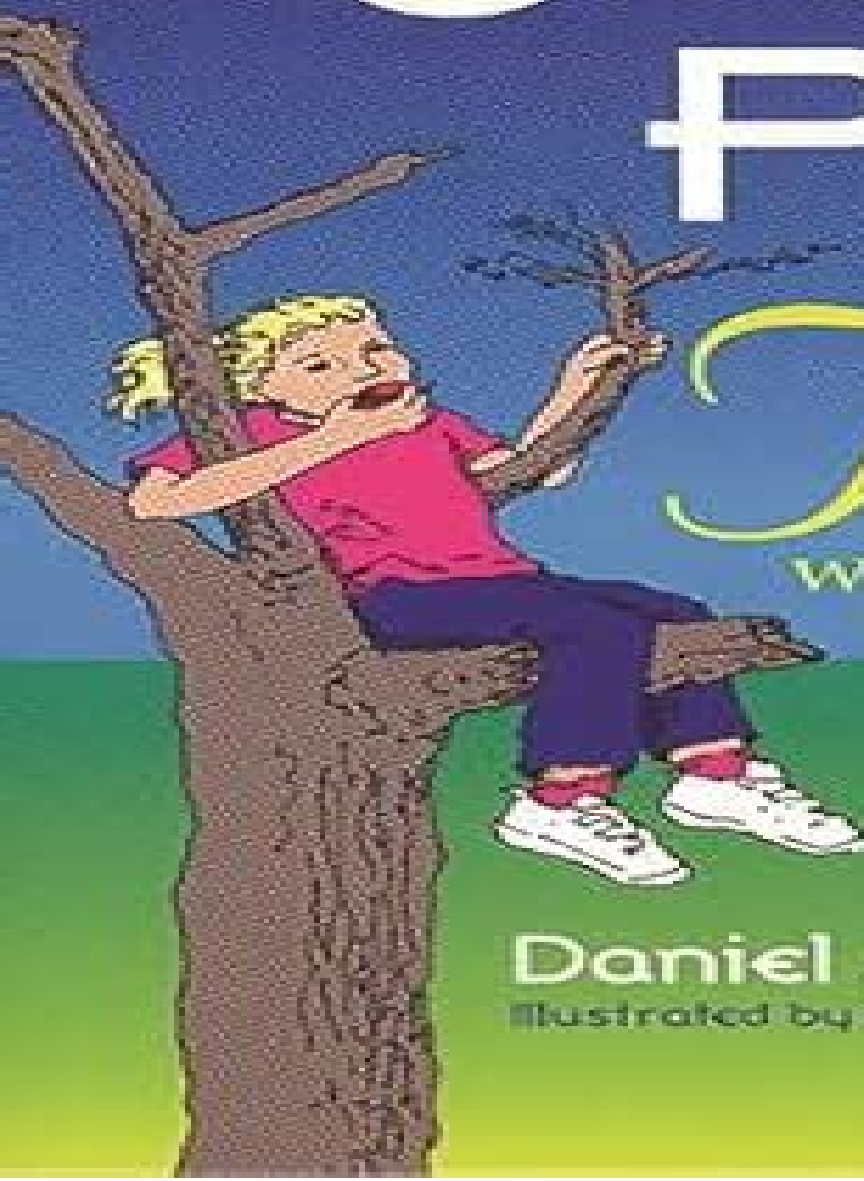


A Sense of Place



Teaching
Children About
the Environment
with Picture Books

Daniel A. Kriesberg

Illustrated by Dorothy Frederick

A Sense Of Place Teaching Children About The Environment With Picture Books

Janice L. Woodhouse, Clifford E. Knapp



A Sense Of Place Teaching Children About The Environment With Picture Books:

