

Chapter 10

Social Studies Teaching for Learners Who Engage

Barbara Torre Veltri

Key Questions

1. How do teachers prepare children for their roles as citizens in a global community?
2. How do we teach primary source research, strengthen writing skills and engage students in the teaching of history topics, with relevance to the twenty-first century?
3. How do we teach “pot-holder” topics in the Social Studies and avoid a “pedagogy of silence?”

Introduction

In 1916, the National Education Association (NEA) established *social studies* as the name of the interdisciplinary content area that housed the social sciences.¹ The term *social studies* appears in the literature and the names of professional associations and organizations, academic institutions, curriculum centers, projects and international programs. Most social educators across the world accept the National Council for the Social Studies’ definition of social studies as “the integrated study of the social sciences and humanities to promote civic competence” (NCSS, 1994, p. 3). The National Council for the Social Studies (NCSS) supports: “(1) meaningful, (2) integrative, (3) value-based, (4) challenging, and (5) active teaching (NCSS, 2008). But standards are broadly based!

¹ Anthropology, Archeology, Economics, Ethnography, Geography, Global Studies, History, Political Science, Psychology, and Sociology.

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Perhaps that's why, for more than 85 years, Social Studies Curriculum has generally followed the model conceived by Dr. Paul Hanna, that was developed in the 1930s. The "Expanding Horizons or Near-to-Far-Approach" is still in use, in the twenty-first century, by schools in the USA and across the globe. And while a range of approaches espouse infusing social studies with literacy, global awareness, the arts, and traditional core content knowledge, *The Expanding Horizon* approach continues to find favor with both textbook and curriculum designers who appreciate the developmental progression that teaches children from Pre-Kindergarten through grade 6. Through a circular model focused in scope and application, overarching topics that correspond with particular grade/developmental levels operationalize as follows:

• Child/self	Pre-K-Kindergarten
• Family	1st
• Neighborhood	2nd
• Region/Environment	3rd
• State	4th
• Nation	5th
• World	6th

Hanna's approach organizes the curriculum in a way that's easily packaged and visualized. I actually draw what looks like the Solar System on the board, to illustrate a series of concentric circles, with Me at the center, surrounded by orbit-like spheres; family, neighborhood, region, state, and country, culminating with "the world." This linear progression is easy to replicate, but the downside is this: children may not be exposed to environments or cultures outside their own familiar circle, until adolescence, when most of their values, opinions, and norms are established.

The thematic approach to social studies curriculum is defined for each academic year across the elementary grades. And while the main tenet: start with the local, and branch out from what a child "knows," seems logical, this methodology assumes an egocentric (self-first, then others) approach to teaching the social sciences. To illustrate this point, I insert the word, "My" before each grade level category to remind my pre-service and in-service teachers of the explicit "Me" focus of formal adherence to this model, then I pose these questions: Is it acceptable for students to wait until the 6th grade before delving into a more global approach to their world? Are children interested in learning about the world outside their surroundings? The National Council for the Social Studies (1979) states, "The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent" (p.262).

Teaching Social Studies: Challenges and Opportunities

How will *you* teach Social Studies within contextual frames when *your* students are influenced and impacted by new media, social issues, policies that impact children and families, environmental changes, diversity, globalization, cultural, economic

and philosophical distinctions, shifting population demographics, and live within the throes of continual innovation? How will *you* embellish these strands, teach rigorous social science content, assess learners in the process, and consider the questions they bring forward to *you*?

Children can, indeed, delve deeply into rich social studies content. Some students instigate the study of abstract concepts and bring their questions and wonderment to the teacher. How many of us recall a time when our students or younger family members shared their own broad base of epistemologies, innate sophistication, and intuitive “ways of knowing,” with us?

However, when faced with the realities of their professional teacher landscape, educators wonder how they can satisfy their students’ curiosity when accountability requires particular ways of assessing academic achievement. Teachers report that external mandates, formal curriculum, and imposed frameworks that outline what and how they teach, limits student understanding of abstract concepts, and for many veteran educators, grade level curriculum, state, Common Core, and specialized professional association (NCSS) standards, pose additional “frame factors” that constrict time, resources, and physical space.

