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.

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
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

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 State 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

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.

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.

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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.
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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.
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.”
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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.
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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.
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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.
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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.
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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.
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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 and the use of literature to promote social studies understanding, cooperative learning, and assessment.
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Favorite Lesson Plans: Powerful Standards-Based Activities
Edited by William W. Wilen
NCSS, 100 pp., 2000
In this volume, outstanding teachers share some of their favorite and most effective lesson plans. The topics of this book cover the range of social studies disciplines and standards themes. Its contents deal with images of the West, Native American culture, slavery and attempts to escape it, controversial issues, global economic decision-making, unions and collective bargaining, and more.
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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.
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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.
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Douglas Selwyn
NCSS Bulletin 90, 66 pp., 1995
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See also Social Studies for the Next Generation, Teaching the College, Career and Civic Life (C3) Framework, and National Curriculum Standards for Social Studies on pages 1 and 2.

National Standards for History (Basic Edition)

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

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NCHS, 78 pp., 1994

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Center for Civic Education, 169 pp., 1995

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NCHS, 244 pp., 1996

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NCHS, 321 pp., 1996

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Assessing Historical Thinking and Understanding: Innovative Designs for New Standards

Bruce VanSledright, Routledge, 133 pp., 2013

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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.

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

This book will be invaluable for teachers 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.

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Bruce A. Lesh, Stenhouse, 230 pp., 2011

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

Joan Brodsky Schur, Stenhouse, 256 pp., 2007

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

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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.

**Directing Student Documentary Projects**

*And Action! Directing Documentaries in the Social Studies Classroom*
Kathy Swan and Mark Hofer

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

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