

EDC G 626 Integrating Social Studies and the Arts

University of Massachusetts Boston
College of Education and Human Development
Spring Semester 2022
Location: Room M01-0207, McCormack 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 (in-person, via phone call, or via Zoom; whatever is most convenient for you)

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 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, 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 support future and current teachers integrate social studies and the arts into their classrooms with a specific focus on social justice and antiracism. 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 four 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, to learn how to critically evaluate social studies curricular materials, and to learn to create and share social studies lesson plans, which will be shared 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/arts pedagogy and content. We will learn about racial equity and critical multiculturalism embedded within all five themes.

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 other. 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 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 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)

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 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 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 (Lesson Plans and Reflection)

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 (✓+, ✓, ✓-). Each lesson plan 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). 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, Activities and Attendance

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. 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 1/24	INTRODUCTION Student and Instructor Introductions Course Syllabus/Blackboard Site/Preview Assignments Course Themes: Justice, Disciplined Inquiry, and Critical Citizenship Culturally Relevant and Constructivist Pedagogy		
2 Mon 1/31	PURPOSES FOR TEACHING SOCIAL STUDIES Why Should Preschool and Elementary Students Study History and Social Studies? Standards Massachusetts and National Standards	1-Martell & Stevens* 2-Grant & VanSledright*	
3 Mon 2/7	HISTORICAL INQUIRY AND THINKING Lesson and Unit Planning in History and Social Studies (Instructional Methods) History As Mystery Critically Evaluating Social Studies Curricular Materials	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 4 pm on 2/7.

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 2/14	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)*	
Mon 2/21	NO CLASS: PRESIDENTS' DAY		
5 Mon 2/28	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 4 pm on 2/28.
6 Mon 3/7	DEMOCRATIC CITIZENSHIP Introducing Children to Democratic Principles	10/11A-Seefeldt et al (5)* 10B-Parker (1)* 11B-Alleman & Brophy (1)*	
Mon 3/14	NO CLASS: SPRING BREAK		
7 Mon 3/21	DEMOCRATIC CITIZENSHIP Teaching National and Global Citizenship Students as Agents of Change The Many Definitions of Patriotism	Choose 1: 12-Ravitch; Finn 13-Westheimer 14-Zinn; Ladson-Billings Choose 1: 15-Rock & Stepanian 16-Blevins & LeCompte	Assignment 3A: Historical Inquiry and Thinking Lesson Plan (History) Please upload your assignment to Blackboard by 4 pm on 3/21.

Class	Topic(s)	Readings Due	Assignments Due
8 Mon 3/28	THE HUMAN WORLD: GEOGRAPHY AND ECONOMICS Teaching Geography; Going Beyond Memorizing Maps; Land Forms, Nation- States, and Cultures	17-Gandy* 18-Grosvenor* 19A-Seefeldt et al (6)* 19B-Parker (2)*	
9 Mon 4/4	THE HUMAN WORLD: GEOGRAPHY AND ECONOMICS Teacher Panel Teaching Economics SOCIAL IDENTITY AND CULTURES IN SOCIAL STUDIES	Choose 1: 20-Banks 21-Martell 22-Bolgatz 23-Wade Choose 1: 24-Moeller, Cutler, Fiedler, & Weier 25-Rufo 26-Harlin&Brown Choose 1: 27-Robinson, Wenner, & O'Reilly 28-Jenks 29-Turner 30-Hotchkiss & Hougen	Assignment 3B: Democratic Citizenship Lesson Plan (Civics) Please upload your assignment to Blackboard by 4 pm on 4/4.
10 Mon 4/11	ARTS EDUCATION Visual Thinking Strategies Studio Pedagogy Integrating the Arts into Social Studies and Language Arts	31-Parker (3) Optional: 32-Alleman & Brophy (2) 33-Hart	Assignment 3C: Human World Lesson Plan (Geography or Economics) Please upload your assignment to Blackboard by 4 pm on 4/11.
Mon 4/18	NO CLASS: PATRIOTS' DAY		
11 Mon 4/25	NO CLASS: AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING IN SAN DIEGO		

Class	Topic(s)	Readings Due	Assignments Due
12 Mon 5/2	SOCIAL STUDIES IN LITERACY Using Different Social Studies Texts Writing in Social Studies Assessment Social Studies, Newcomers, and English Language Learners Social Studies and Special Education	Choose 1: 34-Dunne & Martell 35-Keiper & Garcia 36-Pappamihiel, Lake, & Rice Choose 1: 37-Steele 38-Twyman & Tindal	Assignment 3D: Social Studies Portfolio Please upload your Assignment 3D to Blackboard by 4 pm on 5/2.
13 Mon 5/9	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 4 pm on 5/9 , so they can be shared via Blackboard.

READING LIST**Reading 1**

Martell, C. C. & Stevens, K. M. (2021). *Teaching history for justice: Centering activism in students' study of the past*. New York, NY: Teachers College Press (Chapter 1: Centering justice in students' study of the past and Chapter 9: State and local history at the elementary level)

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

Blevins, B., & LeCompte, K. (2015). I am engaged: Action civics in four steps. *Social Studies and the Young Learner*, 27(4), 23-26.

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

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

Reading 36

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.

Reading 37

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

Reading 38

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