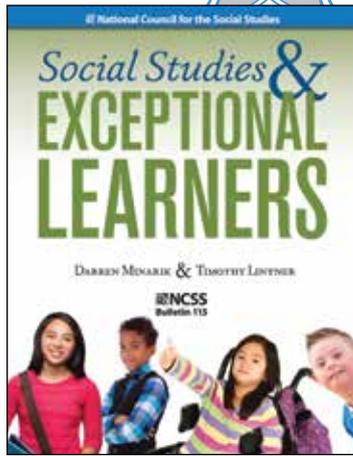




National Council for the Social Studies Publications 2016



Social Studies and Exceptional Learners

Darren Minarik and Timothy Lintner
NCSS Bulletin 115, 183 pp., 2016

Even as students with disabilities are more fully included in general education settings, there is a significant lack of resources on teaching social studies to these exceptional learners. This book fills that important gap. “The driving force behind this publication,”

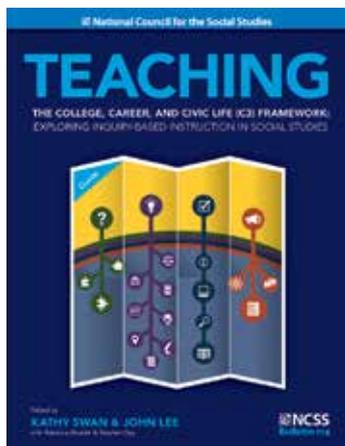
the authors write, “was the limited number of empirical investigations and teacher practitioner articles currently available for social studies educators who want to address the needs of exceptional learners in their classrooms.”

Darren Minarik and Timothy Lintner bring together the latest research in special education and social studies in this easy-to-use guide for educators at all levels from elementary through high school.

The authors provide background information on categories of disability, and laws driving disability services in schools, and recommend best practices for educating these exceptional students in an inclusive classroom setting. The topics discussed include instructional design and strategy, assessment, classroom management, and the use of appropriate technology.

Minarik and Lintner offer carefully designed lesson plans for teaching economics, geography, history, and civics to exceptional learners at each of the elementary, middle, and high school levels. The lessons are aligned with the national social studies standards and the C3 Framework for social studies state standards. The authors also recommend important institutional and published resources that can assist with the education of exceptional learners.

Item# 160115 Price: \$29.95/NCSS Members \$19.95



Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies

Edited by Kathy Swan and John Lee, with Rebecca Mueller and Stephen Day
NCSS Bulletin 114, 156 pp.

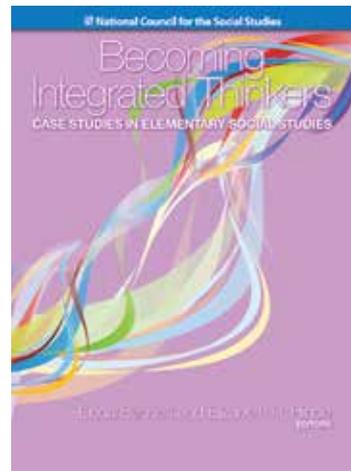
This book is an indispensable guide for teachers implementing the C3 Framework. The book consists of model lessons

contributed by 15 of the best social studies curricular organizations. Each lesson encompasses the whole of the C3 Inquiry Arc from questioning to action, engages students in a meaningful content experience that fits a typical curriculum, and needs between 2 and 5 days of instruction. Students collaborate, practice disciplinary literacy skills, and present their findings creatively. There are lessons for all grade bands from K-2 to 9-12.

The 15 lessons cover the range of C3 disciplines. Contributors examine the meaning of national symbols, the need to vote, and democracy in schools. There are economic analyses of the causes of the Great Depression and the historical impact of technology on productivity, as well as geographic perspectives on conflicts over rivers and American Indian responses to environmental challenges. Authors use primary sources to introduce historical topics ranging from the U.S. Constitution, immigration, and women’s suffrage, to the collapse of democracy in Nazi Germany and the U.S. civil rights movement.

This book is an essential resource for teachers seeking to put the C3 Framework into action.

