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**EDITOR:
WILLIAM BENEDICT RUSSELL III**

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*The International Society for the Social
Studies Annual Conference Proceedings*

VOLUME 2012, ISSUE 1

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An Interdisciplinary Approach to Teaching about Moorish Spain

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I propose a unit of study on the medieval period of Europe, when the Moorish civilization was at its height in Spain. Specifically, an interdisciplinary focus of study would look at mathematical, technological, and political innovations of the period and explore their impact on the development of ideas and evolution of societal structures. For purposes of this conference, I would present a workshop for teachers where we explored one technological advance, and one socio-political experience, in an effort to connect with the past in a way that informs the current reality. Teachers in the role of middle-schoolers would examine the Moorish political structure through historical writing, and develop a protocol for discourse about religious tolerance, interethnic cooperation, and the use of intellectual pursuit as a force for equity. They would explore the use of the astrolabe as an instrument for navigation and astronomical calculations. The instructional objectives would align with national standards around the study of world civilizations, civics and government, and algebra mathematical strands. This work also meshes well with the common core standards, where in math and language arts there is an emphasis on applying the disciplines in real world contexts. Teachers would leave the workshop with ideas about how to organize these learning objectives in an

interconnected way, and foster awareness of historical and contemporary social challenges.

My objective stems from the need to develop cultural understanding within the United States with respect to Muslim societies and Islam's contributions to humanity. The purpose of this endeavor is to develop critical inquiry and historical analysis among middle school students, so that they may participate in reframing the debate about Islam's compatibility with democracy and human progress. Further, through recognizing the power of ideas and the value of innovative thinking, young people may help bring about the intellectual renaissance I believe is necessary to solve today's intractable social dilemmas. Today's youth are ill equipped to meaningfully engage in current discourse because they are poorly prepared with historical understandings, and are bombarded with propaganda and politicized rhetoric. In such an environment it is predictable that they will be unable to offer meaningful alternatives to prevailing thought.

Such an experience is also beneficial to teachers, who are often forced to make decisions about which parts of the social science curricula to teach and which to omit. In today's climate of politicized extremism, and misinformation about one of the world's major religions and cultures, this experience offers an important learning tool. Educators have a responsibility to promote the development of an informed citizenry among today's youth; what is learned here is supportive of an ethic of global awareness. It would also demonstrate that an interdisciplinary

pedagogical approach brings equity of coverage to all content areas, because science and social studies become the vehicles by which math and language arts are more effectively taught and learned.

Sample Learning Activity

Problem-Based Learning Activity Role Play

The emir of Al-Andalus has been informed of hostilities between a group of Christians in Murcia and a local military commander, Akbar Ali. The commander has taken some Christians captive and charged them with plotting against the government authority, a capital offense. One of the leaders of the group is a descendant of Theodomir, prince of Murcia, Theodon. He has countered that the commander kidnapped several women and was holding them as ransom because they were unable to pay the annual tribute to the government as agreed by treaty. The Christians argue that the crop yield this year was insufficient to feed their community and pay the full tribute. The commander charges that the group has been trying to avoid paying the tribute and is simply rebelling against Muslim authority. The emir has called a council of representatives to advise him on how best to resolve the crisis. The council consists of a representative for Christian farmers, the group leader Theodon, and a representative for the military commander Ali. Each representative will state the merit of their position, and then the group will propose a solution(s) in the form of a draft treaty.

Consider:

What resolution will maintain the emirs authority and not unduly undermine the military commander?

How can the surrender treaty be respected?

The resolution may establish a precedent for resolving future conflicts

Treaty of Surrender between Muslim army commander and Christian prince Theodomir of Murcia (ca 711)

The latter [Theodomir] receives peace and promise, under the guarantee of Allah and his Prophet, that there will not be any change in his situation nor in that of his people; that his right of sovereignty will not be contested; that his subjects will not be injured nor reduced to captivity, nor separated from their children nor their wives; that they will not be disturbed in the practice of their religion; that their churches will not be burned, nor despoiled of the objects of the cult found in them...He and his subjects will have to pay each year a personal tribute of one dinar in specie, four bushels of wheat and four of barley, four measures of malt, four of vinegar, two of honey and two of oil.

Source: *A Vanished World*, by Chris Lowney

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**Environment in Social Studies Education:
A Critical Discourse Analysis of Middle Grade Textbook**

Rouhollah Aghasaleh

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University of Georgia

This study was conducted to elaborate how curriculum material in social studies classes is contributing to students' understanding of the relationship between social and natural systems, and the role individuals play in such relationships. Authors have focused on representations of environmental action in 7th grade social studies textbook.

The analysis was directed by following research questions:

1. What are the different discursive contexts in which ideas, beliefs and actions related to natural and social systems find expression in social studies textbook?
2. How is the relationship between natural and social systems represented in this textbook?
3. How are individuals represented in relationships between natural and social systems in the textbook?

Thus, this paper represents authors' attempts to explore school social studies discourse, as it pertains to representations of the relationships between social and natural worlds through an analysis of 7th grade social

studies textbook used in a middle school in the Southeastern United States. The methodological framework is based on systemic functional linguistics (SFL) based critical discourse analysis (CDA).

Results from an analysis of 7th grade social studies textbook–*Holt People, Places and Change (2005 edition)* used as textbooks in an academically high performing suburban middle school are briefly enumerated as:

- 1) *Natural setting basically shapes people's life style rather than be influenced by people's life style:* People have a passive role to physical features, climate, and environmental settings. In different ways textbook emphasizes that peoples life style is influenced by environmental situations, whereas the other side of society-nature interaction is neglected.
- 2) *Environmental issues are not taught as core curriculum:* Since environmental issues are not among standards, related topics are either not represented or pushed to the margins of available content. Textbook is just committed to standards; therefore these topics are mentioned mostly as supplemental, optional, or extra-curricular materials.
- 3) *Environmental issues as interesting/amazing issues rather than being concerning:* Environmental issues are mostly pointed as interesting topics to know, or as things that might be

marvelous. Environmental issues are not discussed as concerning, worrying, nor remarkable.

- 4) *Unlike geographical, historical, and anthropological facts, environmental issues occur nonspecifically:* Environmental changes are represented as a generic, human role suppressed, and regardless any circumstance in term of time, location, and manner.

**Does the Use of Moodle as an LMS to Supplement Instruction in a
Traditional Classroom Increase Student Academic Achievement?**

Joseph Asklar

Russell Owens
King's College

This paper reports upon an action research project undertaken with eighty-three undergraduate students taking education courses during the 2010 fall and spring 2011 semesters at a Northeast Pennsylvania College. The purpose of the study was to examine students' feedback of how the use of Moodle to supplement instruction in a traditional classroom impacted their academic experience and academic achievement, and propose some guidelines for further exploration of the method. The paper is a continuation of technology research conducted by Dr. Owens. The objective of this primarily qualitative study was to go beyond the traditional classroom instructional modes (e.g., lectures and class discussions) to develop and evaluate computer-supported pedagogical approaches. More specifically, this study investigated whether the use of Moodle as an LMS (Learning Management System) to supplement instruction enhances student learning. In-depth interviews and surveys were performed to examine student perceptions of online learning effectiveness in a traditional classroom. The following themes emerged from qualitative analysis of student perceptions derived from in-depth

interviews and survey results: Effect on learning, the learning environment, student development, and amount of time and effort needed.

The findings of the study indicated that the use of Moodle in the classroom led to higher levels of perceived skill development, self-reported learning, and evaluation of classroom experience in comparison with traditional learning.

The responses of the participants indicated that the activities done on Moodle had a positive impact on their learning and development. By requiring them to partake in these activities, it was necessary for the students to fully understand the material being presented to them. The majority of the students seemed to welcome the challenges presented to them and did well completing these assignments. This was reflected in the responses of two students: “I now know how to better accommodate all students” and “I truly never considered adapting technology lessons to accommodate students with special needs so I really learned so much”.

Many students were able to see the relevance and importance that the activities had in their class and predict the impact it could have in their future classrooms. This is reflected in the following comments made by two students: “The opportunity of learning how to modify lessons to accommodate students with special needs was phenomenal” and “The activities made me aware of changes I might have to make to offer each student an appropriate education”.

In conclusion, through the use of the Moodle assignments, and in conjunction with the classroom activities, the participants gained a better

awareness of their learning levels and development as a future educator. Furthermore, they were able to relate these activities to future classrooms and realized the amount of time and effort needed to perform the duties of a teacher. Perhaps the best example of this was the realization that lessons need to be adapted to fit the needs of all of their students.

**Researching Global Interconnectedness: The Impact of Online
Research on Researcher and Participant Identity**

Tami A. Augustine

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As interconnectedness of the world's peoples, economies, politics, and environmental issues have increased, educators in many countries have begun to address the goal of preparing K-12 students to understand the world from a global perspective and become engaged with people and issues across the planet. Although learning about peoples and places beyond one's country has been proven essential to understanding the world, attention to how the technologies that connect people across multiple places contribute to research remains under-explored (Gaiser, 2008).

When examining the role of online study in available literature, the researchers found the majority of online research studies take place in the online classroom. This study, rather, brings together teachers from the International Baccalaureate (IB) Diploma Program from more than one hundred educators in over thirty countries to learn how teachers conceptualize and teach for global mindedness. Educators were nominated by their school to volunteer in the study. The researchers found this experience to bring different insights into online research study.

This presentation examines the potential for using on-line discussion forums as a means of data collection beyond their use in formal, post-secondary on-line courses. Considering the nascent field of on-line research, key questions we consider include: What issues arise when participants are not required to participate? How democratic are on-line discussion forums? Do participants benefit from being part of an on-line study? Do on-line forums create a sense of community for participants? Does the role of the researcher change during the course of an on-line study? To what extent does a participant's conceptualization of interconnectedness change as a result of their being connected with teachers in various places around the world?

The first part of the presentation examines two key areas of on-line data collection and research: (1) the effect participating in an on-line discussion forum has on a participant's identity development and sense of global interconnectedness; and (2) the outcomes and potential for using on-line discussion forums as a means of data collection beyond their use in formal, post-secondary on-line courses (Kazmer & Xie, 2008; Mann & Stewart, 2000). Based on analysis of educator's self-reported personal experiences and reflections about their engagement in this study, the researcher found participants developed as globally minded citizens because of their involvement in an on-line research study that also served as a professional development community. Following an explanation of the framework and goals of the study regarding teaching and learning for global mindedness, focus is given to the transformative nature of on-line

research and how this experience affected how the participating educators conceptualize and teach about interconnectedness, multiple perspectives, and the importance of cross-cultural learning experiences because of their involvement in the study. The first portion of this presentation reports on findings related to how participants developed as globally minded individuals, next steps related to the study, and recommendations for future research related to these issues and the use of on-line data collection.

The second part of the presentation examines the benefits of online research for the participating educators in terms of willingness to share individual values and beliefs and the role of the researcher. Asynchronous dialogue permitted the participants flexibility in responding to questions and posts within the forum. Participating educators could also develop thoughtful and detailed responses. Additionally, participating educators were able to enjoy greater freedom in their individual responses, as the conventional interview setting was absent.

Findings indicate increased participation amongst the educators of this online community with each other, rather than the researchers. This shift altered the role of the researcher throughout the study. Three graduate research assistants' perspectives on creating space, having dialogue, and completing online research in comparison to course work will also be shared. Researchers were required to be vigilant in examining and utilizing three roles: participant/researcher, participant/facilitator, and participant/observer. Setting up the research project with clear

introduction materials and processes, the importance of early involvement by the researcher, providing prompt feedback, and monitoring discussion threads to further engage participants or to ask for clarification of meaning were all aspects of the evolving role of the researcher that will be examined in this portion of the presentation.

Recognizing that on-line research and data collection is not new, this presentation looks to develop a better understanding of how participating in such research, outside the confines of the classroom setting, affects a researcher and participant's role, development, and identity related to the research process.

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**Identifying Rhetorical Patterns in Social Studies Textbooks
To Assist Student Comprehension**

Edward H. Behrman
National University

To assist educators in guiding student comprehension of social studies textbooks at the high school level, this paper reports on a content analysis of high school textbooks in order to identify the prevailing rhetorical pattern(s) in each. An underlying assumption of this study is that social studies students can benefit from rhetorical pattern analysis as a reading comprehension strategy, but only after sufficient practice in recognizing disciplinary text structures and understanding the way disciplinary knowledge is organized. A limitation of the study is that it considers only how disciplinary information is presented in high school textbooks, not in primary sources, original research, or advanced textbooks. Further, analysis is limited to print text. Thus, comprehension of hypertext is outside the scope of this paper.

Theoretical Framework

As students transition from elementary to secondary school, the demands of academic text change, so that many students who were successful early readers begin to encounter comprehension difficulty in their subject-related reading. Gray's seminal work in the 1920's on the relationship between studying and reading indicated the need to teach secondary and post-secondary students how to comprehend information

presented in subject-area texts (Moore, Readence, & Rickleman, 1983). Since publication of Herber's (1970) *Teaching Reading in Content Areas*, a staple of many secondary-teacher preparation programs has been a course on content-area reading instruction, which has attempted to provide subject-area teachers with the tools to guide students through the comprehension demands of texts in subject-area classrooms (Moore, Readence, & Rickleman, 1983).

Traditionally, such content-area reading instruction has focused on generic reading strategies such as prediction or summarization, which may be applied to any subject area. Recently, however, content-area reading instruction has come under scrutiny for promoting such overly generalized reading skills and strategies instead of focusing on the unique demands of each subject area (Conley, 2009; Jetton & Shanahan, 2012; Shanahan, 2009). Conley asserts, "Treating the various disciplines as monolithic has made it easier for proponents of content area and adolescent literacy to promote generic comprehension strategies as a cure-all" (p. 538). Instead, it has been argued to improve subject-area learning, we need to immerse students in disciplinary-based discourse communities (Moje et al., 2004). Such disciplinary-based discourse communities may exhibit not only discipline-specific representations of text, but also disciplinary approaches to acquisition, verification, and organization of knowledge.

Fang (2012) has indicated that disciplinary differences among secondary-school textbooks exist at the lexical (word), grammatical (sentence), and rhetorical levels. Rhetorical differences refer to ways

information is organized and linked at the paragraph or passage level. For example, history text may be distinguished by a proclivity toward rhetorical patterns of chronological recording, explanation of causes and effects, and argumentation based on reasons (Coffin, 2006; Martin, 2002, as cited in Fang).

Rhetorical pattern analysis allows readers to consciously track the coherence of informational elements, consistent with Van den Broek, Ridsen, and Husebye-Hartmann's (1995) observation that "one of the hallmarks of successful reading is the perception that various parts of a text belong together, that they form a connected whole" (p. 353). Students can use verbal and graphic cues to identify a rhetorical pattern, and then complete graphic organizers to better understand how the text information is interrelated. Goldman and Rakestraw's (2000) literature review found that structural cues in text improve main idea identification and memory, especially when there is congruence between the text structure and the conceptual structure of the information, so long as the reader has sufficient knowledge to recognize and interpret the cues.

Method

Six textbooks were reviewed: three in social studies (modern world history, economics, and American government) and three in science (earth science, biology, and chemistry). Each was the primary textbook for college-preparatory classes at a local public high school in Santa Barbara, California. The researcher analyzed 10 selections from each textbook (the opening sections of Chapters 2 through 11). Selections varied in length

from 3-5 pages or more. To determine prevailing rhetorical patterns, the researcher (a) identified the major discrete informational elements; (b) found the verbal and graphic aids that related the informational elements to each other; and (c) mapped the order of presentation for each informational element.

Results

History relied predominantly on narrative, enumeration, and cause-effect patterns. *Economics* relied predominantly on examples and definition-explanation. *Government* relied predominantly on enumeration and definition-explanation. *Earth science* relied predominantly on categorization, cause-effect, and definition-explanation. *Biology* relied predominantly on definition-explanation, cause-effect, and sequence. *Chemistry* relied predominantly on definition-explanation, cause-effect, and sequence. Thus, while there was overlap in use of rhetorical patterns, each subject area displayed its own constellation of prevailing patterns.

Contrasting social studies and science texts yielded little support for a domain-specific trend. Both social studies and science textbooks favored a deductive organization in which the main thesis is presented, followed by supporting evidence. All three science subjects relied heavily on definition-explanation, but so did economics and government. All three science subjects also relied heavily upon cause-effect, but so did history. Earth science alone relied heavily on categorization. Thus, it was not possible to identify a prototypical social studies or science profile.

Contrasting the three social studies subjects yielded limited support for discipline-specific trends. History alone favored a narrative pattern, but like government also relied upon enumeration. Economics alone favored examples, but like government also relied heavily on definition-explanation. Government favored enumeration, as did history.

Discussion

All three social studies textbooks tended to favor two or three prevailing rhetorical patterns, and chapters were relatively consistent in the way information was presented and organized. These findings provide support for instructional strategies that help students focus upon the prevailing rhetorical patterns found in social studies textbooks at the high school level. However, there is weak support for a prevailing “social studies rhetorical pattern,” as the patterns were distinct from subject to subject. Thus, each teacher may need to examine the actual rhetorical patterns used in the classroom textbook in order to provide explicit instruction in recognizing each pattern as an aid for comprehension.

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**Action-Based Problem Solving: Developing Global Citizens within the
Classroom**

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“We do not think as long as things run along smoothly for us. It is only when the routine is disrupted by the intrusion of an obstacle or challenge that we are forced to stop drifting and to think what we are going to do.”

- John Dewey

Many times schools foster a learning environment that extends far beyond the classroom walls. Yet, there are so many initiatives in action that attention is given to other stratagem rather than supporting global citizenship. Attention should be paid to develop problem solving as a strategy to engage and motivate students, which strengthens the relationship between schools, local communities, and international community. (Melville et al., 2006)

Depending on where students are in their development and understanding of Hanna’s *Expanding Communities Model*, teachers can promote student awareness. Students can play a pivotal role in the development of their world. Educators have the power as *curricular-instructional gatekeepers* (Thornton, 1991) to begin developing their global citizens by facilitating activities that support three forms of applied

thinking skills: decision making, problem solving, and creative thinking skills. (Addair, 2007)

By facilitating activities that require students to make decisions, solve problems, and create innovative solutions, educators are thereby creating leaders of tomorrow. (de Bono, 1970; Torrence, 1970) Students need time to develop a global perspective; this is not something that can formulate during one school day. The following are a few of the activities that have worked well in my classroom which support global citizenship initiatives.

MacGyver's Paper Clip - Brainstorming Activity (5 minutes)

First, distribute a single paperclip to students. Explain the purpose of the activity. *"Take the common paperclip. In a few minutes find as many alternate uses of a paper clip, other than to hold papers together."*

Possibilities are endless and students have the opportunity to think creatively to brainstorm ways a paper clip could be utilized differently. Talk about a modern-day MacGyver! Students in my classroom have developed some interesting alternatives: a pipe cleaner, nail cleaner, tie-clip, ear de-waxer, picture hook, small-hole poker, screwdriver, fishing hook, fuse wire, letter opener, catapult missile, toothpick, cufflink, ornament, typewriter

The *MacGyver's Paper Clip* activity focuses on the development of brainstorming skills and lateral thinking. (de Bono, 1968) Lateral thinking means abandoning the step-by-step approach of thinking, as it were, to one side. When one thinks laterally, they look for what is different, make deliberate jumps directly from another, welcomes chance intrusions, exploring least likely directions, and focuses on making change. In this

instance, its change to an everyday object.

Another activity that educators can use is SCAMPER, which is an acronymic, systematic technique for generating ideas about the improvement of existing designs. This technique can be used to develop possible solutions to design problems. SCAMPER stands for substituting, combining, adapting, minimizing or magnifying, putting to other uses, eliminating or elaborating, and reversing or rearranging an item to make it

Water Bottle SCAMPER - Decision Making Activity (20-30 minutes)

In a small group, choose one of the three types of water bottles (a 16 ounce water bottle, a reusable 24 ounce water bottle, or a 5 gallon water bottle used in water coolers). Take time to analyze the water bottle. Think about improvements you would make to the water bottle using the SCAMPER model. Take a poster paper and list the completed SCAMPER model and support it with illustrations. Be prepared to share your ideas with the class.

more efficient, more useful, more manageable, more resourceful, etc. For example, I take a common item, such as a water bottle, and first introduce them to how just by adapting that item can make a difference to our global economy. In order to increase student engagement and motivation, I usually make global connections by showing a brief news clip accessible through YouTube (<http://youtu.be/SBWi3NtND68>) that shows how a 2-liter water or soda bottle provides valuable light sources to the housing structures in the Philippines. Just by taking the bottle, filled with clean water and a teaspoon of chlorine bleach, citizens receive an electric-free light source that was once nonexistent or very difficult to afford financially.

Students often times are already able to make decisions based on prior experience, but do not comprehend how strategic steps are utilized in making wise, and often critical, decisions that will affect their world. The classic approach to decision making can be completed in five steps: Defining the objective, collecting relevant information, generating feasible options, making the decision, and implementation and evaluation. Invariably, defining the objective is important to decision making. This consists of identifying the underlying problem in order to determine later which solution would work best under the condition the topic presents. Next, to collect relevant information, one must survey the available information to acquire the missing, yet relevant information to the objective you seek. Students must be able to infuse research skills and technology in order to complete this step. After research is complete, students then generate feasible options and move forward systematically from a host of possibilities. Some options might be the result of imaginative and creative thinking, but importantly options should be realistic given the resources available. When making the decision, students should create and use criteria to determine how values play a role. Students should assess the risks involved, isolate and eliminate unrealistic solutions, in order to determine the best solution possible.

Often times, educators can practice the classic approach to decision making by presenting a relevant, yet futuristic, problem that students can immediately gain interest in solving. For example, the scenario below is from a futuristic magazine article found in a parenting magazine, which

promotes the use of a GPS chip that can be surgically inserted into children, which then promotes greater safety for our society.

“Parents, your fears are over! Never again will you be afraid of losing a child or child abductors! The answer is the new microchip implant from Global Positioning Satellites, Inc. With the implant, you will always know the location of your child at every minute of the day or night! Used successfully for years to keep tabs on pets, this system is a tried and true safety precaution. Lost children can be tracked down to within a few yards in minutes via satellite. The chip can be implanted beneath the skin at birth and contains unique identity codes for your child. But wait! There’s more! This model is better than any previous prototype because it allows you, the parent to set limits for your child. The small wristband you wear works as a receiver. So, you don’t want your son playing with that troublemaker down the street? You can set the chip to send you a warning when that child is within 100 feet of your son! Who says you can’t pick your kids’ friends! A certain store off limits to your daughter? Set the chip to send you a signal if she enters the premises. The possibilities are endless! Let your parenting worries are over. Have your child implanted today!”

