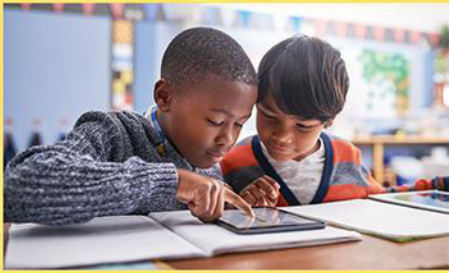
SOCIAL STUDIES

in Elementary Education

SIXTEENTH EDITION



Terence A. Beck | Walter C. Parker

Social Studies in Elementary Education

This page is intentionally left blank

Social Studies in Elementary Education

Sixteenth Edition

Terence A. Beck
University of Puget Sound

Walter C. Parker
University of Washington

Please contact https://support.pearson.com/getsupport/s/contactsupport with any queries on this content. Cover Image by PeopleImages/E+/Getty Images; FatCamera/E+/Getty Images; Laura Olivas/Moment/Getty Images

Microsoft and/or its respective suppliers make no representations about the suitability of the information contained in the documents and related graphics published as part of the services for any purpose. All such documents and related graphics are provided "as is" without warranty of any kind. Microsoft and/or its respective suppliers hereby disclaim all warranties and conditions with regard to this information, including all warranties and conditions of merchantability, whether express, implied, or statutory; fitness for a particular purpose; title; and non-infringement. In no event shall Microsoft and/or its respective suppliers be liable for any special, indirect, or consequential damages or any damages whatsoever resulting from loss of use, data or profits, whether in an action of contract, negligence, or other tortious action arising out of or in connection with the use or performance of information available from the services. The documents and related graphics contained herein could include technical inaccuracies or typographical errors. Changes are periodically added to the information herein. Microsoft and/or its respective suppliers may make improvements and/or changes in the product(s) and/or the program(s) described herein at any time. Partial screen shots may be viewed in full within the software version specified. Microsoft® and Windows® are registered trademarks of the Microsoft Corporation in the U.S.A. and other countries. This book is not sponsored or endorsed by or affiliated with the Microsoft Corporation.

Copyright © 2022, 2017, by Pearson Education, Inc. or its affiliates, 221 River Street, Hoboken, NJ 07030. All Rights Reserved.

Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Library of Congress Cataloging-in-Publication Data

Names: Parker, Walter, author. | Beck, Terence A., author.
Title: Social studies in elementary education / Walter C. Parker, University of Washington, Terence A. Beck, University of Puget Sound.
Description: Sixteenth edition. | Boston : Pearson, [2021] | Includes bibliographical references and index.
Identifiers: LCCN 2020026324 | ISBN 9780135761939 (paperback) | ISBN 9780135761915 (ebook other)
Subjects: LCSH: Social sciences—Study and teaching (Elementary)—United States.
Classification: LCC LB1584 .J3 2021 | DDC 372.83/0440973—dc23
LC record available at https://lccn.loc.gov/2020026324

ScoutAutomatedPrintCode

ISBN 10: 0-13-576193-X
ISBN 13: 978-0-13-576193-9

For Juniper and Anton Beck—
wishing you teachers who take
the advice in this book to heart.
TAB

For my parents,
Martha McClurg and Chalmerse Parker—
kind people, good citizens, loving parents.
WCP

About the Authors

Terence Beck is Distinguished Professor in the School of Education at the University of Puget Sound in Tacoma, Washington. He works with aspiring K–12 teachers in the areas of social studies and literacy education. He also teaches classes focused on issues of education and social justice. Terence was the 2018 recipient of his university's top teaching award—The President's Excellence in Teaching Award. Terence is particularly interested in classroom conversations that engage diverse students in thinking about and exploring big and often-controversial ideas and has published widely in these areas. Prior to moving to the University of Puget Sound, Terence taught in elementary and middle schools for 11 years before serving 9 years as an elementary school principal.

Walter Parker is Professor Emeritus of Social Studies Education and Political Science at the University of Washington, Seattle. He studies K–12 social studies education and, in particular, the civic development of youth. He is especially interested in the ways civic education, multicultural education, and global education overlap. His other books include *Teaching Democracy: Unity and Diversity in Public Life* (2003) and *Social Studies Today: Research & Practice* (2015). Walter was born and raised in Englewood, Colorado, on Denver's south side and taught social studies for 10 years in Adams County on Denver's north side.

About this Book

We teach social studies to help students develop social understanding (knowledge of the social world drawn from their own experiences and the social science disciplines of history, geography, government, economics, and others) *and* the ability to think and act as democratic citizens in a multicultural society. Both social knowledge and democratic competence must be continually created—they don't happen naturally. This is the purpose of teaching social studies in schools.

