
CHAPTER 1

OVERVIEW OF THE SOCIAL STUDIES FRAMEWORK

Can a society that assumes responsible citizen involvement in decision making survive if its members do not, will not or cannot participate in such decision making?

-National Council for the Social Studies Task Force on Scope and Sequence”

RATIONALE FOR THE STUDY OF SOCIAL STUDIES

The Challenge of Citizenship

Jefferson argued in the early days of this Republic that if the people are to be a “safe repository of sovereignty of the ultimate powers of society,” they must be educated. Jefferson’s rationale for education remains valid today. Indeed, a major purpose for public education — perhaps the major purpose — is to prepare young people for informed, responsible citizenship. Social studies has special responsibilities in carrying out that purpose. The challenge is a great one, because of the complexity of myriad public issues at home and in other places. The challenge is not new. In every era, complex public issues have confronted the citizenry. How those issues are resolved often has profound ramifications for future generations.

The Mission and Nature of Social Studies

The mission of social studies is to help young people develop competence in addressing the challenges of “the office of citizen.”

The field of social studies encompasses several academic subjects drawn from the humanities and social sciences, including United States history, world history, geography, government, economics, sociology, psychology, and anthropology. The central focus that unites those subjects is that they study people and human behavior in social contexts. Hence, they have much to offer to a field like social studies with its citizenship education mission.

The knowledge base from which social studies educators draw is so vast that no one person can possibly learn all of it. The challenge of comprehending even one of the social studies disciplines, such as world history, is one that is daunting even to scholars.. Hence, social studies educators are confronted with a content selection challenge of great magnitude. To address that challenge, they need one or more guiding principles for making their selections.

The authors of this framework recommend the following principle to guide selection of content: When considering what to teach from history and the social sciences, choose primarily

*National Council for the Social Studies Task Force on Scope and Sequence, “Social Studies for Citizens of a Strong and Free Nation,” in National Council for the Social Studies, *Social Studies Curriculum Planning Resources*, Kendall/Hunt: Dubuque, Iowa, 1990, p. 19.

that content which has special significance for advancing citizenship education. That is, the choice of content is not based on the aim of creating professional historians, social scientists, or winners of *Trivial Pursuit*. Rather, the choice is based on the aim of creating Jefferson's "safe depository of government": a civic minded, educated population, able to comprehend the complexity of public policy issues, to relate those issues to their own lives and those of others, and to make decisions with an awareness of likely consequences.

Given their mission, social studies educators are obligated to communicate a vision of "informed, responsible citizenship," which should be subject to and clarified through public discussion. That vision, to be consistent with constitutional principles, must allow for diversity of thought and must be nonpartisan.

The Social Studies Framework Committee has identified three major prerequisites for responsible citizenship:

1. **habits of mind** — the ability and the commitment to use thinking skills, such as those found in Missouri's Show-Me Standards (e.g., to gather, analyze and apply information and ideas; to communicate effectively within and beyond the classroom; to recognize and solve problems; and to make decisions and act as responsible members of society);
2. **a knowledge base** — comprehending how individuals, groups, institutions, social and environmental systems, and public policy issues relate to each other in this and other times and places;
3. **responsibility** — commitment to manage one's private affairs responsibly, to inform oneself, and to participate in public affairs at one or more levels – local, state, national, or international.

Citizens who derive those characteristics from a solid base of social studies knowledge and skills should be well prepared to participate as responsible citizens in community affairs, ranging from family through neighborhood and state to our republic, as well as to the international community.

A Vision for Quality Social Studies Programs

The Social Studies Framework Committee offers the following vision for quality social studies programs:

First, in **all** courses and at all **grade levels**, social studies programs should have students address course- **and age-appropriate questions pertinent to citizenship**. Active **study** in any field begins best with questions. In the field of social studies, there are five major kinds of questions:

1. **Questions calling for descriptive, informational responses. These are questions** that often begin with "who," "what," "when," "where," "how," or "how many." For example, "Who is representing Missouri in the United States Senate?" "How do courts make decisions in criminal cases?" "When did the Civil War begin in Missouri?"
2. **Questions calling for explanatory and predictive responses. These questions often — but not always -begin with "why."** "Why are the prices of automobiles higher today

than they were 25 years ago?" "What were major causes of World War I?" "Why is there terrorism in the different parts of the world?" "What consequences would likely follow a major reduction of taxes?"

3. Questions calling for names or explanations of concepts or for definitions. "What does 'unreasonable search' mean in the eyes of the law?" "How do economists define 'supply'?" "How is 'prejudice' different from 'discrimination'?"
4. Questions calling for evaluative or prescriptive responses in matters of public interest. "Is a balanced budget amendment desirable?" "Should the United States have joined the League of Nations following World War I?" "Should the Federal Reserve Bank raise interest rates at this time?" "Should the state subsidize school breakfast programs?"
5. Questions calling for descriptions of processes to be used in addressing any of the above questions. For example: "How should a person decide what were major causes of World War I?" "What processes should a person use in deciding whether a balanced budget amendment is desirable?" "How should jurors decide whether a defendant is guilty?"

All of the above types of questions are used in subjects other than social studies with the possible exception of the fourth type of question. That type of question has special importance in social studies, because informed, active citizenship entails making such judgments, as evidenced by the fact the United States Constitution gives citizens the right to vote, meet with others to exchange opinions, petition the government, and run for public office.

Helping students become increasingly competent in responding to issues of public concern that call for the use of judgment is a challenge that social studies programs are obligated to assume with thoughtful responsibility. The challenge is an important one, because the development of such competence depends upon much more than simply growing older. The challenge for teachers is to help students learn how to be more effective in discussing issues of public policy, reaching decisions, defending decisions, and owning their decisions — all the while respecting and defending the right of others to arrive at points of view different from their own. In the process, social studies teachers have responsibility for helping students learn to apply and balance core democratic ideals found in the United States Constitution, ideals that include freedom, justice, equality, general welfare, and domestic tranquility.

Second, social studies programs should engage students actively in their own learning. They should involve students in investigating topics, observing the social world, exploring the meanings of ideas, hypothesizing relationships among current and historical events, discussing issues, making presentations, solving problems, and making decisions. All the while, as students do those things, they are challenged to evaluate the quality of their thinking and of any products they produce.