Just imagine the student reaction and how motivated students would be to either defend or argue the dilemmas found within the article. Futuristic scenarios bring to light how pivotal a student's voice could be within their society and global world. Educators have the ability to facilitate activities that can develop students into global citizens, which inadvertently supply our world a generation of proactive, eager, and open-minded citizens.

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Valuing the Cemetery Field Trip for History and the Arts

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*Stop as you pass by my grave here/ I John Schockler, was born in New Orleans the 22nd of Nov. 18/ I was brought up by good friends/ not taking their advice/ was drowned in this city in the Alabama River the 27th of May 1825/Now I warn all young and old to beware of the dangers of this river/ and now I am fixed in this watery grave. I have got but two good friends to mourn.
(Epitaph of John Schockler, 1811-1825. The headstone is constructed as a wave.)*

Field trips provide active learning as children have firsthand, concrete experience with information they had previously encountered only in textbooks. This session includes reflecting on visiting cemeteries creating history and art lessons for elementary aged students. Teachers must however, consider weather conditions, provide appropriate guidance, and have an understanding of child development as well as prior knowledge about experiences with close ones' deaths. History can include different war soldiers buried, while art artifacts might include ceramic animals (doves, lamb) and objects (setting suns, shells). Cemetery trips help us all recall and remember the lives of those lost, but never forgotten.

Children's Books Dealing With Death

Buscaglia, L. (1982). *The fall of Freddie the leaf*. Thorofare, NJ: Slack Incorporated.

Clifford, E. (1985). *A remembering box*. Boston: Houghton Mifflin.

DePala, T. (1978). *Nana upstairs. Nana downstairs*. New York: Putnam.

Jukes, M. (1985). *Blackberries in the dark*. New York: Alfred K. Knopf.

Miles, M. (1971). *Annie and the old one*. Boston: Atlantic, Little, Brown.

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Stevens, M. (1979). *When Grandpa died*. Chicago: Children's Press.

Web Sites as Resources

www.gravestonestudies.org

The Gravestone Studies Web site is dedicated to the investigation and conservation of gravestones. It includes a clearinghouse for research and offers a lending library of hard-to-find books.

www.pbs.org/opb/historydetectives/classroom/class_stone.html

From the Public Broadcasting System Web site, this link highlights the lesson plan "Written in Stone." Language arts, science, social studies, math, and technology are integrated into lesson plan activities.

www.coalcreekaml.com/cemeteries.htm

This website includes a link (Historical Cemeteries) describing a 1902 mine disaster that killed 184 people. The cemetery gravestones, with unique epitaphs, are preserved by local Boy Scout troops.

**Making Connections: Undergraduates' Sensemaking of Educational
History Content**

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This exploratory study examined how university undergraduates made connections between history of education content and their own lives, and how the more personally meaningful understandings they made influenced their views on social privilege, social justice, and good citizenship.

This aims of this exploratory study were threefold. First, it examined the connections university undergraduates made between formal history of education content and their own lived experiences through the use of weekly response writings. Second, it examined whether the act of connections-making had any effects on students' views of social privilege, social injustice, and the nature of good citizenship. Finally, it examined students' perceptions of the value associated with such connections-making.

Perspectives

From the time of John Dewey (1915, 1916, 1938), educational researchers have been calling on classroom teachers to make their instruction more relevant to their students' experiences, arguing that their understanding of academic material increases substantially when it is contextualised to their own lived experiences. Educational psychologists

Jean Piaget (2003, 2007) and Lev Vygotsky(1978) likewise argued people gain the greatest comprehension of something new or foreign when they can anchor it to something familiar.

Power majority undergraduates who benefit from layers of social privilege (see Hinchey, 2009; Kendall, 2006) are unlikely to have experienced the systemic prejudices inherent to the nation's educational system. As such, they may be resistant to learning about the racism, ethnocentrism, sexism, heterosexism, and classism inherent to schooling. They may experience difficulties coming to an understanding of the Other's plight in America's educational systems, particularly if they have nothing onto which they can anchor readings which challenge them to examine either their own privilege (e.g., Howard, 2006). When further examining works which bring their own racism to light (e.g., Wing Sue, 2003), they may exhibit tremendously powerful resistance, experience hurt, or be crippled by guilt.

In order to help my history of education undergraduates overcome these obstacles, I assigned them a mixed blend of readings -- from traditionally crafted historical accounts (Urban,& Wagoner, 2009) to primary sources (Fraser, 2009) to radically critical narratives of educational history (Spring, 2010) and pushed them to make connections, however tenuous, between these readings, their own lived experiences, the experiences of their families, and things they had seen in mass media. The hope was that not only would they gain a greater understanding of their own educational experiences as well as a deeper understanding of the

content material with which they were engaging, but begin to evaluate critically their own social privilege and the origins of systemic social injustice.

Philosophical and Methodological Frameworks

I grounded my undergraduate history of education class within the ontological camp of constructionism. Crotty (1998) notes that constructionism “is the view that all knowledge, and therefore *all meaningful reality as such*, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (p. 42, emphasis added). Constructionism stands as a manner of Golden Mean (Aristotle, 2004) between positivists’ claims of absolute objectivism and relativists’ claims of absolute subjectivism as the ultimate status of knowledge. Constructionism instead blends the two, noting that the two need be “brought together and held together indissolubly” (Crotty, 1998, p. 44) as they describe the underlying basis of reality.

Complementary to ontological constructionism, which concerns itself with the meaningful artifacts social agents create, I grounded my undergraduate history of education course in epistemological constructivism, which concerns itself with the learning transformations individuals undergo as a result of their interactions with both learning materials and their peers (Piaget, 2003, 2007; Vygotsky, 1978). Each week, I required my students write 300-600 words in which they actively and purposively worked to identify, make, and describe connections

between the assigned readings and their own experiences. During class meetings, they would discuss the readings and their own experiences using a variety of formats, including those suggested by the National School Reform Faculty (2008, 2009) and by the National Council for the Social Studies (Passe,& Evans, 1996).

Sources and Methods of Analysis

Eight undergraduates, all from one section of the history of education class I taught, consented to participate in this exploratory study. Over the course of a semester, each produced thirteen “Making Connections” submissions, totaling between 100-150 pages of reflective text. These pages, along with analytical memos I produced throughout the analytical process, constituted the data corpus.

In order to maintain epistemological consistency (Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009) with this study’s constructivist stance, I used Charmazian grounded theory analysis methods (Charmaz, 2006). In the first stage of analysis, I read through my participants’ “Making Connections” submissions and constructed segment-specific initial codes to the whole corpus. As I assigned these codes, I produced analytical memos, in which I explained the reasons for which I created the codes I created, why I assigned them to particular segments of the corpus, and pondered questions which arose.

During the second stage of analysis, I created a series of focused codes with the aid of my analytical memos. The initial codes I felt which made the most sense to serve as rough sorting categories constituted the

focused codes, into which I sorted all of the other relevant initial codes. As I created the focused codes and sorted initial codes into them categorically, I produced a second series of analytical memos in which I explained the reasons for which I sorted as I sorted, as well as any revisions I made to the focused codes as analysis progressed.

In the third stage of analysis, to which I refer as the equilibrium stage of analysis, I constructed a series of theoretical codes which told the coherent analytical story of the data corpus all while pushing these data toward theory building. Producing a third series of analytical memos, I went back and forth between the focused codes and the theoretical codes I created, making revisions as needed until I satisfied myself that the codes made sense.

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Living an Educational Life: The Characteristics of Dewey

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As social studies educators enter the 21st century, two prominent educational issues are presented for consideration by the literature. First is the continuing growth of diverse school populations in American public education, which requires a reconceptualization of pedagogy through a multicultural equity lens. Second is the incapacity of social studies classroom teachers to break from traditional methods of transmission instruction, including worksheets and lecture, which result in students' limited interest or engagement in learning. If left unaddressed in schools of education these two issues are incompatible with the development of a democratic citizenry for all students, as social studies teachers should be seeking to engage their students in the development of active voices, instead of disengaging them from the content through ineffective pedagogy. It is suggested that an emphasis on philosophy can address both of these situations; and there is a value in developing teacher's philosophical foundations and assumptions in order to better teach the diversity of tomorrow's classrooms. To teach is not necessarily to follow specific rules and procedures to any set end, nor is it to exist only in the classroom in front of students; instead it is a larger existence. It is a constantly evolving life that an individual seeks to live not just in action, but also in being and thinking. This paper places a framework of

characteristics identified by Dewey for educators to consider through a reflective situational event such as that discussed by Kathleen R. Kesson and James G. Henderson (2010) in their article *Reconceptualizing Professional Development for Curriculum Leadership: Inspired by John Dewey and informed by Alain Badiou*. The argument here is for educators to develop an understanding of what it is to fully live the life of an educator through a deeply reflective event perhaps as Kesson and Henderson (2010) explain, something akin to the development of an “Artist’s notebook” (Kesson & Henderson, 2010). Through this reflective event, teacher’s think about education as a lifestyle that values and utilizes honest intellectual thought to be an active pioneer of education; relying on the courage of a creatively inventive personal mind, with “the ability to push beyond customs” (Dewey, 1922) in order to reconceptualize their classrooms and content as engaging learning environments, not as efficient systems for information delivery.

Working from Nodding’s (2010) instruction to “believe Dewey first,” the presentation engages the creation of such an event, starting with a discussion of Dewey’s 1922 essay *Education as Engineering*, where one can identify a collection of characteristics to live by, attaining what can be identified as the educational life. These characteristics are further fleshed out by four commentaries by Gert Biesta, Jim Garrison, Stefan Thomas Hopmann, and Francis Schrag (2009), which are used by the author to explore and expand the characteristics derived from Dewey’s original article, creating a conceptual framework for social studies teacher

reflection. This framework is then coupled with Fishman and McCarthy's (2010) view of Dewey's idea of ethical love, as explored in their article *Dewey's Challenge to Teachers*, where they address Dewey's 1932 challenge to teachers to engage our students in the development of ethical love that they quote Dewey in describing as to "create an interest in all persons in furthering the general good, so that they will find their own happiness realized in what they can do to improve the conditions of others" (LW7:243). This is a powerful statement for social studies teachers to consider and reflect on, as within this statement and challenge are the need for teachers not only to develop this view in their students, but also to develop and maintain it within themselves. To engage both the realization of how our actions and words impact others, while cultivating the "ideal spectator role" (Fishman & McCarthy, 2010) where teachers can step back and consider a whole situation, not just one singular aspect. Dewey's challenge still resonates in the educational milieu of today, as a modern reading of his challenge can be engaged through the reflection on identified educator characteristics through personal narrative reflection, critical in articulating the means of an organic growth of teacher's to live as educational beings at large, to expand upon their understanding of their chosen career. Finding an understanding of ethical love in themselves through these characteristics can lead to the development of educational love, allowing social studies teachers the ability to engage a rapidly changing and diverse student population in developing their own sense of ethical love, thus setting in motion a move towards a better society.

If teachers are going to have the ability to effectively teach the diverse student population of the 21st century, a solid foundation in what it means to live as an educator is crucial so they can critically examine their own view of education. If an individual is willingly entering the life of an educator it is important they understand what that decision means and begin to develop themselves within their chosen lifestyle. It is imperative that schools of education engage students in a philosophical approach to teaching, though such situational events like this critical self-examination via a Dewey based framework, helping them see that to teach is not necessarily following a step by step set of procedures, but critically approaching their basest characteristics and assumptions, seeing education as a way of life to be lived constantly, always seeking to live better for themselves, and ultimately for their students.

The paper presentation seeks to provide a brief example of how such a situational event can be constructed and engaged by a social studies teacher. Selected narratives from a self-case study by the author identify moments within a career as a social studies teacher where these characteristics can be engaged, hoping to illustrate the rich value of philosophical reflection in today's modern social studies classroom; engaging in what it means to live the educational life through such Deweyian characteristics as Courageous, Adventurous, Experimental, Creative, Pioneering, Innovative and Tactful.

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**“Pay Attention and Take Some Notes”:
Youth’s Notions of Citizenship through Slam Poetry and Visual
Literacy**

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Pay attention and take some notes
Here we go
Our country is overrun by illegal immigrants
Overweight babies with rabies
No cure for cancer
Or STD's

We need more answers
No more problems, please
Gang members assisting in violence's criminal mind taking over
Corrupt politicians and lawyers argue over pointless pieces of information
As war veterans oversee genocides in third-world nations
As nuclear warfare sends shrapnel flying through the streets
As war propaganda promotes pain in other countries
As Death drags people in with his cold, dark hands
And spray paint artists are branded as dangerous graffiti monsters
Leaders making us all followers without dreams

The image and writing above were crafted by Ryan as a part of a collaborative action research study of a "slam" poetry project conducted by this paper's authors. Ryan was 13 years old and in an honors-level language arts class and he offered a harsh critique of the state of U.S. society through his illustrated poem. The lines above were part of a slam poem entitled "It's Not All About You" that was intended to address and illustrate the question "What does it mean to be a 'citizen'?" But Ryan's poem and sentiment were hardly unique amongst the creative products our middle school students drafted. Called on to consider "citizenship" in early 21st century America, concern about skewed values, interventionist foreign policies, and indulgent tendencies were prominent.

The genesis of this project was mutual interest in innovative practice to develop our students' enhanced notions of citizenship through poetry as

a medium of expression. To best understand the project's impact on their students' learning, we considered three questions:

- 1) What are students' concepts of citizenship?
- 2) How does the use of images in a slam poetry project affect students' perception of poetry?
- 3) How does participation in a slam poetry project affect students' notions of citizenship?

We examined the products of this project—middle school youths' provocative slam poems through which they articulated and depicted their notions of what it means to be a citizen—for data to address these research questions. Additional data were also drawn from pre-writing activities, student surveys, and interviews of youth participants. As Ryan's image and reflection above suggest, the results of this project and study provided important insights into diverse youths' perspectives on citizenship, poetry as a relevant literacy form, and the use of visual media as a tool for engaging young adolescents with social studies and literacy content.

Theoretical Framework and Perspectives

We relied on a critical pedagogy framework as the foundation for our work as teacher researchers serving an extraordinarily diverse—in terms of race, ethnicity, and language—population of young people. We appealed to the foundational assumption that educational practices should address how to construct institutional conditions in which the lived experience of empowerment for students is a defining quality (Ayers,

2004; Darder, Baltodano & Torres, 2002). We also recognized critical perspectives on social studies and literacy education fostered through alternative, visually-oriented research methods (Mitchell, Weber & O'Reilly-Scanlon, 2005; Rubin, 2010).

Methods and Data Sources

Intrigued by these citizenship awareness, broad literacy, and visual media issues, we co-planned and implemented the “Slam Poetry and Citizenship” unit over the course of five weeks during the middle of the 2010-2011 school year. This project was conducted with 55 diverse 12-14 year-oldyouths in two honors-level language arts classes.

We called on students to create slam poems using images to highlight themes from their writing, addressing the question “What does it mean to be a ‘citizen?’”. These young adolescents completed pre-writing activities, and draft, revised, and final versions of their poems in their language arts classes. After completing the first drafts of their poems, each student took or collected a pool of photographs to illustrate a minimum of three concepts of citizenship that appeared in their poems. These pre-writing tools and drafts of students’ poems served as a significant data source for our study.

Following in-class discussions and 1:1 interactions with peers and investigators, each youth chose three images that were included with their presentations of their poems. In an effort to gather more student insight regarding involvement in the project, a small number of students (6) were selected to participate in interviews at the conclusion of this project.

Presentations of the students' work and these interviews served as another set of data for this study.

Results and Conclusions

At the conclusion of this project we content analyzed these 55 poems and the approximately 170 images for prevalent visual and descriptive topics and themes (Creswell, 1998; Rose, 2006). Our research project specifically addressed the three aforementioned research questions emerging from the student poetry projects as well as the scaffolding activities leading up to the final project. Additionally, student interviews were analyzed for validation and corroboration of these emerging themes.

The results, based on our data sources illustrated a wide-ranging and sophisticated notion of citizenship in twenty-first century America. Two salient themes emerged from the data: the respect afforded those living in the United States and the shallowness of American culture which leads to a distinct national identity based on appearance and wealth rather than core values of social justice and respect for human dignity.

Scholarly Significance

This project and report are significant for multiple reasons, appealing to a range of perspectives on what is “known” about citizenship, social studies and literacy education, and the literacies of today’s young adolescents. The structure and the results of this study promote the controversial idea that classroom teachers and P-12 students are experts on these topics, a notion that many implicit assumption in educational research ignore. Diverse youth in our increasingly global society may be

the best source for ideas about how to confront prejudices in their schools and the wider world. Finally, the multimodal tools through which young people explored the concept of “citizenship” moved what we—their teachers—thought we knew about them and their ideas from words we might not *hear* to illustrations we could not help but *see*.

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**“Art for Education”: The Development of Illustrated Social Studies
Textbooks and Resources, 1955-1970**

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Robert Kunz (1921-1969) wore many hats during his short career, including teacher, draftsman, book illustrator, commercial artist, cartoonist, filmstrip creator and cartographer. A passionate artist from a young age, he chose the motto “art for education” as his personal and professional creed. Although his name may not be commonly known today, his extensive creation of educational materials during the 1950s and 1960s helped to shape the perceptions of North American school-children at the time, and repercussions of his work are still being felt in social studies material today.

This study draws upon the many diverse art forms, commercial interests and media techniques that Kunz pioneered, and examines his career as a microcosm of the changes that were taking place in the sphere of Social Studies resources after the Second World War. Trained as a formal artist and draftsman in the Kingdom of Yugoslavia during the interwar years, he acted as a technical illustrator for Porsche until the mid-1940s when he decided to dedicate his life to artistic pursuits. He began teaching art near Baden-Baden in 1947, and moved to Stuttgart in 1949. Throughout this period, he continued to develop a unique painting style in fine arts, experimenting in oil paint, tempura and water colour. Straddling

the line between realism, caricature and anthropomorphism, his early work gave indications of his roots of German romanticism.

Refusing to be tied down to one genre, Kunz worked in areas of fine canvases, but won little success for the many landscapes and “still lives” he produced after the War. His interior designs, as well did not develop into successful enterprise. Many of this aquarelle sketches harkened back to the 19th Century German Naturalist Movement, and contained much of the gentle humour found in the works of Carl Spitzweg. Unfortunately, his works seemed quite out of step with the Expressionist and Conceptual Art Movements that were currently in vogue. Kunz perhaps found his strongest calling as a technical and artistic illustrator for written works and advertising. In the later 1940s, his posters graced the walls of Stuttgart streets, advertising everything from soap to zoo exhibitions. Here, he specialized in creating animal characters with humour and irony – these would be revisited in later years in the work he did abroad for commercial and educational endeavours.

With an eye to improving his financial situation and stability, Kunz moved his family to Toronto, Canada in 1952. Unfortunately, he knew little English and had no contacts in the Ontario art world. For this reason, it was difficult to become established and start a new career as a freelance artist. However, while taking English lessons at a night school, he befriended the teacher, Lloyd Dennis (who became an internationally renowned educational pioneer in the 1960s). Dennis spotted his talent and put him in touch with a number of school text-book publishers. Kunz’

first major contract was to illustrate R.S. Lambert's history text, *They Went Exploring* (1954). This book contained the first of his signature "marginalia-style" illustrations for texts, and cemented his reputation for the next two decades.

With the success of *They Went Exploring*, Kunz received numerous contracts for text-book illustrations. His work was used by such publishers as the Book Society of Canada, Ryerson Press, Gage, Longmans, Copp Clark, Clark Irwin, McClelland, MacMillan and many others (see bibliographic section below). The list of authors for whom he illustrated reads like a "Who's Who" of textbook writers for the late 1950s/early 1960s: Max Braithwaite, Rae Chittick, G. Roy Fenwick, Edwin & Mary Guillet, Hank Hedges, R.S. Lambert, and Stuart L. Thompson were just some of his collaborators.

His most famous endeavor began in 1957 when he and Dennis decided to collaborate on a children's newspaper page. Approaching the *Toronto Telegram* with the idea of a page, called the *Children's Corner*, they were surprised to find it accepted. This won almost instant fame and, until 1962, the page ran every week. Each week, the page contained sections on persons in history, maps of the world, crafts to make, puzzles, stories, and various social studies topics. While much of the art-work created by Kunz at this time was hardly avant-garde, the medium he was now exploring was trailblazing. In one of the first experiments in education in the province, Dennis and Kunz used "mass publication" as a way to "mass educate" a young audience on social studies topics outside

of the classroom. It successfully merged home and school with a technique that was based on self-education, when the student felt like reading, rather than teacher transmission at specific times.

From newspapers, he expanded his interests into cutting-edge educational resources (for the time): transparencies, film-strips, animated films, relief maps. In subsequent years, he continued to try to market various educational series of filmstrips (i.e., “Tip & Top”, “Joe & Moe”) with Pegasus Film Co. and Berkley Studios. He created a number of transparency series for Ontario school boards. He expanded his work into toy design, multi-media sculpture, stained glass, concrete bas-relief, copper plaques, and maps for the blind. He even considered relocation to California, and engaged in talks with film studios to create a film version of “Tip & Top”.

At the top of his fame, he and Lloyd collaborated in the now iconic booklet *The Story of Honey* for the Beekeepers’ Association of Canada in 1959. This was quite illustrative of the post-war’s trend of bringing commercial and educational interests together in classroom resources. So popular was this endeavor that it was reprinted every year for the next 30 years and appeared as a resource in many classrooms across Canada for a generation. For his remaining decade of life, he continued bringing these two aspects together in his art.

In 1966, Robert was mandated to perform the largest project of his life. He was assigned to create a mammoth full-colour pictorial atlas of Canada that would be displayed at EXPO 1970 in Japan. Unfortunately,

while he finished the project, he never lived to see the project on display. Diagnosed with Hodgkin's disease in 1965, he succumbed to the disease in 1969.

Kunz' influence in the field of educational art and design at the time should not be underestimated, nor his enduring impact today. Before his arrival in Canada, social studies textbooks in the country were very much seen as an exercise in wordsmithing. With the acceptance of his first designs in textbooks, these works changed. During the post-War era, the illustrations in these books were no longer seen as mere ornaments for distraction. Due to Kunz (and many other illustrators at the time, or course), the illustrations became integral to the textbook itself. The words and the pictures would now meld together to tell a story. This led to the recognition of the importance of visual learning as well a reading for the student. His work in audio-visual materials also paved the way for increasingly sophisticated classroom techniques and resources that have progressed to this day.

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Teaching the Holocaust Through Inspirational Stories of Survival

Sheryl Needle Cohn

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The content of this presentation included Teaching the Holocaust to Secondary Education students, College Students, & the general public. This was achieved through the telling of inspirational stories of survivors, secondary generation adult children of survivors, & Christian brave resistance fighters. Multiple resources were discussed, including Dr. Cohn's newly published non-fiction book: Cohn, Sheryl Needle (2012) *The Boy in the Suitcase Holocaust Family Stories of Survival*. Md: Hamilton Books, A Division of Roman & Littlefield.