Another challenge faced by teachers in the Social Studies, is the ambiguity of the standards: Democracy, Freedom, Independence, Civil Rights, are only a sampling of the broad, abstract strands, that lack specificity, and require teachers to create their own thematic units and activities that support childhood learners’ understanding of concepts.

While concerns appear widespread across schools in the USA and among international colleagues with curricula that mandates the teaching of geography, history, and even foreign language in grades K-8, these issues need not be considered problematic. These are exciting times!

Teachers can embellish their curriculum with supplemental activities, relevant content, enticing enrichment, and rich experiences that expose children to the world.

Jere Brophy and Janet Alleman, dedicated their lives to social studies research. The Michigan State University professors raise two important questions in a journal article: “(1) What content is most worth teaching in elementary social studies? And (2) what kind of lessons and activities are most useful for developing the proposed content?” (2006, p. 429).

The questions above serve as the framework for this chapter and for any Social Studies educator. Yet permit me to insert one word integral to both the planning process and “teacher thinking” on practice: “*Why?*” *Why* is this activity most useful for developing the concept, topic, content, and theme? *Why* is this the time to teach about Native Peoples or Colonial America?

Teachers need to consider *why*, as much as *what*, and *when* during the planning process. In the social studies, effective teachers carefully select materials, props, costumes, artifacts, music, video clips, and culturally relevant texts. They consider time frame, audience, and where each lesson fits into the crescendo-building finale that is the culminating activity or performance that puts closure to a particular topical strand before a new one commences. That’s what is so exciting about teaching our discipline! There’s always a project, a guest speaker, an object to examine, a

play, or a simulation to provide learners with opportunities to experience a world/culture/time period/environment/career/situation that is different from what they know. Experiences engage children with the content, and when they are engaged, they are thinking!

John Dewey (1916) noted the value of indirect, informal, incidental, and ancillary learning:

[The Child] learns in consequence of his direct activities. The better methods of teaching a child, say, to read, follow the same road. They do not fix his attention upon the fact that he has to learn something... They engage his activities, and in the process of engagement, he learns." (p. 176).

While the Common Core standards' movement is embraced and debated in policy circles across the USA, and national curricula effects students in countries around the globe, neither presents as new phenomena. Scholars, theorists, and model citizens have forever engaged in discourse on the merits, purposes, and goals associated with becoming an educated person. The Ancient Greeks pondered the question, "What should an educated person know?" So did The Progressives, who at the turn of the Twentieth century faced the daunting task of educating the children of millions of immigrants who arrived on the shores of the USA from the European continent.

And while E. D. Hirsch (1987) suggests rigor in the core content areas, Peter Martorella (1985) suggests more enduring outcomes for Social Studies teaching: (1) transmission of the cultural heritage; (2) methods of inquiry; (3) reflective inquiry; (4) informed social criticism; and (5) personal development.

How does this occur within our schools? William Garrison, who retired after a career in education that culminated as director of assessment and evaluation for the Palo Alto Unified Schools believes in learner empowerment: "The educational process in a democratic society is grounded in basic freedoms. From a learner's perspective, the most important of these freedoms is the freedom to choose, to act on that choice, and to experience the results of those actions," (2008, p. 189).

Teaching rich content cannot occur in isolation. Understanding occurs when students engage in activities that reinforce assimilation of life skills. Learners recognize recurring themes in texts and realize that human characteristics are present in both antagonists and protagonists, leaders, heroes, and regular citizens. I encourage teacher candidates to offer their students the opportunity to develop life skills. Through practice, students (1) Make Decisions, (2) Take Risks, (3) Communicate Intentions, (4) Respect (or Disrespect) the Rights of Others, (5) Work Cooperatively, (6) Work Independently, (7) Take Responsibility, (8) Use (Available) Technologies, (9) Feel Free to Make Mistakes While Learning, (10) Rebound from Challenges, and (11) Solve Problems. Teachers recognize the "new realities" of teaching children in the twenty-first century. Few children are sheltered from or immune to the realities of their surroundings. They experience life (birth of a sibling), death (of a beloved pet or family member), and change (seasons, their body). Their lives are directly affected by the personal, professional, physical, cultural, and economic realities of adults, and they have become increasingly exposed to subject matter that

is developmentally inappropriate (Carlsson-Paige, 2008). Our learners experience firsthand, personal upheaval associated with relocation, deployment, natural disasters, everyday choices, and yes, economic meltdowns. Moreover, questions that arise from our students' innate curiosities can be answered, immediately, through online searches with any electronic device, *during class*.

