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:

- 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
- Digital Social Studies
- Integrative Strategies for the K-12 Social Studies Classroom
- Let the Music Play!
- Contemporary Social Studies

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IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
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.


Real Classrooms, Real Teachers
The C3 Inquiry in Practice
Kristy A. Brugar, University of Oklahoma; Kathryn L. Roberts, Wayne State University

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.


Education for Democracy
A Renewed Approach to Civic Inquiries for Social Justice
Steven P. Camicia, Utah State University; Ryan Knowles, Utah State University

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.

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


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.


Marking the "Invisible" Articulating Whiteness in Social Studies Education

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


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 for Citizenship in Urban Schools**

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


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.


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**Extending the Ground of Public Confidence**

Teaching Civil Liberties in K-16 Social Studies Education

Janie Hubbard, The University of Alabama


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 sustainable actions aimed at upholding and protecting civil liberties.

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:

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.
CONTRIBUTORS: Jeannette Driscoll Alarcón, Elizabeth Bellows, Christina M. Tschida, Lisa Brown Buchanan, Elizabeth E. Saylor, Mark Pearcy

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.

-- Wayne Au, Professor, University of Washington Bothell, Editor, Rethinking Schools


The Global Education Movement
Narratives of Distinguished Global Scholars
Toni Fuss Kirkwood-Tucker, Florida State University

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.

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.


Race Lessons
Using Inquiry to Teach About Race in Social Studies

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


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
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.


**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


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.

Social Justice Education, Globalization, and Teacher Education

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


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.

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.

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.

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


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.


Digital Social Studies

William B. Russell, University of Central Florida


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

Integrative Strategies for the K-12 Social Studies Classroom

Timothy Lintner, University of South Carolina Aiken


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.

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


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 self-awareness - 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.

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Contemporary Social Studies
An Essential Reader

William B. Russell, University of Central Florida


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.

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<td>Getting at the Core of the Common Core with Social Studies</td>
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<td>Integrative Strategies for the K-12 Social Studies Classroom</td>
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<td>Let the Music Play!</td>
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<td>Contemporary Social Studies</td>
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