

EDC U 466/EDC G 662 Social Studies Methods

University of Massachusetts Boston
College of Education and Human Development
Fall Semester 2022

Location: Room W01-0044, Wheatley Hall

Time: Mondays 4-6:45

If you don't know history, it's as if you were born yesterday. And if you were born yesterday, anybody in a position of power can tell you anything and you have no way of checking up on it.

-Howard Zinn

Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.

-César Chávez

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Office hours: Mondays 2-3:30, Wednesdays 2-3:30, or by appointment

General Course Description:

This course provides an introduction to the theory and practice of teaching the social studies, including history, civics and government, geography, and economics, at the middle and secondary levels. Students will design units of study, individual lessons, and assessments in social studies attentive to the increasing socioeconomic, cultural, linguistic, and ability-level diversity of students in today's classrooms. A required field experience component is included; students are responsible for securing access to a classroom at the level of licensure sought.

Course Overview:

Why learn about social studies? What should be taught in social studies? How can we implement engaging justice-oriented and inquiry-based lessons in the history and social science classroom? How can we center our social studies instruction on justice and antiracism? These are the essential questions that guide this course.

First, what is social studies? The National Council for the Social Studies defines it as: the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, ethnic studies, gender studies, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Second, what is justice? At its most basic level, justice is fairness. It involves examining institutions, but also the ways that peoples' lives go, to ensure that their full humanity is being recognized and uplifted. It involves working against racism, sexism, classism, ableism, homophobia, transphobia, xenophobia, and other forms of oppression. Equity means understanding that we do not all start from the same level of privilege and power, and we must acknowledge this and ensure that all people have opportunities and their needs met. Freedom is the power to act, speak, think, and live without the control of others. We cannot have justice without equity and freedom for all.

Third, what is inquiry? In its simplest form, inquiry is asking questions and using evidence to seek answers. It is how humans make sense of their world. Inquiry involves both disciplinary thinking (in social studies, using the tools of historians and social scientists), but also considering ways that certain groups are included or excluded from historical records and social science data. Inquiries must consider ways that dominant perspectives operate and ways to center narratives and experiences of nondominant groups.

This course is designed to build upon your earlier courses in the UMass Boston teacher education program and prepare you to become a secondary social studies teacher. It will explore how teaching skills and classroom methods relate to the subject of social studies and the disciplines of history, government, geography, economics, ethnic studies, psychology, as well as other social sciences and humanities. This course is designed to support future and current social studies teachers with a specific focus on justice and antiracism.

This course has four aims: To learn about and reflect on recent theory and research in social studies education to help guide practice, to understand ways to create multicultural social studies curricula focused on equity, to learn to use creative and inquiry-based methods in the social studies classroom, and to evaluate social studies curricular materials while creating and sharing unit plans with your classmates leading to a repertoire for teachers entering the classroom. By the end of this course, you should have acquired a substantial number of lesson and unit plans to consider using during your first years of teaching.

This course attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As an instructor, I hope to model constructivist, multicultural, and justice-oriented practices in this course. As a student, it is important that you use this class to prepare yourself for the realities of the classroom. As such, you are encouraged to ask any questions you have and use this class to fill in some of the holes you see in your teacher preparation.

This course is organized into four themes: Disciplined inquiry, democratic citizenship, justice, and special issues in social studies. Through these four themes we will strengthen your knowledge of social studies pedagogy and content. We will learn about racial equity and critical multiculturalism embedded within all four themes.

Because students taking EDC U 466/EDC G 662 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another. We will speak from our own experiences and allow others to speak from theirs. We will give care for others and recognize that our classroom is a community.

