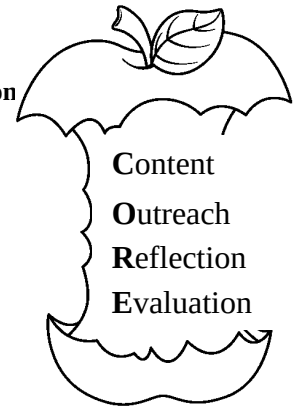
Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340:001 Social Studies for the Elementary and Middle School



Instructor: John H. Bickford III, Ph.D.
Office: 2205 Buzzard
Email: jbickford@eiu.edu
Office Hours: M & W 11-12, T & TH 10-11
Phone: 217-581-7885
Class Meetings: T & TH 8-9:40am 2160 Buzzard
Semester: Fall 2017

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.
Catalog Description: Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 3100 or MLE 40001. (3-0-3)
Prerequisites & Concurrent Enrollment: ELE 3050 and concurrent enrollment in ELE 3100 or MLE 3110 or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.
Course Purpose: The primary purpose of social studies is to help young people develop the ability to "make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." (NCSS, Expectations of Excellence, p. vii). ELE 3340 is structured to assist in preparing pre-service teachers to teach social studies in elementary and middle schools. Course goals include helping pre-service teachers to develop: a) confidence in their teaching abilities; b) knowledge of social studies content and sequences; and c) the ability to select and utilize developmentally and age appropriate materials and techniques. ELE 3340 is essential in helping pre-service teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.
Course Textbooks: National Council for the Social Studies. (2010). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.
Supplemental Materials: Live Text account
Teaching Model:

- **Social Models:** When we work together, we generate a collective energy called *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. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.
Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.
Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.
Standards related to ELE 3340:
Course Requirements & demonstrated competencies with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes specific to ELE 3340: Students will:

- Demonstrate commitment to continuing enhancement of knowledge bases in the Social Studies and in best practice pedagogy
- Search, evaluate, and apply appropriate resources including primary sources
- Develop conceptually connected themed curriculum

- Ground pedagogy in democratic beliefs and values (NCSS)
- Utilize inquiry and critical thinking in curriculum development
- Place emphasis on "reasoned and informed decision making for the public good in a diverse and interdependent world," according to the NCSS definition of competent citizenship, the goal of the Social Studies.

Course Requirements	**Demonstrated Competencies**	**Aligned Standards**
Participation	Performance includes discussion, volunteer input, engagement with others, and cooperative learning situations that relate to social issues and social concerns. Focus is on critical citizenship education that results in constructive social action	IPTS 8B, 9H, 9I, 9K ACEI 5.1 NAEYC 5A, 5B, 5C Dispositions EC, PEP, PTSL
Integrated Social Studies Curriculum Unit	Performance includes application of technology skills in researching topics; and development activities reflecting creativity, higher order thinking skills, different learning styles, and multiple assessments. Qualitative and developmentally appropriate children's literature will be collected and applied in unit projects. Focus is on the design of integrated and themed curriculum for comprehensive social studies and citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors. LiveText uploads will be submitted from the Social Studies Curriculum Unit.	IPTS 1B, 1G, 1H, 1I, 1J, 2B, 2C, 2D, 2I, 2J, 2K, 2Q, 3A, 5D, 6F, 6G, 6I, 6P, 7A, 7B, ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 3A, 4B, 5A AMLE B2c, C4a, C4b, C4c SEL 2B, 2C, Dispositions EC, PEP, PTSL, SDE
History and Social Studies Education Literature Reviews	Performance may include assembling and evaluating history articles and/or social studies education articles provided by the instructor and submitting a reaction paper and/or locating relevant social studies sources, topics, issues, and providing a reflection paper. Focus is on utilization of vital social issues, current events, enhancement of the concept, and experience of thoughtful democratic citizenship.	IPTS 2B, 2D, 2G, 2I, 2K, 2Q, 3A, 5D, 6I, 6P ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 5A, AMLE B2a, Dispositions EC, PEP, SCE
Children's Literature Review	Performance includes demonstration of content knowledge, research skills, multiple perspectives, and historical representations within children's literature. Diverse primary sources and appropriate technological resources will be utilized.	IPTS 2A, 2D, 2H, 2I, 2N, 2Q, 3A, 6F, 6G ACEI 1.0, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, NAEYC 1B, 4B, 5A AMLE B2a, B2c, Dispositions EC, PEP, PTSL, SDE
Assessment/Exam	The course assessments and final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University	IPTS 9K ACEI 5.1 NAEYC 3A, 3B, 3C, 4D, SEL Dispositions EC

