

THREE NEW TOPICS SUGGESTED FOR ADDITION
TO THE SOCIAL STUDIES METHODS COURSE

by 500

TAHMEROO L. STEEPLES

B. S., Kansas State University, 1967

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

Approved by:

Harry McAnarney
Major Professor

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ACKNOWLEDGMENT

The author wishes to acknowledge the advice and assistance given by Dr. Harry McAnarney in preparing this report.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In the midst of the "ferment" currently brewing in the field of Social Studies, there remains one front where seemingly little change has been made or activity noted. This front, teacher education, seems to be a real problem area in effecting change in the Social Studies. There are several new methods and topics of which students and instructors in methods courses ought to be aware.¹

THE PROBLEM

General Statement of the Problem

The purpose of this report is to discuss some of the newer techniques and materials being developed in the Social Studies. It is hoped that through the discussion and models presented teachers and teachers of teachers may become more familiar with three innovative methods of instruction--inquiry method, simulation, and case study.

Importance of the Report

A report on this topic might be worthy of note by teachers and administrators in the elementary school as well as by instructors of methods courses in Social Studies. The curricular pattern of the Social Studies is presently undergoing intensive study and modification. At one point it was estimated that more than forty projects were underway in education institutions throughout America. These projects were designed not only to explore

¹D. F. McElroy and R. K. Templeton, "The Social Studies Revolution: Implications for Teacher Education," Social Studies, 60:106, March, 1967.

and suggest improvements and innovations in the Social Studies curriculum, but also in the methodology used by the teacher.²

Such new techniques and methods as simulation games, inquiry, and case studies require a change in the preparation of the teachers who will use them. The undergraduates in teacher education programs need to be exposed to these new ideas and their methods and materials, as well as to the traditional topics of unit planning and current events. Teachers now engaged in the teaching of elementary school youngsters could profit by in-service training in these new techniques.³

DEFINITIONS OF TERMS USED

The following definitions are offered in order to give the reader some idea of the topics to be covered in the report. The terms defined will hopefully take on fuller meaning as they are discussed and exemplified in succeeding chapters.

Case Study

Students are given basic information on a certain problem or issue and are asked to draw conclusions.⁴

Simulation

Students are presented with a situation having the characteristics of

²W. D. Moreland, "New Methods in Teaching Social Studies," Education, 88:116, November, 1967; and J. E. Searles, "New Training for Social Studies Teachers," Pennsylvania School Journal, 114:272, February, 1966.

³J. Allen, "Assessing Recent Developments in Social Studies," Social Education, 31:103, February, 1967.

⁴Moreland, op. cit., p. 117.

an actual problem or issue and are given the opportunity to make decisions.⁵

Inquiry Method

Students are guided in formulating questions about the topic under study and in devising and implementing ways to answer these questions. Alternative answers are explored and evaluated, often directing the inquiry into related areas for further investigation.

⁵Ibid.

CHAPTER II

REVIEW OF THE LITERATURE

The various innovations in curriculum and methodology currently being explored in the area of Social Studies deserve consideration by those preparing the teachers who will be expected to use these techniques. These new directions and patterns that are evolving in the Social Studies today pose problems for institutions preparing teachers for the schools and pupils of the future.¹ Some colleges and universities have faced these problems with exciting and original approaches to social studies teaching. Unfortunately some institutions have not been sensitive to these changes in the Social Studies in today's classrooms.

A BRIEF HISTORY OF THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

The earliest mention of programs in the Social Studies for elementary schools was found in an 1892 publication by the National Education Association. Further recommendations, though brief and general, were made by the NEA in 1895, by the American Historical Association's Committee of Seven in 1899 and 1908, and by the National Society for the Study of Education in its yearbooks for 1902 and 1903.

It was not until the early thirties that anything of much length was written in the field of elementary school social studies. At that time the American Historical Association's Commission on Social Studies in the Schools

¹Searles, loc. cit.

published its voluminous report. The advice and recommendations given were very general in nature. With the coming of the Depression, however, there emerged a focal topic on which the Social Studies could dwell for a time. This focus was social and economic problems. Later such curricular movements as intercultural education and the use of problem-solving techniques emerged.

Following World War II concern mounted for international education in the Social Studies. In the late forties the trend toward economic education appeared again, and with the fifties came a pull toward education for responsible citizenship.