Objectives:

Students will be able to:

- Understand disciplined inquiry and thinking, interpretation, and perspective in social studies
- Understand culturally relevant and sustaining pedagogy and teaching for equity within the social studies classroom
- Understand the role that social studies plays in fostering democratic citizenship and citizenship in a multicultural society
- Comprehend the social studies curriculum, including its design, development, and implementation
- Synthesize individual lesson plans in the disciplines of social studies, which include rationales, learning goals, teaching methods/procedures, and assessments
- Synthesize long-term units in one of the disciplines of social studies
- Comprehend Massachusetts History and Social Science Framework and the national C3 Framework and apply knowledge to lesson and unit plans
- Analyze and comprehend instructional techniques in social studies and how they can meet the varied needs, abilities, and interests of all students and within urban and multicultural contexts
- Evaluate the effectiveness of instructional strategies in social studies through knowledge of formative and summative assessments aligned with intended student outcomes

Required Texts and Readings:

- Course Reading Packet (on course Blackboard site). Students must bring digital or printed copies of readings to each class session. For sustainability reasons, I no longer photocopy handouts or readings. Please bring a laptop, digital tablet, or phone to access readings and course handouts. If you prefer hard copies and do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. Staples, FedEx Office) and they can print it into a reading packet for under \$40. If you do not have access to a digital device, please see Chris. UMass Boston also has a laptop loan program:

www.umb.edu/it/labs/laptops

Membership in the National Council for the Social Studies (NCSS)

For a reduced membership fee, university students can join the NCSS, and benefit from their monthly magazine (Social Education) with lesson ideas and discussions about the teaching and learning history and social studies. It also allows reduced admission prices to the annual national conference. For this course it is highly recommended that you join NCSS. Please see their website: www.socialstudies.org.

Assignments***Assignment 1: Investigating What Adolescents Know About Social Studies***

Points: 30

Description: When teaching any subject, it is essential to understand what the students' prior knowledge and previous experiences are. For this assignment, you will choose a topic from your target level (middle school or high school) and discipline of social studies (history, civics, geography, economics, etc.) and interview at least one student about that topic (You will receive half of the interview guide and you will have control over the other half). The student may be someone you are working with in your field experience, a relative, neighbor, or friend's child. This interview will be recorded or thorough notes will be taken, and you will then write a 3-5 page reflection paper answer specific questions about the students' prior knowledge, misconceptions, and how you would build on their understanding in future social studies lessons.

Assignment 2 (Includes 2A, 2B, 2C, 2D): Lesson Plans and Annotated Teaching Video

Points: 40

Description: You are required to complete three ungraded lesson plans for the grade-level and discipline of your choosing (i.e. history, civics, geography, economics, ethnic studies) that focus on three areas (i.e. disciplinary thinking, democratic citizenship, justice), which will be returned with feedback and a rating (✓+, ✓, ✓-). Each lesson plan and the annotated teaching video will receive 10 points for on-time completion.

Although not all social studies lessons include inquiry, these lesson plans should use inquiry and must include an inquiry question (include this at the beginning of the procedure section). If possible, you are encouraged to choose lesson plan topics that can be included in your final unit plan assignment (Assignment 3). We will have a sign up sheet at the beginning of the semester, where you will choose your final lesson plan topic (as we will be sharing our unit plans at the end of the course).

After revising the lesson plan based on the instructor's feedback, you will teach and video record the lesson in your pre-practicum classroom or with a group of peers (if you do not have access to a classroom). You will then annotate that video using a video editing program/website and submit your video along with a revised lesson plan.

NOTE: If you are in a pre-practicum, you must coordinate with your supervising practitioner to find an appropriate topic to teach (it may be a topic different than your unit plan). Additionally, if you do not have access to a classroom, you will be grouped with other students and teach to your peers; please see Chris as soon as possible to make these arrangements.

Assignment 3 (Includes 3A, 3B): Social Studies Unit Project and Curriculum Fair

Points: 100

Description: You will create a unit plan (overview with rationale and a road map of 10-15 lesson plans; 4 fully developed lessons; assessment) with a focus on one of the social studies disciplines for a grade level and subject matter of your choosing. Within your focus discipline, you are encouraged to integrate content and skills from other disciplines. However, no more than 1 person can do the same unit topic (as we will be sharing our unit plans to help start a repertoire of lesson and unit plans). It is recommended that consider a discipline and grade level of a class you will likely be teaching during your student teaching or first year. You will create a flyer about your unit plan and will share it at the Curriculum Fair on the final class. Your unit will be posted on the Blackboard site to share them with your classmates.