Third, social studies programs should expand students' thinking across the boundaries of separate academic subjects. While such courses as United States History, World History, Geography, or Civics will continue to be taught in most social studies programs, the ways in which they are taught may need to change in some cases. For example, a United States History course that builds in content and modes of thinking from other disciplines, such as geography, world history, economics, government, and law, will be more effective in helping students

comprehend the realities and complexities of events and issues studied. When studying a specific topic, such as “The Dust Bowl of the 1930’s,” for example, it is even desirable to use content from fields outside the social sciences, such as literature and earth science, **in order to understand what life was like and what was causing change in those times.**

Finally, social studies programs should find a reasonable balance between having students “cover” a significant amount of content and study topics in depth. Because so much has happened and is happening, social studies programs often resort to offering survey courses that cover content superficially and place students in passive learning roles. While the quality of civic decision making depends to some extent upon knowing major historical developments, comprehending the sweep of history, and having broad knowledge from social sciences, such decision making also depends upon understanding the complexity of human events and issues, which requires the study of some topics in depth. Indeed, if one has to choose between breadth and depth, research indicates that in-depth studies result in better long- term retention.

TERMINOLOGY USED IN THIS FRAMEWORK

Terms Defined Here

Having a common vocabulary is necessary for communication. Hence, we list and explain here those technical terms that have special meanings in this framework:

Fundamental Questions — “Fundamental Question” is defined here as a question that is of central importance for the subject of social studies. This framework identifies four Fundamental Questions, which are explained in detail below on pp. 8-9:

- I. Why have people established governance systems?
- II. How do individuals relate to and interact with groups?
- III. How do events and developments in this and other places relate to us and to each other?
- IV. How do the lives of individuals and conditions in society affect each other?

Academic Discipline Perspectives — Five academic perspectives (i.e., specific vantage points or ways of viewing things) corresponding to the disciplines of government/political science; anthropology, sociology, and psychology; history; economics; and geography are identified and used in this framework to examine each of the four Fundamental Questions. Those perspectives are as follows:

- A. Civic-Political Perspective
- B. Social-Cultural Perspective
- C. Historical Perspective
- D. Economic Perspective
- E. Geographic Perspective

Strand - “Strand” is defined as a major theme or organizing question about which a field of studies may be conceptualized. The strands of this framework are presented in this easy-to-recall pattern: One Fundamental Question, identified by its Roman numeral, accompanied by one Academic Discipline Perspective, identified by its upper-case letter, constitutes one strand. Following are three of the twenty strands in this framework:

- I.A Why have people established governance systems? (Civic-Political Perspective)
- II.C How do individuals relate to and interact with groups (Historical Perspective)
- IV.D How do the lives of individuals and conditions in society affect each other? (Economic Perspective).

Rationale – A “rationale” is a statement to justify something. A rationale for social studies was presented in this chapter on pp. 1-2, and rationales for each of the four Fundamental Questions and for each of the five academic discipline perspectives are presented below on pp. 9-11. Rationales for each of the strands are presented in Chapter 3 under the heading “K-12 Content Overview.”

Grade Ranges – What students should know and be able to do in this framework is specified for the grade ranges of K-4,5-8, and 9-12. We used grade ranges rather than specific grades, such as Grade 1, Grade 2, etc., in order to allow flexibility for local districts to determine what should be sequence of courses for the K-12 program.

Guiding Questions – For each strand, the Social Studies Framework Committee generated a set of questions to help direct inquiry and identify what students should learn. Those questions that are listed for a specific grade range are called “Guiding Questions.” The Guiding Questions, found in Chapter 3 in the left-hand column of the charts for each strand, are each adaptable to a variety of courses.

The “Show-Me Standards” – The Outstanding Schools Act of 1993 required work groups of teachers to identify academic performance standards, which define the knowledge, skills, and competencies which Missouri students should be expected to demonstrate. One set of the standards, thirty-three in number, focuses on processes of thinking. These standards, found in the preface, are grouped under four goals:

1. Gather, Analyze and Apply Information and Ideas
2. Communicate Effectively Within and Beyond the Classroom
3. Recognize and Solve Problems
4. Make Decisions and Act as Responsible Members of Society

Another set of the Show-Me Standards focuses mainly on content. These standards are grouped under the subject areas of **Communication Arts**, **Fine Arts**, **Health/Physical Education**, **Mathematics**, **Science**, and **Social Studies**.

The seven social studies knowledge standards specify that students will acquire a solid foundation of knowledge in:

- SS 1. principles expressed in the documents shaping constitutional democracy in the United States
- ss 2. continuity and change in the history of Missouri, the United States and the world
- ss 3. principles and processes of governance systems
- ss 4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- ss 5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment

- SS 6. relationships of the individual and groups to institutions and cultural traditions
- SS 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Sample Learning Activities – Sample Learning Activities, which are optional, are listed in Chapter 3 in the right-hand column of the charts for each of the strands. These activities were designed to engage students in ways that are challenging, to help students learn the knowledge and skills found in the Guiding Questions and the Show-Me Standards, and to provide ideas that may be used as a basis for performance assessments. The Sample Learning Activities, like the Guiding Questions, are adaptable to a variety of courses and grade levels.

Terms Defined in Glossary

Technical terms from history, the social sciences, and pedagogy printed in italics in this framework are defined in the framework’s glossary on pp. 179-189. Examples of such terms are *confederal system*, a political science term; *region*, a geographic term; and *opportunity cost*, an economic term.

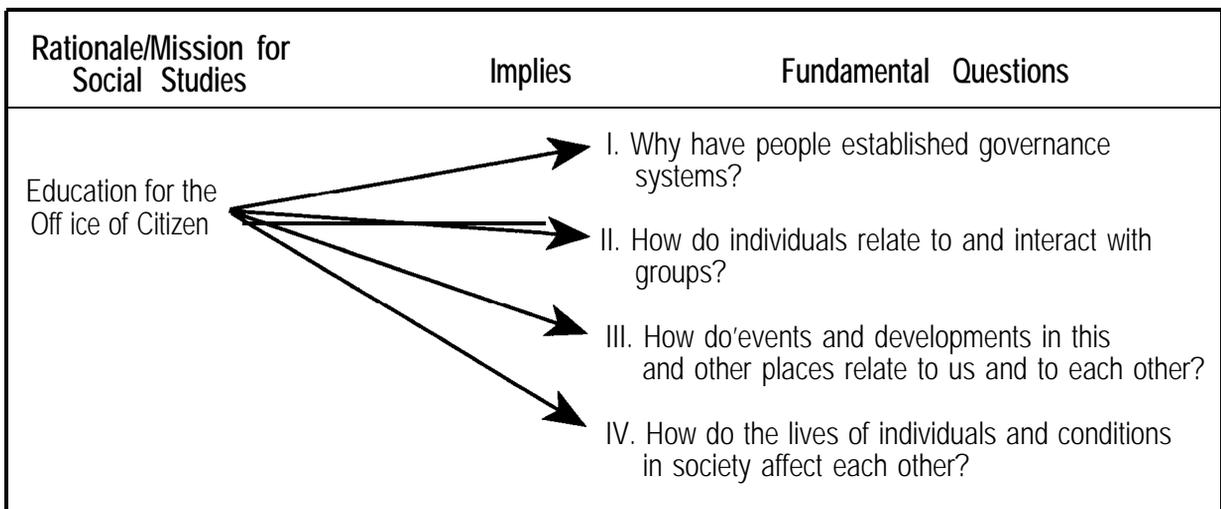
MAJOR ORGANIZING STRANDS IN THIS FRAMEWORK