We've written this book to provide a comprehensive and stimulating introduction to social studies in elementary and middle schools. We want to provide you, the beginning teacher, with the understanding and tools you need to unleash your intelligence and creativity in this exceedingly important subject area. We want to help you learn how you can make social studies a subject that students joyfully anticipate and that gives purpose and context to reading, writing, science, and math.

We've built the C3 Framework into the architecture of the book. In Chapter 1 we provide an extended introduction to the C3 Framework. We introduce the role of questions, tasks, and sources in designing strong C3 inquiries. The C3 Framework informs the teaching of Civics (Chapters 3 and 4), Economics (Chapter 5), Geography (Chapter 6), and History (Chapter 7). Chapter 8 brings the C3 Framework into the processes of creating assessments; examining how teachers move from state standards to compelling and supporting questions; to creating summative and formative assessments. Chapter 9 returns to the relationship between compelling and supporting questions by presenting a model of how such questions might be used in planning a unit on Canada. In Chapter 10 we support an understanding of the C3 framework in two ways—an extended examination of inquiry (which is key to understanding the inquiry arc) and a focus on questions, both those that the teacher might ask and those that students ask. Chapter 12 includes an extended unit designed using the C3 process. This integrated unit brings together questions, sources, and tasks to illustrate how these three elements work together. Throughout the book, the lesson plans are explicitly connected to the C3 Framework, with references to the dimensions of the Framework and (at minimum) both Compelling and Supporting Questions that help frame the lesson.

Another element is the connection between literacy and social studies. The point here is that literacy and social studies are best taught in relationship to each other. We introduce this idea early with connections to children's and young adult literature starting in Chapter 3 and continuing throughout much of the text. Chapter 3 also includes suggestions for discussing social studies–related literature with students. Chapter 10 includes an extended section on concept formation—a strategy that is closely related to the in-depth teaching of vocabulary. Chapter 11 deals directly with the social studies–literacy connection and is loaded with help designed to give your literacy instruction greater meaning by helping students learn to read informational texts in the context of a rich social studies unit. The biography unit in Chapter 12 provides a powerful model for integrating reading and writing into social studies. Finally, in Chapter 13 we address "media literacy" issues and consider how you and your students can judge and select the digital social studies resources that are now widely available.

New to This Edition

As always, the book blends theory and practice. We emphasize teaching social studies well, and we also stress understanding the practices of good social studies teaching. We want you to understand why the practices that we suggest work and why they matter: When you understand these practices, you will be better able to adapt them and eventually invent your own. This book is designed to help you become a smart, innovative professional. Now we highlight some of the key revisions.

- ***Expanded Subject-Matter Emphasis***. We have expanded and reorganized Part Two of the book (The Social Studies Curriculum). In this edition, we have devoted a chapter to each of the four areas of emphasis in the social studies curriculum (Civics, Economics, Geography, and History), and we have reordered the chapters to reflect the organization of the C3 Framework. Chapters 3 and 4 examine civics. Economics, for the first time, receives chapter-length treatment, in Chapter 5. Geography is the subject of Chapter 6, and History is explored in Chapter 7.
- ***New Issues and Challenges***. We've expanded these items throughout the book to feature issues and challenges that social studies teachers perennially face. Popular issues from past editions remain, such as "capital punishment"—the question of whether or not students should memorize states and their capitals—and "What about parents?" (in Chapter 4), explores potential difficulties you might experience as you introduce current events and public issues into your social studies classroom. New challenges have been introduced, such as a discussion about the difficulties of talking about race (Chapter 2—White Discomfort and Race in the Classroom), and advice on teaching about the institution of slavery in the United States (Chapter 12—Teaching about Slavery and Enslaved People).
- ***New Emphasis on the C3 Standards***. The College, Career, and Civic Life (or C3) Framework, which is a framework designed by 15 professional

organizations dedicated to social studies instruction, has become increasingly important, and we have greatly expanded the attention we give to it. Emphasis on the C3 Framework runs throughout the book, from an introduction in Chapter 1, an emphasis on creating and aligning great questions, sources, and tasks in Chapter 8, and an example of a unit designed using C3 ideas in Chapter 12. We have continued our attention to the Common Core State Standards (CCSS) and the tried-and-true standards developed by the National Council for the Social Studies (NCSS). While national standards are important, we also include material to help you understand the roles of state and local standards in determining what you will teach in social studies.

- ***New Chapter on Economics and Financial Literacy's Content and Skills***. For the first time, economics and financial literacy occupy their own chapter in this edition. Teaching students to engage in economic reasoning and decision making frames the chapter as we explore what content elementary and middle school students need to learn. The chapter also helps teachers consider when economics ideas should be taught on their own and when it is best to integrate them into other areas. Trusted sources for economics and financial literacy lesson plans are included.
- ***Reorganized Lesson Plans***. The 20 lesson plans have been reorganized to better reflect the C3 framework. For example, compelling and supporting questions are featured in every plan, and all plans reflect the language of the C3 Framework by using phrases such as "framing the question."
- ***New Children's Literature Format***. We have retained our focus on selecting and using excellent literature in the social studies. We have updated and reorganized our dozens of suggestions. You will now find tables in many chapters featuring literature relevant to the topic being discussed. For example, Figure 5.4 features books that highlight economics concepts, and Figure 6.1 features children's literature that engages the themes of geography.

