

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 5640: Teaching and Supervision of Social Studies in Elementary and Middle Schools**

**Instructor: Dr. J. H. Bickford III**

**Office: 2213 Buzzard**

**Email: [jbickford@eiu.edu](mailto:jbickford@eiu.edu)**

**Office Hours: 10-12:30 T/TH**

**Phone: 581-7881 (office); 217-508-6368 (cell)**

**Class Meetings: Monday, 4:30-7 pm in 2160 Buzzard**

**Unit Theme:** Educator as creator of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies.

**Graduate Mission Statement:**

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The Department is dedicated to the preparation of knowledgeable citizens of the 21<sup>st</sup> century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared for teaching in diverse environments and recognizing multiple pathways of learning. The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

**Outcomes for all Graduate Level Students at Eastern Illinois University:** Graduate students will

1. possess content knowledge including effective technology skills and ethical behaviors.
2. engage in critical thinking and problem solving.
3. exhibit effective oral and written communication skills.
4. engage in advanced scholarship through research and creative activity.
5. demonstrate an ability to work with diverse clientele, recognizing individual differences.
6. collaborate and create positive relationships within the school community and teaching profession.

**Course Description:** A study of objectives, content, materials, and strategies in organizing, supervising, and improving social studies programs (3 s.h.).

**Course Purpose:** The course goal is preparation of those concerned with the responsibility for more effective supervision and improvement of social studies curriculum and instruction, aligned with the goal of social studies education: competent, critical, and compassionate citizenship in a diverse and interdependent world. The course approach is historical, critical, programmatic, and applied.

**Textbook:**

Sunal, C. & Haas, M. (2008). *Social studies for the elementary and middle grades: A constructivist approach* (3<sup>rd</sup> ed.). Boston: Pearson.

**Supplemental Materials:**

Various supplementary articles available on D2L/EIUOnline

Dewey, J. (1897). *My Pedagogical Creed*. (provided by Dr. Bickford)

Leming, J., Ellington, L., & Porter, K. (eds.). *Where did the social studies go wrong?* Washington, D.C.: Thomas B. Fordham Foundation.

**Models of Teaching:**

**Information-Processing Models**

*Information-processing models* emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

**Social Models: Building the Learning Community**

When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (pp. 28-30)

**Personal Models**

The *personal models of learning* begin from the perspective of the selfhood of the individual. They attempt to shape education so that we come to understand ourselves better, take responsibility for our education, and learn to reach beyond our current development to become stronger, more sensitive, and more creative in our search for high-quality lives. (pp. 30-32)

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston: Pearson.

## Plagiarism and Standards of Student Conduct

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

*Please ask me questions if you are confused.*

[Owl at Purdue, APA formats](#)

[Owl Ref. List -- periodicals](#)

[Owl Ref. List -- books](#)

**"Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database." Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.**

Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance. <http://www.eiu.edu/~disabltv/> 217-581-6583

### Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

**Course Requirements and Demonstrated Competencies are aligned with EIU graduate standards and the following state and national standards:**

*International Society for Technology in Education (ISTE)* [www.iste.org/standards](http://www.iste.org/standards)

*Standards for Students (2007)*

[http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007\\_Standards.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf)

*Standards for Teachers (2008)*

[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_T\\_Standards\\_Final.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf)

*Illinois Professional Teaching Standards: (IPTS)* [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_ipts.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf)

*Illinois Core Technology Standards: (ICTS)* [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_coretechnology.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf)

*Illinois Common Core Standards for Teachers: Social Sciences*

[http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/27200\\_socialscore.pdf](http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/27200_socialscore.pdf)

National Council for the Social Studies Task Force on Teacher Education Standards. (1997). *National standards for social studies teachers*. (Vol. 1). Washington D.C.: National Council for the Social Studies.

