

A New Vision for Social Studies Education

Implications for the Implementation of Iowa's Social Studies Standards

Social Studies Education Should Involve Less:		Social Studies Education Will Involve More:
Rote memorization of facts and terminology	<i>How are students learning?</i>	Content embedded in engaging inquiry tasks supporting students in communicating their own conclusions/taking informed action using a range of primary and secondary sources
Learning of ideas and events disconnected from inquiry and context	<i>How is content made relevant to students?</i>	Thinking like and using processes as an expert in the various social studies fields
Teachers providing information to the whole class	<i>Who is at the center of the classroom learning?</i>	Students conducting research around student generated questions, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	<i>What types of questions are being asked by the teacher?</i>	Students discussing and generating open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	<i>What does a daily lesson look like in a social studies classroom?</i>	Students analyzing multiple primary and secondary sources; students draw conclusion based on textual evidence
Recitation of facts	<i>How are students showing their new learning?</i>	Communicating claims through formal writing and a variety of other methods
Sit and get lecture style	<i>How is the teacher presenting the content?</i>	Allowing students to engage and lead by taking informed action beyond the classroom
"Understanding"	<i>How deep are the students' thinking?</i>	Higher order thinking driven by student centered inquiry using a variety of engaging primary and secondary sources