

Marquette University School of Education
EDUC 4337 & EDUC 5337
Teaching Elementary Social Studies
Tuesday/Thursday 8-9:15am
Cramer Hall 042

Instructor: Dr. Melissa L Gibson
E-mail: melissa.gibson@marquette.edu
Campus Phone: 414-288-1421
Office hours: Thursdays 9:30-11:30am and by appointment
Office: Schroeder Complex 113H



COURSE DESCRIPTION

Curriculum development, instructional strategies and techniques for teaching elementary social studies with emphasis on primary research skills. Includes preparation of materials, assessment and micro-teaching.

COURSE OVERVIEW

The teaching of elementary social studies draws upon the various disciplines of the social sciences and humanities--such as anthropology, history, geography, sociology, economics, philosophy, and political science--to help students develop a rich understanding of the social world and their place in it. While teaching social studies at the elementary level in our current educational and political context is fraught with difficult decisions, it remains critical for nurturing students' creativity, curiosity, and empathy and for helping students wrestle with their rights and responsibilities in a multicultural, democratic society. This course focuses on the design and enactment of a critical social science curriculum that is rooted in principles of justice and equity.

We will spend the course reflecting on several big questions: [1] What should we teach elementary students about social studies, and why? [2] How should we teach elementary students about social studies, and why? [3] How do we use the social studies to make meaning of our cultural, political, and social contexts, and how can we apprentice students into this social-scientific meaning-making? [4] How can the social studies help us engage as participants in the social world?

This course is designed around a set of core assumptions:

1. *The social studies are essential for realizing a multicultural, democratic society.* The questions we ask in the social studies and the actions we take as a result of those questions lay the foundation for students to become democratic participants and advocates for justice.
2. *The social studies are never neutral.* Every decision we make about what to teach, how we teach it, and why we teach it is fraught with politics, culture, bias, and intent.
3. *As teachers, we work within an unequal and unjust educational system.* It is our ethical, moral, and Ignatian responsibility to work against those inequities and injustices within our own classrooms.
4. *Teaching is fundamentally relational work.* Our ability to teach content requires first and foremost that we develop respectful, authentic, and critically caring relationships with all of our students. This is the foundation upon which we build classroom community, management structures, and curriculum.
5. *Learning is an interactive, socio-cultural process.* This means that learning is not merely individual cognition, but rather a complex, interactive process in which individuals continuously make meaning in and of their cultural, social and political contexts, both on their own and with others. More simply, teachers and students are always making meaning of the social world from *within* the social world.
6. *Effectively teaching diverse learners requires that we get to know the specific students in our care.*

Cultural relevance, social justice, and place-based education are not just buzzwords and jargon; they are necessary for equity in our classrooms as these are how we use what we know about our students' lives to inform the way that we structure our classrooms and instruction.

7. *To work toward equity in our classrooms, we must simultaneously focus on what is within our own locus of control in the classroom AND become advocates for systemic equity.* On a day-to-day basis, we will be most effective as teachers when we are able to focus on how our pedagogical choices affect the students in our classroom. However, those pedagogical choices are embedded within a bigger system, and to do right by the students in our care, we must learn to speak on their behalf and advocate for equity.
8. *Even young students are capable of deep thinking about and social action on complicated and controversial topics.* Teaching the social studies is not simply about preparing students for their future as democratic citizens; it is about engaging them as community actors and agents NOW. There are no prerequisite skills for thinking critically about the social context or for becoming an active citizen.
9. *Our ultimate goal as social studies teachers is more than achievement.* We live in a society where achievement matters. Yet our ultimate goal as educators is much more than this. We are entrusted with nurturing students' curiosity, creativity, empathy, agency--nurturing their flourishing lives.
10. *Social justice and educational equity are urgent, material concerns for educators and students in Milwaukee and Wisconsin.* These are not theoretical or philosophical concerns for us. We live in a city and a state with some of the worst outcomes in the nation for students of color and low-income students. As educators, every choice we make takes a stand--either on the side of the status quo that neglects so many young people, or on the side of equity and justice for our students.

INTENDED LEARNER OUTCOMES

Students in this course will:

1. Reflect on the goals and objectives of social studies education and develop an understanding of inquiry-based, justice-oriented social studies instruction.
2. Critically analyze various approaches to social studies instruction as well as the relationship between these approaches and educational (in)equity.
3. Identify and evaluate resources--with an emphasis on local and community resources--for teaching social studies in diverse elementary classrooms.
4. Build a repertoire of instructional strategies that encourages higher order thinking and social action and that integrates technology, literacy, diverse social sciences, and other academic disciplines.
5. Identify and implement assessment strategies that support learning and action in the social studies.
6. Design constructivist, culturally relevant, and pedagogically appropriate social studies experiences for elementary learners that connect standards-based, in-school curriculum with community action.
7. Construct instructional toolkits for critical teaching in elementary social studies.
8. Reflect on how instructional choices can (dis)engage diverse learners.