Key Updates by Chapter

- **Chapter 1**: We have updated the trends to match the times in which we're living. We've organized the trends under the umbrella of increasing political and social polarization in the United States and addressed how this trend impacts social studies curriculum and instruction. The trends section also includes an explanation of how the field of social studies is responding and has an extended introduction to the C3 Framework.
- **Chapter 2**: The United States is becoming increasingly religiously diverse. and this edition reflects that fact. The section on religious diversity in Chapter 2 has been expanded to include an "Issues and Challenges" feature titled "Challenges of Religious Harassment."
- **Chapter 3**: Work on citizenship and how it relates to social studies education continue to be important in the academic literature of the social studies. Added to Chapter 3 is Westheimer and Kahne's model that explores different conceptions of citizenship and what these conceptions mean for how social studies is taught. The "Six Proven Practices of Civic Education" have been added to Chapter 3 as they relate to the popular Six Dimensions of Citizenship Education in previous editions. We've added "5 Big Ideas that Teachers Should Keep in Mind When Teaching Religion" to help social studies teachers approach teaching about religion sensitively and respectfully.
- **Chapter 4** (Previously Chapter 6): Examples reflecting exemplary civic education have been updated. For example, Chapter 4 now discusses teaching controversies by using the case of a city council debating whether or not to allow driverless vehicles in the city.
- **Chapter 5** (New to this edition): This chapter features standards in economics and financial literacy. Economics decision making runs throughout the chapter, with a rich array of examples and trusted sources included.
- **Chapter 6** (Previously from Chapters 4 and 5): We've built on the rich resources for teaching geography used in the previous edition by adding books and other resources related to the theme of geography.
- **Chapter 7** (Previously Chapter 4): This chapter has been reorganized to enhance the reader's experience. In addition, we have introduced the "progress and freedom narrative." We provide examples of how students might engage in chronological reasoning and perspective taking as they study the past.
- **Chapter 8** (Previously Chapter 7): We have integrated the C3 Framework more directly into this chapter. We explore with readers how to use the framework to create assessments based in compelling and supporting questions.
- **Chapter 9** (Previously Chapter 8): This chapter includes additional guidance on developing compelling and supporting questions when creating units and lessons. We explore how curriculum designers move from topics to objectives, from questions to tasks.
- **Chapter 10** (Previously Chapter 9): The C3 Framework calls for engaging students in an Inquiry Arc. We've added material in Chapter 10 on how teachers might address common issues that arise when students are asked to engage in an inquiry.
- **Chapter 11** (Previously Chapter 10): Lesson Plan 15 has been reworked to tackle the experience of poverty in a lesson designed to connect literacy and social studies. Figure 11.6 includes books that powerfully explore the various ways in which people experience living in poverty.
- **Chapter 12** (Previously Chapter 11): A new integrated unit plan has been introduced in Chapter 12.

Pollinators, Plants, and People illustrates how teachers might fuse science and social studies content that is driven by compelling and supporting questions, active and engaging tasks, and relevant, up-to-date sources. Three 'learning segments' (Lesson Plans 16, 17, and 18) illustrate how questions, tasks, and sources work together to help students master critical skills and rigorous big ideas.

- **Chapter 13** (Previously Chapter 12): Even our youngest students require help navigating a world where information can be manipulated and distributed easily. We've added a media literacy segment that helps teachers clarify the goals of media literacy and explore Online Civic Reasoning, a process developed at Stanford to provide students with the tools they need to determine when a source can be trusted.

Pedagogical Features

Issues and Challenges raises issues that social studies teachers tend to find challenging. Some raise issues for discussion whereas others offer advice to guide beginning teachers as they learn to think like experienced teachers and anticipate the unexpected. For example, alongside our detailed help on how to introduce public issues discussions into elementary and middle school classrooms, "When Current Events Feel Traumatic" offers help with thinking through the possible emotional impacts of current events on young students and their teachers.

Reflect and Discuss invites readers into conversation with the book's authors and with each other. Reflect and Discuss features often model what it means for readers to interact with a text rather than simply accept its claim uncritically. For example, in the chapter on diversity, we assert that young children regularly talk about sexuality. In the Reflect and Discuss feature following the sexuality section, we invite readers to take on our assertion by examining the evidence we provide and thinking with their peers to what extent they believe this assertion is true.

Lesson Plans are both models of how teachers might prepare to teach and stepping-off places from which future teachers might build. For example, as we explore the connection between literacy and social studies, we suggest that informational text should be read differently than a work of fiction. In Lesson Plan 14, we use the U.S. Constitution to model how students might be taught previewing and skimming. Readers can adapt this process with a wide variety of informational texts they might teach.