The sixties brought tremendous affluence to most of the nation. This decade has become characterized as a time when man's most fundamental values have been challenged and restructured.² In 1962 and later years various grants, federal and private, were made to researchers in the Social Studies. The excitement and activity was so great that many projects overlapped. They competed with, rather than complemented, each other.³

The ideas initiated and the issues raised by these recent studies were only the beginning of a challenging new look at all phases of the social studies curriculum. As the various findings were consolidated, they seemed to point in the direction of a program extending from Kindergarten through Grade Twelve drawn from the several distinct, yet related, disciplines of the Social Sciences. The curricular developments seemed to have as their objectives the inculcation of the mode of inquiry, the use of content knowledge as a means rather than an end, and the formation and clarification of

²Allen, op. cit., pp. 99-100.

³W. W. Crowder, "Issues in the Social Studies," Education, 88:101, November, 1967.

attitudes and values. There was a growing emphasis placed on the learning of skills. Skills were to be developed, moreover, not through the expository method, but through new course materials, new audio-visual devices, and interesting new teaching strategies such as simulation and game theory. The aim was to develop habits of self-direction on the part of the students.⁴

In the words of one writer, this period in the history of the Social Studies has ushered in a Social Studies which is "more challenging, less static, more realistic, more future-oriented, and more differentiated."⁵

SYNOPSIS OF PRESENT TRENDS IN THE SOCIAL STUDIES

Several of the current innovations in the Social Studies were touched upon in the preceding section. These will be mentioned in this section, along with others presented by various authors in the Social Studies field. The extent to which some are trends, rather than innovations, was cause for debate by some authors. The researcher's purpose was not to pass judgement in this matter, but to report, as objectively as possible, the findings available.

In 1964 Harrison and Solomon were able to identify these trends, although they stressed the tentative nature of their findings.

- a. the development of sequential curriculums for grades K-12 such that a year's course would build on the skills and concepts introduced in previous years;
- b. elimination of much of the unnecessary repetition of content inherent in the traditional fifth, eighth, and eleventh grade American History sequence;

⁴Allen, op. cit., pp. 101-102.

⁵M. D. Rabozzi, "Social Studies in the Elementary School," Education, 88:105, November, 1967.

- c. area studies and study in-depth of selected topics;
- d. communicating to students the methods of inquiry of the social scientist;
- e. the greater use of readings, case studies, and primary sources;
- f. greater emphasis on developing skills of inductive thinking and critical analysis;
- g. greater emphasis on the affective as well as the cognitive outcomes of instruction.⁶

Dorothy Frasher cited these trends in an article published in 1965.

1. Priority is given to the establishment of a conceptual framework for social studies instruction, for a single course, a group of courses, or an entire program.
2. There is much more, and much more skillful, planning for the cumulative, sequential development of skills and generalizations from year to year and course to course.
3. There is movement away from broad surveys--often cyclically repeated, superficial, and incomplete--and toward more intensive and careful studies of a limited number of selected topics.
4. The traditional dominance of history, civics, and geography is being reduced, and materials and content from the other social sciences are moving into the secondary school curriculum.
5. Much more attention is being given to the possibility of developing a "world view", a "global framework" through social studies instruction.
6. More provisions are being made for the serious study of some of

⁶S. E. Harrison and R. J. Solomon, "Review of the Research in the Teaching of Social Studies: 1964," Social Education, 29:281, May, 1965.

society's unsolved problems.

7. There is some action and much more talk about teaching the methods of scholarship characteristic of the social sciences and encouraging the use of these methods by high school pupils.
8. The "multi-media" approach in the preparation and selection of learning materials is rapidly gaining ground.⁷

One researcher, when reviewing the various projects undertaken in Project Social Studies, found these generalizations to emerge.

1. learning by induction rather than memorization of pre-digested generalizations;
2. emphasis on the most significant parts of each social science discipline with an attempt to integrate them;
3. use of a multi-media approach including games, reading, films, filmstrips, tape recordings, transparencies, and other audio-visual aids;
4. increased emphasis on knowledge and methods from anthropology, sociology, and economics as an addition to the traditional group of history, geography, and political science.⁸

Bradley, Hunkins, and Moreland cited the problem-solving approach involving inductive thinking as an important new development.⁹ As Moreland

⁷D. M. Frasher, "What's Happening in the Social Studies," Curriculum Report (Curriculum Service Center/NASSP), 3:3-7, March, 1965.

⁸D. E. Wilson, "Curriculum Reform in History and the Social Studies, 1960-1965--A Survey of the Literature," (unpublished Master's report, Kansas State University, Manhattan, 1965), pp. 42-44.

