

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:** John H. Bickford III, Ph.D.

**Office:** 2205 Buzzard

**Email:** jbickford@eiu.edu

**Office Hours:** M & W 12-1, T & TH 10-11 *or we can talk on the phone or skype some morning, afternoon, or evening*

**Phone:** 217-581-7885

**Class Meetings:** online; 8 different two-week modules in a work-at-your-own-pace format

**Semester:** Spring 2018

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

**Graduate Mission Statement:** The Graduate Program in Elementary Education advances 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 graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

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

*National curriculum standards for social studies.* [ISBN: 978-0-87 986-105-6]

**Supplemental Materials:** None

**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. 10-13)

**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)

**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. 15-17)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9<sup>th</sup> ed.). Boston: Pearson.

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

**Illinois Common Core Standards** [http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf) **Illinois**  
**Professional Teaching Standards** [http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_std.pdf](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_std.pdf)  
**Illinois Social Emotional Learning Standards (SEL)** [http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)  
**National Council for the Social Studies (2013).** *College, career, and civic life (C3) framework for social studies state standards: Guidelines for enhancing the rigor of k-12 civics, economics, geography, and history.* Silver Spring, MD: NCSS.  
**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 Eastern Illinois University
Participation	<ul style="list-style-type: none"> <li>• Relate the goals and extent of social studies curriculum beyond the subject area to the goals of public education in a democratic society.</li> <li>• 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.</li> <li>• Develop and exercise a working knowledge of national and state standards for the Social Studies.</li> <li>• Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.</li> </ul>	<p>2.a. critical thinking and problem solving</p> <p>5b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace,</p> <p>5.f. an ability to engage in reflective practice</p> <p>6a. the ability to collaborate with other professionals to promote the success of their clientele,</p> <p>6b. the ability to work with the community to promote the success of their clientele</p>
Secondary Historical Source Analysis	<ul style="list-style-type: none"> <li>• Search, evaluate, create, and apply excellent resources for research, teaching, and learning, including primary sources.</li> <li>• Utilize inquiry and critical thinking in curriculum development and pedagogy.</li> </ul>	<p>2a. critical thinking and problem solving,</p> <p>3b. effective written communication skills,</p> <p>4a. an understanding of the role of research in the discipline,</p> <p>4b. the ability to conduct research and apply it to practice,</p> <p>5.d. an ability to provide evidence of differentiation of</p>

		<p>curricula,</p> <p>5.f. an ability to engage in reflective practice</p> <p>6a. the ability to collaborate with other professionals to promote the success of their clientele.</p>
Primary Historical Source Analysis	<ul style="list-style-type: none"> <li>Search, evaluate, create, and apply excellent resources for research, teaching, and learning, including primary sources.</li> </ul>	<p>1c. the ability to apply content knowledge to practice,</p> <p>2a. critical thinking and problem solving,</p> <p>3b. effective written communication.</p>
Children's Literature Analysis	<ul style="list-style-type: none"> <li>Search, evaluate, create, and apply excellent resources for research, teaching, and learning, including primary sources.</li> <li>Develop and exercise a working knowledge of national and state standards for the Social Studies.</li> <li>Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.</li> </ul>	<p>1c. the ability to apply content knowledge to practice,</p> <p>2a. critical thinking and problem solving,</p> <p>3b. effective written communication.</p> <p>4b. the ability to conduct research and apply it to practice,</p>
Models for Historical/Civic Thinking	<ul style="list-style-type: none"> <li>Critically examine models, purposes, and practice in social studies curriculum, K-8.</li> <li>Ground curriculum and pedagogy in democratic beliefs and values (NCSS).</li> <li>Demonstrate commitment to improving knowledge bases in the Ten Social Studies Themes (NCSS).</li> <li>Develop and exercise a working knowledge of national and state standards for the Social Studies.</li> <li>Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.</li> </ul>	<p>2a. critical thinking and problem solving,</p> <p>2b. the ability to effectively evaluate situations and identify an appropriate course of action.</p> <p>3b. effective written communication skills,</p> <p>4a. an understanding of the role of research in the discipline,</p>

