropriate studies in junior and senior high school.

There is a growing trend toward introducing depth studies of one or more countries at the sixth-grade level. An example of this was the study of Pakistan undertaken by 28 elementary schools of San Francisco.[17] The Pakistani consul spoke to the children and helped them secure informational materials. This study was connected with a Share Your Birthday project and many of the children who had birthdays during the period of study gave one of their birthday gifts for a child in Pakistan. The Share Your Birthday Foundation, of Philadelphia, made it possible for a child ambassador and a teacher to go to Pakistan. Among other responsibilities was taking letters from San Francisco to Pakistani children. The boy ambassador sent letters and the teacher sent letters and press releases back to San Francisco to share their experiences with the children and teachers who had participated in the project.

In 1959, India sent a child ambassador to the United States. She presented letters and toys to American school children and made friends with all whom she met. Later India sent a baby elephant to visit the same school systems which the child had visited. The elephant now makes her permanent home in the National Zoological Park in Washington, D.C., where she is a symbol of friendship between the children of India and the United States. On the day when the child ambassador arrived, children in the schools observed an India Culture Day, an outgrowth of their interest and study about this country. Among city school systems which participated in this project were Washington, New York, Philadelphia, Allentown (Pa.), and Rock Island (Ill.). Arrangements were made through the Share Your Birthday Foundation, the People-to-People Committee of the U.S. Information Agency, the U.S. Office of Education, the National Education Association, and other cooperating organizations and individuals in India and the United States.

Concentrated study of Latin American countries with emphasis on current economic, political, cultural, and educational problems rather than the quaint and picturesque colonial and Indian traditions is believed to be of extreme importance in maintaining friendship between

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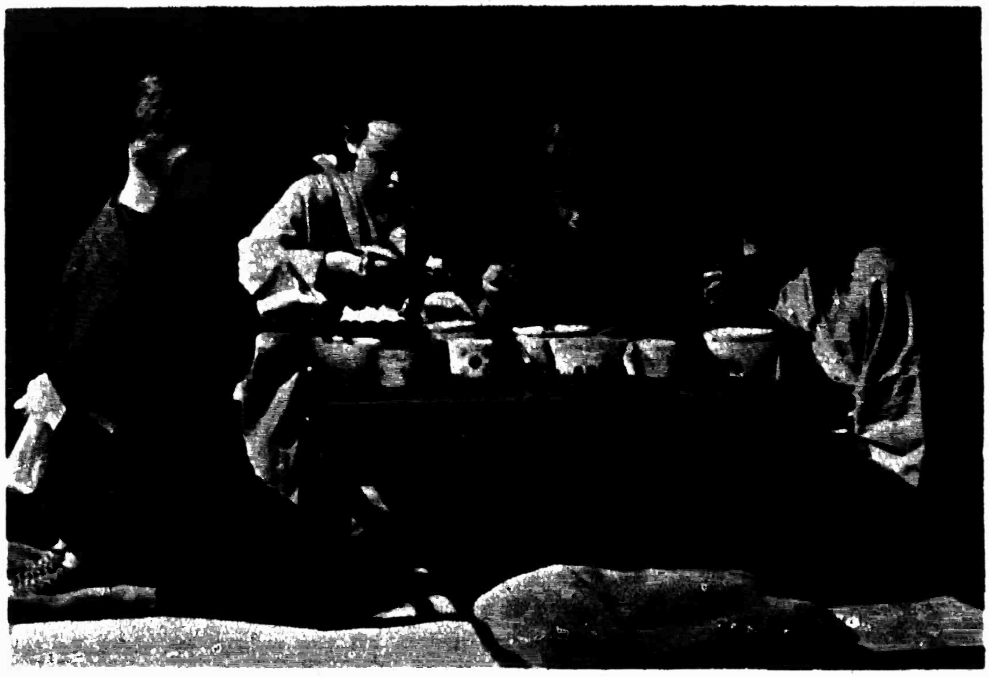
[17] Kent, Tennessee. "Pakistan Share-Your-Birthday Program." *California Journal of Elementary Education*, 26 : 33–34, August 1957.

our people and the other Americas, which can only come about through mutual knowledge and understanding.[18]

Recently a unit study of "Living in South America in an Air Age" [19] has been developed by the San Joaquin Valley Section of the California Association for Supervision and Curriculum Development. The greatest depth in this unit is allocated to the study of Brazil, largest of the South American countries.

Asian studies, which are receiving increased emphasis, need as much attention as possible. Schools are placing much more value on Asian



California State Department of Education

Enjoying a meal in the Japanese manner.

studies as they realize how important it is to secure better East-West understanding and friendship. A decade or so ago our social studies courses of study and textbooks often emphasized Europe and our European backgrounds to the point of inadequate coverage of other

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[18] Baker, G. Derwood and Franklin K. Patterson. *Latin American Studies:* A Teachers Guide to Resource Materials; and *Venezuela:* A Resource Unit for Upper Elementary Grades. New York: Educational Section, Creole Petroleum Corporation (1230 Avenue of the Americas), 1957 and 1958. 27 p. and 15 p.

[19] *Living in South America in an Air Age.* California Association for Supervision and Curriculum Development. Pasadena: The Association (367 Pasadena Avenue), 1958. 95 p.

parts of the world. This focus has changed with the war and post-war years and now increasing attention is being given to gaining a better understanding of Asian peoples and lands.

Africa, with its several new developing republics, is another area being given greater attention in social studies programs. As this continent makes increased progress, it secures more attention in the news and in the social studies programs of elementary schools.

Many children become interested in the United Nations through television, radio, magazines, and newspapers. Increasingly those who live in nearby States go on field trips to visit UN when they are in the fifth or sixth grades. These children see the various meeting rooms where the United Nations sessions are held and other points of interest in the buildings. They listen to their guide and ask questions for information.

After the sixth grade of Randle Highlands School in Washington, D.C., visited the UN, the children wrote letters about their trip. Excerpts from these letters follow:

> I would like to tell you about our trip to the United Nations building on October 12, 1957. We started studying about it several weeks before we left, so our trip would be interesting and educational; so we would understand it.
>
> When our group arrived at the United Nations building I thought that it was one of the most beautiful buildings I have ever seen, especially the Secretariat part. I liked the glass windows.
>
> Our group had a guide who was from India. She took us to the General Assembly room first. It was a huge room. I liked the seating of the translators. After talking about it we went to the next rooms. It has very modern architecture and art. After seeing all the rooms we went to the store downstairs. Then we went to dinner. I thought the United Nations building was very interesting and educational. I thought it was a very nice trip.
>
> *—from John's letter*

> When we got to the United Nations the first thing I noticed was all the windows. I later found out there are over 5,000 windows.
>
> Our guide was from India. She was very nice. She took us to five divisions of the United Nations. We also saw a bell made of coins from countries belonging to the United Nations. There are so many things we did see that I could not begin to tell you about all of them. We had a very nice time and learned a lot about the United Nations.
>
> *—from Sharon's letter*

> I would like to tell you a little bit about our trip to New York. Our train ride to and from the United Nations was fun. Once we arrived we had guides to take us on a tour of the building. We saw the General Assembly and the other councils. Our guide told us the history of each room.

I would like to thank you for the information you sent us. I was very interested in UNICEF. I like the way children go out to collect money for this organization on Halloween. In fact, most of our class is going to work for UNICEF this year. I hope children of the United States collect enough money for needs of foreign children.

—from Ricky's letter

I have enjoyed my study about the United Nations. When we went to New York I bought a study kit for one dollar. It had a map of the Trust Territories. It also had about fifteen other very interesting books.

I've been reading a pamphlet called, *The United Nations in Brief*. It is very interesting and I thoroughly enjoyed it. I have been skimming and I especially enjoyed the part about the United Nations. Here is part of it: "Millions of the world's children are ill, undernourished and ragged. Many are homeless and orphaned. To help in their care the United Nations has provided supplies, equipment and technical training for the care of the millions of children and mothers who need help."

—from Bill's letter

On October 12, 1957, on a Saturday, we went to the United Nations. I liked the General Assembly best because it was so big. We got to sit in the chairs and see the earphones with the six different language controls on the dial. The trip back to Washington was very nice.

—from Mary's letter

CHAPTER 5

Methods of Instruction

MODERN TEACHERS seldom follow a theory that there is any *one* method of teaching the social studies in elementary schools. They tend to be creative and often experimental in their approach to teaching. Seldom do they teach a given item with one group of children exactly as they did with another group at another time. Part of this situation is due to the fact that teachers encourage pupil participation in all phases of the learning situation, including the planning. *And children are creative!* The learning experiences are developed to meet the needs and interests of the children and of the society in which they live. This is an interactive process between children and their environment, with the wise guidance of teachers, parents, and others concerned with their education.

The most widely found plan for organizing the learning experiences of children in the social studies is the *unit method*. It must be understood that there are many varieties of unit teaching, extending all the way from those which are subject-centered to those which deal primarily with the concerns of children in their environment. Based upon *gestalt*, or organismic psychology, this method develops social studies experiences and learnings in large, related areas of learning, rather than in small segments. Such units are large enough to contain much of concern for every child, yet small and definite enough for each to grasp the more significant aspects.

Since relationships are important in unit teaching, this method lends itself to considerable integration of subject matter, such as geography, history, economics, civics, science, language arts, and the fine arts. It also provides excellent opportunities for the child to develop as an individual and to gain a knowledge of his world so that he feels at home with regard to his surroundings.

Unit Teaching

Selection of units is done in various ways, in various places, and at various times. For the most part, units are suggested in courses of study or curriculum guides. Increasingly there is opportunity for teachers to select units within the scope, center of interest, or other framework recommended for their grade. Usually they do all or part of this through cooperative planning with their pupils. In most school systems a few units are likely to be required for each grade, but with some provision for adding others. In other school systems a series of units may be required for each grade level.

Preparation for teaching a unit generally involves developing or locating a resource unit from which ideas and information may be drawn as the unit is developed. It also involves considerable reading, studying, and sometimes traveling, so that the teacher has a good background for teaching the unit. Finally, most teachers collect a good many materials, including audiovisual aids, before they begin to develop a unit with the children.

Often teachers set the stage for a unit, by displaying pictures, maps, posters, realia, and reading materials in the room just before or at the very beginning of a unit experience. These have the effect of interesting the children in the new unit and then becoming aids to learning. Occasionally a teacher varies this procedure by using the bare stage technique and leads the children to carry a main responsibility for bringing suitable materials to the classroom and displaying them. In instances where the unit grows out of children's problems, no stage setting is needed. In any case, the children are encouraged to bring materials related to the unit from home, the library, and other sources of material in the community.

Regardless of how much pupil participation there is in the selection of units, there is likely to be much pupil activity in the planning. During the early days of a unit, pupils and teacher plan together for the best ways of carrying out their study. They usually discuss and post a record of:

Problems to be studied or solved

and/or

Information to be found

Things we can do in this unit

Where we can find information.

Since children are usually alert, enthusiastic, curious, and imaginative, the plans in which they participate are often more alive and original than when the teacher works them out alone.

The early days of a unit experience are usually thought of as the *orientation* phase. During this initial part of a unit some of the most common activities are likely to be:

- Examining pictures, maps, globe, and objects related to the unit topic
- Seeing a film or film strip
- Making plans for developing the unit
- Forming committees for different parts of the work
- Going on an exploratory field trip
- Collecting study materials
- Developing bibliographies
- Making charts for keeping track of the progress of individuals, committees, and groups (vocabulary, reading, construction, writing, etc.).

After a week or two of planning, organizing, and exploring the unit area, the children are usually ready to concentrate on *informational activities* for a few weeks. They read, discuss, interview, question, observe, listen, and experiment to find answers to their questions and problems. These activities frequently include:

- Reading for information and to find answers to questions and problems
- Viewing informational films or film strips
- Listening to recordings and people

Public Schools, Kansas City, Kans.

Experimenting with fabrics.

Carrying out experiments
Taking notes on needed information
Studying maps and globes
Taking field trips to gather information
Making collections
Writing letters for information
Interviewing appropriate people
Studying pictures for information
Reading the landscape for geographic information
Discussing unit problems and progress
Sharing information in small and large groups
Keeping a record of information each child is gathering
Organizing information on charts and graphs.

