



Book Series

## *Teaching and Learning Social Studies*

Series Editors

William B. Russell, *University of Central Florida*

The Teaching and Learning Social Studies book series primarily focuses on contemporary issues related to the teaching and learning of social studies. The primary aim is to create a substantive body of scholarship, which can improve the understanding of the theory, research, and practice of social studies education.

### **CALL FOR BOOK PROPOSALS**

The Teaching and Learning Social Studies (TLSS) book series is interested in publishing high quality academic books. Particularly authored or edited books geared towards K-12 teachers, pre-services teachers, and/or university faculty with an interest in the teaching and learning of social studies.

I invite book proposals focused on any aspect of teaching and learning social studies.

#### **Book Proposal Process**

Proposals should be submitted to Dr. William B. Russell III (Russell@ucf.edu). Please help the series editor and proposal reviewers envision the purpose and audience for your book project by writing a proposal that includes the following elements. The goal is to understand how your book could make an important and unique contribution to the field of social studies education. Begin your proposal by explaining the overall objectives and significance of the book project in a detailed statement of purpose (1-3). In writing your statement of purpose, please respond to the following questions:

Who is/are the author(s)/editor(s)?

If this is an edited volume, include a list of contributors/affiliations. Please indicate if this is a tentative list.

Who is your audience for this book? (e.g., academic or professional, course adoption potential or reference work)?

How could the book be marketed (e.g., are there professional societies or SIGs that would be interested in this book)?

How do you expect readers to make use of this book?

How does the book extend current knowledge in your field of study?

How does the project explore previously unrecognized or infrequently considered topics in the literature?

Also explain:

How this work fits in with the published literature

If any of the information about the book or its author(s) is tentative  
The length of the project  
Your schedule for delivery of the final draft  
About any special production issues such as complicated graphics, art work, photos, etc.  
Whether you are submitting your proposal to other prospective publishers.

In addition to your statement of purpose, please add: An outline of the book that provides a short narrative description of each chapter. For edited volumes, provide a list of the chapter titles or topics that will be covered. A resume or curriculum vitae for the authors(s) or editor(s). A sample chapter or section if available, or a sample of a journal article or conference paper that is similar to the proposed volume.

### **Books in this series:**

- Visual Literacy in the K-12 Social Studies Classroom
- At the Schoolhouse Gate
- Real Classrooms, Real Teachers
- Education for Democracy
- Movies and Moral Dilemma Discussions
- Marking the "Invisible"
- Teaching for Citizenship in Urban Schools
- Extending the Ground of Public Confidence
- More Like Life Itself
- No Reluctant Citizens
- (Re)Imagining Elementary Social Studies
- The Global Education Movement
- Digging Deeper
- Race Lessons
- Cinematic Social Studies
- Social Justice Education, Globalization, and Teacher Education
- Unpuzzling History with Primary Sources
- Doing Race in Social Studies
- Getting at the Core of the Common Core with Social Studies
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- Integrative Strategies for the K-12 Social Studies Classroom
- Let the Music Play!
- Contemporary Social Studies

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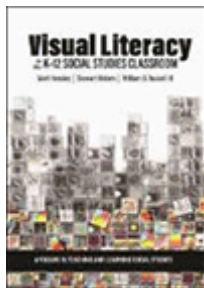
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## Visual Literacy in the K-12 Social Studies Classroom

Matt Hensley, East Tennessee State University; Stewart Waters, The University of Tennessee; William B. Russell, University of Central Florida

2023. Paperback 979-8-88730-406-9 \$52.99. Hardcover 979-8-88730-407-6 \$94.99. eBook 979-8-88730-408-3 \$85.

Visual Literacy in the K-12 Social Studies Classroom is an engaging resource that unites pedagogical theory and practical strategies, empowering teachers to foster critical thinking and cultural awareness among students through the interpretation and creation of visual content. Packed with a variety of visual tools, resources, teacher-tested lesson plans, and more, this book showcases the power of leveraging visual literacy to craft authentic and meaningful social studies learning experiences that resonate with learners of all ages.

**CONTENTS:** Acknowledgments. Preface. Overview. CHAPTER 1: Visual Literacy. CHAPTER 2: Graphic Organizers. CHAPTER 3: Motion Pictures. CHAPTER 4: Movie Making and Digital Storytelling. CHAPTER 5: Art. CHAPTER 6: Political Cartoons. CHAPTER 7: Monuments, Memorials, and Museums. CHAPTER 8: Social Media. Biographies.



## At the Schoolhouse Gate Stakeholder Perceptions of First Amendment Rights and Responsibilities in U.S. Public Schools

Nancy C. Patterson, Bowling Green State University; Prentice T. Chandler, Austin Peay State University

2022. Paperback 978-1-64802-724-6 \$52.99. Hardcover 978-1-64802-725-3 \$94.99. eBook 978-1-64802-726-0 \$85.

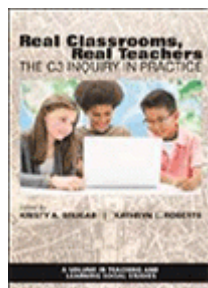
The objective of this edited volume is to shed light upon K-12 perspectives of various school stakeholders in the current unique context of increasing political polarization and heightened teacher and student activism. It is grounded in academic freedom case law and the majority of opinion of the Supreme Court in the *Tinker v. Des Moines Independent Community School District* (1969) that held that certain forms of expression are protected by the First Amendment. Justice Fortas wrote in the majority opinion that “it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

This volume is timely and instructive, as protections afforded by the First Amendment are a topic of enduring concern, with such freedoms requiring vigilant advocacy and protection from each generation. Paulo Freire stated, “Citizenship is not obtained by chance: It is a construction that, never finished, demands we fight for it” (1998, p. 90). There is confusion and much debate in and outside of schools about how and when these and other rights described in the First Amendment may or may not be limited, and the time is now to clarify the place of such rights in public education.

*At the Schoolhouse Gate* is divided into three sections: Foundations, Case Studies of Rights in Schools, and Choices to Act. The “Foundations” section presents the case law pertaining to the rights of both teachers and students, setting the tone for what presently is permissible and chronicling the ongoing struggle with defining rights and responsibilities in schools. In “Case Studies of Rights in Schools,” various authors examine teacher and student interactions with rights and responsibilities in schools, including the interest of students in participating with their teachers in the democratic experiment of schooling, the promise of student-led conferences, a new teacher’s success with democratizing her classroom, and student views of news and technology. “Choices to Act” includes a portrait of teacher activism during the Oklahoma Walkout, a general counsel’s advice to teachers for availing themselves of their rights, a story of a civic education curriculum generating student agency, and vignettes of two public high school students who took action in their schools and communities.

**CONTENTS:** Foreword, *Mikayla Hernandez and Wesley Wagner*. Introduction, *Prentice T. Chandler and Nancy C. Patterson*. **PART I: FOUNDATIONS.** Academic Freedom in the Balance, *Nancy C. Patterson and Prentice T. Chandler*. A More Complicated Story: Student Free Expression Rights in Public Education, *Ryan Suskey*. **PART II: THE STATE OF RIGHTS IN SCHOOLS.** Taking Action and Taking Offense in “Our Little Democracy”: High School Students Share Their Perceptions of First Amendment Rights and Responsibilities, *Nancy C. Patterson, Diann Brown, and Jeanne Vidoni*. Practicing Free Expression in Schools Through Student-Led Conferences: A Review of Literature, *Cheryl Lambert*. Student and Teacher Perceptions of Democratic Classroom Organization, Management, and Instruction, *Jeffery D. Nokes*. First Amendment Rights and Expression: News and Views From Students on Information and Social Media in Schools, *Sarah J.*

Kaka. **PART III: CHOICES TO ACT.** "I Walk for ...": Teacher Activism in Action, *Kristy A. Brugar and Dalton C. Savage*. Defending Academic Freedom: Advice for Teachers, *Michael Simpson*. They Speak for Themselves: Students Name the Phenomenon of Civic Education and Freedom of Speech, *Donna K. Philips*. Real Choices to Act: Waking Up to Charlottesville and Testing the First Amendment, *Ellie Boyle, Leo Bucks and Clayton Kalaf-Hughes*. About the Contributors.



## Real Classrooms, Real Teachers The C3 Inquiry in Practice

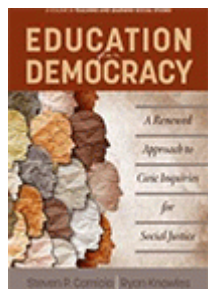
Kristy A. Brugar, University of Oklahoma; Kathryn L. Roberts, Wayne State University

2021. Paperback 978-1-64802-578-5 \$52.99. Hardcover 978-1-64802-579-2 \$94.99. eBook 978-1-64802-580-8 \$85.

As social studies standards shift to place a higher emphasis on critical thinking, inquiry, interaction, and expression, many teachers are scrambling to figure out how to appropriately shift their instruction accordingly. This book provides examples and ideas for working with elementary and middle school students to build social studies skills and knowledge in order to become independent learners and thinkers. Teaching these skills helps to support students in ways which are important to them, and to society at large.

Real Classrooms, Real Teachers: The C3 Inquiry in Practice is aimed at in-service and pre-service teachers, grades 3-8. This text includes six sections: an introduction, one section for each of the four dimensions of the C3 Framework for Social Studies State Standards (National Council for the Social Studies, 2013), and a conclusion. Each chapter begins with a vignette based on a real-life social studies lesson authored by a practicing teacher or researcher. This is followed by a sample lesson plan associated with the vignette and suggestions for appropriate texts and supporting materials, as well as suggestions for modifications.