One challenge before any committee that develops a curriculum for its field of study is to identify strands — i.e., major topics or questions — which that curriculum is to address. This chapter explains the process the Missouri’s Social Studies Framework Committee used in determining the strands of this framework and how they were developed. Understanding the process used is helpful for implementing the framework in a manner consistent with the social studies rationale presented above. In addition, some districts may choose to use a similar process as they develop strands of their own.

Four Fundamental Questions

The Social Studies Framework Committee chose to base its strands on four Fundamental Questions as well as five Academic Perspectives, which are discussed below in the remainder of this chapter and in Chapter 3. The framework committee identified the Fundamental Questions, shown in Figure 1, as its answer to the question, “What important questions should all citizens be able to answer effectively by the time they graduate from high school?” The questions were to be important for students to investigate in depth in order to attain the knowledge base requisite for informed, responsible citizenship.

FIGURE 1.
Arriving at Fundamental Questions to Provide a Structure for the Social Studies Framework



Rationale for Fundamental Question I:

Why Have People Established Governance Systems?

Whenever people join together in groups — be they small, informal groups or large, complex societies* — it is necessary for those groups to have procedures for making authoritative decisions. That is, they need systems of governance. Moreover, most of humankind lives within territories that have special institutions and procedures, called governments. Governments determine how the people of the territory will rule themselves or be ruled. For many reasons, people the world over have found it necessary to establish governments. Indeed, dire consequences result when governments break down. The United States Constitution in its Preamble provides a set of reasons for our government: namely, “to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity.”

This Fundamental Question is important for American students to investigate because systems of governance, especially those that are governments, make decisions that can have profound effects on their lives. As citizens of this state and nation, students have the right to try to influence systems of governance affecting them. They have the responsibility to monitor those systems in order to help assure that they operate in ways that are consistent with democratic ideals. They also need to understand the governance systems of other nations because those systems make decisions that may affect their lives, because they cannot understand world events without understanding other systems, because knowledge of other systems may increase their understanding of and appreciation for their own system, and because such **understandings** may provide ideas on how their system might be improved.

Rationale for Fundamental Question II:

How Do Individuals Relate to and Interact with Groups?

Throughout history, people have lived in and interacted with groups. In modern societies those groups include families, friendship groups, school classes and clubs, work groups, religious congregations, businesses, and bureaucracies.

Students must be able to address this Fundamental Question solidly, because their effectiveness as individuals and citizens is intimately related to how well they understand and can work with a wide variety of groups. Much of what they learn is learned from interaction with individuals in group contexts. The groups to which we belong — familial, educational, religious, and economic — constitute the nation’s civil society. The quality of life in the United States depends very much upon how well those civil-society groups are functioning.

Rationale for Fundamental Question III:

How Do Events and Developments **in This** and Other Places Relate to Us and to Each Other?

In these times, even distant events and developments, such as a civil war on another continent or the development of a new technology in another nation, may have a profound impact on our lives, just as events here often have worldwide ripple effects. In addition, Missouri’s students will be deprived of that sense of self and of shared community upon which full personal development and responsible citizenship depend if they lack knowledge of their roots, of their connectedness to peoples living elsewhere on this planet, and of their place in the

*Terms printed in italics are defined in the glossary.

great stream of human history. The likely price of nationwide ignorance in these areas is that individuals, communities, and the nation will be prone to making decisions that are not in their own best interest.

Rationale for Fundamental Question IV:

How Do the Lives of Individuals and Conditions in Society Affect Each Other?

Another way of stating this Fundamental Question is, “What is the relationship between private life and public life?” Whereas *private life* pertains to the people’s activities within the arenas of their personal and family lives, *public life* pertains to people’s activities within the arenas of the workplace and community. In democratic systems there are clear relationships between the private lives of citizens and their public lives, and those relationships often affect the common good. Individuals who in their private lives make irrational economic decisions become a burden on others; individuals who make impulsive, violent personal decisions pose a threat to public safety; and parents who do not take seriously their responsibilities in the home contribute to a fraying of the fabric of society at large. Individuals who neglect their public life responsibilities, on the other hand, who fail, for example, to be vigilant in monitoring the government’s protection of basic rights or fail to attend to issues of public policy, may discover that freedoms they have taken for granted are no longer protected or that conditions they want for their communities slip away or do not come about.

Students need to be able to address this Fundamental Question thoughtfully if they are to meet the challenge of citizenship, defined in *Webster’s New Collegiate Dictionary* as “the quality of response of an individual to membership in a community.”