So why do kids need us? What value do teachers offer to children who can learn through YouTube, new media, iPads, virtual downloads, and other devices? While the sense of immediacy offers tangible sources of communication and information, the social studies consider deeper, philosophical questions that have perpetuated humanity's search for meaning since the beginning of time:

Why am I here? What is my purpose?
 What do I have in common with historical heroes?
 How was electricity developed?
 Why did immigrants come to America? What is democracy?
 What is the purpose of war? What can't we end poverty?
 How can we all exist on the planet?
 How do people forgive after a dehumanizing injustice?
 What is divorce?
 Why do they do that? (rituals, traditions, celebrations).
 Why should I know about...? Why should I care?
 What's the meaning of that song lyric?
 You mean back then, they did _____?

Educators in today's changing world assume roles as facilitator, mediator, catalyst, discovery guide, and creator of environmental experiences. They reframe questions that learners consider, and support understanding. When children raise legitimate questions that deal with sensitive or controversial subject matter, subsumed within the Social Studies curricula, what should teachers do?

Teachers express concerns. Issue-oriented subjects appear across a wide-range of content areas in the Social Studies and English/Language Arts curriculum including, but not limited to: The Americas, Apartheid, Biographies, Careers, Civil War, Civil Rights, Colonialism, Culture, Current Events, Diversity, Families, Freedom, Gender Roles, Holidays, The Holocaust, Immigration, Patriotism, Politics, Religion, Race, Slavery, Traditions, Veterans, War, and the impacts of Westward Expansion on Native Americans.

I categorize the constructs above as "pot-holder topics," and define these as subjects that may be "too hot to handle." I actually display two, padded, cloth, pot-holders traditionally used in cooking, to illustrate how teachers, in our discipline, can get "burned." I caution, both novice and career teachers, to exercise care, consider cultural sensitivities, consult with the curriculum adopted by their school, and present balanced information, when teaching. The list of "pot-holder topics" has recently come to include, teaching about, the 44th President of the USA, Barack Obama, in some classrooms across the USA, as an effect of political polarization.

It is rare, in other disciplines, for teachers to face parent and district pressure, threat of job loss, or legal sanctions, because of curricular content, but when teaching topics within the social studies, these realities present regularly. A position paper issued by the National Council for the Social Studies (2007) outlines the

importance of safe guarding *academic freedom* for both students and teachers. For these reasons, many teachers choose not to second-guess themselves and resort to operationalizing. They redirect questions posed by students that may be viewed as problematic.

Terrie Epstein and her doctoral students observed practices of social studies teachers and conducted interviews with 5th, 7th, and 11th grade public school students, parents, and teachers, based in Oakland, California. Epstein's multi-year findings note:

Talking about racism historically and today is difficult, especially in multiracial classrooms or those in which the teacher and students have different identities or interpretive frameworks. But teachers who avoid race talk in history or humanities classrooms mis-educate all American youth, not just about their national historical legacy, but about their ability to change contemporary society (Epstein, 2009, p. 5).

Epstein's research focuses on race, identity, and social justice within the context of the social studies. Yet *the pedagogy of silence* practice occurs with regularity in K-12 settings and operationalizes as follows: (1) the learner's question is ignored by the teacher, who proceeds with teaching the lesson; (2) the learner raises his/her hand to ask a question, but is routinely ignored by the teacher who shifts the direction of the lesson; (3) the teacher ends the lesson ("close your books") or ("work on the assignment with your group"); (4) the teacher embellishes a strand of the lesson until the class period is formally concluded. Kids wonder why what they have to say doesn't matter. This practice is especially ritualized in the primary grades when children tend to comment freely and spontaneously, because the sanctions of *social censorship* are not fully understood or embedded in their consciousness.