Core Assignment	Brief Description	Points/Due Date
(#1) Participation	Forms of positive student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.	10 points total/10% **Due Date: Ongoing**
(#2) History/SS Education Literature Reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review. Students will thoroughly read and critically evaluate two social studies/history education research articles.	30 points total (15 each); 30% total **Due Date:** **Part 1: TH, 8/31** **Part 2: TH, 9/14**
(#3) Children's Literature Reviews	Critically thoroughly examine selected children's historical fiction &/or non-fiction literature related to their selected topic for historical accuracy, historical misrepresentations, and relevance in the classroom. Students will engage in interactive presentation of their readings of their selected children's books.	15 for reading; 15% 5 for presentation; 5% 20 points total; 20% **Due Date for Review: TH 9/28** **Discussion: T 10/3**
(#4) Integrated Social Studies Curriculum Unit	Students will synthesize understandings generated in #2, #3, and class participation during creation of an original social studies curriculum unit. This unit will investigate an essential question related to the historical topics (see options below). This investigation will emphasize both history content and content area literacy. Historical resources will be located, modified, and employed. Lesson plans and assessments will be developed to enable diverse learners to explore, explain, elaborate and respond to unit components. **Students will upload one EIU Lesson Plan to LiveText.**	30 points total/30% **Rough Draft: TH 10/19** **Final Draft: TH 12/7** **LiveText LP: TH, 12/7**
Assessment/Exam	Final exam reflects course objectives.	**Monday 12/11** **Online**

The instructor provides detailed instructions and expectations for each assignment on D2L.
Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%
Late work policy: All assignments are reduced 5% for every day that they are late

HISTORY ERAS/EVENTS/PEOPLE

- Events/Eras: Ancient Egypt, Child Labor, the Civil Rights Movement, the Holocaust, World War II, Slavery and/or the Underground Railroad, Reconstruction, the Civil War, Thanksgiving and/or Mayflower and/or Pilgrims, Native Americans culture/history, ***something else?***
- People: Abraham Lincoln, Amelia Earhart, Eleanor Roosevelt, Helen Keller, Anne Sullivan, Martin L. King, Rosa Parks, John F. Kennedy, ***someone else?***

Assignments #2, #3, & #4 (below) will all connect to your selection

DETAILS OF ASSIGNMENTS

(See D2L for detailed descriptions & rubrics)

Assignment #1: **Participation**. **10 points** **Due: Ongoing**

Summary: This grade rewards consistent, active, constructive contributions, not simply attendance.

Product: Meaningful and positive involvement in all activities.

Assignment #2: **History/SS Education Literature Reviews**. **30 points (15 each)** **Due: 8/31 & 9/14**

Summary: This is a typical article review assignment, but of two specific articles (Assigned Reading #3 & any one of the options under Assigned Reading #4a-i). In each review, you will (A) summarize main points and (B) make comparisons to discussions from class and/or previous course readings.

Product: 2 pages minimum for each article

Assignment #3: **Critical Reading/Presentation of Children's Lit**. **20 points** **Review: 9/28**
Lit Circ Discussion 10/3

Summary: You will read and critically evaluate 2-5 children's books (depending on the books' length; no less than 150 pages) to determine how history is represented. You will present findings.

Product: 2 pages minimum for each book

Assignment #4: **Social Studies Curriculum Unit**. **30 points ROUGH: 10/19 FINAL & LIVETEXT: 12/7**

Summary: Students will create a portfolio (digital or paper) representing 1, 2a, 2b, 3a, 3b, & 3c.