Experiencing Environment and Place through Children's Literature Amy Cutter-Mackenzie, Phillip Payne, Alan Reid, 2014-06-11 Recent scholarship on children's literature displays a wide variety of interests in classic and contemporary children's books. While environmental and ecological concerns have led to an interest in ecocriticism, as yet there is little on the significance of the ecological imagination and experience to both the authors and readers young and old of these texts. This edited collection brings together a set of original international research-based chapters to explore the role of children's literature in learning about environments and places with a focus on how children's literature may inform and enrich our imagination, experiences, and responses to environmental challenges and injustice. Contributions from Australia, Canada, USA, and UK explore the diverse ways in which children's literature can provide what are arguably some of the first and possibly most formative engagements that some children might have with nature. Chapters examine classic and new storybooks, mythic tales, and image-based and/or written texts read at home, in school, and in the field. Contributors focus on exploring how children's literature mediates and informs our imagination and understandings of diverse environments and places and how it might open our eyes and lives to other presences, understandings, and priorities through stories, their telling, and re-telling, and their analysis. This book was originally published as a special issue of *Environmental Education Research*. **A Sense of Place** Daniel A. Kriesberg, 1999-03-15 Celebrating nearby nature and the marvels of our own backyards, this book helps you introduce children to the world around them. With quality children's literature and simple activities, you can cultivate a child's sense of wonder and joy and teach him or her the importance of living in harmony with nature. These projects span the curriculum and are presented in reproducible format so they're easy to use. Highlighting the five senses—sight, sound, smell, taste, touch—they build connections between students and the land and create in young learners a sense of place, a true necessity for living in the world today. Grades K-6 **Resources in Education**, 2001-10 [Becoming Literate in Mathematics and Science](#), 2001 *ENC Focus*, 2001 **Place-based curriculum and instruction** Janice L. Woodhouse, Clifford E. Knapp, 2000 *Assessing Schools for Generation R (Responsibility)* Michael P. Mueller, Deborah J. Tippins, Arthur J. Stewart, 2013-07-17 Today's youth will face global environmental changes as well as complex personal and social challenges. To address these issues, this collection of essays provides vital insights on how science education can be designed to better engage students and help them solve important problems in the world around them. *Assessing Schools for Generation R: Responsibility* includes theories, research, and practices for envisioning how science and environmental education can promote personal, social, and civic responsibility. It brings together inspiring stories, creative practices, and theoretical work to make the case that science education can be reformed so that students learn to meaningfully apply the concepts they learn in science classes across America and grow into civically engaged citizens. The book calls for a curriculum that equips students with the knowledge, skills, attitudes, and values to confront the complex and often ill-defined

socioscientific issues of daily life The authors are all experienced educators and top experts in the fields of science and environmental education ecology experiential education educational philosophy policy and history They examine what has to happen in the domains of teacher preparation and public education to effect a transition of the youth of America This exciting informative sophisticated and sometimes provocative book will stimulate much debate about the future direction of science education in America and the rest of the world It is ideal reading for all school superintendents deans faculty and policymakers looking for a way to implement a curriculum that helps builds students into responsible and engaged citizens

Wonder-Full Education Kieran Egan,Annabella I. Cant,Gillian Judson,2013-07-24 For many children much of the time their experience in classrooms can be rather dull and yet the world the school is supposed to initiate children into is full of wonder This book offers a rich understanding of the nature and roles of wonder in general and provides multiple suggestions for to how to revive wonder in adults teachers and curriculum makers and how to keep it alive in children Its aim is to show that adequate education needs to take seriously the task of evoking wonder about the content of the curriculum and to show how this can routinely be done in everyday classrooms The authors do not wax flowery they present strong arguments based on either research or precisely described experience and demonstrate how this argument can be seen to work itself out in daily practice The emphasis is not on ways of evoking wonder that might require virtuoso teaching but rather on how wonder can be evoked about the everyday features of the math or science or social studies curriculum in regular classrooms

Science and Children ,1999 Community Practice Skills Dorothy N. Gamble,Marie Weil,2010 Dorothy N Gamble and Marie Weil differentiate among a range of intervention methods to provide a comprehensive and effective guide to working with communities Presenting eight distinct models grounded in current practice and targeted toward specific goals Gamble and Weil take an unusually inclusive step combining their own extensive experience with numerous case and practice examples from talented practitioners in international and domestic settings The authors open with a discussion of the theories for community work and the values of social justice and human rights concerns that have guided the work of activists from Jane Addams and Martin Luther King Jr to Cesar Chavez Wangari Maathai and Vandana Shiva They survey the concepts knowledge and perspectives influencing community practice and evaluation strategies Descriptions of eight practice models follow incorporating real life case examples from many parts of the world and demonstrating multiple applications for each model as well as the primary roles competencies and skills used by the practitioner Complexities and variations encourage readers to determine through comparative analysis which model at which time best fits the goals of a community group or organization given the context culture social economic and environmental issues and opportunities for change An accompanying workbook stressing empowerment strategies and skills development is also available from Columbia University Press **Orion Afield** ,1999 Looking to the Future Derek Hodson,2011-10-25 In advocating an action oriented and issues based curriculum this book takes the position that a major but shamefully neglected goal of