These are not situational lapses, or failure to adequately allow for wait-time theory to gel. Teachers who are not confident in their abilities to open up a forum for student interaction with the Social Studies or English/LA content, or who feel compelled to micro-manage learner outcomes, by redirecting students' comments to a pre-determined set of particularized "acceptable" responses, delimit human agency in their classroom.

Over my 20-year career as a practitioner in K-12 school settings, I have experienced my share of *pot-holder* moments. Students actively interacted with the 4th grade Social Studies curriculum that started with Pre-Colonial America and culminated with Immigration from the European continent to the USA. The formal curriculum required the teaching of multiple *pot-holder* topics from Indentured Servants and Slavery, to Barbary Pirates and Forced Relocation of Native Americans. When current event topics, selected by students as an out-of-school assignment was added to the weekly mix, the list of controversial topics grew exponentially:

AIDS, 9/11, Columbine, Challenger Explosion, three wars, (Near East) political upheavals, (Far East) tsunami and nuclear disasters; debates on Gun Control, Violence, marriage equality, and immigration reform.

These demonstrate that even primary grade learners do not live in a bubble. In fact, thanks to 24/7 global monitoring of world events, any person with access to a television or tablet can witness "live" coverage of events as they happen. I recall my

experience in Delhi, India in January 2011. I was a presenter at the WE-ASC (World Education, Arts, Science and Culture) Conference. Delegates from around the world offered condolences to me, a US professor who hailed from Arizona, as we were tuned to CNN's live coverage of the memorial service to honor the victims of the Tucson, Arizona mass shooting. One conference participant from Estonia commented on the tragedy that took the life of a 5th grade student, Christina Taylor Greene, and other citizens who gathered on a Saturday morning at a local supermarket, to greet their Congresswoman, Gabrielle Giffords, who was seriously injured. As tears streamed down my face, I acknowledged her question, "Why do they kill children in Arizona?" and felt public humiliation that my home state of Arizona, and its people, were viewed by international colleagues through a media perpetrated stereotype. People made assumptions at the conference, based upon images and events portrayed in the media, and thus categorized Arizona, from two lenses: Tucson's gun violence or "illegal" immigration (Nunberg, 2006).

I was reminded that our perceptions of others are often filtered through a lens that is imposed upon us, and presents visuals of people, actions, geographic regions, occupations, and a host of other subjectivities, from a medium that may or many not offer primary source information, but is nonetheless, mediated by the commentary of others.

I remind both teacher candidates and practitioners alike, that our students are currently *growing into* their future roles as members of society. How will they assume their place in business, education, military and foreign service, the media, law enforcement, the judiciary, the arts, food production, design, sports, science, technology, and beyond, if they are not exposed to opportunities to make informed decisions? Moreover, our childhood learners are recipients of the same technology that both extends life (robotic surgeries, prosthetic devices, mechanical respirators for premature infants) and tragically shortens it, too.

Individual choices, decisions, and actions, when gifted with the freedom that personal autonomy permits, does not affect any of us in isolation, never has, and probably never will. The effects of one decision and one person's story ripples and impacts the rest of us, in some way. And, thankfully, as teachers in a democratic society, within the social sciences, our students are routinely enticed to examine, evaluate, and come up with their own answers, more often than they are required to come up with one, correct answer. Our goal is not to influence or sway learner's thinking or predetermine a situational outcome. Rather, social studies teachers are charged with providing students with a safe space from which to make decisions, share their perspectives, and experience learning.

Applications for Practice

So, what do we do? What should kids learn about people, places and environments? Why would they care about events and policies that exist outside their local community? How do teachers prepare children for their roles as citizens in a global

Table 10.1 C3 framework organization

Dimension 1
Developing questions and planning inquiries
Dimension 2
Applying disciplinary tools and concepts
Civics
Economics
Geography
History
Dimension 3
Evaluating sources and using evidence
Gathering and evaluating
Developing claims and using evidence
Dimension 4
Communicating and critiquing conclusions
Taking informed action

community? And how is it possible for teachers to cover broad strands within the guidelines set forth by the National Council for the Social Studies (NCSS) over the course of an academic year, a semester or within a thematic unit?