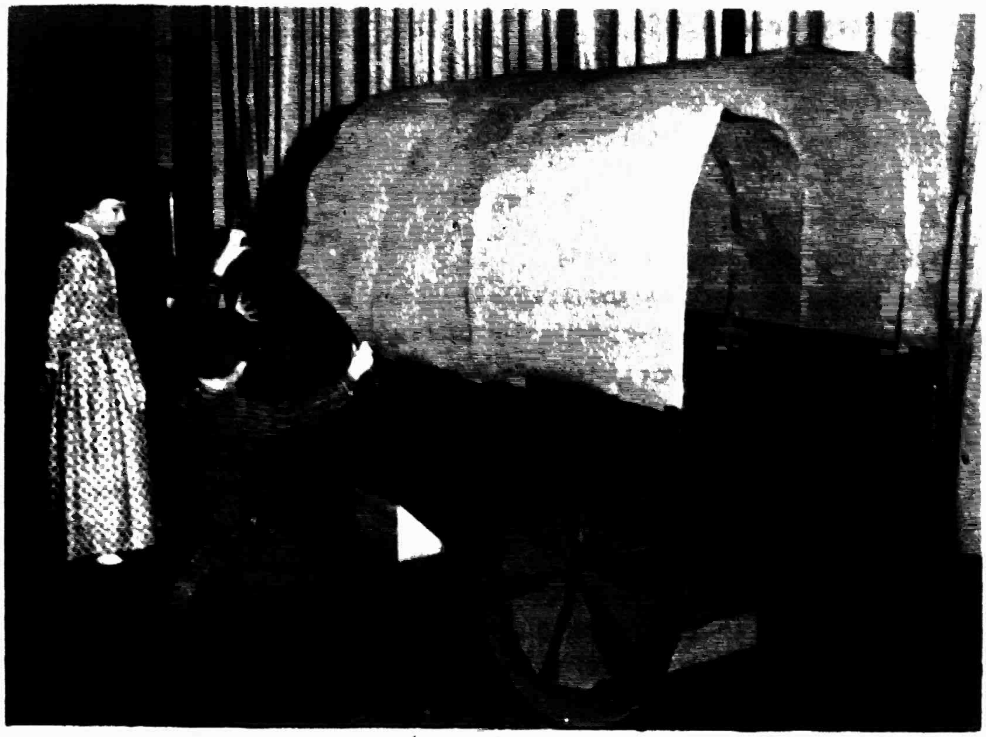
Children usually need help in learning how to take effective notes on their reading, listening, experimenting, or observing. When reading it is essential that they learn to distinguish between the important and the unimportant, taking notes mainly from the former. They gain skill in recognizing the central idea of a selection. They write it down as a main topic or idea. Then they ascertain the significant details and record them as subtopics.

Thus children learn to use simple outlining as an aid in notetaking. They learn to select and record important and supporting information. They learn to distinguish between the "forest and the trees." Children also learn to take notes on things they may wish to remember by converting a paragraph to a sentence or phrase, and by making a list of words that indicate steps in a process.

Similar skills can be developed for taking notes when listening. In this type of situation, pupils must learn to grasp the speaker's ideas as he presents them, with little opportunity to go back unless there is time for questions. Also they must often write faster than when taking notes on reading.

After informational activities get under way, children begin to share their findings with each other and to present information in many different ways. They may engage in creative writing, drama, painting, or music. They may construct something. These are generally considered *expressional activities*. Or, the children may carry out the work aspects of some problem-solving activity, such as beautifying and conserving the natural resources of the school grounds.

During this *expressional or big activity* phase of the unit, the children are still engaging in study activities, but their attention is often focused on the big group activities of the unit, be they expressional in nature or a school or community project to be carried out.



Public Schools, Portland, Oreg.

Children construct their own "covered wagon."

It is impossible to list the many types of activities found during this expressional or action phase of the unit because of their great variety. They may be:

Making a wall or floor map of the community
Setting up a clothes care center
Building a bird-feeding station
Making an exhibit
Painting a mural
Having a picnic
Taking a trip on a bus, train, or plane
Taking photographs
Making a book of creative writing and art
Making things to beautify our homes
Preparing a shadow puppet play
Visiting a television station, a museum, or the United Nations
Presenting one or more phases of the unit through a movie or slides. (Tape recordings may be used to accompany the slides.)
Creating a play or choral speaking program related to the unit
Developing a television or radio program.

Some unit experiences flow smoothly into the next if the subjects are closely related. However, most units are completed by one or

California State Department of Education

After a "pioneer" dinner came dancing and singing.

several culminating activities. This is in accordance with organismic psychology inasmuch as the principle of closure, or completeness, is followed when the experience is evaluated and rounded out.

It is usually important to look back at the unit as a whole, to evaluate its outcomes in terms of the objectives agreed upon at the beginning, and to assemble some of its most outstanding developments to share with other pupils or with parents. *Evaluation types of culminating activities* may include:

Writing about most important things learned in the unit

Taking teacher-made objective tests

Playing test-type games

Having a quiz-type program in radio or TV fashion

Discussing the best things about the unit experience and how the next unit can be better.

Sharing types of culminating activities may take the form of:

Giving a program for parents in which unit accomplishments are shown through exhibits, drama, and other means

Presenting a play for children of other rooms

Having a parade involving costumes, posters, and other things that have been made

Holding a fair in which many things are shown or demonstrated (communication, conservation, etc.)

Presenting a children's fashion show, with child models or puppets to show kinds of clothing for different weather and different occasions (clothing unit).

The remainder of this chapter is concerned with several different methods used widely in good social studies teaching and learning. They may be part of the unit method of organization for learning, as is most often the case, or they may be used in a different type of program where topics are studied as they come in a course of study or textbook, or as the need arises, without going through all the phases of a unit experience.

Teaching Problem Solving

A problem solving approach to teaching and learning the social studies has great value in the development of the child. Because the field of social studies is fraught with problems of men and matter, this study technique is especially appropriate. As children grow up and throughout their lives, they will profit by skills and attitudes they have gained from solving problems.

Two basic types of problems are usually included in children's social studies experiences. One type has to do with real problems of living, related to social studies, which the children encounter. For instance, they frequently have clothing problems such as those due to outgrowing their clothes, rips and tears, changes in styles, changes in weather. Again, children meet problems of social or group living: how to show hospitality to visitors, how to prepare a luncheon, how to form committees, how to cooperate with a group, how to secure good representation on a student council.

Another type of problem is more subject-centered. It is a way of developing an area of learning, important to the children, through studying the problems involved. Many social studies units are planned and carried out by "Problems for Developing the Unit." Such a list of problems presents the content of the unit or study plan rather than a mere outline of content. It focuses attention on the problems of the subject matter to be mastered. It leads both children and teachers to be concerned with the problems and issues of a topic rather than the acquisition of subject matter alone, important as this may be.

Illustrative of problems suggested for an entire year are the following six from a handbook for Kansas teachers[1] which relate to

[1] *Studies in Social Living.* A Handbook for Teachers. State of Kansas Department of Education. Topeka: The Department, 1952. p. 19.

Public Schools, Connellsville, Pa.

Demonstrating postal services.

the major area problem for the second grade, namely, "How do people in our neighborhood live together?" The problems are:

1. How do families work together to make a neighborhood?
2. How are neighborhood needs supplied? (*Food, drinking water, clothing, homes, etc.*)
3. How do workers in our neighborhood help to make it a good place in which to live?
   a. Those who guard our safety (*traffic officer, fireman, weatherman, etc.*)
   b. Those who help to keep us well (*doctors, nurse, dentist; etc.*)
   c. Those who supply some of our daily needs (*groceryman, baker, butcher, farmer*)
   d. Those who help us enjoy our free time (*friends, librarian, radio*)
4. How can we help to make our neighborhood a better place in which to live, work, and play together?

5. How do neighborhoods work together in a community? (*Farm neighborhoods, business districts, factory districts, residential neighborhoods, etc.*)

6. Roads out of the neighborhood.

An example of suggested problems for developing a unit are the following for the sixth grade from a New York City curriculum bulletin:[1]

1. *How can a family use its leisure time effectively in its own community?*

Invite the director of the neighborhood playground, a sanitation worker, the librarian, the museum curator, etc., to discuss how they serve you and how you may help them. What facilities do they make available to you? When can you use these facilities?

How did you and your family spend last weekend? Do you spend every weekend the same way? What places in the community are open to you and your family? What can you see or do there? How many adults use this facility? How is money provided for such leisure time activities?

2. *Why do we pay taxes?*

For what articles of clothing have you shopped lately? Besides the cost, what was added to the bill? Why was this tax necessary? Who decided that it should be collected from us?

Name some taxes that your family has paid recently. Where does this money go? Why does our government need so much money?

3. *How can we set up our class as a miniature government?*

Why do we want to have a class government? List the reasons. Who should make the laws? Why do we need laws? Who should be our leader? What kind of person should a leader be? If difficulties arise, how shall we solve them?

How can we arrange our rules to form a constitution? Where can we find a copy of a constitution? Can we write our constitution to resemble this one? How will ours differ?

4. *How do the printed page, radio, and television help us to understand our world today?*

To what news broadcasts do you listen? Have you learned some stirring news this week? Did you hear any conflicting report of this same news event? How do you account for that? What shall we do about conflicting reports?

Who decides in our country what is printed or broadcast? Find out if this is so in other countries. When did our struggle for a free press start? Where can we find our guarantee of a free press?

[1] *Social Studies Grades 5–6.* Board of Education of the City of New York. New York: The Board, 1952. p. 67–68.

As the children have many experiences with problem solving of the types described above, they learn this technique as a way of life. They learn how to identify problems and how to gain needed information for solving them. They learn to plan and organize for the challenge involved. They try to avoid the pitfalls of prejudice and upset emotions which sometimes accompany certain types of problems. They work together in groups and committees. Sometimes they work alone.

As problem solving progresses, children learn skills of scientific thinking.[8] They are led to study problems thoroughly before reaching conclusions or solutions. They grow in the ability to discern differences, to probe issues, to see relationships, to weigh alternative actions, to make decisions and generalizations based on insight and information, and to evaluate conclusions or solutions through use in real situations. They learn to take necessary action toward the solution or reduction of problems. They grow increasingly in the inclination and ability to assume responsibility for the welfare of others as well as themselves.

The identification and selection of problems by children and teachers comes about in varied ways. Often a problem is encountered in the children's daily living and learning experiences. This could be a problem related to safety at school and traveling to and from school, or it might be a problem of finding and developing leaders for study groups and committees.

Problems related to an area or unit of study are often set forth in a resource unit or curriculum guide. The study of such problems gives the pupils insight into various aspects of the topic. Sometimes teachers prepare a list of study problems for their pupils.

Increasingly the trend is toward pupil participation in the identification, selection, and organization of the problems to be studied during a unit, enterprise, or subject study. The teacher participates as guide and leader during this process.

Solution of the problems is carried out through experimentation, reading, observation, discussion, construction, and many other types of activities. These may or may not be carried on as part of a social studies unit.

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[8] Blackwood, Paul E. *How Children Learn to Think.* Washington: U.S. Government Printing Office, 1951. 19 p. (Bulletin 1951, No. 10, U.S. Department of Health, Education, and Welfare, Office of Education.)

Developing Projects or Enterprises

Carrying out projects, or enterprises as they are sometimes called, is a very appropriate method for use in social studies because it usually involves learning through experiences. The project method can be an important aspect of unit teaching or learning, or it can be the center around which social studies experiences and learnings are organized.

Many schools carry out conservation projects, such as school ground conservation and beautification of school gardens, without these experiences being a part of a unit of study. At other times the children carry out projects, such as a pet show, a communication exhibit, or a play store, as a "big activity" in a social studies unit.

Projects usually develop from pupils' interests and creativity as pupils and teachers plan their study activities together. The projects often emerge naturally from observation, discussion, reading, and playing together. They tend to fill a need for large activities and enterprises on the part of the children. In general they fill a need of the children or give appropriate outlet for expressing their ideas and interests.

With the guidance of their teachers, the children organize for carrying out their project. They outline the various parts of the project. They divide into committees or work groups. Each child participates in some way and assumes his responsibility for the group enterprise. The teacher plans daily with the children concerning time for working on the project, tools and materials needed, and skills to be learned. He acts as consultant and guide as the work period goes on. After the project work has been completed for the day, children and teacher take stock of accomplishments, evaluate achievements, and plan for next steps.

