

EDC G 626 Integrating Social Studies and the Arts

University of Massachusetts Boston

College of Education and Human Development

Fall Semester 2019

Location: McCormack M01-0417

Time: Mondays 7-9:45

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 is designed to engage prospective teachers in developing philosophical perspectives and practical approaches to teaching art, social studies, and language arts. Critical thinking about issues in art, social studies, and language arts education, including curriculum, instruction, and assessment, is integral to this course. Special emphasis is given to practices that are responsive to the needs and strengths of elementary students in social groups, classrooms, and schools.

Course Overview:

Why should students learn social studies and the arts in preschool and elementary school? What should be taught in social studies and the arts? How can we implement engaging multicultural and inquiry-based lessons in the preschool and elementary social studies and art classroom? How can we center our social studies and art instruction on social justice? 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, 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 support future and current teachers integrate social studies and the arts into their classrooms with a specific focus on social justice. This course will explore how teaching skills and classroom methods relate to the subject of social studies. As an instructor, I hope to model constructivist-oriented and multicultural practices in this course. More specifically, I hope to start each class with a demonstration of a preschool or elementary social studies lesson that teacher can use that connects to the theme we are learning about. By experiencing what the students will experience, teachers will better integrate this type of teaching into their teaching repertoire.

This course has three aims: To learn about recent research and conceptual work in social studies and art education to help guide practice, to learn engaging social studies and art methods for the preschool and elementary classroom, and to share lesson 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 plans to use in your teaching. This course also attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective.

This course is organized into five themes: historical inquiry and historical thinking, democratic citizenship, the human world (geography and economics), teaching social studies in literacy, and teaching the arts. Through these five themes we will strengthen your knowledge of social studies and art curriculum and pedagogy.

Because students taking EDC 626 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.

Objectives:

Students will be able to:

- Understand disciplined inquiry and thinking, interpretation, and perspective in social studies and the arts
- Understand culturally relevant and sustaining pedagogy and teaching for equity within the social studies and art classrooms
- Understand the role that social studies and the arts plays in fostering democratic citizenship and citizenship in a multicultural society
- Comprehend the preschool and elementary social studies curriculum, including its design, development, and implementation
- Synthesize individual lesson plans in social studies, which include rationales, learning goals, teaching methods/procedures, and assessments
- 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 the arts, 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)

The National Council for the Social Studies is a professional organization that supports social studies teachers. For a reduced membership fee, university students can join and benefit from their monthly magazine "Social Studies and the Young Learner," which includes preschool and elementary-level lesson ideas and discussions about the subjects of history, government/civics, economics, and the other social sciences. For more information, visit www.socialstudies.org.

Assignments*Assignment 1: Reflection Paper*

Points: 30

Description: It is important to examine your own learning in social studies. You will write a 3-5 page (graduate students 5-7 page) reflection paper on your experiences learning history and social studies in preschool and elementary school, but also the middle school, high school, and university-levels, and personal experiences with history/social studies (visiting historical sites/museums, speaking with relatives about the past, your engagement in political activism, etc.).

Assignment 2: Investigating What Children 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 grade and interview at least one preschool or elementary 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 through notes will be taken, and you will then write a 3-5 page (graduate students 5-7 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. You will share your interviews with the class.

Assignments 3A-E: Social Studies Portfolio

Points: 100

Description: During this course, you are required to complete three ungraded social studies lesson plans (related to historical inquiry and thinking, democratic citizenship, and human world: geography or economics), which will be returned with feedback and a rating (✓+, ✓, ✓-). 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). You are strongly encouraged to integrate multiculturalism and multiple perspectives into your lessons. You will also have an

opportunity for one of these lesson plans to adapt a pre-existing lesson plan from a vetted curriculum program (see “Adapting Pre-existing Curriculum Option” in assignment sheet).