WISCONSIN TEACHING STANDARDS EMPHASIZED

- ❖ *Standard 1 (Content/Pedagogical Content Knowledge):* The teacher understands the central concepts, tools of inquiry & ways of knowing that are central to the discipline(s) s/he teaches
- ❖ *Standard 4 (Pedagogy):* The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving and performance skills.
- ❖ *Standard 7 (Planning):* The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- ❖ *Standard 8 (Assessment):* The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

- ❖ *Standard 9 (Reflection):* The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others, and who actively seeks out opportunities to grow professionally.
- ❖ *Standard 10 (Community/Collaboration):* The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness and in an ethical manner.

COURSE EXPECTATIONS & POLICIES

Core Expectations

There are five core expectations for every member of our class community:

[1] BE PRESENT: Our time together is very important, so when you are in class, I expect you to be both mentally and physically present by being attentive and engaged. In order to be fully present for the day's activities, I expect that you will come to class prepared, which means having completed the readings before class, bringing them in hard copy, and enthusiastically engaging in the day's activities. Being present also requires that we are judicious in our technology use, which is more often than not a distraction in the classroom. Cell phones are to be used for emergency use only and with the instructor's permission; no texting, social media, or phone calls during class time. I encourage you to bring laptops, but I will only allow you to open them when their use is appropriate or necessary. Students who use technology in inappropriate or distracting ways may be asked to leave class and/or find that their grade is negatively affected.

[2] BE CRITICALLY CONSTRUCTIVE: We will be constructively critiquing each other's work and pushing each other to think about our practice in new and different ways. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

[3] BE PROACTIVE: I am here to support your learning this semester and will provide you with instruction and feedback on the course's formative and summative assessments. I cannot read minds, however: if you have any concerns, please talk with me (either via email, by visiting during office hours, or by scheduling an appointment). I would be happy to make any adjustments we can to facilitate a meaningful course experience.

[4] BE COLLABORATIVE: We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class and contributes to classmates' learning in a positive way. Being able to collaborate and contribute will require that you are prepared, that you have completed and brought that week's readings, and that you abide by our course and community's expectations.

[5] BE PROUD OF YOUR WORK: The progression of assignments has been carefully designed to build from one assignment to the next and to draw on in-class work. In addition, this is a fast-paced class with a demanding workload. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible so as not to disrupt your learning and progress. All assignments should be either uploaded to D2L or submitted in hard copy by the due date (which means that all assignments need to be typed). If assignments are in hard copy, they should be printed in a 10- to 12-point professional font (e.g., Times New Roman, Garamond) and double-spaced. Also, correct grammar and mechanics are expected of teachers who are tasked with teaching writing to their own students, so please proofread your work; anything submitted with numerous errors may be returned to you for editing before grading.

Attendance, Tardiness, & Missed Work

If you are planning on being absent or have an emergency, please contact me by email *before class*. Missing more than one class will affect the participation & preparation portion of your grade, and it may also warrant administrative discipline. Please note that there is no distinction made at Marquette between excused and unexcused absences, with the exception of absences due to legal obligations, religious observances, or university-sanctioned events. For more on Marquette University's attendance policy, see bulletin.marquette.edu/undergrad/academicregulations/. In order to receive credit for missed work due to illness or emergency, you must contact me (in person or via email) *before the assignment is due* to make alternate arrangements. Finally, this is an early morning course. While it may be hard to get up and get going, I expect students to be on time for class, which begins promptly at 8am. Bring coffee, bring a snack, wear your pajamas--just get here on time! After your first tardy, your grade will be negatively affected.

For absences due to religious observances, university-sanctioned events, and legal issues, please see me as soon as you can to work out the details of your absence and missed work. These are all considered excused absences, and thus your grade will not be affected.

Accommodations for Special Needs

Any student with disabilities who may need special accommodations must contact the instructor during the first two weeks of class so that adequate adjustments can be made. Students should also contact the Disability Services office at 414.288.1645.

Academic Integrity

It is assumed that all work will be done in accordance with Marquette's academic integrity policy described in the Honor Code, which obliges students:

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace
7. To report any observed breaches of this honor code and academic honesty.

COURSE CONTENT

Required Texts

Both texts are available for order online through Amazon; our first session using these texts is September 17. Additional readings (see Course Bibliography) will be provided either as hardcopies or through D2L.

[1] Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishers.

[2] Schultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York: Teachers College Press.

Standards

Our work throughout the semester will be grounded in a variety of standards. These will include:

- ❖ Common Core English language arts standards: <http://www.corestandards.org/ELA-Literacy/>
- ❖ Milwaukee Public Schools academic expectations: <http://mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Academic-Expectations.htm>
- ❖ National Council for the Social Studies C3 framework: <http://www.socialstudies.org/curriculum>
- ❖ Wisconsin DPI model academic standards for social studies: http://cal.dpi.wi.gov/cal_ss-standards

Assignments

Your grade in this course will be based on the assignments listed below. *NO LATE WORK WILL BE ACCEPTED unless arrangements have been made BEFORE the due date.* When each assignment is introduced in class (see Course Schedule), you will be notified how the assignment is to be handed in (D2L or hard copy). When assignments are handed in on D2L, the time stamp must indicate that the assignment was handed in by the start of class on the day it was due. Please note that the D2L system can have challenges that result from both operator error and system problems. It is advisable to confirm your submission and keep a record of the confirmation in case your submission fails to upload. Computer issues will not generally be accepted as an excuse for late work. Any exceptions to this policy are at the discretion of the instructor. Rubrics for each assignment will be shared in class when an assignment is introduced and will then be available on D2L.