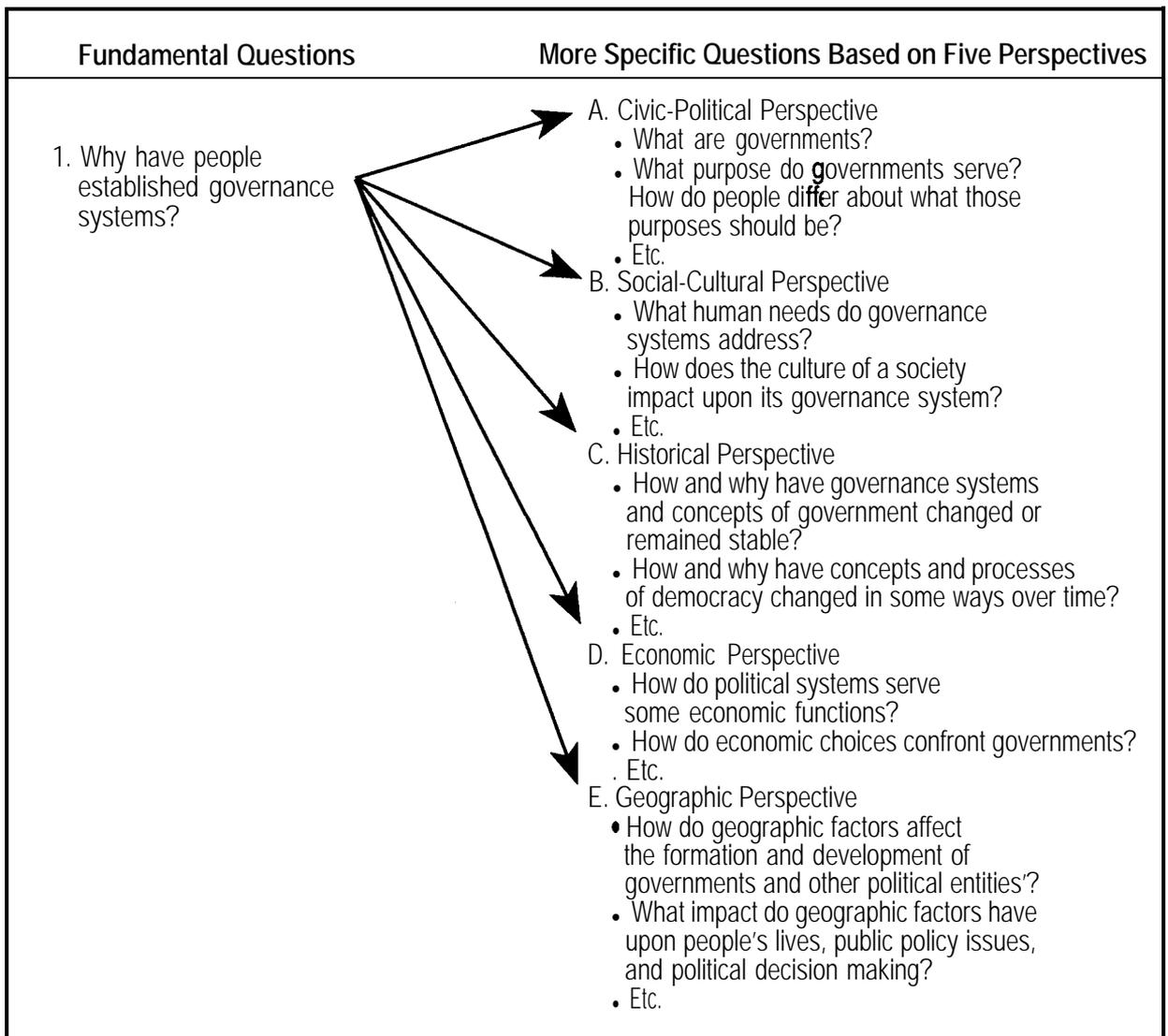
Five Academic Perspectives

While the Fundamental Questions are important, teachers need more specific questions to guide them when they construct courses, units, and lessons. Hence, the Framework Committee decided to elaborate on each Fundamental Question by generating additional questions using ideas from the academic disciplines of history, geography, government, and economics, as well as anthropology, psychology, and sociology. In the process the committee examined and made judicious use of national standards related to those disciplines. (National standards were recently developed for social studies and the disciplines of history, geography, and civics/government.) The academic disciplines of history and the social sciences have long traditions of inquiry and bases of knowledge that relate to and shed light on the Fundamental Questions, in each case doing so from a different, but critically important perspective (see Figure 2). For example:

- A. The civic-political perspective** asks and addresses questions about issues of governance and about how people relate to and interact with their political systems in this and other nations.
- B. The social-cultural perspective** asks and addresses questions about the individual’s relationship to a variety of social groups, about how societies are organized, and about dynamic relationships among the elements within cultures.

- C. The historical perspective asks and addresses questions about how events and developments that have shaped the course of human affairs may be interpreted.
- D. The economic perspective asks and addresses questions about how individuals, institutions, and societies are organized to meet human economic needs under the ever-present condition of scarcity.
- E. The geographic perspective asks and addresses questions about locations and characteristics of places and about dynamic relationships among people and their physical and social environments.

FIGURE 2. Analyzing One of the Fundamental Questions from Five Perspectives

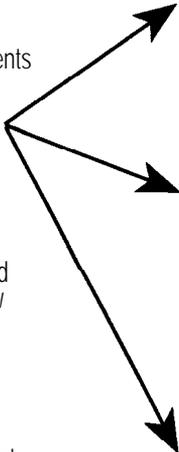


Such perspectives add depth of substantive content to the Fundamental Questions. People need those perspectives in order to build knowledge bases that will serve for informed, responsible citizenship and for life-long learning.

Addressing Each Strand with Guiding Questions, Skills, and Activities for the Different Grade Ranges

After the Framework Committee generated a set of general questions for inquiry in each of the twenty strands (see the questions listed in the “K-12 Content Overview” in each strand in Chapter 3), the Committee proceeded to develop Guiding Questions to identify for each strand what students should learn in the grade ranges of K-4, 5-8, and 9-12 (see Figure 3). The Guiding Questions were designed to be adaptable to a variety of courses.

FIGURE 3. Generating Guiding Questions for Levels

Fundamental Question I (Civic-Political Perspective)	Imply	Specific Guiding Questions
<ul style="list-style-type: none"> • What are governments? • What purposes do governments serve? How do people differ about what those purposes should be? • How do governments vary in their forms and processes? • How is government organized in the United States, and how does it work? • What purposes do/should constitutions serve? • What principles of government and society are basic to democracy in the United States? • How do/should those principles and domestic politics affect the lives of Americans? • How is the world organized politically? 		<p>Level K-4</p> <ol style="list-style-type: none"> 1. What are governments? What do they do? 2. Why is it important to limit the power of government? 3. What are some of the purposes and ideals of government in the United States and in other countries? 4. Etc. <p>Level 5-8</p> <ol style="list-style-type: none"> 1. How is limited government different from unlimited government? How do people's lives vary under these systems? 2. What is/should be the nature and purposes of constitutions? 3. What essential ideas of American constitutional government are found in or implied by the Declaration of Independence, the United States and Missouri Constitutions, and other writings? 4. Etc. <p>Level 9-12</p> <ol style="list-style-type: none"> 1. What are competing ideas regarding purposes of governments and other governance systems? What purpose should governance systems serve? 2. What are essential characteristics of limited and unlimited governments? What importance do rule of law, civil society, political freedom, and economic freedom have under those systems? 3. What are/should be the nature, purposes, and uses of constitutions? 4. Etc.

In addition, the Guiding Questions were analyzed to determine what skills are required to address them effectively. Sources of those skills come from those processes of thinking, learning, and communication found in the academic disciplines of history and the social sciences and from Missouri's Show-Me Standards.