It is important to continue to tell the stories of those brutally humiliated, tortured, and murdered during the Holocaust. Those innocent victims who survived this unthinkable trauma will soon be gone. One noble last form of resistance is the courage of survivors and their second and third generation children in sharing their stories with the Holocaust historian. The presenter's own paternal family story was shared during this presentation. Sheryl's relatives were shot in the small village of Dubno, Poland in 1941. As the Maggid (story teller) of her Russian ancestral Dubno before her, Sheryl told unique and inspirational stories in her presentation. She also shared the title story from her book about an infant smuggled out of Germany and raised in the Dominican Republic.

Dr. Cohn is very grateful to the survivors and their adult children for their trust in sharing their stories. “When The Last Survivor Is Gone, Who Will Tell of the Holocaust” Etunia Bauer Katz, survivor. Teaching the Holocaust during conference presentations, public speaking events, and visits to schools ensure that these memories will be kept alive and honored. “For whoever listens to a witness becomes a witness.” Elie Wiesel.

Places of Memory and Political Definition of the First World War

Memory in Portugal

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Portuguese involvement in the World War I European front did not favour, contrary to what might be expected, a victorious expression of the *myth of the war experience*.¹ On the contrary, it was relegated to the possible situation of a mutilated victory, such as Italy.² Portugal's participation in the war, which started on March 1917 under the aegis of the *Union Sacrée*, and its victory alongside the Allies did not pacify internal political dissent, as well as did not prevent Sidónio Pais's conservative presidential government (from December 1917 to December 1918) or even the dictatorship's emergence.

The issues raised early on by Portuguese historiography are essentially concerned with the place of intervention at the turn and decay of the First Republic. The existing material culture, resulting from the political effort to consummate the memory of the World War I, allows us to inquire about the war place in the Portuguese memory, but mainly in the First Republic evolution.

Although, the politics of the war memory during the First Republic determined it would not linearly culminate in the politics brutalization. The consideration of the Portuguese case has enabled the deconstruction

of the idea that the war would lead to a cultural break through the official designation of modern ways of thinking society and war itself.

One could question, therefore, whether the monuments would be traditional compensation mechanisms, based on a funeral relationship between the living and dead or modern manifestations of a political radicalization?

Rather than being a survey of sculptural elements, what is of interest is to perceive the ability and activity of the First Republic in implementing the official war memory through its memorials. The monuments are of interest as propaganda tools, mirrors of an official ideology and their effectiveness in the consolidation of a public memory. So, assuming the assimilation of European forms, the Portuguese expressions of war culture, specifically the monuments to the dead of the First World War, are clearly traditional, connoted by republican values and distant from the modernizing forms that marked some incursions in countries like Italy or Germany. The most obvious remnants of war remain deeply attached to their traditions, fearing a rupture and constructing a historical memory to ensure continuity of *national identity*. The construction of memory around the war is thus republican, funeral and patriotic. The cult of death for the *patria* – symbolically and collectively annihilated by the spread of environmental and architectural familiar structures – supplanted the cult of the victory and of the nation. It projected a set of funereal rather than victorious, commemorative processes, centred on the cult of the dead, reinforcing their sacrifice for the

patria republic, rather than for the nation. This process was some distance from the use of modern devices, worthy of dictatorial pictorial languages, using familiar and traditional moulds invoked by the Republic, both the Christian tradition, and public art in transition from the nineteenth to the twentieth century.

The Portuguese war memorials, known specifically as monuments to the dead, were chosen by the Portuguese First Republic to pay tribute to their fallen heroes – the nation's army – and provide the honourable service of enhancing the pantheon of civil religion. Rather than being a survey of sculptural elements, what is of interest is to perceive the ability and activity of the First Republic in implementing the official war memory through its memorials. These constructions are of interest as propaganda tools, mirrors of an official ideology and their effectiveness in the consolidation of a state memory.

In Portugal, the monuments to the dead of the First World War are the face of the precariousness of the *myth*. According to the *Voz do Combatente*, a periodical of a branch of the First World War Veterans Association, they arise from particular initiatives, and each one is blessed and surrounded by local tears, family and friends, but lacking in the tears of the country, which abroad praises and values them'. Thus, the development of a memorial art to the First World War, in the literal sense of art as a reflected purposeful act, together with the necessary beautification of the dead victims of political action was far from achieving visible results. There were about one hundred constructions, and

the number could be extended if we take into account the work carried out within the colonial territory or the small funeral monuments in the plots reserved for veterans, but these were marked by poverty and simplicity, not due to ideological and symbolic determination, but rather an inevitable feature due to economic precariousness. The monuments expressed the Republic's inability to build a national memory around the victory on World War I, alongside the Allies.

Notes:

The *myth* is constituted as a democratic universe bringing together events and meanings to commemorate war and their dead, which begins during the conflict, but which is never definitely constructed within the postwar period. As a ritual, this involves an essentially public consolatory endeavour, as a claim for glory, rather than a lament of its atrocity. The construction of this myth values and cancels out the horror of death by highlighting the values of sacrifice in battle for a generation engaged in a true crusade. For the comprehension of the *myth* see Mosse, *Fallen soldiers: reshaping the memory of the world wars* (1990, p. 7) and, from the same author, '*Two World Wars and the Myth of the War Experience*' (1986).

Some elements would even help condition a *vittoria mutilata* scenario, more specifically: the instability of a rare European republic; victory alongside the Allies; frustration concerning compensations and peace

negotiations, when compared to a neutral and acknowledged Spain; political evolution towards a military dictatorship (Gibelli, 1998, p. 322).

3 'Ilusão, falsidade, mentira', *A Voz do Combatente*, 7 February 1931, 4.

⁴A 1942 report from the LCGG presented one of the first surveys, besides that carried out by the JPN and completed by the CPGG, of the "Private plots for combatants of the First World War", adding information to the 1938 report, stating there were approximately 106 plots, with around 28 having an ossuary and 14 with cemetery monuments. The owners included town halls, the Liga dos Combatentes and parish councils (Cf. LCGG, *Relatório da Gerência de 1941*(Lisboa: Tipografia da Liga dos Combatentes da Grande Guerra, 1942), 292-293).

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W. E. B. Du Bois, Social Studies, and the Global World

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As a sociologist and political activist, W. E. B. Du Bois was concerned about social conditions in the United States of America (USA). However, Du Bois was also concerned about social conditions abroad, including Ghana, Haiti, China, India, Germany, and elsewhere. Long before “Think globally and act locally” was popularized as a slogan, Du Bois was carrying himself in this manner. From the 1890s to the 1960s, Du Bois was active in national and international social movements—a period of more than six decades. On the one hand, his scholarly and political activity led to him being loved and admired by people like Paul Robeson and Martin Luther King, Jr. On the other hand, his scholarly and political activity led to him being hated and despised by people like Joseph McCarthy and J. Edgar Hoover.

The purpose of this paper is to discuss W. E. B. Du Bois and his social studies related to the global world. It will examine some of the teaching ideas, research, and conceptual analyses articulated by Du Bois in his writings between 1895 and 1945. In this paper, special reference will be given to his dissertation, the Atlanta University Studies, and his reports at the five Pan-African Congresses. This paper will present the argument that Du Bois used Pan-Africanism as his global worldview and that he refrained from being a “car-window sociologist.” Instead, as this paper

will point out, Du Bois conducted empirical research which he called a “social study.” In that research, Du Bois employed a mixed methods approach, including surveys, archival research, participant observation, and secondary data analysis.

Du Bois and His Teaching Ideas, Research, and Conceptual Analysis

Between 1894 and 1944, Du Bois had teaching stints at Wilberforce University and Atlanta University. Long before contemporary social scientists, Du Bois considered the concept of race to be a social construction and taught that notion to his students. This fact has been confirmed by Diggs (1968). Du Bois also taught his students that the social study was a research method which could be used to shed light on the experience of Black people in the USA and elsewhere. For Du Bois, the social study employed a mixed methods approach consisting of surveys, archival research, participant observation, and secondary data analysis. One of the first times Du Bois used the term social study was in an 1897 paper he presented at a conference of the American Academy of Political and Social Science. The paper titled, “The Study of the Negro Problems,” was published in 1898 in the *Annals of the American Academy of Political and Social Science* (Cromartie, 2011).

Both before and during his professorship at Atlanta University, Du Bois conducted a series of social studies in Pennsylvania, Virginia, Alabama, and Georgia. In the case of Georgia, Du Bois utilized a social study to research social conditions on a number of occasions. A major

concern of Du Bois in those social studies was Black economic development (Cromartie, 2011).

In terms of his conceptual analyses, Du Bois self-identified as a sociologist. Because of his race as an ascribed status, Du Bois is one of the peripheral fountainheads of sociology. He has not gotten his full due and credit in sociology as an academic discipline because he was a Black man. Despite the fact that he was one of the first sociologists to conduct empirical research in the USA, his contributions have often been overlooked or ignored. His sociological contributions include utilization, engagement, and/or operational definitions of the following concepts: double-consciousness, Talented Tenth, color line, the veil, Pan-Africanism, Black nationalism, and structural integration (Cromartie, 2005; Diggs, 1968).

As a sociologist, Du Bois was concerned with issues at the micro level of analysis, middle level of analysis, and the macro level of analysis. Thus, Du Bois may very well be placed into the multidimensional category instead of being pigeon-holed as an interactionist theorist, conflict theorist, or functionalist theorist. Also, Du Bois did not believe in what he called “armchair sociology.” He took the position that sociologists should go into the field and make direct observations of people in their social environment. Hence, Du Bois proceeded to conduct empirical research in various locations and for different agencies and entities.

Harvard University Dissertation

In 1895, Du Bois became the first known Black person to earn a Ph.D. at Harvard University. The title of his dissertation was *The Suppression of the Atlantic Slave-Trade*. The following year, it was published as the initial volume in the Harvard Historical Studies. Du Bois (1896/1969) used his dissertation to show that slavery was an international endeavor conducted by capitalist corporations from Europe like the Royal African Company. He also used his dissertation to show the efforts made by abolitionists and their allies to suppress the trading of enslaved Africans as property.

Social Study Research Reports for the University of Pennsylvania, Atlanta University and the U.S. Department of Labor

In 1899, Du Bois became one of the first sociologists to publish an empirical research study in the USA when his book *The Philadelphia Negro* was released. To conduct his research on Black people in Philadelphia, Du Bois (1899) used a social study. Du Bois reported that the major problem faced by Black people in Philadelphia was White racism. Based on his findings, Du Bois made a set of recommendations about what Black people could do to help themselves; what liberal White people could do to help Black people; and what the government could do to help Black people.

While in the midst of his research on Philadelphia, Du Bois headed to Virginia and started another empirical research project under the aegis of the U. S. Department of Labor. Eventually, Du Bois published five

social studies in the form of research reports for the Department of Labor. Aptheker (1980) has published the five studies in a compilation titled *Contributions by W. E. B. Du Bois in Government Publications and Proceedings*. Further, Du Bois published 16 social studies in the Atlanta University Studies of the Negro series. Octagon Books (Du Bois, 1968-1969) has published all 16 social studies in a posthumous compilation titled *Atlanta University Publications*.

Reports for the Pan-African Congresses

In 1900, Du Bois participated in the first Pan-African Conference. It was organized by Henry Sylvester Williams and held in London, England. The aim of the conference was to foster racial solidarity and collective behavior among Black people on a global basis. At the Pan-African Congress, Du Bois served as the chairman of the Committee on Address. Du Bois is credited with making the following statement at the conference: “The problem of the Twentieth Century is the problem of the color line, the question as to how far differences of race, which show themselves chiefly in the color of the skin and the texture of the hair, are going to be made, hereafter, the basis of denying to over half the world the right of sharing to their utmost ability the opportunities and privileges of modern civilization” (Quoted in Cromartie, 2011, p. 15). Du Bois repeated this statement in a slightly different form in his book *Souls of Black Folk* (Cromartie, 2008, 2011).

Between 1919 and 1945, Du Bois organized five Pan-African Congresses to foster racial solidarity and collective behavior among Black

people on a global basis. The First Pan-African Congress was held in Paris, France during 1919. Two years later, in 1921, the Second Pan-African Congress took place in London, England; Paris, France; and Brussels, Netherlands. The Third Pan-African Congress was held in London, England and Lisbon, Portugal during 1923. Four years later, in 1927, the Fourth Pan-African Congress took place in New York City. The Fifth Pan-African Congress was held in Manchester, England during 1945. In the conference proceedings of the latter conference, George Padmore declared that Du Bois was the father of Pan-Africanism (Cromartie, 2011).

Summary and Conclusion

This paper has discussed Du Bois and his social studies related to the global world. It has also examined some of the teaching ideas, research, and conceptual analyses articulated by Du Bois in his writings between 1895 and 1945. When Du Bois died of prostate cancer on August 27, 1963, the global world paid homage to his legacy. His death occurred one day before the March on Washington led by Martin Luther King and others. At the march, it was announced over a loud speaker that Du Bois had died in Ghana. Molefi Assante was present at the march and has recollected that, “. . . there was a tremendous feeling of sadness and loss, but yet there was ovation for his life because his life was singularly lived for the advancement of African people” (Quoted in Baber & Tiehel, 1994).

Ghana presented Du Bois with a state funeral. Many countries sent official representatives to the funeral. Sadly, the USA was the only

country with a consulate Ghana in which failed to send an official representative to the funeral (Baber & Tiehel, 1994). Indeed, such a move was a sad commentary about the way in which the USA treated its native sons from 1868 to 1963. Nevertheless, the legacy of Du Bois is alive and well in the USA as well as elsewhere. His social studies conducted on Black people are a testament to a legacy which should never be forgotten in the annals of time.

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**21st Century American Government: Student Participation and
Engagement in Government through Multiple Technologies**

Charles Cummings
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As an online American Government Instructor with several years of experience as an online student at the collegiate level, I felt that there was a real need to integrate aspects of MLearning into my students' curriculum to not only enhance and solidify their understanding of content standards, but to actively engage them in understanding the course content. The presentation revolved around the methods in which I had incorporated MLearning to enhance the learning experience of my students. The methods I discussed in this presentation are applicable to both online and classroom American Government teachers. They are fun, informative, heavily engaging, and tend to favor an educational approach which not only helps students master the content but allows them an opportunity to develop 21st Century Skills.

A significant portion of my collegiate level coursework has been completed through online course offerings. When I began utilizing MLearning solutions to engage my students in their content I was working on my second semester of studies in an online graduate program. I often wondered if my students and I shared some of the same academic experiences in our online coursework. I often felt that I wasn't actively engaged in learning during much of my online collegiate level

coursework, and I did not want my students to have this academic experience in common with me. Thus, I began to alter several lessons which were tied to traditional online assessment practices to ones which were far more interactive, engaging, and rewarding to the student through MLearning technology.

Specifically, I spoke about two instances where I utilized mLearning to enhance student engagement in my course. In the first example, I spoke about an individual student who interacted in tablet based instruction. In the second example I discussed action research I conducted through an instructional method I had developed which utilized the Congress app (by the Sunlight Foundation) to help my students achieve a number of curriculum goals through their smartphones. In either example, the idea was to get students away from their computers to interact with the course through alternative technologies and ultimately master the content through Mlearning.

With regards to the individual student, I was able to bring about change in their participation habits through the use of their iPad. Together, the student and I discussed the benefits of using their iPad to learn about Senators Marco Rubio and Bill Nelson. During the course of the discussion, the student was able to utilize the MyCongress app to discover voting records between these two elected officials, the legislation each Senator was tied to, and even how to contact them through MyCongress. We also discussed the pros and cons of elected officials interacting with their constituents through social media.

With regards to the second example, I conducted action research to determine if my prior individual interaction could prove to be a valuable method of instruction for a larger audience. In this instance, I distributed an instructional packet to a small group of students (n=9) to utilize their Android OS smartphones in learning much of the same content through a similar app, Congress. Prior to the distribution of the instructional packet, students were pre-tested on their established information of the content. A number of questions were asked and data was kept to analyze against post-test responses. Students utilized the instructional packet and my direct instruction for navigational purposes (I wanted to provide asynchronous and synchronous opportunities to the learner). Post-tests were conducted to determine if students had immersed themselves in the Congress app enough to learn vital information about interacting with their elected officials. Results yielded positive conclusions with regards to interacting with elected officials not just through social media, but the Congress app, itself.

Occasionally I will find other apps to use with my students. Recently, I have been using the Marco Rubio app for both Android OS and iOS5 users. Often I can use Senator Rubio's app for a number of instructional topics that hit on both curriculum and content standards. However, apps which are available on both the Android and iOS5 software platforms are few and far between. Apps such as US Government Brainsscape, Follow Congress, US Congress Watch, Show of Hands, Congress Report, Presidents, Presidents by the Numbers, and of course

My Congress are great tools when engaging students in their American Government students through MLearning and social media, but really rely on Apple's iOS5 platform to bring to life (although many of these apps could be/may have been released already for the Android OS). It is my hope that one day MLearning will become the norm for instructional and assessment practices in distance education - especially the social studies. I would like to thank the International Society for the Social Studies for allowing me to speak at their conference.

Presentation from 2012 ISSS Conference has been made available on YouTube. Please search for "21st Century American Government ISSS 2012"

**Teaching Cultural and Historical Topics with Comic Books Using the
ACCEPT Method**

Charles Cummings
Florida Virtual School

The ACCEPT Method is an evaluation protocol that teachers can use in evaluating comic books as teaching aids in the social studies classroom. Although the use of comic books in the classroom isn't anything new, there wasn't a definitive protocol for teachers to follow when deciding that the use of a comic book would enhance the lesson being taught to their students. Through the use of the ACCEPT Method, both veteran and novice teachers alike can select comic books for the classroom to effectively enhance the learning experience of their students. The ACCEPT Method performs the following tasks for teachers interested in using comics in their classrooms:

- Provides a backdrop for the usability of a comic book as a teaching aid
- Provides a framework towards selecting comics to use in the classroom
- Offers guidance behind the facilitation of using comics in the classroom
- Presents a logical and simplistic structure to build lessons from

The acronym of ACCEPT is defined as the following:

Alignment to Content Standards

Content of the book

Characters in the book

Events Associated w/ Book's Release

Publishing Format

Topical Integration

In today's classrooms, it is not enough to just teach from the heart. It is important to make sure that instruction aligns to content standards mandated by your state. Due the large emphasis on teaching to standards in the United States, it is of the utmost importance that the selected comics *align to content standards*. The *content of the book* should be thoroughly examined for literal and creative ways to enhance the learning of content standards. Both the literal and creative interpretations have their pros and cons when it comes to the utilization of the comic's content. It should also be noted that the *Age* of publication plays a strong factor in content availability (*Age* referring to the period of publication – Platinum Age, Golden Age, Silver Age, and Modern Age).

The *characters in the book* should be taken into account for a comic that could be introduced into the classroom. It should be known that popular comic book characters can be just as effective as unknown characters when used for instructional purposes, but a student's predisposition to popular characters may expedite a desired learning outcome. In either event, it is important to focus on the attributes of the

chosen character as they may “break” the lessons as easily as they could “make” the lesson.

It is also important that selected books have *event's associated with their release*. As a teacher, it is important to ask yourself the following questions: Was there any media attention with the release of this book? Was the book released to coincide with an event? Is this book part of a greater plot arc? (Knowing that there are legitimate events tied into the release of a book make it an easier sell to administration as a valuable teaching tool, while plot arcs can allow for deeper creative discussions regarding content).

The *publishing format* is critical when choosing a comic book to integrate into your teaching strategy. Remember that you are trying to teach a class with this comic book so the monetary cost of the materials will come into play. Some single issues of comic books can be rather inexpensive while others can be costly. Comics published in volumes could be an economical solution in some cases. Digital presentation is another option when the technology is readily accessible in your classroom. Always make sure materials do not violate copyright laws.

Finally, *topical integration* is the key to successful integration of comic books into your lessons. Some possibilities could be a replacement for bell-work, a captivating introduction into a lesson, or a full out discussion on the comic's representation of the content. Whether you prefer one of these possibilities for integration or simply come up with your own, choosing a comic book that can be successfully integrated into

the lesson can be a daunting process for teachers with little knowledge of comic books and their characters.

For this purpose, the guidelines of the ACCEPT Method act as criterion for evaluating a comic book's value in the classroom. Teachers can select a comic book which they have demonstrated interest in and run it through a list of criteria to determine if it is an excellent, good, or poor resource. Here is the ACCEPT Method's ranking system:

Alignment to Standards?	
Yes	2
No	0
Content Easy to Teach with?	
Yes	2
Maybe	1
No	0
Characters Easily Relatable?	
Yes	2
Not Exactly	1
No	0
"Event" Tied to Release?	
Yes	1
No	0

Published Format Readily Available?	
Yes	1
No	0
Topic Integration Relatively Seamless?	
Yes	2
No	1

Comic books which earn a score of 9-10 points are considered excellent resources. Comic books which earn a score of 7 to 8 points are considered a good resource. Comic books which earn a score of 5 to 6 points are poor resources. Those comics which earn scores less than 4 should probably be discarded. (Teachers should always error on the side of caution when necessary).

Presentation from 2012 ISSS Conference has been made available on YouTube. Please search for “ACCEPT METHOD ISSS 2012”

**Distinguishing Between Historical Knowledge and Historical
Consciousness**

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Historical consciousness becomes an agenda with the requirement of new historical pedagogy. Referred to Bloom Taxonomy, it belongs to the higher level thinking. Learning outcomes can be categorized into the global indicators, such as students' test scores or GPA, and cognitive structures (Krapp, et al., 1992; Schiefele, 1998). Cognitive structures distinguish different levels, and therefore are a more precise measurement than using students' global indicators. In this regard, Bloom Taxonomy (Bloom, et al, 1956; Krathwohl 2002) provides a clear criterion to order the lower level thinking (knowledge) and the higher level thinking (abilities and skills).

Bloom Taxonomy carefully defined six categories in the cognitive domain, which were knowledge, comprehension, application, analysis, synthesis, and evaluation. This categorization was ranged from simple to complex, and from concrete to abstract. Furthermore, it set up a cumulative hierarchy—to master the knowledge in the former categories served as the basis to develop into the latter understandings. Bloom and his colleagues further categorized the six categories into two parts, 1, knowledge; 2, abilities and skills. Knowledge designated the knowledge

category, while abilities and skills included all other five categories from comprehension to evaluation.

Historical consciousness is actually part of higher level thinking (abilities and skills). The concept was initiated in Germany. In North America, the corresponding word is “historical literacy,” suggesting students’ learning and mastery of basic historical information as the first step, and then develops to critical thinker, being able to inquire and ask relevant questions. In Britain, it is called “historical awareness,” or simply “historical education,” which requires students to develop capability of relating different pieces of historical information. Ahonen (2005) believed that this kind of historical education was based on the idea that history was simple piling-up of information of the past and students’ task was to memorize it.