1. *Participation & Preparation (20%):* As prospective teachers, you are expected to come to class prepared to participate in activities and discussions. In order to do this effectively you must have carefully read and thought about the assigned material. Participation and preparation points will reflect your regular, prompt attendance, your completion of readings, your participation in discussions, and your in-class presentations. Specific materials that will also count towards your grade:
 - a. Resource Visit Summary
 - b. Community Inventory
 - c. Student Interviews
 - d. All About Me Documentary
2. *Reading Quizzes (15%):* Throughout the semester, you will be asked to complete short, unannounced reading quizzes that ask you to make connections across readings. These are not 'gotcha' quizzes of minute details but rather a chance for you to show me your deep thinking about the readings. With such a large class, this is often the only way that I can hear how each of you is making sense of the readings.
3. *Content Analysis Paper (15%):* The content analysis paper is the background for your final social studies toolkit. For your toolkit, you will select a social studies topic of interest; your content analysis paper will critically analyze the way this topic is typically presented in elementary classrooms, and it will also present a more critical approach to the topic. You will provide a bibliography in APA style.
4. *Lesson Plans (10%):* As part of your edTPA formative task, you will be handing in a set of lesson plans on which to base your commentary. These lesson plans will be graded separately from the commentaries.
5. *Revised edTPA Task 1 (15%):* During your student teaching semester, you will complete the edTPA, which is a requirement for state licensure. To prepare you for that, you will complete as a formative assessment edTPA Task 1 in this course. Task 1 will align with either your final social studies toolkit or the teaching you are doing in a practicum placement. For your first-draft submissions, you will receive a completion grade and feedback based on the official edTPA rubrics. At the end of the semester, you will hand in a final, revised copy of Task 1, which will be graded based on evidence of growth from your earlier submissions.
6. *Final Social Studies Toolkit (25%):* Most of your work during the semester will build up to your final social studies toolkit, which is an online compendium of resources on a single topic in elementary social studies. Your toolkit will require you to design a gateway web page (using software such as

Weebly) that showcases your compiled materials. These materials will include a content analysis paper, a Journey Box of primary sources, an annotated bibliography of relevant literature and teacher resources, an inquiry- or performance-based summative assessment, a connected field trip or service learning opportunity, and a set of unit lessons on the topic that will include connections to local history, technology, current events, diverse social sciences, and other academic subjects. You will present a piece of your toolkit to a small group at our final class meeting.

Grade Scale

A = 91-100%	AB = 89-90.9%	B = 81-88.9%	BC = 79-80.9%
C = 71-78.9%	CD = 69-78.9%	D = 61-68.9%	F = 60.9% or less

COURSE SCHEDULE

Please note that changes to the syllabus may be made during the semester; these changes will be posted to D2L. Each session's post in D2L is the most up-to-date resource and should be trusted.

A Note on the Arc of the Course

We will begin this course thinking about the big picture of elementary social studies, exploring such macro-level questions as, "Why do we teach social studies?" In the first few weeks, readings are going to be much more theoretical and academic. However, even in our earliest classes, I will be introducing methods and strategies that you can use in your own practice. The bulk of our work will derive from practical readings that will equip us to answer the question, "What should we teach, and how should we teach it?" We will come full circle by the end, zooming back out to ask ourselves, "Why are we teaching this?" By the end of the course, I hope you will see that in the social studies, these macro-level questions are inseparable from our day-to-day classroom work.

A Note on Readings

- [1] *Required readings & viewings* are required of all students.
- [2] *Reading jigsaws* will be divided up among students; each student will be required to read at least one.
- [3] *Bonus readings* are supplementary readings that are not required. However, they may offer a different grade-level perspective, a concrete example, or some other elaboration that may be useful to you.

Session Code	Meeting Date	Essential Questions & Readings Due in Class	Assignments Introduced	Assignments Due
COURSE OPENING				
0.1	Tu, 9/1	What are our goals and expectations for this course?	Reading Quizzes; SS Resource Visit	
MODULE 1: THINKING CRITICALLY ABOUT CURRICULUM				
1.1	Th, 9/3	Why do we teach the social studies in elementary classrooms? <ul style="list-style-type: none"> ● <u>Required reading</u>: Task Force of NCSS, Introduction ● <u>Reading jigsaw</u>: [1] Howard & Langfitt; [2] Moyers; [3] Zakaria 		
1.2	Tu, 9/8	SS Resource Visit <ul style="list-style-type: none"> ● <u>Required reading</u>: Kohn 		On-line reading quiz
1.3	Th, 9/10	How are the social studies traditionally taught in elementary schools? <ul style="list-style-type: none"> ● <u>Required reading</u>: Banks & Banks; Parker (2012); Task Force of NCSS, Chapter 2 	edTPA Task 1 & Community Inventory	SS Resource Visit Summary
1.4	Tu, 9/15	What's wrong with the way that we usually teach social studies? How does it perpetuate inequity? <ul style="list-style-type: none"> ● <u>Required reading</u>: Ladson-Billings (2003); Loewen, pp. 11-36. ● <u>Bonus reading</u>: Kent. 	SS Toolkit	Community Inventory

