

Introduction

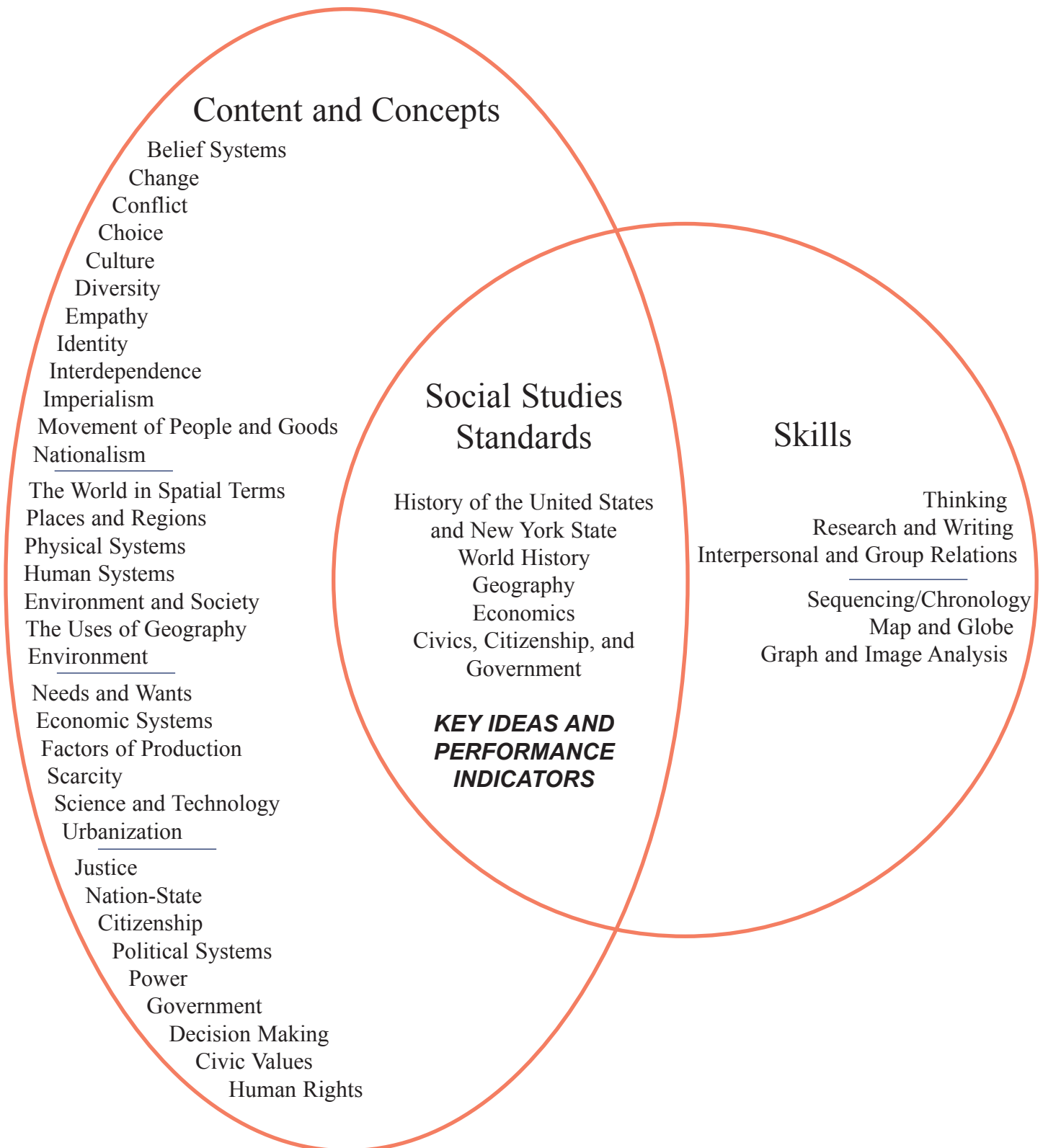
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity, conflict, interdependence, diversity, and culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places, location, scarcity, needs, and wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