<p>Examination of History/Civic Education Research and Theory</p>	<ul style="list-style-type: none"> <li>• Critically examine models, purposes, and practice in social studies curriculum, K-8.</li> <li>• Ground curriculum and pedagogy in democratic beliefs and values (NCSS).</li> <li>• Demonstrate commitment to improving knowledge bases in the Ten Social Studies Themes (NCSS).</li> <li>• Develop and exercise a working knowledge of national and state standards for the Social Studies.</li> <li>• Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.</li> </ul>	<p>1a. a depth of content knowledge in the discipline,</p> <p>1c. the ability to apply content knowledge to practice,</p> <p>2a. critical thinking and problem solving,</p> <p>2b. the ability to effectively evaluate situations and identify an appropriate course of action,</p> <p>3b. effective written communication skills,</p> <p>4a. an understanding of the role of research in the discipline,</p> <p>5c. a respect for individual differences through the use of rich and varied approaches... evidence of this ability might include... reflective journals</p> <p>5.f. an ability to engage in reflective practice</p>
<p>Examination</p>	<ul style="list-style-type: none"> <li>• Relate the goals and extent of social studies curriculum beyond the subject area to the goals of public education in a democratic society.</li> <li>• 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.</li> <li>• Develop and exercise a working knowledge of national and state standards for the Social Studies.</li> <li>• Demonstrate commitment to improving knowledge in best practice pedagogy for concept attainment, inquiry, and skill development, and social action.</li> </ul>	<p>1a. depth of content knowledge in the discipline,</p> <p>1c. the ability to apply content knowledge to practice,</p> <p>2a. critical thinking and problem solving,</p> <p>3b. effective written communication.</p>

Core Assignment	Brief Description	Weight	Due Dates
1. Participation	Participation includes frequent and constructive contributions during class sessions. <b>1 point will be taken off for each absence.</b>	10%/10 pts	Ongoing
<p>Assignments 2, 3, &amp; 4 are all on the same topic in <b>history</b></p> <p>(Think: Christopher Columbus, ancient Egypt, or <i>any</i> historical figure, era, event, topic, or theme)</p>			
2. Secondary Historical Source Analysis	Students will read at least three (3) academic secondary sources (i.e., history book chapters, articles, or documentaries) directly related to the selected topic. Students will be assessed on their thorough scrutiny of the source(s). <b>This will enable students to historically contextualize their chosen historical person, era, or event. See D2L for directions &amp; rubric.</b>	15%/15 pts	2/5
3. Children's Literature Analysis	Students will thoroughly examine history-based trade books related to their selected event or person. The number of books will vary depending on topic and targeted age range (~300 pages is expected; 2-3 young adult literature books, 5-15 children's trade books, or some healthy mix.) Students will select the genre (historical fiction or a subgenre of non-fiction). <b>This will enable students to apply understandings generated from #2. See D2L for directions &amp; rubric.</b>	15%/15 pts	3/5
4. Primary Historical Source Analysis	Students will examine and contextualize (in a page for each) at least 10 primary sources relevant to the selected historical event or person. <b>This will enable students to adapt and differentiate history content about their selected historical person, event, or era. See D2L for directions &amp; rubric.</b>	5%/5 pts (1/2 point each)	3/26
<p>Assignment 5 is on a theme or topic in <b>history education</b></p> <p>(Think: close reading in history or text-based writing in social studies or civic education or anything else)</p> <p>(Assignment 5 can be connected to Assignments 2, 3, &amp; 4, but it does not have to be...)</p>			
5. Examination of Social Studies Education Research and Theory	Students will read and review no less than 10 social studies education articles/chapters relevant to their pedagogical approach. This can include, but is not limited to, (A) various articles, (B) textbook, (C) <i>Where Did Social Studies Go Wrong?</i> , and (D) John Dewey theory. <b>This pedagogy journal is intended to elicit more comprehensive understandings of theory and research in social studies education field. See D2L for directions &amp; rubric.</b>	50%/50 pts	4/29
6. Examination	Final Exam will be two simple questions: What are the most important things you gained from the course? How can I improve the course?	5%/5 pts	5/1

