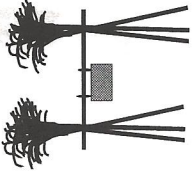




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CHAPTER

1

**SOCIAL STUDIES EDUCATION:
WHAT AND WHY**



OVERVIEW

The Social Studies Vision

The Context for Teaching Social Studies Today

Trend 1: Teaching All Our Children

Trend 2: Higher Standards for Learning

Trend 3: Character Education

Goals for the Social Studies: Social Understanding and Civic Efficacy

Ideas and Information Goals
(Knowledge)

Attitudes and Values Goals

Skills Goals

Curriculum Scope and Sequence

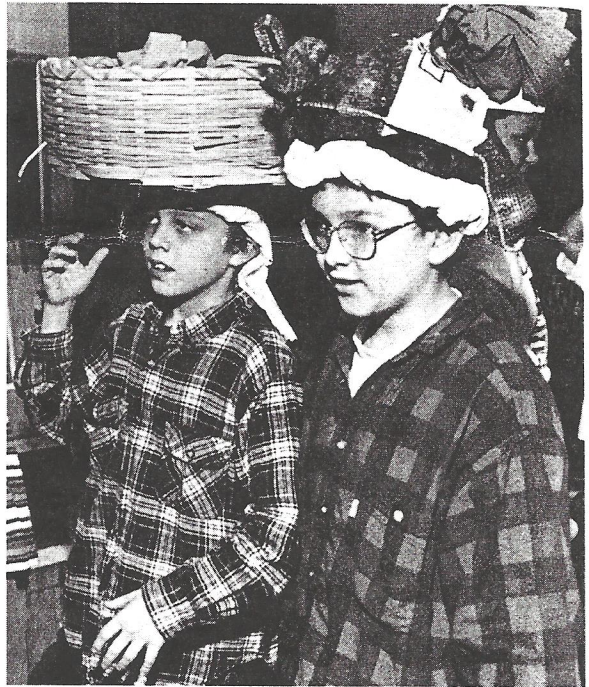
Thinking Conceptually

Unit Topics

Plan of the Book

The

Experiencing other cultures reduces prejudice.



In the next chapter, strategies for teaching any concept, such as prejudice, are explained. As well, many teaching suggestions related to diversity were given in Chapter 2. Accordingly, we suggest at this point only a few additional activities.

Vocabulary

Teach children the meaning of the terms *prejudice*, *respect*, *stereotype*, *race*, *customs*, *religion*, and *tolerance*. Then read selections from newspapers, the textbook, children's trade books, and reference resources in which these terms are used.

Perspectives

The most powerful form of multicultural study for children in the intermediate and middle grades is to compare the perspectives of various cultural groups on a single event, historical or current. The new generation of social studies textbook programs often give multiple views on events. For example, both Native American and European perspectives on land ownership are given. Children's trade books can also be a great help. Three titles are given here, but also see the examples of multiple perspectives given in "Using Children's Trade Books for Multiple Perspectives" in Chapter 11.

Yoshiko Uchida's *The Two Foolish Cats* (Macmillan, 1987) tells the story of two cats, Big Daizo and Little Suki. When they refuse to cooperate, they both lose.

Lori Carlson's *Cool Salsa* (Holt, 1994) is a bilingual anthology of American Latino poetry.

Social Studies in Elementary Education

**Tenth
Edition**

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