When the project is completed, arrangements are made for sharing with other people. Parents or children from another room are often invited to view the project if it is an exhibit, parade, or dramatic production. Some projects such as a nature trail are shared with the entire school, others such as a safety plan with the community, and others such as a collection of children's drawings with a foreign country.

When the outcomes of a project are evaluated in terms of opportunities for pupil growth, the teacher usually finds development in such aspects of learnings as:

problem solving
cooperation with others

acceptance of responsibilities
ability to locate information
construction skills
use of tools
communication skills
insights and understanding
creative expression.

Teaching Reading in the Social Studies

Children usually need special help for reading social studies materials. Vocabulary recognition and development, work-type reading, locating information in books and magazines, and reading graphs and charts are some of the skills which they need to develop. These types of reading skills may be learned at the same time the children are engaged in reading social studies material. In fact, social studies offers a splendid opportunity for children to gain most of the basic skills in work-type reading.

Where the unit method is used, the special *vocabulary* for each unit usually grows out of the children's experiences, rather than from a teacher-prepared list of words made out in advance. As the children from their discussions, trips, activities, and exploratory and later reading begin to use new words peculiar to the unit, the teacher or a pupil writes these on a chart or picture dictionary, which is posted in the room so that the children can see it or refer to it at all times in connection with their expressional activities. By such a technique, children often learn to use (speak, write, spell, comprehend) a wide variety of words, some of which may be years ahead of the usual level for vocabulary for their grade. The children have less difficulty in understanding the meaning of the words because these words came from them and their own experiences in the first place. Sometimes these word lists become the center for word games of various types, thus providing review through a play activity.

In addition to the above type of vocabulary building, children often need help in learning to attack new words in their social studies reading materials which they may not have encountered in any other situation. One of the best methods to emphasize in social studies reading is to get the word through the context clue. Since reading for meaning is all important in the social studies, children are urged to get the meaning of words as they occur in sentences and paragraphs in relation to the other words and in relation to the thought or information being presented by the author. Such phonics instruction as will facilitate the mastery of new words can help the children,

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especially if emphasis is put on word beginnings. If a child is reading a paragraph relatively well, understanding the meaning as he proceeds, he can often tackle a new word successfully if he can silently sound to himself the first part of the word. Then the rest frequently comes automatically, if his attention is focused on the meaning.

Because social studies materials are usually crammed with tremendous quantities of information and details, pupils profit by specific instruction in *work-type reading*. They are helped to read primarily to gain the author's central thought and secondly the significant or supporting details. They learn to select the important from the less important. They learn to look for the author's signals to the reader about important ideas and concepts, such as center and side headings, heavy type, italics, topic sentences, and pictures.

Showing the pupil a definite purpose for reading social studies materials helps him read more effectively than merely giving him a page assignment. This takes the form of reading to find answers to questions, solutions to problems, needed information, or the author's point of view; or to pursue a special interest.

Social studies reading requires many skills in *locating* information in books, magazines, and other publications. Children need help from the teacher in the use of the table of contents and the index. They need instruction in how to locate information rapidly in encyclopedias, reference books, almanacs, and dictionaries.

Many teachers lead the children to develop their own bibliographies, including page references, from the materials available to them about a social studies unit or topic. The bibliographies are sometimes posted near a reading center or reproduced so each child may have a copy. They become a valuable study guide for the children in gaining information from a wide variety of sources for their social studies problems and interests. In many classes records are kept of each child's reading during the study of a unit. Various ways are worked out, such as informal oral or written reports or creative writing, to help pupils and teacher keep track of the scope and effectiveness of the reading.

Skills in *reading graphs and charts* are needed for many types of social studies materials, especially in middle and upper grades. When such items begin to appear in the weekly newspapers, magazines, and textbooks being used by the class, the teacher helps the children obtain information and understanding from them. He also leads them to make simple graphs and charts of their own about such subjects as foods and resources so that they learn the processes through experience. Then they can read and interpret better the graphs and charts prepared by other people.

Public Schools, New York N.Y.

Seeing and feeling a relief globe increases geographic understanding.

Helping Children Study Maps and Globes

Increasingly children are having the opportunity in the primary grades to gain information from maps and globes. Globes are used early so that the young children will gain the concept of the earth as a sphere, and are usually simple as to detail so that they are easy for the children to understand.

At first the children learn to locate the spot on the globe that shows where they live. Later they learn to locate places mentioned in the news or in children's literature or social studies textbooks and supplementary materials. Thus they begin to associate their own home place with these other places more distant in space.

In kindergarten, children paint representations of their gardens which show space relationships. They also represent farms and neighborhoods involving such relationships with their blocks.

First graders often have beginning experiences in map making. Sometimes they draw simple maps of their trips and excursions or of their school neighborhood, perhaps showing safest places for crossing the streets on the way to school.

In second and third grades, children begin to draw or construct maps of their own neighborhood or community. By third grade they may sketch maps showing other communities and the routes to them.

Increasingly wall maps are used in primary grades. The children's world is so wide because of television, radio, travel, and reading that it is helpful for them to have a map available for locating places of interest. Many third-grade textbooks provide for early map study by progressing from picture maps to those employing more abstract symbols to indicate places, routes, and the natural environment. This progression of map study begins with the local neighborhood and moves to the community and other communities. In connection with the study of Indians, Pilgrims, and the discovery of America by Columbus, maps of the United States and global maps of the world are often introduced.

The social studies guide of New York City for grades three and four [4] points out that:

> There are many situations in which a map or a globe can clarify and enrich learning. Children who are investigating the sources of the milk they drink may profitably consult a map of New York State. Studies of the bread they eat, or the clothes they wear may lead to a use of a map of the United States, or a globe of the world. And of course, the use of maps and globes can clarify and enliven the study of current events.

Understanding maps and globes and skills in using them are of tremendous importance in intermediate grades. Globes, world maps, and maps of continents are necessary for fourth graders who study type lands and peoples. Those who study their own State at this grade level can learn a great deal from various kinds of State maps—historical, highway, railroad, rainfall, physical, product, resources, and other types.

Fifth graders use United States and Western Hemisphere maps a good deal. Sixth graders need maps of the Western Hemisphere, Latin America, sometimes the Eastern Hemisphere, and always the world.

Children can learn to glean much information about an area from a map or maps. Probably they first should have an opportunity to learn what they can through the less abstract media of pictures. These may be photographs or drawings in textbooks or other publications, or on a bulletin board. They may be in the form of filmstrip, slides, or film.

From a picture of a familiar place, boys and girls move to a map of the same place. Then they progress to the use of maps and globes to find information about other places. In this way they are able

[4] *Social Studies Grades 3–4.* Board of Education of the City of New York. New York: The Board, 1958. p. 6.

to move from the readily recognizable to the more abstract in a meaningful manner. From maps and globes pupils can learn a great deal about the location, size, climate, altitude, relief of the land, population, railroads, plants and animals, products, and industries of a region or country. After children have secured information about a place through pictures and maps, then they can gain much more understanding through reading. They have a readiness for the printed symbol.

During these intermediate grades, children gradually learn the meaning of the various map symbols, colors, and lines of latitude and longitude. They learn about directions and the relationship of maps to landscapes. They gain many skills in the use of maps and globes in connection with travel routes, such as those of history, aviation, and atomic-powered submarines. This study helps them achieve an understanding of the global nature of our earth—why great circle routes are shortest, which seacoasts are rising and which are settling, why watches must be moved ahead or back when one is traveling East-West distances, and why seasons are different in the several climatic zones of the earth.

Through these many experiences in using maps children learn a number of basic skills necessary for interpreting and using maps fully and well. The teacher may wish to use the following[8] as a check list to see whether his pupils are gaining skills appropriate to their maturity level:

1. Read directions and orient maps with reference to their own positions.
2. Understand the scale of a map.
3. Compute distances on a map.
4. Find places on maps by using latitude and longitude.
5. Read symbols and translate them into the realities for which they stand.
6. Discern and describe the location of features with reference to one another.
7. Discover similarities in patterns of distribution on several maps showing a variety of cultural and natural features and conditions.
8. Recognize and analyze correlations (relationships) among patterns of cultural and natural features and conditions as opposed to mere coincidences.

[8] Becker, Henry F. and Others. *A Tentative Guide to Using Maps & Globes.* State Department of Education (Fla.). Tallahassee: The Department, 1958. p. 8–9.

Developing Other Learning Skills

Observation skills have an important role in social studies. Children have many opportunities for developing this skill in connection with field trips, television programs, films, and exhibits. They can be helped to gain skill in seeing similarities and differences, relationships, degrees of difference, significant things or happenings, interesting details. Awareness of things about him and their significance has great value for the individual. Among other things it helps him gain important information and concepts in the field of social studies. The teacher helps in developing skills in observation through: (1) encouraging an inquisitive attitude, (2) much listening to children's accounts of their observations and reactions, (3) raising questions, and (4) encouraging children when they evidence accurate observation with understanding.

Communication skills—listening, speaking, reading, and writing—must be used throughout social studies learning and experiences. Of these, *listening* [*] is the most frequently used. Reading and discussion skills have been treated earlier in this publication, so will not be included here.

One cannot assume that every child listens well. Most children need to learn to concentrate on what is being said, to grasp the meaning, to consider its significance, to detect slanting or prejudice, to evaluate the accuracy, or to analyze the point of view of what is being said.

When children are listening to classmates, teacher, resource person, television, or radio, they may be guided to: (1) listen for a purpose, (2) take necessary notes, (3) remember most important points, (4) raise further questions, (5) act on appropriate suggestions.

Social studies experiences offer many opportunities and present many needs for acquiring skills in *writing*. As children engage in social studies they need to write letters for information, and of request or appreciation. Increasingly they exchange letters with children of other countries or other parts of the United States.

Notes, reports, creative writing, outlines, and charts are some of the other types of written expression used frequently in the social studies. As the children engage in these many written experiences, opportunities arise for appropriate instruction in handwriting, English language, and spelling skills. After making a first draft of a written se-

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[*] Carpenter, Helen McCracken, (ed.). *Skills in Social Studies.* Twenty-Fourth Yearbook. National Council for the Social Studies, National Education Association. Washington: The Council, 1953. Ch. 6.

lection, they should be encouraged to polish the piece and correct all errors before it is submitted as a finished product, whether it is to be sent as a letter or become part of a class booklet. Often children work in pairs or teams to correct mistakes and thus improve their work. Care should be taken during the polishing or editing process that a child's writing is not spoiled from the creative point of view.

Textbook Use

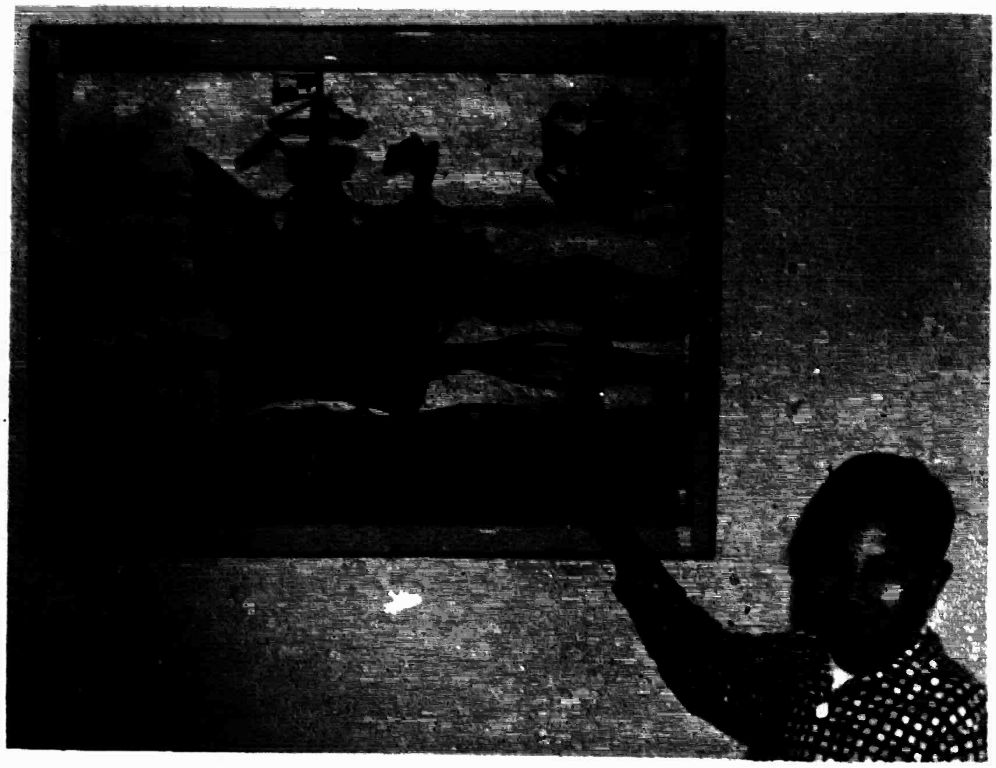
Textbooks have a very important role as far as social studies methods go. Modern practice usually means using textbooks as a basic reading reference for social studies learning. Many other reading and audiovisual materials are used also. This does not mean that pupils must follow a textbook page by page and from cover to cover to learn social studies effectively. The text is an aid to learning, to be used often and whenever helpful. It does not control what must be learned. This is the province of teachers, curriculum committees, and supervisors, all working together, and with some degree of pupil participation in the planning.