Pearson eText, Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

Pearson eText.

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience that allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign into your Pearson eText, visit https://www.pearson.com/pearson-etext. Features include:

Video Examples.

Each chapter includes three to five Video Examples that illustrate principles or concepts that are aligned pedagogically with the chapter. In these videos, students will listen to experts, watch footage of diverse classrooms, and listen to and watch effective teachers talk about and practice strategies that promote social studies learning. Videos are accompanied by reflective questions.

LMS–Compatible Assessment Bank.

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS–compatible assessment banks for the following learning management systems: Blackboard (9780137344727), Canvas (9780137344772), D2L (9780137344789), Moodle (9780137344741). These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

Learning Outcome Quizzes.

Each chapter learning outcome is the focus of a Learning Outcome Quiz that is available for instructors to assign through their Learning Management System. Learning outcomes identify the chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applicability of knowledge. When used in the LMS environment, these multiple choice questions are automatically graded and include feedback for the correct answer to help guide students' learning.

Application Exercises.

Each chapter provides opportunities through Application Exercises to apply what you have learned. These exercises are in higher-order thinking, short-answer format asking you to apply text concepts or strategies to a classroom-based scenario.

Chapter Tests.

Suggested tests are provided for each chapter and include selected responses and constructed response assessment items.

Instructor's Manual.

The Instructor's Resource Manual and Test Bank include an overview of chapter content and related instructional activities for the college classroom and for practice in the field as well as a robust collection of chapter-by-chapter test items.

PowerPoint™.

The PowerPoint™ slides include key concept summarizations and are designed to help students understand, organize, and reinforce core concepts and theories.

Acknowledgments

We want to thank Judy Britt of Winthrop University and William G. Reeves of Piedmont College, who made numerous helpful suggestions for this new edition. We were also lucky to have the honest yet kind support of our editor, Jeffery Johnston.

We want to thank colleagues at the University of Puget Sound and the University of Washington for so willingly engaging with us concerning issues of momentous importance. Particular thanks go to Sam Kigar, Associate Professor at Puget Sound, for his help thinking through issues of religion. Colleagues in the Puget Sound School of Education and African American Studies challenged and enlarged our thinking concerning issues of race in education.

Other significant individuals include Jonathan Sharpe, Ian Beck, Al Beck, Kristin Beck, Evelyn Matson, Juniper Beck, and Anton Beck.

Photo Credit: Sy A. Bean

Photo Credit: Dustin Wunderlich

Brief Contents

Contents

Special Features

ISSUES AND CHALLENGES

LESSON PLANS

Chapter 1
Social Studies Education: Why and What

Learning Outcomes

After reading this chapter you should be able to:

1.1 Explain how the social studies subgoals of knowledge, values and attitudes, and skills help teachers achieve the two main goals of social studies.

1.2 Describe how the social studies curriculum's scope and sequence build toward students' increasingly sophisticated understandings of the world.

1.3 Apply the four key trends presented in this chapter to the work of social studies teachers.

Chapter Outline

Key Concepts

Social studies
Social understanding
Civic competence
Basic content themes
Social studies standards
Scope and sequence
Unit topics
Social trend
Opportunity gap
College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Weedezign/Alamy Stock Photo

Picture This

As they enter the classroom, the kindergartners are excited to find a long paper strip going down the middle of the floor. Their teacher, Jacob Stern, tells them to hang up their coats and come sit beside the paper strip, which he tells them is a highway connecting two towns. Mr. Stern pushes a toy car along the highway. "What might happen as someone drives along?" he asks. The children suggest possibilities: running out of gas, getting tired, being hungry. "What services might people need?" Tanisha has an idea: She places a milk carton along the highway and names it "Tanisha's Gas Station" (NCSS, 1994).

We both had rich elementary social studies experiences. When we were in elementary school, we each loved social studies. We both had brilliant teachers, and they taught us social studies every day, every week, and every month. It was serious social studies, not social studies "lite." Social studies, in our experiences, would be called "powerful and purposeful" today (NCSS, 2017). Our teachers' instructions prepared us to hold the highest office in the land: citizen. Not only was it challenging and fun, it was also with social studies material that our reading and writing skills developed. We had been well taught, and our lifelong interest in ideas was ignited.

Our experiences in elementary school fueled not only our love of social studies but also our interest in how children can develop a solid foundation in social studies before they go onto middle and high schools. We think of that often, and it pervades this book. In the primary grades (kindergarten–3rd), what should children be learning about social studies? And how can they best build on that foundation in the intermediate grades (fourth–fifth)? And in the middle grades (sixth–eighth)? Simply put, social studies education is powerful, and not having access to it is disabling—intellectually, socially, and morally.