Item# 140114 Price: \$29.95/NCSS Members: \$19.95



Becoming Integrated Thinkers: Case Studies in Elementary Social Studies

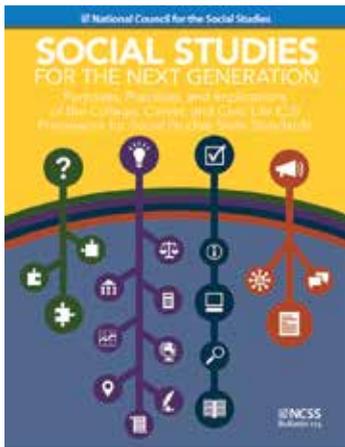
Edited by Linda Bennett and Elizabeth R. Hinde
National Council for the Social Studies, 128 pp., 2015

At a time when social studies is being curtailed in elementary schools, the contributors to this book show that it is still possible to teach social studies very well. The key strategy is one of effective integration,

which requires significant planning and pedagogical knowledge, but has a tremendous payoff.

The contributors to this book identify the foundations of effective integration, outline strategies for achieving this goal, and present case studies of successful integration at different elementary grade levels. The book includes model lessons that advance the objectives of the recently published C3 Framework, as well as those of the national social studies standards and the Common Core State Standards for English Language Arts and Literacy. This book is a vital resource for elementary teachers, teacher educators, teacher candidates, curriculum directors, and professional development supervisors.

Item# 140225 Price: \$29.95/NCSS Members: \$19.95



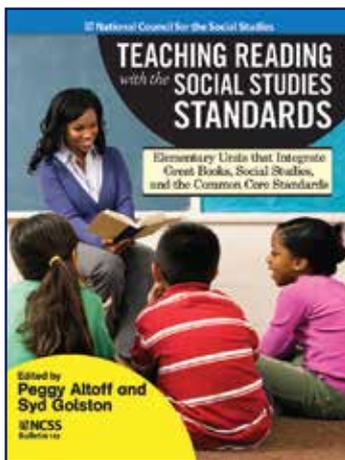
Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards

National Council for the Social Studies.
NCSS Bulletin 113, 144 pp. (including introductory chapters), 2013.

This important book breaks new ground with its inquiry-based framework for enhancing

social studies state standards and linking social studies education to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. The book includes the entire C3 document, “College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History,” which was produced by social studies curriculum experts working in collaboration with a Task Force of 15 professional organizations in the field of social studies. The book also offers valuable introductory chapters that discuss the origins and purposes of the C3 Framework, the central concept of the Inquiry Arc, the connections between C3 and the Common Core standards, the links between C3 and the national social studies standards, and appropriate assessments for C3.

Item# 130113 Price: \$29.95/NCSS Members: \$19.95



Teaching Reading with the Social Studies Standards: Elementary Units that Integrate Great Books, Social Studies, and the Common Core Standards

Edited by Syd Golston and Peggy Altoff
NCSS Bulletin 112, 118 pp., 2012

This book has been designed for elementary teachers who want to meet the common core reading standards as they teach social studies.

The class activities recommended in this book for each grade level allow teachers to accomplish the following objectives:

1. Achieve specific learning expectations outlined in the *National Curriculum Standards for Social Studies*.
2. Achieve specific objectives outlined in the Common Core Standards for Reading Literature (as well as selected other Common Core Standards)

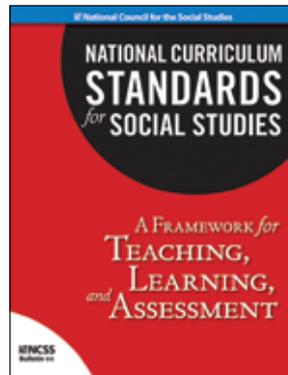
This book’s opening chapters lay the groundwork for the effective teaching of standards-based social studies through the use of literature. Most of the volume consists of reviews and annotations of outstanding children’s books for the elementary grades.

