

# **Elementary Social Studies** **Constructing a Powerful Approach** **to Teaching and Learning**

FOURTH EDITION



S.G. Grant and Bruce A. VanSledright

# Elementary Social Studies Constructing A Powerful Approach To Teaching And Learning

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## **Elementary Social Studies Constructing A Powerful Approach To Teaching And Learning:**

Elementary Social Studies S.G. Grant, Bruce A. VanSledright, 2020-09-22 Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results By blending the theoretical and the practical the authors deeply probe the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the fourth edition include Two new chapters on using the Inquiry Design Model IDM to understand inquiry based teaching and learning and to develop IDM inquiries Revised chapter on ideas and questions Revised chapter on literacy to more fully incorporate media literacy and digital citizenship Real classroom narratives introduce chapters and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources

**Elementary Social Studies** S. G. Grant, 2014-01-01 Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results By blending the theoretical and the practical the authors deeply probe the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the third edition include New chapter on classroom assessment that outlines and compares existing assessment strategies contextualizes them within the framework of state standards and articulates a constructivist approach that moves away from traditional high stakes testing towards more meaningful ways of evaluating student learning New chapter that highlights and explains key elements of the Common Core State Standards for English Language Arts and shows how the incorporation of critical ELA instruction into the social studies curriculum can foster more ambitious teaching and learning Real classroom narratives that introduce each chapter and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources

Elementary Social Studies S. G. Grant, Bruce VanSledright, 2006 This text frames and develops a coherent practical and engaging approach to teaching and learning elementary social studies The authors combine the latest research on learning patterns curriculum structure and presentation and assessment with practical issues like classroom management goal establishment and creative lesson planning Elementary Social Studies is organized according to four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment to help teachers create a powerful learning environment for their students The Second Edition includes additional emphasis on issues of multiculturalism and diversity and teaching in the lower primary grades New More Theory to Practice examples are included

throughout the text Now identifiable by marginal icons the examples in Chapter 2 concentrate on incorporating constructivist principles into the teaching learning process while those in Chapter 5 focus on choosing teaching strategies curriculum materials and classroom assessments New More references to social studies standards and standardized assessments are presented throughout the text to help teaching students understand how their lessons relate to the certification process and the assessment of schools teachers and students New More explicit connections between social studies and language arts instruction Chapter 4 are drawn to provide guidance on teaching in schools that have marginalized social studies instruction in order to concentrate on reading and math in preparation for standardized testing New Expanded content allows the author to provide the most comprehensive updates and information on all topics presented New Marginal icons have been reduced from six categories to four diversity standards theory to practice examples and relevant research for purposes of clarity These icons help call out where relevant information is presented in the text In Your Classroom boxes offer practical teaching suggestions such as the use jigsaw puzzles book talks and mini lessons An appendix of Children s Literature provides approximately 100 specific titles that correspond to the various unit ideas throughout the text

*Elementary Social Studies* S. G. Grant (Professor), Bruce VanSledright, Anne-Lise Halvorsen (Assistant professor of education), 2024-12 The fully updated 5th edition of *Elementary Social Studies* provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment and deeply rooted in inquiry based teaching and learning this book deeply probes the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the 5th edition include New guidance on tackling controversial issues in the social studies classroom Fully revised chapter on creating a genuine learning community which now addresses socio emotional learning and family involvement in the classroom New perspectives on the importance of teaching for social justice Increased attention to the C3 Framework for state social studies standards Chapters on using the Inquiry Design Model IDM to understand inquiry based teaching and learning and to develop IDM inquiries Real classroom narratives that introduce chapters and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources By blending the theoretical and the practical this book is essential reading for pre service and in service social studies teachers

*Elementary Social Studies* S.G. Grant, Bruce A. VanSledright, Anne-Lise Halvorsen, 2025-01-20 The fully updated fifth edition of *Elementary Social Studies* provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment and deeply rooted in inquiry based teaching and learning this book deeply probes the basic elements of quality instruction planning

implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the fifth edition include New guidance on tackling controversial issues in the social studies classroom Fully revised chapter on creating a genuine learning community which now addresses socio emotional learning and family involvement in the classroom New perspectives on the importance of teaching for social justice Increased attention to the C3 Framework for state social studies standards Chapters on using the Inquiry Design Model IDM to understand inquiry based teaching and learning and to develop IDM inquiries Real classroom narratives that introduce chapters and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources By blending the theoretical and the practical this book is essential reading for pre service and in service social studies teachers

