

THE FOUNDATION FOR A K-11
SOCIAL STUDIES CURRICULUM
GUIDE FOR NEWFOUNDLAND
AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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THE FOUNDATION FOR A K-11 SOCIAL STUDIES CURRICULUM GUIDE
FOR NEWFOUNDLAND AND LABRADOR

by

Joséph A. MacNeil, B.A., B.Ed.



A Thesis submitted in partial fulfillment
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Department of Curriculum and Instruction
Memorial University of Newfoundland

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Newfoundland

ABSTRACT

The purpose of the study was to provide a foundation for the production of a curriculum guide for social studies for Newfoundland and Labrador. The two main tasks were the analysis of the curriculum programs and the provision of recommendations for a provincial social studies program.

Social studies curriculum guides from eight Canadian provinces and nine American states, and selected material from Britain were reviewed and analyzed. The procedure involved identifying the rationales of the programs, outlining the objectives of each program, describing the content development approach used, identifying the methods of instruction, outlining the learning processes of the program, and evaluatively appraising the programs. This appraisal was intended to identify key trends and themes evident in the analysis results.

The recommendations that were developed were intended to provide a program with its rationale based upon the ways man interacts with his physical and cultural environments, objectives stressing knowledge acquisition and the development of mental and data processing skills, content based on concepts and generalizations drawn from the social sciences and developed within an expanding environment format, and a descriptive inquiry process approach for student learning.

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TABLE OF CONTENTS

| | Page |
|----------------------------------------------------------------------|------|
| ACKNOWLEDGEMENTS | 1f |
| LIST OF TABLES | v |
| CHAPTER | |
| I. INTRODUCTION | 1 |
| Statement of the Task | 4 |
| Analysis Procedure | 4 |
| Analysis Rationale | 5 |
| Limitations | 6 |
| II. ANALYSIS OF CANADIAN SOCIAL STUDIES CURRICULUM GUIDES | 7 |
| Rationales | 7 |
| Objectives | 11 |
| Content Development | 13 |
| Method | 14 |
| Process | 15 |
| Evaluative Appraisal | 16 |
| III. ANALYSIS OF AMERICAN SOCIAL STUDIES CURRICULUM GUIDES | 22 |
| Rationales | 22 |
| Objectives | 27 |
| Content Organization | 30 |
| Method | 32 |
| Process | 34 |
| Evaluative Appraisal | 36 |
| IV. ANALYSIS OF BRITISH SOCIAL STUDIES CURRICULUM GUIDES | 41 |

CHAPTER

Page

| | |
|-----------------------------------------------|----|
| The New Social Studies | 41 |
| The Humanities Curriculum Project | 46 |
| Social Studies (8-13) | 50 |
| Social Education | 54 |
| Integrated Studies Project | 57 |
| Social Studies in English Education | 62 |
| Evaluative Appraisal | 63 |
| V. SUMMARY AND RECOMMENDATIONS | 68 |
| Summary | 68 |
| Recommendations | 70 |
| BIBLIOGRAPHY | 74 |

LIST OF TABLES

| TABLE | Page |
|-------------------------------------------------------------------------------------|------|
| I. An Analysis Chart for Social Studies Programs in Canada | 8 |
| II. An Analysis Chart for Social Studies Programs in the United States | 21 |
| III. An Analysis Chart for Social Studies Programs in Britain | 42 |

CHAPTER I

INTRODUCTION

A need has existed in Newfoundland and Labrador to develop and define clearly a workable and practical curriculum guide for social studies from kindergarten through grade eleven. There has been no definite master plan for social studies in this province, in the sense that no framework has existed which established clearly a program rationale, workable and attainable objectives, and recommendations for the implementation of a social studies program. This commission has emphasized the need for developing and implementing a viable social studies program for Newfoundland and Labrador.

Three general concerns formed a focus for this study: the need for a curriculum guide in social studies, the relation of expository to inquiry methods, and the place of social studies in a child's general education.

One of the major dilemmas affecting education in general and social studies in particular concerns the expository-inquiry dichotomy. This dichotomy has particular relevance for social studies programs because of the nature of the subject area, the division of content, and the structure of knowledge.

Social studies programs which utilize an inquiry mode have been implemented in Canadian provinces such as British Columbia and Alberta, and in certain states such as Alaska, California, Kansas, and South

Dakota. All set as their program goals objectives in the affective domain. The learning methodology used in these states was based on an inquiry-oriented approach. For example, Kansas advocated a problem-solving inquiry approach, South Dakota a discovery format, Alaska a problem-solving approach, and California has a critical thinking approach to learning in social studies.

A modern foundation of the inquiry approach was the "learning how to learn" approach formulated by Jerome Bruner in 1960.¹ One outcome of this curricular innovation has been a decreased emphasis upon knowledge acquisition in the sense of learning necessary factual and conceptual content. The idea of inquiry with all its related components--critical thinking, problem-solving, and discovery--appeared to be the panacea for the many different educational problems of the 1960's. However, as with many seemingly easy solutions, more difficult problems were created. Inquiry and critical thinking skills were developed in students, but the knowledge base essential for sound learning skills needed to be reorganized. Thus, the focal point for many curricular innovations of the 1970's became the desire to reach a point on the continuum between the modes of inquiry-oriented and expository-oriented programs which would satisfy the needs of knowledge acquisition and the development of learning processes.

The expository mode of teaching has often been unfairly represented as primarily the accumulation of facts and knowledge. One rather extreme interpretation of this view may be called a "knowledge for the

¹ Jerome S. Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1960), p. 6.

sake of knowledge doctrine" and is described by Charles Dickens in Hard Times: "Now, what I want is facts. . . . Teach these boys and girls nothing but the facts. . . . In this life, we want nothing but facts. Sir, nothing but facts."² This comment might be placed along with the following statement by Robert Stake which places too much stress on one methodology of learning. Stake declares: "I speak in defense of lectures, textbooks, knowledge and against inquiry."³ Here one can see that Stake divorces the processes of inquiry that lie at the root of knowledge acquisition from the content to be learned. More fairly, it can be said that the acquisition of knowledge and the development of processes of inquiry must complement each other in order for a social studies program to be effective and worthwhile.

Statement of the Task

The purpose of the study was to provide a foundation for the development of a social studies curriculum guide in Newfoundland and Labrador. The following tasks provided the focus of this study:

1. Analyze selected social studies curriculum guides which can be used as a basis for a social studies guide for Newfoundland and Labrador.
2. Provide recommendations for a provincial social studies guide.

This study focused upon these two tasks in a manner which would satisfy the current and ongoing needs of students in Newfoundland and

²Charles Dickens, Hard Times (London: Dent and Co., 1907), p. 36.

³Robert Stake, quoted in Irving Morrissett and W. Williams Stevens, Jr. (eds.); Social Science in the Schools: A Search for Rationale (New York: Holt, Rinehart and Winston, Inc., 1971), p. 63.

4

Labrador, and provide bases for the future development of social studies in the schools of the province.

Analysis Procedure

The social studies curriculum guides of eight Canadian provinces, ten United States social studies curriculum guides, and selected material from Britain were reviewed using the same basic format. The format consisted of the following stages:

1. identifying each guide's rationale;
2. ascertaining the aims and objectives of each curriculum document;
3. determining the structure of knowledge between grades;
4. determining the structure of knowledge within grades;
5. extracting the strategies of teaching and learning; and
6. providing an evaluative appraisal for each set of grades.

Following the process of analyzing and summarizing, recommendations were proposed that could be used to guide the social studies curriculum in Newfoundland and Labrador.

After completing the separate analysis and review of each guide, reference tables were constructed to facilitate the classification of characteristics for each guide. These tables provided a ready means for a cross-comparison of social studies curriculum guides throughout the areas reviewed. The tables illustrate the five important features of each program by creating five separate categories for review purposes. These five categories consist of rationale, objectives, content structure, method of learning, and process of learning. The table is structured in the following format:

Example:

| <u>Province</u> | <u>Rationale</u> | <u>Objectives</u> | <u>Content</u> | <u>Method</u> | <u>Process</u> |
|-----------------|-----------------------------------------------------------------|---------------------------------------|------------------------|-------------------|------------------------------------|
| Saskatchewan | An understanding of man and his social and physical environment | Mainly knowledge and skill objectives | A conceptual framework | Inquiry Discovery | Teacher facilitator student-active |

Analysis Rationale

In order to conduct this developmental and analytical project, a sound analysis procedure was needed. The first step was to identify what programs in the field of social studies were currently being used in other areas of Canada, the United States, and Britain. An assessment of these guides could provide ideas for a committee wishing to write a social studies curriculum guide for this province.

The analysis procedure used provided for a comprehensive, intensive review of various curriculum guides as well as providing a workable and practical schema in which trends and commonalities in different programs could be seen by checks and references to the tables. Further, the procedure was able to not only provide a general overview of a particular guide but also to provide for descriptions of specific components of each program.

The adaptability of the review procedure enables different formats, inherent in the statements of the various guides, to be reduced to the common denominator of rationale, learning strategy objectives, content structure, method of instruction, and the learning process employed. This procedure provided a medium for assessing all programs and included any desirable aspect of a reviewed guide for consideration in a kindergarten to eleven social studies curriculum guide for the

province. It provided a "strength in numbers" base for making observations and inferences based on social studies programs from other areas which might be adapted to Newfoundland and which might be used in a projected kindergarten to grade eleven social studies curriculum guide in Newfoundland and Labrador.

Limitations

While this analytic study used a sound system of analysis and selected a wide range of social studies programs, it has some limitations. These limitations were:

1. The system used for the analysis was appropriate and complete for the purpose of the study.
2. The selection of materials to analyze was representative of the population of materials available.
3. The researcher applied the techniques of analysis with a minimum of personal bias.
4. The use of the analysis system and the selection of materials that were subsequently analyzed could provide the direction needed for a social program for the province of Newfoundland and Labrador.

CHAPTER II

ANALYSIS OF CANADIAN SOCIAL STUDIES

CURRICULUM GUIDES

Social studies curriculum guides from across Canada were reviewed using the analysis procedure outlined in Chapter I. Each of the guides reviewed possessed some commonalities and also some differences. The analysis of the provincial guides is presented in the following order: (1) Nova Scotia, (2) Prince Edward Island, (3) New Brunswick, (4) Ontario, (5) Manitoba, (6) Saskatchewan, (7) Alberta, and (8) British Columbia. The analysis charts are included in this section.