In some classrooms there are enough copies of a basic text for each child to have one. In such rooms, many other social studies books are usually available to supplement the information provided in the basic volume. With other classrooms there may be small sets of from 6 to 10 books alike for individualized and small group work. Both of these methods of using textbooks make possible the consideration of information and ideas from more than one author or group of authors, thereby enriching the learning.

Including Fine Arts

To secure maximum learning, it is desirable to include the fine arts whenever they can enrich and add depth of understanding in social studies. While this is true throughout the social studies program, there are some aspects where the arts have a peculiar and special significance. An example of this is the inclusion of the arts when studying a foreign country or an area of the United States. From the literature, the music, the graphic arts and crafts, and from the dance of a country or region we gain increased understanding of the people and their culture.

As children engage in a unit or other type of study of a country, the teacher helps them to enjoy original art of the country or reproductions of that art. Perhaps an exhibit is arranged of art objects collected by teacher and pupils. This is readily done when the study is about such countries as Japan, Mexico, or Italy, whose arts and crafts are reasonably easy to obtain.



Public Schools, Scranton, Pa.

Child explains his drawing of Columbus' ships.

Often the children like to engage in creative art in the style of the country being studied. When studying Mexico, they make pottery, weave scarfs or squares, or create objects of tin in ways similar to those developed by Mexican craftsmen.

In such a study of Mexico the children may also make a mural, a picture book, or a series of paintings to show the life of the country. They may also paint scenery for a play, design costumes for a fiesta, or create table decorations for a Mexican meal.

From these experiences with the arts of a country, children gain increased understanding of its cultural characteristics. They become much better acquainted with the unique personality of the people and the nation. They often feel closer and better acquainted with the country than from gaining factual information only.

During the activity or work periods scheduled for a social studies unit, the children are given opportunities for working in the arts as individuals or as small groups. Creative expression is encouraged rather than copying the work of others. At the same time the children may study the art work of people of other countries in order to grasp the characteristics of style, techniques, or design. But the children's own art production is usually creative in nature.

Guiding Social Living

Social studies in modern elementary schools helps the child gain an understanding of his social and physical environment, past and present. It also provides him with many opportunities for developing skills in social living. These two aspects of social studies or social education, as the field is sometimes called, are combined in the learning experiences of the children. As they learn about the world in which they live, they have daily experiences in getting along with and cooperating with other people—those of their own age and others.

Through the committee and small group experiences, the children learn to cooperate, to assume leadership, to be a follower, to accept responsibility. In larger groups, beginning about fifth grade, class leadership begins to appear. In connection with student councils, children begin to participate in representative government.

Through the study of child development, group dynamics, and sociometry, teachers are increasingly aware of each child's social adjustment and social relationships. The teacher watches for the shy child and draws him into small-group activities. He discovers leadership qualities in children and gives them the opportunity to develop these qualities. He provides situations in which every child may lead at some time, in some field in which he can make a contribution.

Not all opportunities for gaining experience and skill in social living occur during the social studies part of the school program. They may occur throughout the school day, whenever appropriate opportunities arise. Such experiences in social living provide an important element in education for living in a democracy.

Improving One's Teaching

The Nebraska social studies guide presents some helpful suggestions for teaching the social studies. These may be useful to teachers in other States.

Tips on Doing a Better Job[1]

1. Social studies experiences should be definitely planned each day. This is important at all grade levels. Pupil-teacher planning should be an integral part of this process.
2. Use a variety of instructional materials to meet the various levels of ability among your pupils.
3. Build from the interests of the pupils whenever possible. Use problems that arise in the local environment occasionally.
4. Take advantage of every opportunity to develop pupil leadership and pupil participation.
5. Provide many opportunities for children to work cooperatively through committees and small group activities.
6. Textbooks are sources of information and as such are materials for use in teaching. They are not substitutes for good teaching nor are they to be used as courses of study. Pupils will use them to find answers to the questions or problems about which they are thinking.
7. Study the local community through direct contact with people and places. Children learn best by first hand experiences. Often children are able to solve or partially solve some community problems—particularly those having to do with health, safety hazards, or conservation of natural resources.
8. Make every effort to build in the children an interest in current affairs and a desire for knowledge and understanding in this area that they will carry with them when they leave school. Newspapers and magazines on both the adult and child level are important instructional materials, as are radio and TV, and recordings.
9. Properly planned excursions and field trips can contribute greatly to social studies learnings.
10. Dramatization, if carefully planned, can be an effective way of teaching. Important events of history may be dramatized. Dramatization may also be used to develop ideas and concepts.
11. Maps and globes need to be used together for comparison purposes. These materials should be used with flat pictures, films, and other resource materials to give understanding.

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[1] *Building Better American Citizens in Nebraska Elementary Schools.* State Department of Education (Nebr.). Lincoln: The Department, 1958. p. 18–26.

12. Study other cultures from the standpoint of their similarities to us and their contributions to our society as well as their differences. Try to develop such understanding which will promote poise and dignity when actual meetings with people of other cultures occur.
13. Much of the planning for specific social studies activities in connection with a unit may be done by the children under the guidance of the teacher. As the unit progresses, plans will change. Therefore, evaluation should be continuous.
14. Cut across subject matter lines as much as possible in setting up units. Social studies can be correlated and integrated with language arts, fine arts, mathematics, and science. Materials should be drawn from literature whenever possible.
15. Remember the real test of an effective social studies program is the behavior of the pupils.
16. Use a variety of materials. Many free or inexpensive materials can be used in connection with units of work. However, choose materials to achieve specific purposes. Do not use a film or similar material simply because it happens to be in your building.
17. Children should learn about conservation through a planned program of activities which always extend onto the school ground and into the community.
18. All of the experiences children have at school are preparation for living with others. The classroom should be a laboratory for learning the ways of democracy. Effective unit teaching involving democratic experiences cannot go on in any area unless democracy is practiced in the total classroom organization.
19. Help parents to understand the social studies program through parent-teacher conferences, P.T.A. meetings, school visitations, and materials sent into the home.
20. Each teacher should keep a record of units taught with any group of children to pass on to following teachers. This avoids a duplication of experiences for the children.
21. Correlate the mastery of skills in reading and the other language arts with social studies teaching. For example, in social studies work will come practice in the use of the table of contents, the index, marginal and chapter headings, the library card catalog and also in such skills as learning to skim, to outline, to summarize, and to edit material.
22. Through the use of various reading materials in social studies, children should develop skills such as the following:

    Differentiating between those materials written to provide information and those written for recreation.

    Noting authorships and copyright dates in determining authenticity of reading materials.

    Questioning the accuracy of what appears in print and checking conflicting statements with reliable sources.

23. Effective group work is not achieved over night. The following suggestions should be helpful:

    Develop group work standards with the children before any group work is attempted.

At the beginning you might have only one group operate at a time while the other class members are engaged in individual activity. This leaves the teacher free to give guidance to the group or committee which is at work.

Select a group to demonstrate for the other members of the class when the need arises for this type of guidance.

When several groups or committees are working at one time in the classroom, the teacher may move from group to group, giving help or guidance when needed.

Do not become discouraged and give up if the first attempt at group work fails. This shows all the more that children need practice in working together. Evaluate the first undertaking and try again, using the knowledge gained from the first experience.

CHAPTER 6

Evaluation of Outcomes

BECAUSE social studies has so many facets, evaluation of outcomes is a complex process. Evaluation to be effective must be *in terms of the objectives* of the social studies program. Some of these objectives are concerned with information, understandings, beliefs, attitudes, and study skills. Others have to do with behavior, especially that social behavior important in democratic living. Evaluation of these objectives then must be of varying types in accord with the nature of the objectives.

Throughout the social studies program evaluation is most effective when *continuous*. An example of daily evaluation is that of pupils and teacher appraising outcomes and experiences of a work or activity period. Either groups or individuals may show or report what they have accomplished on projects or study. The way of working is evaluated in terms of such items as whether all groups were quiet enough so as not to disturb others, or whether supplies and equipment were properly used and stored away. Then this evaluation experience has a leading-on quality when next steps, necessary materials, ways of improving our procedures, and possible resource people are considered.

Illustrative of evaluation on a weekly basis is a class which has been studying railroad transportation. Each pupil has been reading on an individual basis from a different book which he has kept at his desk. At the end of a week pupils and teacher discuss what has been learned about each of the topics on their chart for the unit. This chart has been developed through pupil-teacher planning. It bears a list of railroad topics about which the pupils wished to learn, such as railway safety, types of cars, kinds of employees, routes, history of railroading, and present developments. Now they pool this informa-

tion about each of the topics. Those topics about which satisfactory information has been gained are checked. Those which require further investigation are indicated. This discussion provides a guide for independent reading and study of maps and models to be carried on by the pupils the following week.

Where children are working in small interest groups, the knowledge being acquired is usually checked at frequent intervals. After studying a certain topic or problem for one or several days, each child may report to his group, write a page for a booklet, or answer questions on a check list.

As a unit of study draws to a close, evaluation techniques are used to take stock of the outcomes of the entire unit, to ascertain any weaknesses, and to plan for improvement and growth in the following unit. Such evaluation experiences include pupil-teacher discussions, exhibits of accomplishments, tests, and culminating activities which involve a review of the unit outcomes.

When evaluation is a continuous regular part of the learning process, teachers and pupils use a variety of evaluation techniques in the social studies.[1] Some of the most effective methods are described briefly here.

Observation

One of the best ways teachers find to evaluate the social development and behavior of children is through direct observation. They observe them at work, at play, in the school, on the playground, and in the community to determine their problems, skills, and growth in social living. They become aware of a child's progress or of his problems with regard to cooperation, acceptance of responsibilities, getting along with others, and regard for his own and other people's rights. Through such observation teachers can detect progress and problems in the realm of attitudes and appreciation. This kind of observation may come about as the teacher observes a child being faced with a sudden situation or an opportunity to protect another, working on a committee, or quietly playing with another child.

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[1] Michaelis, John U. *Social Studies for Children in a Democracy.* 2d ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956. Ch. 15.

Analysis of Writing

Through studying the creative and work-type writing of children,[2] a teacher may discover a great deal about their interests, attitudes, values, and degree of understanding. Occasionally an illuminating bit of writing is kept in a child's cumulative record, when it sheds light on his problems or his growth. Later, other examples of his writing may be studied and compared with this as a means of determining his progress. Again, a teacher studies the creative or free writing of a group or entire class to discover problems or prejudices which she and the children should tackle; and to learn of the children's interests, abilities, and progress, especially with regard to social studies learning.

Florida State Department of Education

When children discuss social studies topics, their teacher can evaluate the learning.

Analysis of Speaking

When children are engaged in discussions, work, play or social situations, the alert teacher does a great deal of listening. He listens

[2] Mackintosh, Helen K. *and* Wilhelmina Hill. *How Children Learn to Write.* Washington: U.S. Government Printing Office, 1953. 24 p. (Bulletin 1953, No. 2, U.S. Department of Health, Education, and Welfare, Office of Education.)

for many of the same things that he finds in children's writing. In addition he can discern various aspects of human relationships which appear through the group process when children speak with one another in large or small groups. A tape recorder may sometimes record children's discussions for use in evaluation. Through listening to and analyzing what children say, a teacher may ascertain social growth, insight, understanding, or lack of understanding. From a social studies point of view, he keeps the objectives of the social studies program, a particular unit, a special project, or an important problem in mind as he listens and evaluates what is being said.