Participation: Readings, Class Discussions, Group Work, Activities and Attendance

Points: 30

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. Points will be deducted for cell phone or laptop use unrelated to the class activities.

The instructor will be informally assessing if students have read the material by their participation in reading related activities. You may have noticed that there is a significant number of readings for this course. However, I do not expect you to closely read every one. For longer readings, you are encouraged to "skim." It is more important to read for the big ideas than comprehend every detail. It is expected that students will attend every class session. However, your health or professional and family obligations outside of class may sometimes prevent you from attending class. Everyone is allowed one absence. If there are extenuating circumstances, you may be allowed to miss more than one class (please let Chris know if this is the case for you). If you are absent, see the instructor for a make up assignment. If you do not complete make up assignments, it will affect your participation grade.

Evaluation and Extensions

There are 200 total points for the course. All assignments will be graded using a rubric (complete assignment requirements and rubrics are posted on the Blackboard site) and all grades will be returned via Blackboard. Assignments must be uploaded through Blackboard by the posted deadline. Late assignments will have the grade decreased by 10% for each day late (if no extension is requested).

I would like you to do your best work in this course. I realize that sometimes circumstances outside of class may make it difficult to meet course deadlines. This class has an open extension policy, meaning any students may gain an extension in advance or, in cases where extenuating circumstances do not allow for forewarning, with an explanation. The only ultimate deadline for this course's assignments is the end of the semester. That being said, I will always ask you to set a deadline for when extension work will be completed, as it helps both of us (it will ensure that you do not fall behind in your work and it will ensure that I can schedule a time to grade and give you feedback on your assignment). To ask for an extension, please e-mail me (christopher.martell@umb.edu).

Below is the UMass Boston grade scale.

Grading Scale		
Grade	Percentage	Points
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
F	0-72%	0.0

Grading Policies		
NA	Not Attending (student appeared on roster, but never attended class). NA has no effect on cumulative GPA. Student is still responsible for tuition and fee charges.	N/A
W	Received if withdrawal occurs before the withdrawal deadline (see the academic calendar). Student is still responsible for tuition and fee charges.	N/A
INC	Incompletes are given at the discretion of the instructor and only when satisfactory work has been accomplished in the majority of the course work, i.e. a passing grade at the withdrawal deadline, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must sign a contract with the course instructor to receive a grade of incomplete. Incompletes will turn into F's if the work is not completed within one year.	N/A

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the Ross Center for Disability Services to discuss needed accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211, www.umb.edu/academics/vpass/disability, ross.center@umb.edu, 617.287.7430 before requesting accommodations.

Academic Integrity and The Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation.

These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites:

http://www.umb.edu/life_on_campus/policies/code/

You are encouraged to visit and review the UMass website on Plagiarism:

<http://umb.libguides.com/plagiarism>

Course Schedule

Class	Topic(s)	Readings Due¹	Assignments Due
1 Mon 9/12	INTRODUCTION AND OVERVIEW Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Course Themes: Justice, Disciplined Inquiry, and Critical Citizenship		
2 Mon 9/19	DISCIPLINED INQUIRY Why Study Social Studies? Understanding by Design State and National Standards Lesson and Unit Planning History for Justice History for Citizenship	1-Martell & Stevens (1)* [NOTE: Only Chapter 1 is required; I have included other chapters, if you are interested in reading more] 2-Barton & Levstik (1)*	
3 Mon 9/26	DISCIPLINED INQUIRY Social Studies Assessment Historical Thinking	Choose 1: 3-Alleman & Brophy 4-Grant 5-Yell 6-Nickell & Wilson 7-Hart 8-Wineburg*	
4 Mon 10/3	DISCIPLINED INQUIRY Historical Interpretation Historical Empathy	9-VanSledright* 10-Barton*	Assignment 1: Investigating What Adolescents Know About History Please upload your assignment to Blackboard by 4 pm on 10/4.