Rationales

A common theme underlying the different rationales emphasized the students' understanding of man and society. For example, Nova Scotia, British Columbia, Manitoba, and Saskatchewan developed curriculum guides using this rationale. A statement from the Saskatchewan social studies guide illustrates this theme:

Social studies is defined as a school subject in which young people study man and his relationship with his physical and social environments. The knowledge, skills and values developed in social studies help young people to be aware of the past, to understand the present and to mould the future.

¹ Saskatchewan Department of Education, Elementary Social Studies, Division I, Years 1, 2, 3 (Regina, Saskatchewan: Department of Education, 1972), p. iii.

TABLE I.

An Analysis Chart for Social Studies Programs in Canada

| Province | Rationale | Objectives | Content | Method | Process |
|----------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------|
| Nova Scotia | a basic understanding, as opposed to the dynamics of society stressing the interdependence of man and his environment | primarily the development of specific skills | an expanding environment for K-12 with concepts selected from the social science disciplines | a directed-learning approach | teacher-directed; student-active |
| Prince Edward Island | help the child understand human relationships | stresses the development of maps and globe skills and the cognitive knowledge skills | expanding environment plan | inquiry approach | teacher-directed; student-active |
| New Brunswick | basic understandings as opposed to the dynamics of society dealing with the problems of contemporary life | higher cognitive objectives and development of specific social studies skills | conceptual framework based on Taba's listing | based on a student needs approach with the student as an inquirer and problem solver | teacher-directed; student-active |
| Ontario (K-5) | based on the needs of the child to develop potential | developing process skills and higher mental abilities in the cognitive domain | a conceptual framework with little structure | problem solving inquiry | student-active |

....continued

TABLE I (cont'd.)

| Province | Rationale | Objectives | Content | Method | Process |
|------------------|------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------|---------------------------------------|
| Manitoba | basic understandings as opposed to action | higher mental skills and the development of psychomotor skills | areas studies from the disciplines with an arbitrary selection for K-3 | problem solving techniques | student-centered |
| Saskatchewan | an understanding of man in his social and physical environment | mainly knowledge objectives | a conceptual framework | inquiry-discovery | teacher facilitator; student-active |
| Alberta | the student as decision maker in the reconstruction of society | objectives which focus on the affective domain | expanding environment for K-5 with social studies science for grades 6-12 | inquiry approach | student-centered; teacher facilitator |
| British Columbia | deals with an understanding of human beings in the past, present, and future | deals with knowledge and value objectives | integrated approach | inquiry using the inductive method | student-active |

A unification of the thinking processes and feelings necessary to live in a changing world was an important aspect in these four provinces.

The rationale for Ontario differed from those of provinces such as Nova Scotia and New Brunswick because the individual's need to develop to his potential was explicitly stated. Ontario's goals for the primary and junior divisions were set out in The Formative Years.

The rationale for Alberta focused on the student as decision-maker in the reconstruction of society and assumed that schools must help students in their search for a values system. Social studies in Alberta was founded on the following goals:

1. Students must be able to assess the values that influence their personal and social lives.
2. Students must develop the ability to make decisions about their roles in society.
3. The curriculum should not only be concerned with what is but be concerned with what ought to be.
4. Social studies curriculum should provide a forum in which students can determine how they will interpret and apply basic values.²

The British Columbia guide included the main themes of the rationales for Manitoba, Saskatchewan, and Alberta. The British Columbia base provides the child with a means of understanding the world, and examining, considering, and developing a personal system of values.

In this section, four themes emerge, man and society, developing the child's potential, personal value decisions, and social change.

² Alberta Department of Education, Responding to Change: A Handbook for Teachers of Secondary Social Studies (Edmonton, Alberta: Department of Education, 1971), p. 3.

Objectives

Guides varied in the detail in which objectives were provided. Nova Scotia listed three categories of objectives: overall objectives, map and globe objectives, and specific skill objectives which ranged in degrees of difficulty. These categories were found to occur in other provinces. For example, Nova Scotia, New Brunswick, Saskatchewan, and Alberta adopted the Social Studies Skills Chart as their statement of specific skill objectives. The Social Studies Skills Chart is included in the curriculum guide for Nova Scotia.

Objectives for Prince Edward Island stressed map and globe skills. The development of these skills was a recurring objective stressed at all levels of the program.

The New Brunswick social studies curriculum guides presented detailed knowledge objectives, and skill and overall program objectives. Categories of skills and objectives designed by other writers were adapted to the program. The seven strands which formed the foundation of the New Brunswick program were:

1. Self-understanding and knowledge of human behaviour.
2. Using the group processes to develop human relations, respect and empathy.
3. Acquiring a knowledge and appreciation of the local and regional communities.
4. Restoring and maintaining the quality of the total environment of man.
5. Clarifying values and understanding the process of valuing.
6. Understanding the democratic process.
7. Perspectives in international relations.³

³ New Brunswick Department of Education, Elementary Social Studies Syllabus (Fredericton, New Brunswick: Department of Education, 1974), pp. 6-43.

Objectives for Ontario centered on the active involvement of the student in the learning process. These were stated as broad encompassing objectives. In contrast, provinces such as Nova Scotia, New Brunswick, and Saskatchewan provided more detailed objectives than Ontario.

Objectives for Manitoba were listed in categories such as map skills, reading, growth of knowledge, understandings, and attitudes. These objectives focused on the development of psychomotor and higher level cognitive skills.

Saskatchewan, along with Nova Scotia and New Brunswick, provided detailed descriptions of skills which were listed under the categories of general objectives, value objectives, problem-solving skills, social interaction, and personal adjustment skills.

Objectives for Alberta focused on problem-solving, social skills, knowledge attainment, and values clarification skills. The distinctive feature of the Alberta program was the emphasis on the valuing process. This process involved three basic skills:

- Choosing - 1. Identifying all known alternatives
- 2. Considering all known consequences of each alternative
- 3. Choosing freely from among alternatives
- Prizing - 4. Being happy with the choice
- 5. Affirming the choice willingly and in public if necessary
- Acting - 6. Acting upon the choice
- 7. Repeating the action consistently in some pattern of life.⁴

⁴ Alberta Department of Education, Responding to Change: A Handbook for Teachers of Secondary Social Studies (Edmonton, Alberta: Department of Education, 1971), p. 5.

Choosing, prizing, and acting encompass all the cognitive, affective, and skill objectives of the program.

Content Development

The dominant forms of content development were: (a) expanding environment approach, (b) concept-based approach, and (c) a combination of both approaches. Nova Scotia used the expanding environment theme in the elementary grades, while stressing a concept-based social science development in higher grades. Ontario, however, developed an unstructured sequence for content organization with the selection process being left to the student and teacher. The three areas around which the Ontario curriculum was developed were communications, arts, and environmental studies.

Prince Edward Island used the expanding environment format interwoven with the development of related concepts from the social sciences for its social studies program, while content development in New Brunswick was based on the conceptual framework of Hilda Taba. The key concepts of this program were: (a) causability, (b) conflict, (c) cooperation, (d) cultural change, (e) differences, (f) interdependence, (g) modification, (h) power, (i) societal change, (j) tradition, and (l) values.⁵

Content development in Ontario was very unstructured. There was neither a grade-by-grade content outline for kindergarten to grade nine nor a separate social studies curriculum for these levels. There

⁵Hilda Taba, A Teacher's Handbook for Elementary Social Studies (Don Mills, Ontario: Addison-Wesley Publishing Co., 1971), pp. 24-26.

were six categories used for the organization and development of content in the Ontario program. The format for content development described was a novel approach to the child's education, leaving the student and teacher to design appropriate learning experiences.

Content development in Manitoba was based on the expanding environment theme in the early grades, but an area studies approach for content selection in the later grades was used. A contrasting format was the conceptual framework of the Saskatchewan curriculum guide. The concepts in this framework were drawn from history, anthropology, sociology, political science, economics, and geography.

The expanding environment approach was used for content development in Alberta from kindergarten to grade five and used social science concepts in grades six to twelve. The three categories for developing concepts were the environment, interdependence, and causal relationships.

British Columbia incorporated an integrated approach in kindergarten to grade seven and stressed the traditional social science disciplines in grades eight to eleven.

Method

The method of instruction advocated by provinces such as Ontario, New Brunswick, and Saskatchewan was one of inquiry. Related terms used to refer to an inquiry type of methodology included problem-solving, critical thinking, inquiry, discovery, and the inductive method.

In the Nova Scotia program, the child with the aid of the teacher was to inquire into the structure of the local community, the province, and country.

Prince Edward Island stipulated a form of directed inquiry.

Directed learning experiences through a field study approach was an underlying principle in the kindergarten to seven portion of the program. The learner in this program was characterized as an inquiring individual developing the ability to obtain and use information.

Problem-solving was the form of inquiry suggested in New Brunswick. The conception of inquiry was expanded to include the different features of the problem-solving process.

Active student involvement and participation were an expected part of the teaching method in the Ontario program. The learner was to examine actions, make decisions, and become aware of alternatives in behaviors and attitudes.

Manitoba decreed the development of problem-solving techniques stressing both the discipline base and the role of the individual. Social studies was presumed to develop in the learner the skills of the social scientist, the ability to function as a member of a group, and high level thought processes.

British Columbia summarized the key virtues of an inquiry type strategy: "Concepts are developed through the inquiry method to acquire, organize, classify, and evaluate information."⁶ The pupils were to understand and relate new information, retain, and extend understandings, and broaden their concepts.

Process

The distinction noticed in the learning situations in the

⁶ British Columbia Department of Education, Elementary Social Studies, Years 1-7 (Victoria, British Columbia: Department of Education, 1974), p. 3.

different programs was between teacher-directed or instruction-based procedures and student-active ones. Nova Scotia and Prince Edward Island stressed the teacher's role in expanding the content and in using the field study, while Ontario illustrated the role of the active learner in the selection of content. Student and teacher roles were characterized in the following statement:

Teaching and learning are based on a process of continual interaction in which teacher and child are partners. For learning to be effective, the one who makes the first move must find the other ready to respond. The child will indicate his or her needs, readiness and capacity through questions and behaviour; the teacher must be prepared to respond or to initiate appropriate learning activities.