### Competencies for all graduate candidates in social studies supervision and curriculum development:

- Develop and exercise a working knowledge of national and state standards for the Social Studies.
- Critically examine models, purposes, and practice in social studies curriculum, K-8.
- Ground curriculum and pedagogy in democratic beliefs and values (NCSS).
- Utilize inquiry and critical thinking in curriculum development and pedagogy.
- Demonstrate commitment to improving knowledge bases in the Ten Social Studies Themes (NCSS).
- Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.
- Search, evaluate, create, and apply excellent resources for research, teaching, and learning, including primary sources.
- Relate the goals and extent of social studies curriculum beyond the subject area to the goals of public education in a democratic society.
- Place emphasis on ability and will to exercise "reasoned and informed decision making for the public good in a diverse and interdependent world," the NCSS definition of competent citizenship, the goal of the Social Studies.

| Core Requirement                    | Demonstrated Competencies   | Aligned Standards for Graduate Programs at EIU   |
|-------------------------------------|---|--|
| Participation                       | Performance includes discussion, volunteer input, engagement with others and the instructor. Quality contributions in class and in peer-to-peer teaching and learning are expected. Focus is on responsibility to the field, the profession, to class members and to the course syllabus. | 2.a. critical thinking and problem solving<br>5b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace,<br>5.f. an ability to engage in reflective practice<br>6a. the ability to collaborate with other professionals to promote the success of their clientele,<br>6b. the ability to work with the community to promote the success of their clientele |
| Review of the current status of the | Performance includes personal reflection and professional research reviews resulting in familiarity with the state of contemporary social   | 1a. a depth of content knowledge in the discipline,<br>1c. the ability to apply content knowledge to practice,   |