- **Descriptions of Assignments:** Detailed instructions & rubrics for each assignment are on D2L.
- **Submission:** All assignments are to be turned in digitally to D2L
- **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

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.**

**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: 2/5**

Summary: Read or view three (3) secondary sources directly related to the selected topic. See rubric on D2L.

Product: Summarize and consider the usability of the cited primary sources in any five sources (10 pages total)

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

**15%/15pts Due: 3/5**

Summary: You will read and critically evaluate 5-15 children's books (depending on the books' length) focused on a single historical event or person. 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: 3/26**

Summary: Locate, read, and critically examine 10 different primary historical sources focused on a single historical event or person. 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, 10 pages total.

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

**50%/50pts Due: 4/29**

Summary: Students will read and review no less than 10 articles or chapters directly related to their pedagogical approach. See rubric and directions on D2L. **(While many articles & chapters are required to be read, students select those they review)**

Product: 10 pages total

**Assignment #6.**

**Final Exam.**

**5points**

**Date: 5/1 @ 5:15**

**pm**

Summary & Product: Final Exam...duh. ☺

**Assignments 2, 3, & 4** are all on the same topic in **history**. This can be on any topic that you might teach kids. #2 is to give you background as a teacher. #3 is to get you to consider books you might give kids. #4 is to get you to consider ways to supplement the books with extra, engaging sources. *Assignments 2-4 are wide open. You can pick anything...and I can help!*

**Assignment 5** is on a theme or topic in **history education**. This is about how to teach history (or civics or geography or economics). Think about a theme for teachers to become better teachers...close reading (which SS Ed people call *history literacy*) or text-based writing (which is called *historical argumentation*) or speaking and listening (sometimes called arguing and yelling haha) or perhaps it can be related to Assignments 2, 3, & 4. If you do, say, slavery in America for Assignments 2-4 then perhaps you can do how slavery is represented in textbooks for Assignment 5. If Assignments 2-4 are on Abraham Lincoln, maybe you'd like to do Assignment 5 on he's represented in trade books. *Assignment 5, though, is wide open. It can be anything...and I can help!*

## Topics by Modules

Each Module is expected to be two about weeks...except Module 7, which provides extended work time for you.

You can work ahead, and also at your own pace.

**Module One:** How we think about history...how social studies teachers think about history in the schools  
Weeks of 1/8 & 1/15 (finish by 1/21)

**Module Two:** History Literacy, Historical Thinking, and Historical Argumentation  
Weeks of 1/22 & 1/29 (finish by 2/4)

**Due on 2/5: Secondary historical analysis (Assignment #2)**

**Module Three:** Historical Thinking and History Content  
Weeks of 2/5 & 2/12 (finish by 2/18)

**Module Four:** Common Core and C3 Framework  
Weeks of 2/19 & 2/26 (finish by 3/4)

**Due on 3/5: Children's Literature Analysis (Assignment #3)**

**Module Five:** Connections to Disciplinary Literacy (Close Reading, Text-Based Writing, and Speaking/Listening)  
Weeks of 3/5 & 3/19 **Spring Break is week of 3/12** (finish by 3/25)

**Due on 3/26: Primary Source Analysis (Assignment #4)**

**Module Six:** Exploring the Texts and Tasks in Novel History-Based Activities  
Weeks of 3/26 & 4/2 (finish by 4/8)

**Module Seven:** Individual work on Assignment 5  
Weeks of 4/9 & 4/16 & 4/23 **This is 3 weeks to accommodate Assignment 5** (finish by 4/29)

**Due on 4/29: Social Studies Education Analysis (Assignment #5)**

**Finals Week: Tuesday, 5/1 (anytime)**

The Department of Early Childhood, Elementary, and Middle Level Education and the MSED in Curriculum and Instruction program are 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.