The student's role in the Alberta program was a dominant one. Emphasis was placed on the student's need to work within the inquiry framework of the program.

Evaluative Appraisal

Different themes which emerged from the analysis results were not mutually exclusive. For example, because the Alberta program stressed affective objectives did not mean knowledge acquisition or skill development was neglected. A province which based its social studies program on developing the individual's potential did not totally neglect understandings of man and society.

The following key threads emerged from the analysis:

Rationales:

1. Understanding of the relationships between man and society.

Ontario Department of Education, Education in the Primary and Junior Divisions (Toronto: Department of Education, 1975), p. 17.

2. Development of the potential of the individual.
3. Social change based on rational decision-making.
4. Development of a personal system of values.

Objectives:

1. Knowledge acquisition.
2. Development of map and globe skills.
3. Development of mental and data processing skills.
4. Development of communication and interpersonal skills.
5. Development of values and attitudes.

Contents:

1. Expanding environment approach.
2. Concept-based approach.
3. A combination of both approaches.

Method:

1. Problem solving.
2. Critical thinking.
3. Inquiry.

Process:

1. Teacher-directed or instruction-based.
2. Student-active--teacher-facilitator.

A concern of any curriculum document is how effective the aims and objectives of a program are when it is planned they be implemented in the classroom. Consistency between aims and objectives was important to accomplish the intended outcomes. A problem in translating curriculum theory into classroom practice is to bridge the gap between all-encompassing general goals and specific objectives listed in the program guides.

Another aspect of any curriculum document concerns whether the individual's educational needs and the relevant needs of society are developed by a specific program. If it is assumed that a social studies program must provide an accurate and usable body of knowledge, develop process skills, provide values clarification skills, and subsequently lead to the development of a contributing member to society, then these threads should be evident in a social studies curriculum guide.

An important thread was the development of the child's understanding of man's interdependence within his physical and social environments. For a program based on this theme to be functional, not only knowledge of the physical and social environments and thinking skills to relate the two must be provided. Another aspect of the individual's development is also needed, but it was not stressed in this type of rationale.

A corollary to this thread is expressed by this statement: "Man can, through reason, solve the problems of his neighbourhood, country, and world."⁸ Implied in this statement is the belief that man can change for the better through knowledge acquisition and the development of rational thinking processes.

Another thread dealt with the child's need to develop to his potential. This thread would develop an individual who could positively contribute to society. Again the development of valuing skills was not explicitly stressed.

The development of a personal system of values is an important

⁸ New Brunswick Department of Education, Elementary Social Studies Syllabus (Fredericton, New Brunswick: Department of Education, 1974), p. 3.

component of a social studies program for these reasons:

1. Knowledge, process skills, and values are interrelated.
2. Since there is disagreement about basic values, schools should develop values clarification skills.
3. An individual needs to identify his own feelings, attitudes, and values.
4. The individual must recognize and understand the value position of others.
5. The process of searching for a viable system of values should be refined in schools.

The development of a personal system of values was stressed in several provinces. The implications of such a program include knowledge acquisition, the development of problem-solving skills and the acquisition of a personal system of values. The assertion underlying such a program was, "schools must help students in their search for a clear, consistent and defensible system of values."⁹

Two areas of any curriculum guide which require the greatest degree of cohesiveness are the program's rationale and objectives.

Three factors pertaining especially to the analysis of objectives are:

1. Will the student attain all or some of the program objectives?
2. Are the listed objectives the most worthwhile and attainable?
3. What are the means of determining whether these objectives have been acquired by the student?

⁹ Alberta Department of Education, Responding to Change: A Handbook for Teachers of Secondary Social Studies (Edmonton, Alberta: Department of Education, 1971), p. 5.

Knowledge acquisition was a focal point for some objectives, because the acquisition of a usable and accurate body of knowledge has long been a need of both the individual and society. However, knowledge acquisition (conceived as factual information) in itself is unsuitable because the individual lacks the overall scope and horizons acquired through the combined development of knowledge, processes, and values.

Another thread dealt with mental and data processing skills. However, such objectives neglected to include the means by which an individual could develop a value system. Notwithstanding this omission, the development of such skills could enable the individual to develop further by providing for the interrelationship between knowledge acquisition and process development.

The development of values clarification skills was not isolated from knowledge acquisition or process development. In such guides, the individual is presumed to acquire values clarification skills and use such skills to further improve the existing society.

The area of the curriculum guides which possessed the most uniformity was in content development. The expanding environment approach was common, based on the immediate surroundings of the child, and the content was structured to broaden the horizons of the child. A concept-based approach stated concepts at different levels and with different degrees of difficulty. In guides which advocated this format suggestions were given to use problem-solving skills in acquiring knowledge, and, in some instances, to develop a personal value system.

Another approach combined the two formats providing the individual with a usable and accurate knowledge base and opportunities to use inquiry, critical thinking, and problem solving skills. This combination

could enable different social science courses developed for later grades to be incorporated into a kindergarten to grade eleven social studies program.

The different aspects of the teaching method largely focused upon some form of inquiry. The inquiry strategies tended to be oriented around the different social science disciplines with knowledge acquisition and process development interrelated.

An instruction-based or teacher-directed strategy implied teacher activity in planning and setting up problem situations. This strategy provided both teacher direction and student involvement in the learning process.

Another facet of the teaching strategy included a student-active process whereby the student indicated his needs and capabilities and then with teacher encouragement developed individual learning experiences.

CHAPTER III

ANALYSIS OF AMERICAN SOCIAL STUDIES

CURRICULUM GUIDES

Social studies curriculum guides from selected American states were analyzed using the format outlined in Chapter I. There were some commonalities and differences noticed in the results. For example, one commonality dealt with content development. Delaware and South Dakota adopted a concept-based approach. Kansas and Illinois stressed different kinds of objectives. Illinois dealt with cognitive objectives while Kansas stressed affective objectives.

The analysis results are presented in the analysis chart. The states are: (1) Delaware, (2) Illinois, (3) South Dakota, (4) Kansas, (5) Texas, (6) Montana, (7) California, (8) Alaska, and (9) Hawaii.

Rationales

A general theme underlying the rationales dealt with the development of the individual to function in society. Delaware developed its social studies curriculum guide in this manner. Student acquisition of values basic to active participation in society was a subsidiary component of this document. The rationale for Delaware contained fourteen points. Two of these points stressing inquiry skills and values were:

1. The 'New Social Studies' asks that all facts be related to the theory or structure of the discipline; the traditional often presented facts for memorization.
2. The 'New Social Studies' allows the student to formulate

TABLE II
An Analysis Chart for Social Studies Programs in the United States

| State | Rationale | Objectives | Content | Method | Process |
|--------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------|
| Delaware | the development of the individual to function in a society | focus on the development of social studies skills and high level cognitive objectives | a thematic approach based on a conceptual framework of Bruner's thesis | a directed inquiry strategy | teacher-led; student-active |
| Illinois | stresses basic understandings as opposed to action and the dynamics of the society | focus on higher mental abilities in the cognitive domain | expanding environment (K-6) and using concepts from the social science disciplines | problem-solving techniques | pragmatic-- a teacher-directed, student-active process |
| South Dakota | the individual as he adapts to change in modern society; man and human relationships | deal with the affective domain | based on a conceptual framework | discovery learning, and inquiry | student-active |
| Kansas | deals mainly with the setting of end-of-program goals and needs of individual | the setting of objectives acceptable to all societal groups-- higher level affective objectives | five main strands which are developed along conceptual lines | | teacher-directed |
| Texas | an understanding of man and his world | mainly process objectives dealing with mental and psychomotor skills | a conceptual framework with a sequential flow | critical thinking | teacher-centered |

....continued

TABLE II (cont'd.)

| State | Rationale | Objectives | Content | Method | Process |
|------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------|
| Montana | the expanding social order and the development of the individual for such a society | setting of broad goals and specific behavioral objectives; attainment of knowledge | expanding environment these | an inquirer developing self-confidence | teacher-directed |
| California | stresses societal needs of a heterogeneous society-- a liberal ideal in a dynamic society | higher mental abilities of the cognitive domain | a modification of a spiral and conceptual plan based on Taba's outline | critical thinking | teacher-directed |
| Alaska | help the student understand his American heritage in relationship to world society | focus on knowledge, processes, and value objectives | a spiral structure | problem-solving inquiry | pragmatic approach being teacher-directed and student-active |
| Hawaii | understanding of concepts as tools of inquiry | three categories of objectives: broad goals, social studies objectives and skill objectives | variation of the expanding environment plan with ideas of the world being developed in early grades | inquiry conceptual framework | teacher-facilitator; student-active |

values; the traditional is concerned with inculcating values.¹

Illinois developed a rather extensive rationale for its social studies curriculum guide. Again stressing decision making, the individual's need to acquire the basic understandings of the factors affecting modern day life was important. Thirteen related principles outlined the rationale for Illinois.

In the same vein but with a different emphasis, the base for the curriculum guide rationale in South Dakota was the individual as he adapted to change in modern society and the understanding of human relationships. The rationale was based on nine guidelines with the program theme being:

The social studies should help young people learn to carry on the free society they have inherited, to make whatever changes modern conditions demand or creative imagination suggests that are consistent with its basic principles and values, and to hand it on to their offspring better than they received it.²

The rationale for Kansas was based on two segments. In the first, goals were considered as long range student behaviours while objectives dealt with skill development and knowledge acquisition. The second aspect, emphasizing inquiry skills, was the enhancement of human dignity through learning and commitment to rational processes. The curriculum guidelines of the National Council for the Social Studies was incorporated into the Kansas guide to provide a developmental frame-

¹Delaware State Department of Public Instruction, Exemplar: A Model for Social Studies Curriculum Development in Delaware, K-12 (Dover, Delaware: State Department of Public Instruction, 1970), p. 2.

²South Dakota State Department of Public Instruction, Social Studies Guidelines (Pierre, South Dakota: Department of Public Instruction, 1970), p. 36.

work.

The rationale for Texas was based on the understanding by the individual of man and his world. As with the other states, the development of knowledge, attitudes, and behaviors necessary for active participation in society was considered important.