“The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century,” (www.ncss.org/C3). Each of the Four Dimensions of the C3 Framework are strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies which encourages content area integration (Table 10.1).

Social Studies Integration

Learners’ questions challenge teachers to integrate content with other disciplines (Math, Literacy, Technology, and Science) Alanis (2007); Al-Hazza and Lucking (2007); Gunel (2008); Hanna (1965); Lark (2007); Norby (2003/2004); Osborne (1996); Peterson (2008); Rotner and Kelly (2009); Veltri (2009 Veltri (2012). Visit a library or an online bookseller and peruse titles such as: *Dinosaurs Divorce: A Guide For Changing Families* (1986), and *One World, Many Religions: The Ways We Worship* (1996), *While You Are Away* (2004), and *How Many Days to America?: A Thanksgiving Story* (1988). These are but a small sampling of titles that delve into topics within the social studies standards framework.

Thousands of trade books, literary selections, audio and videos are readily available in the public domain. These resources offer professional life lines for teachers,

and learners who crave rich expository texts, realistic illustrations, visual images that support learner development, extend content applications, and provide tangible links for multimodal content delivery. These tools supplement the queries of learners who instigate, critically engage, and wonder, even as they observe political cartoons, culturally accurate illustrations and vivid photographs.

Don't underestimate the power of picture book classics to teach mid-level (grades 4-8) learners Economic principles of money management. *The Berenstain Bears Trouble with Money* (1983) or *The Berenstain Bears Get the Gimmies* (1988) offer examples of concrete teaching methods that help conceptualize basic economic strands of needs versus wants for all grade levels.

The True Story of the 3 Little Pigs! By A. Wolf (1989) integrates Social Studies with English/Language Arts skills that develop critical thinking, and point of view, while tapping the Common Core standards that require learner collaboration and problem solving. Articulating and debating a "defense" for A. Wolf that protects his rights, protected under the Bill of Rights for due process, offers upper grade learners the opportunity to examine the US Constitution and consider whether a wolf is entitled to a trial before a jury of his peers. (Does The Constitution offer rights to a "wolf"?)

While world events may have changed the names of countries on a world map, there has never been a time when my students have *not* pondered events, decisions, policies, laws, phenomena, inventions, structures (cultural, economic, political, and physical), weather disasters, or the environment, and considered the big questions:

What would we do if we walked in their shoes?

How did a child live...at a particular time period or location?

Why did they decide, for better or worse, to take a risk, make that decision, work alone or with others, send a rich description of a battle in a journal, a letter to a spouse from the White House, or illustrate images in a sketchbook depicting the realities of boarding school, a policy imposed by the U.S. government upon American Indian youth.

One project that integrates primary source images, technology, literacy, and NCSS and Common Core Strands is the **Book Back Drop Project**. Teacher candidates select one non-fiction or historical fiction book that addresses one or multiple NCSS standards: History, Economics, Geography, Global Connections, Diversity, or Environments, and create separate power point slides that identify: (1) objectives, (2) book summary, (3) affective and cognitive goals, (4) NCSS and Common Core Standards 5) Vocabulary, (6) bulleted content knowledge, (7) References and Resources and (8) a list of specific Assessments (performance, arts-based, authentic, and standard). Five to seven additional slides include one focused objective and lesson that teacher candidates create to enhance the topic for their elementary age students. Through the use of primary source visuals, embedded into the power point slides, specific performance tasks reinforce concepts, skills, and integrated content with research, written and oral communication, and technology.

For example, one teacher candidate (who is now teaching 5th graders currently) selected the book, *The Navajo (Dine) Code Talkers*. Her slides included; (1) a map of the area in Arizona and New Mexico that locates the Navajo Nation within the continental USA) for students to examine, research and discuss the environment, (2) a digital/visual story time line connected to the content information and the event

studied, (3) content specific vocabulary with definitions located in context; (4) An Artifact examination station that class members requested from their grandparent or relative, (5) A narrative summation of a family interview (especially of veterans) and (6) Students' creation of their own code.