|   |  |   |
|---|--|---|
| field of Social Studies education, K-8, combining reviews of research and personal reflection                                 | studies curricula, national and state standards, experts in the field, global dimensions of the field. Focus is on distilling and listing the purposes of social studies education for a democratic society, and gathering and sharing examples of research and best practice to evaluate the effectiveness of particular examples of social studies education, K-8.   | 2a. critical thinking and problem solving,<br>2b. the ability to effectively evaluate situations and identify an appropriate course of action,<br>3b. effective written communication skills,<br>4a. an understanding of the role of research in the discipline,<br>5.f. an ability to engage in reflective practice  |
| Create a graphic model of purposes for social studies curriculum  | Performance includes combining personal convictions and expert analyses derived from reviews of social studies research into a graphic model. Focus is connections (from individual to community) and dimensions (from local to global) of the Social Studies.   | 1a. a depth of content knowledge in the discipline,<br>1b. effective use of technology as appropriate,<br>2a. critical thinking and problem solving,<br>5.f. an ability to engage in reflective practice  |
| Dewey Reading   | Performance includes reading followed by response to the selected reading. Focus is on clarifying theory and practice of constructivism, child-centered curriculum, inquiry-based curriculum, and project based experiences as conceived by Dr. Dewey and as continuing to influence social studies curriculum and practice. Focus is on transforming the vision of social studies from a subject area to a paradigm informing teacher purpose and practice.   | 1a. a depth of content knowledge in the discipline,<br>2.a. critical thinking and problem solving<br>5a. an understanding of individual differences in clientele,<br>5b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace,<br>5c. a respect for individual differences through the use of rich and varied approaches,<br>5.d. an ability to provide evidence of differentiation of curricula,<br>5.f. an ability to engage in reflective practice  |
| Critique of an historic social studies curriculum<br>And/or<br>Critique of a contemporary social studies curriculum           | Performance includes researching an historic and/or contemporary curriculum and evaluating its purposes and processes in support of "maintaining the Republic," by decision making for the social and individual welfare. Focus is on identifying curriculum which has a democratic value base, rich content, and experiences which supports environments for democratic life.<br>A paper will be written to complete this core requirement.   | 2a. critical thinking and problem solving,<br>3b. effective written communication skills,<br>4a. an understanding of the role of research in the discipline,<br>4b. the ability to conduct research and apply it to practice,<br>5.d. an ability to provide evidence of differentiation of curricula,<br>5.f. an ability to engage in reflective practice<br>6a. the ability to collaborate with other professionals to promote the success of their clientele.   |
| Review and revision of social studies curriculum in one's own school district and revision of local curriculum at grade level | Performance includes identification of strengths and weaknesses, similarities and differences between the local curriculum, the well known curriculum reviewed above, and the NCSS characteristics for powerful teaching and learning in the social studies. Focus is on establishing ways in which widely used textbook and expanding horizons social studies curricula succeed or fail to deliver the outcomes needed to achieve meaningful lives for our students and a positive future for our world. Multimedia presentations by partners or teams are suggested to meet this core requirement. | 1a. a depth of content knowledge in the discipline,<br>1c. the ability to apply content knowledge to practice,<br>2a. critical thinking and problem solving,<br>2b. the ability to effectively evaluate situations and identify an appropriate course of action,<br>3a. effective oral communication skills,<br>3c. effective, fair, honest communication considering not only the message but also the audience,<br>5.d. an ability to provide evidence of differentiation of curricula,<br>5.f. an ability to engage in reflective practice<br>6a. the ability to collaborate with other professionals to promote the success of their clientele. |
| Part to Whole Network   | Numerous best practice strategies, research, and resources will be collected and modeled. Individual <a href="#">Delicious</a> accounts will act as files for identified strategies, research, and resources. Tags for social studies disciplines or NCSS themes are assumed.  | 1b. effective use of technology as appropriate,<br>2a. critical thinking and problem solving,<br>5.d. an ability to provide evidence of differentiation of curricula,<br>5.e. an ability to provide evidence of inquiry based instruction,<br>5.f. an ability to engage in reflective practice<br>6a. the ability to collaborate with other professionals to promote the success of their clientele,<br>6b. the ability to effectively work with the community to promote the success of their clientele.   |
| Pedagogy Journal  | Students will keep a weekly account of readings and experiences. Performance includes dedication to the task, variety of the entries, and depth of thought. Focus is on continuing social studies thinking between course meetings throughout the semester.  | 5c. a respect for individual differences through the use of rich and varied approaches... evidence of this ability might include... reflective journals,<br>5.f. an ability to engage in reflective practice  |
| Field Trip  | Performance includes visit and write-up on local, state, or national social studies sites (museums, monuments, performances, etc.) Focus is on feasibility and benefits of class field trips to the site.  | 5.f. an ability to engage in reflective practice<br>6b. the ability to effectively work with the community to promote the success of their clientele.   |
| Alternate Assignments   | Performance includes demonstration of content knowledge, social studies theory, research skills, multiple perspectives, and creativity, and technology tools in social studies curriculum development. Focus is on the promotion of careful inquiry and decision making, in support of individual uniqueness and cultural pluralism.   | Standards to be determined by instructor.   |
| Examination   | Performance includes recall, analysis, synthesis, and application of course topics in response to objective and essay prompts.   | 1a. depth of content knowledge in the discipline,<br>1c. the ability to apply content knowledge to practice,<br>2a. critical thinking and problem solving,<br>3b. effective written communication.  |

**The above assignments are all integrated within the below descriptions. This integration is intended to effectively and efficiently enable students' construction of an authentic curriculum to more ably express newly generated understandings.**

| Core Assignment  | Brief Description   | Weight   | Due Dates |
|--|---|--|-----------|
| 1. Participation   | Participation includes frequent and constructive contributions during class sessions supporting peers during group work. <b>1 point will be taken off for each absence.</b>   | 10%/10 pts   | Ongoing   |
| 2. Secondary Historical Source Analysis                        | Students will examine at least three secondary history research articles or chapters that (1) are at least 5+ pages, (2) from reviewed journals, and (3) focus on your selected historical event/person. Students will be assessed through a review of each article. <b>This will enable students to historically contextualize their chosen person or event. See D2L for rubric.</b> | 15%/15 pts (5 pts each article review)                             | 2/18      |
| 3. Children's Literature Analysis                              | Students will thoroughly examine historical fiction &/or non-fiction children's books related to their selected event or person. <b>This will enable students to apply understandings generated from #2 and #3. See D2L for rubric.</b>   | 15%/15 pts   | 3/3       |
| 4. Primary Historical Source Analysis                          | Students will examine and contextualize (in ½ a page for each) at least 10 primary sources relevant to your selected historical event or person. <b>This will enable students to adapt and differentiate history content about their chosen person or event. See D2L for rubric.</b>  | 5%/5 pts (1/2 point each)  | 3/31      |
| 5. Examination of Social Studies Education Research and Theory | Students will read and review (A) various articles, (B) textbook, (C) <i>Where Did Social Studies Go Wrong?</i> , and (D) <i>My Pedagogical Creed</i> . <b>This pedagogy journal is intended to elicit more comprehensive understandings of theory and research in social studies education field. See D2L for rubric.</b>  | 50%/50 pts; 25 pts for A; 10 pts for B; 10 pts for C; 5 pts for D) | 4/28      |
| 6. Examination   | Exams will be distributed electronically.   | 5%/5 pts   | 5/5       |