Without historical understanding, there can be no wisdom; without geographical understanding, there can be no cultural or environmental intelligence. Without economic understanding, there can be no sane use of resources and no rational approach to decision making and, therefore, no future. And without civic understanding, there can be no democratic citizens and, therefore, no democracy.

This is why social studies education matters. When children are empowered by knowledgeable and skillful teachers with the information, ideas, skills, attitudes, and values that comprise the social studies curriculum, their judgment is improved. Consequently, they can reason historically, help solve community problems, embrace diversity, fight intolerance and bigotry, protect the environment, and, with deep understanding, empathize with the hopes, dreams, and struggles of people everywhere.

Goals for Social Studies: Social Understanding and Civic Competence

Learning Outcome 1.1 **Explain how the social studies subgoals of knowledge, values and attitudes, and skills help teachers achieve the two main goals of social studies**

There are two primary goals of **social studies** education, and they are the guiding lights of most social studies curriculum standards. "Standards," as we will see later in this chapter and throughout the book, are statements that describe what students should learn—the desired results of instruction. But curriculum standards—whether national, state, or local school district standards—are not to be confused with the broad goals of curriculum and instruction. *Standards make no sense unless we know the goals they aim to achieve.*

> According to the National Council for the Social Studies (NCSS), social studies ... is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, n.d.).

On one side of this definition is the subject matter, that is, the curriculum. It includes the facts, ideas, skills, controversial issues, and methods of inquiry drawn primarily from four social sciences: history, geography, civics and government (political science), and economics. Social studies draws to a lesser extent from sociology, psychology, and anthropology. The humanities—philosophy, ethics, literature, religion, music, and the visual and performing arts—are involved as well. These fields of study, or "disciplines," serve as resources: The social studies curriculum draws on them, blending and integrating them with two additional ingredients—students' cultural experiences and society's needs. But to what ends? What is the purpose of social studies?

The answer lies in a need for "civic competence" or democratic citizenship: "the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." Civic competence is the readiness and willingness to assume citizenship responsibilities. Responsible citizenship involves more than just voting. For in a democracy, it is also one's responsibility to serve on juries, to be lawful, and to be just. One is expected to be tolerant of political and cultural differences, to participate in creating and evaluating public policy, and to be civic-minded—to think not only of oneself and one's own rights and freedoms but also of the good of the community.

In a nutshell, then, social studies education has two goals: **social understanding** (i.e., knowledge of human societies) and **civic competence** (i.e., democratic citizenship). When developing any social studies unit or reading any set of curriculum standards for social studies, keep an eye on these two goals.

Schools typically approach these two broad goals by way of three subgoals: knowledge, attitudes and values, and skills. More specific objectives (or "standards") are typically listed under each subgoal. Examine your state and local social studies curriculum standards. They will most likely take this form or one that is similar.

Knowledge

Which social knowledge is most important? The answer to this question involves three approaches: disciplines, themes, and topics.

One way to determine which social knowledge is most important is through the *disciplines* (also called *fields*) of study. These are the four social science disciplines and the humanities. Within these disciplines, knowledge is systematically created, interpreted, critiqued, and revised in a never-ending process of systematic knowledge construction. These are large fields encompassing huge amounts of ideas, information, and methods of inquiry.

The *C3 Framework for the Social Studies* (NCSS, 2013) is an example of this approach. The C3 framework asks students to engage in answering compelling questions using disciplinary concepts and methods of civics, economics, geography, and history. For example, kindergarten students might use economic concepts such as wants and needs, goods and services, and scarcity to address the question, "Why can't we ever get everything we need and want?" (C3 Teachers, n.d.). Second-grade students might use concepts and skills from geography to consider, "How would our lives be different if we lived in a different kind of community?" (C3 Teachers, n.d.). Older students might use historical tools handy for examining primary sources as they explore, "Was Jane Addams a Wonder Woman in history?" (C3 Teachers, n.d.). In the C3 model, social studies knowledge is found in "key issues and topics" in the disciplines in general and "in state and local standards in particular" (Grant, Swan, & Lee, 2017). In other words,

C3 asks teachers to look first to their state social studies standards for help with deciding which knowledge should be taught.

Another approach is to identify a set of **basic content themes**. Themes help curriculum planners and teachers narrow the scope and gain a better idea of *which* social knowledge deserves the most attention. The *Curriculum Standards for Social Studies* created by the National Council for the Social Studies identifies 10 such themes (NCSS, n.d.). They have become the best-known knowledge themes for social studies instruction in the elementary and middle grades and have been incorporated into a number of state and local **social studies standards** frameworks:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

A third way to answer, "Which knowledge is most important?" is to identify topics. There is no shortage of topics, and of course they cannot all be taught, and no one would want to learn them all. One scholar, E. D. Hirsch Jr., produced a list of more than 5,000 topics that he thought elementary school children in the United States should learn in order to develop a common knowledge base (Hirsch, 1988). Without this, he argued, there can be no common culture that bridges our many cultural differences. But most educators, while sympathetic to Hirsch's thesis that shared knowledge is important, found his list too long and too fragmented to be of much help in curriculum development. A more typical and manageable set of topics for unit development in each of the elementary grades appears in the next section on curriculum scope and sequence. For example, elementary students should know:

