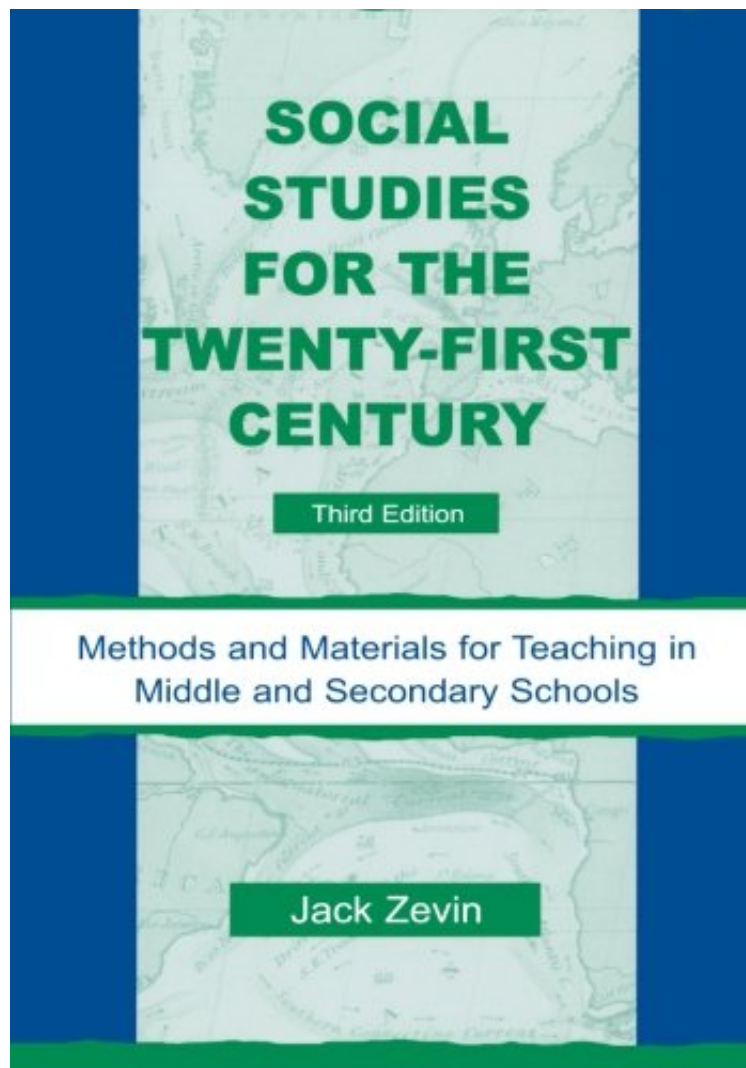


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# Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools, 3rd Edition

Jack Zevin

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**Jack Zevin : Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools, 3rd Edition** before purchasing it in order to gage whether or not it would be worth my time, and all praised Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools, 3rd Edition:

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By GEnBUlBI bought this book for a Social Studies teaching class. This was the only mandatory book. Other students have found the material to be dense and information packed. I do not. I find it to be a standard MODERN book on teaching methodology. It gives some good ideas, but nothing out of the ordinary. All in all, it delivers what it promises.  
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Social Studies for the Twenty-First Century, Third Edition weaves theory, curriculum, methods, and assessment into a comprehensive model to guide middle and secondary teachers in setting objectives; planning lessons, units, and courses; choosing classroom strategies; and constructing tests for some of the field's most popular and enduring programs. It offers practical, interesting, exciting ways to teach social studies and a multitude of instructional and professional resources for teachers. The text includes separate chapters on teaching each of the major areas of the social studies curriculum. Its reflective and integrative framework emphasizes building imagination, insight, and critical thinking into everyday classrooms; encourages problem-solving attitudes and behavior; and provokes analysis, reflection, and debate. Throughout the text, all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic (factual), reflective (analytical), and affective (judgmental) components. These three components are seen as supporting one another, building the groundwork for taking stands on issues, past and present. At the center is the author's belief that the heart and soul of social studies instruction, perhaps all teaching, lies in stimulating the production of ideas; looking at knowledge from others' viewpoints; and formulating for oneself a set of goals, values, and beliefs that can be explained and justified in open discussion. New in the Third Edition: \* Summaries of recent research, particularly in history education, that have been published since the last edition; \* Increased attention to social studies standards, as well as those for civics, economics, and history; \* An enriched view of teaching history and social studies with a wide array of sources ranging from material objects through primary sources on to art, music, and literature; \* Tightening of the text to make it shorter and more pointed, including a few provocative new ideas; \* More and better-organized ideas for classroom group and individual activities and cooperative learning; \* Expanded appendices on instructional resources include the rapidly growing use of websites; \* New visuals that are better integrated into the text and which teachers can use in their classrooms as lessons in visual literacy; and \* Continued efforts to inject a bit of humor and self-criticism into a field of education most students view as a sizeable trunk of dead and deadly facts. Social Studies for the Twenty-First Century, Third Edition is a primary text for secondary and middle social studies methods courses.

About the Author Jack, a product of Chicago public education, began his professional career after graduating from the University of Chicago by teaching high school in the Chicago Public Schools. He was awarded an NDEA Defense Education Fellowship for a doctoral program at the University of Michigan, which he completed while teaching public junior high school in Ann Arbor. At this time, Jack co-authored his first book with his mentor, Professor Byron Massialas, titled "Creative Encounters in the Classroom", which expressed the inquiry philosophy that he has followed in some form for his entire professorial career. Jack also served as a field teacher for many of the 'New Social Studies' projects including the Anthropology Curriculum Study, Sociological Resources for the Secondary Schools, and High School Geography Project, as well as other social science based curricula. After receiving his Ph.D., Jack married Iris, and accepted his first and only professorial position in social studies education at Queens College, New York, where he still is today, many articles, books, students, promotions, conflicts, accomplishments, and children later. During his years at Queens College, Jack has been very active in many roles, most particularly as a grant writer and project director of programs in geography, sociology, economics, and philosophy for children, all supported by grants from agencies like the NSF, NEH, and NCEE. His longest lasting product and favorite book is Social Studies for the Twenty-First Century, which Jack wrote for and with his methods students, who desperately, in his view, needed a deeper and more engaging book than any he could assign at the time of its inception. Currently, he is teaching undergraduate methods, as well as a new course on strategies for teaching world history, "Teaching the World", a passion of his, and is working on several new books, one on Elementary Social Studies methods (with Lynne Boyle-Baise), and a sequel to "Teaching U.S. History as Mystery" (with David Gerwin). He is also working on a research project identifying and analyzing the historical and geographical "mental maps" of methods students, and is directing a Teaching American History grant for Regions 3 and 4 in New York. Jack has a great love for travel, especially to archeological sites, and is an avid reader of all kinds of literature, history, and social science, and is willing to argue almost any topic over a really good, strong cup of latte.