Analysis of Art Work

Teachers can learn a good deal about children's social attitudes, home and community background, attitudes, and beliefs from analyzing their art work.[3] For example, attitudes toward work and workers, minority groups, foreign peoples, religion, and other aspects of social life are often reflected in children's drawings, paintings, models, and dioramas. As children have learning experiences in these fields, their drawings tend to reflect their changing attitudes and insights; hence, evaluation becomes possible through this medium of expression.

Use of Tests

The use of tests is often an effective aid to evaluation in the social studies. They are especially helpful in ascertaining the amount and quality of information and understanding a child has acquired.

The kinds of tests that may be used in the social studies are legion. The teacher may be as creative as he wishes in developing types of tests for varying purposes. Teacher-made tests are especially appropriate in the social studies. Since there is no uniform social studies curriculum throughout the land, the teacher of social studies usually knows better than anyone else what has been taught and experienced in his class. He knows the broad objectives of the social studies field; he also knows the specific objectives of the social studies

[3] Hill, Wilhelmina, Helen K. Mackintosh, *and* Arne Randall. *How Children Can Be Creative.* Washington: U.S. Government Printing Office, 1954. 24 p. (Bulletin 1954, No. 12, U.S. Department of Health, Education, and Welfare, Office of Education.)

program being carried out in his classroom. From this intimate knowledge of the social studies goals and learning experiences of the children in his class, he can develop tests to aid him and the children in measuring the outcomes of their study.

The informal, problem-centered, essay-type test has considerable value. Problem-type questions concerning relatively big ideas are prepared for the children. This kind of test provides an opportunity for them to react to problems, indicate relationships, defend points of view, and display understanding.

Objective tests are prepared by teachers to help them learn what subject matter, information, and concepts have been gained by the pupils. These may be completion, matching, true-false, or some other type.

Often pupils participate in developing social studies tests. They contribute test questions or items for quiz-type games.

Standardized tests are available in social studies. Especially are they used when they are part of a comprehensive battery of standardized tests covering all of the basic fields of elementary education. They help teachers learn how their pupils' scores compare with national norms. It should be kept in mind that the norms are not standards as such. They are the point where the average or center child stands on a nationwide sampling. A difficulty with these tests in social studies is that with such great curriculum variation in the social studies throughout the Nation, the social studies test for a given grade level may not test the subject matter of the curriculum for some States, some cities, or some local school situations. This factor must be kept in mind when selecting and using the tests and interpreting their results.

Summarizing Experiences

While evaluation is a continuous activity, the culminating activity developed at or near the close of a social studies unit is usually highly evaluative in nature. As children and teacher organize and pull together the outcomes of a unit, take a look at it as a whole, and share it with others, much appraising of what has been learned, accomplished, and created, is going on.

These culminating activities may take the form of an exhibit, a dramatic production, or a social event. During this phase of learning many of the outcomes of the unit experiences are being appraised,

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selected, or accomplished; weaknesses are identified, and plans are laid for future improvement and growth.

California State Department of Education

Teacher and pupil cooperate to evaluate what he has learned from reading.

Pupil-Teacher Evaluation

Increasingly, pupils in modern elementary schools participate in all phases of the learning process, from planning and carrying out the study through evaluation. As stated earlier in this chapter, teacher and pupils have evaluation discussions on daily, weekly, end-of-unit, and other bases. There is a continuous process of pupil-teacher evaluation going on in many social studies programs.

In such situations the teacher acts as a guide and leads the children to gain skill in evaluating their work in large or small groups. He also works with individual pupils to help them learn to evaluate their own progress and problems. To learn ways of evaluating one's own behavior and one's problems or progress in social studies, as well as other subjects, is a valuable skill for every individual.

Sociometric Tests

Through study of child growth and development, many teachers have learned how to use sociometric tests to ascertain the quality and characteristics of the social structure of their groups of pupils. They give sociometric tests, make sociograms, and use these as guides for helping children in their social relationships. From these tests they find which children have friends, which are isolates, which are in social groups, and which are more or less leaders of large or small groups within a class. Sometimes such tests are given near the close of a year or semester to ascertain what growth the children have attained in this phase of social development.

CHAPTER 7

Materials and Resources

AN OUTSTANDING CHARACTERISTIC of the social studies field in the United States is the wide variety of materials available to most schools. American publishers have produced, and are continually improving, exceptionally fine series of social studies, geography, and history textbooks for elementary pupils. Readers, science texts, supplementary books, and children's literature (sometimes called trade books) contain much valuable material for social studies learning. Periodicals, pictures and posters, maps and globes, films and slides, television and radio, recordings, and community materials are among widely-used social studies resources.

Whatever types of materials are being chosen for social studies, care should be used in their selection. Representative *Guidelines for the Selection of Social Studies Materials* [1] are presented in the Texas social studies guide:

Adapting material to purposes

1. Is the material related to the objective and purposes of the social studies program?

   Does it draw attention to and strengthen significant learnings?

   Will its use aid in developing an understanding and acceptance of the rights and responsibilities of the individual in American society?

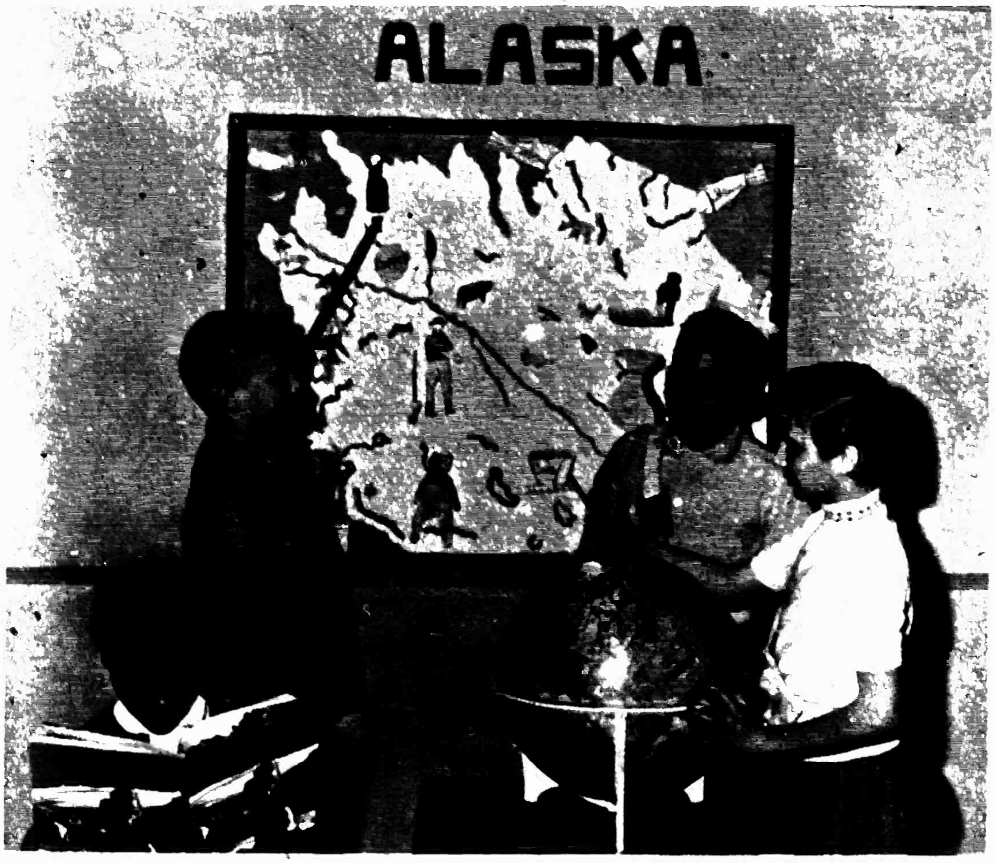
   Will the material contribute to the development of democratic citizenship?

2. Will it strengthen and aid in the evaluation of the objectives and purposes of the program?

Relating material to learning

1. Does the material contribute to the solution of problems and the achievement of the learner?

[1] *Social Studies in Texas Schools.* Texas Education Agency. Austin: The Agency, 1958. p. 98–99.



Public Schools, Cotterville, Pa.

A variety of materials for learning about a new State.

2. Does it contribute to the improvement of critical thinking on the part of the individual?
3. Does it help the learner to focus his attention on key problems?
4. Is it of such nature as to contribute to the solution of real-to-the-learner problems?
5. Will the material stimulate the interest of different individuals in the class?
6. Is it adapted to the readiness of the group?
7. Is it appropriate to the age of the group?
8. Will it provide for further development in the skills and techniques of using instructional aids?
9. Does its use stimulate the learner to work on creative, self-essential projects?
10. Does the material motivate learning in terms of satisfaction, success, and growth?

Evaluating content and organization

1. Is the material factually accurate and authentic?

2. Does it support the facts and data presented?
3. Is it timely and significant to the group for which it is intended?
4. Is the material arranged in such a way as to suggest order and sequence of factual learnings?
5. Will its use assure continuity in the development of concepts and skills?
6. Does the material lend itself to correlation within the social studies program and draw upon skills acquired in other subject areas?
7. Are ideas presented in such a way as to reflect logical organization and summarization?

Checking the physical adaptability

1. Does the material excite the curiosity and interest of the pupils with whom it is to be used?
2. Do the physical features of the material have educational value for the learner?

Readability
Clearness of presentation
Sequence of ideas
Ease of utilization
Attractiveness
Durability

Books

The quality of social studies texts and reference books is steadily improving to the point where we now have some of the finest instructional publications for children in the world. Maps and pictures are generally of excellent quality. Subject matter is constantly being checked for accuracy and being brought up to date. Readability of social studies books is still a problem at certain grade levels, but improvements are usually attained with each revised or new book.

Most well-supplied classrooms have either a set of up-to-date social studies textbooks or several sets, of from 5 to 10 each, from various textbook series.[2] In addition they frequently have a number of single copies of books related to special aspects of social studies or a unit being developed.

Often a set of reference books, usually one of the children's encyclopedias,[3] is available in a classroom. Children are encouraged to refer to them for information and to check facts found elsewhere. Single

[2] *Textbooks in Print:* The American Educational Catalog. New York: R. R. Bowker Co., 1959. 238 p.

[3] *The Encyclopedia:* A Key to Effective Teaching. New York: American Textbook Publishers Institute, 1958. 46 p.

reference volumes such as the World Almanac are not found so often, but should be available in every classroom where social studies is taught and learned. Dictionaries, including those prepared especially for children, are helpful with regard to the meaning, spelling, and pronunciation of words peculiar to the social studies.

Many supplementary books are used in social studies instruction. These are usually related to the scope or theme of the social studies program for a given grade or to a certain unit being studied. They might be about airplanes, atomic submarines, Alaska, or Indians. Usually children and teacher work together to collect from school, community, State, and university libraries, as well as from homes and other community sources, those publications relating to their social studies unit or topic. The children themselves arrange the books in their classroom, make bibliographies, and act as classroom librarians.

Most readers contain considerable material appropriate for social studies. Often presented in story form, it is usually accurate and may capture the pupils' interest with a dramatic impact.

Poetry can contribute to the development of social studies understandings. It adds richness and depth to many of the concepts important to this field of learning. This is true especially in matters of human relationships and of the individual's relations to the world around him. Poetry is particularly effective when studying the people and culture of another land. It is desirable that children become acquainted with some poems, written by people of the country concerned, that are of good literary quality and appropriate for the age level of the children.

Many excellent volumes of children's verse are available in libraries and from publishers. Teachers face a challenge to locate poems for children by authors of other countries, when these nations are being studied. Sometimes such poems can be readily found; sometimes they require considerable library research. For instance, when studying Latin America, it is appropriate to use a little of the poetry of Gabriela Mistral (Chile), Amado Nervo (Mexico), or José Santos Chocano (Colombia). Some very fine collections of children's verse, much of which is applicable to social studies learning, can be obtained in inexpensive editions.

Music books contain much material of value in the social studies.[4] Songs of other lands, songs about home and community life, and patriotic songs are among those which can be found for almost any social studies unit or topic.

[4] Tooze, Ruth and Beatrice Perham Krone. *Literature and Music as Resources for Social Studies.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1955. 457 p.

Periodicals

Because the rate of change is so rapid in today's world, periodicals serve a more important function in social studies than ever before. They enable pupils to learn about happenings—space flights, foreign news, inventions, national events—before most textbooks can be revised.