¹ All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

Week	Topic(s)	Readings Due	Assignments Due
10/10	NO CLASS; INDIGENOUS PEOPLE'S DAY		
5 Mon 10/17	DISCIPLINED INQUIRY Political Thinking Geographic Thinking Economic Thinking	Choose 1: (Civics/Government) 11-Journell, Beeson, & Ayers 12-Kahne & Middaugh 13-Justice & Stanley Choose 1: (Geography) 14-Hammond & Bodzin 15-Roberts 16-Schmidt 17-Carano Choose 1: (Economics) 18-Schrug et al. 19-Otlin 20-Crowley & Swan	
6 Mon 10/24	CRITICAL (NATIONAL) CITIZENSHIP Democratic Citizenship in a Multicultural Nation and World Current Events and Controversial Issues	21-Marri* 22-Banks* 23-Rossi* 24-Hess (1)*	Assignment 2A: Lesson Plan 1 (Disciplinary Thinking) Please upload your assignment to Blackboard by 4 pm on 10/25.
7 Mon 10/31	JUSTICE Culturally Relevant and Sustaining Pedagogy Teaching Race, Class, Gender, and Sexual Orientation	Choose 1: 25-Ladson-Billings 26-Paris & Alim 27-Fournier & Wineburg Choose 1: 28-Martell (1) 29-Martell (2) 30-Martell & Stevens (2)	Assignment 2B: Lesson Plan 2 (Democratic Citizenship) Please upload your assignment to Blackboard by 4 pm on 11/1.
8 Mon 11/7	JUSTICE Critical Multicultural Social Studies	31-Cuenca and Rubin (Race)* 32-Chandler (Class)* 33-Woyshner (Gender)* 34-Thornton (LGBTQ)*	Assignment 2C: Lesson Plan 3 (Justice) Please upload your assignment to Blackboard by 4 pm on 11/8.

Week	Topic(s)	Readings Due	Assignments Due
9 Mon 11/14	CRITICAL (GLOBAL) CITIZENSHIP Teaching Geography and Economics Global Education	Choose 1: 35-Merryfield & Kasai 36-Merryfield 37-Anderson and Ortega 38-Fine	
10 Mon 11/21	SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM Teacher Panel Social Studies Electives: Psychology, Sociology, Ethnic Studies, and Courses Social Studies and English Language Learners Social Studies and Special Education	39-Cruz, Nutta, O'Brien, Feyten, & Govoni* 40-Steele* 41-Twyman & Tindal*	
11 Mon 11/28	SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM Literacy in Social Studies	42-Loewan* 43-Wineburg & Martin* 44-Firek and McCoy*	Assignment 2D: Annotated Teaching Video Please upload your assignment to Blackboard by 4 pm on 11/29.
12 Mon 12/5	SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM Film in Social Studies Technology in Social Studies	Choose 1: 45-Hess (2) (Documentary Films) 46-Marcus (Feature Films) 47-Kissling (Wikipedia) 48-Manfra, Gray, George, & Lee (Blogging) 49-Watson, Mong, & Harris (Video Games)	Assignment 3A: Social Studies Unit Plan Please upload your assignment to Blackboard by 4 pm on 12/6. [Note: These will be posted on Blackboard and shared with your classmates]
13 Mon 12/12	Course Evaluations Social Studies Curriculum Fair Final Thoughts and End of Course Celebration		Assignment 3B: Bring a one-page handout for all of your classmates that briefly describe the topics and components of your Unit Plan (Assignment 3A) to the Social Studies Curriculum Fair.