Product: Your unit will have:

1. Fundamentals of Unit
    a. Essential Question: **(Pass/Fail)**
    b. Common Core State Standard(s) **(Pass/Fail)**
    c. National Council of the Social Studies standard(s) **(Pass/Fail)**
2. History Content
    a. Children's lit. (Assignment #3) **(No rubric here–already graded–include anyway to use in 2b, 3a, 3b, 4)**
    b. Primary sources will supplement the children's literature. Primary historical sources are documents from "when the event occurred" (newspaper, letters, drawings, maps, diary entries, etc.). They each need to be:
        1. Annotated. For each source, include as much of information as possible.
        2. Adapted and developmentally responsive to students' reading abilities.
        3. Contextualized (answer: what type of primary source is this? What does it "say" or "do" or what can be learned from it? How is this primary source connected to other sources?)
        4. (Each will be on separate page, 10+ pages) **(EdTPA Rubric 4; see D2L)**
3. Age-appropriate and discipline-specific pedagogy (**pick your favorites from Assignment #1 & #2 above**)
    a. Methodology/Content area literacy strategies (Summaries of 5 favorite methods/lit strategies with explicit connections to content from 2A & 2B, 2 pages total) **(EdTPA Rubric 1; see D2L)**
    b. Assessment (Summaries of 5 favorite assessments with explicit connections to content from 2A & 2B, 2 pages total) **(EdTPA Rubric 2; see D2L)**
4. Construct one EIU Lesson Plan using 1, 2, & 3 (above) and upload it to LiveText.
    a. Centered on **both** NCSS Standards & Illinois Common Core
    b. Incorporate primary source content and/or children's literature
    c. Include differentiated content (for high achievers and those in need of support), especially re: primary sources
    d. Utilize engaging (hands-on, student-centered, activity-based) methods,
    e. Employ authentic assessments
    f. Target a specific age level or grade (K-8th) **(Pass/Fail for LiveText)**

Assignment #5. **Final Exam**. **10 points** **Due Date: Mon, 12/11 (online)**

Summary: Final Exam

Product: Final Exam

ASSIGNED READINGS & EXTRA CREDIT READINGS (all of which are located on D2L)

1. **Assigned:** National Council for the Social Studies. (2010). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle River, NJ: Prentice-Hall, Inc.
2. **Assigned:** Williams, T. (2009). A closer look: The representation of slavery in the *Dear America* series. *Social Studies and the Young Learner, 21*(3), 26-29.
3. **Assigned:** (pick any one):
    a. Bickford, J. (2013a). Examining historical (mis)representations of **Christopher Columbus** within children's literature. *Social Studies Research & Practice, 8*(2), 1-24.
    b. Bickford, J. & Rich, C. (2014b). Tradebooks' historical representation of **Eleanor Roosevelt, Rosa Parks, and Helen Keller**. *Social Studies Research & Practice*, *9*(1), 18-65.
    c. Bickford, J. & Rich, C. (2014c). Examining the representations of **slavery** within children's literature. *Social Studies Research & Practice, 9*(1), 66-94.
    d. Bickford, J. & Hunt, L. (2014) Common Core, informational texts, and the historical (mis)representations of **Native Americans** within trade books. *The Councilor: A Journal of the Social Studies, 75*(2), 1-16.
    e. Bickford, J., Dilley, D., & Metz, V. (2015). Historical writing, speaking, and listening using informational texts **Abraham Lincoln** and **Amelia Earhart** in elementary curricula. *The Councilor: A Journal of the Social Studies, 76*(1), 1-16.
    f. Bickford, J. & Rich, C. (2015a). Scrutinizing and supplementing children's literature about **child labor**. *Social Studies Research & Practice*, *10*(1), 21-40.
    g. Bickford, J. & Rich, C. (2015b). Examining the historical representation of **Thanksgiving** within primary and intermediate children's literature. *Journal of Children's Literature, 40*(2), 5-21.
    h. Bickford, J., Schuette, L., & Rich, C. (2015). Examining the historical representation of the **Holocaust** within trade books. *Journal of International Social Studies, 5*(1), 4-50.
    i. Bickford, J. (2015). Assessing and addressing the historical (mis)representations of the **Civil Rights Movement** within children's literature. *The History Teacher, 48*(4), 693-736.
    j. Bickford, J. & Silva, K. (2016). Trade books' historical representation of **Anne Sullivan Macy**, *The Miracle Worker*. *Social Studies Research & Practice*, *11*(1), 56-72.
    k. Bickford, J. & Schuette, L. (2016). Trade books' historical representation of the **Black Freedom Movement, slavery through civil rights**. *Journal of Children's Literature, 41*(1), 20-43.
    l. Bickford, J. & Badal, T. (2017). Trade books' historical representation of **Eleanor Roosevelt**, *First Lady of the World*. *Social Studies Research and Practice*, *11*(3), 1-18.
4. **Extra Credit**:
    a. Bickford, J. (2013b). Initiating historical thinking in elementary schools. *Social Studies Research and Practice*, *8*(3), 60-77.
    b. Bickford, J. & Bickford, M. (2015a). Historical thinking, reading, and writing about the world's newest nation, South Sudan. *Social Studies Research & Practice, 10*(2), 111-123.
    c. Bickford, J. & Bickford M. (2015b). Evoking students' curiosity and complicating their historical thinking through manageable, engaging confusion. *The History Teacher, 49*(4), 63-88.
    d. Bickford, J. (2016). Integrating creative, critical, and historical thinking through close reading, document-based writing, and original political cartooning. *The Councilor: A Journal of the Social Studies, 77*(1), 1-9.