Several weekly publications are prepared especially for children of the various elementary grade levels. Among these are *Explorer*, *NewsTime*, *Junior Scholastic*, *My Weekly Reader*, and the *Young Citizen*. Other children's periodicals, which contain much social studies material, are *Junior Red Cross Journal*, *Young Wings*, *Korean Survey*, and *Children's Digest*.

Regular magazines and newspapers which deal with national and international news and with geographic subjects are valuable in the social studies. Gifted children can read some of the more appropriate content and all of the children can learn from and enjoy the pictures. *Life*, *Holiday*, *Look*, and *National Geographic* are among magazines of this type.

Children are encouraged to read the newspapers from the primary grades upward. Most children can glean information and events from newspaper reading. They probably learn to read pictures and headlines first, the columns later.

Pictures, Charts, and Posters

In the field of social studies, graphic materials are of tremendous importance. Photographs are especially valuable because they are usually accurate when well selected and up to date. Artists' drawings in books and other publications are also of interest and value, but frequently must be checked carefully by authors, editors, teachers, and others for accuracy and appropriateness. Increasingly a fine quality of color photography is being used in social studies textbooks.

Handsome charts and posters are obtainable from airlines, steamship lines, railroads, buslines, travel bureaus, manufacturers and others. These often bring information and interest to children in a colorful, yet inexpensive, way. For the most part, such materials are free of cost. It is important for teachers to know of their sources [5] and to write for them.

[5] *Scholastic Teacher* edition of *Junior Scholastic*, *News Time*, and *Explorer* annual special issue on "Where to Find It" (currently Oct. 7, 1959). New York: Scholastic Magazines, Inc.

Increasingly, teachers and pupils are taking their own photographs of social studies subjects, unit activities, and things observed on field trips. Still pictures, slides, and moving pictures are among the types of photography used.

Works of art or their reproductions have an important place in the social studies. This is especially true with regard to learning about another country or region and its culture. The paintings or prints of Candido Portinari (Brazil), Edouard Manet and Vincent van Gogh (France), and Ando Hiroshige (Japan) * are illustrative of the type of art which can contribute depth and richness to the study of other peoples and cultures.

Reproductions of fine art may be obtained from magazines, libraries, and published volumes. Original works of art may be seen by those children who are within visiting distance of museums and art galleries.

Maps and Globes

Excellent maps and globes are available for elementary grades. In general they have been simplified, to improve use and readability, and brought up to date in line with world events. World maps and globes are being used earlier in the grades than was formerly the case. This is in keeping with the children's earlier contact with the world through television, travel, and other media.

Primary children usually have very simplified globes available so that they acquire the concept of the earth as a sphere. Often these globes are in a cradle, rather than on a metal axis, so that the children can handle them easily.

Maps of the neighborhood and the local community are frequently found in primary classrooms. Sometimes these have been made by the children and sometimes have been acquired from the Chamber of Commerce, an oil company, or some other source.

As primary children, especially in the third grade, begin to learn about how people live in other parts of the world—in connection with their transportation, communication, food, clothing, or homes units—maps of the world are being used increasingly. These are also used in connection with television, radio, travel, children's literature, art, and music.

During the intermediate grades, maps are a focal point of social studies materials. World maps and globes continue to be used, but

* Takahashi, Sei-Ichiro. *Ando Hiroshige.* Rutland, Vt. and Tokyo, Japan: Charles E. Tuttle Co., 1956. 52 plates.

they may include more details than was true of those used in primary grades.

Fourth graders will need good world maps and globes for their study of type lands and peoples or communities of other lands as the theme for the year may be called. In a large number of fourth grades, the home state is studied for a short or long period of time. This makes necessary good state maps—physical, political, road, historic, picture, product, and other kinds.

In addition to world maps and globes, most fifth grades have maps of the United States, North America, and the Western Hemisphere. Types of United States maps often used are political, physical, relief, climate, product, railroad, highway, picture, and historical.

Sixth graders use maps similar to those used by fifth graders, but in some States will also use maps of Latin America or the various divisions of the Eastern Hemisphere, depending upon the program for the year.

Several kinds of projections are used for the maps prepared for elementary school children. Simplicity and accuracy are desirable. There are great difficulties in showing a global world on a flat surface. One of the oldest standard projections is the Mercator. It is used much less now in books and classrooms than formerly because of its distortions of areas as to size, especially as the areas are located farther away from the equator. On the other hand, the Mercator projection is accurate as to directions and for this reason is still much used by navigators of planes and ships. The Lambert conical projection is used extensively in navigating airplanes because of its accuracy for a given section or region.

For the most part, textbook and wall maps for children are based on projections which use curved lines to show latitude and longitude. Such maps represent a compromise between accuracy of size and accuracy of directions, in an attempt to show the world as a curved surface on a flat map.

It is now possible to secure relief globes in a light-weight material on which the children may write, paint, or trace travel routes. These globes are washable and placed in a cradle arrangement so that they are easy for children to handle.

Films and Slides

Such visual aids as films, filmstrips, and slides are especially helpful in bringing distant places and people to our children. They are also very effective in showing *processes*, such as how clothing or foods are produced, which may be much more difficult to describe through the printed word. Many historical films are also available to help children gain an understanding of former times and how they relate to our lives today.

Many excellent visual aids are available from producers who specialize in educational films. Teachers usually obtain them through their school, central materials center, or university film distribution service. Other films, such as those about aviation or conservation, may be secured from industrial or governmental sources.

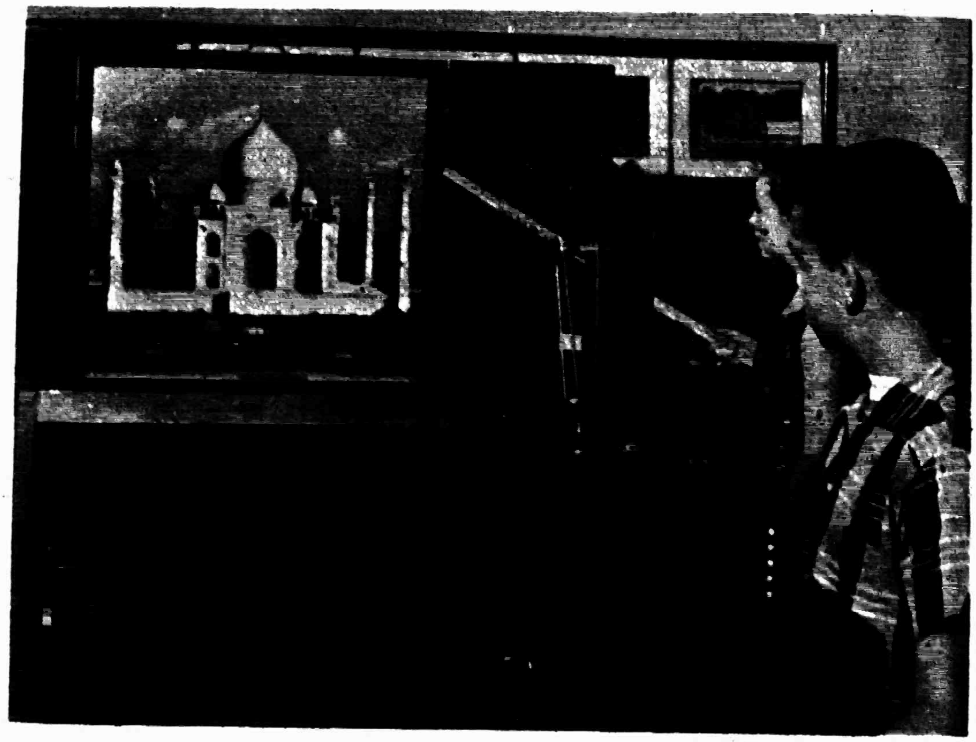
Increasingly teachers are making their own moving pictures or slide films for their instructional work. Sometimes these are photographed near school and home for specific purposes, such as demonstrating safety education or showing farm activities. Again they may be taken when the teacher is traveling in more distant places which will interest his pupils.

Television and Radio

Television is making a remarkable contribution to the social understanding of children by bringing to them faraway people, places, and events. It also brings them local happenings of social significance. At present the travel pictures, some of the better programs prepared especially for children, and some of the newscasts, including the weather reports, are among those most valuable in the social studies.

Most of the viewing of these programs is done in the home. Teachers and pupils keep informed of the hour and channel of appropriate programs, see them where they can, and discuss them and otherwise relate them to their work at school.

Some school systems have experimented with social studies programs for elementary levels as a part of their educational television schedules. Often these are helpful. Sometimes problems are encountered. This is often the case in a school system where the curriculum is rather decentralized and there is much pupil-teacher planning. In such instances, it is difficult to plan social studies television programs needed by all the classrooms of a system at a given time.



Public Schools, Beaumont, Tex.

Films bring India to the classroom.

In any case, it must be pointed out that television does hold the promise for greatly enhanced social studies learning in the future, if geographic and historical materials can be presented in effective ways.

Radio makes many contributions to social studies, especially in connection with the news. This is also an excellent source for music of various regions and countries.

Recordings

Records and tape recordings have a wide variety of uses in social studies. Children may listen to music, poems, or stories related to their social studies interests. Upper grade children may hear the voices of Presidents and listen to great American speeches by Presidents and others.

Children make their own recordings of interviews, songs, plays, or choral speaking. Sometimes they send these to children in other parts of the world as part of their exchange activities.

Public Schools, Beaumont, Tex.

A card file helps pupils locate social studies references.

Free and Inexpensive Materials

The amount of free and inexpensive materials available to teachers and pupils is amazing. The main thing is to know the sources of this reservoir of material for social studies teaching and learning.

One teacher of a two-room rural school in New Hampshire has an extensive collection of materials for conservation education. Many of these are free and inexpensive. They are well organized for use of the class. The teacher has attended a conservation education workshop, where she learned about numerous sources of free and inexpensive materials in this field.

Aviation, railroads, busses, the trucking industry, ship lines, travel bureaus, chambers of commerce, embassies, and industries, are some of the sources of free and inexpensive materials, and there are many more.[7]

[7] *Free and Inexpensive Learning Materials.* Nashville, Tenn.: Division of Surveys and Field Services, George Peabody College, 1959. 256 p.

It is important that teachers acquire such materials in line with the needs, interests, and maturation levels of their pupils. Also the materials should be evaluated carefully, as is true of any materials, for accuracy, ease of use, and significant social studies concepts.

Community Materials

All communities are rich in social studies materials of one kind or another. They have homes and schools, stores and libraries, post office and railroad station or airport. Many communities have government centers, city hall, or court house.

Historical materials abound in most communities, though it is often necessary for pupils and teachers to bring them to light. They may consist of pictures or documents, old furniture or clothing, dishes or other family treasures.

Geographic materials or realia surround every school in varying degrees. There are hills, valleys, gullies, plains, and often mountains, canyons, mesas, buttes, coastlines, rivers, streams, forests, fields, and conservation problems and projects. One has only to look out the window to observe weather phenomena and signs of seasonal change.

Communities are rich in human resources. Primary grade children learn much from and about the various people in the community who work to help us—policemen, doctors, nurses, firemen, grocers, librarians, carpenters, contractors, and many others. They study directly the local means of transportation, communication, sources of food, clothing, and how other life necessities are provided in their community.

Children as Resources

Each child is a social studies resource himself. He brings to the class experiences from his own background of living, his thoughts, his creative abilities.

With our increasingly mobile population (of which approximately one-third change place of residence each year), most of our children have had many experiences in travel and in living in different places. It is astonishing to discover how many elementary school children have traveled or lived in some other country. Whether studying about

regions of the United States or other countries, these children can contribute information, accounts of their own experiences and observations, and realia and printed materials brought from these places. They can also assist with valuable contacts when a class wishes to develop an exchange of letters, albums, art work, or hobbies with children of another area or country.

The child many also be considered the central material, as it were, for learning experiences involving human relations. Here it is the children themselves, and the ways in which they come to cooperate, to work and play together, to assume responsibilities for group concerns, and to respect one another, which comprise the basic material of the socializing experiences provided in a social studies program.