⁹R. C. Bradley, "Suggestions for Improving the Social Studies Curriculum at the Elementary School Level," Social Studies, 88:116, November, 1967; F. P. Hunkins, "Skill Building in the Social Studies," Education, 88:123-4, November, 1967.

expressed it:

Traditionally social studies has been largely taught by the expository method--the teacher lectured, directed discussion, assigned reading. Emphasis was placed on acquiring a body of predetermined data. The pupil was a passive participant even though the teacher initiated activities designed to make the learning meaningful and interesting. This approach has been questioned, and a problem-solving approach is now advocated which requires the student to become actively involved in the process of learning. Under this method pupils use materials and data from the Social Sciences to help them answer questions, form generalizations, and explain the social world. Students, it is assumed, will benefit, not only from the product of their inquiry, but also from the process. Through development of these intellectual skills they would be in a better position to face the new problems of tomorrow.¹⁰

Although many authors noted a trend in establishing a Kindergarten through grade twelve sequence, most often the content to be included for each level was not specified. This was left to individual school districts. Moreover, since an inductive approach was advocated to determine basic fundamental ideas rather than emphasis on fact finding, content was regarded as a means rather than an end of social study.¹¹ As Moreland has put it, "the students determine the content according to what information they need to solve their problems."¹² This would necessitate greater flexibility and a wider range of materials than teachers have traditionally used. Two techniques, he reported, proven useful for developing and extending this inquiring method of teaching social studies were case study and simulation.¹³

¹⁰Moreland, op. cit., p. 116.

¹¹J. H. Littrell, "Current Practices and Trends in the Elementary and Secondary Curricula," (Kansas State University, 1966). (Mimeographed.)

¹²Moreland, op. cit., p. 117.

¹³Ibid.

REPORT OF A SURVEY

In a questionnaire study by McAulay, instructors in elementary education at 100 institutions preparing teachers for the elementary schools were asked to list the learnings and projects they felt were essential to prepare their students to teach Social Studies at the elementary level. Sixty-seven institutions considered the purposes of the Social Studies were a must; unit structure was mentioned by 64; the objectives of the Social Studies by 63; geography skills by 56; audio-visual aids pertinent to the Social Studies by 55; the use of textbooks by 54; how to teach current events by 54; the collection and use of free and inexpensive materials by 51; review of courses of study which the student might use by 51; how to handle controversial issues by 44; the proper use of geography materials by 44; the correct use of trade books by 39; civic education by 34; the historical method by 31; economics education by 30; anthropological concepts by 30; and international education by 25.

Five institutions stressed the evaluation of teacher-pupil progress, and three emphasized the inquiry method in the Social Studies. The following topics were thought essential to the preparation of young teachers by only one institution: how to teach world citizenship, Social Studies for the culturally deprived, team teaching trends in the Social Studies, role playing, sociometrics, pertinent issues in the Social Studies, use of television in the Social Studies, modern research and experimentation in the Social Studies.

McAulay concluded that the content of most social studies methods courses, as indicated from his study, seemed to be preparing the young teacher for the "status quo" rather than for the new programs and materials.

An examination was also made of the various experiences offered in the

social studies methods courses. Of the 100 institutions surveyed, 66 required the student to develop a social studies unit; 58 required the construction of social studies lesson plans; 52 planned for students to observe social studies lessons in the classroom; 47 required students to evaluate social studies textbooks; 45 gave experiences in the preparation of social studies bulletin boards; 43 had students teach a social studies lesson in the methods course; 40 incorporated panel discussions of current events; 16 organized visitations to community social agencies; 16 provided experience in interviewing foreign visitors; 13 incorporated field experiences into their social studies methods courses; 12 had the students participate in community events; 12 had students observe and record a child's social development; 8 involved the students in community or international projects; and two required their students to conduct opinion polls. The following projects or activities were each reported by one institution: the making of a picture file and a file of free and inexpensive materials; participation in a television program; planning a social studies program for the first week or month of school; hearing guest speakers invited from anthropology, sociology, history, economics, political science, and geography; conducting evaluations of particular social studies programs; carrying out role playing; using films; and initiating experimentation in the Social Studies. McAulay observed that there seemed to be little effort to have students practice the method of inquiry or simulation in the social studies methods course. He deplored the lack of experimentation and research in this area of the curriculum.¹⁴

¹⁴J. D. McAulay, "The Preparation of Elementary Teachers in the Social Studies," Journal of Teacher Education, 17:90-91, Spring, 1966.

