

Let's Collaborate

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Guest Co-Editors

Collaboration is an important part of both teachers' work and students' learning in social studies today. The theme of this issue is *Let's Collaborate*. The articles, features, and pullout consider how teachers collaborate with each other in social studies, how teachers encourage students' collaboration, how collaboration develops stronger school-community bonds, and how collaboration is facilitated.¹ We invite you to use the ideas in this issue to deepen your own efforts at collaboration and those of your students.

In "**A World Bazaar: Learning about the Community, Geography, and Economics**," **Karen Guerrero** describes the collaboration of four teachers and their students who investigated selected nations and their cultures, set up "corporations" to produce and market goods, and hosted a World Bazaar in which students, parents, teachers, and community members experienced aspects of various cultures.

Robert J. Stahl and **Nancy N. Stahl** in "**Making Comparisons: A Model and a Collaborative Team Activity**" describe the act of comparing as being among the most common cognitive abilities that social studies teachers value and want students to master. They discuss helping students to develop their ability to compare any two things or events by working with each other in a collaborative group setting using a set of procedural steps that describe 'how to compare.'

In "**Collaborating to Create Future Societies with Young Learners**," **Nancy P. Gallavan** and **Casey M. Juliano** describe collaboration and collaborative learning group strategies that are incorporated into a fifth-grade social studies classroom. The authors identify seven distinct features of collaborative learning that can be implemented in social studies instruction through authentic activities.

In the pullout, **Mary E. Haas** and **Margaret A. Laughlin** describe "**Making and Playing Small Group Games: Practicing Collaboration while Mastering Content**." Tips are given for making small group games and then followed with examples of several easily constructed games. The authors note that whether playing, making, or teaching a game, collaboration contributes to creating a situation in which students practice character traits essential to civic ideals in the classroom and community.

The technology feature, "Camera! Action! Collaborate with Digital Moviemaking" by **Kathleen Owings Swan**, **Mark**

Hofer, and **Linda Levstik**, describes lessons that are learned when digital moviemaking is used to support historical teaching and learning in ways students find particularly interesting. The authors explain how teachers can leverage the power of graphics, music, and cinema to support richer historical inquiry and interpretation with "user-friendly" digital tools.

In the children's literature feature, **Margit Codispoti** and **M. Gail Hickey** discuss "Teachers and Librarians Collaborate! Teaching About Hispanic Culture With Children's Literature." The authors demonstrate how they collaborated to identify the books they discuss with their students. The authors provide teaching tips for using each of the books. Their example of a collaborative effort between teacher and librarian shows how such an effort can support social studies instruction in K-6 classrooms.

Under the heading of curriculum concerns, **Janie Hubbard** describes how second-grade teachers collaborated to design and implement a professional development effort built around the teaching of a single lesson in "Lesson Study: Teachers Collaborate in Social Studies Lesson Development." She describes how lesson study works: teachers collaborate in planning, teaching, observing, and then evaluating a lesson.

Mohammed K. Farouk, in the curriculum concerns section, explores the question "How Can the Curriculum Facilitate (or Hinder) Collaboration?" He notes that collaboration is critical in an effective social studies program, especially given the fact that the social studies curriculum includes teaching students interpersonal and other social skills. Yet, such collaboration can be facilitated or hindered by external influences. The social studies curriculum does not inherently hinder collaboration, rather it appears that the individuals shaping the curriculum and its implementation facilitate or hinder collaboration.

Notes

1. One paper obtained by the guest editors, intended for publication in this issue, did not fit within these pages. It will appear in a future issue of this journal: "Children and Social Change in Alabama: 1965 and 2005" by Lois McFadyen Christensen, Lynn Doty Kirkland, and Laurie Drennen Noblitt.

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