Teaching Elementary Social Studies
Teaching Elementary Social Studies
Principles and Applications

FOURTH EDITION

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California State University, East Bay

PEARSON

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Prior to coming to California State University, East Bay, Dr. Zarrillo was a member of the faculty at California State University, Long Beach (1988–1995). From 1976 to 1986 he was an elementary school teacher in the Burbank (California) Unified School District, where he taught grades 2, 3, 4, 5, and 6. Dr. Zarrillo earned his bachelor's degree from the University of Redlands; his master's degree from California State University, Northridge; and his doctoral degree from the Claremont Graduate University.
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Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, and it is inevitable that some of the Internet addresses listed in this textbook will change.
Lesson Plans and Instructional Activities

More than 150 instructional activities appear in this book in a variety of formats. Many are described briefly, usually as examples of instructional strategies discussed in the text. Following is a list of the lessons, projects, units, and other activities presented in detail:

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Preface

The fourth edition of *Teaching Elementary Social Studies: Principles and Applications* continues to reflect the reality of a standards-based social studies curriculum and the need to differentiate instruction to meet the needs of a diverse student population. In the fourth edition you will find the opening vignettes of classroom practice, the lesson plans, and the unit plans appearing in the first three editions. Likewise, the discussions of social studies teaching and learning remain, although they have been updated. It must be noted, however, there are *significant new features* in the fourth edition that should make it a stronger text.

Reorganization of the Chapters

The third edition Chapter 4, on units and lesson plans, has been moved forward and is now Chapter 2 in the fourth edition.

The third edition Chapter 8, covering assessment, has been moved forward and is now Chapter 3.

These structural changes were a response to feedback from reviewers of the third edition, who suggested that content on unit plans, lesson plans, and assessment should precede all chapters other than the introductory first chapter.

The third edition Chapter 9, addressing an integrated curriculum, the language arts, the visual arts, and the performing arts, has been split and moved to two others, Chapters 5 and 8.

Reflecting the importance of reading and writing in content-area learning, there is now a new chapter (8) on developing literacy through social studies.

The third edition Chapter 11, which looked at history and geography, is now two separate chapters, one on history (Chapter 10), and one on geography (Chapter 11). This allows for greater coverage of geographic education in the elementary school.

The third edition Chapter 7, on technology, has disappeared. Instead, coverage of the use of technology to teach social studies appears in every chapter.

New Material

*Chapter 1*: There is a discussion of “21st Century Skills,” based on the joint effort of the National Council for the Social Studies and the Partnership for 21st Century Skills.
Chapter 1: You will find a proposal on how the traditional expanded environments curriculum scope and sequence can be modified to add more global content.

Chapter 2: I have added a section on unit planning based on the concept of “Backward Design” advocated by Wiggins and McTighe.

Chapter 3: There is less emphasis on creating portfolios for assessment and more emphasis on standards-based assessment.

Chapter 8: There is a new opening vignette on creating an electronic big book.

Chapter 8: You will find a discussion of academic language in the section on teaching vocabulary.

Chapter 9: The revised Chapter 9 has expanded coverage of service learning.

Chapter 10: I added a section on how teachers can adapt primary sources so they can be read by elementary school children.

Chapter 10: There is now a set of guidelines for teachers who want to plan successful field trips.

Chapter 11: You will find a new section on how to teach geography by using computer-based Geographic Information Systems (GIS).

Chapter 12: Many new teaching ideas for economics and global education were added.

Other New Features

The “For Further Reading” sections in each chapter have been eliminated. Both the reviewers of the third edition and my students agreed these sections were of limited value.

In every chapter, there is expanded coverage of teaching social studies in the Information Age. There are over 40 new teaching ideas using computer-based resources.

The referenced Websites have been brought up to date.

Over 50 new children’s books are referenced.

Over 100 new professional references have been added and over 60 have been deleted.

Conceptual Framework

The conceptual framework for the book is unchanged. The field of social studies has a rich history. Driven by the dynamic nature of human society, social studies has evolved into a lively and challenging pursuit, drawing concepts and ideas from history, geography, political science, economics, sociology, and anthropology. Thus, the possibilities to create meaningful, engaging, and stimulating experiences in social studies are endless. The dilemma for
many educators, however, remains how to teach such a vast and expanding bed of knowledge. Fortunately, researchers in education, psychology, and linguistics provide some answers. How we teach should be dictated by how children learn, and research tells us children learn best when teachers do the following:

- Allow children to construct knowledge as they become active participants in a wide range of learning experiences
- Give all children a variety of materials to manipulate, question, and puzzle over
- Encourage children to think critically about the content they learn
- Plan opportunities for children to interact with one another on a regular basis
- Recognize the cultural and linguistic diversity in their classroom and build enriched learning experiences around that diversity

**Diversity: The Unifying Theme for This Text**

Diversity continues to be the unifying theme for this text. It is impossible to discuss current social studies teaching and learning without acknowledging the importance of understanding diversity. Teachers in the United States now face two extraordinary challenges. They must teach students about those values that unite us, but must also help them accept disparate perspectives, understand different cultures, and avoid stereotypical and biased views of other people. These challenges, it seems, reinforce the power of a text based on understanding diversity.

