

## **EDC U 466/EDC G 666 Social Studies Methods**

University of Massachusetts Boston  
College of Education and Human Development  
Fall Semester 2019

Location: McCormack M02-0116

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

Professor: Christopher Martell, Ed.D.

Office: Wheatley Hall Room W02-143-5

E-mail: christopher.martell@umb.edu

Phone: (617) 287-3874 (office)

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 social studies? How can we implement engaging social justice-oriented and inquiry-based lessons in the history and social science classroom? 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.

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 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 share unit plans with your classmates creating 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 and multicultural 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.

Because students taking EDC 666 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.

This course is organized into four themes: Disciplined inquiry, democratic citizenship, social justice, and special issues in social studies.

### **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 printed or digital copies of readings to each class session. If you do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$40. You may also bring the readings on a digital tablet or laptop (although this should only be used in class to access the readings).

### 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](http://www.socialstudies.org).

### Assignments and Evaluation

#### *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, social 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 you 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 (recommended programs include iMovie [Mac]), Moviemaker [PC], or YouTube) 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 (6 lessons minimum) 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, and Activities*

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. The instructor will be informally assessing if students have read the material by their participation in reading related activities. Points will be deducted for cell phone or laptop use unrelated to the class activities.

Attendance: It is expected that students will attend every class session. If you miss class, points will be deducted from your participation grade. Students are allowed one excused absence for extenuating circumstance (illness-, family-, or work-related) with a make-up assignment. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class.

### **Evaluation**

There are 200 points total for the social studies section of the course. All assignments will be graded using a rubric (all rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments will be uploaded by the beginning of class on the due date listed in the syllabus (unless otherwise noted). Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning. 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	<a href="#">Not Attending</a> (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 <a href="#">withdrawal</a> occurs before the withdrawal deadline (see the <a href="#">academic calendar</a> ). Student is still responsible for tuition and fee charges.	N/A
INC	<a href="#">Incompletes</a> 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](http://www.umb.edu/academics/vpass/disability), [ross.center@umb.edu](mailto: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/](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**

<b>Class</b>	<b>Topic(s)</b>	<b>Readings Due<sup>1</sup></b>	<b>Assignments Due</b>
<b>1</b> Mon 9/9	<b>INTRODUCTION AND OVERVIEW</b> Student and Instructor Introductions  Course Syllabus/Blackboard Site/Preview Assignments  Course Themes: Constructivist-Oriented Pedagogy, Inquiry, and Teaching About Perspective		
<b>2</b> Mon 9/16	<b>DISCIPLINED INQUIRY</b> Why Study Social Studies?  Understanding by Design  State and National Standards  Lesson and Unit Planning in Social Studies (Instructional Methods)	1-Wiggins & McTighe* 2-Barton & Levstik (1)*	
<b>3</b> Mon 9/23	<b>DISCIPLINED INQUIRY</b> Social Studies Assessment  Historical Thinking	Choose 1: 3-Alleman & Brophy 4-Grant 5-Yell 6-Nickell & Wilson 7-Hart  8-Wineburg*	
<b>4</b> Mon 9/30	<b>DISCIPLINED INQUIRY</b> Historical Interpretation  Historical Empathy	9-VanSledright* 10-Foster*	Assignment 1: Investigating What Adolescents Know About History  <b>Please upload your assignment to Blackboard by 4 pm on 9/30.</b>

<sup>1</sup> 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
5 Mon 10/7	<b>DISCIPLINED INQUIRY</b>  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	
10/14	<b>NO CLASS; INDIGENOUS PEOPLE'S DAY</b>		
6 Mon 10/21	<b>DEMOCRATIC CITIZENSHIP</b>  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)  <b>Please upload your assignment to Blackboard by 4 pm on 10/21.</b>
7 Mon 10/28	<b>SOCIAL JUSTICE</b>  Culturally Relevant and Sustaining Pedagogy  Teaching Race, Class, Gender, and Sexual Orientation	25-Ladson-Billings* 26-Paris & Alim* 27-Fournier & Wineburg*  Choose 1: 28-Martell (1) 29-Martell (2) 30-Martell & Stevens	Assignment 2B: Lesson Plan 2 (Democratic Citizenship)  <b>Please upload your assignment to Blackboard by 4 pm on 10/28.</b>
8 Mon 11/4	<b>SOCIAL JUSTICE</b>  Critical Multicultural Social Studies  <b>GLOBAL CITIZENSHIP</b>  Teaching Geography and Economics  Global Education	31-Cuenca and Rubin (Race)* 32-Chandler (Class)* 33-Woyshner (Gender)* 34-Thornton (LGBTQ)*	Assignment 2C: Lesson Plan 3 (Social Justice)  <b>Please upload your assignment to Blackboard by 4 pm on 11/4.</b>



Week	Topic(s)	Readings Due	Assignments Due
9 Mon 11/11	<b>NO CLASS; VETERAN'S DAY</b>	Optional: 35-Merryfield & Kasai 36-Merryfield 37-Anderson and Ortega 38-Fine	
10 Mon 11/18	<b>SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM</b>  Teacher Panel  Social Studies Electives: Psychology, Sociology, Ethnic Studies, and Social Justice Courses  <i>Video: Precious Knowledge</i>  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 11/25	<b>SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM</b>  Literacy in Social Studies	42-Loewan* 43-Wineburg & Martin* 44-Firek and McCoy*  45-Wineburg, Martin, & Monte-Sano (Optional)	Assignment 2D: Annotated Teaching Video  <b>Please upload your assignment to Blackboard by 4 pm on 11/25.</b>
12 Mon 12/2	<b>SPECIAL ISSUES IN THE SOCIAL STUDIES CLASSROOM</b>  Film in Social Studies  Technology in Social Studies	Choose 1: 46-Hess (2) (Documentary Films) 47-Marcus (Feature Films) 48-Kissling (Wikipedia) 49-Manfra, Gray, George, & Lee (Blogging) 50-Watson, Mong, & Harris (Video Games)	Assignment 3A: Social Studies Unit Plan  <b>Please upload your assignment to Blackboard by 4 pm on 12/2. [Note: These will be posted on Blackboard and shared with your classmates]</b>
13 Mon 12/9	Course Evaluations  Social Studies Curriculum Fair  Final Thoughts and End of Course Celebration		Assignment 3B: <b>Bring a one-page handout</b> 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**

Wiggins, G & McTighe, J. (2005). *Understanding by design*. Washington, DC: Association for Supervision & Curriculum Development

**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**

Foster, S. (1999). Using historical empathy to excite students about the study of history: Can you empathize with Neville Chamberlain? *The Social Studies*, 90(1), 18-24.

**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**

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York, NY: Teachers College Press.

**Reading 46**

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 47**

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

**Reading 48**

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

**Reading 49**

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 50**

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.