- Great river systems of the world
- Desert cultures and forest cultures
- Food, clothing, transportation, and shelter (now and then, near and far)
- Ancient societies and modern societies
- Geographic regions of the United States
- The American Revolution and Constitution
- Rights and responsibilities of citizens

Attitudes and Values

The second subgoal of social studies learning—attitudes and values—is directed less at cognitive knowledge and more at emotions, feelings, and beliefs about right and wrong. Particular attitudes (also called dispositions, traits, and virtues) and values are essential to democratic citizenship. Sometimes these are divided into two categories and listed separately, as we will see in Chapter 3, but for now we can lump them together in order to distinguish them from knowledge and the third subgoal: skills. Without attitudes and values, like a boat without a rudder or a hiker without a compass, democratic government and civic life would go off course. The following are typical state and local curriculum standards:

1. Being committed to the public values of this society as suggested in its historical documents, laws, court decisions, and oaths (e.g., from the *Declaration of Independence*, "all men are created equal"; from the Pledge of Allegiance, "liberty and justice for all")
2. Being able to deal fairly and effectively with value conflicts that arise when making decisions about the common good (public policy)

3. Developing a reasoned loyalty to this nation and its form of government. (Note that the Pledge of Allegiance is made not to a person, but to a form of government: a "republic"; a constitutional democracy)
4. Developing a feeling of kinship to human beings everywhere—to the human family
5. Taking responsibility for one's actions and fulfilling one's obligations to the community

Skills

The third subgoal—skills—identifies what students should know how to do. *Doing* involves *knowing*; skillful behavior is skillful because of the knowledge that supports it. A skill, then, is also called *know-how* or *procedural knowledge*. Skills are often subdivided as follows:

I. Democratic Participation Skills
   - **A.** Listening to and expressing opinions and reasons
   - **B.** Participating in classroom, school, and community decision making, especially participating in group discussions of public issues (classroom, community, international) with persons with whom one may disagree; leading such discussions; mediating, negotiating, and compromising
   - **C.** Working cooperatively to clarify a task and plan group work
   - **D.** Accessing, using, and creating community resources

II. Study and Inquiry Skills
   - **A.** Using and making timelines, maps, globes, charts, and graphs
   - **B.** Locating, reading, analyzing, and evaluating information from a variety of resources, such as books, encyclopedias, the Internet, newspapers, and libraries
   - **C.** Writing reports and giving oral presentations
   - **D.** Distinguishing between primary and secondary sources
   - **E.** Forming and testing hypotheses

III. Intellectual Skills (critical thinking and problem solving)
   - **A.** Comparing and contrasting
   - **B.** Making and evaluating conclusions based on evidence
   - **C.** Identifying and clarifying problems and issues
   - **D.** Distinguishing fact from opinion
   - **E.** Inferring cause-effect relationships

As you will see later in this chapter, these skills cut across school subjects. In fact, many of these social studies skills link together the Common Core State Standards (CCSS) in English Language Arts (ELA) with the College, Career, and Civic Life (C3) Framework. The emphasis in this framework on analysis, argumentation, and the use of evidence is a hallmark of a well-prepared graduate from today's schools.

Reflect and Discuss 1.1

Many school subjects comprise knowledge and skills, but social studies emphasizes attitudes and values, too. How are they different, and why are they important?

Curriculum Scope and Sequence

Learning Outcome 1.2 **Describe how the social studies curriculum's scope and sequence build toward students' increasingly sophisticated understandings of the world.**

So far we have considered the goals of social studies teaching and learning. Now let's turn to the idea of "scope and sequence." The *scope* refers to the subject matter—the knowledge, values and attitudes, and skills—that the program is to include. The *sequence* is the order in which the various subject matters are to be presented. Building a firm foundation in earlier grades to support learning that should occur in a later grade is the reason curriculum directors and standards authors carefully plan the **scope and sequence** of a social studies program.

Pearson eText

Video Example 1.1

Curriculum builds on what students know as it broadens their horizons. This video explores the need to consider what your students know as you decide what you will teach.

As for scope, in the elementary and middle schools the social science disciplines are often taught as they relate to students' lives or society's problems and needs. Disciplinary knowledge should be taught in ways that will help children gain insight into the social and physical worlds in which they live. When children construct islands and mountains on the classroom floor or draw maps of the playground, they are dealing with geography in simple ways. When they are asked to explain why they need agreed-upon rules in the games they play, dramatize the signing of the U.S. Constitution, or create a classroom constitution, they are having their first brushes with history and government. Moreover, the teacher is connecting the social studies curriculum to students' lives outside school. When students meet to discuss a problem on the playground or to elect a classroom president, they are beginning to understand basic ideas from political science (law and legitimate authority). In these ways, the subject matter is connected to what the children already know and do.