READING LIST**Reading 1**

Martell, C. C. & Stevens, K. M. (2021). Teaching history for justice: Fostering activist thinking about the past and present. New York, NY: Teachers College Press. (Chapter 1: Centering Justice in Students' Study of the Past)

Reading 2

Barton, K. C., & Levstik, L. S. (2004). Inquiry. In *Teaching history for the common good* (pp. 185-205). Mahwah, NJ: Lawrence Erlbaum.

Reading 3

Alleman, J., & Brophy, J. (1998). Assessment in a social constructivist classroom. *Social Education*, 62(1), 32-34.

Reading 4

Grant, S. G. (2007). High-stakes testing: How are social studies teachers responding? *Social Education*, 71(5), 5, 250-254.

Reading 5

Yell, M. M. (1999). Multiple choice to multiple rubrics: One teacher's journey in assessment. *Social Education*, 63(6), 326-329.

Reading 6

Nickell, P., & Wilson, A. (1999). Observation as an assessment tool. *Social Education*, 63(6), 351-352.

Reading 7

Hart, D. (1999). Opening assessment to our students. *Social Education*, 63(6), 343-345.

Reading 8

Wineburg, S. S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 80(7), 488-489.

Reading 9

VanSledright, B. A. (2004). What does it mean to think historically... And how do you teach it? *Social Education*, 68(3), 230-234.

Reading 10

Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*, 86(10), 745-753.

Reading 11

Journell, W., Beeson, M. W., & Ayers, C. A. (2015). Learning to think politically: Toward more complete disciplinary knowledge in civics and government courses. *Theory & Research in Social Education*, 43(1), 28-67.

Reading 12

Kahne, J., & Middaugh, E. (2008). High quality civic education: what is it and who gets it? *Social Education*, 72(1), 34-39.

Reading 13

Justice, B., & Stanley, J. (2016). Teaching in the time of Trump. *Social Education*, 80(1), 36-41.

Reading 14

Hammond, T. C., & Bodzin, A. M. (2009). Teaching with rather than about geographic information systems. *Social Education*, 73(3), 119-123.

Reading 15

Roberts, K. M. (1997). Getting a grip on geography. *Social Education*, 61(2), 80-82.

Reading 16

Schmidt, S. J. (2011). Who lives on the other side of that boundary: A model of geographic thinking. *Social Education*, 75(5), 250-255.

Reading 17

Carano, K. T. (2017). Does geography have a violence? In *Race lessons: Using inquiry to teach about race in social studies* (pp. 171-192). Charlotte, NC: Information Age Publishing.

Reading 18

Schug, M. C., Lopus, J. S., Morton, J. S., Reinke, J. S., Wentworth, D. R., & Western, R. D. (2003). Is economics your worst nightmare? *Social Education*, 67(2), 73-75.

Reading 19

Otlin, J. (2008). The causes of poverty: Thinking critically about a key economic issue. *Social Education*, 72(2), 75-79.

Reading 20

Crowley, R., & Swan, K. (2018). What kind of economic citizen?: An analysis of civic outcomes in US economics curriculum and instruction materials. *Education Sciences*, 8(3), 95-113.

Reading 21

Marri, A. R. (2005). Building a framework for classroom-based multicultural democratic education: Learning from three skilled teachers. *Teachers College Record*, 107(5), 1036-1059.

Reading 22

Banks, J. A. (2017). Failed citizenship and transformative civic education. *Educational Researcher*, 46(7), 366-377.

Reading 23

Rossi, J. A. (1996). Creating strategies and conditions for civil discourse about controversial issues. *Social Education*, 60(1), 15-21.

Reading 24

Hess, D. E. (2005). How do teachers' political views influence teaching about controversial issues? *Social Education*, 69(1), 47-49.

Reading 25

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. (Chapter 2: Does culture matter?)

Reading 26

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.

Reading 27

Fournier, J. E., & Wineburg, S. S. (1997). Picturing the past: Gender differences in the depiction of historical figures. *American Journal of Education*, 105(2), 160-185.