The contributors show teachers how to make the most of timeless classics such as *Make Way for Ducklings* and *The Little House*, as well as more recent books, including *You and Me Together*, *Nina Bonita*, *Show*

Way, *The Unbreakable Code* and *Sarah, Plain and Tall*.

This book provides teachers with guidelines for teaching excellent social studies through the use of literature in ways that offer students a rich education in the topics of culture and cultural diversity, history, geography, civics and government, global connections, social and economic change, and individual development.

Item# 120112 Price: \$29.95/NCSS Members: \$19.95



National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Developed by the NCSS Task Force for Social Studies Standards
NCSS Bulletin 111, 171 pp., 2010

Published in September 2010, the revised national social studies standards are an essential resource for schools, social studies teachers, school districts and teacher education programs. They offer the framework for developing social studies programs that educate students in the skills and knowledge needed for college, careers, and 21st-century citizenship.

The revised standards, like the earlier social studies standards published in 1994, continue to be structured around the ten themes of social studies. However, the revised standards offer a sharper focus on:

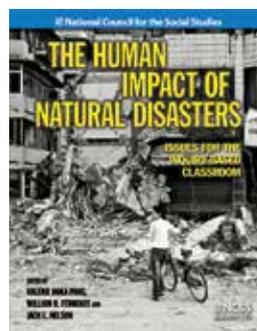
- Purposes
- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

The revised standards also include:

- Enhancements in the descriptions of the ten themes and the associated learning expectations
- The addition of new descriptions of standards-based class practices to time-tested descriptions that were included in the original edition of the standards
- A stronger focus on student products and their assessment
- An updated list of essential social studies skills and strategies, including literacy strategies

This volume should be part of the core library of all social studies educators, schools and colleges.

Item# 100111 Price: \$29.95/NCSS Members \$19.95



The Human Impact Of Natural Disasters: Issues For The Inquiry-Based Classroom

Edited by Valerie Ooka Pang, William R. Fernekes, and Jack L. Nelson
NCSS Bulletin 110, 113 pp., 2010

This book shows the value of making natural disasters a focus of the inquiry-based social studies classroom. Lesson plans or class activities based on different themes of the national social studies

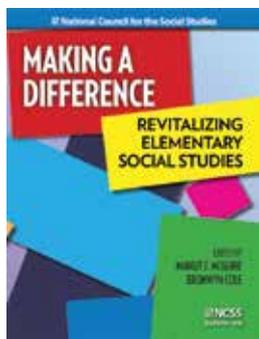
standards are also included in most chapters.

You can order online 24 hours a day at www.socialstudies.org/bookstore

A guiding thread of the entire volume is the commitment of its contributors to human rights education in an inquiry-based classroom.

Item# 100110

Price: \$26.00/NCSS Members: \$18.00



Making A Difference: Revitalizing Elementary Social Studies

Edited by Margit E. McGuire and Bronwyn Cole

NCSS Bulletin 109, 87 pp., 2010

The contributors to this book advocate a vision of revitalized social studies elementary education that engages students, incorporates best classroom practices, and results in demonstrable educational

accomplishments. Written by experienced and expert social studies educators with a keen eye for distinguishing classroom practices that work from those that do not, this book is an important contribution not only to social studies instruction, but to elementary education in general.

Item# 100109

Price \$24.00/NCSS Members: \$16.00

Cooperative Learning in the Social Studies Classroom

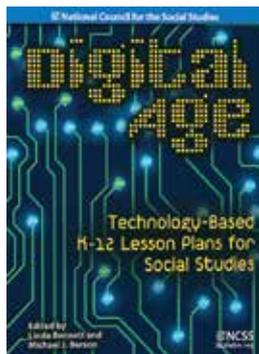
Edited by Robert J. Stahl, Ronald L. VanSickle and Nancy N. Stahl

NCSS Bulletin 108, 130 pp., 2009

This volume will help the reader reflect upon the gains that students and social studies educators can make by rejecting many of the old myths surrounding the value of competitive and rugged individualism and replacing these with a cooperative perspective on learning.