CHAPTER 1

Finally, the Committee generated a set of optional Sample Activities to illustrate a variety of ways in which students might address the Guiding Questions using the identified skills. Each activity is consistent with the vision of social studies described in Chapter 1 (see Figure 4). Teachers may also use the activities as a source of ideas when constructing performance assessments.

FIGURE 4. Generating Activities for a Grade Range Using the Guiding Questions and Missouri Academic Performance Standards

Guiding Questions for Level K-4	Sample Learning Activities
<ol style="list-style-type: none">1. What are governments? What do they do?2. Why is it important to limit the powers of government?3. What are some of the purposes and ideals of government in the United States and other countries?4. How do government officials make, apply, and enforce rules and laws? How do they get the authority to do so?5. How are different governments organized?	<ul style="list-style-type: none">• Discuss one or more of the Guiding Questions in the context of stories from children’s literature (e.g., <i>The Five Hundred Hats of Bartholomew Cubbins</i> by Dr. Seuss) where the governance system is that of a kingdom operated primarily to benefit one privileged person.• Create a story about a community which has a governance system that is a democracy and make a web chart on what life would be like in that place.• Create a flow chart showing how the local government, the government of the local school district, the state government, or the national government is organized.• After participating in or observing the mock trial of a fictional character from children’s literature, such as Goldilocks, describe the procedures courts use in reaching decisions, and raise questions to discuss with an attorney.

The strands together with their Guiding Questions are adaptable to a variety of scopes and sequences, courses, units, and lessons. A Guiding Question, such as “What purposes do governments serve?” from Strand I A (Fundamental Question I/Academic Perspective A), could be used at all grade levels in a variety of courses — from those focused on the neighborhood in the primary grades to those focused on history, geography civics, and economics in the middle school or high school. Indeed, as one Guiding Question is used in different contexts, students should come to appreciate how significant that question is for interpreting their own social worlds and the broader social worlds of past and present.

All elements identified above — strands focused on Fundamental Questions and Academic Perspectives, Guiding Questions, skills needed to address the Guiding Questions, and Sample Activities -are presented in chart form in Chapter 3. (The charts are explained in Chapter 3 under the heading “Organizational Roadmap.”) The charts communicate visually the contributions of the separate academic discipline perspectives to the Fundamental Questions, which, in turn, contribute to the citizenship education mission of social studies: namely to assure that the nation’s citizenry can rise to the Jeffersonian challenge of being a “safe depository of the ultimate powers of the society.”

CHAPTER 2

HOW TO USE THE FRAMEWORK

This chapter serves as an introduction to Chapter 3 by explaining the organization of the strands of this framework and explaining the format of the strands as they are presented in Chapter 3.

HOW THE STRANDS ARE ORGANIZED

The twenty strands, which are developed in detail in Chapter 3, are shown below in Table 1 in a matrix form with the page numbers in which each strand may be found listed in each cell of the matrix.

Table 1. Organization of Strands

	I. Why have people established governance systems?	II. How do individuals relate to and interact with groups?	III. How do events and developments in this and other places relate to us and to each other?	IV. How do the lives of individuals and conditions in society affect each other?
A. Civic-Political Perspective	pp. 27-33	pp. 59-65	pp. 94-100	pp. 131-137
B. Social-Cultural Perspective	pp. 34-39	pp. 66-72	pp. 101-107	pp. 138-144
C. Historical Perspective	pp. 40-45	pp. 73-79	pp. 108-116	pp. 145-151
D. Economic Perspective	pp. 46-51	pp. 80-86	pp. 117-123	pp. 152-158
E. Geographic Perspective	pp. 52-58	pp. 87-93	pp. 124-130	pp. 159-165

HOW TO USE THE INFORMATION IN THE STRANDS: RECOMMENDATIONS AND PITFALLS TO AVOID

Before moving on to the strands in chapter 3, it is important to give some direction on how to use the strands.

Recommendation One. Districts should determine scopes and sequences for their social studies programs prior to assigning Guiding Questions and skills to courses and units.

It is critical for curriculum committees to understand that the organization of social studies knowledge and skills by strands in this chapter is not a Missouri plan for how the scope and sequence of social studies programs should be organized. The Guiding Questions and skills were designed to be used in a variety of courses. Hence, an important challenge for district social studies committees is to have well conceived scope and sequences in which the Guiding Questions and skills will be used. We provide advice on the construction of quality scopes and sequences in Chapter 4 of this framework (pages 172-178) and provide sample scopes and sequences in Appendix B.

Recommendation Two. Use the strand names to assist in deciding where to address the content in the district's scope and sequence.

Here are some examples to illustrate how to carry out this recommendation:

If one is teaching a Grade 3 unit on the government of the local community and how it has changed over time, teachers should examine the Guiding Questions and Sample Activities for Level K-4 for these strands: I A, B, C, D, and E. Why have people established governance systems? (civic-political, social-cultural, historical, economic, and geographic perspectives) and II B. How do individuals interact with and relate to groups (social-cultural perspective).

If one is teaching a Grade 5 unit on Columbus's voyages to the Americas and the consequences of his voyages, teachers should examine Level 5-8 Guiding Questions and Sample Activities for these strands: III B, C, and E. How do events and developments in this and other places relate to us and to each other? (social-cultural, historical, and geographic perspectives).

If one is teaching a Grade 8 unit on the Great Depression, teachers should examine the Guiding Questions and Sample Activities for Level 5-8 for these strands: I A and E. Why have people established governance systems? (civic-political and economic perspectives); III C, D, and E. How do events and developments in this and other places relate to us and to each other? (historical, economic, and geographic perspectives); and IV C and D. How do the lives of individuals and conditions in society affect each other? (historical and economic perspectives).

If one is teaching a unit on the Holocaust in a Grade 10 world history course, teachers should examine the Guiding Questions and Sample Activities for Level 9-12 for these strands: I A, B, and C. Why have people established governance systems (civic-political, social-cultural, and historical perspectives); II B and C. How do individuals interact with and relate to groups? (social-cultural and historical perspectives); III A, B, C, and E How do events and developments in this and other places relate to us and to each other? (civic-political, social-cultural, historical, and geographic perspectives); and IV A, B, C, and E. How do the lives of individuals and

conditions in society affect each other? (civic-political, social-cultural, historical, and geographic perspectives).

As one looks at the Guiding Questions and Sample Activities in conjunction with the units as listed above, *teachers should be selective in choosing those Guiding Questions and Sample Activities that have the greatest relevance to and importance for their units.*

Recommendation Three. Look at the strands across grade ranges.