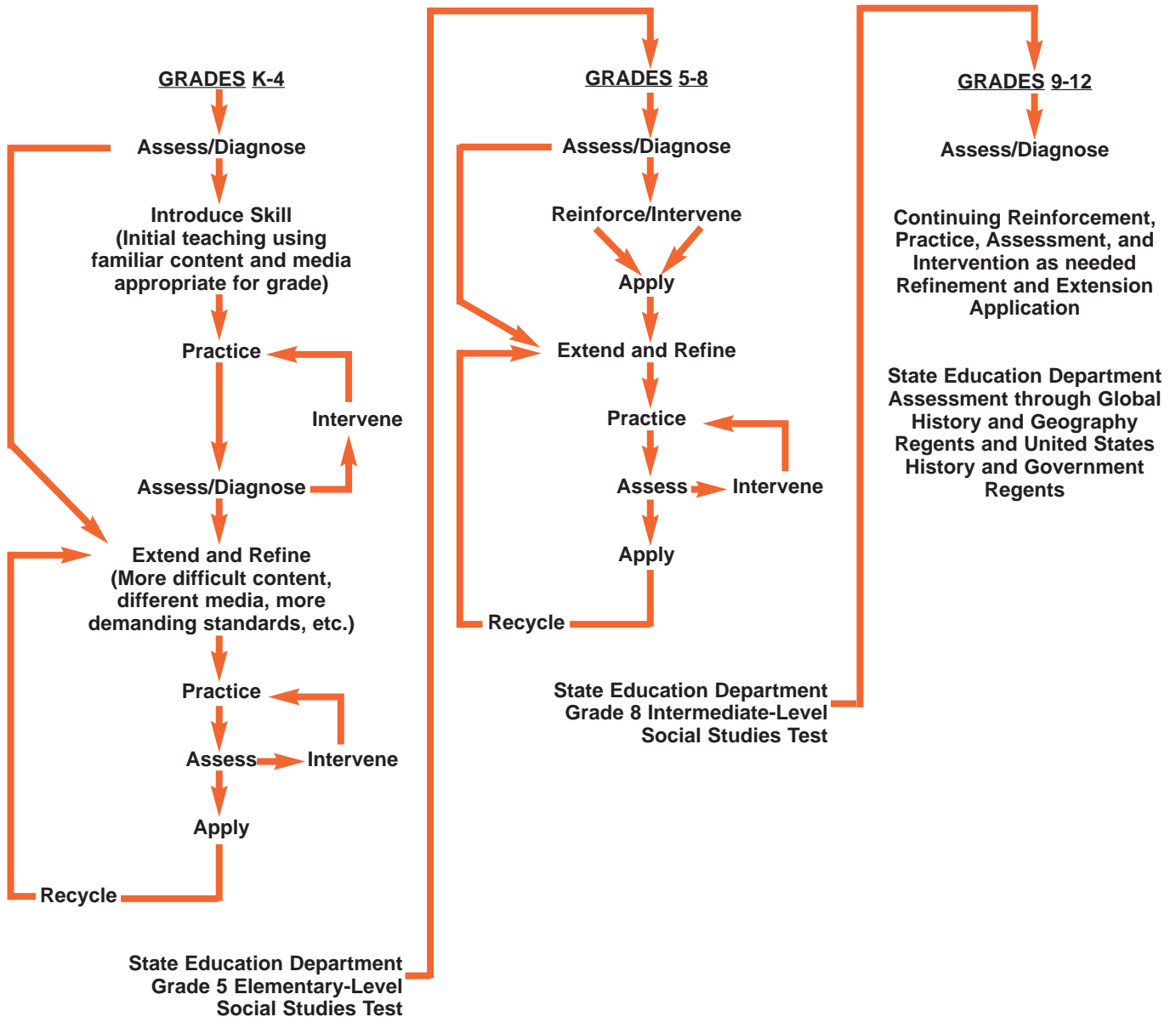
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/hdi.htm>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children’s literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a childrens’ author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- observations
- rating scales and checklists
- conferences with individuals or groups
- group discussions
- anecdotal records
- teacher-made objective tests
- problem solving and values clarification
- higher level analytical questioning
- standardized tests
- student criteria setting and self-evaluation
- student peer evaluation
- role play and simulations
- culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/ Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>
<http://www.ipl.org>
Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

KINDERGARTEN
Self and Others

GRADE 1
My Family and Other Families, Now and Long Ago

GRADE 2
My Community and Other United States Communities

GRADE 3
Communities Around the World—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