1.5	Th, 9/17	How can we rethink history in elementary classrooms? How can we question dominant narratives? <ul style="list-style-type: none"> Required reading: Cowhey, Ch. 7 & 8. Reading jigsaw: [1] Loewen Ch. 2; [2] Zinn; [3] Takaki Ch. 3 ● Bonus readings: Heinrich; Lobb; Warren 	Content Analysis Paper	SS Toolkit Topic Selection
1.6	Tu, 9/22	What does teaching social studies for social justice look like? <ul style="list-style-type: none"> Required reading: Au et al; Takaki, Ch. 1; Schultz, Ch. 6 ● Bonus reading: Hoeh 	Lesson planning	
1.7	Th, 9/24	How can elementary social studies become community-based or place-based? <ul style="list-style-type: none"> Required reading: Schultz, Ch. 1; Cowhey, Ch. 4; Sobey ● Required viewing: Ritz ● Bonus reading: O'Mahoney 		
1.8	Tu, 9/29	Why and how should we build curriculum from our students' lives? <ul style="list-style-type: none"> Required reading: Schultz, Ch. 2; Cowhey, Ch. 9; Rogovin (2011) ● Bonus reading: Ladson-Billings (1995) 	Student Interviews	Content Analysis Paper
1.9	Th, 10/1	Guest Speaker or Field Trip TBD: What does a rethought social studies class look like in practice? <ul style="list-style-type: none"> Required reading: Swalwell; Freire 		On-line reading quiz
1.10	Tu, 10/6	What counts as 'social studies' with young children? <ul style="list-style-type: none"> Required reading: Cowhey, Prologue; Czartoski & Hickey; Labanowski, pp. 1-14 ● Bonus reading: Alleman, Knightly, & Brophy 	All About Me Documentary; Annotated Bibliography	
1.11	Th, 10/8	How should controversial issues & current events be incorporated into elementary social studies? <ul style="list-style-type: none"> Required reading: Hess (2004); Cowhey, Ch. 10 Reading jigsaw: [1] Schweber; [2] Connor; [3] Bellows et al; [4] Bercaw et al. ● Bonus reading: Warner, Summers 		
MODULE 2: SOCIAL STUDIES AS INQUIRY & ACTION				
2.1	Tu, 10/13	How can we use SS curriculum to teach thinking skills? <ul style="list-style-type: none"> Required reading: Engel; Schultz, Ch. 3; Newman et al, pp. 2-13 ● Bonus reading: Fehn & Heckhart 		edTPA Lessons & Commentaries 1a, 1b, & 1c
2.2	Th, 10/15	How do we assess learning in the social studies? <ul style="list-style-type: none"> Required reading: Cruz & Thornton (2008); Kingsley & Brinkerhoff; Stobaugh et al ● Bonus reading: Case 		
2.3	Tu, 10/20	What is inquiry-based instruction? <ul style="list-style-type: none"> Required reading: Cowhey Ch. 1; Kirchner et al; Schultz Ch. 4 ● Required viewing: Mitra 		
Note: There is no class meeting on Thursday, 10/22 for fall break.				
2.4	Tu, 10/27	How do we ask good questions in social studies? <ul style="list-style-type: none"> Required reading: McBride & Flagg; Rogovin (1998) ● Required viewing: Musallam 		
2.5	Th, 10/29	How do we teach historical thinking? <ul style="list-style-type: none"> Required reading: Rodriguez et al; Seixas & Peck; Van Sledright 		All About Me Documentary
2.6	Tu, 11/3	How can we use primary sources in the elementary classroom? <ul style="list-style-type: none"> Required reading: Barton; Labbo & Field; Morgan & Rasinski ● Bonus reading: Kohl; McCormick 		
2.7	Th, 11/5	How do we build social studies practice from critical literacy? <ul style="list-style-type: none"> Required reading: Soares & Wood Reading jigsaw: [1] Tempel; [2] Brugar, Halvorsen, Hernandez; [3] Cooley 		
2.8	Tu, 11/10	How do we teach economic thinking? <ul style="list-style-type: none"> Required reading: Meszaros & Evans; Whittingham Reading jigsaw: EITHER Pelo & Peljoaquin OR Thacker 		edTPA Commentaries 3a, 3b, & 3c