Item# 090108

Price: \$26.00/NCSS Members \$16.00



Digital Age: Technology-Based K-12 Lesson Plans for Social Studies

Edited by Linda Bennett and Michael J. Berson

NCSS Bulletin 105, 206 pp., 2007

This is an indispensable book for social studies educators at all grade levels. Its lesson plans are based on the NCSS Social Studies Standards and the National Educational Technology Standards and present some of the best uses of instructional technology to teach the range of social studies subjects.

Item# 070105

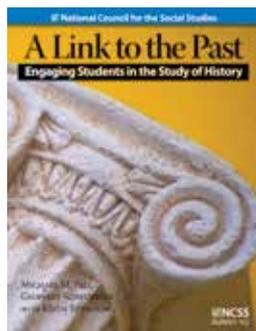
Price: \$26.00/
NCSS Members \$16.00

A Link To The Past: Engaging Students In The Study Of History

Michael M. Yell, Geoffrey Scheurman, with Keith Reynolds

NCSS Bulletin 102, 93 pp., 2004

Teachers will benefit from these powerful, tried and tested strategies for getting students involved in the study of history. The authors offer tips for all stages of a history unit: introducing the topic; involving students in discussion; enhancing writing and reading skills; teaching big ideas; and organizing and evaluating effective projects.



Item# 040102

The book offers useful lesson plans and a selection of valuable resources for teaching history. Its practical tips will help teachers who seek to interest students in history in ways that assist in fulfilling the requirements of a standards-based history curriculum. Author Michael Yell points out that “strategies that get students discussing, thinking and interacting with the content are invaluable for helping them learn and understand that content.”

Price \$26.00/NCSS members \$16.00

Social Studies and the World: Teaching Global Perspectives

Merry M. Merryfield and Angene Wilson

NCSS Bulletin 103, 141 pp., 2005

The authors of this book recommend ways of developing the skills needed by students to learn about and understand world cultures, world history, global issues and current events, as well as the links between the U.S. and the rest of the world.

Useful for educators at all levels, the book is especially valuable for classroom teachers. Its 49 lesson plans cover the range of social studies subjects, showing how global perspectives can enhance the curriculum. The book also recommends and presents literature and other resources likely to stimulate students to make their own voyages of intellectual discovery. This is a vital resource for educators seeking to incorporate world awareness into the social studies curriculum.

Item# 050103

Price \$26.00/NCSS Members \$16.00

Passport to Learning: Teaching Social Studies to ESL Students

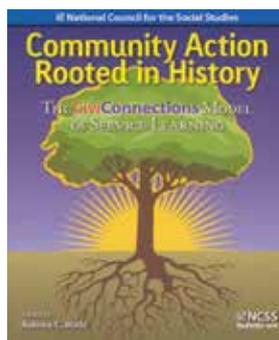
Bárbara C. Cruz, Joyce W. Nutta, Jason O'Brien, Carine M. Feyten and Jane M. Govoni

NCSS Bulletin 101, 123 pp., 2003

More and more teachers face the challenge of teaching social studies to students whose native language is not English. The authors of this book have designed it specially to help social studies teachers do so successfully.

Item# 030101

Price \$26.00/NCSS Members \$16.00



Community Action Rooted in History: The CiviConnections Model of Service-Learning

Edited by Rahima C. Wade

NCSS Bulletin 106, 78 pp., 2007

This book chronicles exciting projects in which teachers have linked the study of history to service learning initiatives. It is based on projects actually carried out by the

CiviConnections program, and will help teachers who seek to engage students' enthusiasm, meet community needs, and satisfy local and state curricular requirements.

Item# 070106

Price: \$22.00/NCSS Members \$16.00

Teaching Women's History through Literature: Standards-Based Lesson Plans for Grades K-12

Kay A. Chick
NCSS Bulletin 107, 132 pp., 2008

Women used to be almost invisible in history books used in school, and although they now have a stronger presence in textbooks, teachers often have difficulty finding the right additional resources for teaching women's history. Kay A. Chick's publication fills an important gap by identifying appealing literature that will engage students in the study of women's history. Biographies and historical fiction are the principal genres of literature selected. The author pays special attention to choosing developmentally appropriate books and lesson plans that can advance standards-based teaching at the primary, intermediate, middle school and high school grade levels.