Finally, you will create a preschool or elementary social studies teaching portfolio, which includes two revised lessons (including the one that you taught). Toward the end of our class, you will also share all of your lesson plans with your classmates at the social studies curriculum fair and on Blackboard, helping you develop a repertoire of lesson plans you can use in the future.

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

Points: 40

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

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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	N/A

	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.	
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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 9/9	INTRODUCTION Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Course Themes: Constructivist Pedagogy and Inquiry Culturally Relevant Pedagogy		
2 Mon 9/16 (NOTE: Chris will be a guest speaker in Singapore; We will meet remotely)	PURPOSES FOR TEACHING SOCIAL STUDIES Why Should Preschool and Elementary Students Study History and Social Studies? Standards Massachusetts and National Standards	1-Alleman, Knighton & Brophy* 2-Grant & VanSledright*	
3 Mon 9/23	HISTORICAL INQUIRY AND THINKING Lesson and Unit Planning in History and Social Studies (Instructional Methods) History As Mystery	3A-Seefeldt et al (1)* 3B-Levstik & Barton (1)* 4-Kirchner, Helm, Pierce, and Galloway* 5A-Seefeldt et al (2)* 5B-Levstik & Barton (2)*	Assignment 1: Reflection Paper Please upload your assignment to Blackboard by 7 pm on 9/23.

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. All readings with a plus sign are optional; students are encouraged to read them, but they are not required. "A" readings are for students interested in/currently teaching preschool or kindergarten and "B" readings are for students interested in/currently teaching in Grades 1-6; please choose the readings most appropriate for your level.

Class	Topic(s)	Readings Due	Assignments Due
4 Mon 9/30	HISTORICAL INQUIRY AND THINKING Students' Perceptions of History and Social Studies "Using Textbooks" or "The Problem with Textbooks"	6-Loewan* 7A-Seefeldt et al (3)* 7B-Levstik & Barton (3)*	
5 Mon 10/7	HISTORICAL INQUIRY AND THINKING Historical Inquiry Teaching Historical Thinking	8A-Seefeldt et al (4)* 8B-Levstik & Barton (4)* 9-Fournier & Wineburg*	Assignment 2: Investigating What Children Know About Social Studies Please upload your assignment to Blackboard by 7 pm on 10/7.
10/14	NO CLASS: INDIGENOUS PEOPLE'S DAY		
6 Mon 10/21	DEMOCRATIC CITIZENSHIP Introducing Children to Democratic Principles	10/11A-Seefeldt et al (5)* 10B-Parker (1)* 11B-Alleman & Brophy (1)*	Assignment 3A: Historical Inquiry and Thinking Lesson Plan (History) Please upload your assignment to Blackboard by 7 pm on 10/21.
7 Mon 10/28	DEMOCRATIC CITIZENSHIP Teaching National and Global Citizenship Students as Agents of Change The Many Definitions of Patriotism	12-Ravitch; Finn* 13-Westheimer* 14-Zinn; Ladson-Billings* Optional: 15-Rock & Stepanian+ 16-Christie & Montgomery+	
8 Mon 11/4	THE HUMAN WORLD: GEOGRAPHY AND ECONOMICS Teaching Geography; Going Beyond Memorizing Maps; Land Forms, Nation-States, and Cultures Teaching Economics	17-Gandy* 18-Grosvenor* 19A-Seefeldt et al (6)* 19B-Parker (2)*	Assignment 3B: Democratic Citizenship Lesson Plan (Civics) Please upload your assignment to Blackboard by 7 pm on 11/4.