**CONTENTS: SECTION I: INTRODUCTION.** Introduction, *Kristy A. Brugar and Kathryn L. Roberts*. How to Use this Book, *Kathryn L. Roberts and Kristy A. Brugar*. **SECTION II DIMENSION 1: QUESTIONING.** Dimension One: Developing Questions and Planning Inquiries, *Stephanie L. Strachan*. Developing Questions: Civics Inquiry into a Public Issue, *Linda Doornbos*. Centering History Instruction Around Primary Sources, *Kristy A. Brugar*. **SECTION III DIMENSION 2: CONCEPTS AND TOOLS.** Dimension 2: Applying Disciplinary Concepts and Tools, *Kristy A. Brugar and Kathryn L. Roberts*. Concepts and Tools, Civics: Gentrification in Jersey City, *Mary McGriff and Omar Alvarez*. Concepts and Tools, Economics: Learning about Concepts of Entrepreneurship from the Goo Crew, *Annie McMahon Whitlock*. Concepts and Tools, Geography: Mapping the Constitutional Convention, *Kathryn L. Roberts and Kristy A. Brugar*. Concepts and Tools, History: Bells, Boats, and Budding Historians, *Alisa Kesler-Lund*. **SECTION IV DIMENSION 3: EVALUATING SOURCES.** Dimension 3: Evaluating Sources and Using Evidence, *Sean McBrady and Min Yu*. Evaluating Sources, *Troy Hicks*. Evaluating Sources, *Tom Bober*. **SECTION V DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION.** Dimension 4: Communicating Conclusions and Taking Informed Action, *Amy Allen*. Communicating Findings: Crafting a Stance on Critical Social Issues, *Cassie Brownell and Nicole Haney*. Supporting "Lived Civics": Taking Informed Action in a Fourth-Grade Classroom, *Stephanie Serriere, Angie Kirkham, and Ana Carolina Diaz Beltran*. **SECTION VI CONCLUSION.** Conclusion, *Kamrin Ratcliff, Kathryn L. Roberts, and Kristy A. Brugar*.



## Education for Democracy A Renewed Approach to Civic Inquiries for Social Justice

Steven P. Camicia, Utah State University; Ryan Knowles, Utah State University

2021. Paperback 978-1-64802-312-5 \$52.99. Hardcover 978-1-64802-313-2 \$94.99. eBook 978-1-64802-314-9 \$85.

This book presents a vision of education for democracy built around promoting equity and social justice. In doing so, Camicia and Knowles challenge many of the common perspectives of democratic education, deliberation, and the common good. The authors have published widely on the topic of education for democracy. This book builds upon their work to assist practicing teachers, teacher educators, graduate students, and educational researchers in understanding the background of education for democracy, as well as new directions for the field.

While one of the primary goals of public schools is to teach students how to build better communities, this goal is increasingly difficult given the degree of political polarization within societies. Recent events provide no shortage of challenges to democracy in the United States and beyond. Utilizing theory and research, Camicia and Knowles promote instructional methods that are responsive to changing cultural and political contexts. There is an increasing need to rethink democratic principles and how these principles might be supported in classrooms in order to teach for social justice. This requires a move away from often stated idealistic notions of deliberative democracy, toward a perspective of education for democracy that incorporates aspects of identity, interests, and inequitable power relations within society.

**CONTENTS:** Foreword. Acknowledgments. SECTION 1: INTRODUCTION. SECTION 2: EDUCATION FOR DEMOCRACY. SECTION 3: THE PUBLIC IS PRIVATE IN (NON)CONTROVERSIAL ISSUES. SECTION 4: DELIBERATION AND CRITICAL EDUCATION FOR DEMOCRACY. SECTION 5: EDUCATION FOR DEMOCRACY IN THE SOCIAL MEDIA CENTURY. SECTION 6: CONCLUSION. Appendix: Resources. About the Authors.



## Movies and Moral Dilemma Discussions

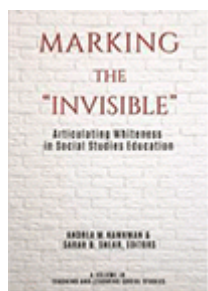
### A Practical Guide to Cinema Based Character Development

Stewart Waters, The University of Tennessee; William B. Russell, University of Central Florida

2020. Paperback 978-1-64802-171-8 \$52.99. Hardcover 978-1-64802-172-5 \$94.99. eBook 978-1-64802-173-2 \$85.

*Movies and Moral Dilemma Discussions: A Practical Guide to Cinema Based Character Development* explores the values, attitudes, and beliefs depicted on film. Since the beginning of the film industry movie makers have depicted morals and values on the silver screen. Teachers will find the book to be a valuable guide for infusing character education and film into the classroom. The book includes an overview of character education, a discussion of film pedagogy, and explores utilizing film for educational purposes.

**CONTENTS:** CHAPTER 1: Historical Overview of Character Education. CHAPTER 2: Film Pedagogy. CHAPTER 3: Cinema-Based Instructional Strategies for Character Development. CHAPTER 4: Movies and Moral Dilemma Discussions for the Elementary Classroom. CHAPTER 5: Movies and Moral Dilemma Discussions for the Middle School Classroom. CHAPTER 6: Movies and Moral Dilemma Discussions for the High School Classroom. Appendix A: Film Analysis Sheet. Appendix B: Film Terminology. References. About the Author.



## Marking the "Invisible"

### Articulating Whiteness in Social Studies Education

Andrea M. Hawkman, Utah State University; Sarah B. Shear, University of Washington-Bothell

2020. Paperback 978-1-64113-993-9 \$87.39. Hardcover 978-1-64113-994-6 \$114.99. eBook 978-1-64113-995-3 \$85.

Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society (Branch, 2003; Chandler, 2015; Chandler & Hawley, 2017; Husband, 2010; King & Chandler, 2016; Ladson-Billings, 2003; Ooka Pang, Rivera & Gillette, 1998). Previous contributions have examined the presence and influence of race/ism within the field of social studies teaching and research (e.g. Chandler, 2015, Chandler & Hawley, 2017; Ladson-Billings, 2003; Woyshner & Bohan, 2012). In order to challenge the presence of racism within social studies, research must attend to the control that whiteness and white supremacy maintain within the field. This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education.

In *Marking the "Invisible"*, editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education. We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching, learning, and research. Across 27 chapters, authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control, manipulate, confine, and define identities, communities, citizenships, and historical narratives. This edited volume promotes the reshaping of social studies education to: support the histories, experiences, and lives of Students and Teachers of Color, challenge settler colonialism and color-evasiveness, develop racial literacy, and promote justice-oriented



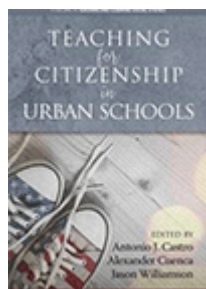
teaching and learning.

### Praise for Marking the "Invisible"

"As the theorization of race and racism continues to gain traction in social studies education, this volume offers a much-needed foundational grounding for the field. From the foreword to the epilogue, *Marking the "Invisible"* foregrounds conversations of whiteness in notions of supremacy, dominance, and rage. The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory, intersectionality, and settler colonialism at the forefront of critical examinations of whiteness. Any social studies educator-researcher concerned with the theorization or teaching of race should engage with this text in their work."

Christopher L. Busey,  
*University of Florida*

**CONTENTS:** Acknowledgements. Foreword—Lifting the Veil: On Decentering Whiteness in Social Studies Curriculum, Teaching, and Research, *Amanda E. Vickery and Kristen E. Duncan*. Introduction—Taking Responsibility, Doing the Work: An Introduction to *Marking the "Invisible"*, *Andrea M. Hawkman and Sarah B. Shear*. **SECTION I: THEORETICAL APPROACHES TO ARTICULATING WHITENESS.** AsianCrit as a Theoretical Lens to Trouble and Transform White Supremacy, *Sohyun An*. Extensions of Intersectionality Theory From Critical Race Analyses: A Framework of Coalitions for Interrogating Race and Racism in Social Studies Education, *Christian D. Chan, Jehan A. Hill, and Sarah N. Baquet*. "But I Just Never Knew!": Theorizing and Challenging the Ideologies of Whiteness in Social Studies, *Danielle S. Walker and Peter M. Newlove*. **SECTION II: WHITENESS AND THE OFFICIAL KNOWLEDGE OF SOCIAL STUDIES.** The Silences We Speak: Deliberative Pedagogies and the Whiteness of Civic Education, *Melissa Leigh Gibson*. Hope in the Dismal Science: A Race-Centered Redirection of Economics Curriculum, *Neil Shanks and Delandrea Hall*. Interrogating Whiteness: A Critical Content Analysis of Notable Picture Books Recommended by the National Council for the Social Studies, *Jacob P. Gates, Paul H. Ricks, and René M. Rodríguez-Astacio*. Where Is Race? A Critical Whiteness Studies Analysis of NCSS Position Statements, *Sara B. Demoigny*. "The Master's Tools Will Never Dismantle the Master's House": Recognizing and Disrupting Hegemonic Practices in the edTPA, *Ritu Radhakrishnan*. "This Isn't a Sentence in a History Book": Students' of Color Resistance to Official Knowledges of Whiteness, *Ryan Oto*. The White Conundrum: White Social Studies Teachers, Fear, and the Racial Contract, *Michael L. Boucher, Jr.* **SECTION III: WHITENESS IN MEDIA, TEXTS, AND SPACES.** Surpassing the Single Story: Widening the Representation of BIWOC in an Online History Museum, *Lauren Colley and John P. Broome*. Unveiling Race/ism and White(ness) Supremacy Through Historiography, *Bretton A. Varga and Vonzell Agosto*. White(ness) Narratives on Miscegenation: Loving v. Virginia as a Medium for Examining Racism in the South, *Lisa Brown Buchanan and Cara F. Ward*. Framework for Decentering Whiteness in Social Studies Field Trips: Evaluating Museums and Public Sites and Challenging the Whiteness Curriculum, *Karen L. B. Burgard*. Pictures Speak Louder: Portraying Early Prominent Middle Eastern Religious Women as "White" and "Passive" in Textbook Imagery, *Erica M. Southworth*. **SECTION IV: WHITENESS IN K-12 CLASSROOMS.** Navigating Difficult Knowledge But Still Evading Race: The Overwhelming Effects of Whiteness in Doubly Constrained Civil Rights Teaching, *Jennifer Gallagher*. "Isn't That Enough?": Troubling White Student Performances of Allyship, *Ryan Oto*. "It Is Hard to Admit Your Own Group Did Wrong": How Whiteness Becomes Centered in the Canadian Social Studies Classroom, *Samantha Cutrara*. Teaching Latinx-Identifying Students in a Post-Truth America: Reflections from White-Identifying Teachers on Bringing Non-White Identities and Experiences Into the Classroom Through Localized Civics Curriculum, *William Toledo*. White Supremacy in the Gaps of Practice: A Retroactive Self-Study of My Antiracist Lesson, *Brian C. Chervitz*. **SECTION V: WHITENESS IN TEACHER EDUCATION.** Whitewashing the History of Education: Laying Bare the Pervasive Power and Presence of White Supremacy in a Teacher Education Course, *Amy Mungur*. "How Is That White Privilege Though?": Preservice Teachers Dialogue About White Privilege and Whiteness in an Intergroup Dialogue Course, *Natasha C. Murray-Everett*. What Does Whiteness Have to Do with Teaching History? Toward Racial Historical Consciousness in History Teacher Education, *Travis L. Seay*. Grammar Matters: Verbal(izing) Whiteness in Social Studies Teacher Education, *Erin Adams*. **SECTION VI: WHITENESS, POSITIONALITY, AND REFLEXIVITY.** Tenets of Social Studies as Tools of Whiteness: Dismantling the Myths, *Elizabeth A. Kenyon*. Working to Unsettle Settler Colonialism: (While) Tripping Over My Whiteness, *Tana A. Mitchell*. Learning to Teach Against White Social Studies: Toward a True Criticality, *Brian Gibbs*. Epilogue—Committing Forward: In Lieu of an Epilogue, *Sarah B. Shear & Andrea M. Hawkman*. Editor and Author Bio Sketches.