		<ul style="list-style-type: none"> ● <u>Bonus reading</u>: Mason; Shellenbarger 		
2.9	Th, 11/12	Guest Speaker TBD: How can we design our classrooms in a justice-oriented, equitable, and democratic way? <ul style="list-style-type: none"> ● <u>Required reading</u>: Hartley; LeCompte; O'Mahoney & Seigel 		On-line reading quiz
2.10	Tu, 11/17	How do we teach geographic thinking? <ul style="list-style-type: none"> ● <u>Required reading</u>: Fertig & Silverman; Nagel & Beaubeouf; Randolph & DeMulder ● <u>Required viewing</u>: Dodson; Okolloh ● <u>Bonus viewing</u>: Miller 		
2.11	Th, 11/19	How do we teach sociological and anthropological thinking? <ul style="list-style-type: none"> ● <u>Required reading</u>: Bronson & Merryman ● <u>Reading jigsaw</u>: Pick TWO of the following articles -- Lee et al; Michael & Bartoli; Bouette et al; Doucet & Adair. ● <u>Bonus reading</u>: Summers. 	edTPA Revisions	
2.12	Tu, 11/24	What is the role of discussion & debate in elementary social studies? <ul style="list-style-type: none"> ● <u>Required reading</u>: Parker (2006b); Hess (2011); Ryken ● <u>Bonus reading</u>: Parker (2006a) 		
Note: There is no class meeting on Thursday, 11/26, for Thanksgiving Break.				
2.13	Tu, 12/1	What is democratic education & citizenship education? <ul style="list-style-type: none"> ● <u>Required reading</u>: Cole & McGuire; Schultz, Ch. 5 & Ch. 7; Cowhey, Ch. 5; Rothschild ● <u>Bonus reading</u>: Boyle-Baise; Alleman & Brophy; Westheimer & Kahne 	SS Toolkit [web publishing tools]	
2.14	Th, 12/3	How can we incorporate social action into elementary social studies? <ul style="list-style-type: none"> ● <u>Required reading</u>: Cowhey, Ch. 2; Serriere; Weiss ● <u>Required viewing</u>: Pilloton; Sethi 		Final edTPA
2.15	Tu, 12/8	What is the role of service learning & experiential learning in elementary social studies? <ul style="list-style-type: none"> ● <u>Required reading</u>: Cowhey, Ch. 6; Christie; Berger Kaye 	SS Toolkit Selection Presentation	N/A
COURSE CLOSING				
0.2	Th, 12/10	What have we learned? How do we make this course better?		Final Toolkit

COURSE BIBLIOGRAPHY

[R] = Required reading or viewing

[J] = Reading jigsaw

[B] = Bonus reading

Articles & Books Chapters

- [B] Alleman, J., & Brophy, J. (2006). Introducing children to democratic government. *Social Studies & the Young Learner*, 19(1), 17-19.
- [B] Alleman, J., Knighton, B., & Brophy, J. (2007). Social studies: Incorporating all children using community and cultural universals as the centerpiece. *Journal of Learning Disabilities*, 40(2), 166-173.
- [R] Au, W., Bigelow, B., & Karp, S. (2007). Introduction: Creating classrooms for equity and justice. In *Rethinking our classrooms, Volume 1* (new ed.) (pp. x-xi). Milwaukee, WI: Rethinking Schools. Retrieved from http://www.rethinkingschools.org/publication/roc1/roc1_intro.shtml
- [R] Banks, J., & Banks, C. M. (1999). Expanding community of humans. In *Teaching strategies for the social studies: Decision-making and citizen action* (5th edition) (pp. 9-13). New York: Longman.
- [R] Barton, K. (2011). A picture's worth: Analyzing historical photographs. *Social Education*
- [J] Bellows, E., Bauml, M., Field, S., & Ledbetter, M. (2012). Occupy Wall Street: Examining a current event as it happens. *Social Studies & the Young Learner*, 24(4), 18-22.
- [J] Bercaw, L. et al. (2006). Children of migrant workers: Exploring the issues. *Social Studies & the Young Learner*, 19(2), 8-12.