The historical pedagogy requires relating history to individuals and societies, and the development of ethical and citizenship education from history. Historical consciousness becomes the agenda with these requirements (Ahonen, 2005; Seixas, 2004), and its introduction intends to extend the present history learning goals.

Historical consciousness refers to a trans-generational thinking orientation, emphasizing the temporal experiences of history. It also means making sense of the past in order to better construct the future (Ahonen, 2005). By Rusen (2004), although historical consciousness points to the past, it provides specific orientation in dealing with current issues by understanding the temporal quality of the past and comparing the

variations between the past and present. Because the historical interpretation of the present may lead to action, the historical consciousness bestows a future perspective.

Historical consciousness exhibits its competence by three sub-competencies: content, form, and function. Content involves the ability to analyze the past and understand its temporal quality; form refers to the ability to interpret history by bridging time gaps between past, present, and future. Function focuses on the application of the notions of temporal change to the present actualities (Rusen, 2004). Three sub-competencies of historical consciousness are expressed as verbs to *understand*, to *interpret*, and to *apply*. They are arranged in a hierarchical mode, falling in the abilities and skills category of Bloom Taxonomy.

While historical consciousness is a valuable concept, it lacks the important part of historical knowledge, which serves as a base of students' higher level thinking. Even in high level thinking, it just represents one dimension of learning objectives in terms of Bloom Taxonomy. Therefore, educators should realize both values and limitations of the concept.

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**Strategies for Enriching the Experiential Learning of the Graduate
Social Studies Classroom**

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As a student, getting through the first day of graduate social studies can be a fleeting moment or a platform for becoming an active participant in the study of their local neighborhood, across the country, and around the globe. As the course instructor, I believe the pathway that the student ultimately selects toward becoming a social scientist is largely influenced by the unique combination of constructivist classroom events in which student knowledge is the focus of classroom learning. Within a venue in which graduate students take ownership for their own learning and grapple with complex social issues, the graduate student can be empowered to take action and portray their acquired, more aptly their treasured cultural knowledge, experience and abilities. It is vital that our current and future educational leaders see in themselves genuine value in their lives and potential; only in this manner can we realistically hope to transform the future of society. I also believe that each classroom meeting should draw on the inner strength and heartbeat of each student! It should challenge, reawaken, and inspire the educational leader to be part of our social, democratic society. Thus, the student educator who sees the course syllabus should view a window through which their passions, convictions, and power can be linked with that of other student educators. Furthermore, it is the opinion of this course instructor that transformative

opportunities in which we can all live and work are relevant for classroom educators. Thus, what will be featured in this presentation are learning experiences implemented during a semester of a graduate social studies course for elementary school teachers. As part of the conference dialogue, participants will explore for example roundtable discussions that elicited and acknowledged multiple social and ethnic perspectives; panel discussions in which students talked firsthand with local community leaders; inclusion of social media as a strategy for the creation of a network of learners; and the construction of visual displays that pictorially narrated the special times and places of each graduate student. In sum, the culmination of these experiential events provides the graduate social studies educator a constructivist platform to actively engage their own school children with relevant, meaningful learning.

**Elementary Students' Attitudes toward Social Studies,
Math, and Science**

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If we want our children to become effective citizens, then the society should admit that social studies is an essential part of the elementary curriculum. However, research demonstrates that social studies in the elementary school has become increasingly marginalized and the time for classroom instruction in social studies has been significantly reduced. Both education researchers and practitioners noted that such unfavorable environment negatively affects students' interest and attitudes to social studies.

Students' attitudes to a subject is a fairly accurate measure of their interest, it is also an important parameter of the state of education as well as a significant predictor of students' future choices. For decades, studies have been conducted to record students' attitudes to various subjects so that educators could understand which school subjects are more preferable, likable, hard, or important.

The purposes of this study were: (a) to measure elementary students' attitudes toward social studies, math, and science and to compare

attitudes with regard to value, usefulness, and willingness and enthusiasm, (b) to investigate whether gender or grade level influence elementary students' attitudes toward social studies, and (c) to measure elementary students' perception of their teachers' and parents' attitudes toward social studies, math, and science.

Methodology

The participants of this study were 4th and 5th Grade students (n=348) from 3 elementary schools from a Mid-Western state. Out of 348 participants, 164 (47.1%) were boys and 184 (52.9%) were girls. 175 participants (50.3%) were Grade 4 students and 173 (49.7%) participants were Grade 5 students. Data were collected with the help of *the Subject Perception Instrument (SPI)*. The SPI included three sub-instruments, namely: (1) *Subject Attitude Scale (SAS)*, (2) *Perceived Value Scale (PVS)*, and (3) *Subject Ranking Questionnaire (SRQ)*. The items in the SPI were created, adapted or adopted from the previous studies (Chen, 2005; Fennema & Sherman, 1976a, 1976b; Gable & Roberts, 1983; Goodlad, 1984; Haladyna, Shaughnessy, & Olsen, 1980; Lewis, 1979; Menis, 1989; Pintrich, Smith, Garcia, & McKeachie, 1991; Simpson & Oliver, 1985; Wang & Wildman, 1995).

Results

Data from this study indicated that upper elementary students (Grades 4 and 5) demonstrated more negative attitudes to social studies than to math or science. They consider that social studies is harder, less valuable, and less useful than math and science. From the students'

perspective teachers, parents and other people around them (relatives, other adults) place more value on mathematics than on social studies. T-test results revealed that boys and girls did not differ significantly on their value, usefulness, willingness and enthusiasm, and overall social studies attitude scores. Moreover, t-test results revealed that there was no significant difference between fourth and fifth grade students' value scores. However, compared with fifth grade students, fourth grade students (a) considered social studies to be more useful, (b) are more enthusiastic about learning social studies, and (c) hold more positive attitudes toward social studies according to the overall attitude scores. As a result, elementary students are less willing or enthusiastic to learn social studies than math or science.

Because students' attitudes are an important predictor of motivations, future interests, and possible academic success, it is critical to understand the nature of students' disinterest in social studies, particularly the causes that may produce such damaging effect.

Obviously, school is not the only place where students acquire civic competence. However, school, unlike other institutions, is mandated to create an environment where students learn and obtain knowledge, skills, and disposition necessary to become active participant in a democracy. If school fails to instill basic concepts and ideas of democratic citizenship on elementary level, it will be much more difficult to do it later. Thus, students' negative attitudes are a symptom, an indicator of a

complex problem in social studies education that needs serious and careful attention.

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**Hidden Narratives of Unequal Citizenship: Asian Americans, Social
Movements, and the Secondary Social Studies Curriculum**

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Abstract

In this session, participants will gain critical insights as to how Asian Americans have negotiated unequal citizenship in times of anti-Asian hysteria (both in the past and present). The presenter will introduce practical strategies for teaching 7-12 learners about social movements from both comparative and interdisciplinary perspectives.

Overview

Asian Americans are often excluded or misrepresented in the K-12 social studies curricula, which scholars have largely attributed to the persistence of the black-white racial framework in our understanding of race/race relations in the U.S. and the persistence of the stereotype that Asian Americans are model minorities who have not experienced intense forms of institutional and societal racism (Lee, 2005; Pang, 2006). The purpose of this scholarly intervention is to suggest thematic topics that secondary social studies teachers may use to incorporate Asian American experiences into classroom discussions surrounding civil rights, social movements, and social justice within the U.S. context. The presenter will draw from a sample of signature events in Asian American history to challenge mainstream narratives that Asian Americans are civically disengaged, disinterested in causes related to social justice, and politically

apathetic. Throughout history, Asian Americans have not only challenged social injustices but have also forged alliances with other communities of color to demand equal rights and equality of opportunities, which aptly exemplifies that Asian Americans are and have been activists in their own right (Wei, 1993; Zia, 2000). Moreover, the presenter discusses ways to structure interdisciplinary and thematic units that comparatively analyzes the impact of race-based policies on various subpopulations around the themes of racial exclusion, unequal citizenship, and white power/privilege.

Literature Review

During the early to mid-1900s, Asian immigrants and sojourners confronted a variety of structural barriers that prevented them from obtaining the crucial legal and social rights equal to their European American counterparts. Normative citizenship was purposefully unattainable to those classified as “non-white” as a strategy to maintain a rigid racial order that stratified economic, political, and social opportunities (Almaguer, 1994). However, there also existed a collective mindset that Asian-origin people were invading the U.S. nation-state and taking away job opportunities from both foreign-born and native-born European Americans. Consequently, emotionally charged Yellow Peril rhetoric painted early Asian migrants as culturally deviant, dangerously foreign, and sexually licentious. In all, anti-Asian hysteria led to harassment and violent attacks against the earlier waves of homosocial Chinese, Filipino, Japanese, and Punjabi communities (Ngai, 2005). The scope of anti-Asian laws and policies directed toward Asian Americans

prior to the 1960 is quite extensive. Major decisions with some of the most blatant implications for the collective Asian American community include the following: the *Chinese Exclusion Act of 1882*, which was the U.S.'s first race-specific law geared toward Asian Americans that specifically barred Chinese nationals from obtaining naturalized citizenship and suspended migration from China indefinitely; *Tape vs. Hurley* in 1884, an incident where the parents of a Eurasian Chinese American child successfully sued the San Francisco Board of Education for denying their daughter an equal education by requiring her to attend a racially segregated "oriental" school; the *Gentlemen's Agreement Act of 1908*, a law which severely limited the number of Japanese nationals who could enter the U.S. even on a temporary basis; *Ozawa vs. the United States in 1922*, where Japanese-born Takao Ozawa challenged racist laws preventing Japanese naturalization on the grounds that the Japanese should be granted equal rights automatically afforded to European American citizens; and *United States vs. Thind* in 1923, where Punjabi immigrant Bhagat Singh Thind was denied naturalization on the grounds that "Hindus," while initially classified as "Caucasian" based on arbitrary criteria, were not worthy of naturalized citizenship because they were not racially white (Wollenberg, 1995).

Thus, the historic nature of anti-Asian exclusion points to an unequal system of American citizenship where the promise of the American Dream was not equally available to all Americans. However, strategically forging cross-racial alliances with other people of color,

Asian Americans decided to agitate change out of discontent over racist laws and social practices that excluded them from the material and symbolic benefits of citizenship. To be discussed are how the Yellow Power movements in the 1960s-1970s, the 1982 murder of Vincent Chin, the 1980s Redress Movement leading to the passage of the 1988 Civil Liberties Act, and community responses to post-1990 hate crimes all inspired Asian Americans to challenge racist attitudes, practices, and social institutions.

Implications for Practice

The debates, discussions, and theories presented in this session are grounded with the overarching goal to contextualize how Asian American experiences of the past and present will significantly enrich classroom discussions about civil rights, multicultural America, and social justice. Significantly, Pang (2006) spotlights a major deficiency in terms of how American students learn (or more specifically do not learn) about Asian Americans:

Because little information about AAs [Asian Americans] is found in US social studies and history books, the exclusion of information denies their existence and conveys the idea that their experiences were not important to society in general. Also, the manner in which Asian Americans are presented in these texts reinforces stereotypes of Asians as weak and inconsequential, therefore not leaders. (p. 74)

Ladson-Billings (2003) further describes how a process of erasure where “an incoherent, disjointed picture of those who are not White” (p. 4) has pervaded how Americans of color are represented in the official K-12 curricula, meaning that all learners are receiving an incomplete education that does not provide balanced or comprehensive funds of knowledge. As a starting point, participants will be given a list of resources that helps contextualize the chronology of Asian American history including the experiences of specific ethnic groups that also vary by differences in class, gender, generation, and religion. An ancillary focus will look at ways to organize and structure interdisciplinary lessons for learners in grades 7-12 that will not only raise awareness of Asian American experiences and histories, but also help teachers generate creative ideas to teach multicultural experiences using both comparative and critical perspectives. We will end by discussing the challenges, potentialities, and problems of teaching about Asian Americans as a diverse group with multiple experiences, histories, individual differences, and perspectives (Wu, 2002).

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**The Role of Geography Education in Global Community-Building:
Secondary Teachers' Perspectives**

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There has been much discussion in recent years both in the professional pedagogical literature, as well as the popular press about a lack of comparative skill among American high school students in the area of geography (Dunn, 2009; Standish, 2008). In a separate perspective, some would claim that a dearth of data exists in this area to make such a judgment, as geography along with several other strands within the Social Studies are infrequently examined through the National Assessment of Educational Progress (NAEP). And while reform to its structure is taking place, the arrival of the federal No Child Left Behind Act in 2002 appeared, in some respects, to further marginalize the presence of the Social Studies in the core curriculum of American schools.

Moreover, in light of the new Common Core Standards being adopted by most states as their instructional goals in certain content fields, it can be argued that this issue has become even more protracted; for once again it would seem that the Social Studies have been given a lower priority as compared to other fields. The new standards for Mathematics and Language Arts have been issued first, the standards in the sciences constructed next, and those for the Social Studies merely in the discussion stages as of this writing with other subject areas also being given more

priority for comparison of performance by students in other countries, as found by Porter and his colleagues (2011). But yet another challenge posed in this discussion of marginalization is the integration of geography into the programs of advanced students in the secondary schools, and how these students can visualize geography as another tool in their overall intellectual resources (Standish, 2008; Trites and Lang, 2000).

The purpose of this exploratory study, therefore in conjunction with the ISSS conference theme of Social Studies in a Global World was to examine and uncover the purposes that contemporary American secondary teachers currently find in the study of geography, as well as purposes they project for the future. In addition, the researcher wished to discover if these purposes differ and if so, to which degree from those viewed by secondary teachers of past eras, and if the educators believe that geography can play a role in the development of the notion of community locally, regionally, nationally, and globally.

Method / Participants (abridged summary)

With the permission of each school's administrative body obtained (as well as human subjects approval from the researcher's university), teachers in the American and World Geography classes in eleven different public high schools (located within a suburban area of the United States) were surveyed in this study. The researcher was in the room while the surveys were being completed (while standing at a removed distance for privacy), and ensured that a survey completed or not was collected from each teacher at the conclusion of each visit.

Results (abridged summary)

The educators surveyed in this exploratory study generally expressed a strong desire to see geography continued as a priority in the curriculum not only within their Social Studies departments and their schools, but across the United States as well. This sentiment was stronger in particular schools than in others, but no school in this study was without teachers who believed in the critical importance of this subject for the academic well-roundedness and future advancement of their students.

Several educators pointed to the importance of real-life connections in the students' lives to geography examples which were similar to those found in the literature. Gesler (2004), as one specific example of this approach, suggests that the subject can bring to life five themes that cross over from geography into other subject areas for students at different stages in their formal and social education: (1) the early journey of their instructional lives, (2) human/environment interactions, (3) social relationships in space, (4) acquiring knowledge, and (5) ambiguities in society and their resolution. (p. 35) In a like manner, Oberle (2004) noted that, in his description of role-playing activities as related to geography education, The increasing emphasis on connecting learning to students lived experiences may ultimately be the most important outcome of all for the geography classroom. (p. 206). Dunn (2009) presents such a scenario in his discussion of his project in which high school students examine the conservation of the Colorado River, integrating the sciences into the social studies. As a final example,

Golledge and his colleagues (2008) also stress the importance of real-life activities for the future of geography instruction in the high school. Their assertion that pragmatic simulations for students in geography classrooms will provide a strong base for enabling understanding of people-environment relations. (p. 97) Similar sentiments were found within the teachers sampled for this study as well, and while limited in number, they provide hope for an entrenched future of geography instruction in the secondary schools.

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**Engaged: Promoting Student Performance in Social Studies through
Blended Learning Instructional Strategies**

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Instant access to the Internet through the hand-held mobile technologies and wireless devices has provided educators and students with greater access to information in the Social Studies classroom. It has also provided outstanding opportunities for faculty to address effective instruction through the use of Blended Learning Instructional Strategies (BLIS). This approach to teaching Social Studies has improved instruction and learning through the integration of the best of face-to-face instructional strategies with effective technology-based instructional strategies. Using the “Marzano 9” essential instructional strategies as a framework, the implementation of effective Blended Learning strategies that promote student engagement and increased student performance in the Social Studies classroom will be shared.

It is not enough to be great at sharing information in a Social Studies classroom. To be an effective teacher you must be able to meaningfully engage your students with their peers and with the content. You must be current, and connect to the real world. And you must do this regardless of class size, concepts, or content being delivered. The issue of effective teaching in the Social Studies classroom has presented ongoing problems with enormous implications for both student learning and faculty

performance. Issues about student engagement with the content, peers, and faculty persistently are discussed frequently without resolve. However, there are strategies for effective instruction and management to address these issues in the Social Studies classroom.

In this presentation “Marzano’s Nine Effective Instructional Practices” are used as the frame to share effective Blended Learning Instructional Strategies (BLIS) that target ongoing issues in the Social Studies classroom as shared by a national sample of faculty teaching in all areas of Social Studies.

In the book *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001), the authors put forth a series of essential instructional strategies that can individually impact student performance in a positive manner.

These strategies include:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Each of the strategies have been demonstrated to have, when used appropriately, a positive impact on student learning and overall student performance. Although there are effective BLIS appropriate to enhance all areas of the “Marzano 9”, in this work effective implementation of BLIS are explored for the areas of Valuing Homework and Practice, and Setting Objectives and Providing Feedback. These two areas were selected for their potential positive impact on student engagement, learning, and performance.

What is Blended Learning?

So, what is blended learning? Blended Learning has been described as “combining online delivery of educational content with the best features of classroom interaction and live instruction” (iNACOL, 2010), and also as “combining classroom methods with computer-mediated activities to form an integrated approach (PSU, 2011). In recent years the term “Blended Learning”, as an approach to college level instruction, has continued to evolve and expand. Colleges and Universities have begun the process of examining the features of Blended Learning, and faculty have started exploring with new and revised strategies for teaching in this unique and exciting environment. It has been of particular interest to faculty teaching in large-classroom settings who are looking for more effective and more engaging instructional strategies.

Summary

This work demonstrated that Marzano’s Nine Effective Instructional Practices can be effectively transitioned to be used with

Blended Learning Instructional Strategies (BLIS) in varying educational formats.

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Mapping the Ethics Knowledge Base for Social Studies

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Ethics is an essential component of interpersonal relationships and social participation, and so educators have often made the case for linking the teaching of social studies and ethics (Pass & Willingham, 2009). Indeed, the very purpose of social studies has historically included the cultivation of good citizenship (Nelson, 1994, p. 17). An understanding of good citizenship, in turn, requires ethics and morality (Barton & Levstik, 2004).

Although the notion of ethics “in collaboration toward a common good” (Barton & Levstik, 2004, p. x) is intuitively coherent and rational, if not monolithic, the concept quickly fractures when examined closely. What exactly is ethics? What are the various epistemological premises that inform ethics? To what extent is ethics influenced by psychology? By philosophy? By religious convictions? By cultural norms?

Part of the challenge faced by teachers and others involved in the social studies is the need to recognize, and sometimes sort out, the various components of ethics. An ethical issue such as, for example, dishonesty, can be viewed through a psychological lens as a question of moral development (Kohlberg, 1969). Or it can be approached through an

analysis of consequentialism, virtue theory or other philosophical paradigms (Milson, 2002).

Depending on the context, cultural and religious considerations and influences can also come into play when ethical issues are presented. There is sometimes a tendency to treat faith-related considerations as the “third rail” of social studies. However, just as religious celebrations (Walling, 1996) and even the distribution of religious materials (Wolfe, 1996) can be judiciously accommodated, social studies can from time to time take into account an appropriate cognizance of religious contributions to ethics and ethical theory.

This paper outlines a scheme for the classification of knowledge in regard to the various ethics-related disciplines within the humanities and the social sciences. It is intended that this effort will both assist in the accessing of ethical knowledge by professionals engaged in the social studies, and stimulate and guide thinking about what it means to incorporate ethics into the social studies. Ethics is important enough to social studies and to society in general so as to merit an ongoing discourse regarding its content and nature; it is intended that this paper contribute to that discourse.

To accomplish these goals, we first consider the theoretical and practical implications of Graham *et al* (2011), whose effort to map the moral domain addressed the scope of psychological views of morality while taking into account demographic and cultural differences in moral intuitions. With that study as a backdrop, we use the knowledge mapping

techniques that have been developed and employed within education and related fields (McCagg & Dansereau, 1991; O'Donnell 1993). We draw from various classification regimes, such as the Dewey Decimal Classification in view of Miksa (1998), the Library of Congress taxonomy, and the Colon Classification (Satiya, 1990). Finally, in an effort to avoid an over-emphasis on psychology and the social sciences, we give additional attention to philosophy, religious studies and the humanities in general (Langridge, 1987).

The National Council for the Social Studies promotes the notion that the teaching of social studies helps students to understand human behavior and personal identity, so that they can better understand the processes and ethical principles underlying individual action. In its middle school task force report,, the NCSS (1991) observed that as part of their social-emotional development young people develop their “sense of ethics and altruism.” And yet there has been a hesitance on the part of many educators to seriously engage the subject of ethics, if not an outright avoidance of the subject. This hesitance (or avoidance) may be at least in part due, as Stevens and Allen (1996, p. 155) have suggested, to the “confusion between personal and public, as well as religious and secular, values.”

This paper represents an effort to reduce that confusion by mapping the knowledge base of ethics.

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**Using Team Teaching to Prepare Social Studies Students for Success
in a Global Society****Robert S. Gardner****Judith A. Gardner**
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At the International Society for the Social Studies Conference in March of 2012, two professors from a small northeastern Pennsylvania university presented at a session entitled “Using Team Teaching to Prepare Social Studies Students for Success in a Global Society.” Not only did they hope to share their expertise about teaching social studies but also to learn from experts working day-to-day with students in grades 4-12 in middle and secondary schools how to better prepare their pre-service teachers. This presentation was designed to provide an overview and discussion of the Social Studies/ English interdisciplinary strategies which these professors model and teach in their team taught Middle/Secondary Social Studies course and included description, discussion, and rationale for us of the several strategies listed below.

Socratic Seminar is a technique in which students are assigned a common reading assignment and are encouraged to read and interpret information carefully which is shared with others. Kellough and Kellough (2008) argue that when teachers conduct Socratic

questioning sessions, students learn to identify a problem, answer a series of probing questions, then develop potential solutions. The autobiographical Teacher Man by Frank McCourt helped their students better understand the art of teaching.

Storytelling is a technique used to promote empathy which also helps students hone their speaking and listening skills. According to the National Council for the Social Studies (1994), “often the historian was not actually present at the event being described” (p. 89); therefore, the historian must rely on the memories of eye witnesses or those who know what happened.