## Teaching for Citizenship in Urban Schools

Antonio J. Castro, University of Missouri; Alexander Cuenca, Indiana University; Jason Williamson, University of Missouri

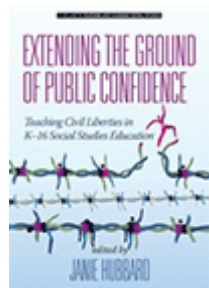
2020. Paperback 978-1-64802-034-6 \$52.99. Hardcover 978-1-64802-035-3 \$94.99. eBook 978-1-64802-036-0 \$85.

As the civic engagement gap widens across lines of race, class, and ethnicity, educators in today's urban schools must reconsider what it means to teach for citizenship; however, few resources exist that speak to their unique contexts. *Teaching for Citizenship in Urban Schools* offers lessons and strategies that combines the power of inquiry-driven teaching with a funds of knowledge approach to capitalize on the lived civic experiences of urban youth and children.

*Teaching for Citizenship in Urban Schools* presents six strategies for making civic and social studies education relevant and engaging: using photovoice for social change, conducting culturally responsive investigations of community, defining American Black founders, enacting hip-hop pedagogy, employing equity literacy to explore immigrant enclaves, and drawing on young adult fiction to teach about police violence. Written by some of the leading scholars in the field, each chapter includes an overview of the strategy and lessons for both elementary and secondary students. As a whole, these lessons draw on neighborhood resources, facilitate cultural exchanges among students and teachers, create community networks, and bridge schools and communities in a shared mission of building a just and inclusive democracy.

This book is for anyone who values student-centered, inquiry-driven, and culturally-sustaining pedagogies that foster a deeper understanding of citizenship within a diverse democracy.

**CONTENTS:** Introduction. Acknowledgments. *Teaching for Citizenship in Urban Schools*, Antonio J. Castro. How Can I Serve as a Voice for My Community? Using Photovoice to Cultivate Young Agents of Change, Sarah A. Mathews. Culturally Responsive Investigations of Communities: Honoring Funds of Knowledge and Community Spaces, Rebecca C. Christ and Adrian C. Clifton. Do We Need to Redefine Who We Classify as Founders? Black Founding Fathers and Mothers of the United States, LaGarrett J. King and John A. Moore. Hip-Hop Pedagogy, Lauren Ray. Teaching Immigration in Urban Contexts, Ashley Taylor Jaffee and Jeremy Hilburn. Teaching Police Violence Through Young Adult Fiction, Antonio J. Castro and Jason Williamson. Funds of Knowledge and Civic Education in Urban Classrooms, Alexander Cuenca.



## Extending the Ground of Public Confidence Teaching Civil Liberties in K-16 Social Studies Education

Janie Hubbard, The University of Alabama

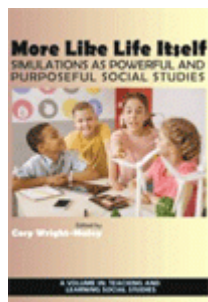
2019. Paperback 978-1-64113-777-5 \$52.99. Hardcover 978-1-64113-778-2 \$94.99. eBook 978-1-64113-779-9 \$85.

In these times and for future generations, students must learn how to analyze constantly changing issues, decipher media as truth or fake news, and contest highly competitive, biased informational sources. Students must develop knowledge, skills, and attitudes necessary for leveraging their capacity as active citizens charged with holding institutions accountable for truthfully addressing and protecting civil liberties. *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies Education* is a book grounded in current scholarship and seeks to address the need for a practical, user-friendly resource for teaching civil liberties in K-12 social studies and teacher education. This book brings together chapter-length discussions about various issues, introduced first from historic perspectives and then compared and described in modern terms. Such topics include, though are not limited to, disputes surrounding freedom of speech and religion, power issues, defending property rights, debates on security of persons and privacy, free exercise of assembly and expression, and the endless debate about who can and cannot vote in U.S. elections.

Each chapter contains teaching-ready, inquiry-based learning activities framed by the National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Inquiry Arc (2013). Students (1) develop questions and plan investigations; (2) apply disciplinary concepts and tools; (3) gather, evaluate and use evidence; and (4) work collaboratively to communicate conclusions and take informed action. Lesson ideas engage learners across age groups and grade levels in learning that fosters informed, sustainable actions aimed at upholding and protecting civil liberties.

**CONTENTS:** Introduction, Janie Hubbard. **SECTION I: ELEMENTARY-MIDDLE LEVELS.** Civil Liberties, the Bill of Rights, and SOURCES: Engaging Students in the Past in Order to Prepare Citizens of the Future, Carol LaVallee, Tammara Purdin, and Scott M. Waring. Between Parent and Teacher: The Tug of Majority Culture and Family Religion, Ronald V. Morris. Are U.S. Civil Liberties Guaranteed? Elementary Inquiry Into Voting, Lois McFadyen Christensen and Janie Hubbard. Unpacking Civil Liberties in Wartime and Its Intersect With Race: An Inquiry Lesson on Japanese American Incarceration, Sohyun An. Teaching Property Rights to Elementary Bilingual Immigrant Students, Choi Kwan Lam and Ting Man Tsao. "Remember the Ladies": An Inquiry-Based Approach for Examining the Important Women in Your State's History, Scott L. Roberts and Meghan K. Block. **SECTION II: MIDDLE LEVELS.** Integrating Civil Liberties into Middle Grades World History: Colin Kaepernick and Ancient Mesopotamia, Timothy Monreal and S. Gavin Weiser. The Establishment Clause and the Supreme Court, Tami Augustine. The Dream(ers): Civil Liberties for the Undocumented, Kenneth T. Carano and Robert W. Bailey. Imprisoned Civil Liberties: A Middle Grades Inquiry Into Prisons, Racism, and

Profit, *John H. Bickford and Jeremiah Clabough*. Confronting Mr. Smith: Providing Students Opportunity to Resist Authority, *Benjamin R. Wellenreiter and Thomas Lucey*. "It Isn't a Moment, It's a Commitment": Teaching About Protest and Civic Engagement, *Mark Percy*. Uncovering Unequal Realities: Civil Liberties, Social Class, and Youth Engagement in the United States, *Natalie Keefer*. **SECTION III: SECONDARY LEVEL AND PRE-SERVICE TEACHERS.** How Can Victims of Sex Trafficking Find Justice? A Comparison of World War II Comfort Women and Sex Trafficking Today, *Sunghye Shin, Beverly Milner (Lee) Bisland, and Jimin Kim*. Civil Liberties and the Queer Community, *Daniel P. Redman*. School Speech Versus Freedom of Speech: Exploring the Murky Waters of Students' Rights on School Premises, *Rory P. Tannebaum*. Are We Giving Up Too Much Privacy? A Civics Inquiry Into Data Mining and Privacy, *Thomas C. Clouse and Carly C. Muetterties*. Travel Bans Versus Academic Freedom: An Analysis of Governmental and Academic Stances, *Behzad Mansouri and Ufuk Keles*. How Do Questions Lead to Action? *Alexander Pope and Konstantine Kyriacopoulos*. About the Contributors.



## More Like Life Itself Simulations as Powerful and Purposeful Social Studies

Cory Wright-Maley, St. Mary's University

2018. Paperback 978-1-64113-320-3 \$52.99. Hardcover 978-1-64113-321-0 \$94.99. eBook 978-1-64113-322-7 \$85.

John Dewey wrote in multiple places that education should be an experience of the content and processes of life itself. Too often, social studies is taught in a way that tells students about real-life, but fails to engage them in the process of life for which Dewey advocated. The core purpose of simulations is to reflect the processes, events, and phenomena expressed in a variety of real-life domains. They engage students in these reflections of real life meaningfully, as active agents who have the power to make decisions that impact the direction of events and that lead to both intended and unintended consequences. Because of the nature of simulations, students who participate in them are able to build their capacities to think in complex and critical ways.

Today, despite the growing evidence that simulations have an important role to play in the teaching of social studies, they remain an underutilized and undervalued approach to the discipline. One of the key obstacles to their widespread adoption is the limited availability of training resources available to social studies teachers. Teachers need support to develop a new vision of social studies teaching and learning coupled with practical guidance necessary to implement simulations effectively. This volume provides teachers with both. When teachers are able to weave simulations effectively into the fabric of social studies teaching and learning, they help to promote social studies experiences that are both powerful and purposeful. They offer students an experience of the discipline that is, indeed, More Like Life Itself.

**CONTENTS:** Foreword, *Jack Zevin*. Introduction, *Cory Wright-Maley*. **Part I: DESIGNING SIMULATIONS.** Chapter 1. Thinking Through Simulation Design: Toward the Mediation of Choice Architectures, *Cory Wright-Maley*. Behind the Curtain: An Epistemic Design Process for Democratic Media Education Simulations, *Jeremy Stoddard, Zachari Swiecki, and David Williamson Shaffer*. Interpersonal and Curricular Dimensions of Simulations: Lessons from a Sophomore Civics Classroom, *Brian Girard*. **PART II: IMPLEMENTING SIMULATIONS.** Beyond Facts and Fun: The Need for Purposeful Simulations, *Hilary Dack, Stephanie van Hover, and David Hicks*. Two Paths to Successful Implementation of Simulations in the Social Studies Classroom, *Cory Wright-Maley*. Fostering Simulation Teaching Cultures and Capacities through Professional Learning Communities, *Daniel T. Bordwell and Robb Virgin*. **PART III: LEVERAGING STUDENT ENGAGEMENT.** Making Players out of Haters: Learning to Love the Social Studies, *Christopher D. Moore*. Super-Seniors as Superpowers: Developing Understanding Through Immersion in Simulated Worlds, *Esther Bizzarro and David Gerwin*. **PART IV: TEACHING AND LEARNING WITH SIMULATIONS.** From Design to Deed: A Guide to Simulating Government and Politics on the AP Platform, *Walter C. Parker and Jane C. Lo*. Simulations as Tools for Teaching Historical Agency: A Case Study in Finland, *Jukka Rantala*. Harnessing the Monsoon Winds: Promoting and Constraining Imagination in Historical Simulations, *Jeffery D. Nokes*. Simulating Economic Activity in the Classroom, *Cheryl A. Ayers*. Exploring Cross-Cultural Responsiveness and Critical Consciousness in Social Studies Education with the Barnga Simulation, *Nancy P. Gallavan and Angela Webster*. Promoting Global Perspectives in Students: The GlobalEd Simulation, *Kimberly A. Lawless and Scott W. Brown*. Contributors.