Item# 080107 Price: \$24.00/NCSS Members \$16.00

Linking Literature with Life: The NCSS Standards and Children's Literature in the Middle Grades

Alexa A. Sandmann and John F. Ahern
NCSS Bulletin 99, 142 pp., 2002

This book was written by two experienced educators for teachers in search of children's literature that conforms to the social studies standards and that students in grades 5-8 really like. All kinds of books are represented—picture books, factual works, fiction, and poetry.

Item# 020099 Price \$22.00/NCSS Members \$16.00

Meeting The Standards: Social Studies Readings for K-6 Educators

Edited by Mary E. Haas and Margaret A. Laughlin
NCSS, 393 pp., 1996

Elementary educators will get great teaching ideas from this anthology of almost 100 articles specially selected for their valuable guidance in teaching social studies subjects to grades K-6. The first ten sections of the book contain suggestions for teaching each of the ten themes of the social studies standards, while the remaining five sections deal with curriculum issues, the integration of social studies, the use of literature to promote social studies understanding, cooperative learning, and

assessment.

Item# 429611

Price \$27.00/NCSS Members \$14.50

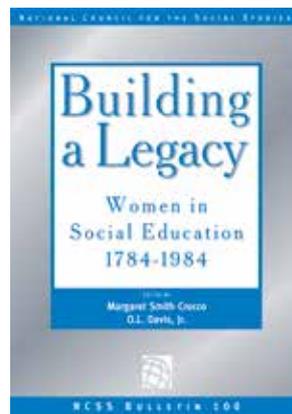
Teaching Together: School/University Collaboration to Improve Social Studies Education

Edited by Mary Christenson Marilyn Johnston and Jim Norris
NCSS Bulletin 98, 198 pp., 2001

This unique book presents the experiences of college professors and classroom teachers who have engaged in cooperative classroom projects that span the range of social studies disciplines at the elementary, middle, and high school levels. Each chapter is authored jointly by the classroom teacher and professor engaged in the project and highlights the achievements that resulted from their collaboration, the problems that arose, how they were solved, and what the implications and possibilities are for other educators seeking to engage in similar collaborative efforts.

Item# 980001

Price \$26.00/NCSS Members \$16.00



Building a Legacy: Women in Social Education, 1784–1984

Edited by Margaret Smith Crocco and O.L. Davis, Jr.
NCSS Bulletin 100, 162 pp., 2002

Women constitute the majority of K-12 social studies teachers, but historians have often neglected or underemphasized the importance of their role in the development of social studies. This volume shows how women have built a legacy in shaping social education, as seen through the biographies of more

than forty women over a 200-year period.

Item# 020100

Price \$24.00/NCSS Members \$16.00

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Developed in Michigan schools based upon prominent national research and in cooperation between Oakland Schools, Michigan, and NCSS, 2000.

Powerful and Authentic Social Studies (PASS) is a major professional development program for social studies educators at each of the three levels of schooling: elementary, middle, and high school. For each level there is a set of two DVDs, two videotapes and a manual outlining the principles of powerful and authentic social studies teaching. Each DVD/videotape set presents classroom teaching on at least seven topics representing various social studies disciplines. The manuals include reproducible handouts and transparencies designed to facilitate professional development workshops that build the capacity of teachers to meet standards for powerful and authentic social studies teaching.

NCSS regularly features a session on PASS at its annual meetings. In addition, NCSS has a professional development service that offers workshops and seminars on PASS to schools, school districts, and in-service professional development programs organized by state departments of education. Information on the NCSS Professional Development Service is available in the detailed brochure, or directly from Dr. Joseph A. Braun, Coordinator of NCSS Professional Development Services, at 831-869-9865 or jabraun@ilstu.edu. A detailed brochure on the PASS professional development program is available at www.socialstudies.org/pass.