- **Descriptions of Assignments:** The instructor will provide detailed instructions & rubrics for each assignment on D2L.
- **Submission:** The instructor requests all assignments turned in digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
- **Late work policy:** All assignments are reduced 5% for every day that they are late
- **Grading Scale:** A= 100-93%, B = 92 – 85%, C = 84 – 77%, D = 76-69%, F = 68 and below

**Assignment #1: Participation.**

**10%/10pts Due: Ongoing**

**Summary:** This grade rewards consistent, active, constructive contributions. This is not an attendance grade.

**Product:** Meaningful and positive involvement in all activities.

**Assignment #2: Secondary Historical Source Analysis**

**15%/15pts Due: 2/3**

**Summary:** Read and review three different history articles focused on your historical event or person. See rubric on D2L.

**Product:** 1-2 pages minimum for each

**Assignment #3: Children's Literature Analysis**

**15%/15pts Due: 3/3**

**Summary:** You will read and critically evaluate 2-4 children's books (depending on the books' length). To critically evaluate a children's book, you will look at how history is represented in the book. See rubric and example on D2L.

**Product:** 1-2 pages minimum for each book

**Assignment #4: Primary Historical Source Analysis**

**5%/5pts Due: 3/31**

**Summary:** Locate, read, and critically examine 10 different primary historical sources. These are documents from "when the event occurred" (newspaper, letters, drawings, maps, diary entries, etc.). See rubric and example on D2L.

**Product:** ½ page minimum for each, 5 pages total.

**Assignment #5: Examination of SS Ed Research & Theory**

**50%/50pts Due: 4/28**

**Summary:** Students will read and review (A) various articles (any 5), (B) textbook, (C) *Where Did Social Studies Go Wrong?*, and (D) *Dewey My Pedagogical Creed*. See rubric on D2L.

**Product:** 10 pages total: 1 page for each article reviewed (5 total), 1 page for each textbook chapter (2 total), 1 page for chapter in *Where Did Social Studies Go Wrong?* (2 total), and 1 page for *My Pedagogical Creed* (1 total)

**(\*\*\*While many articles & chapters are required to be read, students select which specific ones they review\*\*\*)**

**Assignment #6. Final Exam.**

**5points Date: 5/5 @ 5:15 pm**

**Summary & Product:** Final Exam

## Topics by Week:

### **Week One:** 1/13

Activities: Purpose of course; Justification for integration of assignments; Discuss selection of historical topic/person

HW: Select a history topic (person or event);

Reading: Textbook Chapter 1, Chapter 1 of Schweikart & Allen's (2007) *A Patriot's History of the U.S.* (available on D2L)

### **Week Two:** 1/20 No class! MLK Day!

HW: Select a history topic (person or event);

Reading: Textbook Chapter 2, Chapter 1 of Zinn's (1980) *A People's History of U.S.* (available on D2L)

### **Week Three:** 1/27

Activities: Discuss readings; Finalize selection of historical topic/person; learning history vs. thinking like a historian

HW: Begin writing SS Ed Research/Theory (Assignment #5); begin writing secondary historical analysis (#2); search/locate primary source databases (#3)

Reading: Textbook Chapter 3, any third article related to Christopher Columbus, exploration/conquest of the Atlantic, and/or European/Native interactions.