Primary Source Documents help students to discover what the stakeholders in any historic epoch knew about the events in which they were involved or which were swirling around them. “In a project involving a primary source paper, a student takes a short primary document and first examines the origins or the impact of the text” (Chapin, 2007,p.88). For example, in order to teach a strategy to explain the attitudes of slave owners about their slaves being able to read and write, the instructors chose the first two pages of Chapter VII of Frederick Douglass’s Narrative of the Life of Frederick Douglass, An American Slave (2002).

Team Teaching is a technique that aids teacher candidates in developing essential collaborative partnerships to not only enhance instruction but also to improve their own teaching effectiveness. For example, by integrating literacy and social studies, three middle school teachers

successfully supported their students' content learning and literacy skills (Binkley, Keiser, & Strahan, 2011). Moreover, two university professors can team teach or a K-12 school teacher and a university professor can both work together to promote teaching and learning at their respective levels of responsibility. According to Gardner and Welch (Winter 2009), team teaching “ is a beacon of hope that stands as a testament to what powerful continuous relationships between elementary schools and universities can do to guarantee both skill development and content acquisition in all of the student stakeholders” (p. 20).

Interdisciplinary Teaching provides a way to hone literacy skills: reading, writing, listening, researching, and speaking, by using social studies and literature content to explore a theme or topic. Chapin (2007) observes that an interdisciplinary approach usually pairs social studies and language arts, but social studies may be paired successfully with other disciplines, such as art or science, too. One of the instructors co-taught a Literature/Science Seminar with a science teacher. The co-teachers, Reiber and J.A. Gardner (2000), “ developed Seminar from [the] belief that students too often view science as a discrete set of information and skills divorced from other areas of academic endeavor” (p.27).

Historical Novels offer high interest reading material which motivates social studies students to learn more about a particular period in history. In Expectations of Excellence (1994), the NCSS recommends that using

well-placed historical novels in the curriculum will help students understand the lives of ordinary people living in extraordinary times.

Journaling is a technique designed to capture student experiences/impressions as they occur. Later on, after they have observed and recorded their thoughts, students can reflect on their written observations and compare/contrast their experiences/impressions with other teacher candidates in similar situation. According to the NCSS (1994), if students keep journals “detailing their experiences” then “share their observations in a seminar discussion,” they will develop literacy skills in the form of writing and presenting and learn appropriate content as well (p.122).

The March 2012 ISSS Conference at the University of Central Florida provided opportunities for instructors in colleges and universities to strengthen that system of teaching and learning that will prepare the next generation of teachers.

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**Beyond the Basic Classroom- Create a VLE by Incorporating MUVES
into History Classes**

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Throughout time, one of the most oft exclaimed sentiment that students comment on in regards to their History class, complain about their History classes, being “dry” and “boring” (Murray, 1997). With this grievance in mind, it often results, in students who are disenchanted and, worse, ignorant of the times that created the world in which they were born. As Sir Winston Churchill stated, “Those who fail to learn from history are doomed to repeat it” (1943). Through the use of technology, we can present a paradigm shift for both instructor and student by creating adventures in historical events and times, through incorporating a virtual learning environment (VLE) and amalgamating multi-user virtual environments (MUVES). According to Dieterle and Clarke (2008), researchers at Harvard University, MUVES place their humble (and primitive) beginnings in the 1970's, starting with a multi-user dungeon role playing game. Since then, both for-profit and non-profit entities have been “tweaking” the 3-D dimensions, to provide a richer and fuller graphical interface for all users, including an impressive consumer base which has grown exponentially. “Through the collaborative experiences of

teaching and learning from other students and virtual agents in the world, students distribute cognition socially” (Dieterle & Clarke, 2008)

Virtual school, or the practice of offering courses via distance technologies, has rapidly increased in popularity, and continue to expand as educational systems scramble to offer complete courses, advanced placement courses, and degree programs in order to provide competitiveness. Support for students in these environments requires a unique set of skills and experiences, for both student and teacher, and increased competencies for virtual school education (Davis, et.al, 2007, pg. 27). Though there are limited programs focusing on educational values available, “ActiveWorlds (<http://www.activeworlds.com>) has a long history of working to enable teachers and schools with easily accessible and stable virtual worlds since 1995” (<http://muve.gse.harvard.edu/rivercityproject>). Educational MUVES are designed to support inquiry-based learning and conceptual understanding. Utilizing MUVES in a classroom setting can appear to be daunting financially, though there are some simple programs available (Alice.org) that can be incorporated and improved upon. By combining students who work in computer-programming courses with art students, both curricula’s can work together and build historical landmarks and events based upon accurate historical documentation, supplied by the history students. In this manner, creating MUVES connect distinct and often considered unrelated curriculum. This project would provide enriched learning opportunities for all those involved. History can “come alive” for students, by using the

virtual learning environment, created by their peers. An example could be, enlivening a lecture on the Boston Tea Party could bring students in as role-playing Avatars, both Tories and Colonists, and relive the actual events as actors in history. Administrators, who may be concerned about budget constraints, would have the opportunity to utilize talent within the institution, and free educational software, to institute co-operative learning opportunities, by allowing them to design individual worlds by on the individual course offerings and curriculum chosen by instructors. Many times, a by-product of assigning these individual job tasks and projects, students' passions are ignited, along with an excitement in learning from both faculty partners and students, even from a different "culture" (Little, et.al., 2005, p.368).

As the world becomes "flatter" daily (Friedman, 2005), it is imperative that our educational system becomes current with technological trends, while focusing on emerging and future expectations (Bates, 2003). In many areas, the United States has lagged behind their global counterparts (Friedman, 2005), and this tendency is quite prominent in technology and our educational system. Our time to move into the digital age has reached a climax, and ignoring the needs and desires of our youth will have deleterious effects- not only on testing outcomes, but the appreciation and depth of understanding of our rich history that all citizens need to inhabit. By creating exciting, entertaining and educational worlds, now, the United States educational system can encourage a multitude of

venerable learners in future generations, who will grow into formidable ambassadors of global and economic standing.

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21st Century Learning:

**The Power of Project-based Learning (PBL) in the Social Studies
Classroom**

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"One of the major advantages of project work is that it makes school more like real life."

Sylvia Chard, 2008

Project-based Learning (PBL) in K-12 social studies classrooms can significantly help students acquire real-world, 21st Century skills. PBL is an instructional approach that engages students in "learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" (Buck Institute for Education, from web site www.bie.org). Additionally, Bransford & Stein (1993), state that PBL is a sustained, cooperative investigation. There are two essential components of projects: 1. A guiding question or problem that serves to organize and drive activities. 2. Culminating product(s) or multiple representations as a series of artifacts, personal communication or consequential task that meaningfully addresses the driving question (Brown & Campione, 1994). Within its framework students collaborate, working together to make sense of what is going on. Researchers (Krajcik, 1997) suggest successful PBL projects contain the following five elements: (1) PBL projects are

central to the curriculum, (2) focus on questions that "drive" students to encounter the central concepts of a discipline, (3) involve students in constructing knowledge, (4) are student-driven to some significant degree, and, (5) are authentic.

Benefits of Using PBL in the Classroom

Organizations such as the Partnership for 21st Century Skills (www.p21.org), Edutopia (www.edutopia.org) and the Buck Institute (www.bie.org) are embracing Project-based learning (PBL) as a pedagogy that helps students develop skills for living in a knowledge-based, highly technological society. With this approach, students learn the important skills like creativity, collaboration and critical thinking (www.p21.org).

Other reasons to use PBL in the classroom are benefits for helping teachers differentiate the curriculum. Gregory and Chapman (2002) believe that project learning as an instructional model for personalizing instruction in a classroom of mixed-ability students with differing interests. Teachers recognize that children have different learning styles, a wide range of experiences, and a vast difference in their knowledge, capabilities and in their background.

According to Gregory and Chapman, Project Learning addresses these differences by allowing teachers to personalize (differentiate):

- (1) CONTENT: standards-based curriculum that students learn
- (2) PROCESS: the instructional methods used with the individual students and with the group as a whole

- (3) PRODUCT: the performance tasks, evaluation/assessment tools or project result.

What are the Seven Key Features of Project Learning?

Whether the project is a brief one-week investigation or a lengthy six-week study the student finds himself immersed in significant learning practices. Teachers assist students and adjust information so that every child involved in the project experiences:

- 1) Each student engages in a real-life issue/project that is meaningful to him/her.
- 2) Each student participates in learning activities/strategies/methods based on The 9 Best Practices.
- 3) Each student uses skills (questioning, critical thinking, problem-solving) to complete the project.
- 4) Each student learns and uses state standards and applies knowledge while working on the project.
- 5) Each student has opportunities to learn and use interpersonal social and group/team skills (communication, appreciation, cooperation) within the classroom.
- 6) Each student learns and practices adult, 21st Century skills (time management, personal responsibility, goal setting, reflection, etc).
- 7) Each student demonstrates his/her learning with a presentation or product that is assessed by peers, by self and/or by the teacher (Kott & Hansen, 2006).

Project Learning changes the teacher, the students, and the learning expectations and outcomes. The old-style classroom, text-based and lecture driven, is changed into a curriculum-fueled, standards-based, hands-on and process-driven learning laboratory. The teacher has clear outcomes, a variety of pre-planned assessment tools, a myriad of materials, and a process roadmap to drive the project so that each student reaches a fully successful end to the project experience (Kott & Hansen, 2006).

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**Manipulatives aren't just for Math-
Hands-on Social Studies Word Learning for English Language
Learners**

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According to the National Education Association (2011), students with limited proficiency in English represent the fastest growing populations in U.S. schools with more than 5 million new English language learners (ELL) enrolling each year. ELL students arrive in U.S. schools facing unique challenges. In addition to the acquisition of a new linguistic code, they must master enormous amounts of grade-level content material at a rigorous pace constructed from district pacing guides and state curricular standards. All of this is expected to be done with the same finesse as their English-speaking peers, despite the fact that the academic language skills required to effectively navigate the decontextualized expository writing used in many content area courses take an average of five to seven years to develop in typical second language learners (Cummins, 1986). Social studies presents a unique obstacle in that it requires that ELL students reconceptualize fundamental concepts that serve as the foundation of their understanding of the world and how it works. For example, young newcomers to the United States must demystify and internalize an extrinsic perspective of

what constitutes a government, what defines good citizenship, as well as an entirely new culturally-embedded vantage point of how historic events unfolded and contributed to the national folk story of the country in which they now live (Szpara & Ahmad, 2006).

Regardless of grade level or English language proficiency, in order to stand a chance in the face-paced social studies classes encountered by ELLs in U.S. school, they must have frequent and purposeful experiences with the words they need in order to effectively navigate the social studies text book that often serves as a foundation for these classes (Cruz & Thornton, 2009). However, ordinary vocabulary instruction falls short of the types of varied and interactive vocabulary strategies found to be most effective with English language learners. Manipulatives, when properly constructed and employed in research-based activities designed to engage ELLs in interaction with target vocabulary, provide a means by which these students can begin to decipher the complexities of grade level social studies textbooks.

Providing students in any K-12 classroom the opportunity to participate in practical, hands-on vocabulary activities that can be easily reproduced is important in supporting academic content learning for all students, especially ELLs. While a theoretical basis for each activity, emphasis is placed on how and when to effectively implement each strategy in order to provide ELLs with the support they need, both in classroom and when reading independently. Applications as early word interventions, during unit word development, ongoing concept-based

learning, and reviewing and assessing word learning interventions are central to this approach to vocabulary learning. Links to before, during and after reading vocabulary development are included, in addition to variations on several strategies that allow teachers to target specific gaps in student understanding. The primary objective of this highly interactive word learning strategy is to equip teachers working with ELLs with new tools and innovative strategies for building the vocabulary necessary to promote academic language development in social studies classes.

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**Parent and Spouse Influence on Rural Retention Trends of Young
Adults**

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For many rural communities, families invest in good educations for their children, raise them with strong work ethic and values, only to see them out-migrate for better employment/post-secondary opportunities. This trend leaves small community businesses with a limited workforce and a scarcity of qualified young workers for the jobs that are the life-blood of rural areas. According to Patrick J. Carr and Maria J. Kefalas in their study of small-town Iowa, 40 percent of the young adults were “stayers”, who had never left; 25 percent were “achievers”, who left for college and rarely returned; 10 percent were “seekers” who joined the military, and the rest (25 percent) were “returners”, who left but eventually returned. The respondents in this young adult retention survey

who were raised in Northwest Ohio were probably a combination of “stayers” and “returners” and perhaps others; it is difficult to know.

Methodology and Sample

This report summarizes the responses given in a young adult retention survey that was written and distributed by a research team from The Ohio State University and Wright State University to participants within rural Northwest Ohio. The research team identified people in an eight-county area between the ages of 25 and 34, and encouraged them to participate in the online survey. A random sample of participants were selected by mail invitation and directed to a web based survey. All respondents are between the ages of 25 and 34 years. For the most part, the number of respondents for each year are consistent, except for 25 years old (6.7 percent) and 28 and 33 years old (12.6 and 12.0 percent, respectively). 48.2 percent of respondents are under 30 years old and 52.8 percent are 30 or older. About 50 percent of the respondents have a bachelor’s degree or a graduate degree of some sort. This is much higher than the expected percentage, according to an article posted in the online *Daily Yonder* which states in 1990, 12.4% of adults in rural counties had at least a B.A. degree (approximately half the urban rate and in 2009, an estimated 16.8% of rural adults had earned at least a B.A. degree. The maps provided in that article indicate that most of Northwest Ohio has a “well below average: less than 14 percent” of its adult population with a college degree. However, this survey was conducted online, which would tend to skew respondents toward a higher education level. Online survey

respondents are likely to be younger, better educated, and more affluent than the general population (Pokela, et al., 2007).

There are some significant correlations between certain demographic factors and the way respondents perceive their community or area. In particular, education level, income level, whether the respondent (and his/her parents) were raised in the area, and job satisfaction are positively correlated with their view of the area's economic strength and quality of the community. Job satisfaction is positively correlated with all four "mini-indices" of community perceptions.

Overview of Findings

A large majority of the respondents, along with their parents, are identified as "stayers" or those that grew up in Northwest Ohio. Respondents in this survey were more likely to be female (about 60% female to about 40% male). This is consistent with current research that suggests women respond to web based and paper surveys at higher rates than do men (Underwood et al., 2000). Slightly more than 70 percent of the respondents were married, and about a quarter have never been married. All but one of those respondents is divorced. Among the most interesting point of this analysis includes a very high percentage of respondents (88.4 percent) were raised in Northwest Ohio, and a large percentage of their parents were, as well. According to a 2008 Pew Research Center report, 46 percent of Midwesterners have spent their entire life in one community. Perhaps unsurprisingly, respondents' spouses (if they have one) provide

the greatest influence on the person's decision to remain in Northwest Ohio, followed by the respondents' parents. When asked who has the greatest influence over their decision to remain in the area, more than 60 percent of respondents reported that their spouse has a strong influence. Nearly 45 percent of respondents listed their parents as having a strong influence, and the number for in-laws dropped to about one-third. There is a strong relationship between parental influence in staying in the area and the presence of (grand)children.

Correlations were run against gender, education level, income level, whether the respondent and his/her parents were from Northwest Ohio, and other factors to determine whether any of these factors significantly affected their outlook on the area. It turns out there is no significant correlation at all for most of the factors tested. However, respondents with higher incomes and those with stronger Northwest Ohio roots, i.e., who were themselves raised in Northwest Ohio along with their parents (another index), were more likely to feel positively about Northwest Ohio's economic outlook and the community's strength. In addition, the higher the respondent's education, the more likely the respondent was to react positively regarding the community's strength/safety.

The only factor that interacts positively and significantly with each community variable is job satisfaction. The higher the respondents' job satisfaction, the more likely that the person thinks highly of the community's activities, its economic strength, its education system, and its

community in general. However, it is not the case that those with higher high school GPAs felt more negatively about their community, as was hypothesized.

Discussion and Implications

“Community stakeholders and post-secondary institutions should aim to build partnerships between local youth and adult community members whereby youth are given tools, knowledge, and support to actively engage in public service, leadership, and entrepreneurial ventures in their community. The overarching goal should be to promote rural socio-economic revitalization and rural youth retention, by educating and engaging rural youth in leadership and entrepreneurial roles that capitalize both on local youths' interests and abilities as well as on the community's specific socioeconomic needs and assets (Wiley, 2004).

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Teaching the Cold War with Film

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Building on previous studies of film, this presentation shows how motion pictures can be used in the classroom to teach a topic or time period. The Cold War offers an excellent example of how films can enhance the teaching of a subject. Films from the Cold War era resonate with the emotions of the time. Using film in the classroom can show the beliefs and feelings from the time as well as events, topics, and people. The Cuban Missile Crisis, the nuclear arms race, the presidency of John Fitzgerald Kennedy, and McCarthyism are examples of a few topics that can be taught with motion pictures. To students today, the Cold War is ancient history and very dull. Teaching the Cold War with film can increase understanding of a subject and bring to life people, places, and events that the printed word cannot. Motion pictures are pieces of American culture and artifacts. They are also primary source documents which allow students to use critical thinking skills and make their own analysis as to why something happened. As with any primary source, students need to be guided on how to use the film. This can be done with a film analysis guide or by asking who, what, why, and where after viewing a film. Teaching the Cold War with film today is relevant not only for what can be learned from this period, but because it can be found in state and national standards for history as well.

**Teaching a Balanced View of Germany:
Dispelling K-6 Pre-Service Teachers' Negative Stereotypes**

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As social studies educators, we are concerned that the ideas many K-6 pre-service teachers retain about some countries (Germany in this case) are stereotypical and negative. The purpose of this study was to describe the pre-conceived ideas of pre-service teachers, the intervention process employed, and changes in pre-service teachers' understanding of Germany. The overarching question of the study was, "How can K-6 social studies methods instructors help pre-service teachers prepare 21st century students for global citizenship in a diverse world?"

The study took place at two universities located in the Southeastern Region of the United States. The study participants were 114 pre-service elementary students who were enrolled in a social studies methods course at their respective university.

Two survey instruments were developed to measure the students' ideas about Germany both before and after the intervention. Two questions ("When I think of Germany, I think of..." and "Students should learn about modern Germany because...") were used in both the "Pre" and "Post" surveys in order to capture a comparison between the two surveys.

In addition, the “Pre” survey asked students to list a common stereotype about Germany. On the “Post” survey, students were asked if their ideas about Germany had changed and, if so, to explain.

Class began with administration of the “Pre” survey. Students then participated in a mixer activity during which they sought another student who knew the answer to one of 15 questions about Germany. Answers were shared with the whole class. Next, a slide show of photos taken by the researchers while on a study tour of Germany was shared in each class. The slides showed a variety of landscapes, forms of transportation, architectural landmarks, governmental buildings and museums, businesses, and two schools that were in session. The narration included discussion of Germany’s technological and environmental advances, the reunification of the country, issues of immigration, the education system, politics, government, economy, world status, and Germany-U.S. relations. Following the slide show, students’ questions, and discussion of the study tour, the post-survey was administered.

Each researcher collected, compiled, and analyzed, including data reduction, data display and conclusion drawing/verification (Miles & Huberman, 1994, p.10) the data from her students. Thematic categories to qualitatively account for responses (Eisner, 1991), and frequencies of those categories were counted to quantify and enhance meaning further (Onwuegbuzie & Leech, 2004). Then the research instruments were exchanged by mail to be compiled and analyzed by the other researcher. Both researchers reviewed the data from all of the students (n=114).

Most responses on the “Pre” survey were related to World War II and the Cold War (Hitler, Nazi, concentration camps, Berlin Wall). There was another large cluster of data that related to German Culture (food, beer/Oktobertfest, language, traditional clothing). The second question on the survey asked students to name a common stereotype about Germany. Most responses were specific stereotypes about the German people (e.g. mean, harsh, controlling, no sense of humor, big and dumb, rigid, hard, Hitler-like, stubborn, violent, bad, evil, strict, power-hungry, socialist, arrogant, rude, dirty, proud of their past). The third question on the pre-survey asked for reasons for students to study about modern Germany. The most common response (62) to this question was that it is important for students to know that Germany has changed in order to dispel stereotypes that may be held and passed down to others.

The responses to the “Post” survey provided a contrast to the “Pre” survey. The number of responses related to WWII and the Cold War are fewer (Pre-survey = 169; Post-survey = 34). Students were asked whether their ideas about Germany had changed, and if so, how? The overwhelming number of responses indicated that students’ ideas had changed (95/114). The last question on the Post Survey repeated the question from the Pre Survey, “Students should learn about modern Germany because...” The most commonly occurring response was that it is important to dispel stereotypes that are drawn on the past (52/114 respondents).

We assert that methods instructors can plan explicit lessons, such as the lesson detailed here, to dispel myths and stereotypes of any country that suffers from a negative national identity. Pre-service teachers must be prepared to teach in culturally diverse classrooms, including students who could likely be stereotyped by others because of national origin. Thus, lessons that make pre-service teachers aware of their responsibilities in helping young students learn and practice cultural awareness are essential. To be effective, teachers must self-reflect and develop cultural consciousness, becoming more aware of their own beliefs and cultural assumptions (Banks, 2009; Gay, 2002; Spradlin, 2012). Thus, lessons in which pre-service teachers have a venue and time to examine their personal assumptions are essential. Students whose teachers offer them in-depth insider perspectives become conscious of how people of other cultures live. Thus, lessons in which pre-service teachers are made aware of outdated national character stereotypes and introduced to constructive, current knowledge are essential.

The Germany lesson was mentioned favorably several times by students in final course evaluations, several students asked for more information, and many expressed their satisfaction with the lesson through class discussions and conversations. Thus, we conclude that many students felt that the time spent on this intervention was beneficial to them. In post survey results, many students developed answers with facts/information derived from the lesson. Thus, we conclude that many students learned constructive, current knowledge about modern Germany. After the

intervention lesson, approximately 83% of the pre-service teachers stated that their conceptions of Germany had changed, and about 12% admitted that they had actually replaced negative impressions. Thus, we conclude that most pre-service teachers' conceptions of Germany had improved, expanded, or modernized as a result of being introduced to a balanced curricular view of Germany.

While we cannot control how our students come to us with negative stereotypical views of other countries and cultures and what they believe, we can impact their understandings and, sometimes, their beliefs before they leave our classes.

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**A Content Analysis of Global Education in the Turkish Social Studies
Curriculum**

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The term of globalization is one of the popular concepts of the 21st century and characterizes the processes in the world well. Globalization is one of the main factors changing the way we live (Hirst & Thompson, 1999). Our own budgets are affected by global economic systems. Natural disasters, terrorism, wars, and economic crises in one country affect people in other parts of the world (Acikalin, 2010; Kirkwood, 2001). People are getting closer to each other through global media and the internet. Economic issues remain a primary driver of global interconnectedness (Merryfield & Kasai, 2010). For Turkey, Turkish foreign policy surrounding entrance into the European Union makes global education more important to curriculum issues in social studies and citizenship education curriculum.