Class	Topic(s)	Readings Due	Assignments Due
9 Mon 11/11	NO CLASS: VETERAN'S DAY		
10 Mon 11/18	ARTS EDUCATION Visual Thinking Strategies Studio Pedagogy Integrating the Arts into Social Studies and Language Arts	Choose 1: 20-Banks 21-Martell 22-Bolgatz 23-Wade Choose 1: 24-Moeller, Cutler, Fiedler, & Weier 25-Rufo 26-Harlin&Brown	Assignment 3C: Human World Lesson Plan (Geography or Economics) Please upload your assignment to Blackboard by 7 pm on 11/18.
11 Mon 11/25	SOCIAL STUDIES IN LITERACY Using Different Social Studies Texts Research Projects Historical Writing Social Studies and Special Education	Choose 1: 27-Robinson, Wenner, & O'Reilly 28-Jenks 29-Turner 30-Hotchkiss & Hougen	
12 Mon 12/2	SOCIAL STUDIES IN LITERACY Assessment Social Studies, Immigrants, and English Language Learners	31-Parker (3)* Optional: 32-Alleman & Brophy (2)+ 33-Hart+ Choose 1: 34-Dunne & Martell 35-Dorner, Hager, & Peate 36-Keiper & Garcia 37-Pappamihiel, Lake, & Rice	Assignment 3D: Social Studies Portfolio Please upload your Assignment 3D to Blackboard by 7 pm on 12/2.

Class	Topic(s)	Readings Due	Assignments Due
13 Mon 12/9	Course Evaluations Social Studies Curriculum Fair: Share Portfolios with the Class Final Thoughts and End of Course Celebration		Assignment 3E: Bring copies to class of Assignments 3A-3C to share with classmates at the Social Studies Curriculum Fair <u>AND</u> upload your Assignments 3A-3C to Blackboard by 7 pm on 12/9 , so they can be shared via Blackboard.

READING LIST**Reading 1**

Alleman, J., Knighton, B., and Brophy, J. (2010). Structuring the curriculum around big ideas. *Social Studies and the Young Learner*. 23(2), 25-29.

Reading 2

Grant, S. G., & VanSledright, B. (2006). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Boston, MA: Houghton Mifflin Company. (Chapter 2: Understanding what students know and how they come to know it)

Reading 3A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 1: These are the social studies)

Reading 3B

Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge. (Chapter 1: "Past, present, and future": The sociocultural context for studying history and Chapter 2: "It's not just a mishap": The theory behind disciplined inquiry)

Reading 4

Kirchner, J., Helm, A., Pierce, K., & Galloway, M. (2011). History + mystery = inquiring young historians. *Social Studies and the Young Learner*. 63(3), 14-15.

Reading 5A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 4: Thinking and concept formation)

Reading 5B

Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge. (Chapter 3: "There aren't a lot of 'for sure' facts": Building communities of historical inquiry)

Reading 6

Loewen, J. W. (1995). *Lies my teacher told me. Everything your American history textbook got wrong*. New York: W. W. Norton & Company. (Chapter 1: Handicapped by history)

Reading 7A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 7: Children's study of time, continuity, and change: History)

Reading 7B

Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge. (Chapter 10: "Why isn't that in the textbook?" Fiction, nonfiction, and historical thinking)

Reading 8A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 3: Resources for learning: school, family, community)

Reading 8B

Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge. (Chapter 6: "I think Columbus went to Hell!: Connections and controversies in world history")

Reading 9

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 10/11A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 10: Developing citizenship: Civics and government)

Reading 10B

Parker, W. (2006). Talk isn't cheap: Practicing deliberation in school. *Social Studies and the Young Learner*, 19(1), 12-15.

Reading 11B

Alleman, J. & Brophy, J. (2006). Introducing children to democratic government. *Social Studies and the Young Learner*, 19(1), 17-19.

Reading 12

Ravitch, D. (2007). Celebrating America. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 91-94). New York, NY: Teachers College Press.

Finn, C. (2007). Teaching patriotism – with conviction. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 95-98). New York, NY: Teachers College Press.

Reading 13

Westheimer, J. (2007). Politics and patriotism in education. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 171-188). New York, NY: Teachers College Press.

Reading 14

Zinn, H. (2007). Forward. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. xi-xvi). New York, NY: Teachers College Press.

Ladson-Billings, G. (2007). Once upon a time when patriotism was what you did. In J. Westheimer, *Pledging allegiance: The politics of patriotism in America's schools* (pp. 13-20). New York, NY: Teachers College Press.