## No Reluctant Citizens Teaching Civics in K-12 Classrooms

Jeremiah Clabough, University of Alabama at Birmingham; Timothy Lintner, University of South Carolina Aiken

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American democracy is at a critical crossroads. Rancor, division, and suspicion are the unfortunate byproducts of the contentious 2016 presidential election. The election also bred a measure of civic uncertainty where citizens of all ages struggle to find and define their roles within a functioning democracy. *No Reluctant Citizens: Teaching Civics in K-12 Classrooms* is designed to help social studies teachers reinforce the centrality of civic education through a series of hands-on, participatory, and empowering activities. From civic literacy to human rights, from service learning to controversial issues, *No Reluctant Citizens: Teaching Civics in K-12 Classrooms* explores an array of topics that ultimately provides K-12 students the conceptual and practical tools to become civically engaged.

**CONTENTS:** Introduction, *Jeremiah Clabough*. Civic Literacy: The Building Blocks for Creating an Active and Informed Citizenry, *Jeremiah Clabough*. Character Education: The Pathway to Citizenship, *Thomas N. Turner*. Elementary Civics Education and Diversity (Inclusion), *Janie Hubbard*. The Lemme History Detectives: Researching Rights, Race, and Activism within Local History, *Jason Harshman and Lauren Darby*. Exploring Human Rights and Civic Action Through Children's Trade Books, *Kristy Brugar*. Students at the Heart of Civic Learning: Best Practices in Implementing Action Civics, *Brooke Blevins, Karon LaCompte, and Tyler Ellis*. Small Explosions: Igniting Controversy in the Secondary Social Studies Classroom, *Timothy Lintner*. Civic Education in a Post-Truth Society: Combating "Fake News" and "Alternative Facts", *Wayne Journell*. "All Politics is Local:" Enhancing Media Literacy through State and Local Elections, *Scott Roberts and Charles Efler*. Revolution at Sherman High School—Simulating Democracy in the Classroom, *Mark Pearcy*. Integrating Service-Learning to Foster a Social Justice Approach, *Greg Samuels*. Human Rights Violations Against Children: An Inquiry-based Simulation for High School Students, *Natalie Keefer*. Global Citizenship: Teaching in an Interconnected World, *Ken Carano*.



## (Re)Imagining Elementary Social Studies A Controversial Issues Reader

Sarah B. Shear, Penn State University-Altoona; Christina M. Tschida, East Carolina University; Elizabeth Bellows, Appalachian State University; Lisa B. Buchanan, Elon University; Elizabeth E. Saylor, University of Georgia

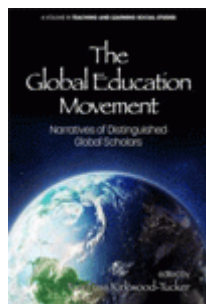
2018. Paperback 978-1-64113-073-8 \$72.99. Hardcover 978-1-64113-074-5 \$104.99. eBook 978-1-64113-075-2 \$85.

The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research. This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies. This reader challenges social studies education (i.e., classrooms, teacher education programs, and research) to engage controversial issues—those topics that are politically, religiously, or are otherwise ideologically charged and make people, especially teachers, uncomfortable—in profound ways at the elementary level. This reader, meant for elementary educators, preservice teachers, and social studies teacher educators, offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field.

The reader is organized into three sections: 1) pushing the boundaries of how the field talks about elementary social studies, 2) elementary social studies teacher education, and 3) elementary social studies teaching and learning. Individual chapters either A) conceptually unpack a specific controversial issue (e.g. Islamophobia, Indian Boarding Schools, LGBT issues in schools) and how that issue should be/is incorporated in an elementary social studies methods courses and classrooms or B) present research on elementary preservice teachers or how elementary teachers and students engage controversial issues. This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge, teaching tips, lesson ideas, and recommended resources.

**Endorsement:** *(Re)Imagining Elementary Social Studies* is a timely and powerful collection that offers the best of what social studies education could and should be. Grounded in a politics of social justice, this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today.

**CONTENTS:** Acknowledgements. Foreword, *Jeannette Driscoll Alarcón*. Elementary Social Studies as Sites of Resistance: A Letter From the Editors. **PART I: PUSHING THE BOUNDARIES OF HOW WE TALK ABOUT ELEMENTARY SOCIAL STUDIES.** Class Meeting as Critical Pedagogy: Addressing Controversial Topics and Enacting Shared Responsibility in Elementary Social Studies Education, *Jeannette D. Alarcón and Elizabeth Bellows*. Black Like Me: Race Pedagogy and Black Elementary Social Studies Teacher Educators, *Christopher L. Busey and Amanda E. Vickery*. Exposing Whiteness in the Elementary Social Studies Methods Classroom: In Pursuit of Developing Antiracist Teacher Education Candidates, *Andrea M. Hawkman*. Feminist Theory in Elementary Social Studies Education: Making Women an Equal Part of History, *Elizabeth E. Saylor*. **PART II: ENGAGING ELEMENTARY PRESERVICE TEACHERS WITH CONTROVERSIAL ISSUES.** Using History Labs to Examine Immigration Policy and the DREAM Act, *Cara Ward*. Unpacking the Paradox: Preservice Teachers' Affirming Beliefs about LGBTQ Families and the Persistent Avoidance of LGBTQ Topics in Elementary Schools, *Christina M. Tschida and Lisa Brown Buchanan*. Not All Terrorists: A Teacher Educator's Approach to Teaching Against Islamophobia and for Religious Tolerance, *Noreen Naseem Rodríguez*. Confronting Colonial Blindness in Citizenship Education: Recognizing Colonization, Self-Determination, and Sovereignty as Core Knowledge for Elementary Social Studies Teacher Education, *Leilani Sabzalian and Sarah B. Shear*. Children Should Know Where Meat Comes From: Problematizing Meat-Eating in Elementary Schools, *Cory Wright-Maley*. Putting Mrs. Rosa Parks Front and Center of an Elementary Methods Course, *Lisa Gilbert*. The Bending of History Made Straight, *Brian Gibbs*. Unpacking Patriotism in an Elementary Social Studies Methods Class, *Sohyun An*. Preparing Preservice Educators to Teach American Indian Boarding School Histories, *Meredith McCoy*. **PART III: TEACHING CONTROVERSIAL ISSUES IN THE ELEMENTARY CLASSROOM.** Mni Wiconi: Teaching the #NoDapl Movement, Native American Sovereignty, and Indigenous Knowledge in Elementary Classrooms, *Dina Gilio-Whitaker*. Following Dylan's Lead: Student-led Discussion of Gender Variance in the Elementary Classroom, *Anna Falkner and Andrea Clark*. Using *Mendez v. Westminster* to Explore Mexican American Discrimination, *Maribel Santiago*. Hidden in History: (Re)Constructing Asian American History in Elementary Social Studies Classrooms, *Noreen Naseem Rodríguez and Rosalie Ip*. Teaching About Enslavement Through a Critical Analysis of Three Early Childhood Historical Fiction Texts, *Jay M. Shuttleworth and Angelia Lomax*. Not an Aberration of History: Genocide Education in Elementary Social Studies, *Rebecca C. Christ*. Author Biographies.



## The Global Education Movement Narratives of Distinguished Global Scholars

Toni Fuss Kirkwood-Tucker, Florida State University

2018. Paperback 978-1-64113-066-0 \$72.99. Hardcover 978-1-64113-067-7 \$104.99. eBook 978-1-64113-068-4 \$85.

The pages of this book paint a portrait of thirteen scholars and their lifelong professional accomplishments in and contributions to teaching, service, and research in global international education around the world. Their extraordinary work contributed extensively to the development, direction and growth of the global education movement in the United States initiated by James M. Becker as Director of School Services for the Foreign Policy Association, New York City, in the 1960s. These scholars were honored with the Distinguished Global Scholar Award presented by the International Assembly of the National Council for the Social Studies, the largest professional organization for social studies educators in the United States. Their narratives comprise an intriguing mosaic of backgrounds, scholarship, and contexts from which their extraordinary work blossomed in building bridges—not walls—among peoples and nations.

The publication is intended to honor the professional achievements in global international education of these scholars who have devoted their professional lives to creating a better world through their work. More importantly, this book exposes globally-minded individuals, educators, scholars, administrators, and policymakers around the world to empowering role models from Africa, Europe, and the United States and opportunity to learn about the multitude of professional activities, teachings, partnerships, exchange programs and research in which they might engage to promote a deeper understanding about the cultural, geographic, economic, social, and technological interconnectedness of the world and its people—the very purpose of global education.

**CONTENTS:** Acknowledgements. Genesis of Book. Outline of Narratives. Introduction. Preface: Riders on the Earth Together, *J.M. Becker and L.F. Anderson*. Civic Education for a Global Nation: *James M. Becker, Toni Fuss Kirkwood-Tucker*. Global Visionary: The Life and Work of Jan L. Tucker, *Bárbara C. Cruz*. Developing Global Perspectives: His, Mine, and Ours, *Charlotte C. Anderson for Charlotte C. and Lee. F. Anderson*. Reflections of a Global Comparative Educator, *John J. Cogan*. Cross-Cultural Experiences in the Making of a Global Educator, *Merry M. Merryfield*. Rites of Passage: Nazi Era,

Coming to “Amerika”, Global Education, *Toni Fuss Kirkwood-Tucker*. Journey of a Lifetime: Kenneth A. Tye, *Barbara Benham Tye*. My Journey in Global Education Through the Decades, *Josiah Tlou*. Pathways to Global Education: Reflections on a 50+ Year Career, *David L. Grossman*. Bringing the World Back Home: Peace Corps Experience and Global Education. *Angene H. Wilson*. From Global Education to Comparative Global Citizenship Education: One Woman’s Journey, *Carole L. Hahn*. Five Decades Contributing to the Research Foundations for Enhancing and Assessing Students’ Global Awareness, *Judith Torney-Purta*. Epilogue: Toni Fuss Kirkwood-Tucker. The International Assembly. Distinguished Global Scholar Award. Jan L. Tucker Memorial Lecture. In Appreciation. Editor and Author. Contributors.