The main theme for Montana was the expanding social order and the development of the individual for society stressing both values and inquiry. The aims as stated in the guide were to develop cooperative attitudes towards society, develop values consistent with a democratic creed, acquire a valid body of knowledge, and develop appropriate inquiry skills.

California developed a rationale stressing the educational needs of a heterogeneous society. The main purpose of this design was "to develop responsible citizens who will in turn preserve and continue to advance progress towards a just society."³ The term "participating members of a democratic society" described the kind of citizens that would, it was hoped, result from having participated in the proposed stratagem. The preparation of individuals to deal with social problems by using reason, evidence, and judgment was a foundational principle.

The rationale for the Alaskan curriculum guide was "to aid young people in learning to function effectively and meaningfully in a free society."⁴ The rationale was to help students to understand their

³ California State Department of Education, Social Science Education Framework for California Public Schools: Kindergarten and Grades One through Twelve (Sacramento, California: State Department of Education, 1975), p. 1.

⁴ Alaska State Department of Education, A Curriculum Guide for the New Social Studies for Grades K-12, Volume 1 (Juneau, Alaska: State Department of Education, 1971), p. 1.

American heritage in the context of the total world society. The need to educate for "creative resolution" of conflict was seen as a basic need to be met in a social studies program. Identifying relationships between the school and society and the closing of this gap was another principle. The effective utilization of human and material resources was also considered.

Hawaii emphasized the "involvement of students in experiences which develop inquiry skills and affective learning together with cognitive learning."⁵ The instructional intent was to focus on these objectives for student learning and to revise the teaching of social studies to facilitate these objectives. The main theme was:

. . . teaching the students to understand the nature of concepts as tools of inquiry and the processes of inquiry through which they are developed and used in the study of significant topics and problems.⁶

These rationales may be grouped as follows: the development of the individual to function in society, the expanding social order, the educational needs of a heterogeneous society, and the individual as he adapts to change in modern society.

Objectives

Objectives for the social studies programs were included in categories such as knowledge, skills, problem-solving, and values. Other specified categories included the cognitive, affective, and psychomotor

⁵ Hawaii State Department of Education, Elementary Social Studies Program Guide (Honolulu, Hawaii: Office of Instructional Services, Department of Education, 1972), p. 1.

⁶ ibid., p. 1.

domains. States varied in the complexity of their curricular objectives.

South Dakota developed objectives which emphasized mainly the affective domain. However, four categories were identified. They were: (a) broad societal goals, (b) attitude objectives, (c) knowledge objectives, and (d) specific skill objectives.

The objectives for Delaware focused on the development of higher level cognitive objectives. A listing of goals which was adapted from Social Studies in Transition: Guidelines for Change provided the general objectives for the Delaware proposal. The list of skills for the Delaware guide was adapted from "The Skills Flow Chart: A Guide to Analysis and Grade Placement" developed by Eunice Johns and Dorothy McClure Fraser. The chart provides tentative grade placements for specific skill development at three levels and details the specific tasks involved by the learner in acquiring these skills.

The Kansas objectives focused on the setting of objectives which would apply to all societal groups. The four areas of objectives were: knowledge acquisition, problem-solving abilities, valuing, and societal participation.

Objectives for Texas dealt mainly with processes, albeit for mental and psychomotor skills. The objectives were listed under the heading 'learning process' and included observing, reading, discussing, and interpreting maps, globes, and various types of map projections.

Montana focused primarily on the setting of both goals and specific objectives dealing with knowledge attainment and skill development. The objectives in this guide dealt mainly with the acquisition of knowledge and developing a cooperative attitude toward society. The major themes for each unit, behavioral objectives, and a listing of

resource materials were provided in the Montana guide.

California, like Illinois and Delaware, developed program objectives which dealt with higher mental abilities in the cognitive domain.

The five broad goals were:

1. Concepts -- interdisciplinary and disciplinary
2. Skills -- intellectual, work-study, valuing, and social participation
3. Diversity
4. Social Values
5. Social Participation⁷

For each of these program goals, specific program objectives were adopted for kindergarten to grade twelve. These included specific skill development and social value objectives.

Objectives for Alaska dealt with knowledge acquisition, process skills, and values which centered around five basic questions:

1. What kind of person am I?
2. What kind of people are we?
3. What makes us the way we are?
4. What has time done with us and our ideals?
5. What portions of our heritage are worthy of preservation today and tomorrow?⁸

Hawaii was another state which provided a very extensive and detailed listing of objectives. The three categories used were desired learner outcomes, specific skill objectives, and map and globe skills. In addition to these, the "Skills Framework" in the Framework for the Social Studies in Wyoming was adapted for use in the Hawaii curriculum

⁷ California State Department of Education, Social Science Education Framework for California Public Schools: Kindergarten and Grades One through Twelve (Sacramento, California: State Department of Education, 1975), p. 2.

⁸ Alaska State Department of Education, A Curriculum Guide for the New Social Studies for Grades K-12, Volume 1 (Juneau, Alaska: State Department of Education, 1971), p. 1.

guide.

To summarize, then, objectives in the American documents were classified according to knowledge acquisition, process skills, social participation traits, and values. These categories were not entirely mutually exclusive.

Content Organization

The plans used for content development were an expanding environment approach, a concept based approach, and a combination of the two approaches. States such as Illinois and Montana developed expanding environment formats in their curriculum guides, while states such as Delaware, Kansas, and Texas developed a concept based approach. South Dakota, California, and Hawaii developed modifications of the previous two themes.

The organization of curriculum content for Delaware was based on the "Conceptual Framework for the Social Studies" which was included in the Delaware guide. Concepts were introduced in the early grades and developed through all the grades. The major themes and topics were depicted in a scope and sequence chart.

The format for content development used in Illinois was based on an expanding environment plan for kindergarten to grade six with concepts drawn from the social sciences in later grades. The structure for the program was centered in the three areas of basic activities of living, expanding communities and geographic areas, and concepts and values inherent in a free society. Major concepts from economics, geography, history, political science, anthropology, and sociology were used to build the content core for the Illinois social studies program.

Content organization for South Dakota was based on a conceptual framework. It was constructed using concepts drawn from history, geography, anthropology, sociology, political science, and economics. In the South Dakota curriculum guide the social studies for the first six grades was organized along interdisciplinary lines while in grades seven through twelve the social sciences were treated as diverse entities.

The content structure for Kansas was based on a thematic scheme with an emphasis on high level cognitive objectives. There were curriculum guidelines stated in the Kansas booklet which provided a blueprint for developing a social studies program, but specific units or concepts were not included.

Another state which employed a conceptual framework in its guide was Texas. A central unifying theme bound the kindergarten to grade six segments of the program together. The guide included the understanding and application of various basic principles of democracy such as rights, liberties, obligations of citizens, and rule of law. The interrelatedness of all the social sciences was another focus of this document. Content selection was based on an interdisciplinary approach using social science concepts.

Montana used an expanding environment format for curriculum development. The theme, the expanding social order, was developed by using concepts from the social sciences.

The California guide employed the spiral conceptual plan developed by Hilda Taba. There was no prescribed course syllabus setting out the specific grade-by-grade content structure. The general and specific program goals of the California booklet provided a frame-

work for the individual teacher to follow. Content organization within grades was interdisciplinary, accentuating the development of (a) the skills of the social scientist, (b) the uniqueness of different cultural groups, and (c) the development by the individual of acceptable values of society. Concepts from the social sciences were interwoven to form an integrated curriculum pattern.

Content development in Alaska used three different approaches. An integrated approach to the selected topics of the social sciences was used in the presentation and development of content. The different formats presented in this guide were a spiral type curriculum, an expanding environment approach, and a concept based approach.

Hawaii adapted a modified version of the expanding environment plan. This variation was the broadening of the expanding environment format to include the study of the world in the early grades. A chart consisting of key concepts was developed.

Method

The method of instruction used in a majority of American states was a form of inquiry, typically teacher directed, often couched in terms of problem solving skills or discovery learning.

Delaware employed a directed inquiry strategy designed to combine the methods of expository and discovery learning. An inquiry learning process tried "to help the student discover ideas for himself and to validate his views through self-testing and consulting the ideas of others."⁹ Caution was expressed concerning the value of inquiry by

⁹ Delaware State Department of Public Instruction, Exemplar: A Model for Social Studies Curriculum Development in Delaware K-12 (Dover, Delaware: State Department of Public Instruction, 1970), p. 26.

itself, but when used in conjunction with other teaching methods, it was believed by the composers of this state's curriculum guide to have educational merit and promise.

The method used for Illinois was based on developing problem solving techniques in the individual and was adapted in part from the work of Hilda Taba. The organization and selection of teaching-learning experiences, the methods of unit teaching, and the developing of critical thinking skills were major components of this program. The learner was expected to develop specific problem solving techniques.

South Dakota adopted a discovery learning and inquiry approach to instruction. The process of learning was considered to be of equal importance with the acquisition of knowledge.

Discovery learning must be used because it reinforces the techniques of problem-solving through productive questioning and searching. Discovery permits tentative conclusions which become further refined through integration of new experiences. Inquiry and learning become continuous.¹⁰

Kansas employed a problem solving and inquiry approach to instruction. The learner was assumed to be an individual who had potential intellectual abilities which could be met by the challenge of attempting open-ended questions and problems. Empirical inquiry and logical reasoning were characteristics attributable to student learnings in this framework.

The form of inquiry used in Texas was one of critical thinking. The individual was portrayed as one developing a variety of learning processes. The attainment of critical analysis skills and concept

¹⁰ South Dakota State Department of Public Instruction, Social Studies Guidelines (Pierre, South Dakota: State Department of Public Instruction, 1970), p. 9.

formation processes by the learner was important along with the development of values that lead to skills in developing human relationships.

Montana proposed a form of inquiry in its guide. The learning process was basically one of inquiry with the aim being the development of a favourable self-image by the student. The learner was also pictured as an inquirer who was searching for knowledge and values.

Alaska also emphasized inquiry, this time in the context of the development of cognitive and skill processes. The "Skills Framework" for this guide was adapted from the Thirty-Third Yearbook of the National Council for the Social Studies.