science and technology education is to equip students with the knowledge skills attitudes and values to confront the complex and often ill defined socioscientific issues they encounter in daily life as citizens in an increasingly technology dominated world carefully critically confidently and responsibly In outlining proposals for addressing socioscientific issues through a curriculum organized in terms of four increasingly sophisticated levels of consideration the author adopts a highly critical and politicized stance towards the norms and values that underpin both scientific and technological development and contemporary scientific engineering and medical practice criticizes mainstream STS and STSE education for adopting a superficial politically naive and hence educationally ineffective approach to consideration of socioscientific issues takes the view that environmental problems are social problems occasioned by the values that underpin the ways in which we choose to live and urges teachers to encourage students to reach their own views through debate and argument about where they stand on major socioscientific issues including the moral ethical issues they often raise More controversially the author argues that if students are to become responsible and politically active citizens the curriculum needs to provide opportunities for them to experience and learn from sociopolitical action The relative merits of direct and indirect action are addressed notions of learning about action learning through action and learning from action are developed and a case is made for compiling a user friendly database reflecting on both successful and less successful action oriented curriculum initiatives Finally the book considers some of the important teacher education issues raised by this radically new approach to teaching and learning science and technology The book is intended primarily for teachers and student teachers of science technology and environmental education graduate students and researchers in education teacher educators curriculum developers and those responsible for educational policy The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education University of Toronto Adjunct Professor of Science Education at the University of Auckland and Visiting Professor of Science Education at the University of Hong Kong His research interests include considerations in the history philosophy and sociology of science and their implications for science and technology education STSE education and the politicization of both students and teachers science curriculum history multicultural and antiracist education and teacher education via action research

Children and Primary Geography Patrick Wiegand, 1998-09-01 Primary teachers in the UK have to understand the National Curriculum and know how to implement it This text aims to provide primary teachers with a practical introduction to teaching geography at Key Stage 2 to Level 5 and beyond and is suitable for non specialists

Children's Voice and Agency in Diverse Settings Mhairi C. Beaton, Anne Burke, Pigga Keskitalo, Tuija Turunen, 2024-04-16 This book outlines the key findings from the ADVOST project and other international projects that examine how educational practitioners have utilised theoretical notions of voice and agency to enhance the social inclusion and wellbeing of children within their settings Bringing together findings from three project case studies that are each placed in a different national context chapters explore theoretical principles of space audience and influence to facilitate and

enhance the voices of very young children Focusing on diversity as an opportunity rather than a challenge the book provides collaboratively written and regionally diverse chapters that ultimately contribute to a growing field on literature examining how young people might be included in culturally sensitive and responsive ways within education recognising the diversity that young people their families and communities bring to educational processes to provide an inclusive education for all Offering multiple perspectives and insights into our growing understanding of children s voice and agency in diverse settings this book will be of relevance to scholars researchers and academics in the fields of primary education multicultural education early years and educational research and child development studies **Green Teacher** ,2001 **Think Green, Take Action** Daniel A. Kriesberg,2010-08-16 This book provides an annotated bibliography of age appropriate literature and activities showing children the importance of environmental issues and teaching them the skills to take action In past years teaching children about conservation and environmental issues might have been an optional side topic to complement an earth science curriculum but in today s educational climate being green is a subject with great relevance and importance This book combines a wide variety of techniques to help students understand environmental issues and gain the skills needed to take action The children s literature and classroom activities suggested in Think Green Take Action Books and Activities for Kids are appropriate for elementary school students from grades three through seven covering three major environmental issues endangered species resource depletion and pollution After students have a grasp of the causes of these environmental problems the final chapter presents ways to take easy action that can create ripples of change across the world Educators in museums and nature centers home schooled children and their parents comprise an appropriate secondary audience for this instructive text **Ecological Education in Action** Gregory A. Smith,Dilafruz R. Williams,1999-01-01 Celebrates the work of educators who explore ecological issues in school and non school settings Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency mutual support and community **Clearing** ,2001