- [R] Berger-Kaye, C. (2010). *The complete guide to service learning*. Minneapolis, MN: Free Spirit Publishing.
- Chapter 1: What is service learning? (pp. 8-21).
 - Chapter 2: A blueprint for service learning (pp. 22-44).
- [J] Bouette, G., Lopez-Robertson, J., & Powers-Costello, E. (2011). Moving beyond colorblindness in early childhood classrooms. *Early Childhood Education Journal*, 39, 335-342.
- [B] Boyle-Baise, M. et al. (2011). Citizenship as a verb: Teaching students to become informed, think it through, and take action. *Social Studies & the Young Learner*, 24(1), 5-9.
- [R] Bronson, P., & Merryman, A. (2009). Why white parents don't talk about race. In *NurtureShock: New thinking about children*. New York: Hachette Book Group.
- [J] Brugar, K., Halvorsen, A., & Hernandez, S. (2014). Where are all the women? A classroom inquiry into social studies textbooks. *Social Studies & the Young Learner*, 26(3), 28-31.
- [B] Case, R. (2013). The unfortunate consequences of Bloom's Taxonomy. *Social Education*, 77(4), 196-200.
- [R] Christie, E., Montgomery, S., & Staudt, J. (2012). Little by little: Global citizenship through local action inspired by Wangari Maathai. *Social Studies & the Young Learner*, 25(2), 8-11.
- [R] Cole, B. & McGuire, M. (2011). The challenge of a community park: Engaging young children in powerful lessons in democracy. *Social Studies & the Young Learner*, 24(1), 24-28.
- [J] Connor, M. (2003). Can we field questions honestly, or does "age-appropriateness" require soft-pedaling the awful truth of war? *Rethinking Schools [on-line]*. Retrieved from <http://www.rethinkingschools.org/war/readings/kids174.shtml>
- [J] Cooley, R. (2012). Beyond pink and blue: 4th graders get fired up about Pottery Barn's gender stereotypes. In L. Christensen, M. Hansen, B. Peterson, E. Schlessman, & D. Watson (Eds.), *Rethinking elementary education* (pp. 167-170). Milwaukee, WI: Rethinking Schools.
- [R] Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse Publishers.
- [R] Cruz, B., & Thornton, S. (2008). Social studies for all: ESOL strategies for the elementary classroom. *Social Studies & the Young Learner*, 21(2), 11-16.
- [R] Czartoski, S., & Hickey, G. (1999). All about me: A personal heritage project. *Social Studies & the Young Learner*, 11, 11-14. Retrieved from <http://www.socialstudies.org/system/files/publications/yl/1104/110402.html>
- [J] Doucet, F. & Adair, J.K. (2013). Addressing race and inequity in the classroom. *Young Children*, 88-97.
- [B] Fehn, B. & Heckhart, K. (2013). Producing a documentary in the third grade: Reaching all students through movie-making. *Social Studies & the Young Learner*, 25(3), 18-22.
- [R] Fertig, G. & Silverman, R. (2007). Walking and talking geography: A small-world approach. *Social Studies & the Young Learner*, 20 (2), 15-18.
- [R] Freire, P. (2007). Chapter 2. In *Pedagogy of the oppressed* (30th anniversary edition) (71-86). New York: Continuum Books.
- [R] Hartley, V. (2012). The elementary classroom: A key dimension of a child's democratic world. *Journal of Educational Controversy*, 3(1).
- [B] Heinrich, J. (1998). What not to teach about Native Americans. In B. Bigelow and B. Peterson (eds.), *Rethinking Columbus: The next 500 years* (pp. 32-33). Milwaukee, WI: Rethinking Schools.
- [R] Hess, D. (2004). Controversies and controversial issues in democratic classrooms. *Political Science and Politics*, 37(2), 257-261.
- [R] Hess, D. (2011). Discussions that drive democracy. *Educational Leadership*, September, 69-73.
- [B] Hoeh, C. (2014). ¡Sí, se puede! *Teaching Tolerance [on-line]*, August 18. Retrieved from <http://www.tolerance.org/blog/s-se-puede>
- [B] Kent, S. (1999). Of saints and sinners: The case for an honest portrayal of historical figures. *Social Education* 63(1), 8-12.
- [R] Kingsley, K., & Brinkerhoff, J. (2011). *Social Studies & the Young Learner*, 23(3), 9-12.
- [R] Kirchner, J., Helm, A., Pierce, K., & Galloway, M. (2011). History + mystery = Inquiring young historians. *Social Studies & the Young Learner*, 23(3), 14-15.

- [B] Kohl, H. (2007). The politics of children's literature: What's wrong with the Rosa Parks myth. In Au, W., Bigelow, B., Karp, S. (Eds.), *Rethinking our classrooms: Teaching for equity and justice* (pp.137-140). Milwaukee, WI: Rethinking Schools.
- [R] Kohn, A. (2015). The perils of 'growth mindset' education: Why we're trying to fix our kids when we should be trying to fix the system. *Salon.com*, August 16. Retrieved from http://www.salon.com/2015/08/16/the_education_fad_thats_hurting_our_kids_what_you_need_to_know_about_growth_mindset_theory_and_the_harmful_lessons_it_imparts/
- [R] Labanowski, P. (n.d.). *In our family: Portraits of all kinds of families*: The photo-text exhibit user and resource guide. Amherst, MA: Family Diversity Projects.
- [R] Labbo, L. & Field, S. (1999). Journey boxes: Telling the story of place, time, and culture with photographs, literature, and artifacts. *The Social Studies*, 90(4), 177-182.
- [B] Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice* 34(3), 159-165.
- [R] Ladson-Billings (2003). Lies my teacher still tells: Developing a critical race perspective toward the social studies. In *Critical race theory perspectives on the social studies* (pp. 1-11). North Carolina: Information Age Publishing.
- [R] LeCompte, K. (2006). Conditions of democracy: Elementary perspectives. *Social Studies & the Young Learner*, 19(1), 28-31.
- [J] Lee, R., Ramsey, P., & Sweeney, B. (2008). Engaging young children in conversations and activities about race and social class. *Young Children [on-line]*, November, 1-9.
- [B] Lobb, P. (2006). Teaching about American Indians. *Social Studies & the Young Learner*, 18(4), 6-8.
- [R] Loewen, J. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon & Schuster.
- Introduction: Something has gone very wrong (pp. 11-17).
 - Handicapped by history: The process of hero-making (pp. 18-36).
 - 1493: The true importance of Christopher Columbus (pp. 37-73).
- [R] McBride, H., & Flagg, L. (2012). What is a community? A first-grade civics lesson plan utilizing inquiry-based instruction. *The Georgia Social Studies Journal*, 2(1), 10-19.
- [B] McCormick, T. (2004). Letters from Trenton, 1776: Teaching with primary sources. *Social Studies & the Young Learner*, 17(2), 5-12.
- [R] Meszaros, B. & Evans, S. (2010). It's never too early: Why economics education in the elementary classroom. *Social Studies & the Young Learner*, 22(3), 4-7.
- [J] Michael, A., & Bartoli, E. (2014). What white children need to know about race. *Independent School Magazine [on-line]*, Summer. Retrieved from <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/What-White-Children-Need-to-Know-About-Race.aspx>
- [R] Morgan, D., & Rasinski, T. (2012). The power and potential of primary sources. *The Reading Teacher*, 65(8), 584-594.
- [J] Moyers, B. (2007). Discovering what democracy means. *Common Dreams [on-line]*.
- [R] Nagel, P. & Beauboeuf, D. (2012). Yellow ducks overboard! A lesson in geography and world citizenship. *Social Studies & the Young Learner*, 25(2), 5-7.
- [B] O'Mahoney, C. (2012). Helping children understand their communities: Past and present, real and virtual. *Social Studies & the Young Learner*, 24(3), 23-26.
- [R] O'Mahoney, C., & Siegel, S. (2008). Designing classroom spaces to maximize student learning. *Social Studies & the Young Learner*, 21(2), 20-24.
- [R] Newmann, F., King, M.B., & Carmichael, D. (2007). Authentic intellectual work: Criteria and rationale. In *Authentic instruction and assessment* (2-13). Des Moines, IA: Iowa Department of Education.
- [B] Parker, W. (2006a). Public discourses in schools: Purposes, problems, possibilities. *Educational Researcher*, 35(11), 11-18.
- [R] Parker, W. (2006b). Talk isn't cheap: Practicing deliberation in school. *Social Studies & the Young Learner*, 19(1), 12-15.