This teacher candidate culminating activity for my social studies course serves as a visual model for elementary age students who can replicate the activities over several in-class sessions. When informational and narrative texts that offer rich primary source visuals are available in classrooms, students' learning is stimulated, especially when one book focuses study on a particular time period, person, event, or challenge. Students' questions probe deeper into subject matter and results in an array of ancillary learning: research writing, inquiry, brainstorming, discussions, vocabulary acquisition, out-of-school excursions, interviews, visual displays, simulations and reenactments, international and national exchanges, adapted lyrics, political cartoons, 3-D artifacts, Web sites, designs, and expressive demonstrations.

One truism is certain: teaching social studies remains an adventure because of the unique interests and creations of my students. When an environment from which children can discover, is created, in and around the social studies, it should be an organic one, where teachers refrain from predetermining the lesson's outcome or trajectory of discovery. Predicting the direction of a project or discussion, or comparing the creative artifacts of one class with another, proves to be futile, because every year, the students change. And with the infusion of *student* creativity and intuitive sense of self, interaction with the content, based upon each child's "personal lens," makes the experience different for you, the teacher, every time you teach the topic.

Childhood and adolescents expression of self, is often correlated to their comfort level as well as what is prominent for them both personally and temporally. Through a project, instigated by my own elementary age students and replicated by teachers nationally and internationally, students illustrate constructs and terms related to the social studies, represented by a single letter of the alphabet, selected from a tub of cinnamon cookie letters. For example (E=Equality) *From A Kids' Point of View* opens possibilities for personal expression and what I term, the discourse of "visual voices." This teacher-as-researcher or action-research project, draws upon Michael Polanyi's (1967) research on tacit knowledge and offers childhood educators of students in grades 2-8 an assessment strategy whereby students, "show" through their original visual art, that they "know more than they can tell." These authentic assessments are telling, emotive, rich in content, not your average paper and pencil task, and demonstrate that when kids are motivated, their creativity demonstrates that their thinking and knowing is deeper than we can imagine. Social Studies must be integrated with the arts, music and drama. Images from the project can be viewed at www.fromakidspointofview.com.

How do we know that kids understand the content and concepts that teachers present? Do kids "translate" the information that they receive and make their own meaning? What matters to kids, why it matters and their point of view informs not only teacher practice but also public policies.

Four Theories Applicable to Elementary Social Studies

Theories abound in the social sciences. But for our purposes, let's keep it simple. Four theories work across all disciplines and are applicable to the teaching of K-8 social studies. Two theories relate to practice and were explained previously in this chapter:

- (1) *Pot-holder Topic Theory* (Dr. V's original) and
- (2) *The Pedagogy of Silence* (Epstein, 2009)

The next two theories are deeply embedded in the social sciences, and are heavily referenced within the research literature. During the first week of class I ask students to consider their own K-12 study of history, and then look at their family history, and consider the idea that *social order is reproduced with each generation*. I ask students to consider the rituals, celebrations, mores, values, routines, songs, games, foods, and cultural mainstays of their own culture. We then consider how expectations (social and economic) play into the cultural and economic "order" that reproduces one's role in society.

The final task requires students to list examples across historical or modern times that cite evidence of (3) **Reproduction Theory**. We then share that the social order, over time, has always been reproduced. "If your father is a King, you are a prince. If your father is a tailor, you'll be a tailor." Take home message: socio-economic status was and remains, mostly predetermined. With education, hard work, luck, opportunity, a shot at immigrating to America, people had a chance to move up the social ladder. But for most inhabitants of the world, there is little or no opportunity to change one's social status.

(4) **Revisionist Theory** seeks to spin history according to whose version of the truth one wishes to acknowledge. This can be problematic when selecting texts and viewing the coverage of topics. Often one particular perspective on a topic, is viewed as more favorable, or becomes the "master narrative," as Francois Lyotard (1984) suggested; when the truth is minimized, a select few hold the dominant story for the masses.