### **Week Four:** 2/3 Due: Secondary historical analysis (Assignment #2)

Activities: Discuss readings; KTQ; Sentence Scramble

HW: Secondary historical analysis (#2 due 2/18); Primary sources (#3 due 3/4); SS Ed Research/Theory (#5);

Reading: Textbook Chapter 4, Nokes (2011) (available on D2L)

### **Week Five:** 2/10

Activities: Discuss readings; Organization/Reorganization; sourcing; inquiry

HW: Secondary historical analysis (#2 due 2/18); Primary sources (#3 due 3/4); SS Ed Research/Theory (#5);

Reading: Textbook Chapter 5, any other article related to social studies/history education (see D2L)

### **Week Six:** 2/17

Activities: Discuss readings; Story sequencing/perspectives,

HW: Secondary historical analysis (#2 due 2/18); Primary sources (#3 due 3/4); SS Ed Research/Theory (#5);

Reading: Textbook Chapter 6, any other article related to social studies/history education (see D2L)

### **Week Seven:** 2/24

Activities: Discuss readings; Perspectives/bias/intent (naciema; no brother)

HW: Primary sources (#3 due 3/4); SS Ed Research/Theory (#5);

Reading: Textbook Chapter 7, **Bickford/Wilton (2012) (available on D2L)**

### **Week Eight:** 3/3 Due: Children's Literature Analysis (Assignment #3)

Activities: Discuss readings; literacy circles

HW: Primary sources (#3 due 3/4); SS Ed Research/Theory (#5);

Reading: Textbook Chapter 8, **Williams (2009) (available on D2L)**

### **Week Nine:** 3/10 No class! Spring Break!

### **Week Ten:** 3/17

Activities: Discuss readings; Primary document modification; primary document location

HW: Children's Literature Analysis (#4, due 4/1); SS Ed Research/Theory (#5 due 4/22)

Reading: Textbook Chapter 9, any other article related to social studies/history education (see D2L)

### **Week Eleven:** 3/24

Activities: Discuss readings; Slavery & historical interpretation (inquiry/differentiation & making connections);

HW: Children's Literature Analysis (#4, due 4/1); SS Ed Research/Theory (#5 due 4/22)

Reading: Textbook Chapter 10, any other article related to social studies/history education (see D2L)

### **Week Twelve:** 3/31 Due: Primary Source Analysis (Assignment #4)

Activities: Discuss readings; methods for differentiated and authentic assessments

HW: Children's Literature Analysis (#4, due 4/1); SS Ed Research/Theory (#5 due 4/22)

Reading: Textbook Chapter 11, any other article related to social studies/history education (see D2L)

### **Week Thirteen:** 4/7

Activities: Discuss readings; the impact of differentiated and authentic assessments on students learning

HW: SS Ed Research/Theory (#5 due 4/22)

Reading: Any other article related to social studies/history education (see D2L)

**Week Fourteen: 4/14**

Activities: Discuss readings; Supplementing the textbook (iceman & tut)

HW: SS Ed Research/Theory (#5 due 4/22)

Reading: **Any two (2) chapters of *Where Did Social Studies Go Wrong?***

**Week Fifteen: 4/21**

Activities: Discuss readings; speaking/listening/writing

HW: SS Ed Research/Theory (#5 due 4/22)

Reading: Dewey, *My Pedagogical Creed* (available on D2L),

**Week Sixteen: 4/28**

**Due: Social Studies Education Analysis (Assignment #5)**

Activities: Discuss reading; TBA

HW: Study for final exam

**Finals Week: 5/5 @ 5:15 pm**

Reference List for ELE5640

\*Denotes Unit Conceptual Framework Author

**In Bold** indicates "Dr. Bickford **HIGHLY** Recommends This!"

\*Ankeney, K., Del Rio, R., Nash, G., & Vigilante, D. (1996). *Bring history alive!: A sourcebook for teaching United States history*. LA: National Center for History in the Schools.

Apple, M. (1993). *Official knowledge: Democratic education in a conservative age*. New York: Routledge.

Banks, J. (2005). *Cultural diversity and education: Foundations, curriculum and teaching*. Boston, MA: Allyn and Bacon.

Banks, J. (1999). *Teaching strategies for the social studies: Decision-making and citizen action*. New York: Longman.