COURSE OUTLINE

Week 1 – 8/21

1 - Tuesday: Personal questionnaire; Complicating students' understandings with diverse perspectives (**sentence scramble**); Discuss topic for Unit Plan

HW: Read *NCSS* Statement on Social Studies (pages 169-171) (submit for participation points);

2 - Thursday: Discuss expectations and assignments & topics for Unit Plan; Discuss Patriot's History; Complicating students' understandings with diverse perspectives (**organization & reorganization**)

HW: Consider and select a history-based topic for your unit; Finish 1st part of Assignment #2; Williams (2009) (#3 under Assigned Readings) review is due next week (1st part of assignment #2)

Week 2 – 8/28

3 – Tuesday: Contrast People's vs. Patriot's History; Scrutinizing primary sources (**sourcing**)

HW: Consider and select a history-based topic for your unit; Finish 1st part of Assignment #2

4 - Thursday: Primary sources & "adding depth" to literature (**story sequencing**); Williams (2009) (#3 under Assigned Readings) review is due (1st part of assignment #2);

HW: Read *NCSS* theme for *Culture* (Early Grades starts on 68; Middle Grades starts on 94) (submit for participation points)

Week 3 – 9/4

5 - Tuesday: Rosa Parks (**content analysis** of children's literature & primary Source integration with children's literature)

HW: Select and read an article from #4 (4a-4i) under Assigned Readings; review is due next week (2nd part of assignment #2)

6 - Thursday: Rosa Parks (**narrative** writing & **timeline** construction)

HW: Read an article from Assigned Readings #4 (4a-4i) under Assigned Readings; Read *NCSS* theme for *Time, Continuity, and Change* (Early Grades starts on 70; Middle Grades starts on 97) (submit for participation points)

Week 4 – 9/11

7 - Tuesday: Helen Keller & Anne Sullivan

HW: Read/analyze children's literature related to your selected topic

8 - Thursday: Primary source location and modification to supplement children's literature; Review of article from #4 under Assigned Readings (4a-4k) is due (2nd part of assignment #2); (**in-class with computers**)

HW: Read/analyze children's literature related to your selected topic; Read *NCSS* theme for *People, Places, & Environ's* (Early Grades starts on 72; Middle Grades starts on 100) (submit for participation points);

Week 5 – 9/18

9 - Tuesday: Venn, revisions with Venns, and revisions of Venns

HW: Read/analyze children's literature related to your selected topic

10 - Thursday: Reconstruction (**DBQs**); (**in-class with computers**)

