

## Teacher Resources

Eula T. Fresch has written *Connecting Children with Children, Past and Present: Motivating Students for Inquiry and Action* (Portsmouth, NH: Heinemann, 2003). In this book, she shares “resources and methods for connecting social studies students with other children, historical and present-day. Each chapter is built around a theme or period of history that’s commonly studied in elementary and middle grades.” Each describes primary sources by or about real children and illustrates ways to use those sources in the classroom. There are also descriptions of “how young people today are creating their own histories by making contributions for a better world” and suggestions for taking action. Eula is an assistant professor of education at Salve Regina University in Newport, Rhode Island.

## Upcoming themes slated for volume 17 of *Social Studies and the Young Learner*

SEPTEMBER/OCTOBER 2004: **Families and Other Community Resources** *How can we use partnerships with parents and other adults in the neighborhood near a school to create authentic social studies environments?*

NOVEMBER/DECEMBER, 2004: **Where the Disciplines Intersect** *How can we work with other teachers (such as elementary specialists in math, music, art, language arts, or physical education) to provide interesting lessons.*

JANUARY/FEBRUARY, 2005: **Bridging Cultures through Communication** *How can we assist students who are learning English as a second language? Is ethnic diversity in the classroom a problem, or a resource for teaching social studies?*

MARCH/APRIL, 2005: **Open Issue/Reader’s Choice** *What was your most successful lesson taught over the last year? What worked (and what went wrong) when you tried something new with your elementary students? What makes civics, history, character education, or geography come to life in your classroom? Write it up over the summer and send us the story!*

In addition to articles represented by each theme, the editors seek articles on topics of Children’s Literature, Technology Connections, Teacher’s Perspective, and Curriculum Concerns, as well as articles about interesting social studies units of instruction, projects, collaborations, assessment strategies, and outcomes. Please see NCSS Editorial Guidelines at [www.socialstudies.org/publications/editorial.shtml](http://www.socialstudies.org/publications/editorial.shtml).

## Books Received

*Vote!* is a book that uses a town’s mayoral election as a model for the electoral system (New York: Clarion Books, 2003). This colorful, comic-book-style book, written and illustrated by Eileen Christelow, tells a surprisingly detailed and entertaining story that includes a bit of American history, a talking dog, and a recount of ballots at the end of the day. The back matter includes a timeline of voting rights, a glossary, and a list of resources on the Web. This book could be read aloud to students in grades 3 through 6. It might be a popular item on a classroom resource table as the nation approaches presidential elections in November. Eileen, who lives in Vermont, is an author and illustrator of nonfiction books for children.

*Chachaji’s Cup* tackles two tough topics with aplomb: the failing health of a grandparent and an immigrant’s bittersweet memories of his home country (San Francisco, CA: Children’s Book Press, 2003). Author Uma Krishnaswami provides social studies content for every elementary grade, including some recent history (the separation of Pakistan from India), Hindu mythology, family life in America, and a boy’s friendships within and across generations. Illustrator Soumya Sitaraman’s colorful brush can sweep across a line of refugees or focus on a key detail. For example, when grandfather’s precious teacup breaks (page 20), the boy’s eyes alone tell how he is feeling. Uma is an award-winning author who lives in New Mexico. Soumya lives in Bangalore, India.

*Coming to America: A Muslim Family’s Story* is the twentieth book for children by photojournalist Bernard Wolf (New York: Lee and Low Books, 2003). It tells of eight-year-old Rowan and her family, who live in a multiethnic neighborhood in Queens, New York. “In many ways the Mahmouds “are just like other Americans. The children attend public schools and enjoy watching television and playing with their friends. But the Mahmouds also live in a way that preserves their culture and religious identity. They shop in Middle Eastern markets, prepare traditional meals, and follow the teachings of Islam. The transition to American life has not been easy for the Mahmouds, but devotion to family and religion keeps them strong.” Bernard lives in New York City.

## On the Cover

Some free Internet resources for elementary students are highly developed in their presentation and content. At Plimoth Plantation’s new Online Learning Center, “You Are the Historian,” students investigate what may have happened at the 1621 harvest feast – also known as “The First Thanksgiving.” Plimoth Plantation is the living history museum of the 17th-century Plymouth Colony. Its website explores the history and culture of both the native Wampanoag and the English colonists by vividly recreating the details of their daily lives.

Photo illustration courtesy of Plimoth Plantation, Plymouth, Massachusetts, [www.plimoth.org](http://www.plimoth.org)