Bennett, C. I. (2006). *Comprehensive multicultural education: Theory and practice* (6<sup>th</sup> ed.). Boston: Allyn and Bacon.

Bennett, L., & Berson, M. J. (Eds.). (2007). *Digital age: Technology-based K-12 lesson plans for social studies*.

Silver Spring, MD: National Council for the Social Studies.

Brophy, J., Alleman, J., & Knighton, B. (2008). *Inside the social studies classroom*. New York: Routledge.

Brophy, J. & Alleman, J. (May, 1991). Activities as instructional tools: A framework for analysis and evaluation. *Educational Research*, 20, 9-22.

\*Brophy, J. & Alleman, J. (May, 1991). Activities as instructional tools: A framework for analysis and evaluation. *Educational Research*, 20, 9-22.

\*Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31, 21-32.

\*Bruner, J. S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.

**Chomsky, N. (2000). *Chomsky on miseducation*. NY: Rowman & Littlefield Publishers.**

**Dewey, J. (1900). *The school and society*. Chicago: University of Chicago Press.**

**Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.**

**Dewey, J. (1916). *Democracy and education*. New York: MacMillan.**

**Dewey, J. (1933). *How we think*. NY: Houghton Mifflin Company.**

\*Dewey, J. (1937). *Experience and education*. New York: Macmillan

Dewey, J. (1938). What is social study? *Progressive Education*, 15, 367-369.

\*Dunn, R. & Vigilante, D. (1996). *Bring history alive!: A sourcebook for teaching world history*. LA: National Center for History in the Schools.

\*Dunn, R. & Vigilante, D. (1996). *National standards for history*. LA: National Center for History in the Schools.

Engle, S. H. (1986). Late night thoughts about the new social studies. *Social Education*, 50, 20-22.

Engle, S. H. & Ochoa, A. (1988). *Education for democratic citizenship: Decision making in the social studies*. New York: Teachers College Press.

Foner, E. (2005). *Give me liberty!: An American history, Volume 2*. New York: W. W. Norton & Company.

Foucault, M. (1975). *Discipline and punish: The birth of the prison*. New York: Vintage Books, a Division of Random House, Inc.

Foucault, M. (1997). *Society must be defended: Lectures at the College de France, 1975-1976*. New York: Picador.

Freire, P. (1970). *Pedagogy of the oppressed*. NY: Continuum Press.

Glidden, H. (2008). Common ground: Clear, specific content holds teaching, texts, and tests together. *American Educator*, 32(1), 13-19.

Hirsch, E.D. (2004). *Cultural literacy: What every American needs to know*. New York: Vintage Books.

Hirsch, E. D. (2008). Plugging the hole in state standards: One man's modest proposal. *American Educator*, 32(1), 8-12.

**Holt, T. (1990). *Historical thinking: Narrative, imagination, and understanding*. NY: College Entrance Examination Board**

Press.