## Digging Deeper Activities for Enriching and Expanding Social Studies Instruction K-12

M. Gail Hickey, Indiana University-Purdue University Fort Wayne; Jeremiah Clabough, University of Alabama at Birmingham

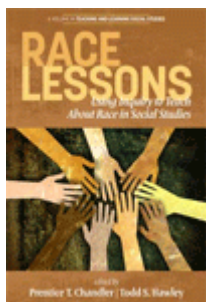
2017. Paperback 9781681238616 \$52.99. Hardcover 9781681238623 \$94.99. eBook 9781681238630 \$85.

Experts in social studies education and gifted education share teacher-tested strategies for differentiating social studies in K-12 classrooms. Chapter authors showcase best-practice and research-based lessons and activities that enrich and expand social studies instruction while building K-12 students’ critical and creative thinking. Each chapter contains two or more teacher-tested lessons or activities linking social studies content and concepts to the standards and recommendations of the National Association for Gifted Children (NAGC) and National Council for the Social Studies (NCSS).

This edited volume is targeted toward K-12 teachers and administrators, gifted education coordinators and consultants, parents of gifted children, social studies methods instructors, and central office administrators. Each chapter contains activities that can be adapted and replicated in teachers’ classrooms.

Chapters focus on significant social studies topics such as civic education, historical thinking, drama, and teaching with primary sources. Each topic is approached in ways that meet the needs of gifted education students. Through its emphasis on critical thinking, inquiry-based instruction, and higher order thinking skills, activities and lessons in the book challenge K-12 educators to raise the bar for classroom instruction in ways that improve opportunities of learning for all students.

**CONTENTS: INTRODUCTION**, *M. Gail Hickey*. **SECTION I: ELEMENTARY**. 3-D Timelines and Family Trees: Graphic Organizers for Teaching Family and Local History in Elementary Grades, *M. Gail Hickey*. Unwrapping Then to Understand Now: Social Studies Differentiation for Gifted Students Grades 3-5, *Deborah Wooten, Bruce A. Ewing and Kimberly F. McCuiston*. What is the Role of Visual Literacy in Increasing Social Studies Learning with Gifted Youth? *Mary E. Haas*. Inquiry into Egypt and Jordan as Representative Countries in the Middle East: Social Studies Students as Gifted Learners, *Janie Hubbard and Lois McFadyen Christensen*. Place Based Learning for Elementary Civic Action, *Ronald V. Morris*. **SECTION II: MIDDLE GRADES**. Problem-based Learning for Gifted Students in the Social Studies Classroom, *Timothy Lintner and Arlene Puryear*. The Indiana Junior Historical Society: A Model for Civic Engagement, *Ronald V. Morris*. How Can Geography Help the Gifted Student Deepen Their Understanding of the Physical and Cultural Environment of America and the World? *Mary E. Haas*. Sounds Around the World: Music as Social Studies Pedagogy, *Kenneth T. Carano & Jason Armstrong Baker*. “Chewing” the Scenery — Active Acting for Active, *Agile Minds, Thomas N. Turner*. **SECTION III: SECONDARY**. Reaching Higher for Civic Efficacy, *Robert A. Waterson & Carla Brigandi*. Global, Gifted, and Geography Education: Thinking Critically and Creatively in the Social Studies, *Jason Harshman, Benjamin VanVleet and Abagael Shrader*. Engaging Gifted Students in Historiographical Analysis: Perspectives on Prohibition, *Michael G. Lovorn*. Enabling Gifted Students to Actualize Their Potential through Social Studies Writing Activities, *Nefertari Yancie and Jeremiah Clabough*.



## Race Lessons Using Inquiry to Teach About Race in Social Studies

Prentice T. Chandler, Austin Peay State University; Todd S. Hawley, Kent State University

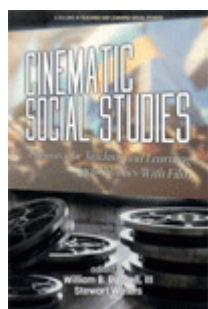
2017. Paperback 9781681238906 \$72.99. Hardcover 9781681238913 \$104.99. eBook 9781681238920 \$85.

We hold that the mission of social studies is not attainable, without attention to the ways in which race and racism play out in society—past, present, and future.

In a follow up to the book, *Doing Race in Social Studies* (2015), this new volume addresses practical considerations of teaching about race within the context of history, geography, government, economics, and the behavioral sciences. *Race Lessons: Using Inquiry to Teach About Race in Social Studies* addresses the space between the theoretical and the practical and provides teachers and teacher educators with concrete lesson ideas for how to engage learners with social studies content and race. Oftentimes, social studies teachers do not teach about race because of several factors: teacher fear, personal notions of colorblindness, and attachment to multicultural narratives that stress assimilation. This volume will begin to help teachers and teacher educators start the conversation around realistic and practical race pedagogy.

The chapters included in this volume are written by prominent social studies scholars and classroom teachers. This work is unique in that it represents an attempt to use Critical Race Theory and inquiry pedagogy (Inquiry Design Model) to teach about race in the social science disciplines.

**CONTENTS:** Using Racial Pedagogical Content Knowledge to Reimagine Social Studies Teaching and Learning, *Prentice T. Chandler and Todd S. Hawley*. **SECTION I: FOUNDATIONS OF RACIAL PEDAGOGICAL CONTENT KNOWLEDGE.** Race and Racism in the Social Studies: Foundations of Critical Race Theory, *Andrea Hawkman*. The Inquiry Design Model, *Kathy Swan, SG Grant and John Lee*. “Do You Feel Me?” Affectively and Effectively Engaging RPK in Social Studies Classrooms, *Christina Villarreal*. **SECTION II: INQUIRY BASED RACE LESSONS IN SOCIAL STUDIES.** Teaching Racial Inequity Through the California Gold Rush (US history), *Christopher C. Martell, Jennifer R. Bryson, and William C. Chapman-Hale*. Africans in New Amsterdam (US history), *Jane Bolgaz, Tamar Brown and Emily Zweibel*. Settler Schooling: A TribalCrit Approach to Teaching Boarding School Histories in Elementary Social Studies, *Sara Shear*. But “Ain’t I a Woman?” An Inquiry on the Intersectionality of Race and Gender During the 19th Century Abolitionist Movement (US history), *Lauren Colley*. Teaching the Montgomery Bus Boycott as Citizen Action for Racial and Economic Justice (economics), *Todd S. Hawley, Andrew Hostetler and Prentice T. Chandler*. Does Geography Have a Violence? (geography), *Ken Carano*. Do People Get to Choose Where They Live?: A Case Study of Racial Segregation in Austin, TX (geography), *Tori Davis and Ryan Crowley*. Stories, Counterstories, and Tales of Resistance: Family History Inquiry Projects in World History Classrooms (world history), *Juan Gabriel Sánchez and Raquel Y. Sáenz*. Toward a Latin@ Critical Race Theory: Examining Race, Racism, and Afro-Latinidad in World History and Human Geography (world History), *Chris Busey*. Are U.S. Citizenship Test Racially Motivated?: Analyzing the Racial Implications of Citizenship “Tests,” Historically and Today (Government), *William L. Smith*. Countering Single Stories: Inquiring into the Confederate Battle Flag with Students (US history OR civics), *Jessica F. Kobe and Ashley A. Goodrich*. What is Race? A Compelling Question with a Complex Response (psychology/behavioral sciences), *Samina Hadi-Tabassum*. On the Matter of Black Lives: Using CRT and C3 Inquiry to Examine Current Events (current events), *John P. Broome and Jason Endacott*. Has Social Media Provided Communities of Color a Platform for Sharing Counternarratives? *Jennifer Killham*. Examining the Power Structures That Impact Friendships, *Jennifer Burke*. **SECTION III: VOICES FROM THE FIELD.** Notes on Understanding and Valuing the Anger of Students Marginalized by the Social Studies Curriculum, *Lisa Gilbert*. Counter-Narratives in U.S. History: Race Lessons in a Social Studies Methods Course, *Emilie M. Camp*. Teacher Professional Development and CRT: Teaching the Civil Rights Movement in Mississippi: Using Teacher Professional Learning Communities to Promote CRT/RPCK, *Jenice L. View*. Race Autobiographies in the Social Studies Classroom: Possibilities and Potential, *Adam W. Jordan and Dacario Poole*.



## Cinematic Social Studies

### A Resource for Teaching and Learning Social Studies With Film

William B. Russell, University of Central Florida; Stewart Waters, The University of Tennessee

2017. Paperback 9781681237336 \$72.99. Hardcover 9781681237343 \$104.99. eBook 9781681237350 \$85.

Action! Film is a common and powerful element in the social studies classroom and *Cinematic Social Studies* explores teaching and learning social studies with film. Teaching with film is a prominent teaching strategy utilized by many teachers on a regular basis. *Cinematic Social Studies* moves readers beyond the traditional perceptions of teaching film and explores the vast array of ideas and strategies related to teaching social studies with film. The contributing authors of this volume seek to explain, through an array of ideas and visions, what cinematic social studies can/should look like, while providing research and rationales for why teaching social studies with film is valuable and important.

This volume includes twenty-four scholarly chapters discussing relevant topics of importance to cinematic social studies. The twenty four chapters are divided into three sections. This stellar collection of writings includes contributions from



noteworthy scholars like Keith Barton, Wayne Journell, James Damico, Cynthia Tyson, and many more.