In addition to addressing students' daily lives, the curriculum broadens their horizons, taking them to distant places and times—to the signing of the Constitution in Philadelphia, the life of a scribe in Cleopatra's court, their sisters and their cousins who carry drinking water from the well to their village in the Sahara desert, and village life in one of the first farming communities thousands of years ago. So, the social studies curriculum not only is connected to the child's life but *also enlarges that life outward to include the less familiar, the far away, and the long ago*. Of course, role-playing and simulations—playing, pretending, and imagining—help to bring all this to life. Being asked what really happened and how they know that to be true familiarizes students with the disciplined ways of knowing that mark the social sciences.

As for curriculum sequence, many state social studies standards and social studies textbooks are based on the "expanding communities approach" (Halvorsen, 2013): topics familiar to children in the primary grades—homes and houses, schools and stores, local rivers and lakes, the clothes the children are wearing and the foods they are eating, and where these come from and how they are grown and shipped. More remote topics, such as the nation, the United Nations, and regions of the world, are focal points in the intermediate and middle grades. This approach has been heavily criticized, and even the National Council for the Social Studies, which formerly endorsed this way of organizing curriculum, has called it "insufficient for today's young learners." The expanding communities approach can easily become boring or trite (NCSS, 2017) if, for example, first graders spend a year studying their own families or second graders study only the local neighborhood or third graders only the local community. *It must be emphasized that a compare-and-contrast approach should be used, for it builds intellectual strength and conceptual power and broadens students' horizons.* For example, children should learn how local dwellings are similar to and different from shelters long ago and far away. The same is true for families, neighborhoods, and communities. And, as the National Council for the Social Studies argues, a focus on expanding communities should not ignore other key aspects of social studies, such as civic engagement (NCSS, 2017).

As you examine your social studies state standards, you are likely to see some form of the expanding communities approach.

Kindergarten—Awareness of Self in a Social Setting
Grade 1—The Individual in Primary Social Groups: Understanding School and Family Life
Grade 2—Meeting Basic Needs in Nearby Social Groups: Neighborhoods
Grade 3—Sharing Earth-Space with Others: Communities
Grade 4—Human Life in Varied Environments: Regions
Grade 5—People of the Americas: The United States and Its Neighbors
Grade 6—People and Cultures: The Eastern Hemisphere
Grade 7—A Changing World of Many Nations: A Global View
Grade 8—Building a Strong and Free Nation: The United States
Grade 9—Systems That Make a Democratic Society Work: Law, Justice, and Economics
Grade 10—Origins of Major Cultures: A World History

Grade 11—The Maturing of America: U.S. History
Grade 12—One-year course or courses required, such as U.S. Government and Politics; Comparative Government and Politics; Problems of Modern Society; International Studies (NCSS, 1990)

A powerful sequencing principle is the "spiral" curriculum. As the brilliant psychologist Jerome Bruner described it, "Ideas are first presented in a form and language [that] can be grasped by the child, ideas that can be revisited later with greater precision and power until, finally, the student has achieved the reward of mastery"(Bruner, 1966). A concept like "family" can be grasped—in a very simple way—by a five-year-old with reference to her own family, families that live nearby, and the families of her friends and relatives. She notices the similarities and differences across these nearby examples and constructs in her own mind the idea of "family." But later, in a unit on family life in India and Kenya, she might encounter new and different examples—including the Kenyan Masai family with many wives and children and not a cat or dog but a cow. Then, in a high school law and society class, she learns about family law (custody issues, marriage benefits, civil unions, etc.). In college, she might write a thesis on the changing family structures in Europe and Africa. Through years of study of a single concept, the student's understanding of it becomes increasingly complex—both differentiated (she can talk about the similarities and differences that exist within families across history and geography) and elaborated (she has a detailed understanding of various examples and of the popular and scholarly debates over the definition of "family"). Figure 1.1 displays one sketch of a plan for spiraling three concepts.

Shall we pull all this together? We will spend more time with the C3 Framework throughout the book. For now, look again at the 10 themes identified in the *Curriculum Standards for Social Studies* (NCSS, n.d.). How might these themes be used with a scope-and-sequence plan? It is important to note that the 10 themes are ideas or, more precisely, concepts. Furthermore, as the *Curriculum Standards for Social Studies* make clear, these themes are recommended as the basis for instruction in each grade, kindergarten through twelfth. What we can do is select a grade level from the scope-and-sequence plan here (or one provided by your school district or state standards) and use the 10 themes to plan conceptually rich units and lessons. Let's select, as an example, the grade 3 emphasis—communities—and think of some focus questions that will engage children with each of the 10 themes.