The learning strategy adopted by Hawaii was based on the "Inquiry-Conceptual Program Framework" developed for use in the California social science program. The three interrelated components were inquiry processes, concepts, and settings.

Thus, several key themes emerge: directed inquiry, discovery, problem solving, critical thinking, and an inquiry-conceptual framework.

Process

Student activity under teacher guidance was the process which dominated the guides. Student activity was spelled out with varying degrees of specificity. The role of the teacher varied from that of facilitator in Hawaii to that of director in Montana.

The learning process recommended in Delaware was a teacher-directed, student-active type in which the learner was to:

1. Be actively involved.
2. Use mental processes higher than rote and recall.
3. Find his learning more meaningful and enduring.

4. Have a better knowledge of the nature of knowledge.
5. Be a more independent thinker.¹¹

In line with Delaware, Illinois stipulated similar teaching-learning strategies and outcomes.

South Dakota advocated a teacher-directed, student-active learning process. Its guide attempted to zero in on the idea that "a renewed effort be made to have social studies be more than an activity centered period during the elementary years."¹²

Kansas also suggested using a teacher-directed learning process in its social studies program.

The learning process recommended in Texas was also teacher-centered. Again, the theme expressed was that the "mastery of learning skills and the processes of thinking are as important as content learned."¹³

The learning process developed in California was basically a teacher-facilitator approach. It was hoped that the learner would acquire the ability to deal with social problems by using reason, evidence, and judgment.

Alaska followed a teacher-directed, student-active format. Here

¹¹ Delaware State Department of Public Instruction, Exemplar: A Model for Social Studies Curriculum Development in Delaware, K-12 (Dover, Delaware: State Department of Public Instruction, 1970), p. 26.

¹² South Dakota State Department of Public Instruction, Social Studies Guidelines (Pierre, South Dakota: State Department of Public Instruction, 1970), p. 9.

¹³ Texas Education Agency, Framework for the Social Studies, Grades K-12 (Austin, Texas: Texas Education Agency, 1970), p. 9.

is how the learning process was characterized.

1. Learners are active and move about freely.
2. The content is problem-centered, not fact-centered.
3. The students use a variety of intellectual tools.
4. The systematic study centers on problems, issues, and values.
5. The teacher tends to direct less and less and help more and more.¹⁴

Hawaii used basically a student-active, teacher-facilitator approach to instruction. The philosophy of the learning strategy employed is illustrated by the following statement:

The student cannot become an effective inquirer by only learning what is in the textbook or what the teacher tells him. If he is instead allowed to 'discover' for himself through inquiry and conceptualization, comprehensive coverage and surveys must give way to the extensive examination of carefully delimited settings.¹⁵

In all these programs, active student involvement in the teaching-learning process was necessary to ensure a successful and well organized social studies program.

Evaluative Appraisal

General themes and trends emerged from the analysis of curriculum guides from the United States.

¹⁴ Alaska State Department of Education, A Curriculum Guide for the New Social Studies for Grades K-12, Volume 1 (Juneau, Alaska: State Department of Education, 1971), p. 8.

¹⁵ Hawaii State Department of Education, Elementary Social Studies Program Guide (Honolulu, Hawaii: Office of Instructional Services, Department of Education, 1972), p. 3.

Rationales:

1. The development of the individual to function in society.
2. The expanding social order.
3. The needs of society.
4. The development of the individual as he adapts to a changing society.

Objectives:

1. Acquisition of a dependable body of knowledge.
2. Development of values, attitudes, and feelings.
3. Development of mental and data processing skills.
4. Development of communication and interpersonal skills.

Content Organization:

1. An expanding environment approach.
2. A concept-based approach.
3. A spiral conceptual approach.

Method:

1. An inquiry-conceptual framework.
2. A directed inquiry strategy.
3. A problem solving approach.

Process:

1. Teacher-directed or instruction-based.
2. Student-active.
3. A combination of the above.

The inherent limitation of any rationale is in deciding whether the individual described in the rationale will have been developed at the conclusion of a program.

One thread among the rationales ~~was~~ developing an individual to function positively in a democratic society. There is implied in this theme the meeting of both the educational needs of the individual such as knowledge, processes, and values and providing for society a positively contributing individual.

Another thread revolved around the theme, the expanding social order. This rationale was important because it presumed that the student would be involved in an active role in developing cooperative attitudes toward society and in acquiring an accurate and usable body of knowledge, along with the ability to use that knowledge.

The needs of a heterogeneous society is another theme which was stressed such as the preparation of individuals to deal with social problems. There is implied in such a theme the acquiring by the individual of knowledge, processes, and values to cope with and improve society.

The development of the individual as he adapts to changes in modern society was also indicated. This theme contains implicit assumptions which are included in the following statement:

The primary purpose of the social studies as part of the total school curriculum is to aid young people in learning to function effectively and meaningfully in a free society. The social studies program should help students to understand their American heritage in the context of a total world society; to make whatever changes contemporary conditions may demand, while at the same time insuring that these changes are in harmony with the basic principles of our society; and to pass on to their children a human environment better than the one they received.¹⁶

¹⁶ Alaska State Department of Education, A Curriculum Guide for the New Social Studies for Grades K-12, Volume 1 (Juneau, Alaska: State Department of Education, 1971), p. 1.

A high degree of cohesiveness was needed between any program's rationale and objectives to translate the stated intents into curriculum outcomes.

Knowledge acquisition was a focal point for guide objectives because acquiring a useful and accurate body of knowledge by the individual has long been regarded as an educational need of both the individual and ultimately society. Knowledge acquisition in itself is insufficient to both the individual and society because the individual lacks scope which is acquired through the combined development of knowledge, processes, and values.

Another thread of the objectives dealt with the development of mental and data processing skills. Implicit in this development was a knowledge base to use these process skills which the individual could use and refine in creating an expanding social order or an improved heterogeneous society.

The development of values and attitudes by the individual was an important aspect of the objectives. The student was supposed to acquire the skills needed to develop a personal system of values which would eventually help him to become a citizen contributing to society.

One format used for content development was an expanding environment approach. This approach began with the child's immediate surroundings. Since social studies curriculum development should be an on-going process, this type of framework was not as flexible as a conceptual framework for developing new aspects of content.

A spiral-conceptual framework was another approach. Content organization within grades was interdisciplinary accentuating skill development, cultural uniqueness, and values clarification.

Another way of looking at content combined the expanding environment and concept-based approaches which would hopefully develop a knowledge and skill base in pupils enrolled in kindergarten to grade six. Using such a base, they could then develop and integrate social science concepts into their seventh to twelfth grade courses.

The prevailing method of instruction was one of inquiry. The student was urged to discover ideas for himself and to validate his views through self-testing and consulting the ideas of others. However, the development of inquiry skills such as problem solving and critical thinking were often stressed without the knowledge base essential for sound learning.

CHAPTER IV

ANALYSIS OF BRITISH SOCIAL STUDIES

CURRICULUM GUIDES

There are no educational divisions in Great Britain which correspond to the Canadian province or American state that adopts a comprehensive social studies curriculum. Thus, any innovative and developmental work in social studies often goes unheralded because of the lack of communication between different school districts. As a result, organizations such as the Schools Council have tried to remedy this situation by providing sponsorship of curriculum development projects. The documents reviewed for Great Britain were not all government prescribed course syllabi, but represent a sampling of social studies organizational and methodological guides. The analysis chart for social studies programs in Britain is included here.

The New Social Studies

This publication attempted to synthesize thoughts and views concerning social studies in English schools. It provided historical perspectives on social studies, reviewed content materials and teaching methods, and developed evaluation plans for the new social studies in British education.

Rationale

The rationale was based on two main principles:

TABLE III

An Analysis Chart for Social Studies Programs in Britain

| | Rationale | Objectives | Content | Method | Process |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <u>The New Social Studies</u> | the understanding of man as a social being and the way he organizes society | knowledge, affective, and skill objectives | varied from dis-trict to dis-trict, but authors proposed a topical approach based on 37 topics and themes | ranges from an exposi-tory to a rigid laissez-faire format | varies from pupil active to a rigid teacher lecture plan |
| <u>Humanities Curriculum Project</u> | deals with young people's understanding of controversial issues through inte-gration of history, geography, English, religion | knowledge integration in average and below average adolescents | a thematic approach using the themes such as war and society and poverty | a project method using discovery and problem-solving skills | student-active using a field study approach; teacher-directed |
| <u>Social Studies (8-13)</u> | to provide a frame-work for developing and evaluating social studies syllabi in English schools | a wide vari-ation of objectives were surveyed | mainly spir-al type curriculums with key concepts recurring with complexity and difficulty | inquiry and problem solving | varies from teacher-directed using text in expository mode to student-active using an inquiry approach |

TABLE III (cont'd.)

| | Rationale | Objectives | Content | Method | Process |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <u>Social Education School Council No. 31</u> | to teach awareness, sensitivity to others, and how individuals can cooperate with others | affective objectives and social skills | a conceptual approach | use of pro- files in which stu- dents develop survey, ob- servation, communication, and other re- lated skills | a high degree of student activity in this project |
| <u>Keels Integrated Studies Project</u> | to learn the inter- relationships between experience and knowl- edge | cognitive and skill objec- tives | a thematic approach using early man, communications, development, and out-groups in society | problem- solving | active student work in small groups with teacher as facilitator |
| <u>Social Studies in English Education</u> | deals with man as an individual and in groups as he adapts to a changing society | knowledge and skill | an extensive survey with content varied | a wide divergence | a variation of different strategies |

1. To find out the best way for the most people to acquire an adequate knowledge of the social sciences.
2. To gain a better understanding of their own and other societies.¹

Social studies in the text was defined as:

... any course which is concerned with man as a social being and with the way he organizes society. This will include the social, cultural, economic, political, historical, and geographical aspects of our society.²

The authors make a determined effort to avoid following the American example of designing the perfect, all-inclusive and, in their view, many times impractical curriculum package. Instead, they have attempted to provide a format for teachers to follow in planning classroom programs. They have included a societal goal for a social studies program which is "developing in children a more critical and balanced social awareness than has been fostered in our schools up to now."³

Objectives

A distinction was made between aims and objectives. Aims were defined as general statements of intent and were often criticized as being too broad, vague, or unattainable. Objectives were classified as limited statements of intents and were not considered as important in Britain as in Canada and the United States. The reducing of social studies learning tasks to behavioral objectives was another facet of

¹ Denis Lawton and Barry DuFour, The New Social Studies: A Handbook in Primary, Secondary and Further Education (London: Heinemann Educational Books, 1973), p. x.