- Johnson, D. & Johnson, R. (1999). *Learning together and alone*. Boston: Allyn and Bacon.
- Johnson, D., Johnson, R., & Smith, K. (1998). Maximizing instruction through cooperative learning. *ASEE Prism* 7 (6), 24-29.
- Kohn, A. (February, 1997). How not to teach values. *Phi Delta Kappan*, 78, 429-439.
- Kozol, J. (1992). *Savage inequalities*. New York: Harper Perennial.
- Lee, E., Menkart, D., & Okazawa-Rey, M. (Eds.). (2002). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Washington D.C.: Teaching for Change.
- \*Lindquist, T. (1997). *Ways that work: Putting social studies standards into practice*. Portsmouth, NH: Heinemann.
- \*Lindquist, T. & Selwyn, D. (2000). *Social studies at the center: Integrating kids, content, and literacy*. Portsmouth, NH: Heinemann.
- \*Lindquist, T. (2002). *Seeing the whole through social studies*. Portsmouth, NH: Heinemann
- \*Lockwood, A. & Harris, D. (1985). *Reasoning with democratic values: Ethical problems in United States History (Volume 2: 1877 to the present)*. NY: Teachers College, Columbia University Press.
- \*Loewen, J. (1992). *The truth about Columbus: A subversively true poster book for a dubiously celebratory occasion*. NY: Simon & Schuster.
- Loewen, J. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. NY: Simon & Schuster.
- \*Marius, R. (1999). *A short guide to writing about history, 3<sup>rd</sup> Ed*. NY: Longman Press.
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, (July/August), 10-12.
- McTighe, J. & Wiggins, G. (2005). *The understanding by design handbook* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Merryfield, M. (2007). The Web and teachers' decision-making in global education. *Theory and Research in Social Education*, 35(2), 256-276.
- Molnar, A. (1987) The issue at hand: A republic...if we can keep it. *Educational Leadership*, 45(2).
- Mussen, P. & Eisenberg-Berg, N. (1977). *Roots of caring, sharing, and helping: The development of prosocial behavior in children*. New York: Freeman.
- Myers, J. P. (2006). Rethinking the social studies curriculum in the context of globalization: Education for global citizenship in the U.S. *Theory and Research in Social Education*, 34(3), 370-394.
- Nash, G., Crabtree, C. & Dunn, R. (1997). *History on trial: Culture wars and the teaching of the past*. NY: Alfred A. Knopf.
- \*National Council for the Social Studies (1994). *Expectations of excellence: Curriculum standards for social studies*. Washington: NCSS.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.
- Ochoa-Becker, A. (2001). A critique of NCSS curriculum standards. *Social Education*, 65(3), 165-168.
- Paley, V. G. (1993). *You can't say you can't play*. Cambridge, MA: Harvard University Press.
- Parker, W. C. (1993). *Educating the democratic mind*. Albany: State University of New York Press. (pp. 1 -22).
- Parker, W. (Ed.) (1996). *Educating the democratic mind*. Albany, NY: SUNY Press.**
- Parker, W. C. (2009). *Social studies in elementary education*. Boston: Allyn and Bacon.
- Parker, W. C. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.
- Pelo, A. & Pelajoquin, K. (2006). Why we banned legos. *Rethinking Schools*, 21(2).
- Piaget, J. (1965). *Moral judgement of the child*. New York: The Free Press.
- Rosenstone, R. (1995). *Visions of the past: The challenge of film to our idea of history*. Cambridge, MA: Harvard University Press.**
- Ross, E. (1997). *The social studies curriculum: Purposes, problems, and possibilities*. Albany, NY: SUNY Press.**
- Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.
- Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*. New York: Macmillan Publishing Company.
- Schubert, W. H. (1987). What is citizenship education and who is JD? *Educational Leadership* 45(2), 76-82.
- Schweber, S. A. (2006). "Holocaust fatigue" in teaching today. *Social Education*, 70(1), 44-50.
- Shenkman, R. (1988). *Legends, lies, and cherished myths of American history*. NY: HarperPerennial.**
- Shenkman, R. (1991). *I love Paul Revere, whether he rode or not*. NY: HarperPerennial.**
- Staley, D. (2003). *Computers, visualization, and history: How new technology will transform our understanding of the past*. Armonk, NY: M.E. Sharpe.**
- \*Sunstein, B. & Lovell, J. (Eds.) (2000). *The portfolio standard: How students can show us what they know and are able to do*. Portsmouth, NH: Heinemann.
- Symcox, L. (2002). *Whose history?: The struggle for national standards in American classrooms*. NY: Teachers College, Columbia University.**
- \*Taba, H., Durkin, M. C., McNaughton, A. H., & Fraenkel, J. R. (1967). *Teacher's handbook for elementary social studies*. Menlo Park, CA: Addison-Wesley.

Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

\*Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press

\*Wheeler, W. & Becker, S. (1994). *Discovering the American past: A look at the evidence (3<sup>rd</sup> edition, Volume 1: to 1877)*. Boston: Houghton Mifflin Company

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

\*Williams, R. (2003). *The historian's toolbox: A student's guide to the theory and craft of history*. Armonk, NY: M.E. Sharpe.

Willinsky, J. (1998). *Learning to divide the world: Education at empire's end*. Minneapolis, MN: University of Minnesota Press.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia: Temple University Press.