Globalization also causes some discussions among educators. Some people asserted that globalization causes unhappiness and problems. On the other hand, others suggest that it provides us well-being (Bauman, 1998). However, there is an inevitable truth that there are effects of globalization on our social life. At this point, two central questions arise: Are we preparing our children for the global world (Rapoport, 2009). How

well social studies curriculums prepare students to understand their globally interconnected world?

On the eve of joining European Union, Turkish educators need to be aware of preparing students to be able to live and work effectively with people from different languages and cultures. Therefore, global education is one of the most important educational tools in attaining this goal. Even though, researchers focused on democracy and citizenship education, very few studies discussed (Acikalin, 2010, Kan, 2009) global education in Turkey. The purpose of the present paper is to examine how widely the concepts of globalization and global education are addressed in the 6th and 7th grade social studies and 8th grade citizenship and democracy education curriculum in Turkey. This study also aims to identify how Turkish social studies and citizenship curriculums prepare young Turkish citizens to understand interconnected worlds, comprising its events, economies, and conflicts.

The electronic text of Turkish sixth and seventh grade social studies curriculums and eighth grade citizenship and democracy education curriculum were downloaded from the website of the Turkish National Ministry of Education. The downloaded texts were scanned and analyzed using the conceptual content analysis technique to determine if they contained the terms of globalization, global education, and global citizen (Holsti, 1969; Krippendorf, 1980; Weber, 1990). The texts were also analyzed to find out the terms which are associated with globalization. The

resulting sample contained three curriculums that were obtained from Turkish National Ministry of Education.

The term of globalization, global problems and its effects were mentioned in the 7th grade social studies curriculum and 8th grade citizenship and democracy education curriculum. However, the curriculums generally contain global problems, globalization and its effects, yet globalization was never clearly identified. Sixth and seventh grade social studies curriculum and eighth grade citizenship and democracy education curriculum used the term of citizenship in the nationalistic perspective. The researchers did not find the term of global education, and global citizenship in these three curriculums.

This study is unique in that it is the first to examine the representation of the globalization, global education, and global citizenship education in Turkish sixth and seventh grade social studies curriculums and eighth grade citizenship and democracy education curriculum. Through utilizing content analysis research methods, the author identified three key concepts; globalization, global education, and global citizenship that provide unique contributions to educate citizens that can live and work in global market before entering the European Union. In addition, in order to better understand the effects of globalization in Turkish social studies and citizenship education curriculums, the author also need to examine other concepts that have a relationship with globalization. These findings will be of great interest to Turkish educators, policy makers, and other evaluators who are interested

in global education and school reform. These decision-makers can make educated decisions regarding the importance of globalization within the curriculum before Turkey officially joins the European Union.

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**Students' Achievement on Concept Questions: An Analysis of Student
Performance on Texas Assessment of Knowledge and Skills Social
Studies Tests**

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We live in a conceptual world which we build through both informal and systematic interactions. Concepts enable us to simplify and organize our environment and communicate efficiently with others (Martorella, 1972). The learning of concepts has been a matter of central concern for designing effective instructional conditions in the school setting (Gagne, 1965). Thus, concept attainment is a cornerstone of social studies to help students to make informed and reasonable decisions and therefore is a fundamental and challenging aspect of social studies instruction (Sunal & Haas, 2005).

Decades ago, a number of efforts were made in the United States to modify social studies curricula to organize it around a framework of concepts and generalizations from the various social science disciplines. While research has focused on instructional methods for concept teaching, few studies have focused differences, if any, in student performance on concept-related questions and non-concept questions. While the NAEP test assesses students at various grade level in social studies, this study focuses on a state level standardized test, analyzing student data from 8th,

10th, and 11th grade levels for evidence of performance on concept based questions.

The purpose of this study was to determine whether 8th, 10th, and 11th grade students perform better on social studies questions which require knowledge and understanding of a concept or concepts when compared to questions, on the same test, which do not include at least one concept. Across the 6 tests (3 grades over two years) the percentage of text items classified as concept questions was 32 %.

The subjects for this study were 1049 students randomly selected from a data set provided by the Texas Education Agency each grade and each year. The sample consisted of 6249 students; 1049 8th grade students in 2006, 1049 8th grade students in 2009, 1049 10th grade students in 2006, 1049 10th grade students in 2009, 1049 11^h grade students in 2006, and 1049 11th grade students in 2009. This sample was drawn from a population of 1,609,028 students.

After classifying test questions as concept or non-concept based, the percentage correct of each category for each student was calculated and then compared using a t-test with a significance value of $p < .01$.

The results show significant differences between performance on concept and non-concept questions at each grade level. The mean percentage of correct answers on concept questions was significantly lower than on non-concept questions, with the exception of Grade 11 in 2009 where students performed better on the concept questions than non-

concept questions. These findings suggest that teachers should spend additional, or focused, time on teaching the concept of "concept" and how concepts relate to social studies in lower grades. The findings for 11th grade students suggest a need for replication of the study and research on the possible effect of maturation on student learning of conceptual knowledge.

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Turkish Graduate Students' Perception of Global Citizenship

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Through the new technological improvement, the world becomes a global village. What happens around the world impacts the lives of the everyone in the world. Economic, social, technologic, and scientific formation in global perspectives has impacts on traditional values (Rapoport, 2009). The idea of global citizenship became more popular among social studies researchers in the last decades. Several researchers focused on global citizenship in the Unites States (Gaudelli & Fernekes, 2004; Myers, 2006; Rapoport, 2009). However, this term is fairly new in the Turkish educational literature and there are a few studies to deal with global citizenship (Acikalın, 2010; Kan, 2009). The purpose of this paper is to explore the perceptions of global citizenship for Turkish graduate students at College of Education and Human Development at a predominantly white institution (PWI).

The present study utilizes a qualitative approach to study the perceptions of Turkish graduate students about global citizenship. The authors chose purposive sampling, which is believed to be representative of a given population, to identify the participants (Cohen, Manion, & Morrison, 2000; Gay, Mills, & Airasian, 2006). The authors selected the sample based on their judgments and the purpose of the research (Babbie,

1995; Greig & Taylor, 1999; Schwandt, 1997). The sample consists of five Turkish graduate students who pursue masters or PhD degrees in College of Education at a PWI. The authors interviewed five participants and recorded the interviews in order to analyze their ideas.

The participants all agreed the definition of global citizenship which was defined as the citizen of the world. The participants identified some responsibilities of a global citizen such as being responsible to the global issues, respecting other cultures, and having good affairs with the neighbor countries. The participants of this study listed some characteristics of an ideal global citizen, such as knowing a second language, being a supporter of peace, being responsible to the environmental issues, respectful to all other people, and responsible to the international laws.

The current study is significant for research and educational purposes. The knowledge of Turkish graduate students about global citizenship is important because these students will become teacher educators in Turkey. Therefore, this study which is the first step of a big study has an educational importance.

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Connecting Students Globally in the Social Studies classroom

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In our democratic country and with the global community, social studies teachers must build curriculum based around this critical foundation. There is a need for curriculum reform in the social studies, especially the courses of World Geography and World History, with a focus on citizenship education, global understanding, and technology integration.

A modern 21st century classroom is full of technology that is student-centered, innovative, and hands-on. As a social studies teacher, it is essential to utilize a variety of instructional methods for effective student learning. The student's in today's classrooms are known as the DOT.com generation and were raised on computers. Prensky (2001) writes that "today's students are no longer the people our educational system was designed to teach." (p. 1) He coins the phrases, "Digital Natives" and "Digital Immigrants" in his article, describing children who have been born into the digital world.

This presentation will provide an opportunity to create a technology-rich instruction with supplemental material in World Geography and World History, encouraging students to critically apply knowledge and skills in new ways through technology-based lessons and activities.

The personal connection to learning through real life situations brings value to a lesson. Students can relate to events and issues that are in the

news or popular to discuss. This can motivate students to learn about a particular issue. If according to NCSS the definition of the Social Studies or the goal should be citizenship, then teachers must create curriculum that challenges students critical thinking skills through inquiry; develops teamwork and group decision making, and demonstrates knowledge in the issues and events in history and today. The interdisciplinary approach uses reflective evaluation instead of standard teacher created tests. It is also very important to stimulate student's ability and desire to learn and discover. The issues centered approach certainly appeals to that idea.

World Geography emphasizes the use of maps and map skills in daily life and helps familiarize students with the world around them. Demonstrating map skills can be challenging. Students are hesitant about approaching a pull down map to locate a place. Using technology for Geography instruction can be very beneficial for student learning and achievement. With technology, students may successfully use programs like Google Earth to locate certain destinations around the world. Videos of cultures and landscapes or issues of countries around the world are displayed for visual stimulation and lead to quality discussions. Critically thinking and problem solving are among the most important skills for a student in World Geography. When students are learning about environmental issues plaguing our world, political struggles, cultural tolerance, the use of technology can truly illustrate this learning.

One way to promote social interactions among students is the use of web-enhanced lessons, which focus on student collaboration and decision

making encourage democratic values and constructivist thinking. Problem-based learning focuses on the teacher providing a starting point for students, as a group, to work together and find the solution. A lesson, for example, such as students working collaboratively with the teacher to create a wiki (web publishing) showcasing various projects. Students may create slide shows of pictures describing different themes for class. A class project on creating a family tree may be enhanced with the use of software on computers.

The Internet serves as a medium for people to meet and deal with issues and concerns on a global scale. The Internet promotes tolerance, and serves a democracy, where people have free speech and this freedom of expression is the highlight of the Internet and something educators should encourage students to learn. The Internet can provide students with the opportunity to discuss issues and debate topics in an open-minded freethinking environment. A goal of constructivist teaching involves the promotion of social learning including the discussion of controversial conflicts in society. This electronics environment has the ability to promote tolerance and teach students acceptance of world cultures. The Internet opens up a world of information, people, under a common language, and allows for connections. Often times, students can learn more from their peers than from a teacher. If given the guidance, students can use the Internet to socialize with others from around the world broadening their perspective on life.

Technology-related studies (Debevec, Shih, & Kashyap, 2006;

Mergendoller, 1996) affirm the positive effects when technology is used as a tool in the classroom. Upon analysis of Apple's "Classroom of Tomorrow" project (ACOT), researchers found the following advantages to learning when students had unlimited computer access. Students routinely used critical thinking skills above their grade level; students demonstrated enhanced ability to cooperate with peers on assignments; and the project resulted in an increase of initiative in the students. They remained on task for longer and often continued their work during recess, before school, and after school. Over a three to five year period and upon teacher reflection, this research found a substantial change in teacher beliefs about teaching and learning (Barnett, 2003). Rother (2003) conducted interviews of teachers at all levels questioning the use of the Internet in the classroom and found that the majority believes that sometimes computers do a better job of conveying information than a teacher. He revealed benefits for the use of technology inside the classroom, outside the classroom, and benefits to teachers. Students' attention in the content increases when computers are used and student achievement increases with the use of computers as well.

This presentation will utilize the interdisciplinary approach to teaching Social Studies, particularly in World Geography and World History. Teaching values and using inquiry based lessons on current events, social, economic, political, and global issues. Teaching tolerance and encouraging the understanding of multiple perspectives on resolving issues will be addressed. Preparing students for society through connection

of past and present as it relates to students daily lives will also be included in this presentation. Using today's problems ranging from social security to global peace requires the interdisciplinary approach.

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Museums: Affirming a Place in Global Space

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Museum history converges with the emergence of the modern society. The understanding of the museum social role, over the last two centuries, leads to think about the French Revolution new social paradigms. The Portuguese liberal commitment was in line with the French Revolution ideal of liberty, equality and fraternity. In the first half of the nineteenth century King Pedro IV founded the *Museum of Paintings, Prints, and other objects of Fine Arts*.

In the eighteenth and nineteenth centuries occurred two striking factors in Portugal, in the museums field: the first one, consisted in assertion of the public museum idea (Vitorino, 1930), that becomes the best way to achieve the liberal ideal. The second was the religious orders extinction, in 1834. At the same time, Lisbon, the nation's capital city, get a new importance with the national museums foundation. While the nation greatness metaphors, these capital cities should strengthen their monumentality with impressive national museums and other monuments (Cantarel-Besson, 1981; Duncan, 1991; Garcia, 1989; Ramos, 1993; Branco 1999; Magalhães, 2005). The absence of a major museum in the capital city symbolized the weakness of the state power over the nation.

In this context, the Lisbon Empire Square acquires a new meaning, since it brings together some monuments that have been appropriated by

the political powers to embody and materialize the national identity idea, the former Portuguese empire, and the Portugal's integration on European Union at the end of the twentieth century. It's constitution while the heart of the nation and of the Portuguese empire had three golden periods in the last 200 years.

In the first period, between eighteenth and nineteenth centuries, political authorities nationalized ancient monuments located in the empire square such as the Jerónimos monastery or Belém Tower. Both of the monuments were built in the sixteenth century, and were symbolically associated to the Portuguese discoveries golden period (Magalhães, 2002; Elias, 2004). The second epoch through the twentieth century, the square centralizes the Oliveira Salazar' nationalist discourses. Oliveira Salazar was a dictator who ruled Portugal from 1932 until 1968. Due to the nationalistic and imperial dictatorship cultural policies, the Empire Square was the Centenary Celebrations stage, in 1940.

In the third period, dating from the late twentieth and early twenty-first century, on this square was symbolically signed in 1985, the treaty of the Portuguese integration in the European Economic Community, the predecessor of today's European Union.

In 1940, the Lisbon Empire square was the main stage of the two centenary celebrations of the Portugal's independence. Portugal was established as an independent kingdom in 1140 and regained independence from Spain in 1640, lost in 1580. The Portuguese World Exhibition was the most important event of the centenary celebrations.

The exhibition had two objectives: to evoke the eight centuries of the Portuguese history and the independence recovery, in 1640.

Of all the experiences resulting from the exhibition, we underscore the Folk Art Museum. This museum was founded in 1948 and the *main motivation to build it was based on a conception of nation that stemmed from the highly selective appropriation of the Portuguese Folk Culture from the twentieth century first decades* (Alves, 2011).

The ideological discourse of the fascist Estado Novo is multifaceted. On the one hand the imperialist discourse, based on the discoveries, is central to the Oliveira Salazar policies. These narratives are manifested in the greatness of the centennial celebrations or on the map with the legend *Portugal is not a small nation*. On the other hand, Portugal is presented and constructed as a rural, peaceful and harmonious nation, well represented in the Folk Art Museum.

This country' idyllic picture was not unique to the Portuguese dictatorship. It was integrated in international European and American movements, advocating regionalism and the people return to the rural as well as to the origins. These ideas constituted a critique of urban life and the excessive industrialization as well as the fatigue caused by modern society in the first half of the twentieth century (Leal, 2009; Magalhães, 2009; 2012).

After the Portuguese Carnations Revolution, held on April 24, 1974, and the reinstatement of democracy, shaped by ideological values quite different from dictatorial regimes, the importance of the Folk Art

Museum declined. This museum was seen as a symbol of a country belated in time and in space.

The dismantling of the museum was proposed by the Portuguese government in 2008. This action caused criticism from the Portuguese academic and cultural representatives. Anthropologist João Leal was one of the voices against museum closure. The researcher published in *Le Monde Diplomatique* a manifesto defending the existence of the Folk Art Museum. According to the article this museum is a memory place. It is a historical testimony of the Portuguese social and cultural life.

The museum is *a platform for dialogue with [these] new forms of folk culture (...)* that have been reformatted from ideas such as hybridity and creativity. The Folk Art Museum is *in the Portuguese case, one of these memory places. This is the place where a certain studies tradition was solidified. This museum is a place for collecting and to intervene in folk art.* (Leal, 2009: 473). The folk art studies arose, in Portugal, on the late nineteenth century with Joaquim de Vasconcelos. They were developed in the First Portuguese Republic with Vergílio Correia, Luis Chaves and Leite de Vasconcelos culminating - but not over - in the Estado Novo with António Ferro activity on the National Propaganda Secretariat and on the National Information Secretariat (Leal, 2009: 473).

The museum should be, according to João Leal (2009) a meta-museum, a space for reflection about itself, *which was shown as the result of a particular scenic look at the folk culture* (Leal, 2009: 474). The new Folk Art Museum projects must be opened to the society, providing a

platform for the new folk discourses of contemporary times, calling for a hybrid concept, deeply critical of the binomials opponents that have been characterized the Modern Age. Today, folk art is no longer perceived as "melancholy to compliance with the traditions," but as a creative project in which traditional resources deliberately mingle with new [cultural] formats ... (Leal, 2009: 475).

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**The Impact of Globalization on the Immigrant Experience in
Charlotte, NC**

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In our current globalized society, individuals consistently relocate from their homeland to different nations or states in search of greater economic prosperity. This nomadic quest typically produces immigrant populations of significant size within the localities to which they emigrate. In Charlotte, North Carolina, this phenomenon holds true as well. Charlotte is a global, transnational city, and as the second largest banking center in the United States it is also an economic powerhouse that attracts individuals from around the United States and the world. It is within this context that the author frames the following research question central to this study: What is the impact of globalization on the immigrant education experience in Charlotte, North Carolina? Specifically, this paper will establish the foundational framework of the immigrant experience in Charlotte as a function of globalization by addressing several key questions. One, where do most immigrants to Charlotte emigrate from? Upon arrival to this city, where do immigrants typically reside? What form of work do most immigrants partake in? What are the characteristics of the schools and communities of the immigrant neighborhoods within Charlotte? A central component of this paper examines the following data sources: immigrant demographics, per pupil expenditure, academic achievement results, and

employment statistics. It should be noted that a primary purpose of this paper is to establish a context in which discussions about immigrants can occur in a compassionate and constructive manner. Finally, this paper builds on previous literature that connects globalization to education in order to help policy makers improve the quality of education for all students.

20 Ideas You Can Plug Into Your Classroom Next Week:

Best Practices

Brandon Moore
Baylor University

Summary of Findings

Questions Explored

Question 1: What concerns exist about secondary social studies instruction? The first item to consider is that no strategy will produce the same results in every situation. Teachers need to be aware of when a strategy is working and when it is time to try something different. How teachers apply the strategy is also important, as are class size and the achievement level of the student. Teachers need to be consistent when applying strategies, and smaller class sizes work the best with nearly every strategy.

Feedback is a concern about social studies instruction. Much of the time feedback just tells the student whether the answer is right or wrong and gives no further instruction. It is also ineffective for teachers to use only the linguistic approach and do lecturing all the time. Some students learn better with nonlinguistic approaches.

Textbook use in the social studies classroom is a concern because textbooks often become the basis of the class, assume students have more knowledge than they do, and tend to be shallow and nonhierarchical. Teacher-directed tasks are a concern. Although they are sometimes

necessary, teacher-directed tasks may not lead students to reaching their own conclusions. While note-taking is effective, verbatim note-taking is the least effective approach and should not be used.

Cooperative learning, while effective, is a cause for concern because in order to use it effectively, careful planning is required. It should not be overused either, as it will lead to boredom. Finally, government regulations, high-stakes testing, and the political nature of education are also concerns that teachers need to deal with daily.

Question 2: What are the key elements of the best-practice approach to teaching? They include teachers identifying teaching goals, committing to making time to plan for changes, and consistently enforcing classroom rules. It is also beneficial for teachers to train students how to manage stress inside and outside the classroom.

Repetition of tasks, as well as providing time for students to process information, helps cement tasks in memory. Identifying the purpose of learning, gaining students' attention, activating prior knowledge and experiences, and helping students create meaning and demonstrate their learning are key elements. It is also recommended that threats be removed from the classroom and that each class start with a safe, daily ritual.

Cooperative learning is often identified as a best practice, especially when combined with hands-on learning. Reflective journals, think logs, and group discussions are best practices to use with cooperative learning. Activating prior knowledge before new learning and using an

advance organizer are key elements of best-practice teaching. Homework, giving students a variety of ways to demonstrate learning, and using rubrics are also best practices.

Having students connect concepts and their attributes is important. Teachers need to make time to examine their classroom practices and their teaching goals to remain consistent. Focusing students' attention, allowing movement, using positive emotion, and providing immediate, specific feedback are elements of best-practice teaching. Having students use manipulatives, graphic organizers, and reciprocal teaching/learning, as well as providing a variety of ways to solve problems are all important to best-practice teaching.

Teaching students' skills, such as thinking skills and learning skills like note-taking, are important. Having students keep a reflective log and using ODES (observe, describe, elaborate, and share) in class can be desirable. Identifying similarities and differences is effective, as is having students create and develop nonlinguistic and linguistic representations of content to help them retain knowledge. Having students predict what will happen next is also a key element in best-practice teaching.

Cues, signals, emotion, contrast, and identifying the purpose of learning help students focus their attention. The teacher moving around the room, engaging students, is a best practice. Music in the classroom can be effective.

Question 3: What are the benefits of using best practices in teaching? Cooperative learning helps students develop social skills,

teamwork skills, and critical-thinking skills. Linking specific concepts and their attributes reduces confusion and helps all students, and especially low-achieving students, learn more effectively. When students understand the power of their effort on their achievement, they are more likely to put forth greater effort.

Graphic organizers, cooperative learning, homework, and note-taking enhance memory and help students learn, understand new concepts, retain knowledge, and perform better on tests. Timely, specific feedback helps students learn and achieve more. In addition, teaching students what causes stress and how to deal with it leads to increases achievement in all areas.

Question 4: What strategies, methods, and techniques are recommended in best-practice teaching? Making time to establish best practices, enforcing consistent classroom rules, and providing a safe, nonthreatening environment are best practices. Establishing a ritual that uses stress relievers, cues, or signals helps students to focus. It is effective to create positive emotion and to use contrast, music, metaphors and analogies, as well as to compare and classify and to identify similarities and differences.

Student movement is recommended, as is comparing work with a model and using rubrics. Every Pupil Response (EPR), cooperative learning, reciprocal teaching/learning, simulations/role playing, debates, projects, and hands-on learning using manipulatives or models are all best practices.

The use of graphic organizers to activate prior knowledge and provide students with choice of activities is also a best practice. It is effective to teach students strategies that help them organize their learning, such as brainstorming, completing a K-W-L organizer, doing an anticipation guide (i.e., true/false questions concerning the subject). In addition, ODES (observe, describe, elaborate, and share) is an effective strategy to help students clarify information.

Providing feedback and follow-up instruction, giving homework assignments, having a homework policy, and incorporating classroom time for students to process information are best practices. The teacher moving around the room to speak to students and groups, teaching students to problem-solve, and allowing students to demonstrate learning in different ways are also best practices. Both having students gauge effort and achievement and doing group work are effective methods and best-practice teaching.