² Ibid.

³ Ibid., p. 18.

social studies which was not emphasized.

Despite the authors' concern over aims, there were two general aims stated in the text:

1. The practical need for young people to develop an awareness and understanding of their own society.
2. Just as we have science in the curriculum not merely to produce scientists but to enable all pupils to understand a scientific and technological world, so it is increasingly important for everyone to be familiar with the social sciences.⁴

Specific objectives were based on both Bloom's and Krathwohl's taxonomies. The development of problem-solving methods and specific skills pertaining to social studies was considered an important aspect of programs reviewed by Lawton and Dufour.

Examples of skills developed in social studies are these:

1. The ability to interpret data such as graphs and documents.
2. The ability to evaluate evidence.
3. The ability to relate new knowledge to new situations.
4. The ability to conduct field work.
5. A facility to use inquiry and problem solving methods.

Many of the skills mentioned in the various British curriculum programs and course syllabi are similar to those listed in American publications such as the "Wyoming Skills Chart", and the "Social Studies Skills Chart."

Method

Learning strategies in Britain were depicted as being on a continuum. The range varied from a laissez-faire approach whereby

⁴Ibid., p. 26.

students were to be given considerable freedom to work within specified topics as opposed to the minutely defined course syllabi patterned after American programs.

A dilemma exists in England similar to the expository-inquiry conflict affecting programs in North America. This position is stated as follows:

The new social studies in Britain will probably establish itself in the middle between these two extremes. Insights, concepts, and generalizations partly derived from the social sciences about man and society, but will also allow a generous degree of flexibility and pupil choice. Courses will be a compound of what is thought pupils ought to know about human society, what is most relevant for them to know, and what is of interest to them.⁵

Process

There was a move from a teacher-centered to a pupil-active learning situation in British social studies. This view was supported by the proliferation of Schools Council projects such as the Keel Integrated Studies and Social Education projects which increased student activity in the learning process.

Strategies such as self-directed learning, discovery-oriented learning, problem solving and inquiry are all one in which the student's role is a highly active one.

The Humanities Curriculum Project

This project was funded by both the Schools Council and the Nuffield Foundation from 1967-72 and was concerned with students aged 14-16. This project was included under social studies because it

⁵ Ibid., p. 19.

afforded the student a knowledge base in other social studies, and religious studies, and English. It also provided the student with inquiry processes, a means for integrating knowledge, and for developing a personal system of values.

Rationale

This project was undertaken in an attempt to deal with young people's understanding of controversial issues. A controversial issue was defined as "one which divides pupils, parents and teachers because it involves an element of value judgements."⁶ The rationale for this project was based on two principles:

1. No curriculum is likely to be of educational worth for our pupils unless it stimulates a quality of work so far not generally achieved by the schools.
2. No curriculum is acceptable for the average if it is divisive. Any curriculum offered to average pupils should be equally appropriate at the highest ability range.⁷

Another major facet of the rationale was:

To offer to schools and to teachers such stimulus, support, and materials as may be appropriate to the mounting as an element in general education of inquiry-based courses, which cross the subject boundaries between English, history, geography, religious studies and social studies. The project is expected to concentrate on such support as will in particular meet the need of adolescent pupils of average and below average academic ability.⁸

⁶ L. A. Stenhouse (ed.), The Humanities Curriculum Project (London: Schools Council, 1972), p. 19.

⁷ Denis Lawton and Barry Dufour, The New Social Studies: A Handbook in Primary, Secondary and Further Education (London: Heinemann Educational Books, 1973), p. 171.

⁸ L. A. Stenhouse, "The Humanities Curriculum Project," Journal of Curriculum Studies, Vol. 1, No. 1 (November, 1968), p. 27.

The humanities were defined as "the study of both human behaviour and experience."⁹ This category was further subdivided into human psychology, sociology, and history. The underlying philosophy of the project was based on the theme, "the study of the humanities enhances understanding and judgement in these areas of living which involve complex considerations of values and cultural traditions."¹⁰

Objectives

Two broad aims the project attempted to follow were:

1. To develop in the humanities a core curriculum element for average and below average adolescent pupils which unites them with the rest of mankind rather than separates them off, and which has about it a prospect of quality which will demand of these pupils the highest standards of work they will achieve during their school careers.
2. The teaching strategy will be enquiry-based. We take this to imply groups of pupils discussing issues in the light of evidence and under the guidance of the teacher.¹¹

There were three main tasks that were considered important program objectives:

1. To help found a tradition which will support teachers working in this curriculum by helping them to select materials, by increasing the appropriate classroom strategies, and by making secure judgement of the quality of the students' work.
2. To provide, as examples, materials for use in the classroom which will express this tradition and embody its standards.
3. To evaluate the impact of the curriculum materials on

⁹ Ibid., p. 40.

¹⁰ Ibid., p. 27.

¹¹ Ibid., p. 30.

the classroom situation, and the strengths and weaknesses of the teaching situations developing around them.¹²

Content

There were eight learning packages developed in this project.

They dealt with:

- | | |
|--------------------------------|---------------------|
| 1. War and Society | 5. Poverty |
| 2. Education | 6. People and Work |
| 3. The Family | 7. Living in Cities |
| 4. Relations Between the Sexes | 8. Law and Order |

The development of controversial issues provided the content base in this project.

Method

The term project method was used in a number of programs. Students were to be encouraged to develop discovery skills by "looking things up." The student was no longer expected to be a passive receiver of knowledge, but was to learn about the world through experiences both real and vicarious. The teaching strategy was to be implemented through an inquiry-based teaching-learning strategy.

In this project a distinction was made between instruction-based and discovery-based teaching.

Instruction-based teaching implied that the task in hand is the teacher's passing on to his pupils knowledge or skills of which he is master. In discovery-based teaching the teacher introduces his pupils into situations so selected and devised that they embody in implicit or hidden form principles or knowledge which he wishes them to learn.¹³

¹² Ibid., p. 28.

¹³ Ibid., p. 30.

Process

The learning process in this program was teacher-directed, student-active. It was based on introducing situations through which the pupils acquire knowledge, obtain skills, and question value-laden controversial issues.

Social Studies (8-13)

This publication was the result of a survey undertaken by Denis Lawton under the auspices of the Schools Council between the years 1968-1970. The survey dealt with descriptions of social studies programs and resources. Social studies in this survey was defined as "work involving concepts, methods, and materials derived from the social sciences."¹⁴

Rationale

The two main aspects of the rationale for Lawton's study were:

1. To describe and evaluate the work of schools which were exceptional in their attempts to teach some aspects of the social sciences.
2. To encourage other schools to question whether they should re-think the adequacy of this aspect of the curriculum.¹⁵

There were six criteria listed as important for consideration in the development of a social studies program:

1. Learning would be in mixed ability groups.

¹⁴ Denis Lawton (ed.), "Social Studies (8-13)," cited in The New Social Studies: A Handbook in Primary, Secondary and Further Education by Denis Lawton and Barry Dufour (London: Heinemann Educational Books, 1973), p. 43.

¹⁵ Ibid.

2. There would be a comprehensive ability range.
3. All pupils would undertake the social studies program.
4. A reasonable amount of school time would be given to social studies (about 30 per cent).
5. The school's resources would be adequate.
6. The teachers responsible for social studies would be prepared to become well-read in the elements of social anthropology and sociology.¹⁶

These criteria provided a framework for social studies. The basic philosophy involved man's understanding of himself as an individual and a group member to develop and improve the existing social order.

Content

The content development format advocated was a spiral type of curriculum using inquiry teaching as a strategy. A spiral curriculum format was one in which key concepts recurred in a variety of contexts, increasing in complexity and difficulty. The two categories used were Stage I (Age 8-10) and Stage II (Age 11-12).

In Stage I, pupils were to investigate different groups through inquiry and problem-solving methods which were predominantly student-active. The main groups in this stage were:

- Type A -- Groups of which the pupil is a participant.
- Type B -- Groups that the child may observe but of which he is not a member.
- Type C -- Groups that are separate from the child in time and space.
- Type D -- Groups created in the pupil's imagination and simulated in the classroom.¹⁷

These were important topics incorporated into this framework for primary

¹⁶ Ibid., p. 46.

¹⁷ Ibid., p. 52.

schools:

1. Man and his origins/early man.
2. Man and his environment.
3. Man and his needs.
4. Similarities between man and other animals.
5. Evolution.
6. Settlement.
7. Early civilizations (Egypt, Sumeria, Babylonia, India, China, Greece, and Rome).
8. Primitive people and how they mastered their environment.
9. People and communities in other parts of the world (and different times in history).
10. Man and industrial society: problems as well as advantages.¹⁸

These topics were included under three categories of: Man and His Environment; Civilizations; and Aspects of Modern History.

Stage II had a more structured and sequential framework than Stage I and an attempt was made to encourage pupils to analyze society.

The format for Stage II was:

Age 11:

1. Evolution.
2. Animal Societies.
3. Primitive Societies.

Age 12

(Either Community Studies or Ancient Civilizations)

1. The local community (economy, industry, and trade; social, political, and religious leaders; social class).
2. Communities around the world (for instance, San Francisco, an English new town, an African village, a Kibbutz, with emphasis on comparisons among them).

Ancient Civilizations

1. Ancient Egypt (emphasis on the relationship of the society to its environment).

¹⁸ Ibid., p. 49.

2. Ancient Athens and Rome (emphasis on political development and government).
3. Ancient India (emphasis on religion and social stratification).¹⁹

Method

The teaching strategies used were grouped under learning situation, teaching organization, and teaching role.

One learning strategy described was traditional with the pupils taking notes and reading textbooks. Another learning strategy was a diverse one. Here the student could learn by reading, direct observation, research, or by a variety of creative and imaginative activities.

The second component of the teaching strategy dealt with teaching organization. Team teaching and flexible scheduling were considered important because they provided a workable plan for utilization of the timetable for social studies.

The third major aspect concerned the teacher's role.