Reading 28

Martell, C. C. (2015). Learning to teach culturally relevant social studies: A White teacher's retrospective self-study. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 41-60). Charlotte, NC: Information Age Publishing.

Reading 29

Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory & Research in Social Education*, 41(1), 65-88.

Reading 30

Martell, C. C., & Stevens, K. M. (2017). Equity- and tolerance-oriented teachers: Approaches to teaching race in the social studies classroom. *Theory & Research in Social Education*, 45(4), 489-516.

Reading 31

Cuenca, A. (2014). Answering Ferguson in the social studies classroom: A perspective from St. Louis. *Social Education, Special Issue*, 1-6.

Rubin, B. C. (2015). A time for social studies: Talking with young people about Ferguson and Staten Island. *Social Education*, 79(1), 22-29.

Reading 32

Chandler, P. T. (2006). Academic freedom: A teacher's struggle to include "other" voices in history. *Social Education*, 70(6), 354-357.

Reading 33

Woyshner, C. (2004). Picturing women: Gender, images, and representation in social studies. *Social Education*, 70(6), 358-362.

Reading 34

Thornton, S. J. (2004). Silence on gays and lesbians in social studies curriculum. *Social Education*, 67(4), 226-230.

Reading 35

Merryfield, M. M., & Kasai, M. (2004). How are teachers responding to globalization? *Social Education*, 68(5), 354-360.

Reading 36

Merryfield, M. M. (2008). Scaffolding social studies for global awareness. *Social Education*, 72(7), 363-366.

Reading 37

Anderson, M. D. (2015). The value of ethnic studies – For all students. *Teaching Tolerance*.

Ortega, M. I. (2013). Your struggle is my struggle. *Rethinking Schools*, 27(1), 25-27.

Reading 38

Fine, M. (1991). Facing History and Ourselves: Portrait of a classroom. *Educational Leadership*, 49(4), 44-49.

Reading 39

Cruz, B. C., Nutta, J. W., O'Brien, J., Feyten, C. M., & Govoni, J. M. (2003). *Passport to learning: Teaching social studies to ESL students*. Washington, DC: National Council for the Social Studies. (Chapter 1)

Reading 40

Steele, M. M. (2005). Teaching social studies to students with mild disabilities. *Social Studies and the Young Learner*, 17(3), 8-10.

Reading 41

Twyman, T., & Tindal, G. (2005). Reaching all of your students in social studies. *Teaching Exceptional Children*, 1(5), 1-14.

Reading 42

Loewen, J. W. (1995). *Lies my teacher told me. Everything your American history textbook got wrong*. New York, NY: W. W. Norton & Company. (Ch. 1: Handicapped by History: The Process of Hero-Making)

Reading 43

Wineburg, S. S., & Martin, D. (2004). Reading and rewriting history. *Educational Leadership*, 62(1), 42-45.

Reading 44

Firek, H. (2006). Creative writing in the social studies classroom: Promoting literacy and content learning. *Social Education*, 70(4), 183-186.

McCoy, M. M. (2003). Incorporating effective writing strategies. *Social Education*, 67(4), 200-203.

Reading 45

Hess, D. (2007). From banished to brother outsider, Miss Navajo to An Inconvenient Truth: Documentary films as perspective-laden narratives. *Social Education*, 71(4), 194-199.

Reading 46

Marcus, A. S. (2005). "It is as it was": Feature film in the history classroom. *The Social Studies*, 96(2), 61-67.

Reading 47

Kissling, M. T. (2011). A call for Wikipedia in the classroom. *Social Education*, 75(2), 60-64.

Reading 48

Manfra, M. M., Gray, J., George E, & Lee, J. K. (2010). Blogging to learn: Educational blogs and U.S. history. *Social Education*, 74(2), 111-113, 116.

Reading 49

Watson, W. R., Mong, C. J., & Harris, C. A. (2011). A case study of the in-class use of a video game for teaching high school history. *Computers & Education*, 56(2), 466-474.