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IN THIS ISSUE, we celebrate the twenty-fifth anniversary of one of our readers' favorite features—Teaching with Documents, prepared by the talented and dedicated educational specialists of the National Archives. This feature, which commenced publication in the fall of 1977, has provided classroom teachers with primary source documents and teaching suggestions that introduce students to important periods and issues in American history.

The use of primary sources is one of the best methods of interesting students in history because it places them directly in the role of historians. It can be difficult for teachers to find documents that are the right length, that are easily assimilated by students, and that at the same time lead to a greater understanding of major developments in our history. The skilled selections made by the National Archives staff have consistently accomplished this objective.

On this twenty-fifth anniversary of Teaching with Documents, the National Archives is part of a new nationwide initiative to introduce students to one hundred milestone documents that have influenced the course of our nation's history. Lee Ann Potter describes the program, presents five of the documents to our readers, and offers tips on the best ways to integrate the project into classroom instruction. We encourage our readers to use the program's website, www.ourdocuments.gov, to obtain information about the hundred documents.

One of the milestone documents is the 1803 Supreme Court decision in the *Marbury v. Madison* case, whose bicentennial anniversary is next year. In this historic case, which arose from a wave of "midnight judicial appointments" by President John Adams before the inauguration of his successor, Thomas Jefferson, the Court affirmed its power of judicial review and its right to overturn congressional and executive acts it deems unconstitutional. Our Looking at the Law column provides a description and analysis of this case by James H. Landman, accompanied by the teaching suggestions of Michelle Parrini and Jennifer Kittlaus.

U.S. policy toward Iraq is currently the subject of a passionate public debate. This issue includes two features dealing with Iraq. The first is a lesson plan developed by the Choices for the 21st Century Education Program at Brown University's Watson Institute for International Studies. It identifies three major perspectives on U.S. policy, and

presents supporting and opposing arguments for each, along with class activities that will help students define the issues at stake and develop their own views. The second feature, by the staff of Social Education, provides basic social, economic and political information about Iraq and the rule of Saddam Hussein.

In his regular Internet column, C. Frederick Risinger comes to the aid of time-pressed teachers who are not able to look at the entire range of websites dealing with civics (Risinger's search engine turned up more than 24,000 hits for "citizenship education" alone). He recommends a few sites that all teachers should bookmark, as well as others that make distinctive and specialized contributions to citizenship education.

Diane Hart offers valuable advice to teachers who participate or are interested in participating in the "We the People" program of the Center for Civic Education. More than 26 million students and 82,000 educators have taken part in the program since it was established in 1987. Hart, who has been a judge for "We the People," offers insightful tips to teachers and students that can enhance the performance of participants in the program and its simulated congressional hearings.

A daunting challenge facing world history teachers is how to teach about major past civilizations in ways that truly engage students. Joan Brodsky Schur describes a simulation activity that encouraged her seventh grade students' interest in and understanding of how trade and travel in the Islamic world increased intellectual achievements and raised the standard of living. Students who participated in the activity "impressed themselves with the vast amounts of information they acquired in a relatively short time period." (432) Schur recommends the same method for the study of other civilizations.

As an alternative to final quizzes, Samuel Totten suggests a number of activities that teachers can use to close lessons on the Holocaust. These include writing letters, webbing activities, developing an encyclopedia article, or inviting a concluding speaker, possibly a Holocaust survivor or camp liberator. For final assessments, he recommends open-ended tasks that assist students to synthesize and reflect on what they have learned.

Two articles in this issue deal with recent controversies that affect educators. In the first, Guichun Zong, Jesus Garcia and Angene Wilson respond to critics who characterize multicultural social studies as unpatriotic and misguided. The authors maintain that multiculturalism is the expression of our

country's motto, *e pluribus unum*, that it expands the knowledge base of students, and that it is true to history in its emphasis on the search for tolerance and justice as a key theme of our nation's past.

For her part, Wilma Longstreet takes issue with those who advocate a business model for education, in which test scores are the "bottom line" by which the performance of schools and teachers is evaluated. "What children are being tested on," she maintains, "bears no resemblance to the kinds of problems they will have to deal with as adults." (451)

In the fields of science and math teaching, some fruitful research has attempted to identify the knowledge base of children at different grade levels. In our Research and Practice column, Jere Brophy and Janet Alleman describe the results of surveys they conducted with large samples of children in grades K-3 to discover their knowledge base about cultural universals such as food and shelter that are widely taught in elementary social studies classes. The results, which show that students' knowledge is often spotty and sporadic, will interest teachers and curriculum designers who wish to provide young learners with a firm foundation in these universals.

As always, the Editor welcomes any comments by readers about the contents of this issue of Social Education. G

Comments and letters to the editor are welcome via e-mail at socialed@ncss.org or by postal mail at Social Education, NCSS, 8555 Sixteenth Street, Suite 500, Silver Spring, Maryland 20910.