1. The teacher's role in relation to the pupils.
 - a. what is learned and how it is learned (instructional).
 - b. children's emotional and social adjustment (affectional).
2. The teacher's role in relation to his colleagues.
 - a. the extent to which cooperation with other teachers is involved (collaborative).
 - b. the extent to which a teacher's performance is open to the scrutiny of his colleagues (public).²⁰

The limitation of this project was the small number of schools which were surveyed. However, the study did provide a framework for

¹⁹ Ibid., p. 46.

²⁰ Ibid., p. 47.

the middle years of schooling and a general overview of social studies in England.

Social Education

This School's Council project was developed at the University of Nottingham's School of Education. The report gives a detailed presentation of the curricular aspects of social education in four schools. The project was established to promote in the 11-16 age group involvement in the affairs of the community through development of social skills and awareness of the community, country, and the world.

Rationale

Social education is that ill-defined, yet evolving part of the curriculum which deals with education for social responsibility with the school's relationship to the community and society at large.²¹

The rationale for the program is that education must not only develop academic and personal abilities in students, but also provide them with skills needed to cope in an expanding technological world. Another aspect was the attempt to make modern government more relevant in the life of the individual.

To achieve this goal, a social education program was developed . . . to teach pupils an awareness of their surroundings, sensitivity to their own and to one another's problems, and an appreciation of how individuals can collaborate both to inform themselves and to better their own lot.²²

²¹ J. Rennie, E. A. Lunzer and W. T. Williams, Social Education: An Experiment in Four Secondary Schools, Working Paper 51 (London: Evans/Methuen Educational Books, 1974), p. 5.

²² Ibid., p. 8.

Social education, then, should be a continuous process spread over the whole of the pupil's schooling.

Objectives

The principal aim of the project is to promote an enabling process through which children will achieve a sense of identification with their community, become sensitive to its shortcomings and develop methods of participation in those activities needed for the solution of social problems. The final goal of the project is therefore to promote in young people an active interest in the affairs of the community.²³

Other general aims of the project were understandings, self-reliance, and social skills (in their own right and in connection with social structure, roles, self-knowledge, and involvement).

One category of objectives was social skills.

1. Willingness to approach others.
2. Willingness to ask relevant questions and the ability to do so.
3. Avoidance of putting off questions and remarks.
4. Willingness to insert questions and remarks designed to put people at their ease.
5. Lack of undue inhibitions--willingness and ability to answer simple questions about self.
6. Making practical suggestions to initiate group action.
7. Collaborating in group projects.
8. Leadership in group projects.²⁴

Another category included long range aims:

1. To create a social awareness of the problems facing society.
2. To create courses to suit individual needs and interests.
3. To allow for group studies and projects.

²³ Ibid., p. 131.

²⁴ Ibid., p. 42.

4. To help in the transition from school to work.
5. To give the youngsters work experiences through career visits.
6. To bring about an increased awareness of their role in society.
7. To improve their basic academic standards.
8. To further develop the pupils' skills and personal development.²⁵

Content

The Social Education project was a pilot program conducted from 1969-71 in four schools in the Nottingham area of Britain. The learning strategies and areas of study employed in the different schools varied.

Nevertheless, common themes emerged. Social education in these schools was dealt with in five ways:

1. An attempt was made to promote self-reliance and self-direction in pupils whose self-image may well have been impaired and distorted by the experience of failure in school.
2. The process of social education—training and communication.
3. Areas of study which can be used to enlarge the child's field of awareness and involvement within the class and the school.
4. The principal themes of the social education program were man-woman relationships and crisis of personal responsibility.
5. Participation in the community and its affairs.²⁶

Method

The term profile was used in conjunction with the program's content development and learning strategy. The profile system enabled

²⁵ Ibid., p. 142.

²⁶ Ibid., p. 17.

children to look at the structure of groups which have an immediate impact upon them. The group categories were the school, the class, the family, the peer group and the local community.

Components of the teaching strategy in the profile system were team teaching, small group work, inquiry and problem-solving by the student.

Integrated Studies Project

This was a development project funded by the Schools Council. It was developed at the University of Keele for the 11-15 age range. The directors were D. Bolam, M. D. Shipman, and D. R. Jenkins. The main task of the project was

... to examine the problems and possibilities of integrated humanities courses, during the four years of secondary education (11-15), and across the whole ability range. The project is concerned with the organization of learning most likely to lead to a relatedness of the disciplines and their distinct methods of inquiry and verification.²⁷

Integration was defined as "the exploration of any large area, theme, or problem which: (a) requires the help of more than one subject discipline for full understanding and (b) is best taught by the concerted action of a team of teachers."²⁸ Another aspect of this project was the humanities which was defined as "any subject, or aspect of a subject which contributes to the rational or imaginative understanding of the human situation."²⁹

²⁷ M. D. Shipman, D. Bolam and D. R. Jenkins, Inside a Curriculum Project (London: Methuen and Co., Ltd., 1974), p. 8.

²⁸ Ibid., p. 29.

²⁹ Ibid., p. 8.

Rationale

The rationale was that the pupils were to examine the different ways of learning that would enable them to perceive the interrelationships among different subjects. The theme, integration, was developed at three different levels:

1. in the mind of the child--the integration of experiences;
2. between the forms of knowledge--the organization of several disciplines, of some of the skills and concepts, as appropriate adds to a particular inquiry;
3. in a school--a team of teachers planning within their given resources, to explore the latter and achieve the former.³⁰

The guidelines were listed in the form of questions the project team had to consider:

1. How does the organization of teaching in secondary schools lead to a division of labour which runs counter to common strategy by the teachers?
2. What are the kinds of strategies employed by teachers in the humanities leading to the coordinated presentation of the subjects?
3. Is there any attempt being made to see what kind of coordinated understanding pupils have of the humanities?
4. Is it possible to regroup ideas and knowledge between subjects in the humanities in the secondary school so as to provide new and intellectually reputable curricula?
5. Are the 'expressive subjects' related to, can they be, or ought they be, related to the 'intellectual disciplines' in the humanities like English, history, and languages?
6. In what sense, if any, is integration in the humanities taking place? Are there additional ways in which it should be attempted?³¹

The project was developed around four themes: subjects as tools

³⁰ Ibid., p. 7.

³¹ Ibid., pp. 6-7.

of inquiry, the cooperative use of subjects, the selected grouping of subjects, and the use of conceptual nets.

Objectives

The main project objectives were:

1. to plan the timetable to facilitate team teaching and inquiry methods;
2. to form teams of teachers willing to innovate;
3. to provide the resources that would enable children to learn actively through individual or group work;
4. to take an active part in feeding back ideas to the project team.³²

The attempt was made to go from a subject-based, teaching-by-instruction, to an integrated subject program fostering inquiry and team teaching.

Contents

This project provided six curriculum units at the 11-15 age range:

For Juniors (Forms 1-2)

1. Exploration of Man.
2. Communication.
3. Living Together.

For the Middle and Senior Forms

1. Developments in Africa.
2. Out-Groups in Society.
3. Man-made Man.

The first unit dealt with the question, "What is Man?" in four areas: the natural history of man; human groups; making messages; and myths, and heroes.

³² Ibid., p. 9.

The second unit dealt with "Communicating with Others." Here are three factors in that particular unit.

1. Making contact -- This section dealt with language in social contexts and the narrative forms of literature.
2. Sight and Insight -- This section dealt with artists and writers as communicators and helped to develop visual and oral communication skills.
3. Sense of History -- This section dealt with the development of communication systems through the ages.

The third unit concentrated on three aspects of different cultures:

1. Simple Societies -- This section is structured around the home, family, leisure time, social and religious practices of the Dayaks of Boreno, and the inhabitants of Tristan de Cunha.
2. A Complex Society -- Imperial China is examined in different categories.
3. The Handling of West Africa -- The changing society of nine African states is developed.

The fourth unit dealt with the question, "What is Society?" by examining minority groups in a minority society.

The fifth unit involved "Out-groups in Society." Here social groups were examined through inquiry, reflection, and discussion.

The sixth unit was on "Man-made Man." This unit developed controversial issues involving man in society in the contexts of history, social science, English, and moral education.

The strategy used for content development consisted of:

1. Sequence
 - A. Preparation of Teaching Materials
 - B. Initial Trial of Material
 - C. Revision of Material
2. Themes

- A. The Human Life Cycle
 - B. Living in Society
 - C. The World Framework
 - D. The Human Condition
 - E. Value Problems
3. Material Kits Containing:
- A. Range of Problems
 - B. Lists of Materials Available
 - C. Materials Themselves
 - D. Suggestions for Use³³

Method

The learning strategy advocated was one of inquiry. Stress was placed on the individual's development of skills and concepts which he was to use in exploring issues and problems to aid in understanding society and in his personal and value development. The teaching strategies revolved around team teaching, group work, inquiry work, and the relation of the school to the community. The teaching strategies focused on the active learning and training of pupils in the acquiring of basic skills and concepts.

Process

The dominant form of the teaching-learning strategy was teacher-directed and student-active. The nature and complexity of the content and method of teaching necessitated the role of the teacher as a director and the student as an active participant in the learning process.

³³ Ibid., p. 32.

Social Studies in English Education

This publication was a survey of social studies undertaken by Vincent Rogers in Britain in 1968. He reviewed social studies programs in seventy primary and secondary schools. His eight criticisms, although made in 1968, are still valid today. However, his review of course syllabi is dated and therefore not often referred to in this analysis.

Rationale

Here is the rationale of Roger's survey:

The wise and just application of technological knowledge about the physical universe then depends upon man's understanding of himself as an individual and of the many groups to which he belongs and relates. If one accepts this notion, it becomes increasingly clear that the social education of the world's children and youth is of critical importance to twentieth century man in all societies, Western and non-Western, developed and developing.³⁴

Social studies was considered as being concerned with man, both as an individual and as a member of groups, at the same time always changing and adjusting to the environment.

Content

There were listed in The Social Studies in English Education extensive course outlines for primary and secondary programs. In the case of this survey the underlying principals are more important than the details of content.