**Constructing a Powerful Approach to Teaching and Learning in Elementary Social Studies** S. G. Grant, Bruce VanSledright, 2001 The authors contemporary framework uses four commonplaces of education learners and learning the subject matter of social studies teachers and teaching and classroom learning environment to help future teachers create powerful learning experiences for their students The text s teaching learning model focuses on constructivism or how new teachers construct their own knowledge It puts readers into classroom situations with numerous demonstrations of elementary social studies teaching and provides substance and powerful strategies to help teachers implement today s standards

*The Wiley International Handbook of History Teaching and Learning* Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Inquiry-Based Practice in Social Studies Education S.G. Grant, Kathy Swan, John Lee, 2017-06-26 Written by the lead

authors of the C3 Framework Inquiry Based Practice in Social Studies Education Understanding the Inquiry Design Model presents a conceptual base for shaping the classroom experience through inquiry based teaching and learning Using their Inquiry Design Model IDM the authors present a field tested approach for ambitious social studies teaching They do so by providing a detailed account of inquiry s scholarly roots as well as the rationale for viewing questions tasks and sources as inquiry s foundational elements Based on work done with classroom teachers university faculty and state education department personnel this book encourages readers to transform classrooms into places where inquiry thrives as everyday practice Both pre service and in service teachers are sure to learn strategies for developing the reinforcing elements of IDM from planning inquiries to communicating conclusions and taking informed action The curricular and pedagogical examples included make this practical book essential reading for researchers students of pre service and in service methods courses and professional development programs      *Curricula for Teaching Students with Autism Spectrum Disorder* Hsu-Min Chiang,2018-01-24 This book provides an extensive overview of curricula and instructional strategies for teaching children with autism spectrum disorder ASD It offers an empirically solid framework for designing and developing interventions for learners along the autism spectrum by reducing skill deficits and enhancing learner strengths while being flexible enough to allow for individual differences The book discusses key concepts in educating individuals with ASD as they impact the processes of syllabus building from planning goals and objectives to generating content choosing appropriate teaching strategies and assessing progress Chapters detail curriculum designs in academic areas such as language skills science and social studies as well as functional skills including independent living career development and preventing social victimization The book concludes with recommendations for future interventions and curricula building Among the topics covered Communication and autism spectrum disorder Mathematical problem solving instruction for students with ASD Visual arts curriculum for students with ASD How to build programs focused on daily living and adult independence Sexuality education for students with ASD *Curricula for Teaching Students with Autism Spectrum Disorder* is a must have resource for researchers graduate students and clinicians and related therapists and professionals in clinical child and school psychology childhood special education social work developmental psychology behavioral therapy rehabilitation and child and adolescent psychiatry      *Handbook of Research-Based Practice in Early Education* D. Ray Reutzel,2013-04-16 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities      *Bridging Theory and Practice in Teacher Education* ,2007-01-01 This book

addresses both the concerns of teacher candidates and their misconceptions about the relation of theory and practice in education. The contributors to this volume share the belief that theories provide teachers with a frame of reference and a language with which to name and critically analyze many of the problems they face daily. The significance of theory is in its ability to define the problems that teachers face, clarify their confusions, and suggest possible solutions to these problems. Once educational theories are viewed as guides to thought and instruments of interpretation rather than as established facts, it becomes clear that they cannot simply be plugged into a particular classroom. Instead, a theory must be applied in more nuanced and contextual ways, taking into account the social historical context in which it was created, as well as the various particulars of each classroom situation. Experienced educators and scholars in the field have been recruited to write essays that speak to the relevance of different theories in philosophy, psychology, sociology, English history, science, art, technology, and multiculturalism for the practice of teaching. This book would appeal to teacher educators, teacher candidates, and teachers in general.

**Developing Historical Thinkers** Bruce A. Lesh, 2023. Learn how to engage students in investigating the past. Lesh provides research-based guidance to help teachers grades 6-12 develop and use questions that guide historical inquiries, align assessment to inquiry, and incorporate difficult histories. Each chapter uses a specific lesson framed by student work to illuminate approaches in real classroom scenarios.