What does this involve? Figure 1.2 uses two resources to create a powerful third-grade social studies curriculum. We took the third-grade topic "Communities" from the preceding scope-and-sequence recommendation and then elaborated the scope of that topic by using the 10 conceptual themes from the *Curriculum Standards for Social Studies*. We created questions to guide how we would approach these themes with our

Figure 1.1 Spiral curriculum.

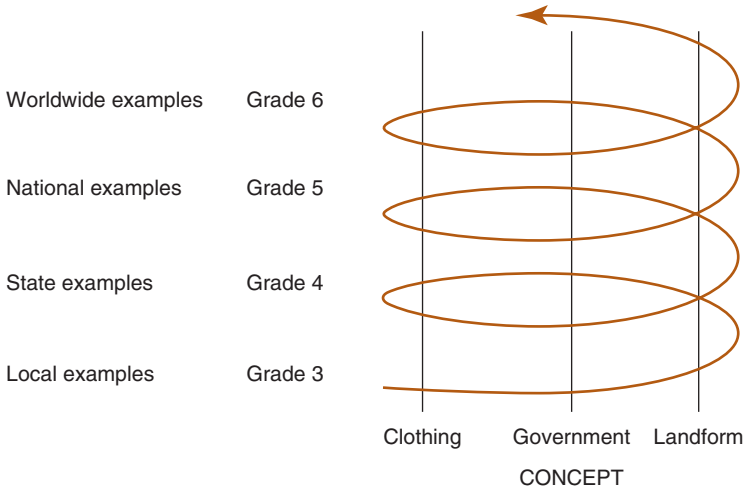


Figure 1.2 Grade 3 Sharing earth-space with others: Communities.

1. Culture. How does life in our community differ from life in our sister cities in Japan and Russia?
2. Time, Continuity, and Change. What were the turning points in our community's history?
3. People, Places, and Environments. How did our community come to be located where it is, and how would our lives be different if it were located on the edge of the sea, in a desert, or high in the mountains?
4. Individual Development and Identity. How does learning in school differ from learning that takes place elsewhere in our community—on the job, on the playing field, at home, at a city council meeting?
5. Individuals, Groups, and Institutions. What after-school clubs do young people belong to in our community, and how do they differ from those in our sister cities in Japan and Russia?
6. Power, Authority, and Governance. What are the three branches of government in our community, and who serves in them?
7. Production, Distribution, and Consumption. What things do people in our community want and need? What do we make in our community, and what do we have to import? How are these different from the wants and needs in our sister cities in other countries?
8. Science, Technology, and Society. How do our values influence the uses of buses and cars in this community?
9. Global Connections and Interdependence. What three products are imported in the greatest quantities to our community? Are any products exported?
10. Civic Ideals and Practices. Who is eligible to vote in this community? Where can they register to vote? What percentage of them voted in the last presidential election? In the last local election? What can our class do to encourage eligible voters to vote?

third-grade students. Learning to formulate good questions for each theme is important and tricky. We encourage you to take some time to examine each question in Figure 1.2 and to think about how the questions bring the themes into the topic being studied. To help you as you look over the questions, let's consider the first question on the theme of culture. We worked to create a question that third-grade students would understand. Thus, the question, "How does life in our community differ from life in our sister cities in Japan and Russia?" draws on three topics with which our students are familiar (our community, our sister cities in Japan and Russia). We focused on a key aspect of culture. In this case we asked student to think about culture as how people live. We might have emphasized beliefs or traditions, as these are also aspects of culture. We decided that how people live is most appropriate for what we want our students to learn. Culture is difficult to see because it is all around us—it is embedded in what we think and how we act. Our question helps students see culture by inviting a comparison among cultures (their community's, Japan's, and Russia's). As they compare and contrast how people live, they can start to see culture and understand its impact.

In applying the 10 NCSS *conceptual themes* to the subject-matter topics emphasized at a given grade level, *the scope of the topic is expanded and deepened so that a student's understanding is also expanded and deepened*. Without this kind of planning, the teacher may be limited to skating across the thin surface of a topic: communicating facts about it but not helping students organize the facts into big ideas that they can apply to the next topic, and the next, and so on.

With this kind of curriculum planning, students not only learn the topic that is currently emphasized but also learn it in a way that will help them grasp subsequent topics in the curriculum sequence. The resulting snowball effect empowers students in each subsequent grade. Researchers call this the *Matthew effect*, named after the idea expressed in the biblical Book of Matthew: The rich get richer and the poor get poorer. The rich get richer because they are able to invest their surplus, earning still more, which they can then reinvest, and so on. The analogy to education is that the knowledgeable become more knowledgeable. The knowledge they already possess enables them to learn still more. *Children become more knowledgeable because their prior knowledge serves as a fertile seedbed in which subsequent knowledge can take root* (Walberg & Tsai, 1983). A mind furnished with powerful concepts is fertile ground for the germination of new ideas.