Method

Rogers found a wide divergence in the teaching methods employed

³⁴ Vincent R. Rogers, The Social Studies in English Education (London: Heinemann Educational Books Ltd., 1968), p. vii.

in the various schools. One school accentuated a learning strategy having a minimum of teacher involvement and a high degree of pupil activity. Other schools advocated that children read and think critically and develop the ability to use reference materials and problem-solving skills. Problem-solving and critical thinking were common learning factors in most of the schools reviewed.

Several schools employed teaching strategies consisting of different component parts: team teaching, individual rather than group teaching, and the development of a thematic approach to content organization. These features were regarded as innovative trends in the sixties, but are now more prevalent as evidenced by projects such as the Humanities Curriculum Project, Social Education, Social Studies (8-13), and the New Social Studies.

Evaluative Appraisal

Because the United Kingdom does not have governmental divisions comparable to those in North America and because the conception of control of curriculum is different in the two regions, it was not possible to analyze any governmentally authorized curriculum guides in this chapter. Rather the material analyzed for Britain consisted of two extensive surveys, a development framework, and three curriculum projects. It is expected that these analyses will complement the existing pattern by producing the appropriate results, namely the isolation of key threads and themes such as knowledge acquisition, process skills, and value development.

Here are some key threads which emerged from the British materials.

Rationales

1. The understanding of man as a social being in the organization of society.
2. The development of cooperation in individuals.
3. The development of interrelationships between knowledge and experience.
4. The development of an individual as he adapts to a changing society.

Objectives

1. The development of social skills.
2. Knowledge acquisition.
3. The development of values clarification skills.
4. The development of mental and data processing skills.

Content

1. A spiral-type approach.
2. A thematic format.
3. A concept-based approach.

Method

1. An expository strategy.
2. An inquiry based format.
3. A laissez-faire approach.
4. A problem solving strategy.

Process

1. A student-active strategy.
2. A uniform teaching approach.

The rationales of the different programs were not mutually exclusive. Indeed, the rationales of the two surveys were congruent in that they both stated that a pupil should come to an understanding of man as a social being and the way he organizes society. The individual would then have to acquire knowledge about society, thinking processes, and values by which he could contribute positively to society.

The development of controversial issues through the integration of different subject areas was another structure for content. This presumably would involve an active process of acquiring knowledge and values clarification and process skills.

A rationale based on the interrelatedness between knowledge and experience was designed to increase the capacity of the mind for academic work. This type of aim was too inclusive for a single curriculum program to develop.

The development of knowledge and skills the individual needs in order to cope with an expanding society and technological world was another program rationale. It may be acceptable in a curricular plan because the school may well assist a pupil to acquire those aspects of knowledge and thought processes which conceivably could help him to adapt to an always changing environment.

Objectives used were similar to those used in Canada and the United States. However, a blanket criticism of specific program objectives would be unsuitable because of the diversity of the social studies publications included.

One general program objective was to make a bridge between academic school work and the world of reality. The intent of this objective appears to be an attempt to relate the cognitive knowledge of

the classroom to the outside world by fully developing such skills as problem solving and inquiry.

Knowledge acquisition by the individual may be an implied objective of any education program. Some programs stress knowledge acquisition more than others. However, the basic criticism of any such program concerns the acquiring of knowledge without the necessary problem solving skills needed to use and relate this knowledge to new situations.

The development of mental and data processing skills was used as the objective base for some programs. Acquisition of these skills was important because they involved a reasoned commitment by the individual to acquiring problem solving skills and other related processes.

The format often used for content development was a thematic approach. The expanding environment approach was not as common in England as in Canada or the United States.

The topics and themes approach was used in a majority of English social studies curricula. This approach may

1. allow for teacher-student flexibility in the learning process;
2. provide problem solving situations for the individual;
3. provide a means to develop student generalizations;
4. allow for teacher direction along with active student involvement; and
5. provide for a wide selection of materials.

A spiral type of content development format occurred in several programs. In this format, key concepts recur periodically and increase in difficulty and complexity. This format is similar to those of Bruner and Taba since the curricular projects conducted under their auspices demonstrate their belief that some concepts cannot be presumed to be

understood by the individual after having been taught only once. They must be reinforced and reintroduced in different contexts and at different times.³⁵

There was a wide divergence in teaching-learning situations. However, there was a great deal of pupil activity in each curriculum in the forms of problem-solving, discovery, students' surveys, and inquiry methods.

Some of the different projects concentrated on developing either a problem solving or a profile approach because they involved the students more in the learning process, offered greater potential for knowledge acquisition, and provided a format whereby knowledge and process development could be interrelated.

These content development formats and teaching strategies lent themselves to more pupil involvement in the learning process than in North America because there was greater flexibility in selecting and developing content to be learned. Vincent Rogers in Social Studies in English Education commented on the greater involvement of the local community in the total education of the child. This point is reinforced by looking at the analyses of the Humanities Curriculum Project or the New Social Studies.

These themes and threads, some from non-policy making institutions, are included because they indicate some of the areas of focus for social studies programs in England.

³⁵ Denis Lawton and Barry Dufour, The New Social Studies: A Handbook in Primary, Secondary and Further Education (London: Heinemann Educational Books, 1973), p. 32.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter will present a synthesis of the key elements obtained from the social-studies curricular guides published in Canada and the United States, as well as selected materials from Britain which have been analyzed in the preceding chapters. This synthesis will then be used as a foundation for making recommendations for the compilation of a curriculum guide for a kindergarten to grade eleven social studies program for Newfoundland and Labrador.

Summary

The guides and materials were selected and reviewed from across Canada, nine American states, and selected material from Britain, and were reviewed and analyzed as outlined in Chapter I. The procedure used was the same for each document: (a) identifying the rationale, (b) outlining the objectives, (c) describing the content, (d) ascertaining the method of instruction, (e) determining the learning process, and (f) evaluatively appraising the total configuration of the other factors. This appraisal was intended to isolate trends and themes evident in the analysis results.

Summary tables for Canada, the United States, and Britain were constructed outlining the key points of the different documents. These tables were included at the beginning of the appropriate chapters.

The analysis results indicated that the following threads were

in evidence not only within programs of the respective countries, but also between countries.

Rationale

The rationales in Canada, the United States and Britain were based on three interrelated themes:

1. The understanding of man as a social being and his relationships with his physical and social environments.
2. The development of individuals who are able to assess the values that influence their personal and social lives.
3. The development of individuals who are aware of past heritages--their own and others--who are able to understand the present, and who are willing to build a positive society for the future.

Objectives

The objectives which were suggested in the documents were these:

1. Knowledge acquisition.
2. Process skills such as problem solving and critical thinking.
3. Specific skill objectives.
4. Values clarification skills.

The kinds of objectives developed under the third heading are similar to but less inclusive than those included in the Social Studies Skills Chart or the Wyoming Skills Chart.

Content Development

The content development framework consisted of:

1. Expanding Environment.
2. Concepts.

3. Inquiry Concepts.

Methods

The key threads evident in the teaching methods were:

1. Inquiry processes stressing knowledge acquisition.
2. Problem solving and critical thinking methods stressing investigative abilities.

Process

The learning processes were these:

1. Teacher-directed or instruction-based.
2. Student-active, teacher-facilitator.

Recommendations

The content of the social studies documents analyzed in this thesis appear for the most part to have been founded on the organized disciplines of the social sciences. These subject areas generally focus upon the development of man within physical and social settings. There seems agreement that these concepts define the subject matter of social studies. As in the rest of Canada, and in selected segments of the United States, and Britain, then, the subject matter should be based upon the conventional social sciences.

Recommendation One. Whereas the social sciences focus on man, society, and environment and the interactions that occur among these pivotal factors, and whereas students may need to be provided with knowledge and understanding of these factors and their interactions, it is hereby recommended that a social studies curriculum guide for Newfoundland and Labrador

be founded upon an examination of the social sciences.

The social science disciplines can provide the knowledge base for a social studies program. Imbedded within the social science disciplines is a wide variety of concepts and generalizations that will allow students of all age and grade levels to better understand their physical and cultural settings. Because they are the basic components of thought, and because they are more enduring than sheer social data, concepts and generalizations can comprise the principal elements of a social studies program based upon the social sciences.

Further, in order to help pupils learn about human interactions beyond their immediate environment, these concepts and generalizations should be used within an expanding environment format. This would allow students to transfer as well as apply the conceptual base across a broad range of settings.

Recommendation Two. Whereas mere facts are often transient, and whereas concepts and generalizations are the principal factors of thought, and whereas students may need to be provided with information about the human condition beyond their local surroundings, it is recommended that concepts and generalizations be drawn from the various social sciences and integrated into an expanding environment format which should be explicated in a revised social studies curriculum guide for Newfoundland and Labrador.

In order for pupils to acquire this social science information in a structured and sequential manner broad learning outcomes need to be stipulated. As well as the knowledge component, most of the curriculum

publications analyzed in this thesis also took into account skills as an important outcome of learning. Therefore, statements of outcomes ought to take into account these two elements of learning.

Recommendation Three. Whereas students may need to understand the interactions between man and his cultural and physical settings, and whereas the social sciences can be the bases of knowledge about these phenomena, and whereas pupils may need to be able to acquire this knowledge and the processes by which it is generated, it is recommended that learning outcomes be stated in terms of both knowledge acquisition and skill development and that these aims be published in a revised curriculum guide for social studies in Newfoundland and Labrador.

The means by which students acquire knowledge contain implications for both students and teachers. A social studies curriculum guide ought not to mandate how teachers should perform in the classroom and, indeed, most of those analyzed in this thesis did not pretend to do that. However, suggestions can be made as to how students may acquire knowledge and understanding of subject matter. Although no single process of learning has ever been identified as being superior to all others, clearly the methodological preference expressed by the compilers of the curricular documents analyzed in this thesis was for an inquiry approach with the teacher acting as a facilitator of pupil learning and the student being an active investigator. Consequently, there are a number of considerations that are needed to guide the selection of a suitable learning methodology.

Recommendation Four. Whereas the most important ingredients of

the social sciences are the basic concepts and generalizations found therein, and whereas pupils need to acquire both those and learning skills, and whereas the preference of most social studies professional people appears to be for the teacher to be a facilitator of that learning and the student to take an active part in his own learning, it is hereby recommended that inquiry strategies comprise the bulk of the suggested teaching techniques in a revised social studies curriculum guide for Newfoundland and Labrador.

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