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**Cross-Cultural Preferences in Leadership Styles between Anglos and
Colombian Subordinates**

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This study examined the leadership style preferences among Colombians and Anglos subordinates. Various studies have found that culture helps explain both leadership behaviors and preferences with leadership style. Likewise, there is extensive evidence that the effectiveness of a particular leadership style is situation dependent and based on satisfaction ratings from subordinates and productivity ratings (Northouse, 2010). Data was obtained from a convenience sample of 100 participants (50 Anglos and 50 Colombians) to which the Multifactor Leadership Questionnaire (MLQ) was administered to determine the differences in leadership style preferences among the two groups. The results revealed significant differences among the three leadership styles preferences while no significant difference was found in the outcome of leadership labeled as extra effort.

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Building Future Social Studies Teachers' Confidence in Teaching

World History

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Sample Lesson by Rebecca Miller

World History: Area of Opportunity for Social Studies

In the past decade, world history has emerged as a growth area in the secondary curriculum in high schools. At present, World History is required in at least 30 states, added as a new course in such states as Michigan, which added a year of world history and geography to the high school graduation requirements. As part of the Advanced Placement program, World History has surged, overtaking AP European history in enrollment. Right now, over 124,000 students taking the World History AP exam, a remarkable achievement for a relatively young exam area.

However, for those training to be social studies teachers, this growth is a mixed blessing. While adding a new class in world history can only help the anemic secondary social studies jobs picture, the addition of world history has not been a smooth transition for many teachers. World history has been a difficult area for teachers to address, due in part to a lack of a "big picture" for the class. As Bob Bain and Lauren McArthur Harris (2009) have shown, teachers vary greatly in their ability to make connections between different topics in world history, many falling back on simple chronological order as a curricular structure.

In order to address these needs, I implemented a new world history lesson design assignment for my social studies methods class, and conducted a survey (n=11) about the results. For students at Eastern Michigan University, where I teach, most of my secondary education students (63%) feel only “a little confident” or “neutral” about teaching World History. I had initially hypothesized that my students had had little world history experience in high school, thus depriving them of possible models for instruction in the field. However, my survey showed that the vast majority (91%) of students in my classes have taken some form of World History in high school.

Based on previous research, I had assumed that these classes had not gone beyond the trinity of U.S. instructional techniques – lecture, textbooks and DVD. However, I found that students reported world history high school classes that featured a range of teaching techniques – a majority of students reported using textbooks, videos, computer assignments, lectures, research and writing. This was in contrast to students’ reports about their college courses in world history and geography, as students reported learning these subjects at EMU through lectures and textbooks. Under 50% of the students reported college courses used other learning techniques such as primary sources, research, and writing. This was a less varied set of learning strategies than those used at the high school level, and was disappointing since the college classes could have provided students with rich models for their own instruction.

To address the problems that student face teaching world history, I designed a short assignment that would build student skills and confidence in this area. I based the assignment around the website “World history for us all,” which provides resources on all areas of world history, including resources at the global, comparative and regional level. I asked students to design lessons that would fill in gaps in the materials, and students would get to teach some of the lessons to high school students in EMU’s Early College program (students were in grades 10-11).

In a short survey administered after the unit, my students reported positive experiences from the exercise, particularly working as a team. One of my students wrote, “I learned how to collaborate with my classmates to design a lesson that addressed the MI curriculum framework. It’s important to know how and be able to work with other professionals that might have different ideas about what and how to teach a given topic.”

My students found feedback from the high school students valuable, with one student writing, “The most helpful part of the assignment was getting feedback from the students on what worked for them and what might have worked better.” One student wrote that he learned “How to creatively engage students. As a teacher you must learn how to stimulate the students minds - for most students, history is, sadly, a subject in which they show little interest in.”

On the other hand, the lesson design assignment was not as successful at making students more aware of resources in the field,

particularly, the World History for Us All Website. One student wrote of the website, “It did give some good ideas, but it did not help me directly design my lesson. I like websites that supply legitimate primary and secondary resources which I can use to develop my own lessons.” Another student wrote, “Honestly I can't remember actually using this website, and a third wrote, “I did not know about the website.”

The sample lesson, by Rebecca Miller, is a good example of how students in my class created lessons on World History topics. Drawing on the perspective in World History for Us All, Miller had high school students comparing the wars in Iraq and Afghanistan, keeping with the theme of the website. While by no means a perfect lesson, it asks students to think about several important historical issues – how were the interventions in Iraq and Afghanistan related to the events of 9/11, and how did these two interventions play out in different ways?

In future iterations of this assignment, I plan several changes. First, a pre-assignment will bring students to the World History for Us All site to learn about its resources. Second, a framework such as Universal Design for Learning could be used to help students tie together their lessons in a more coherent way. Finally, working with the students on how learning is assessed in world history would sharpen their thinking on that issue.

Lesson 5
Post 9/11 War

Introduction

The current state of the United States is that we are in war, since the attack of 9/11. In 2003 President Bush declared war with Iraq. Today the U.S is in two wars, The US Iraq war, and the US Afgan War. We will explore these two wars and compare and contrast the similarities and differences.

Preparation:

The teacher will need to make copies of the both readings as well as the venn diagram worksheet. As well as getting a blank overhead sheet and markers.

Activities

1. Give students time to read the article on the War with the United States and Iraq and the second article on the war with the United States and Afghanistan.
2. Give the students the hand out of the venn diagram
3. Have the students get into groups of 4
 - 2 will read one article
 - 2 will read the second article
4. Students will work in groups to fill out the venn diagram
 - One side will be the Iraqi war
 - One side will be the Afghan war
 - The middle section will be the similarities of the two wars
5. Students shall discuss in their groups where facts should go.
6. After students have completed the readings and venn diagram, the class should come together as a whole and discuss the facts of the three sections of the venn diagram.
 - This would be a great thing to do on an overhead projector. That way students can follow along well.

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World History for Us All, website at worldhistoryforusall.sdsu.edu

Teaching citizenship: “Giving back,” or “I’m not into stuff like that.”

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As Parker (1996) points out, the citizenship education mission for American public schools has persisted over time. However, he calls the concept of citizenship a “black box” that masks a multitude of contradictory meanings (Parker, 2009). Using a qualitative approach, I studied social studies teachers in a mid-western urban high school. I sought to answer four questions: (1) How do these teachers conceptualize “citizenship?” (2) What meaning(s) do these teachers ascribe to education for citizenship? (3) How are their conceptualizations of citizenship and the meaning(s) of education for citizenship related to their own political engagement? (4) How are their meanings of citizenship related to their other professional concerns? My research was grounded in Thornton’s theorizing that teachers serve as instructional gatekeepers (1989). Teachers’ decisions regarding curriculum and instruction reflect teachers’ values and ideas about such issues as subject matter, students, learning and management. We also know that qualitative differences in adolescents’ social studies experiences are related to differences in adolescents’ political socialization (Blankenship, 1990; Hahn, 1998, 2010; Hess, 2009, 2010; Ichilov, 1999). Open classroom climate and engagement in issues discussion in social studies classrooms predict an increased sense of the

importance of individuals' voices and greater tolerance for diverse opinions.

Participants completed a survey about their conceptions of social studies (Adler, 1984), participated in interviews, agreed to classroom observations, and submitted documents for analysis. I also interviewed an assistant principal. I analyzed data using a recursive process (Ritchie and Spencer, 2001). From these sources, I developed case study narratives. This paper presented two cases: Katie and Matt (pseudonyms).

These cases suggested that these teachers had constructed competing conceptions of citizenship. Katie's emphasized student behaviors that demonstrated honesty and charitable service within the school and the local community. Matt's emphasized student affect, a feeling of membership in, and responsibility for, community within the classroom, the school, the local neighborhood, the region, the nation and globally. Both perceived their task as educators for citizenship as requiring different behaviors and decisions as teachers. Katie stressed adult role modeling and enforcement of behavioral expectations. She was concerned about student discussion "getting out of hand" and not "getting stuff done." Matt stressed developing relevant curriculum that connected students to issues and people beyond school: his students attended a local writer's play about living in poverty, and discussed misogyny and homophobia in hip-hop culture. Both teachers worked to make practice consistent with their ideas about education for citizenship.

The cases also revealed that these teachers' levels of political engagement were consistent with their ideas about citizenship. Katie's behaviors suggested a moderate level of political/civic engagement (following current events, voting, participating in charity), which she couched in language about duty and responsibility. In terms of politics, she said "I'm not really into stuff like that." On the other hand, Matt's behaviors suggested a high-level of political engagement. Active in political campaigns and party work, he had run for state legislator. A self-described "political junkie," he eagerly talked about events in the state legislature or Congress.

Finally, the cases suggested that citizenship education was related to these teachers' other concerns. Katie's overriding concerns dealt with a self-imposed responsibility to cover curriculum, to keep students interested and to keep activities on-schedule. She lamented that the school did not do enough to control unethical student behavior; cheating was "rampant." For Matt, curriculum was a means to an end: helping students see their own potential and their potential for contributing to the many communities of which they were members. His concerns were about lack of resources and lack of resolve to engage students in the community. He summarized citizenship education the school: "there are lots of missed opportunities around here."

These cases confirm the teachers' gatekeeping role as described by Thornton (1989). They are consistent with the differences between classrooms noted by Hahn (1998). They suggest that teachers' political

behavior and participation are linked to decisions they make. Teachers' citizenship behaviors and their willingness to engage students in discussion of controversial issues appear to reflect underlying ideas about the nature of democratic citizenship. If we are serious about social studies' ultimate goal being education for democratic citizenship, we would do well to attend to curricular expectations. We would also do well to help teacher candidates reflect deeply on ideas about citizenship and their own participation as citizens.

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Crossing Borders

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This dialogue is about bringing awareness to the stereotypical barriers that divide international communities from United States citizens. Recognizing the value of connecting with and learning from other cultures, participants will be encouraged to surface and analyze their conception of international cultures in an effort to debunk common myths and stereotypes. The dialogue will start with introductions and an icebreaker activity to get the participants talking and engaged. Next, the facilitators will go over the differences between debate, discussion and dialogue. Then there will be another activity in which the participants are encouraged to talk about what they would like to see, hear and feel in the dialogue environment. The facilitators then establish group norms and encourage the participants to question as well as add norms in order to make the dialogue environment comfortable. A Ted Talks video, The Dangers of a Single Story, by Chimimanda Adichie, will be shown. After the video, the facilitators will initiate the dialogue and follow the flow of the participants. The facilitators will encourage the participants to dialogue amongst themselves and to not look to the facilitators for the “expert” answer. During the dialogue, the facilitators will incorporate an anonymous quote, “Stereotypes are devices for saving a biased person the

trouble of learning”. The facilitators will ask the participants feelings about the quote and incorporate that into the dialogue. Afterwards, the dialogue will address various stereotypes, internationally and nationally. To finish off the dialogue, the facilitators will question the participants into what actions they [participants] will take in order to solve this problem of stereotyping. After the dialogue, a social identity wheel will be given to each participant. This will be a time for each participant to self-reflect on his or her life and see what identities have shaped them as well as how much each identity has shaped the individual. A social timeline will accompany the social identity wheel in which the participant will take the identity that they feel has influenced their life the most and track it throughout their years and how it has influenced their lives. The participants will then be encouraged to share with small groups and the large groups. At the end, the facilitators hope that the participants are able to talk away with a new sense of stereotyping and how everybody has a diverse background and that just looking at someone; you are not able to sum them up in one glance. This proposal is related to diversity because it focuses on the stereotypes that are associated with national origins. The initiative that the facilitators are using to address this issue of diversity is dialogue. Many times, diversity is talked about in a lecture-style atmosphere where the participants are not fully interacting with the facilitator. In a dialogue environment, the facilitators encourage all of the participants to open up and share their personal experiences thus helping

their fellow participants to gain a new perspective in which to see the world.

Creative Real-life and Virtual Field Trips for the K-12

Social Studies Classroom

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Most educators would agree that field trips can be a rewarding educational experience for their students. Nabors, Edwards, & Murray (2009) state that “field trips in the formative years are one of the most important things teachers can provide for their students” (p. 661). The hands-on activities that students generally engage in on these trips help them to connect classroom learning to the real world and to visualize historical events in a way not easily achieved through other means (Lacina, 2004). In addition to furthering desired educational outcomes, field trips also introduce students to the world in which they live. Nespor (2000) argues that field trips “serve as the means by which children are introduced to the downtowns, museums, national parks, monuments and historical sites that symbolize the public sphere” (p. 28).

For various reasons, however, the use of field trips in our schools has decreased in recent years. One obvious explanation for this decline is a lack of funding. “The recent fuel crisis in America has forced most school districts to reevaluate the importance of field trips in light of rising fuel costs”(Nabors, Edwards, & Murray, 2009, p. 662). Another financial concern that may make teachers reluctant to take trips is whether the

families can afford the expense to send their child (Nespor, 2000). In addition to economic issues, administrators may be concerned that valuable instructional time may be lost or that students will misbehave and embarrass the school in the community (Nespor, 2000). Despite these challenges, this presentation sought to establish the necessity for social studies teachers to utilize field trips because of the great learning potential they offer. When real-life field trips are deemed impossible, virtual field trips provide another viable alternative for teachers.

Real-Life Field Trips

DeWitt & Storksdieck (2008) indicate that both cognitive and affective learning occurs as a result of class visits to out-of-school settings and surrounding experiences. There are many ways in which learning can take place and much of the research suggests that there are three various learning outcomes associated with field trips: cognitive, social and affective (Bitgood, 1989; DeWitt & Storksdieck, 2008). Cognitive learning outcomes seem to garner the most attention among the three, partially because it derives the most immediate results for students and school districts (Bamberger & Tal, 2008). Social learning, though, occurs when students are participating together on the field trip and they help each other construct new meaning. Affective learning occurs when students are emotionally influenced or motivated by field trips (Flexer & Borun, 1984). Salmi (2003) conducted a survey of university students in regards to why they had chosen their area of study; some indicated that field trips to science centers played a part in their decision to pursue a

career in science. Although, social and affective learning outcomes can be measured, its true potential lays in the long-term effect on students and teachers alike (DeWitt & Storksdieck, 2008).

The presentation established two kinds of real-life field trips which social studies teachers could utilize: formal field trips (using sites that are designed and promoted for K-12 field trips) and informal field trips (using sites that are not designed or promoted for K-12 field trips or using formal sites in a way in which it was not designed or promoted). The presentation, though, emphasized informal field trips because teachers must tap their own creativity. Typically when teachers utilize informal field trips they must tap their local resources such as: cemeteries, courthouses, voting polls, community buildings, historical buildings/districts, or homeless shelters, parks, businesses, neighborhoods, landfills, various environments (i.e. beach, mountain, rivers, lakes), and public transportation. When teachers use their local resources many of the constraining issues lose potency and the cognitive and affective learning outcomes increase.

Virtual Field Trips

When real-life field trips are not possible, virtual field trips (VFTs) offer an excellent alternative. Compared with real-life field trips, VFTs are generally more economical, require less instructional time, and involve less concern for student safety or misbehavior. Unlike real-life field trips, through which only modern-day, local sites can be visited, virtual field

trips can be taken to any location or time period. VFTs also offer the additional bonus of strengthening student computing skills.

There are many different types of virtual field trips. Cox-Peterson & Melber (2001) suggest employing virtual tours readily available online of such typical field trip sites as museums, zoos, cultural institutions, and aquariums. Zanetis (2010) and Bergin, et al. (2007) prefer the real-time approach of video-mediated communication with experts in the locations of the virtual visits rather than the more passive virtual tour. Other researchers recommend seeking out real-time communication on virtual reality sites, possibly even as a tool for practicing foreign languages (Godwin-Jones, 2004). Another common type of VFT discussed is the WebQuest, which “provides students a topic-oriented hotlist of websites as a starting point for gathering information...with an end goal of creating a document that collects, summarizes, and synthesizes the information gathered” (Godwin-Jones, 2004, p. 10). Online podcasts present another possibility.

Like real-life field trips, virtual field trips also offer many benefits to students. Researchers point out that VFTs engage students actively in the learning process, increase student interest in the content being studied, and improve students’ technological competence. (Cox & Su, 2004; Fogarty, 1998; Lacina, 2004; Stoddard, 2009) Bergin, et al. (2007) analyzed student perceptions of a form of VFT known as remote accessible field trips (RAFT). They found that 86.7% of students reported that participating in RAFT increased their level of interest in the content

being studied moderately or greatly, that most female students reported an increased interest in technology, and that 52% of students felt a sense of actually being at the site they visited virtually.

Thus, this workshop sought to educate teachers on the many benefits of both real-life and virtual field trips, advocating for their use throughout the K-12 social studies curriculum. Many creative field trips were discussed, and participants were encouraged to contribute their own innovative ideas, as well.

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Twenty-first Century Driven Citizenship Education

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A main goal of social studies education is to prepare students for citizenship in the 21st century (National Council for the Social Studies, n.d.). However, citizenship education is not simply about the importance of voting; students need to understand basic facts and information about our society, they need to be able to examine issues from multiple perspectives, and they need to be able to take action on issues. Through on-line games, on-line simulations, and on-line software, educators can enrich their curriculum and promote citizenship education.

On-line games can be used to pre-assess the students' knowledge about the content, to reinforce classroom instruction, or to review content before an exam. For example, the game, Constitution Duel, includes questions on "the Constitution, primary source documents, landmark Supreme Court cases, and historic people" (Bill of Rights Institute, 2010a, para. 1). However, on-line games can also be used for enrichment. Through the game, Which founder are you?, students can discover which of the 55 founding fathers personalities is most like their own, and then learn more about the founding father's background (National Constitution Center, n.d.). In addition, the game, Naturalization Test, includes sample

test questions from the Naturalization test, and students can see if they can pass the exam (National Constitution Center, 2009).

On-line simulations can provide students a unique opportunity to virtually recreate scenarios. For example, the electronic simulation Age of Empires graphically illustrates the steps that explorers take to build a colony (Ensemble Studios & Microsoft Game Studios, 2005). Then, in the on-line simulation Life without the Bill of Rights, students graphically see what daily life could be like as different aspects of the Bill of Rights disappear (Bill of Rights Institute, 2010b). Educators can also use on-line simulations to view information from multiple perspectives and encourage the students to take action on an issue. In the simulation, Citizenship and Using Democracy, the Inverclation community center has won an award and prize money based on the positive work done by the clubs at the community center (BBC, n.d.). Social studies students experience the benefits, drawbacks, and responsibilities of leadership when they virtually decide which of the clubs at the community center deserve to receive prize money and then experience the consequences of their decision to fund a specific club.

On-line software can give teachers and students a mechanism for creating multimedia presentations, digital timelines, and electronic portfolios. For example, Capzles (2011) is a free software program that allows students or teachers to post pictures, photos, video, and music to display their work in a horizontal slideshow. As an enrichment activity, students or teachers can use Capzles to create a multimedia class

presentation on civics content such as the Bill of Rights that incorporates different points of view. Students and teachers can also use Capzles to create digital timelines. To reinforce that citizenship includes taking action on issues, students can create a digital timeline to show how work in the women's suffrage movement led to the Nineteenth Amendment. Likewise, students can create a digital timeline on how the class' service project addressed a root cause of poverty. Capzles can also be used to create an electronic portfolio. Throughout the school year, students can include examples of their work in their electronic portfolio. Then, during the parent teacher conference, the student or the teacher can showcase work from the student's electronic portfolio to display the student's growth and progress during the past nine weeks or during the entire school year.

While the main goal of social studies education is citizenship preparation (National Council for the Social Studies, n.d.), the Partnership for 21st Century Skills notes that students need to be able to "understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments" (Partnership for 21st Century Skills, 2011, para. 3). Resources such as on-line games, on-line simulations, and on-line software can be used to help students understand content, explore topics from multiple points of view, and take action on an issue. As educators prepare instruction for students in the digital age, technology offers educators additional options for enriching instruction while promoting citizenship skills in the 21st century.

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**The Use of Web 2.0 Technologies in China Higher Education: Social
Media Acceptance at the East China Normal University**

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This paper examines the acceptance and use of social media in China's higher education. The recent impact of web 2.0 applications have the capacity to preserve critical and analytical associational thinking as well as aiding analogical thoughts due to accessing the wealth of information and interacting with it. Being almost mandatory for students, as they are becoming more and more technology dependent, web 2.0 applications are expected to induce change in higher education and significantly contribute towards educational goals (Bryant, 2006; Klamma et al., 2007; Franklin & Van Harmelen, 2008; Redecker, Alla-Mutka, Bacigalupo, Ferrari & Punie, 2009). Safran, Helic and Gutl (2007) further

stipulate the educational importance web 2.0 could have on the collective mental development of students. According to them, web 2.0 applications have the capacity to preserve critical and analytical associational thinking as well as aiding analogical thoughts due to accessing the wealth of information and interacting with it. This active participation functionality is emphasized by Mcloughlin and Lee (2007). They claim that web 2.0 instruments have the potential to tackle the needs of students, enriching their learning experiences through personalization, customizations and providing robust opportunities for collaboration and networking.

Social media, the media we use to be social (Safko, 2010), functions as its primary instrument. In general, social media exhibits a rich variety of information sources. Besides the intrinsic value of the content itself, there is a wide array of non-content information available, such as links between items and explicit quality ratings from members of the community (Agichtein et al., 2008). Currently social media is being globally implemented in a variety of segments. In both consumer (Zolkepli&Kamarulzaman, 2011) and business (Kaplan &Heanlein, 2009; Andriole, 2010) environments social media usage is growing exponentially and it is rapidly gaining influence within educational systems worldwide (Redecker, Alla-Mutka, Bacigalupo, Ferrari &Punie, 2009). Because of the importance and prominence of online education in China (Blair et al., 2010), combined with some restrictions on web 2.0 technologies like YouTube, a China case study seems both interesting and legitimized. Therefore this study was conducted on location at the East

China Normal University in Shanghai. The aim was to obtain insight into students' usage of social media towards their educational goals.

Based on the unified theory of acceptance and use of technology (UTAUT) the Social Media Acceptance model measures several determinants of the use of social media towards educational goals. We build upon the UTAUT framework and developed a conceptual Social Media Acceptance model of scholars' usage of social media in China's higher education. Theorizing on the constructs of UTAUT we modified the model on the independent variables as well as the moderators. Performance expectancy and effort expectancy are accepted and accompanied by control belief (facilitating condition). The original moderators are partly accepted (Gender) and experience is reformulated into technological experience to stipulate its technological significance. Social influence is disqualified which, inherently, disregards voluntariness of use as a legitimized moderating effect. This variable is replaced by self-efficacy, which is known for its determining influence on the perception and adoption of information technology towards online education (Riezebos et al., 2011).