**CONTENTS: SECTION I: FILM, FUNDAMENTALS, AND FOUNDATIONS.** The Fundamentals of Teaching With Film, *Stewart Waters and William B. Russell, III*. "I See the Same F\*\*\*\*\* Movies You Do, Man": Film Genre and the Depiction of Teaching and Learning, *Keith Barton and Robert Burroughs*. Movies and Suggestibility: "This Is Your Brain on Movies", *Judith Raizy Nathan*. "They're Gonna Sing the Songs Anyway": Thinking and Teaching With Theory and Disney Music for Social Studies, *Andrea M. Hawkman and Sarah B. Shear*. Film Music as a Tool for Fostering Critical Thinking and Historical Empathy, *Lisa Gilbert and Michael W. Harris*. Going "Full Retard": Teaching About Disability Through Film, *Darren W. Minarik and Matthew Blevins*. **SECTION II: FILM AND HISTORY.** Historical Films: An Essential Resource for Nurturing Historical Literacy, *Jeffery D. Nokes and David Ellison*. Viewing the World Wars through Media Literacy, *Shanendra D. Nowell*. Interrogating the Medium and the Message: Utilizing Historical Documentaries to Teach About Genocide, *Daniel G. Krutka and Rebecca C. Christ*. Teaching Immigration to Elementary School Students Through Film Analysis and Digital Storytelling, *Sunghee Shin and Beverly Milner (Lee) Bisland*. "This Is Where the Soul Goes": Teaching About Historical Agency With the Film *Amistad*, *Mark Percy*. Hollywood or History? Inquiring About U.S. Slavery Through Film, *Scott Roberts and Charles Elfer*. Beyond the Waterfront: Using *On the Waterfront* as a Primary Source in Teaching the Cold War, *Timothy Reinhardt*. "And That's a Rap!" Teaching Racial Identity Model Through the Movie *Malcolm X*, *Starlynn R. Nance*. **SECTION III: FILM AND THE SOCIAL SCIENCES (NONHISTORY).** Using Sci-Fi Films to Explore the Theme of Science, Technology, and Society in the Social Studies, *Lance Mason*. This Changes Everything! Critical Literacy and Climate Change in Social Studies, *James Damico, Mark Baildon, and Alexandra Panos*. Geography and Film: Teaching Perceptions of Space and Place, *Joshua L. Kenna*. Using Film to Contextualize Simulations: A Mock Trial Example, *Wayne Journell*. Making the Political Personal: Using Film to Teach Social Justice in Social Studies, *Angela Malone Cartwright and Cynthia Tyson*. What Ifs? Of LGBTQ Inclusion and Integration of Film in the Social Studies Classroom, *Jeffrey Hawkins*. Bending the Curriculum: Learning About Transgender Through Film, *Natalie Keefer, Aimee Alexander-Shea, and Lynne Carlson*. How to Survive a Plague: LGBTQ Issues and Civic Activism in the Social Studies Classroom, *Lisa K. Pennington and Cathy Brant*. Exploring Controversial Issues in the Economics Classroom Using Music Video, *Benjamin J. VanVleet*. Leonardo DiCaprio: The "Economic Man" and Key Economic Concepts in His Movies, *Mary Beth Henning and Tammy Batson*. About the Editors. About the Contributors.



## Social Justice Education, Globalization, and Teacher Education

Lydia Nganga, University of Wyoming at Casper; John Kambutu, University of Wyoming at

2015. Paperback 9781681232898 \$52.99. Hardcover 9781681232904 \$94.99. eBook 9781681232911 \$85.

The primary purpose of this book is to serve as a resource in teacher preparation programs. It is also intended to serve as an instructional resource in P-12 education. The book will be especially useful in methods of teaching and foundational courses both at the elementary and secondary education levels. The book contains pertinent instructional topics, units and lessons in global education and social justice themes. The secondary purpose of this book is to serve as a resource for graduate students and researchers whose interest is global and social justice education.

This unique book provides for an interdisciplinary approach to teacher education. Additionally, this book is intended to create a deeper sense of relevancy to issues of curriculum in teacher education. Together, global educators and social justice educators can forge pedagogical content knowledge that bridges the gap between affirming one's own identity and maintaining unity with the whole, thus exemplifying a robust notion of social justice. Consequently, content in this book will help pre-service teachers to gain confidence and deeper knowledge around issues of global interest, responsibilities and uncertainties associated with their role as teachers who will teach children within the intersection of local and international neighborhoods.

**CONTENTS:** Acknowledgements. Dedication. Preface. Theoretical Foundations of Global and Social Justice Education: An Introduction, *Lydia Nganga*. Teaching Globalization - What are the Challenges for Teachers, Teacher Educators and Curriculum Makers, *Graham Butt*. Critical Teacher Education for Global Competence in Brazil, *Malia Spofford Xavier*. Contesting Institutional Epistemologies of Diversity: The Shift to Global/Local Framework in Teacher Education, *Amanda Richey and Leena Her*. Global and social justice in teacher education: Using children's literature, threaded discussions and other instructional strategies, *Lydia Nganga*. Teaching Towards Social Justice Using Text Sets as Mirrors and Windows for Local, National and Global Issues, *Renee Moran, Monica Billen & Karin Keith*. Reading a Different Culture: The Use of International Children's Literature in Teacher Education, *Yukari Takimoto Amos and Janet A. Finke*. Data, Maps and Critical Thinking: Exploring Global Issues through Student-Created Cartograms, *Peter William Moran*. Early Lessons in an

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## Unpuzzling History with Primary Sources

Jeremiah Clabough, University of Alabama at Birmingham; Thomas N. Turner, University of Tennessee; William B. Russell, University of Central Florida; Stewart Waters, The University of Tennessee

2015. Paperback 9781681232867 \$52.99. Hardcover 9781681232874 \$94.99. eBook 9781681232881 \$85.

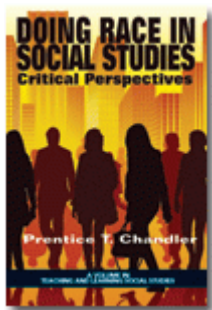
Recent advances in technology have created easy access for classroom teachers and students alike to a vast store of primary sources. This fact accompanied by the growing emphasis on primary documents through education reform movements has created a need for active approaches to learning from such sources. *Unpuzzling History with Primary Sources* addresses this need. It looks at the role that primary sources can play in a social studies curriculum in the 21st century. Each chapter deals with a different aspect of teaching primary sources.

Each chapter includes a discussion of key issues, model activities, and resources for upper elementary through high school teachers. A model lesson plan also appears at the end of most chapters. Chapter one presents a unique perspective on the nature of history and primary sources. This is followed by chapters on how historical thinking and inquiry relate to primary sources.

Other chapters deal with individual types of primary sources. A glance at the table of contents will certainly draw the teacher's interest regardless of teaching style. The skills that students gain from working with primary sources prepare them for the many responsibilities and duties of being a citizen in a democracy. Therefore, the book closes with a chapter pointing to the relationship of primary sources to citizenship education. This book will be useful as a resource for teachers and might serve as a text for in-service, college methods courses, and school libraries. All four authors have experience in the K-12 classroom as well as social studies teacher education.

**CONTENTS: Primary Sources Bring Us Face to Face With History.** The Connections Among Primary Sources and Educational Reforms. What's Primary About Primary Sources?. Types of Primary Sources. Benefits of Primary Sources. Overview of the Book. Conclusion. References. **Primary Sources: Preparing Students to Use Their Utility Belts.** How Social Scientists Use Primary Sources. Helping Our Students to Become Social Scientists. Benefits for Our Students Thinking Like a Social Scientist. Teaching Activities for Our Students to Become Social Scientists. Comparing and Contrasting the Laws. Problem Solving the Boston Massacre Trial. I Smell a Rat: Discovering How Disciplines Work Together. Surfing the Waves of an Era: Using Political Statements. Possible Questions for Exploring a Candidate's Positions and Arguments. Conclusion. References. Lesson Plan for Chapter 2. **Inquiry: The New Lifeblood of the Social Studies.** Why Should Teachers Use Inquiry-Based Instruction? Inquiry-Based Questions. Shifting Students and Teachers' Roles Through Inquiry. Inquiry and Content. Connecting Inquiry to Primary Sources. The Contribution of Technology to Inquiry. Inquiry Into Primary Sources: How Does It Work. Learning How to Crawl With Research Skills. Closed Questions About Jefferson's Beliefs About the Role of the Federal Government. Historical Lies, Hoaxes, and Misconceptions. From the Collected Papers of John Alden. How Many Rules Does a President Need?. It's A Conspiracy!. Conclusion. References. Lesson Plan for Chapter 3. **Primary Sources and the Technology Gold Rush.** Leveling the Playing Field. Getting the Gold Without Having to Fight Dragons. Why do Teachers Want and Need the Gold? Finding Digitized Primary Sources: "So Easy That a Caveman Could Do It". Teaching With Digitized Primary Sources. Analyzing Multiple Interpretations of an Event With Primary Sources. Questions About the Versions of Pope Urban II's Call for the Crusades. Eulogizing Historical Figures With Primary Sources. Researching and Summarizing Contrasting Perspectives About Historical Figures. Reagan's Policies and Beliefs. Breaking News: Student-Created Newscasts. Newscast About the Origins of the Great War. Conclusion. Appendix A. Our Top 25 Digitized Collections of Primary Sources. References. Lesson Plan for Student Newscast. **Drama Makes Primary Sources Come Alive.** Reader's Theater: No Pain Drama. Claims About Drama. The Importance and Flexibility of Dramatic Activities. Dramatic Activities and Primary Sources. Elements of Drama. The Great Range of Dramatic Activities. Tied to the Railroad Track: The Power of Drama With Primary Sources. Picture Perfect or Becoming the Picture. Speech Relays. "Quoteful" Interviews. Correspondence Analysis. Concluding Remarks. References.