Diversity has several dimensions. First, our student population continues to be increasingly pluralistic. Data gathered by the U.S. Census Bureau confirms a trend that has been constant for the past four decades. The percentage of Americans identifying themselves as “white” is steadily decreasing, while the percentage of African American, Asian American, or Hispanic American heritage, is steadily on the rise. In 2000, the non-Hispanic, white population was 69% of the total; projections are this percentage will shrink to 52% by 2050. African American, Asian American, and Hispanic American students currently represent over one-third of the K–12 population. They already are the majority in the nation’s 25 largest school districts. The 2010 census was being conducted while I was writing this fourth edition—there seems to be little question that the results will verify the United States is becoming increasingly diverse.

A second dimension of diversity is that our teaching should use a variety of instructional strategies and resources to meet the needs of students from various cultural backgrounds and experiences. Third, we need to adapt how we teach to provide meaningful instruction to students with special needs. This book focuses on gifted children as well as those with mild learning disabilities. Fourth, the content of the social studies curriculum should be diverse because social studies is the study of people, and the curriculum should introduce our students to a wide array of individuals and groups. Finally, teachers need to prepare students to live in a democracy where citizens celebrate divergent beliefs and
perspectives, no matter how great the pressure is to adhere to a single point of view. Diversity is a theme that unifies social studies teaching and learning: We must acknowledge it in our students, present it as our curriculum, and build on it as a civic value.

To accomplish these goals, we need to infuse lessons with pluralistic, multidimensional resources. For example, children's literature provides authentic accounts of the experiences of people from many cultural heritages. Of particular note are books sharing diaries, journals, and oral histories of people who are “distant,” either by time or place, from our students. The authentic nature of this literature helps children better understand the difficult decisions other people have made. In this book, many lessons model how to incorporate children's literature in the social studies curriculum. At the end of each of these lessons are ideas for providing additional multicultural experiences. In addition, a reference list of children's literature that can be used to develop elementary social studies lessons is provided at the end of this text.

Increasingly, teachers are relying on computer-based resources to teach social studies. This text illustrates the use of video, audio, visual images, and texts available on the Web. Indeed, the Internet has changed the nature of social studies teaching and has immense potential, especially as a resource for students as they engage in the process of inquiry. Finally, the work products students create should reflect the technology available to teachers. While there will always be a place for projects created with traditional classroom resources, more and more teachers help their students create digital products like podcasts, PowerPoint displays, and digital movies. Applying a variety of instructional strategies and resources will increase the chances that every child in your classroom will be successful and prepared for a productive life in the 21st century.

Supplements

An instructor's manual with test questions has been developed to help use the text as effectively as possible. The manual is organized by chapters, each containing 1) a summary listing key points in the chapter; 2) online portfolio assignments, which may be used to facilitate group discussions and activities; and 3) multiple choice and essay questions with an answer key.

PowerPoint® slides for this book can aid in presenting and elaborating on chapter content.

Both of these instructor resources are downloadable from the password-protected Pearson Instructor Resource Center: www.pearsonhighered.com/irc. Please visit the site or contact your local Pearson representative for access to the Instructor Resource Center if you do not yet have a password.

Acknowledgments

I wish to thank the elementary school teachers from whom I borrowed ideas for this book: the teachers I worked with in elementary schools in Burbank, California; the teachers I observed during research projects in school districts in Los Angeles County; the cooperating
teachers in the ABC, Castro Valley, Dublin, Hayward, Long Beach, and Pleasanton Unified School Districts who guided my student teachers; and my students at California State University, East Bay.

Thanks also to the reviewers of this edition: Paula J. Arvedson, California State University, Los Angeles; Alison Black, State University of New York at Oneonta; Don Falls, University of South Florida; Ted D.R. Green, Webster University; Margaret Harris, Southern New Hampshire University; Chrystal S. Johnson, Purdue University; Evelyn Kassouf Spratt, The College of Notre Dame of Maryland; Francie Keller Shafer, Southern Illinois University; Louise Stearns, Southern Illinois University; Reese H. Todd, Texas Tech University.

In the first edition of this book, I mentioned my mother, Lois Zarrillo, who taught junior and senior high school social studies from 1937 to 1981, basing her teaching on the belief that every student could succeed. In the second edition, I wrote about my father, Joseph Zarrillo, who had an unquenchable thirst for knowledge about people from every corner of the globe. Sadly, both my parents are gone now. On a happier note, my first granddaughter, Hannah, was born while I was working on the third edition, and as I began working on this fourth edition, a second granddaughter, Sydney, burst upon the scene! I hope this book will help the teachers who teach Hannah, Sydney, and the other children who are part of their generation.

James J. Zarrillo