From his evidence McAulay concluded:

the social studies preparation of elementary teachers would seem to indicate this area of the curriculum has little ferment, depth, or modernization. If today's elementary teacher is to prepare the child adequately for a rapidly changing social world, he himself must receive a deeper, more adequate background in the pertinent social studies; instructors in the social studies methods courses must be highly skilled and professionally prepared; and the content of the course must contain those understandings, skills, and experiences which are more active and pertinent to modern techniques, methods, and content of the elementary social studies program. The bottleneck preventing improvement of the social studies may well be in teacher preparation.¹⁵

STATEMENTS OF OTHER WRITERS

Writers other than McAulay have manifested concern over the seeming insensitivity of teacher education institutions to the current trends in the Social Studies. Beyer, in an article appearing in the periodical Social Studies, cited several of the innovations and new teaching techniques being studied in various social studies projects across the country. He then commented that the instructors preparing our future social studies teachers did not seem aware of these trends and the implications they might hold for themselves, their students, and society. He felt drastic changes in the teacher preparation programs of many colleges and universities were needed if teachers were to be adequately prepared to teach the new Social Studies. Beyer recommended that social studies educators consult with local school districts about what their teachers ought to be doing and then reappraise their own programs in the light of the requirements of the changing social studies curriculum in order to develop appropriate pre-service experiences.¹⁶

¹⁵Ibid., p. 92.

¹⁶B. K. Beyer, "Mandate for Change - Curriculum Innovation and Teacher Preparation in Social Studies," Social Studies, 58:202, October, 1967.

It would seem that the educators of teachers should feel a strong obligation to follow Beyer's recommendations. The teacher of students in the profession of education is, in a sense, certifying his pupils to society. He must take the responsibility of saying that a designated student is qualified to practice the profession for which he has been prepared. In addition, the professional school instructor often serves as a model of the profession to his students. It is important, then, for a professor in education to be continually reading in the professional literature, evaluating his teaching, and revising his courses in response to the new findings of research.¹⁷

SUMMARY

In view of the fact that techniques such as inquiry method, simulation, and case study are, or are becoming trends in the teaching of the social studies at the elementary level, and whereas methods courses in Elementary Social Studies have moved slowly in responding to these innovations, the author has compiled and presented much that has been published about these three techniques. It is hoped that through becoming familiar with these innovations, instructors in Social Studies methods courses, as well as elementary school teachers, will incorporate something of them into their teaching. Indeed, the "revolution" in the Social Studies that is advocated by many leaders in the field cannot succeed unless teacher education programs play the role of "chief revolutionary."¹⁸

¹⁷E. Schmidt, "The Undergraduate Professional School Professor," Improving College and University Teaching, 16:36, Winter, 1968.

¹⁸McElroy and Templeton, loc. cit.

CHAPTER III

METHODS AND MATERIALS

THE RESEARCH DESIGN

This was a survey of the literature about the teaching techniques known as inquiry, simulation and case study drawn from materials in periodicals and books. In addition the author collected or developed several examples of each of these techniques.

SOURCES AND KINDS OF DATA NEEDED

Sources of data were materials that the researcher could secure in libraries, in bookstores, or through the mail in the time available.

These types of data were needed: (1) reports on recent trends and reforms in elementary school social studies; (2) data on current practices in social studies methods courses; (3) discussions and samples of simulation devices, case studies, and inquiry techniques; and (4) data on recommended topics at various levels of the elementary social studies curriculum to aid in preparing examples of the various techniques.

PROCEDURES

After collection of the data, it was necessary to synthesize the material to (1) relate how much curriculum reform and how many projects are underway at the present in the social studies; (2) show that current social studies methods courses for undergraduates in teacher education generally make little mention of some of the newer topics in the social studies field;

and (3) develop understanding of three of these innovations through explanation and example.

CHAPTER IV

INQUIRY METHOD

INTRODUCTION

Inquiry has been said to be the "search for the solution of a problem through an exploration and evaluation of alternatives."¹ Implied is the consideration of consequences, the testing of alternatives, and the formulation of tentative conclusions on the basis of evaluation. The student is encouraged to take a more active role in the educative process. Rather than being predominantly a listener and respondent to the teacher's questions, he is asked to raise the questions and to participate in formulating and evaluating answers to these questions.² The inquiry approach is similar to "just plain good teaching" except that in inquiry the students organize and apply data as well as accumulate it. "After evaluating factual material the children form generalizations and are encouraged to formulate tentative conclusions to verify their hypotheses."³

As early as 1916 John Dewey led a protest against curricula based on the teaching of specific facts and generalizations. He maintained that true education was more than the transmission of an accumulated body of knowledge. It should also assist the development of certain natural tendencies in the child, one of which he identified as the tendency to inquire, that is, to

¹v. R. Rogers, "How to Use Inquiry," Instructor, 78:94, March, 1969.

