

ANNOTATED INSTRUCTOR'S EDITION

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Teachers, Schools, and Society

NINTH EDITION



This text is designed specifically for instructors as an all-in-one guide to the resources that support teaching with the Ninth Edition. It includes the student edition of the text coordinated with the instructor supplements.

In each chapter you will find two types of annotations suggesting how and when to take advantage of the wealth of resources at your fingertips:

USING THE SUPPLEMENTS

- Video Segments
- PowerPoint Slides
- Reflective Activities (RAPs)
- Classroom Activities

TEACHING STRATEGIES

- Focus Questions
- Teaching Tips
- Critical Thinking Questions
- Global View Activities
- Related Readings
- Multiple Intelligence Connection Activities

TABLE 8.1 Five philosophies of education.

	Focus of Curriculum	Sample Classroom Activity	Role of Teacher	Goals for Students	Educational Leaders
Student-Centered Philosophies					
Progressivism	Flexible; integrated study of academic subjects around the needs and experiences of students	Learning by doing—for example, students plan a field trip to learn about history, geography, and natural science	Guide and integrate learning activities so that students can find meaning	To become intelligent problem solvers, socially aware citizens who are prepared to live comfortably in the world	John Dewey, Nel Noddings
Social Reconstructionism	Focus on social, political, and economic needs; integrated study of academic subjects around socially meaningful actions	Learning by reconstructing society—for example, students work to remove health hazards in a building housing the poor	Provide authentic learning activities that both instruct students and improve society	To become intelligent problem solvers, to enjoy learning, to live comfortably in the world while also helping reshape it	George S. Counts, Jane Roland Martin, Paulo Freire, bell hooks
Existentialism	Each student determines the pace and direction of his or her own learning	Students choose their preferred medium—such as poetry, prose, or painting—and evaluate their own performance	One who seeks to relate to each student honestly; skilled at creating a free, open, and stimulating environment	To accept personal responsibility; to understand deeply and be at peace with one's own unique individuality	A. S. Neill, Maxine Greene
Teacher-Centered Philosophies					
Essentialism	Core curriculum of traditional academic topics and traditional American virtues	Teacher focuses on "essential" information or the development of particular skills	Model of academic and moral virtue; center of classroom	To become culturally literate individuals, model citizens educated to compete in the world	William Bagley, E. D. Hirsch, Jr., William Bennett
Perennialism	Core curriculum analyzing enduring ideas found in Great Books	Socratic dialogue analyzing a philosophical issue or the meaning of a great work of literature	Scholarly role model; philosophically oriented, helps students seek the truth for themselves	To increase their intellectual powers and to appreciate learning for its own sake	Robert Hutchins, Mortimer Adler

REFLECTION: How many of these philosophies have you experienced in your own education? Describe the circumstances. Would you like to encounter others as a student? a teacher? Explain.