Lesson Plan for Chapter 5. **Possible Web Sources.** Heroes, Scholars, and Statesmen: Primary Sources and the Quest for Writing Skills. Writing is Thought Made Permanent and Much More. The Symbiotic Relationship of Writing Activities and Primary Sources. Selecting the Right Writing Activities to Go With the Right Primary Sources. Writing With, For, and About Primary Sources. "Writing Like Ben Franklin". The Rule of Law Versus the Rule of Rulers. Writing Epic Genre Parodies. Becoming Speech Writers. Conclusion. References. Lesson Plan: Writing Epic Genre Parodies. References for Lesson. **Music and Film as Primary Sources.** Utilizing Music and Film as Primary Sources. Music and Film as Historiography. Legal Issues. Music and Film to Promote Historical Understanding. Dr. Strangelove: Or How I Learned to Stop Worrying and Love the Bomb (1964). A Change is Gonna Come (1964). A Raisin in the Sun (1961). The Times They Are a-Changin' (1964). Conclusion. References. Lesson Plan for Chapter 7. **Making the Most of Memorable Spaces Exploring Local Monuments and Historic Sites.** Why Should Teachers Use Monuments and Historic Sites in Their Instruction?. Tourism. Accessibility. Understanding Communities. Analysis of Social Issues. Monumental Questions to Consider. Monuments and Historic Sites as Primary Sources. Effective Classroom Strategies and Activities. Field Trips. Virtual Tours. Group Projects. Persuasive Writing. Conclusion. References. Lesson Plan for Chapter 9. **Citizenship, the Reason That the Social Studies Exists.** Empowering Citizens With Primary Sources. Modeling Ideas and Principles. Understanding the Nature of Our Democracy. Decoding the Message. A Vision for the Problem-Solving Process. The Tao of the Social Studies: Primary Sources Show Us the Way. What Makes a Good Citizen?. Simulating the House of Representatives. Propaganda: One War Bond Poster at a Time. Problem Solving/Decision-Making Activity. Conclusion. References. Lesson Plan for Chapter 9. Appendix. Bills for House of Representatives Simulation. About the Authors.



## Doing Race in Social Studies Critical Perspectives

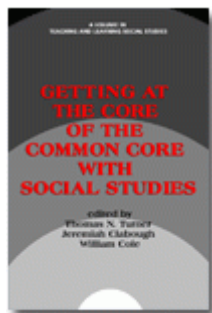
Prentice T. Chandler, University of Cincinnati

2015. Paperback 978-1-68123-090-0 \$52.99. Hardcover 978-1-68123-091-7 \$94.99. eBook 978-1-68123-092-4 \$85.

Race and racism are a foundational part of the global and American experience. With this idea in mind, our social studies classes should reflect this reality. Social studies educators often have difficulties teaching about race within the context of their classrooms due to a variety of institutional and personal factors. *Doing Race in Social Studies: Critical Perspectives* provides teachers at all levels with research in social studies and critical race theory (CRT) and specific content ideas for how to teach about race within their social studies classes. The chapters in this book serve to fill the gap between the theoretical and the practical, as well as help teachers come to a better understanding of how teaching social studies from a CRT perspective can be enacted.

The chapters included in this volume are written by prominent scholars in the field of social studies and CRT. They represent an original melding of CRT concepts with considerations of enacted social studies pedagogy. This volume addresses a void in the social studies conversation about race—how to think and teach about race within the social science disciplines that comprise the social studies. Given the original nature of this work, *Doing Race in Social Studies: Critical Perspectives* is a much-needed addition to the conversation about race and social studies education.

**CONTENTS:** What Does it Mean to “Do Race” in Social Studies: Racial Pedagogical Content Knowledge, *Prentice T. Chandler*. **SECTION I: RESEARCH IN PRACTICE.** Cultural Genocide Masked as Education: U.S. History Textbooks’ Coverage of Indigenous Education Policies, *Sarah Shear*. Learning to Teach Culturally Relevant Social Studies: A White Teacher’s Retrospective Self-Study, *Christopher Martell*. White Social Studies: Protecting the White Racial Code, *Prentice T. Chandler and Amanda Branscombe*. “The Only Way They Knew How to Solve Their Disagreements was to Fight”: A Textual Analysis of Native Americans Before, During, and After the Civil Rights Movement, *Ryan Craig and Victoria Davis*. Teaching Race in High School Social Studies: Lessons from the Field, *Tony Castro, Andrea Hawkman, and Juan Diaz*. **SECTION II: APPLICATIONS OF CRITICAL RACE THEORY IN SOCIAL STUDIES.** Using Authentic Intellectual Work and Critical Race Theory to Teach about Race in Social Studies, *Prentice T. Chandler, Amanda Branscombe and Leigh Hester*. Interest Convergence and “Looking to the Bottom”: Using Critical Race Theory to Understand the Exclusionary History of Voting Rights in the United States, *Ryan Crowley*. Race is a Highway: Towards a Critical Race Approach in Economics Classrooms, *LaGarrett King and Shakealia Finley*. In a Space but Not of It: Uncovering Racial Narratives Through Geography, *Sandra Schmidt and Todd Kenreich*. Excavating Critical Racial Knowledge in Economics and World Geography, *Amanda Vickery, Kathlene Holmes and Anthony Brown*. Critical Race Theory, Psychoanalysis, and Social Studies Pedagogy, *James Garrett and Avner Segall*. *Doing Race in Social Studies: Leveraging Collective Action and Resources to Create Transformative, Issues-centered Social Studies Classrooms*, *Todd Hawley*.



## Getting at the Core of the Common Core with Social Studies

Thomas N. Turner, University of Tennessee; Jeremiah Clabough, University of Alabama at Birmingham; William Cole, Sequoyah High School in Madisonville, Tennessee

2014. Paperback 9781623968748 \$52.99. Hardcover 9781623968755 \$94.99. eBook 9781623968762 \$85.

For social studies teachers reeling from the buffeting of top-down educational reforms, this volume offers answers to questions about dealing with the Common Core State Standards (CCSS). Each chapter presents and reviews pertinent standards that relate to the social studies. Each chapter also deals with significant topics in the social studies from various social sciences to processes such as inquiry to key skills needed for success in social studies such as analysis and literacy.

The most important aspect of these chapters though is the array of adaptable activities that is included in each chapter. Teachers can find practical approaches to dealing with CCSS across the social studies panorama. The multiple authorships of the various chapters mean a variety of perspectives and viewpoints are presented. All of the authors have fought in the trenches of K-12 public education. Their activities reflect this in a way that will be useful to novice or veteran teachers.

**CONTENTS:** Introduction, *Jeremiah Clabough, Thomas N. Turner, and William Cole*. How Did We Get Here? Common Core and the History of Standards in Social Studies Education, *Joshua L. Kenna and William Benedict Russell III*. What is Inquiry?: Giving the Hippopotamus Wings, *Thomas N. Turner and Jeremiah Clabough*. Getting to the “Core” of the Problem: Decision-Making Activities and Common Core State Standards, *William G. Cole*. Historical Thinking: Cultivating a Rich Garden of Autonomous Thinkers, *Jennifer Summerlin*. Building Global Citizens Through the Common Core, *Dorothy E. Blanks*. The Common Core State Standards: Implications for Students With Learning Disabilities, *Tara Bezait and Timothy Lintner*. Exploring Social Studies Through Digital Literacy, *Debra Coffey*. Linking Literacy and Social Studies Through Picture Books in K-12 Settings, *Amy D. Broemmel, Seth Rayman, and Shannon A. Hancock*. Historical Fiction: Reality Meets Imagination, *Sarah Philpott*. Disciplinary Literacy: Teaching Students to Read as Historians Chapter, *Todd Cherner, Adam Kelley, and Mikel Norris*. Drama in the Social Studies and Common Core: First the Apple, Then the Core, *Thomas N. Turner*. Climbing the Common Core Beanstalk With Primary Sources, *Jeremiah Clabough*. Seeing is Believing: Visual Primary Sources Make Wide-Eyed Learners, *Alicia Laffoon and Penny Boyd*. “My Life Was Hard and I Had No Money in My Pocket”: Doing Historical Research With Oral History, *Gail Hickey*. Get Cooking With Multimedia Social Studies and the Common Core, *Lance McConkey*. Connecting the Economic Way of Thinking to the Common Core, *Ashley S. Harrison, J. R. Clark, and Mark C. Schug*. Teaching Geography Education Within a Common Core Framework, *Kenneth T. Carano*. Citizenship Education: The Common Core Meets the Common Good, *Jeremiah Clabough and Thomas N. Turner*. About the Authors.



## Digital Social Studies

William B. Russell, University of Central Florida

2013. Paperback 9781623965204 \$72.99. Hardcover 9781623965211 \$104.99. eBook 9781623965228 \$85.

The world is ever changing and the way students experience social studies should reflect the environment in which they live and learn. Digital Social Studies explores research, effective teaching strategies, and technologies for social studies practice in the digital age.

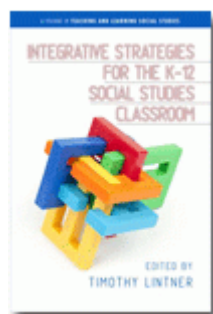
The digital age of education is more prominent than ever and it is an appropriate time to examine the blending of the digital age and the field of social studies. What is digital social studies? Why do we need it and what is its purpose? What will social studies look like in the future? The contributing authors of this volume seek to explain, through an array of ideas and visions, what digital social studies can/should look like, while providing research and rationales for why digital social studies is needed and important.

This volume includes twenty-two scholarly chapters discussing relevant topics of importance to digital social studies. The twenty-two chapters are divided into two sections. This stellar collection of writings includes contributions from leading



scholars like Cheryl Mason Bolick, Michael Berson, Elizabeth Washington, Linda Bennett, and many more.

**CONTENTS:** Digital Social Studies: An Introduction, *William B. Russell III*. **SECTION I: PRACTICE AND PERSPECTIVE.** Digital Visual Literacy in the Social Studies Classroom, *Stewart Waters and William B. Russell III*. K-12 Online Learning: The Next Frontier for Social Studies Education, *Wayne Journell*. Developing Multiple Literacies of Young Learners with Digital Primary Sources, *Ilene Berson and Michael Berson*. Digital Resources in the Social Studies Classroom for Students with Learning Disabilities, *Timothy Lintner*. Beyond the Poster: Harnessing Technology for Powerful Social Studies Instruction, *Rena Shifflet and Deborah A. MacPhee*. Digital Tools for the 21st Century Social Studies Classroom, *Tina L. Heafner, Austin Troy Carter, and Jeff Natoli*. Digital Storytelling in the Social Studies, *Jeremiah Clabough, Dorothy Blanks, Jessica Horton, and Thomas N. Turner*. Consumers and Producers in the Social Studies Classroom How Web 2.0 Technology Can Break the Cycle of “Teachers and Machines”, *Scott Roberts and Brandon Butler*. Wikis in Social Studies, *Catherine Cabiness and Loretta Donovan*. Gaming, Technology, and the Social Studies: An Alliance with Promise, *Thomas N. Turner, William Cole, and Lance McConkey*. Online Synchronous Discussions, Middle School Students and Mock UN Security Council Meeting, *Joseph O’Brien, Tina M. Ellsworth, Thomas W. Barker, Nick Lawrence, Kori Green, and Brian Bechard*. “Now We Can Get This Off the Ground and Rolling!” Using the Internet in a Youth Civic Engagement Project, *Shira Eve Epstein*. Exploring the Complexity of Music and the Utility of Digital Access to Understand the Past, *Tina L. Heafner, Eric Groce, and Elizabeth Bellows*. **SECTION II: RESEARCH.** Social Media as a Catalyst for Convergence Culture: Immersing Pre-service Social Studies Teachers in the Social Media Terrain, *Daniel G. Krutka*. Mashing Socrates and Zuckerberg: Discussing Social Issues with Social Technologies, *Emma Kiziah Humphries and Elizabeth Yeager Washington*. Talking and listening across difference: Teaching Democratic Citizenship in Online Discussion Spaces, *Andrew L. Hostetler, Alicia R. Crowe, and Bryan Ashkettle*. New Horizons in Civics Education: Learning through Digital Gaming, *Karon LeCompte and Brooke Blevins*. A Content Analysis of Social Studies Journals for the Infusion of Technology, *Linda Bennett*. United States Government Websites for Children: How Useful Are They for Content Instruction? *Beverly Milner (Lee) Bisland*. To Be or Not To Be... Digital: A Critical Examination of Seven Digital History Textbooks for Social Studies Educators, *Cheryl Mason Bolick, Jamie Lathan, Trey Adcock, and Jonathan Bartels*. Emotional Evocation and Desktop Documentary Making: Secondary Students’ Motivations while Composing Historical Documentaries, *James E. Schul*. Contributors.