Each strand is addressed at grade ranges K-4,5-8, and 9-12. Look at each strand in its totality, not just at one grade range, because ideas at one level build upon prior levels and prepare students for the next level. In addition, Sample Activities presented for one level may be adapted to other levels.

Recommendation Four. Develop strategies for how the Guiding Questions will be used and how student responses will be evaluated.

Simply asking good questions will not guarantee productive learning. How the Guiding Questions are used is just as important as the fact that they are used. It is important that teachers and their students understand that there are such things as quality responses, that all responses are not equal. With that insight, we offer the following recommendations on how to use the Guiding Questions:

1. After selecting one or more Guiding Questions appropriate for a course, unit, or **lesson, tailor the question(s)** to fit the context, i.e., the specific unit and the specific group of children. For example, the K-4 Guiding Question “Why is it important to limit the powers of government?” would be used differently in a kindergarten class that is discussing Dr. Seuss’s story *Yertle the Turtle* from a fourth grade class that is studying Missouri history. The exact wording of the question should be tailored to the classroom context.
2. **Analyze the question to determine what it is asking students to do.** Is it asking them to define a term, draw inferences from observations or statistical data, hypothesize cause-effect relationships, or state and defend reasoned positions about an issue?
3. **Determine what constitutes the features of a good answer.** For example, if students are being asked to define a term, they may need to (a) place the term in some category, (b) describe how that term differs in meaning from all other terms that fall in the same category, and (c) make use of appropriate authoritative sources in the process.
4. **Determine what knowledge and thought processes are needed to answer the question effectively.** For example, if students are being asked to identify and explain causes of the American Revolution, the knowledge base would need to include a body of relevant facts as well as understandings of how people behave in various circumstances. The knowledge base would also need to include an understanding of what “cause” means. The skills involved would include being able to gather information, separating relevant from irrelevant information, and weighing evidence.

For teachers who need to fill knowledge gaps relevant to the Guiding Questions, see such sources as those that follow or other subject matter references.

Resources **related to Perspective A (Civics/Government):** (a) **Center** for Civic Education, National *Standards for Civics and Government*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme VI. Power, Authority, and Governance and Theme X. Civic Ideals and Practices), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies G through L).

Resources related to Perspective B (Social/Cultural): (a) **National Council for the Social Studies**, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme I. Culture; Theme IV Individual Development and Identity; and Theme V. Individuals, Groups, and Institutions) and (b) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies S through U).

Resources related to Perspective C (Historical): (a) **National Center for History in the Schools, UCLA**, *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire*; and *National Standards for History: Basic Edition*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme II. Time, Continuity, and Change), and (c) Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies E and F).

Resources related to Perspective D (Economic): (a) National Council on Economic Education, *Master Curriculum Guide in Economics: A Framework for Teaching the Basic Concepts* and/or *Master Curriculum Guide in Economics: Economics: What and When: Scope and Sequence Guidelines*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme VII. Production, Distribution, and Consumption and Theme VIII. Science Technology, and Society), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or DESE, *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies M through R).

Resources related to Perspective E (Geographic): (a) Geography Education Standards Project, *Geography for Life: National Geography Standards*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme III. People, Places, and Environments and Theme IX., Global Connections), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies A through D).

5. Set criteria for quality answers that students clearly understand, perhaps involving students in the criteria-setting process.
6. Plan instruction and learning opportunities that are engaging to students and will enable them to obtain the knowledge and skills needed to respond well.
7. Observe and listen keenly to what the students are doing and saying when teaching in order to gain insight into whether they are moving toward high performance. Intervene in appropriate ways if they need assistance.

Good results in teaching do not just happen. Good teaching is a highly analytical, creative process. Good results depend upon intellectual effort and some teacher artistry. While the use of the questions in this framework should be helpful in building a quality curriculum, effective instruction is an additional challenge.

Recommendation Five. Consider carefully how to handle those Guiding Questions that call for students to make judgments and decisions.

Such questions require special sensitivity on the part of teachers. Some parents worry that teachers will inculcate into their children values and points of view that run in opposition to those of the home. Parents certainly have the right to their points of view and the right to promote those views in their children. When they send their children to public schools, they do so assuming that beliefs which they cherish will not be assailed. At the same time, public schools and their social studies programs have the responsibility of preparing students for informed, responsible citizenship in a nation where there is much ethnic and religious diversity. That responsibility entails helping students learn how to participate in the marketplace of ideas with regard to issues that are of public concern. Indeed, one of the reasons for tax-supported public schools is to prepare students for such civic participation. Hence, this framework includes some questions that call for judgment on the part of students, because making judgment calls is part of what citizens do, and public schools are obligated to help students learn how to make such judgments in a more informed, rational manner. It is important to note, however, that the questions calling for judgments that are presented in this framework are focused on issues of public concern, on the types of issues people deal with in their roles as citizens. It is also critical that when those questions are addressed that they be treated as ones that invite debate, clarification of positions, and support of positions with reasoned arguments, all the while respecting the right of students to reach their own conclusions. Such an approach, based as it is on the First Amendment to the United States Constitution, is appropriate for public school social studies programs of this state and nation.

Recommendation Six. Be selective when choosing Sample Activities listed in this framework.

The sample activities are not intended to be mandatory. Regard them instead as suggestions inviting adaptations or as springboards for creating other activities. The framework includes more activities than teachers will have the time to use.

CHAPTER 2

Recommendation Seven. Consider using one activity to teach to different Guiding Questions and Show-Me Standards.

The Sample Activities in many cases may be used effectively to address more than one Guiding Question and more than one Show-Me Standard.

Recommendation Eight. Use the Guiding Questions to promote student curiosity and inquiry and creativity in teaching.

If the ideas on the pages in Chapter 3 are used in rigid ways, they are being misused.

A HANDY GUIDE TO USE OF THE FRAMEWORK

As school district social studies teachers and curriculum committees work to improve social studies curriculum and instruction, they should find the Missouri Social Studies Framework to be a good resource to help them in the process. For ideas on how to use the framework to meet challenges social studies committees and teachers face, see Table 2.