Revisionist theories assert that The Civil Rights Movement didn't harm anyone, or that The Holocaust didn't happen and concentration camps weren't that bad. These comments, restated over and over in the public domain, are in fact, untrue, but targeted messages that are disseminated widely and with consistency, require counter-narratives from eyewitnesses to counter the mistruths. But many survivors of tragic events might not be available in person to present their accounts, yet their recorded testimonies, visual stories, interviews, journals, or original art, provide primary source data that helps to set the record straight for posterity.

Mr. Ernest Michel is one eyewitness who I have been privileged to know, and befriend. His story is an amazing triumph of hope. *Promises Kept* (2008) chronicles Ernie's youth in Mannheim, Germany, forced labor at three grueling Nazi death camps, diligent reporting as the lone Auschwitz survivor, by-line #104995 during The Nuremberg War Crimes Tribunals, community service as the Executive Director

of the United Jewish Appeal in New York City, and retirement in Arizona, where he met the author and presented his “first person” accounts to hundreds of teachers, counselors, and administrators.

Conclusions

It is my hope that this chapter will ignite burning questions; energize both learner and instructor; deepen intellectual curiosity, spark self-actualization, and rouse the “voice” within, to inquire, inspire, and effect change. Student instigated projects, learner innovation, and inquiry that promotes discovery, entices solutions. You will find that children and adolescents do not view situations as problems; rather, they see possibilities, and that is a wonderful place to engage.

Application Activities

Idea 1

Culture Collage and Five Facts Shoe Research project: Go to www.afar.com and select back issues. Shoes from countries around the globe appear on a two-page full color spread in the first issue that identifies the country of origin underneath each shoe. Request the back issue, or the PDF. Excellent real-time images to overcome stereotypes and teach Global Connections NCSS standards.

Purchase current issues of AFAR magazine at Barnes & Noble booksellers and/or supermarkets. The magazine retails for under \$5.00 and provides real-time cross cultural images, notes from reporters immersed in more countries than you can imagine. Great teaching tool for Social Studies topics: Production, Consumption, Distribution.

Idea 2 The Ripple Effect of Giving Up Your Story

Select one person to interview and include two key questions: Which historical event do you remember, and what effect did it have on you? Then go to www.youtube.com. Enter your interview subject’s single historical event in the search area. Review two-minute video clips. Select one that captures the best portrayal of the primary source event. (e.g., John F. Kennedy’s Inauguration Speech).

Idea 3 For the From A Kids' Point of View

The ABC's of Misunderstanding project: With a box of cookie letters as the concrete "prop" have students select one letter and have them consider one word/concept that relates to the Social Studies that begins with that letter. Students will illustrate what the word means to them (From A Kid's Point of View) and offer a short description. To see examples of this project, go to www.fromakidspointofview.com. Select the Gallery View tab to view a montage of student's "visual voices." Select the Case Studies tab to view kids' original art that depicts "immigration."

Idea 4

Go to <http://www.moneymanagement.org/Budgeting-Tools/Credit-Lesson-Plans/The-Berenstain-Bears-Trouble-with-Money.aspx>. There you will find a fully developed series of lesson plans that include materials, financial literacy vocabulary, outline of the big questions that instigate student thinking, and ways to engage group interaction with a project that is tied to key economic standards.

Definitions**Basic Human Needs: Essentials for survival Needs**

1. Water
2. Food
3. Shelter
4. Temperature (warmth, but not excessive heat)
5. Rest

Basic Human Wants: Impact quality of life

1. Companionship
2. Comfort (warmer warmth/shelter)
3. Freedom (Safe)
4. Self-determination
5. Peace (of mind, body, location)

Culture: The way of life of a group of people.

It is important to note that while human beings are complex and individual, *needs maintain their constancy*, while wants are greatly impacted and even *altered* by:

<i>Time:</i>	When you live (era, period, century)
<i>Place:</i>	Where you live (Ancient Rome, Seattle, castle)
<i>Circumstance:</i>	An unseen situation (Do you have a flat tire?)
<i>Condition:</i>	One's state of being (Are you happy? Are you poor?)
<i>Culture:</i>	How you live

National Council for the Social Studies (NCSS)

Curriculum Standards for Social Studies

Standard

1. Culture
2. People, Places, and Environments
3. Time, Continuity, and Change
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

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