## Integrative Strategies for the K-12 Social Studies Classroom

Timothy Lintner, University of South Carolina Aiken

2013. Paperback 9781623960827 \$52.99. Hardcover 9781623960834 \$94.99. eBook 9781623960841 \$85.

While the concept of integration or an interdisciplinary curriculum has been around for decades, the purposeful practice of integration is a relatively new educational endeavor. Though classroom teachers often say they “integrate,” there generally seems to be a lack of understanding of what this thing called integration is (theory) and what it is supposed to look like in the classroom (practice).

Arguably, no other discipline has felt the pressure to integrate more than social studies. Marginalized by federal initiatives such as No Child Left Behind and suffering from a general crisis of credibility, social studies has been pushed further and further to the proverbial back burner of educational importance. Yet regardless of perspective or position, social studies remains ripe for integration.

The crux of this book is to provide educators insights and strategies into how to integrate social studies with other discipline areas. Calling upon national experts in their respective fields, each chapter chronicles the broad relationship between individual content areas and social studies. Multiple examples of integrative opportunities are included. At the end of each chapter is a series of grade-specific integrative lesson plans ready for implementation. This book was purposefully designed as a how-to, hands-on, ready-reference guide for educators at all stages and all levels of teaching.

**CONTENTS:** Foreword. Integrative Opportunities in the Social Studies Classroom: Making Minutes Matter, *Timothy Lintner*. Picture This: The Integration of Art and Social Studies, *Susan Pitts Santoli and Paige Vitulli*. The Play’s the Thing: Integrating Drama with Social Studies, *Thomas N. Turner*. Making Social Studies Accessible and Engaging for English Language Learners, *Jason O’Brien and Barbara Cruz*. Social Studies and Literacy: Exploring Interdisciplinary Teaching in a Professional Development School Setting, *Deborah MacPhee*. Interdisciplinary Strategies for Math and Social Studies, *Bridget Coleman*. Traveling the World Through the Vehicle of Music, *Jeannette Fresne and Donna Louk*. The Social Side of Science, *Andrea Burrows and Jennifer Keiner*. Don’t Forget Me! Using Special Educators to Support Interdisciplinary

Teaching and Learning, *Darren Minarik and Danielle Coughlin*. Things Said and Done: Using Digital Tools to Enhance Historical Memory, *John K. Lee, Meghan Manfra, and Jonathan List*. Visual Literacy Strategies for the Social Studies Classroom, *Stewart Waters and William B. Russell, III*. About the Contributors.



## Let the Music Play!

### Harnessing the Power of Music for History and Social Studies Classrooms

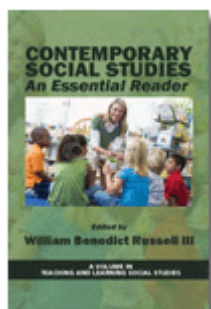
Anthony M. Pellegrino, George Mason University; Christopher Dean Lee, University of Michigan

2012. Paperback 978-1-61735-792-3 \$52.99. Hardcover 978-1-61735-793-0 \$94.99. eBook 978-1-61735-794-7 \$85.

LET THE MUSIC PLAY! Harnessing the Power of Music for History and Social Studies Classrooms provides readers an accessible introduction to employing music in history and social studies classrooms. Teachers who wish to develop lessons using music as a resource will find coverage of the significant relationship between music and social studies, pedagogical models designed to facilitate using music within history and social studies lessons, and coverage of salient historical themes in which music has been integral.

The book begins by establishing the connection between music and social studies themes. Here readers will explore the ways musicians have attempted to address social, political or historical events and issues through song. Through relevant research and exclusive interviews done for this book, the thoughts of prominent musicians noted for songs promoting social consciousness and selfawareness - including Ian MacKaye, Henry Rollins and Aaron Bedard-are shared. The views of teachers and students in terms of the connections between music and the social studies as well as their inclinations to using music in social studies classrooms are also prominently addressed. Additionally, the book furnishes readers with a practical guide to using music in the social studies classroom. Through explanation of four models for using music in the classroom, readers gain relevant ideas useful for a wide variety of instructional methodologies. And finally, the authors delve into three of the most enduring themes in American history and social studies curricula: race, labor and class. Through an examination of these topics, within the framework of music, readers are given the opportunity to discern the way music has manifested in each of these topics. Readers will also enjoy lesson plans and annotated playlists associated with each of these topics.

**CONTENTS:** Preface: LET THE MUSIC PLAY! Harnessing the Power of Music for History and Social Studies Classrooms. I: Exploring the Connection between Music and the Social Studies. II: Forging a Connection between Music and the Social Studies. III: The Struggle for Racial Equality in America: A Brief History. IV: The Struggle for Racial Equality in America: The Music and Teacher Resources. V: Labor and Class in America: Salt of the Earth. VI: Labor and Class in America: From the Wobblies to the Punks. VII: Conclusion. References. Index.



## Contemporary Social Studies

### An Essential Reader

William B. Russell, University of Central Florida

2012. Paperback 978-1-61735-671-1 \$72.99. Hardcover 978-1-61735-672-8 \$104.99. eBook 978-1-61735-673-5 \$85.

The field of social studies is unique and complex. It is challenged by the differing perspectives related to the definition, goals, content, and purpose of social studies.

Contemporary Social Studies: An Essential Reader discusses the contemporary issues surrounding social studies education today. Contemporary Social Studies: An Essential Reader encourages and inspires readers to think. The chapters included in this volume are written by prominent scholars in the field of social studies. The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state. Readers will explore the various critical topics that encompass contemporary social studies.

This collection provides readers with rich chapters which are sure to be cited as key works. Compelling and accessible, this

collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future.

**CONTENTS:** Contemporary Social Studies: Issues, Perspectives, and Thoughts, *William Benedict Russell III*. **SECTION I: PURPOSE AND APPROACH.** 21st Century Democratic Social and Citizenship Education: A Hybrid Perspective, *Ellen Santora*. Towards an Inclusive Definition of Democratic Education, *Jonathan Miller-Lane*. Global Education: Responding to a Changing World, *Merry M. Merryfield*. The Place of Global Citizenship in the Social Studies Curriculum, *Anatoli Rapoport*. Character, Moral, and Values Education: The Foundation of Effective Citizenship, *Stewart Waters and William Benedict Russell III*. **SECTION II: CURRICULUM, CONTENT, & STANDARDS.** History: From Learning Narratives to Thinking Historically, *Keith C. Barton*. Geography Education: Making Sense of Our World with Spatial Relationships, *Reese H. Todd*. Standards-Based Educational Reform and Social Studies Education: A Critical Introduction, *Kevin D. Vinson, E Wayne Ross, and Melissa B. Wilson*. The Marginalization of Social Studies in the Elementary Grades: An Overview, *Beverly Milner (Lee) Bisland*. **SECTION III: DIVERSITY & PERSPECTIVE.** Culturally Responsive Social Studies Teaching: Models of Theory into Practice, *Paul G. Fitchett and Tina L. Heafner*. Race and Social Studies, *Prentice T. Chandler and Douglas McKnight*. GLBTQ Issues in the Social Studies, *J. B. Mayo Jr.* Gender and Social Studies: Are We There Yet? *Christine Woyshner*. Building the Bridge between Social Studies and Special Education: Perspectives and Practices, *Timothy Lintner and Windy Schweder*. English Language Learners (ELLs) and Social Studies, *Jason O'Brien*. **SECTION IV: PEDAGOGY.** Reading, Democracy and Secondary Social Studies Education, *Michelle Reidel and Christine Draper*. Situating the Nation: History Pedagogy for the 21st Century, *Kyle A. Greenwalt and Patrick N. Leahy*. Pedagogical Paradox of Social Studies: Teaching for Intellectual and Emotional Learning, *Christy Folsom*. Facilitating Discussions in Social Studies Classrooms, *Anne-Lise Halvorsen*. Engagement in the Social Studies: Using Experiential Learning in the Social Studies Classroom, *Brad Burenheide*. Social Studies Pedagogy, *Thomas Turner, Jeremy Clabough, Sarah Philpott, and Lance McConkey*. **SECTION V: MEDIA, TECHNOLOGY, AND TEACHER EDUCATION.** Media and Popular Culture, *Cameron White and Trenia Walker*. Internet Literacies for Active Citizenship and Democratic Life: In Search of the Intersection, *David Hicks, Stephanie van Hover, Elizabeth Yeager Washington, and John K. Lee*. Using Web 2.0 to Transform a Brick & Mortar School into a Participatory Media Rich Civic Learning Environment, *Joseph O'Brien*. Broadening Social Studies Curricula: Integrating Global Education in a Teacher Education Program, *Lydia Nganga and John Kamutu*. Examining Teacher Development: The Role of Teacher Thinking, Observation, and Reflection, *John Sturtz and Kevin Hessberg*. A Capstone Course in a Master's Social Studies Program in an Age of Accountability and Testing: A Case Study, *Jesus Garcia, Paula S. McMillen, and David To*. Biographies.



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