- [R] Parker, W. (2012). Chapter 1 -- Social studies education: What and why. In *Social studies in elementary education* (14th edition) (pp. 2-27). Pearson Books.
- [J] Pelo, A. & Pelojoaquin, J. (2006). Why we banned legos: Exploring power, ownership, and equity in an early childhood classroom. *Rethinking Schools*, 21(2). Retrieved from http://www.rethinkingschools.org/archive/21_02/lego212.shtml
- [R] Randolph, B., & DeMulder, E. (2008). I didn't know there were cities in Africa! Challenging children's--and adults--misperceptions about the African continent. *Teaching Tolerance*, 34.
- [R] Rodriguez, H., Salina, C., & Guberman, S. (2005). Creating opportunities for historical thinking with bilingual students. *Social Studies & the Young Learner*, 18(2), 9-13.
- [R] Rogovin, P. (1998). Classroom interviews: A world of learning (teacher to teacher). Portsmouth, NH: Heinemann.
- [R] Rogovin, P. (2011). First graders research stuffed animals and learn about their world. *Social Studies & the Young Learner*, 24(1), 19-23.
- [R] Rothschild, A. (2015). The citizen preschooler. *The Atlantic Monthly [on-line]*, August 3. Retrieved from http://www.theatlantic.com/education/archive/2015/08/the-citizen-preschooler/400220/#disqus_thread
- [R] Ryken, A. (2015). Engaging children's spontaneous questions about social diversity. *Multicultural Perspectives*, 17(2), 99-105.
- [R] Schultz, B. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York: Teachers College Press.
- [J] Schweber, S. (2008). "What happened to their pets?" Third graders encounter the Holocaust. *Teachers College Record*, 110(10), 2073-2115.
- [R] Seixas, P., & Peck, C., (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and prospects for Canadian social studies* (pp. 109-117). Vancouver: Pacific Educational Press.
- [R] Serriere, S., Mitra, D., & Cody, J. (2010). Young citizens take action for better school lunches. *Social Studies & the Young Learner*, 23(2), 4-8.
- [R] Soares, L., & Wood, K. (2010). A critical literacy perspective for teaching and learning social studies. *The Reading Teacher*, 63(6), 486-494.
- [R] Sobel, D. (2008). Chapter 1: Replacing contempt with love. In *Childhood and nature: Design principles for educators* (pp. 1-8). Portland, ME: Stenhouse Publishers.
- [R] Stobaugh, R. et al (2011). Enhancing the cognitive complexity in social studies assessments. *Social Studies & the Young Learner*, 23(3), 4-8.
- [R] Swalwell, K. (2015). What are they thinking? Investigating student views to build a stronger curriculum. *Social Education*, 79(3), 151-154.
- [R] Takaki, R. (1993). *A different mirror: The history of multicultural America*. Boston: Little, Brown and Company.
- Chapter 1: A different mirror (pp. 1-17).
 - Chapter 2: The "tempest" in the wilderness: The racialization of savagery (pp. 24-50).
- [R] Task Force of the National Council for the Social Studies (2010). Introduction. *National curriculum standards for social studies* (p. 1-6). Retrieved from <http://www.socialstudies.org/standards/introduction>
- [J] Tempel, M. (2011). It's OK to be neither: Teaching that supports gender-variant children. *Rethinking Schools*, 26(1). Retrieved from http://www.rethinkingschools.org/restrict.asp?path=archive/26_01/26_01_tempel.shtml
- [J] Thacker, M. (2006). There's no business like food business. *Rethinking Schools*, 20(4). Retrieved from http://www.rethinkingschools.org/archive/20_04/busi204.shtml
- [R] VanSledright, B. (2004). What does it mean to teach historically...and how do you teach it? *Social Education*, 68(3), 230-233.
- [B] Warren, C. (2006). Viewing American history through native eyes: Ideas for sharing a different perspective. *Social Studies & the Young Learner* 18(4), 15-18.
- [R] Weiss, D. (2011). Budgeting time to teach about the school budget. *Social Studies & the Young Learner*, 24(2), 28-31.