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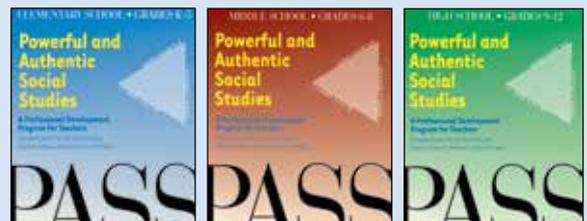
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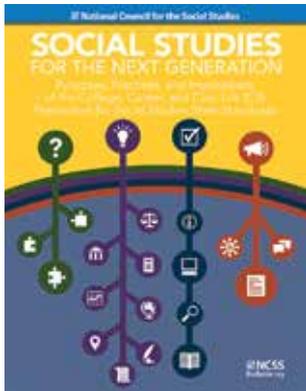
Price: \$149/NCSS Members \$90



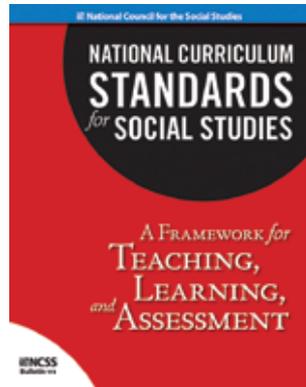
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Setting the Standards

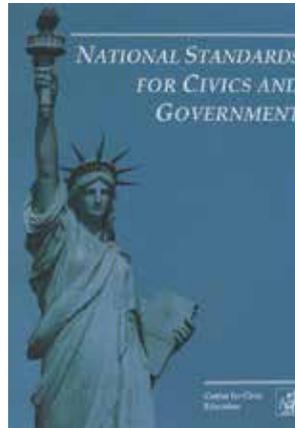
See also *Social Studies for the Next Generation* and *National Curriculum Standards for Social Studies* on page 2.



See page 2



See page 2



National Standards for Civics and Government

Developed by the Center for Civic Education, with support from the U.S. Department of Education and the Pew Charitable Trusts.
Center for Civic Education, 169 pp., 1995

This document includes content standards, summaries and rationale, and a statement of the standard for each content area. The standards are organized around five major questions, which help learners inquire into several important concepts related to civic life, the American political system, constitutional democracy, and the roles of the citizen.

Item# 181550

Price \$20.00/NCSS Members \$16.00



National Standards for History (Basic Edition)

Developed by the National Center for History in the Schools.
NCHS, 215 pp., 1996

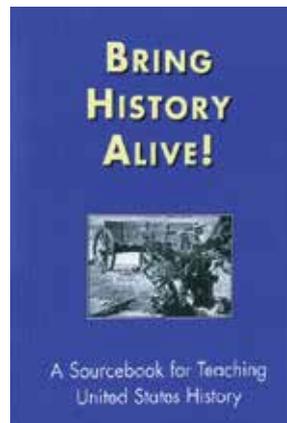
This 215-page volume includes standards for U.S. and world history. It is the official standards volume of 1996, replacing the three original volumes. Omitted from this revised volume are most of the teaching and class activity suggestions that were in the

original volumes.

Item# 399999

Price \$16.00/NCSS Members \$15.00

From the National Center for History in the Schools



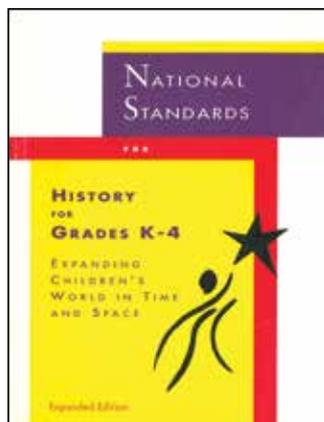
Bring History Alive! A Sourcebook for Teaching U.S. History

Edited by Kirk Ankeney, Richard Del Rio, Gary B. Nash and David Vigilante
NCHS, 244 pp., 1996

This volume offers teachers a treasury of ideas for teaching about U. S. history, with hundreds of classroom activities related to the history standards. Also included are teacher-friendly essays, articles and resource lists.