TABLE 2. The Handy Guide to the Social Studies Framework

CHALLENGE	HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE
<p style="text-align: center;">Rationale for Social Studies</p> <p>School District A needs to draft a rationale for social studies for its written curriculum in order to reach consensus and communicate to students and the community what social studies is and why it is important.</p>	<p>The district’s social studies curriculum committee examined Chapters 1 and 4 of the framework (pp. 1-4 and parts of 167-168), evaluated ideas found there, and adapted ideas it liked for its local curriculum. The committee also examined a few of the sources found in the Reference Section of the Framework (pp. 191-194).</p>
<p style="text-align: center;">Values & Controversial Issues</p> <p>School District B is concerned that some members of the community lack trust in how social studies teachers deal with values and controversial issues in their classrooms.</p>	<p>The district’s social studies committee recommended to administration and school board that the district develop policies on how to deal with values and controversial issues. In the process of developing such policies, the committee examined Chapter 4, “Sound Philosophy” (pp. 168-169), and found it helpful to see how “values” was defined in the framework’s Glossary (p. 189). Finally, the committee studied <i>Finding Common Ground</i>, edited by Charles Haynes, which was listed among the framework’s references on p.191.</p>
<p style="text-align: center;">Scope & Sequence</p> <p>School District C plans to revise its scope and sequence in order to provide an improved organizational structure for its social studies program.</p>	<p>In revising its scope and sequence, the district’s social studies curriculum committee examined examples of different scopes and sequences found in Appendix B of the framework and in sources listed in the Reference and Resource Section of the framework (pp. 191-1.93). The committee also used the criteria for quality scopes and sequences listed in the section of Chapter 4 entitled “Sequence” (p. 178).</p>

<p style="text-align: center;">CHALLENGE</p>	<p style="text-align: center;">HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE</p>
<p style="text-align: center;">Goals for Graduates</p> <p>School District D plans to revise its goals for graduates in social studies, as it prepares for an upcoming Missouri School Improvement review. It needs to incorporate appropriate Show-Me Standards in those goals.</p>	<p>The district’s social studies curriculum committee used the Show-Me Standards to help it in revising its social studies goals for graduates.</p>
<p style="text-align: center;">Objectives for Social Studies Courses</p> <p>School District E needs to revise the objectives for the social studies courses it offers in order to improve those courses.</p>	<p>Teachers on the district’s curriculum committee determined which strands appear to be most relevant to each course, examined the grade-appropriate Guiding Questions of those strands (pp. 28-165) and used ideas found in the Guiding Questions to help in revising their objectives. The teachers on the committee debated whether to write the objectives in the form of questions, as in the framework, or in the more traditional style of behavioral objectives.</p>
<p style="text-align: center;">Teaching Methods and Strategies</p> <p>Teachers in School District F are looking for ideas on how to improve their methods of teaching in social studies.</p>	<p>Teachers in the district found it helpful to identify the strands that relate to what they are teaching and to examine the Guiding Questions (column 1), the skills (column 2), and the activities (column 3) found in those strands (pp. 28-165). They also found “Sound Teaching,” in Chapter 4 to offer useful ideas (pp.170-172).</p>
<p style="text-align: center;">Planning Units</p> <p>A teacher wants to use the framework as a resource for planning a unit.</p>	<p>The teacher identified those strands that relate most closely to the topic of the unit and drew ideas from the Guiding Questions, skills, and activities within those strands (pp. 28-165).</p>

CHALLENGE	HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE
<p>Adaptations for Special Education Students</p> <p>Teachers in School District G want to adapt activities in the social studies framework for their special education students.</p>	<p>There is no single strategy for adapting activities for special education students, because each of those students has a unique set of strengths and weaknesses when it comes to learning in classrooms. The activities in the framework offer a number of possibilities for adaptations. The key is to build on whatever strengths the student has. Teachers of non-special education students are advised to talk with special education teachers in order to plan adaptations that will be most feasible for the individual student.</p>
<p>Performance Evaluations</p> <p>Teachers in School District H are looking for ideas on how to construct authentic performance evaluations of their students.</p>	<p>Although the Social Studies Framework was not developed as a guide for assessment, teachers in the district found that it offers a rich starting place for authentic performance assessments because many of the activities it lists in the right-hand columns on pp. 28-165 are authentic activities. (Such activities ask students to do what people do in real-life roles, to use high levels of thinking, and to become engaged with the world beyond the classroom). To move from authentic activities to authentic performance assessments, the teachers took these additional steps: (a) they identified what students are expected to do within and as a result of the activity, (b) they listed criteria for quality performance on those tasks, and (c) they experimented with assessing students on those tasks using the criteria. They also found that the framework’s suggestions with regard to policy on teaching values and controversial issues (pp. 168-169) to be helpful for grading papers in ways consistent with the spirit of the First Amendment to the Constitution.</p>
<p>Understanding Technical Terms</p> <p>Some teachers, when reading the framework, are frustrated that they do not understand some of its technical terms.</p>	<p>The teachers found that technical terms in italics are defined in the framework’s glossary (pp.179-189). The framework authors included and defined those technical terms that label important history and social science concepts.</p>

CHAPTER 3

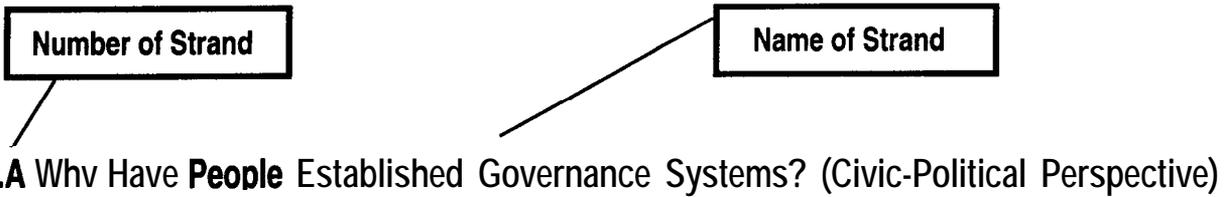
STRANDS OF THE SOCIAL STUDIES FRAMEWORK

In this chapter, each strand in the social studies framework is discussed in depth. The following information is presented for each strand in each of the grade ranges (K-4,5-8, and 9-12):

- Guiding Questions in the left column indicate what all students should know. Each Guiding Question is keyed to one or more of the Show-Me Knowledge (Content) Standard. (Both the Show-Me Knowledge and Performance Standards are presented above on pp. xiii-xvi.)
- Skills statements in the center column indicate what all students should be able to do. Each of these skills statements is keyed to one or more of the Show-Me Performance (Process) Standards. Using their professional judgment, teachers may teach one or more of the skills in combination with one or more Guiding Questions.
- Optional learning activities suggest ways of teaching content in the Guiding Questions using the skills of the Show-Me Performance (Process) Standards. Teachers may adapt these activities to their classes or create their own activities. They may also adapt the activities into performance assessments.

ORGANIZATIONAL "ROAD MAP"

Each of the strands begins with a K-12 Content Overview, which is presented in a format like that in Figure 5a. Following that page, information is presented on what students should know and be able to do as a result of their studies in the levels K-4, 5-8, and 9-12.