Materials Developed by Children

In connection with their social studies experiences, children develop numerous materials which are used by their own class, shared with other classes, placed in a school library, or sent to children of another State or country. Many booklets are developed as class projects when children are carrying out social studies units. Usually every child of the class has the opportunity to do some of the writing or art work. A great deal of creativity is used in the development of such booklets. They often contain factual material and stories, poems, and songs created by the children. Sometimes the art work is three-dimensional, and may even pop up when a page is turned.

Some studies of local history have resulted in such excellent written accounts as to warrant their being published or mimeographed for children of other classes and for others in the community. One fourth-grade class of Smithsburg, Md., did such an excellent piece of work in "digging up" the history of their Blue Ridge Mountain area, that their writing on the subject was mimeographed by the county school system for use throughout the entire county. These children had visited historic spots, interviewed many citizens, especially the older ones, who knew a great deal of the local history handed down in their families, and had read as many publications dealing with their local history as could be located. They made a real contribution to their community and their county through their historical study and their written report.

During the Lincoln Sesquicentennial observances of 1958–1960, children have been encouraged to write or prepare poems, stories, songs, pictures, plays, or television programs about Abraham Lincoln.

In these forms of creative expression the children have been encouraged to explain "What Lincoln means to me" or to tell about some aspect of his life or ideals which interests them.[8] The same kind of creative writing and programs is frequently developed by children in connection with the study of other great Americans.

Classroom Environment

The way in which a classroom is arranged has a tremendous effect on the social studies experiences of children. When a new unit of study is getting under way, the teacher "sets the stage" and arranges many interesting pictures, posters, maps, realia, and reading materials in the room to capture the pupils' interest and to serve as resource materials as the children move ahead with their study. At other times teachers use the "bare stage" technique, beginning a unit with little or no materials available. Then the collection, display, and arrangement of the materials becomes a project for the entire class. Both techniques, or various degrees between the two, are effective when skilfully used.

The arrangement of seating in a classroom greatly affects the social studies experiences of children. Modern teachers use different kinds of arrangements in accord with the types of activities being carried out. Flexible seating equipment is favored almost universally. The chairs and tables are so arranged as to facilitate both large and small group activities. This has considerable effect on children's participation in the social studies discussions. Much better discussion can be attained where the children can see the faces of those with whom they will be communicating. When working in small groups on various aspects of a social studies unit, children are likely to be seated in small circle, square, or triangular arrangements. When the whole class is involved in a discussion of any length, their seats may be moved into a circular, fan-shaped, diagonal, or wedge-shaped arrangement. These kinds of seating arrangements are found to be much more conducive to good discussion than having the children seated in rows where they face only the teacher.

A social studies reading center is very helpful when children are engaged in a unit or other type of social studies experience. Often this is arranged in the corner of a room where there are book shelves,

[8] Hill, Wilhelmina. "Observing the Lincoln Sesquicentennial in Elementary Schools." *Elementary English*, 41 :93–96, February, 1959.

a reading table, and some chairs. Often there is a file or bibliography, made by the children, where the readings related to the unit or topic are listed with page references. Pupil librarians take turns in looking after this center.

One or more bulletin boards offer wonderful opportunities for display of social studies materials, children's work, and current affairs materials. Pupil committees learn how to arrange and keep the bulletin boards up to date for their social studies interests.

Adequate supplies of maps, globes, and reference books are needed in classrooms for effective social studies learning. Pupils should have a major responsibility in their care, orderly arrangement, and use.

The room where children are encouraged to have rich experiences in the social studies should have flexible furniture and seating arrangement, readily available and orderly care of materials and supplies, and colorful interesting materials and exhibits which will capture the interest of boys and girls. Such a room also makes the life of the teacher more stimulating and enriched.

Using Instructional Materials

The materials which have value for social studies instruction are numerous and varied. How they are used determines whether or not social studies goals are reached. The Texas social studies guide provides useful *Guidelines for Using Instructional Materials:*[9]

Materials

The successful use of materials by teachers and pupils will involve—

1. **Selecting a wide variety of reading materials for the classroom—textbooks, supplementary readers, encyclopedias and other reference books, magazines, pamphlets, newspapers**
2. **Planning subject matter that relates to everyday experiences—field trips, camping activities, family trips, community resources—both natural and human**
3. **Capitalizing on use of audiovisual aids—objects, models, films, filmstrips, television, pictures, maps, globes, charts, graphs**
4. **Letting the ways in which learning takes place help determine the kinds of instructional materials used**
5. **Recognizing individual abilities and interests in selecting materials**
6. **Developing awareness of audience appeal in different kinds of materials**

[9] Texas Education Agency, *op. cit.*, p. 99–101.

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7. Exhibiting work in a variety of ways including bulletin board displays, murals, charts
8. Emphasizing the value derived from learning through solving real life problems
9. Acquiring techniques in the use of the library and resource materials
10. Giving opportunities to work on self-initiated projects
11. Keeping progress charts on work and making frequent reports to total group
12. Working cooperatively with others in sharing and using materials
13. Including parents in selecting and using instructional materials
14. Providing materials that will encourage creativeness
15. Adapting materials to the learning situation through pupil-teacher planning which involves:
    - Deciding why a certain unit or problem has been selected
    - Deciding on how to initiate the unit
    - Clarifying purpose
    - Planning content
    - Suggesting activities and materials
    - Locating information
    - Contributing enriching materials
    - Using individual initiative in selection of materials
    - Summarizing the activity in light of all materials used
16. Adapting materials to an effective physical environment for learning:
    - Furniture sufficiently flexible to encourage informal discussion
    - Reading material on open shelves or in a setting easily accessible to children. (If reference books are shared, a wheeled cart should be supplied for moving materials between stations.)
    - Maps, charts, and globes on eye level of children
    - Bulletin boards and flannel boards to care for class needs
    - Audiovisual equipment accessible with appropriate lighting facilities
    - Display space for class projects and pupils' "show and tell"
    - Center for arts and handicrafts with ample space for murals and friezes
    - Storage space for work supplies.

CHAPTER 8

The Teacher of Social Studies

PREPARING for the social studies part of his teaching and being ready for the daily challenges in this field is an exciting adventure for the teacher. He travels to places of geographic and historic interest, explores museums and art galleries, watches television, listens to radio and hi-fi, studies the social sciences and child development; and reads widely. He becomes skilled in observing, and in communicating—even in foreign languages. Many of his leisure time interests, such as photography, dancing, or writing, not only are enjoyable, but can contribute considerably to his competence in social studies teaching.

Educational Experiences for Teachers

The teacher of social studies in elementary grades develops *awareness* of everything about him. As he goes about his community, he observes closely the basic aspects of living. He pays special attention to *process:* how things are done, how they are made, what makes them go, what makes up their structure and fundamental characteristics. He notices how bricks are put together in the walls of a house and inquires about how the electricity from the trolley of a streetcar completes the necessary circuit. He looks for *relationships*—the relation of man to his environment, of clothing to weather, of population mobility to family life, of water supply to productivity. He observes the roles of people in the community and many of the ways in which they cooperate to make their town a good place in which to live. These things are the "stuff" of social studies, especially in primary and middle grades.

The stepped-up rate of change in world events—technological, social, and otherwise—makes it imperative that the teacher keep as well informed and up to date as possible. Often he must reach out ahead of his textbooks and courses of study and teach of recent developments, such as man's attempts to penetrate space, before it is possible for the books to be written or revised.

How can the busy teacher do all of the things implied above? Need this be a burden or can it be a way of life?

An enriched way of living can be a reality for the teacher of social studies. He can venture into some of the most stimulating, adventurous, and enjoyable experiences. He can explore aviation and space age developments; he can fathom the secrets of the sea through skin diving; he can create some of his own social studies materials through photography, painting, writing; or making tape recordings. He can guide children to think critically and to solve problems in various areas of social living.

No teacher is likely to do all of the things mentioned in this chapter, but each can have some of the experiences described. Each teacher should select those experiences related to social science competency which will best fit his own experiences, abilities, and skills. He should aim for balanced living, with some activities that are sheer fun, social in nature, and creative; that involve work with the hands, or lead definitely toward professional advancement.

As the teacher goes about the business of living, he can constantly improve his background for social studies teaching, if he will keep this interest alive and make himself sensitive to children's concerns, if he will be alert for opportunities and will see their relationship to his work. When he plans a summer vacation, begins work for a graduate degree, or decides on a TV channel, he often chooses those things which have social significance and which will enhance his teaching.

Travel

One of the most enjoyable and rewarding experiences for teachers of social studies is that of travel. Elementary teachers can gain a tremendous amount of geographic and historical knowledge from travel in the United States and abroad. Of course this means that they really look for such things as they travel, and do a good deal of related reading and inquiry both before and after their trips. Photographs and pictures, maps, and booklets can be made or collected on the tours.

Texas Education Agency

Exchange teacher from England tells about her country.

Some of these social studies outcomes can come about from travel that is mainly recreational. When the teacher travels to the beach, the mountains, or a lake region, he can gain a great deal of useful understanding and even collect materials while he is enjoying his leisure time. For example, at the beach, he can observe children's interests and behavior and sea and shore phenomena. Some can be photographed or painted. Others form the basis for stories he will write or tell his pupils. Mountain trips are most enjoyable, especially if climbing, camping, bird watching, and nature hikes are included. Related hobby interests in observing, photographing, and collecting provide fine social studies materials to bring to children for enrichment and instructional purposes.

Foreign travel is increasingly possible for teachers. Neighboring countries, such as Canada, Mexico, and the Caribbean lands, depending on location of the home base, should not be overlooked. Often travel to such places is less expensive than making all of one's vacation trips in our own country, important and thrilling as this may be.

The Division of Travel Service of the National Education Association arranges foreign and U.S. travel projects of varying prices and extent. Increasingly teachers are securing positions for a year or more

in another country. This is made possible through the Fulbright and other teacher exchanges and grants.

Much of the travel indicated here is exciting, adventuresome, and full of fun. Teachers returning from such experiences are usually much better equipped for their social studies teaching.

Study

Real professional development and advancement can be attained through study as in no other way. After graduation and the first years of teaching, it is important to keep up to date in the fields of child development, social science, and education, if a teacher is to become increasingly skillful and grow in the profession.

Summer schools and extension courses are available in most parts of the country. Special workshops, such as those in conservation, social studies, aviation education, and instructional problems are often organized to meet special needs of educators. A teacher may take most of these courses and workshop programs for credit toward a degree. This will give better direction to his study and should ultimately result in improved professional ability and often advancement.

In order that the teacher's social studies instruction and curriculum work may be improved through continued study and advanced degrees, it is desirable that he do some work in social science. This might include courses from such fields as anthropology, sociology, geography, history, political science, economics, and others. It will probably include basic graduate courses in education and might well include one or more advanced courses in the teaching of social studies, geography, or history. Child growth and development courses, institutes, and workshops are also most valuable to social studies teachers. A good balance between subject matter and education courses is highly desirable for the well prepared teacher.

At no time in a teacher's career should he feel that he has studied enough. Advanced degrees merely open a multitude of doors to further knowledge and study. And lest all this seem rather weighty to the uninitiated, it may be pointed out that developing an inquiring mind and a scholarly way of life can be exciting, enjoyable, and rewarding. The person eager for knowledge and intellectual pursuits seldom grows bored and disinterested with regard to his teaching and living. He develops a creative approach to learning which continues with him throughout his life.

Television and Radio

The media of television and radio provide a teacher with a rich source of social studies material. From these he keeps up to date with current affairs. Television brings world leaders and their ideas and faraway places into his living room.

Effective scheduling of one's viewing and listening time is of central importance, so that a busy teacher's time is given mainly to the most significant programs. On Sunday afternoons there are usually television programs dealing with subjects of social science interest, with panels and speakers who are often among the leaders in their field or position. A few programs such as "High Road" present excellent geographic accounts and pictures.

Many of the better television dramas deal with social problems. Even some of the primarily entertainment or variety programs often present such performers as Russian dancers, Japanese actors and dancers, and American folk singers and dancers—all of which provide background for social studies teaching.

Photography

The teacher with a camera who really enjoys photography may turn this interest to invaluable account in his social studies teaching. He can photograph children at home, school, and play in America and foreign countries. He can take pictures of famous scenes, historic and geographic, and capture the life of a region or country with his lens.

As a teacher's skill and interest in photography grow throughout his lifetime, he will gradually progress from black and white still pictures to colored photographs and slides and finally perhaps to moving pictures. This hobby interest can add much to his teaching. The teacher who develops this art and uses it effectively and engagingly in his teaching is likely to be one long remembered by his pupils.