HW: Read/analyze children's literature related to your selected topic; Read *NCSS* theme for *Individ. Develop. & Identity* (Early Grades starts on 76; Middle Grades starts on 104) (submit for participation points)

Critical Reading/Analysis of Children's Literature is due next week (assignment #3)

Week 6 – 9/25

11 - Tuesday: TBA

HW: Begin to develop your unit (rough draft is due before spring break)

12 - Thursday: E. Roosevelt (**document analysis**); Critical Reading/Analysis of Children's Literature is due (assignment #3)

HW: Begin to develop your unit (rough draft is due before spring break); Read *NCSS* theme for *Individ., Groups, & Institutions* (Early Grades starts on 78; Middle Grades starts on 108)

(submit for participation points); Lit Circle discussions are next Tuesday (bring digital or print copies)

Week 7 – 10/2

13 - Tuesday: Literacy Circle discussion on children's literature; E. Roosevelt (**expository writing**)
HW: Work on Unit/Lesson (rough draft is due before spring break)
14 - Thursday: Jackie Robinson (**Historical Fiction Newspapers**); (**in-class with computers**)
HW: Work on Unit/Lesson (rough draft is due before spring break); Read *NCSS* theme for *Power, Authority, & Governance* (Early Grades starts on 80; Middle Grades starts on 110) (submit for participation points);

Week 8 – 10/9

15 - Tuesday: Annie Sullivan & Helen Keller (**Postage Stamps**)
HW: Work on Unit/Lesson (rough draft is before spring break)
16 - Thursday: Refining assessments (**Venn Diagrams** & **Concept Map**); (**in-class with computers**)
HW: Work on Unit Plan; Read *NCSS* theme for *Production, Distribution, & Consumption* (Early Grades starts on 82; Middle Grades starts on 112) (submit for participation points);
Unit Plan (assignment #4) ROUGH DRAFT is due in next week

Week 9 – 10/16

17 - Tuesday: Thanksgiving & Pilgrims (**Content Analysis** & **Narrative Revision**);
HW: Work on Unit/Lesson (rough draft is due before Practicum); Read *NCSS* theme for *Science, Technology, and Society* (Early Grades starts on ___; Middle Grades starts on ___) (submit for participation points);
18 - Thursday: Unit development; (**in-class with computers**)
Unit Plan (assignment #4) ROUGH DRAFT is due;

Weeks 10-13 (10/23-11/17) ***PRACTICUM***
Week 14 (11/20-11/24) ***THANKSGIVING***

Week 15 – 11/27

19 - Tuesday: Discuss practicum experience & historical argumentation through Original Political Cartoons
HW: Finish revisions on Unit Plan and LiveText Lesson, which is due next week; Read *NCSS* theme for *Global Connections* (Early Grades starts on ___; Middle Grades starts on ___) (submit for participation points);
20 - Thursday: Teaching critical speaking (debates vs. constructive controversy)
HW: Finish revisions on Unit Plan and LiveText Lesson, which is due next week

Week 16 – 12/4

19 - Tuesday: Discuss practicum experience & historical argumentation through Original Political Cartoons
HW: Finish revisions on Unit Plan and LiveText Lesson, which is due next week; Read *NCSS* theme for *Civic Ideals and Practices* (Early Grades starts on ___; Middle Grades starts on ___) (submit for participation points);
20 - Thursday: TBA; Unit Plan (assignment #4) is due; Live Text Lesson is due
HW: Final exam

Week 17 – FINALS WEEK

Final Exam Monday, 12/11 Online

Academic Integrity: "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. "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."

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) 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 9th Street Hall, Room 1302.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 3340 References

***Denotes Unit Conceptual Framework References**

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.

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

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

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

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

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.

Lindquist, T. (1997). *Ways that work*. 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

Mussen, P. & Eisenberg-Berg, N. (1977). *Roots of caring, sharing, and helping: The development of pro-social behavior in children*. New York: Freeman.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.

Parker, W. C. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.

Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.

*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.

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

****

****