Theorising Posthuman Childhood Studies Karen Malone,Marek Tesar,Sonja Arndt,2020-11-05 This book is a genealogical foregrounding and performance of conceptions of children and their childhoods over time We acknowledge that children s lives are embedded in worlds both inside and outside of structured schooling or institutional settings and that this relationality informs how we think about what it means to be a child living and experiencing childhood The book maps the field by taking up a cross disciplinary genealogical niche to offer both an introduction to theoretical underpinnings of emerging theories and concepts and to provide hands on examples of how they might play out This book positions children and their everyday lived childhoods in the Anthropocene and focuses on the interface of children s being in the everyday spaces and places of contemporary communities and societies In particular this book examines how the shift towards posthuman and new materialist perspectives continues to challenge dominant developmental social constructivist and structuralist theoretical approaches in diverse ways to help us to understand contemporary constructions of childhoods It

recognises that while such dominant approaches have long been shown to limit the complexity of what it means to be a child living in the contemporary world the traditions of many Eurocentric theories have not addressed the diversity of children's lives in the majority of countries or in the Global South **Teacher's Weather Sourcebook** Tom Konvicka, 1999-04-15

Prepare engaging weather lessons from short topical units to year long weather tracking projects Basic factual material about weather patterns and such weather phenomena as thunderstorms tornadoes hurricanes heat and cold waves floods and droughts are covered along with such hot topics and issues as global warming air pollution acid deposition and ozone depletion Thorough balanced and comprehensive the sourcebook serves equally well as a ready reference and a planning tool

A Sense Of Place Teaching Children About The Environment With Picture Books Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**A Sense Of Place Teaching Children About The Environment With Picture Books**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents A Sense Of Place Teaching Children About The Environment With Picture Books

1. Understanding the eBook A Sense Of Place Teaching Children About The Environment With Picture Books
 - The Rise of Digital Reading A Sense Of Place Teaching Children About The Environment With Picture Books
 - Advantages of eBooks Over Traditional Books
2. Identifying A Sense Of Place Teaching Children About The Environment With Picture Books
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an A Sense Of Place Teaching Children About The Environment With Picture Books
 - User-Friendly Interface
4. Exploring eBook Recommendations from A Sense Of Place Teaching Children About The Environment With Picture Books
 - Personalized Recommendations

- A Sense Of Place Teaching Children About The Environment With Picture Books User Reviews and Ratings
- A Sense Of Place Teaching Children About The Environment With Picture Books and Bestseller Lists
- 5. Accessing A Sense Of Place Teaching Children About The Environment With Picture Books Free and Paid eBooks
 - A Sense Of Place Teaching Children About The Environment With Picture Books Public Domain eBooks
 - A Sense Of Place Teaching Children About The Environment With Picture Books eBook Subscription Services
 - A Sense Of Place Teaching Children About The Environment With Picture Books Budget-Friendly Options
- 6. Navigating A Sense Of Place Teaching Children About The Environment With Picture Books eBook Formats
 - ePub, PDF, MOBI, and More
 - A Sense Of Place Teaching Children About The Environment With Picture Books Compatibility with Devices
 - A Sense Of Place Teaching Children About The Environment With Picture Books Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of A Sense Of Place Teaching Children About The Environment With Picture Books
 - Highlighting and Note-Taking A Sense Of Place Teaching Children About The Environment With Picture Books
 - Interactive Elements A Sense Of Place Teaching Children About The Environment With Picture Books
- 8. Staying Engaged with A Sense Of Place Teaching Children About The Environment With Picture Books
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers A Sense Of Place Teaching Children About The Environment With Picture Books
- 9. Balancing eBooks and Physical Books A Sense Of Place Teaching Children About The Environment With Picture Books
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection A Sense Of Place Teaching Children About The Environment With Picture Books
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine A Sense Of Place Teaching Children About The Environment With Picture Books
 - Setting Reading Goals A Sense Of Place Teaching Children About The Environment With Picture Books

- Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of A Sense Of Place Teaching Children About The Environment With Picture Books
 - Fact-Checking eBook Content of A Sense Of Place Teaching Children About The Environment With Picture Books
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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