Reading 15

Rock, T. C. & Stephanian, J. (2010). We are the future. We are the agents of change. *Social Studies and the Young Learner*, 23(2), 9-12.

Reading 16

Christie, E. M. & Montgomery, S. E. (2010). Beyond pilgrim hats and turkey hands: Using Thanksgiving to promote citizenship and activism. *Social Studies and the Young Learner*, 23(1), 27-30.

Reading 17

Gandy, S. K. (2007). Developmentally appropriate geography. *Social Studies and the Young Learner*, 20(2), 30-32.

Reading 18

Grosvenor, G. M. (2007). The excitement of geography. *Social Studies and the Young Learner*, 20(2), 4-6.

Reading 19A

Seefeldt, C., Castle, S., & Falconer, R. C. (2014). *Social studies for the preschool/primary child*. Boston, MA: Pearson. (Chapter 8: People, places, and environments: Geography)

Reading 19B

Parker, W. C. (2009). *Social studies in elementary education* (13th ed.). New York, NY: Pearson. (Chapter 4b/5a: Geography in the social studies/Maps, globes, and graphics)

Reading 20

Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world. *Educational Forum*, 68, 296-305.

Reading 21

Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *The Journal of Social Studies Research*, 41(1), 75-87.

Reading 22

Bolgatz, J. (2005). Revolutionary talk: Elementary teacher and students discuss race in a social studies class. *The Social Studies*, 96(6), 259-264.

Reading 23

Wade, R. C. (2007). *Social studies for social justice: Teaching strategies for the elementary classroom*. New York, NY: Teachers College Press. (Chapter 2: Understanding Social Justice Education and Chapter 4: Reinventing the Social Studies Curriculum)

Reading 24

Moeller, M., Cutler, K., Fiedler, D., & Weier, L. (2013). Visual thinking strategies = Creative and critical thinking. *Phi Delta Kappan*, 95(3), 56-60.

Reading 25

Rufo, D. (2012) Building forts and drawing on walls: Fostering student-initiated creativity inside and outside the elementary classroom. *Art Education*, 65(3), 40-47.

Reading 26

Harlin, R. & Brown, S. (2007). Issues in education: An arts-integrated approach for elementary level students. *Childhood Education*, 83(3), 172-174.

Reading 27

Robinson, K. S., Wenner, J. & O'Reilly, B. (2007). Say "I can" and use research skills. *Social Studies and the Young Learner*, 20(1), 11-13.

Reading 28

Jenks, C. E. (2010). Using oral history in the elementary school classroom. *Social Studies and the Young Learner*, 23(1), 31-32.

Reading 29

Turner, T. N. (1997). Engaging social studies book reports. *Social Studies and the Young Learner*, 9(4), 5-7.

Reading 30

Hotchkiss, K., & Hougen, M. (2012). Writing like a historian: What teacher candidates should know and be able to teach. *Social Studies*, 103(4), 149-157.

Reading 31

Parker, W. C. (2009). *Social studies in elementary education* (13th ed.). New York, NY: Pearson. (Chapter 7: Assessing student learning)

Reading 32

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

Reading 33

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

Reading 34

Dunne, K. A. & Martell, C. C. (2013). Teaching America's past to our newest Americans: Immigrant students and United States history, *Social Education*, 77(4), 192-195.

Reading 35

Dorner, L. M., Hager, E., & Peate, M. M. (2009). Citizenship education in elementary schools that serve new immigrants. *Social Studies and the Young Learner*, 22(2), 23-36.

Reading 36

Keiper, T. & Garcia, J. (2009). Crossing borders: Contemporary immigrant stories in historical context. *Social Studies and the Young Learner*, 22(2), 4-7.

Reading 37

Pappamihiel, N. E., Lake, V. E., & Rice, D. C. (2005). Adapting a social studies lesson to include English language learners. *Social Studies and the Young Learner*, 17(3), 4-7.