²0. A. Hagan and S. T. Stansberry, "Why Inquiry," Social Education, 33:534, May, 1969.

³B. Kravitz and D. J. Soroka, "Inquiry in the Middle Grades," Social Education, 33:540, May, 1969.

want to know and attempt to find out.⁴ Dewey, and others after him, believed such inquiry, together with learning how to search effectively for answers to the questions raised, was more important than learning particular information. The development of the skills of inquiry and procedures for seeking answers could be useful to the student in any situation that might confront him.⁵

Numerous other authorities in the field of social studies have advocated this investigation-oriented approach for fostering self-direction, independence, and a positive desire to learn in the students. They also felt that it encouraged the higher thinking operations, such as comparing, summarizing, and interpreting, and provided for greater retention and transfer of learning.⁶

The teacher is often said to be the key to the development of a spirit of inquiry among her pupils. She must regard inquiry as a desirable and useful teaching strategy and be willing to let pupils take the time to find out for themselves. She must usually be the one to secure a large portion of the many books, maps, globes, artifacts, and audio-visual aids necessary for inquiry to proceed. This is true especially for young children and in the initial steps of inquiring.⁷

In addition the teacher must be skilled in asking questions and in

⁴J. Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 96.

⁵F. P. Hunkins, "Skill Building in the Social Studies," Education, 88:124, November, 1967; H. M. Clements, W. R. Fielder, B. R. Tabachnick, Social Study: Inquiry in Elementary Classrooms (New York: Bobb-Merrill Company, Inc., 1966), pp. 19-21.

⁶Hagan and Stansberry, op. cit., p. 537.

⁷O. A. Rogers, Jr. and I. L. Genovese, "Inquiry in the Primary Grades: A Means to a Beginning," Social Education, 33:539, May, 1969.

coaxing into the open questions that catch the imagination of her class. Some of the questions may suggest appeal to an authority for the answer, but the more powerful ones will be those that entice students to develop answers on their own authority.⁸

There is a place in inquiry for the information question such as: In what parts of the world did civilized man first appear? The important thing for the teacher to know is when to move on to the next level of questioning which asks for interpretation, for example, Why did civilization first appear here instead of other parts of the world? Finally she must realize when to go to the highest level of questioning which requires application of the information and includes questions of this sort: What might happen if . . .? Effective transition from one level to the next requires the teacher to be well prepared in the content of the topic under study and to be knowledgeable of the thinking and learning processes through which the pupils are proceeding.⁹

USING INQUIRY METHOD WITH PRIMARY GRADE STUDENTS

Traditionally the primary grade social studies program has dealt with things "here" and "now" more than things "there" and "then". Children at this age have a questing and curious spirit which the teacher can help maintain through the use of the process of inquiry. Rather than telling the children about social living in his family, city, and world, the teacher guides them in discovering, investigating, and evaluating for themselves.

⁸Clements, Fielder, and Tabachnick, *op. cit.*, pp. 94-97.

⁹D. J. Skeel and J. G. Decaroli, "The Role of the Teacher in an Inquiry-Centered Classroom," *Social Education*, 33:549, May, 1969.

Children, even at this young age, can question, formulate tentative answers, test these answers, and draw conclusions on the basis of this testing.¹⁰

Many of the usual topics studied in the primary grades are capable of being dealt with using the inquiry method. The following illustration may give some idea of how inquiry may be initiated utilizing a typical primary grade topic.

Stores in the Community

The unit might begin by comments made on various articles of apparel newly purchased for school; it might continue on to other less obvious purchases such as new books, paper supplies, play equipment, and so on. With the help of pictures, the many things families buy, for example, furniture, food, toys, might be considered. If questions arise they should be recorded, but if none are ventured the teacher may have to start a series of them. Some questions might be "How are families able to buy all the things they need?", "Where do they go to purchase the various items?", "Why does Susie's mother go to . . . to buy groceries while Tom's mother goes to . . .?", "Why do we need so many different kinds of stores to sell food?". The directions which the questions might take are numerous. A chart story might be made recording the discussion and listing some things for which the class would like to discover answers. The next episode of inquiry would consider how they might find answers to some of their questions. Some suggestions might include looking in books, asking parents, going to the store and talking to the storekeeper, and observing people as they make purchases in the stores.

¹⁰Rogers and Genovese, *op. cit.*, p. 538.