

When asked to recall information and memories from my years during elementary school I found it to be rather a great challenge. Unfortunately, for the most part, elementary social studies remains vaguely in the back of my mind. However, there are several very distinct incidents that I vividly remember from my elementary social studies classes. Social studies was not one of my favorite subjects, mainly due to the fact that the information it pertained was difficult for me to easily understand. I can honestly say that social studies, in general, made me and to this day still make me anxious.

However, I should not disregard the positive aspects of my elementary social studies classes that I do recall. In my beginning years of elementary school, I particularly remember social studies being taught through craft-art projects. My mother still treasures those pieces of work that somewhat represent pilgrims and Indians. In second grade, as a class we created a massive dragon and paraded around the school hallways to celebrate the Chinese New Year. I also remember building longhouses in fourth grade as part of a unit. Unfortunately, it was fifth grade that stands out in my mind the most. Each student received a social studies workbook that coincided with our textbook. I remember feeling incredibly uncomfortable during social studies because I found the information to be difficult and the workbook was not the best means of helping me learn. Since social studies covers such an array of material, it was taught in such different manners depending on the educator and I cannot say that there is one particular means of teaching that was more prevalent than another. However, I personally enjoyed the hands-on lessons or ones that involved movement because that is how I learn best. I was also very into art when I was in elementary school and learning information through art was a better way for me to connect the material and make it more meaningful. Whereas, I

distinctly remember the workbook because those were the type of lessons that I despised.

With experiencing the different events that I did during elementary social studies classes has helped me become who I am today and the teacher I will become.

If it were not for these past memories of elementary social studies classes, I would have nothing to draw upon to reassure or change my way of thinking. I believe that my experiences will affect my teaching in a positive manner. Even though throughout my educational experience I have not personally endured many positive encounters with social studies, I believe that is what will make me a better teacher. Knowing how I felt about social studies when I was in elementary school makes me want to become a teacher that will implement activities for students to help them better understand material. I want to create lessons that will be engaging, therefore igniting the interest of my students. Ultimately, I would like to minimize the possibility of my students feeling the way I did about social studies. In a sense, I want to improve, as a teacher, what I disliked as a student.

When thinking about uninterested teachers there is nothing else that comes to mind, but uninterested students. Even though teachers believe students are not aware of the educators' feelings and emotions, students absolutely are aware. Students feel the emotions being generated by the teacher. For instance, even though I am not particularly knowledgeable and interested in social studies does not mean that I will demonstrate those feelings toward my students. Since I have now recognized my emotions that I felt during childhood, I can learn from those experiences and become interested in the subject for the benefit of my students. If I were to display feelings of disinterest, I believe that would be directly reflected in my students' attitudes and work ethics. If I don't care, why

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should they? Even if an educator is uninterested in a specific subject or topic, they should mask those feelings for the sole purpose of creating that same feeling in their students.