**Teaching 201** Linda Henshall Wilson, 2004. As teachers, we see fellow colleagues who are so well organized that they spend little time on the trivialities of teaching. These are the teachers who always seem to have a Plan B if Plan A fails. These colleagues aren't just teachers; they are true professionals. The focus of this book is to help new teachers, alternative certification teachers, and seasoned teachers working in the field to move on the continuum from teacher to professional. A true educational professional is well organized, proactive, and an effective educator and colleague. **Teaching 201: Traveling Beyond the Basics** provides guidelines and strategies for success for teacher education candidates or mid-career teachers who have not taken the traditional teacher education courses and teachers in the field today. It will take the reader far beyond the gauge of survival into the realm of confidence, focus, effectiveness, success, and professionalism. Features: A literary road map informs the three target reading groups where to begin reading each chapter. Technology Excursion Trips allow the practicing teacher to create the graphic organizer at home tonight and utilize the new concepts tomorrow with his/her students. Detailed step-by-step directions assist the reader through each phase of the process. A Detour section at the end of the main portion of the book provides tips and suggestions considered Best Practice ideas. Contains both scholarly and Internet references. You can use the web addresses to further search for information using your home computer.

**Critical Hermeneutics in Thai Education** Iris G. Haapanen, 2011-07-19. Critical Hermeneutics in Thai Education sparks the interest to explore Thai education policy and practice in K-university level. The book focuses on innovation in Thai education and how the educational system meets the challenges of the socio-cultural identities and rapidly changing educational system. As the economy improves, the country's social structure may also assist in helping to dispel the

great dichotomy between the rich and poor It provides an understanding of the ways in which a group of teachers from are working to develop sustainable learning community among themselves in relationships with others in The Land of Smiles It provides in depth interpretations of conversations with participants in both Thailand and United States of America The key lies in the remarkable changes that can occur when teachers interact and learn from each other which in turn forms a powerful force for ongoing improvement in the socioeconomic comeback as well as the continuing development of Thailand Critical hermeneutics integrates philosophy and social sciences within the work of Heidegger Georg Gadamer Jurgen Habermas and Paul Ricoeur in order to explore meaning in interactions engagement and conversations These research studies imply evidence of community learning for mastering achievement and success in the Thai educational practice Show More Show Less

**History Lessons** S.G. Grant,2014-04-04 In this book extended case studies of two veteran teachers and their students are combined with the extant research literature to explore current issues of teaching learning and testing U S history It is among the first to examine these issues together and in interaction While the two teachers share several similarities the teaching practices they construct could not be more different To explore these differences the author asks what their teaching practices look like how their instruction influences their students understandings of history and what role statewide exams play in their classroom decisions History Lessons Teaching Learning and Testing in U S High School Classrooms is a major contribution to the emerging body of empirical research in the field of social studies education chiefly in the subject area of history which asks how U S students make sense of history and how teachers construct their classroom practices Three case study chapters are paired with three essay review chapters intended to help readers analyze the cases by looking at them in the context of the current research literature Two concluding chapters extend the cases and analyses the first looks at how and why the teachers profiled in this book construct their individual teaching practices in terms of three distinct but interacting sets of influences personal organizational and policy factors the second explores the prospects for promoting what the author defines as ambitious teaching and learning Many policymakers assume that standards based reforms support the efforts of ambitious teachers but until we better understand how they and the students in their classes think and act that assumption is hollow at best This book is a must have for faculty and students in the field of social studies education and broadly relevant across the fields of curriculum studies and educational policy

**In Search of America's Past** Bruce VanSledright,2002-04-12 Offers alternatives to conventional textbook learning for history students describing the use of in depth historical projects and investigations that result in better retention of knowledge

**Measuring History** S. G. Grant,2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky



Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests      **Pastplay** Kevin Kee,2014-03-10 A collection of scholars and teachers of history unpack how computing technologies are transforming the ways that we learn communicate and teach      Teaching History with Big Ideas S. G. Grant,Jill M. Gradwell,2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don t we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring      **My Second-Favorite Country** Sivan Zakai,2022-06-14 Drawing on a longitudinal study of Jewish children in the United States this book presents Jewish children s learning about Israel as a rich case for understanding how children develop ideas and beliefs about self community nation and world over the course of elementary school

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