I.A Why Have **People** Established Governance Systems? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What are governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?



The term *governance system* pertains to the people and processes involved in making, enforcing, and interpreting rules. Governments are those formal governance systems that make rules binding upon the people living within a territory. The rules of governments are found in laws, court decisions, regulations, and traditions.

Governments address many purposes: resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and state governments are reflected in such documents as the Declaration of Independence and Constitution, in such speeches as Lincoln's Gettysburg Address, and in the decision-making processes of many organizations. Other political systems are based upon similar or different values, with the results having profound consequences for the lives of their citizens or subjects.

This strand is important because it is focused on helping young people understand and apply the fundamental principles upon which our political system is based. If schools fail to help students grasp and internalize such matters, the future of our republic could well be in jeopardy.

SOCIAL STUDIES **K-12**

FIGURE 5a. Strand Overview

On the very top of each page, the framework lists the name of the strand.

On the first page for each strand, inside the box, the framework presents the “K-12 Content Overview,” a brief rationale for the strand.

On the second page and subsequent pages for each strand, information is presented on what students should learn and be able to do for levels K-4,5-8, and 9-12. The level is indicated in the upper left corner of each page.

On the first page of each level for a strand, inside the box under the strand title, information is presented that indicates what is typically emphasized in the level in social studies programs. Local school districts may choose to emphasize similar or different content.

In **the left-hand column** of all pages that follow the first page for each strand, the framework presents recommendations with regard to “What Students Should Know” by the end of the grade range by listing Guiding Questions. **The numbers assigned to Missouri’s Show-Me Knowledge (Content) Standards for Social Studies that relate directly to a Guiding Question are listed in parenthesis behind the Guiding Question.**

In the central column of all pages that follow the first page for each strand, the framework presents recommendations with regard to “What Students Should Be Able to Do” by listing skills students should be able to use competently by the end of the grade range. **The numbers assigned to Missouri’s Show-Me Performance (Process) Standards focused on thinking processes that relate directly to a skill are listed in parentheses behind the skill.**

In the right-hand column of all pages that follow the first page for each strand, the framework presents optional “Sample Learning Activities,” which may be used to teach the content and skills listed in the left-hand and central columns. The activities model a fundamental assumption of the framework committee: namely, that good teaching in social studies should combine both an emphasis on knowledge and an emphasis on process. That is, the activities in the right-hand column represent a synthesis of ideas from the left-hand and central columns.

PRESENTATION OF THE STRANDS

beginning on the next page, the strands of the social studies framework are presented in the same format as that shown in Figures 5a and 5b.

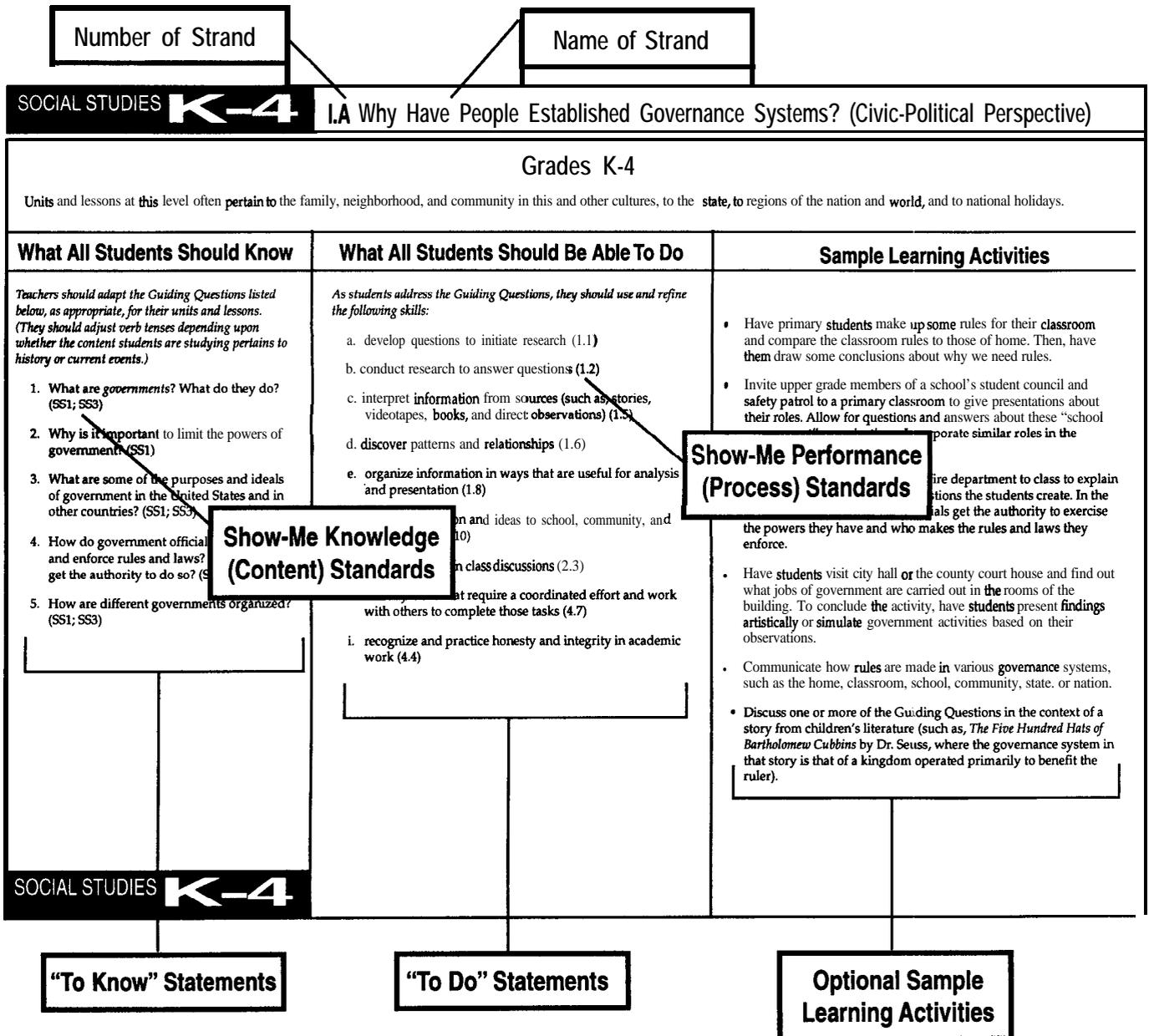


FIGURE 5b. Strand Components