Item# 399901

Price \$25.00/NCSS Members \$23.00



National Standards for History for Grades K-4

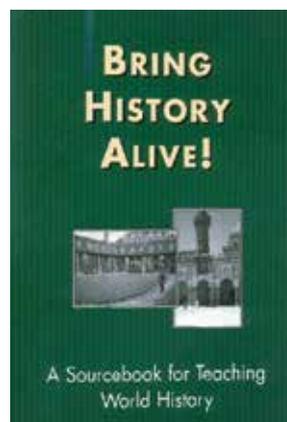
Developed by the National Center for History in the Schools
NCHS, 78 pp., 1994.

These standards provide an excellent basis for history education in the elementary classroom. Building upon children's immediate interest in the "here and now" to engage them in the study of the history of their community, state, nation, and world, these

standards include many lively examples of active learning in grades K-2 and 3-4 that have been developed by experienced teachers of young children.

Item# 399998

Price: \$15.00/NCSS Members: \$14.00



Bring History Alive! A Sourcebook for Teaching World History

Edited by Ross E. Dunn and David Vigilante
NCHS, 321 pp., 1996

This volume will be exceptionally valuable for world history teachers, with hundreds of classroom activities that supplement the history standards.

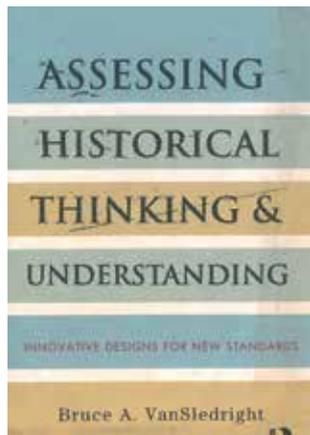
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Historical Perspectives

See also *A Link to the Past* (p. 3) *Community Action Rooted in History* (p. 3) and *Teaching Women's History through Literature* (p. 4)



Assessing Historical Thinking and Understanding: Innovative Designs for New Standards

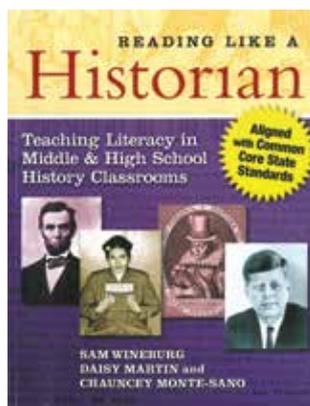
Bruce VanSledright
Routledge, 133 pp., 2013

Traditional standardized tests are often inadequate measures of historical thinking and understanding. The author suggests a variety of assessment strategies, items, and rubrics that measure whether students have attained more complex understandings, and outlines an approach to assessment that

reflects the Common Core State Standards.

Item# 496982

Price: \$33.95/NCSS Members \$30.95



Reading like a Historian: Teaching Literacy in Middle and High School Classrooms

Sam Wineburg, Daisy Martin and Chauncey Monte-Sano
Teachers College Press, 168 pp., 2012

This book focuses on engaging students in history with core questions, key concepts, and creative teaching strategies. It presents key moments in American history—beginning with exploration and

colonization and the events at Jamestown and ending with the Cuban Missile Crisis. Its focus on increasing student literacy will assist teachers in implementing the Common Core Standards.

Item# 494030

Price: \$28.95/NCSS Members:\$26.95

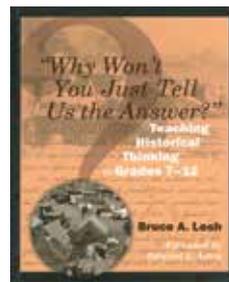
Reading, Thinking, and Writing about History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6–12

Chauncey Monte-Sano, Susan de La Paz, and Mark Felton
Teachers College Press, 256 pp., 2014

This book will be invaluable for teacher seeking to improve the skills of their students in writing about history. Focusing on six research-tested historical investigations, it presents the teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students. Sample student essays are included to illustrate how teachers can support the progress of different learners.