Work Experiences

In order that not all of his experiences will be academic in nature, it is well for a teacher to spend some time in other kinds of work, including work with the hands. This will help him to develop as a well-rounded person; it will also give him a better knowledge of work and workers.

Some teachers like to use some of their summer vacations to work on a farm, help at a camp or resort, lead a tour, or do some other work that will be interesting and at the same time will broaden their understanding of different ways in which people make a living. This gives greater insight into social problems, agricultural or business or industrial processes, and labor-management relations.

Gardening and cooking are two home-type work activities which provide pleasure, exercise, creativity, and work with the hands. They help a teacher to lead a life of well-balanced activities. A good deal of the skills and knowledge gained has value for those who teach conservation of natural resources and units on food and marketing.

Those teachers skilled in writing sometimes find writing or editorial work with newspapers, magazines, television stations, or with producers of educational or other films. This kind of experience can also be the beginning of continuing experiences in writing and editing social studies and other materials throughout a teacher's career.

The Arts

Experiences in a variety of the arts improve a teacher's ability to guide children in this aspect of their social studies program. It will give him many hours of enriched leisure time activity. A teacher should not try to do everything at one time in his life. One year he may be developing his interest and skill in Western or Latin American dancing. Another year he may be learning and perfecting his skill in ceramics. Again he may be participating in a little theater project or a choral group.

Interior decorating of the teacher's own home or apartment is a very rewarding experience. Similarly, good techniques of interior decorating should be used in the arrangement, use of color, and other aspects of the room and school where he teaches.

Some of the more passive experiences in the arts are thoroughly enjoyable in a teacher's life and at the same time contribute greatly to his ability to include the cultural aspects of our society and of other countries in his social studies teaching. Among these are attending concerts, listening to hi-fi, visiting art galleries, or going to the theatre.

Sports and Outdoor Activities

Sports and other active leisure time activities do a great deal for a teacher personally, and give him added understanding and insight into

this great area of leisure time, which is becoming more and more important as automation increases. Water sports and related activities have become increasingly popular in our country—all along our coasts and islands, in the lake country, in the South where outdoor pools may be used throughout the year, and farther North where indoor or outdoor pools are used, depending on the weather. Swimming, beach hiking and sunning are probably the most popular water sports activities. But each year sees enthusiasm growing rapidly for skindiving, boating, and water skiing. Fishing has long been a popular and widely practiced sport in this country. Observations of what children and families do at beach or other recreation areas are most helpful to the social studies teacher who deals with units on vacation fun, conservation, etc.

Mountain sports and activities are available for those who are fortunate enough to live in or near mountain areas. Others reach these favored spots by car, bus, train, or plane.

Mountain climbing, camping, hunting, fishing, skiing, photography, nature study, conservation projects, bird watching, and flower identification are among the most enjoyable recreational activities in the mountains. Teachers' workshops are often held in mountain or seashore areas whenever this is possible, and adequate time is scheduled

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Teacher and children talk about their summer fun.

for a few of the water or mountain area sports and activities. Often as much social studies or science understanding and information can be obtained in this way as through lectures and discussions.

There is much to be said for walking, hiking, and picnicking in the areas near one's home. Needed exercise and observation of the environment result. Weekend trips, long the custom in British life, are becoming increasingly popular in the United States. They provide a teacher, or any other person, with an excellent change or break from his major work responsibility and bring him back to his classroom on Monday refreshed and full of new experiences and observations, many of which are sure to be related to social studies.

Most teachers engage in one or more sports games. Among those most popular are bowling, tennis, golf, and handball. Participation in these sports activities gives a teacher necessary exercise and makes his treatment of sports as a leisure time activity more vivid and dramatic in his social studies teaching.

Reading

Wide reading is a must for teachers of the social studies. Newspapers, magazines, and books help him keep informed of world developments and add depth to his understanding of social science. The availability of excellent reading materials is so great in our time that a teacher needs to use considerable skill in selecting the important from the unimportant as he plans his round-the-clock reading program. This should not be allowed to develop in a hit-or-miss fashion else much of the teacher's available reading time can be lost on trivia. One type of reading which can add tremendously to the quality of social studies teaching is background reading on the subject of a unit being taught or one to be taught later in the year. This gives the teacher a wealth of information and understanding upon which to draw as he develops his social studies units with children.

Writing

Writing has been mentioned earlier in this bulletin in connection with work experiences. Now it might well be viewed in a broader professional context. Authoring materials for children or teachers is a most important and rewarding experience in many ways. Stories or other social studies reading materials may be prepared for one's own pupils. Again they may be prepared for the children of one's

school system.[1] When sufficient skill in this type of writing is attained, it is often possible to write for a children's magazine, for a newspaper read by children, or for a publisher of children's books and textbooks.

Writing for teachers has much value for the professional development of the author when he shares his ideas, experiments, and experiences in teaching with others, and such writing has much value for the numbers of teachers and educators who may read his article, bulletin, or yearbook section. It is possible to submit articles to a number of journals which publish writing that deals with the social studies. Among these are likely to be the education association journal of a State and such national journals as *Social Education*, *Childhood Education*, *Journal of Geography*, *National Education Association Journal*, *Grade Teacher*, or *Instructor*. Before sending an article to the editor of one of these journals, it would be necessary to study the publications at home, school, or the library to learn which one carries articles of the type that has been written. A letter to the editor to see whether he is interested in seeing the manuscript is often advisable. Also it should be kept in mind that editors of most of these journals have publication plans and schedules and may not be able to include an article that deals with a divergent subject. Hence, a few issues should be examined to see whether each deals with a special topic or with a variety of topics.

Professional Organizations

Active membership in professional organizations is an important aspect of a teacher's development in education as a career.[2] By "active" membership is meant attendance at regional or national conferences, committee work, serious study of the organizations' publications, contributions of articles or bibliographies to the publications, participation in programs, arranging exhibits, providing hospitality for conferences or foreign educators, and many other kinds of participation activities. Through these means a teacher becomes better acquainted with the programs and people of his profession. He is better able to play a significant role in education in his own classroom, school, city, State, and Nation—and even internationally.

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[1] *The San Francisco Social Studies Series* (5 booklets). San Francisco (Calif.) Unified School District. San Francisco: The School District, 1948–49. 32 p. each.

[2] Eberreck, William J. "How to Grow Professionally." *Civic Leader*, 27: 2+ (Washington, D.C.). April 14, 1958.

Some of the most appropriate and helpful professional organizations for the elementary school teacher concerned with the social studies are general in nature and some more specialized. A few of these organizations and the addresses of their headquarters are listed following this paragraph. It must be understood that the list is brief and not inclusive. Of course, few people would wish to become active members in all these organizations. Rather, most must make selections in terms of their major interests. However, it is important to be acquainted with the work and the publications of all these groups. Membership can be sucured by writing to the organization for membership blanks and brochures and by sending the necessary membership dues.

Some organizations about which teachers of social studies should be informed or which they may wish to join and become active in are the following:

National Education Association
1201 Sixteenth Street, NW.
Washington 6, D.C.

National Council for the Social Studies
1201 Sixteenth Street, NW.
Washington 6, D.C.

National Council for Geographic Education
450–454 Ahnaip Street
Menasha, Wis.

Association for Childhood Education International
3615 Wisconsin Avenue, NW.
Washington 16, D.C.

Conservation Education Association
c/o Dr. Wilson F. Clark
Eastern Montana College of Education
Billings, Mont.

Association for Supervision and Curriculum Development
1201 Sixteenth Street, NW.
Washington 6, D.C.

National Aviation Education Council
1025 Connecticut Avenue, NW.
Washington 6, D.C.

Your State education association

Social Experiences

The teacher of social studies needs a variety of social experiences not only for his own well-balanced living, but also for greater insights and skills in social processes and for acquaintance with many kinds of people. It is highly desirable that he know people of many walks

of life, from various ethnic and socioeconomic groups; and by all means those from other countries. A great deal about our American people can be learned by conversing with taxi drivers, salespeople, builders, doctors, neighbors, professors, authors, and government workers and officials. All these kinds of people, and many more, can contribute a great deal of understanding about our American culture and society.

We have a tendency to associate with people of our own type, and even of our own profession, to the exclusion of others. Educators often like to get together and talk shop. This is important and enjoyable, but a well-rounded teacher will have friends and will socialize with people from various fields of business and professions.

A wonderful opportunity for enriched living and learning arises when foreign educators or other visitors from abroad come to our communities. Not only may we meet them at schools and meetings, but we may invite them to visit our homes. This is a type of experience they appreciate most and one of the most enjoyable and valuable for us. The entertainment or the home may be simple. It is the good will and hospitality that counts. Such visits, in many instances, are followed up by long-time exchanges of correspondence, educational publications, Christmas cards, and, when appropriate, exchanges between the pupils of the foreign visitor and the teacher host or hostess.

It would seem desirable for a teacher of social studies to have a balanced social life—to give and go to an occasional dinner, luncheon, or party; in general to have many friends and to have a good supply of fun in his life. This makes for good teacher personality; it also helps a teacher understand the importance of these elements in the social development of his pupils.

Community Projects

To attain the best understanding of community life, to be a really active participant in community affairs, a teacher of social studies might well take part in one or more community projects. These may be projects developed by club, church, professional, or youth groups. It is well for teachers to become a basic part of community life as do people from other professions and businesses. Teaching itself is basic and highly important, but the teacher must participate in other aspects of the social and service part of community life if he is to understand thoroughly and become identified with these other aspects of his community.

From the topics and suggestions mentioned, the teacher of social studies may draw ideas of ways to improve his teaching and to develop his career in the educational profession. Repeatedly it has been pointed out that *the experiences which make a good teacher of social studies are enjoyable and lead to a rich life.*

Do not be discouraged by the numbers of suggestions presented in this chapter for the teacher. No one teacher is likely to do all of these things. And no one should attempt too many at a given time. A fine balance of activities is the thing. Don't leave the major suggestions of this chapter to chance. *Work out a design for living—one that will insure professional growth and one that will be personally satisfying, stimulating, and enjoyable.*

Pre-Service Education for Social Studies Teaching

Most of the suggestions in this chapter apply in one way or another to the undergraduate student who has chosen elementary education for a career. Some suggestions which have grown out of developing trends in teacher education are to have early experiences with children during the college years (observations, child study, club groups, etc.) and to acquire a good psychological and child development background for working with children.

Try to gain a broad liberal arts education in the areas of social science, the humanities, and the sciences. Some students preparing for elementary school teaching now choose an area major rather than one in a single subject. In such cases they also try to have a few courses in each of the other areas, since elementary curricula cover broad fields. Because of the nature of elementary social studies, courses in geography, history, social science, economics, sociology, and anthropology will be especially helpful in one's teaching.[8]

Basic education courses, including student teaching, are fundamental for all elementary teachers. It is important that the prospective teacher learn how to plan and teach social studies or integrated units at some point in his training. Either as an undergraduate or graduate, the student will find that a course in methods of teaching the social studies is helpful. And a course in teaching geography will supply the teacher with increased understanding of the geographic part of his teaching responsibilities (map reading, geographic concepts, instructional techniques) and how to carry it on.

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[8] Hill, Wilhelmina. "Preparation of Elementary Teachers for Social Studies." *The Journal of Teacher Education*, 4 : 275–278. December 1953.

Use of This Bulletin

This publication can give teachers, supervisors, and curriculum workers (1) information about widespread practices and trends in the social studies, and (2) ideas for developing and improving social studies programs from the descriptions or summaries of developments in various cities and States, as well as from the literature quoted or cited. Several of the footnotes are included to provide sources of additional information on a subject as well as to give documentation for it. The bibliography which follows includes many excellent and most recent publications which can be of value to persons working to improve social studies programs.

From this bibliography a teacher or student may find titles of volumes to borrow from a library to to add to his own professional bookshelf. College and university professors may wish to use the bibliography as an additional source list of references for their library shelves and for their students. It may also serve the staff of an elementary school as an aid in developing a collection of books to improve its social studies program.

When all is said and done, it is the teacher who determines how all the wealth of materials and all the good ideas that have been developed can be used to make the field of social studies live up to its possibilities and responsibilities in the broadest sense. It is the teacher who holds a strategic position in guiding the learning experiences of children. He can accomplish much toward continuous improvement in social studies programs for children.

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