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

## Reference List for ELE5640

### \*Denotes Unit Conceptual Framework Author

- Alleman, J. & Brophy, J. (2003). History is alive: Teaching young children about changes over time. *The Social Studies*, 94(3), 107-110.
- \*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.
- Barton, K. & Levstik, L. (2003). Why don't more history teachers engage students in interpretation? *Social Education*, 67(6), 358-361.
- 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.
- Bickford, J. (2013a). Generating historical thinking in elementary schools. *Social Studies Research and Practice*, 8(3), 60-77.
- Bickford, J. (2013b). Examining historical (mis)representations of Christopher Columbus within children's literature. *Social Studies Research & Practice*, 8(2), 1-24.
- Bickford, J. (2012). Original political cartoon methodology and adaptations. *Social Studies Research & Practice*, 7(2), 91-101.
- 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.
- Case, R. (2013). The unfortunate consequences of Bloom's Taxonomy. *Social Education* 77(4), 196-200.
- Center on Education Policy (2008). *Instructional time in elementary schools: A closer look at changes for specific subjects*. Washington, DC: CEP.
- Chick, K. & Corle, S. (2012). A gender analysis of NCSS Notable Trade Books for the intermediate grades. *Social Studies Research and Practice*, 7(2), 1-14.
- Chick, K. & Hong, B. (2012). Differentiated instruction in elementary social studies: Where do teachers begin? *Social Studies Research and Practice*, 7(3), 112-121.
- Chomsky, N. (2000). *Chomsky on miseducation*. NY: Rowman & Littlefield Publishers.
- Common Core State Standards Initiative (2010). *Common Core state standards for English/language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Department of Education.
- 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.
- Drake, F. & Brown, S. (2003). A systematic approach to improve students' historical thinking. *The History Teacher*, 36(4), 465-489.
- \*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.
- Field, L. & Singer, J. (2006). Talking with children about the Columbian Exchange. *Social Studies and the Young Learner*, 18(4), 24-26.
- 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 Collège 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.
- Henning, M., Snow-Geron, J., Reed, D., & Warner, A. (2006). Listening to children think critically about Christopher Columbus. *Social Studies and the Young Learner*, 19(2), 19-22.
- 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.
- Loewen, J. (2000). *Lies across America: What our historic sites got wrong*. New York, NY: Touchstone.
- Loewen, J. (2010). *Teaching what really happened: How to avoid the tyranny of textbooks and get students excited about doing history*. New York: Teachers College Press.
- \*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 (2013). *College, career, and civic life (C3) framework for social studies state standards: Guidelines for enhancing the rigor of k-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS.
- Nokes, J. (2011). Recognizing and addressing the barriers to adolescents' "reading like historians." *The History Teacher*, 44(3), 379-404.
- 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. & Pelojoquin, 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
- VanSledright, B. (2004). What does it mean to think historically... and how do you teach it? *Social Education*, 68(3), 230-233.
- VanSledright, B. (2014). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York, NY: Routledge.
- \*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.
- 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.
- Wineburg, S. (1998). Reading Abraham Lincoln: An expert/expert study in the interpretation of historical texts. *Cognitive Science*, 22(3), 319-346.
- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.
- Wineburg, S. (2007). Unnatural and essential: The nature of historical thinking. *Teaching History*, 129, 6-11.
- Wineburg, S. (2010). Thinking like a historian. *Teaching with Primary Sources Quarterly*, 3(1), 2-5.
- Wineburg, S. & Martin, D. (2004). Reading and rewriting history. *Educational Leadership*, 61(1), 1-7.
- Wineburg, S. & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education*, 73(5), 212-216.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York, NY: Teachers College Press.