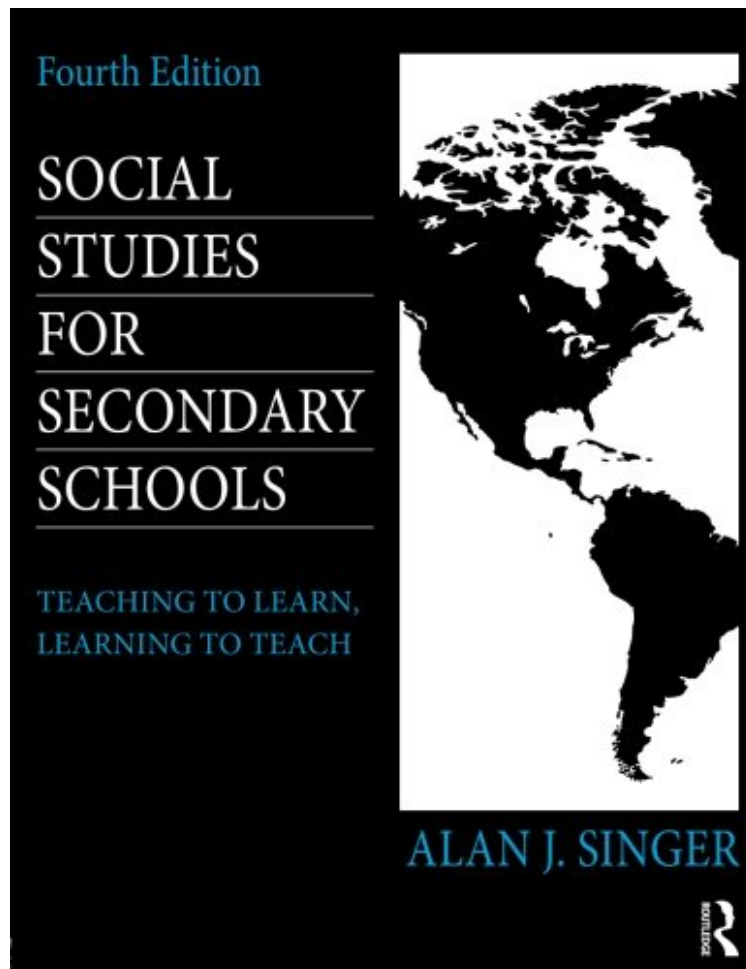


# Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach

Alan J. Singer

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#313612 in Books Singer Alan J 2014-10-10 2014-12-15Original language:EnglishPDF # 1 11.00 x .64 x 8.50l, .0 #File Name: 0415826586281 pagesSocial Studies for Secondary Schools Teaching to Learn Learning to Teach | File size: 52.Mb

**Alan J. Singer : Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach** before purchasing it in order to gage whether or not it would be worth my time, and all praised Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach:

0 of 0 people found the following review helpful. Five StarsBy Ryan WozniakGreat practical guide for those interested in knowing much about being a social studies teacher. I love this book.1 of 1 people found the following review helpful. Pass if you can and save yourself some cash.By BOB!Book is very well written but most of the information can be found online through various websites.Has a lot of student centered teaching related info. but I learned more from observation and lectures.18 of 20 people found the following review helpful. Determining Why We

TeachBy A CustomerAs a former high school social studies teacher, and a current college professor who teaches "Methods" classes for future social studies teachers, I found this book helpful in a number of ways. First of all, Singer knows his subject, and writes in an interesting and engaging way. The plain fact is that "Methods" textbooks in social studies are either dry as toast or are segments of more general Methods books whose authors do not really know social studies. Second, the most important advice Singer provides is that teachers have to plan in advance why a certain lesson, or unit, or approach is worthwhile -- in short, that they have to be engaged in their subject matter. While many students today (certainly in my university) will not be engaged in the same way as Singer (who came to social studies teaching from a radical political perspective, expecting to change the world via the classroom), students do have to develop a perspective on why they are teaching, and Singer's open-ended activities and thought experiments are very useful here. Finally, Singer does have good nuts and bolts suggestions on how to put together lessons, units, and even curricula, though the last usually depends on district policy so his advice may not be able to be implemented by many teachers, let alone student teachers. I would be the first to agree that some of Singer's suggestions are impractical or dated, and that the resources section of any textbook get dated very quickly in the internet age, but I wish my student teachers would consult this book more frequently once they begin their assignments in the classroom. While Singer would probably deny it, my assessment is that the book is geared overly much to U.S. History, and does not treat in as much detail as would be warranted World History, U.S. Government, and other standard social studies topics.

Now in its 4th edition, this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society, history, and the purpose of social studies education. Advocating an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers, and based in practice and experience, it offers systematic support and open, honest advice for new teachers. Each chapter addresses a broad question about social studies education; sub-chapters begin with narrower questions that direct attention to specific educational issues. Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards, to work in inclusive settings, and to promote literacy and the use of technology in social studies classrooms. Chapters include highlighted Learning Activities, Teaching Activities, and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies, and conclude with recommendations for further reading and links to on-line essays about related social studies topics. Activities are followed by four categories: "Think it over," "Add your voice to the discussion," "Try it yourself," and "It's your classroom." All of these are supported with online teaching material. Designed for undergraduate and graduate pre-service social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers, and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice. New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data-driven, standards-based instruction, especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on-line material linked to the text

About the AuthorAlan J. Singer is Professor of Secondary Education and coordinator of Social Studies Education in the Department of Teaching, Literacy and Leadership, Hofstra University, USA.