Item# 494100

Price: \$31.95/NCSS Members: \$29.95



Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12

Bruce A. Lesh
Stenhouse, 230 pp., 2011

Students may want teachers to just tell them the answers, but training them to think like historians requires that they focus on a question, gather a variety of historical sources, and then develop and

defend their answers to the question. The author draws on his experience to illustrate the application of these principles to specific historical topics that include Nat Turner's rebellion, Theodore Roosevelt and the Panama Canal, the Truman-MacArthur debate and the Civil Rights Movement.

Item# 498128

Price: \$22/NCSS Members: \$20

Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12

Joan Brodsky Schur
Stenhouse, 256 pp., 2007

In this book, Joan Brodsky Schur presents successful strategies for engaging students in history by placing them in the shoes of the ordinary people of past generations. The author outlines proven and effective ways of using six different types of primary sources: diaries, travelogues, letters, news articles, speeches and scrapbooks. Students will learn to interpret primary sources, express contrasting viewpoints, stage simulations, and develop their analytical thinking and presentation skills.

Item# 4977

Price: \$21.50/NCSS Members: \$19.00

Teaching About Controversial Issues

The Political Classroom: Evidence and Ethics in Democratic Education

Diana E. Hess and Paula McAvoy
Taylor and Francis, 247 pp., 2014

Introducing political issues into the classroom is pedagogically challenging and raises ethical issues for teachers. Diana E. Hess and Paula McAvoy advance a coherent plan for providing students with a non-partisan political education and for improving the quality of classroom deliberations. They present in-depth and engaging cases of teacher practice based on the findings of a large, mixed-method study about discussions of political issues in high school classrooms.

Item# 492392

Price:\$38.95/NCSS Members: \$35.95

Controversy in the Classroom: The Democratic Power of Discussion

Diana Hess
Routledge, 216 pp., 2009

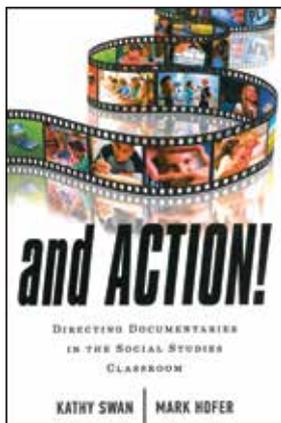
Diana Hess emphasizes the importance of teaching controversial issues as part of the democratic education that is an essential component of public education. She outlines the skills and approaches that offer teachers a sound and effective basis for bringing these issues to the classroom, providing examples drawn from her experience.

Item# 492292

Price: \$40.35/NCSS Members \$37.35

You can order online 24 hours a day at www.socialstudies.org/bookstore

Directing Student Documentary Projects



And Action! Directing Documentaries in the Social Studies Classroom

Kathy Swan and Mark Hofer
Rowman & Littlefield, 165 pp. 2014

This book is an indispensable guide for teachers whose students work on digital classroom documentary projects in K-12 social studies. The authors draw from many years of experience in working collaboratively with teachers to design and research documentary projects that focus on disciplined inquiry and the use of

evidence.

Item# 491484

Price: \$29.95/NCSS Members: \$27.95

We Are the Ones We Have Been Waiting For: The Promise of Civic Renewal in America

Peter Levine
Oxford University Press, 239 pp., 2013, hard cover

In the face of the profound political, economic and social problems confronting the United States, Peter Levine calls for a revitalization of American civic life. He shows that there are many examples of successful civic efforts to solve problems in communities across the country and argues that these efforts can serve as building blocks for a nationwide movement aiming at civic renewal.

Item# 498528

Price: \$29.95/NCSS Members: \$27.95

Research and Practice

Social Studies Today: Research and Practice

Edited by Walter C. Parker
Taylor and Francis, 310 pp., 2015

This book links social studies research and classroom practice, and features 32 chapters written by leading scholars. Their contributions are accessible, compelling, and practical, and cover a wide range of topics with rich examples. The chapters were originally published as articles in the Research and Practice column of *Social Education* between the years 2002 and 2014.

Item# 493102

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