- [B] Westheimer, J., & Kahne, J. (2004). Educating the 'good' citizen: Political choices and pedagogical goals. *PSOnline, April*.
- [R] Wheatley, M. J. (2002). "Willing to be disturbed." In *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler Publishers. Retrieved from <http://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf>
- [R] Whittingham, J. (2008). Economics is for everyone: A FETCHing graphic organizer. *Social Studies & the Young Learner, 21(2)*, 1-4.
- [J] Zinn, H. (2010). Chapter 1: Columbus, the Indians, and human progress. In *A people's history of the United States* (pp. 1-22). New York: Harper Collins.

News & Multimedia Sources

- [R] Adichie, C. (2009). "The danger of a single story." TEDGlobal [video]. Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?
- [R] Dodson, L. (2011). Don't misrepresent Africa. TEDxBoulder [on-line], September. Retrieved from http://www.ted.com/talks/leslie_dodson_don_t_misrepresent_africa
- [R] Engel, S. (2015). 7 things every kid should master. *Boston Globe [on-line]*, February 26. Retrieved from <https://www.bostonglobe.com/magazine/2015/02/26/things-every-kid-should-master/uM72LGr63zeaStOp9zGyr/story.html>
- [J] Howard, T. (2015). History in the making: Lawmakers, activists take aim at APUSH. *US News & World Report [on-line]*, February 25. Retrieved from <http://www.usnews.com/news/articles/2015/02/25/history-in-the-making-lawmakers-activists-take-aim-at-apush>
- [J] Langfitt, F. (2015). Why a Chinese government think tank attacked American scholars. National Public Radio Morning Edition, May 21. Retrieved from <http://www.npr.org/2015/05/21/408291285/why-a-chinese-government-think-tank-attacked-american-scholars>
- [B] Mason, P. (2015). How to turn a liberal hipster into a capitalist tyrant in one evening. *The Guardian [on-line]*, May 24. Retrieved from <http://www.theguardian.com/commentisfree/2015/may/24/turn-a-liberal-hipster-into-global-capitalist-world-factory>
- [B] Miller, A. (2008). How the news distorts our world view. TED [on-line], March. Retrieved from http://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news/transcript?language=en
- [R] Mitra, S. (2013). Build a school in the cloud. TED [on-line], February. Retrieved from https://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud
- [R] Musallam, R. (2013). 3 rules to spark learning. TED Talks Education [on-line], April. Retrieved from http://www.ted.com/talks/ramsey_musallam_3_rules_to_spark_learning
- [R] Okolloh, O. (2007). How I became an activist. TEDGlobal [on-line], June. Retrieved from http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist
- [R] Pilloton, E. (2010). Teaching design for change. TEDGlobal [on-line], July. Retrieved from http://www.ted.com/talks/emily_pilloton_teaching_design_for_change
- [R] Ritz, S. (2012). A teacher growing green in the South Bronx. TEDxManhattan [on-line], February. Retrieved from http://www.ted.com/talks/stephen_ritz_a_teacher_growing_green_in_the_south_bronx
- [R] Sethi, K. (2009). Kids, take charge. TEDIndia [on-line], November. Retrieved from http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge
- [B] Shellenbarger, S. (2008). When tough times weigh on the kids. *The Wall Street Journal [on-line]*, September 24. Retrieved from <http://www.wsj.com/articles/SB122220949327768879>
- [R] socialjusticeteaching (2010). Teaching social issues in elementary school. Retrieved from <http://socialjusticeteaching.tumblr.com/>
- [B] Summers, J. (2014). Helping students make sense of a young Black man's death in Missouri. NPRED, August 15. Retrieved from

<http://www.npr.org/sections/ed/2014/08/15/340394980/helping-students-make-sense-of-a-young-black-mans-death-in-missouri?students=&make=>

[B] Warner, J. (2008). Bad time stories. *New York Times Opinionator [on-line]*, December 4. Retrieved from http://opinionator.blogs.nytimes.com/2008/12/04/first-the-bad-news/?_r=0

[J] Zakaria, F. (2015). Why America's obsession with STEM education is dangerous. *Washington Post [on-line]*, March 26. Retrieved from http://www.washingtonpost.com/opinions/why-stem-wont-make-us-successful/2015/03/26/5f4604f2-d2a5-11e4-ab77-9646eea6a4c7_story.html