Data was realized by means of a questionnaire. This quantitative instrument consisted of 60 questions. Each construct was measured using five items as well as multiple questions on social media usage and demographical information. The questionnaire was firstly written in English and thereafter translated in Chinese. Subsequently, the Chinese version was backwards translated into English. Both English versions

were compared and a team of Dutch and Chinese scholars decided whether the items were interchangeable. Finally, a perfectly translated Chinese version was distributed a-select at the East China Normal University. 213 students at the East China Normal University participated in the study. Social media is found to be highly used as complementary on educational purposes. The model is empirically validated; however more studies are desirable in funding the model. The students of the ECNU frequently use social media towards their educational goals. The data reveals a 29.7% use of social media by the institution. Further, nearly 40% of the students state that they are using social media for educational purposes on a daily basis. Of the usage prominent functions are the use of instant messaging and texting which both claim around 50% positive usage by the students on a daily basis.

A factor analysis was performed in validating the number of constructs within the model. Factor analysis is used to study the patterns of relationship between the dependent variables, with the goal of discovering something about the nature of the independent variables that affect them, even though those independent variables were not measured directly. The Kaiser Meyer Olkin (KMO) analysis measured .815, thus legitimizing the statistical method. The factor analysis exposes overlap between control belief and performance expectancy. Therefore the constructs are merged into one variable. On account of the multiple validation of the original UTAUT model, the new variable is formulated as performance expectancy.

A correlation analysis demonstrates significant correlations between the seven constructs of the conceptual model. Next, we used multiple regression analysis to determine the directions and proposed causal relations. Data analysis identifies relatively high causal relations from performance expectancy towards social media use intention. However, the data also reveals that effort expectancy has a very low effect. Further, the data also suggests that students who are more technological experienced use social media more intensely towards their educational goals. However, this relation is moderated by gender. Male students who are technological experienced use social media towards their educational goals to a higher extent than their female counterparts. Finally, IT facilitation has a relatively strong relation on social media behavior.

Although the model is empirically validated there are several important limitations. First, the model is only validated using one empirical study. In funding the Social Media Acceptance model we suggest further empirical research. In addition, the model has only been measured in China. Previously we stated that cultural differences can have a significant impact. For this reason it seems desirable to measure the model outside of China. One of the interesting options would be a cross cultural study.

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Teaching with Film:

A Research Study of Secondary Social Studies Teachers

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Abstract

This paper discusses the results of a national research study that attempted to determine secondary social studies teachers use film in the classroom. Study surveyed 248 secondary social studies teachers from across the United States. Results are discussed and recommendations are made. Handouts will be provided.

Introduction

ACTION! Film is an amazing and fascinating medium. It is considered to be an effective communicator and has the potential to arouse emotions (Interview w/J. McPherson in Russell, 2008) and stimulate feelings. Film is a part of popular culture and most teenagers spend an enormous amount of time watching films and/or television. An average student spends over seven hours a day using media (7:12) – more than 50 hours a week (Kaiser Family Foundation, 2005). On the average, almost four hours a day is devoted to videos (film) and television. These findings illustrate how significant a role films can have in a student's day-to-day life.

Teachers have been attempting to incorporate film into the curriculum for nearly one-hundred years (Russell, 2007). This is because film can bring students closer to the people, events, and issues that they are studying (Russell, 2009, 2012a; Russell & Waters, 2010). Furthermore, teaching with film is considered to be an effective strategy for teaching social studies related content (Holmes et al, 2007; Paris, 1997; Russell, 2004, 2012b). As well, historians have written that film images impact and influence a person's perspective of history (O'Connor, 1990 & O'Connor & Jackson, 1988) and that history on film can be an accurate interpretation of history (Rosenstone, 1995).

Purpose

The purpose of this study is to examine how secondary social studies teachers use film. Therefore, the author attempts to answer the following research questions:

- 1) How is film being used in secondary social studies courses?
- 2) Are teachers being formally prepared to teach with film?

Methodology

This study utilizes survey research methodologies. The methods and procedures described in this section were designed to parallel the methods outlined by Creswell (2005). Five hundred ninety seven (597) teachers from across the United States were emailed a letter of consent asking for their participation in the study. All 597 participants had one

calendar month to complete the survey. In total, two hundred forty eight (248) teachers completed the online survey (41.5% return rate).

Conclusion

In sum, the data from the respondents provided insight, and evidence on the methods and practices social studies teachers utilize when teaching with film. The actual classroom teaching practices of social studies teachers do not align with relevant literature supporting teaching with film, further expanding the gap between theory and research. This widening gap indicates that urgent action needs to be taken to help educators see the importance and value of utilizing film in the classroom and the effective, appropriate, and legal strategies to do so.

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Uncovering Marginalized Topics Using WebQuests:

From Atlanta to the Zoot Suit Riots

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This article explores the idea of facilitating the use of WebQuests in the social studies classroom for the purposes of providing students exposure to marginalized topics, those topics that are frequently overlooked. As noted by researchers, WebQuests are effective because they enhance student engagement by providing authentic learning activities. As highlighted in this article, their use can be extended to explore marginalized topics, those topics that lie just beneath the surface. Included in this article is a brief history of WebQuests, suggestions for implementing a WebQuest, a sample of a marginalized topic (race riots) incorporated into this strategy, as well as a template to build a WebQuest online.

**The Impact of *Project Citizen* on Pre-Service Teachers'
Perceptions of Social Education**

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This study gauged the impact of *Project Citizen* on pre-service teachers' perception of social education. *Project Citizen* teaches democratic citizenship to middle, secondary and post-secondary students by focusing on monitoring and influencing public policy in a state and local government context. According to *Project Citizen*, "Independent studies of the effects of the ... program reveal that it has a significant impact on the civic knowledge of young people, their civic skills, and their propensity to participate in civic and political life (Center for Civic Education, 2008, p. 3)." *Project Citizen* involves students working together to identify and study problems in their communities, developing action plans for getting policy proposals adopted and implemented, displaying their work in portfolios and documentation binders, and presenting their projects in a simulated public hearing. These activities involve service learning, as students engage with their communities in an effort to solve state and local problems.

Earlier research shows that students participating in *Project Citizen* have demonstrated improved civic literacy and civic development (James Daly, 2010). Patrick suggests that "Students need to move beyond

conceptual understanding to learning experiences that develop participatory skill and civic dispositions for exercising their rights and carrying out the responsibilities and duties of citizenship in a democracy” (Patrick, 1998) while Wade notes that community service learning is a pedagogical best practice (Wade, 1995).

One factor that may impact how teacher teach citizenship is their own perception of social education and their roles as citizens. Put differently, how teachers sense their own role, place and purpose in civic life may impact how they approach social education. In this project, we gauged such perceptions among advanced undergraduate pre-service social education teachers at a large public university, enrolled in “Programs in Teaching Social Science” (PTSS), an upper division course required for the B.S. in Social Science Education. Pre-service teachers comprise a unique study population as they solidify their grade level and content area preferences while taking on classroom teaching to fulfill internship requirements. This point in their educational careers helps formulate their preferred career paths.

Pre-service teachers enrolled in PTSS completed the middle school *Project Citizen* curriculum, in groups, outside class time, in one 15-week semester. Each group completed the entire *Project Citizen* curriculum. By contrast, the middle school *Project Citizen* curriculum is designed to be completed both in and out of class while students complete one, but not all, project components.

The study involved a mixed-method phenomenological study. A 34-question pre-test survey was administered to 38 study subjects. The survey inquired about expressed intentions as to the amount of time that would be spent on social education in the “ideal future classroom”. Further, subjects were asked to gauge how well specific quotes relating to civics aligned with their own views.

As PTSS and *Project Citizen* progressed, open-ended interviews were completed with each group. In these focus groups, subjects were asked about their perceptions of project components, such as the impact of *Project Citizen* on their ability to identify public problems, and whether they planned to use *Project Citizen* with their students in the future.

Subjects’ responses focused on problem solving, *Project Citizen* in the classroom and the impact of *Project Citizen* on their own civic identities. According to one student, “[*Project Citizen*] did not affect how I would teach civics in my future classroom. I found the project really didn’t teach me anything about civics, so I will not be able to pass it on to my own students.” Yet this same student stated that project components did impact her own civic identity. “It did impact my view of community participation...I found that I will teach students that they need to be more aware of what is happening in their community... teaching students to know what’s going on will help them to be better citizens.” Further, “[*Project Citizen*] did impact how I would teach patriotism, as it showed me that to be a patriot is more than flying a flag and saying the Pledge of Allegiance.”

These anecdotal responses suggest that pre-service teachers did experience a change in their perception of how they would teach civics in their own “ideal future classroom” although they did not plan to teach civics with *Project Citizen* per se. While some pre-service teachers may have not yet grasped the concept of citizenship education in theory, they likely ascertained that teaching citizenship is best achieved by moving beyond memorizing facts about the government and electoral process.

Toward the end of the semester, subjects completed open-ended questionnaires inquiring about four constructs (social problems, civics, history, dialogue/debate) and six concepts (democratic participation, multiculturalism/diversity, rights and privileges, respect for individualism, social welfare, human interconnectedness) that emerged from the pre-test. The post-test findings suggest that completing *Project Citizen* did not achieve a statistically significant impact on any of these constructive or conceptual components. Overall, pre-service teachers were no more likely to express that they planned to include *Project Citizen* in their “ideal future classroom” after completing *Project Citizen* than they were before they launched the project.

The purpose of this project was to gauge whether and how advanced undergraduate pre-service teachers’ perception of their “ideal future classroom” and their own civic identity would be impacted by completing the middle school *Project Citizen* curriculum as an outside assignment for a Programs in Teaching Social Science course. The findings suggest that those components of the *Project Citizen* curriculum

that fostered active-learning and community engagement were most often identified as those elements that would carry over into these pre-service teachers' future professional and civic lives. While limited as to their generalization, these findings further indicate that incorporating civic engagement into pre-service teacher social education training will encourage teachers to bring active engagement into their classrooms, which will further strengthen student civic engagement. At the same time, teachers who more clearly anticipated their own future civic engagement as a result of completing *Project Citizen* will be better equipped to transmit civic values to their students.

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**Inclusive Practice for Global and Multicultural Citizenship:
Narratives of Social Studies Teachers**

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Abstract

Inclusive practice for global and multicultural citizenship is a critical component of 21st century Social Studies education. This study emerged from discussions with two (2) in-service Social Studies teachers who were familiar with complex issues of inclusive practice and the quest for global and multicultural citizenship within diverse classrooms of Trinidad and Tobago. The literature review of the study provided a conceptual framework for understanding the nature of inclusive practice and its interconnectedness with global and multicultural citizenship in the field of Social Studies. The study thus focused on one (1) pertinent research question as follows: “In what ways can inclusive practice in Social Studies classrooms develop students’ competencies for global and multicultural citizenship?” As developing practitioners of Social Studies at the secondary school level, each of the two (2) in-service teachers responded in accordance with the narrative method of case study research within a socio- cultural theory framework. This method allowed them to reflect and tell stories about their personal experiences in creating the kind of inclusive practice that provides opportunities for all students to become global and multicultural citizens. Based on the content analysis of the

narrative transcripts, the study highlights the imperative for an ideological shift to inform inclusive practice, moving from conformity to creativity, in preparing students to live in an increasingly culturally integrated global society.

Introduction

Social Studies is an academic discipline concerned with concepts and knowledge of social issues and problems; thus it is a significant subject area for all students (Mastropieri and Scruggs, 2007). In the 21st century, Social Studies education has a central role to prepare responsible and engaged citizens for a multicultural global world through an inclusive curriculum (Choi, Lim and An, 2011). The Trinidad and Tobago Secondary School Curriculum (Forms 1-3) for Social Studies has endorsed teacher commitment to inclusive practice as an important factor for citizenship education in a pluralistic society (Ministry of Education, Trinidad and Tobago, 2009). Trinidad and Tobago's population consists of: East Indians (40%), Africans (37.5%), other (1.2%), unspecified (0.8%) and many of whom are racially and culturally mixed (20.5%) (Caribbean Community (CARICOM) 2009).

Theoretical Frame of Reference

The Goal of Inclusive Practice

Inclusive education involves processes of increasing the participation of children in, and reducing their exclusion from, the communities and cultures of local schools. Hence, if inclusion means

“maximizing participation in community and culture” then in schools the medium for this is the curriculum (Clough and Corbett, 2000). The goal of inclusive practice, therefore, is to create a learning environment that reflects, affirms and validates the complexity and diversity of human experiences.

Defining Global and Multicultural Citizenship

The Department of Education and Early Childhood Development, Melbourne (2009) defined global and multicultural citizenship as follows: “Multicultural citizenship denotes active participation in our multicultural society and respect for our similarities and differences. Global citizenship denotes an awareness of our interconnectedness with people and environments around the globe and contribution to a global society and economy (p. 4). Together global and multicultural citizenship can facilitate social cohesion and economic advantage locally and globally.

Inclusive Practice for Global and Multicultural Citizenship

Noddings (2005:16) identified a link between inclusive practice and global and multicultural citizenship education thus: “The purpose of attending to differences, including them in our curricular and celebrating them, is to establish formerly neglected groups as full citizens – people who are heard and recognized. The same purpose should guide our commitment to global citizenship.” Scholars further emphasized that, the curriculum should move beyond differences such as race, culture, and shared identity to the shared experiences of humanity and the evolution and hybridity of cultures across the globe (Merryfield and Subedi, 2001).

Methodology

The study conforms to the narrative method of case study for qualitative research within a socio-cultural theory framework. Case study is an ideal methodology to undertake a holistic in depth investigation (Feagin, Ourm and Sjoberg, 1991). Stories should be viewed as rooted in society and as experienced and performed by individuals in cultural settings (Bruner, 1984). Like all human beings, teachers may tell their stories of experiences to others in different cultural settings, at different times and for different purposes. Therefore human knowledge is seen as a plurality of small narratives, local and personal in nature, and always under construction (Heikkinen, 2002). Telling personal narratives is a form of reflective process that allows increased self-awareness through which teachers can learn about their own place in the academic world (Clandinin and Connelly, 2000).

Participants

The participants consisted of two (2) female in-service secondary Social Studies teachers who were enrolled in the Practicum VI (Preparation for Final Teaching Practice) Course to meet the requirements of the Bachelor of Education Degree at The University of Trinidad and Tobago. As in-service teachers, participants were familiar with complex issues of inclusive practice and the quest for global and multicultural citizenship in diverse classrooms. They saw narratives as “cultural scaffolds” or “thinking tools” that can be utilised to develop the profession and the field of practice (Carter, 1993).

Procedure

Each teacher was engaged in field-teaching at different co-educational government secondary schools for a period of two (2) weeks in Mid-Semester 1 (October). They proceeded once more to different schools of the same type for a longer period of six (6) weeks in Semester 2 (February to March). On both occasions, each taught at least three (3) lessons per week to a Form 3 class consisting of approximately thirty-five (35) students from different races and ethnic groups with mixed abilities.

Research Question

In what ways can inclusive practice in Social Studies classrooms develop students' competencies for global and multicultural citizenship?

Data Collection and Analysis

Oral narratives were collected through individual semi-structured interviews (Kvale and Brickman, 2008) at the end of field-teaching sessions in Semesters 1 and 2. Each interview lasted for 30 minutes. Interviews were tape-recorded and transcribed.

The process of interpreting narratives is an issue of scholarly investigation because there is no one unifying method (Manning et al, 1998). The goal of this study was to use content analysis as a means of identifying common categories and themes of information (Silverman, 2004) to gain valuable socio-cultural insights into personal experiences each teacher brings to the profession over time.

Findings

While a detailed analysis of the narratives is beyond the scope of this paper, a summary of findings revealed that: teachers gained self-awareness of their knowledge and capabilities in using pedagogical approaches to support inclusive practice. In turn, inclusive practice developed students' competencies for global and multicultural citizenship through three (3) significant ways, as follows: (i) Individualised Learning to Enhance Historical Thinking, (ii) Equal Participation in Decision-Making and Problem-Solving and (iii) Communication and Collaboration for Social Participation. These will each be discussed with reference to "Themes of Study" below.

Semester One – Theme of Study: Our National Heritage (2 weeks)

(i) Individualised Learning to Enhance Historical Thinking

Based on the two (2) narratives, teachers believed it was essential to use small group discussions, drama, role play, song and dance to meet individualised learning needs. They also recognised the importance of integrating technology into these activities to communicate the meaning of stories, myths, poems and paintings depicting different races and cultures at home and abroad. The teachers held high expectations for all students to engage in "historical thinking" – to develop a sense of time and place, to explore their ancestral roots, to define their identities and to rethink assumptions about their similarities and differences. Both teachers felt that culturally responsive teaching afforded each student ample

opportunities to understand and respect diverse cultures across communities, societies and the world.

Semester 2

Theme of Study: How We Govern Ourselves (3 weeks)

(ii) Equal Participation in Decision-Making and Problem-Solving

Each teacher illustrated the value of the cooperative learning process which she used to engage students in simulations, debates, public speeches, editorial writing and discussions on video presentations. The teaching focus for these sessions was local and global issues of democracy, equality of opportunity, and human rights and freedoms. Each teacher expressed confidence that cooperative groups facilitated equal participation in decision-making and problem-solving. The first teacher encouraged students to think “with the head” to make well informed decisions; furthermore, they must “feel with the heart” and help create change “with the hand.” She endorsed this approach, if students are to become responsible global citizens who can offer possible solutions for social problems such as racial discrimination and gender inequality.

Theme of Study: Economic Growth and Development (3 weeks)

(iv) Communication and Collaboration for Social Participation

The two (2) narratives demonstrated that through more “active cooperative learning” students were able to develop communication skills of listening, speaking, reading, and writing, as well as increased

collaboration skills through the use of ICT for sharing information and ideas. The second teacher mentioned that “my use of these skills led my students to cooperate and collaborate in meaningful ways within their classrooms and beyond.” Each teacher indicated that her students did school/community group projects and group assignments on topics like “Preparation for the World of Work” and “The Importance of Human Resources/Communication Technology to the Economy”. Both narratives reflected students’ development of a sense of self and community and their place as citizens in a world characterised by social and economic interdependence.

Conclusion

We cannot generalise beyond our small case study sample and context of this research. However, findings illustrated that within different government schools, each with their own peculiar cultural contexts, and within a short space of time (October to March), the in-service teachers were able to develop the kind of inclusive practice that rejects “whole class strategies” to create opportunities for individualised learning in cooperative learning environments with increased social interaction and community linkages. Through narratives focused on reflection, each teacher became more aware of her critical role as an inclusive practitioner. The study therefore highlights the imperative for an ideological shift to inform inclusive practice, moving from conformity to creativity, in preparing students to live in an increasingly culturally integrated global society.

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**Social Studies Project-based Learning for Regular and Inclusive
Classrooms: The Monster Project**

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The Monster Project brings classrooms together from multiple regions of the United States and from countries including England, Korea, Canada, Australia, and Russia. It is one example of how project-based learning allows elementary students with and without disabilities to participate in learning experiences at their own level to meet academic, physical and social goals. Well-crafted projects ensure the effective participation and inclusion of all children and can provide deliberate practice in 21st century competencies including collaboration, creativity, decision making, problem solving, technology skills, and global awareness. This presentation provides a path into Internet projects for both veteran and novice teachers. Illustrated are multiple classrooms from the United States and around the world participating in a stimulating connective experience that fosters social studies interest upon which teachers can build meaningful lessons. The project demonstrates NCSS Themes I (culture and cultural diversity) and III (people, places, and environments) in the active learning context of a global Internet project. The themes of democracy and diversity are evidenced in this project with cultural connections to partner classrooms around the world, an example of our democratic freedom to communicate globally for our own purposes.

Diversity is a focus as classrooms compare the similarities and differences of the various collaborative creations, as well as using literacy connections to show and discuss diversity.

American Indian Art History as Witness to American History

Sandra Starr

Smithsonian National Museum of the American Indian

With the possible exception of the Maya glyphs, the indigenous peoples of the western hemisphere had no written language until the advent of Sequoyah's Cherokee alphabet in the 1800s. Native peoples have been illustrating their histories, their religion, politics, sports, commerce, and daily life on the surfaces of textiles, ceramics, metals, and stone for thousands of years. Even today, Native peoples witness their history, and thus the larger history of the Americas, with art works. Looking at both Native visual history and non-Native visual history can bring a unified American history to life, and serve to inspire today's visually-motivated student.

Skills to Improve Teaching and Learning

Oswald Thomas

Center for Teacher Effectiveness

Most leading experts and leaders define classroom management in similar terms, and their studies provide universal, timeless results which are long-lasting and enduring. We have designed our strategies around that type of evidence and research.

Robert Marzano (2003) defined effective classroom management as: "...the confluence of teacher actions in four distinct areas: (1) establishing and enforcing rules and procedures, (2) carrying out disciplinary actions, (3) maintaining effective teacher and student relationships, and (4) maintaining and appropriate mental set for management."

We believe the research points to another important area (5) classroom arrangement and design. Many research leaders have asserted over the years that proper classroom arrangement is crucial to academic success. JereBrophy (1996) commented that proper arrangement led to: "attention to lessons and engagement in academic activities."

**Globalization in Conflict: Understanding the Debate over Teaching
Controversial Cultures**

Eddie Thompson
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John K. Grant
First Assembly Christian School

With an increased focus on the globalization of society in education, many are faced with the dilemma of teaching other cultures. Most teachers would agree students should be exposed and taught about other cultures in existence within an every changing global society. The question being considered within educational circles, centers on the parameters of those cultures. Is there a limit to the kind of cultural practices we expose school age children to? Teacher's express concern both personally and professionally as to the danger of teaching cultural practices that are ethical and possibly morally in conflict with accepted norm of society.

This controversy is not new to the educators. A major controversy involving the teaching of other cultures became a national discussion with the introduction of the MACOS project. Man: A Course of Study was created by Jerome Bruner and Harvard educationist Peter Dow in the 1960's with a 6.5 million dollar grant from the National Science Foundation. This was one of the few times in history that university based

research scholars and not professional educators, led the design for K – 12 curriculum reform. This curriculum was based on Jerome Bruner’s idea expressed in his 1963 book, *The Process of Education*, “We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage.”

The second part of the curriculum centered around the lives of the Netsilik Eskimos in the Pella Bay region of Canada. Students addressed fundamental questions about human nature by comparison and contrast with several animal species and with another human culture. The Netsilik material emphasized the uniqueness of human beings and the basic similarities that unite all races, ethnic groups, and cultures. Some of the cultural practices of the Eskimos consisted of mercy killings, infanticide, and other practices deemed “unacceptable” within our cultural.

This created a national debate over cultures and what should be taught in the schools that are still prevalent today.

A study of Christian schools, (Thompson, Byford, & Grant, 2011) point to the extreme hesitation of teachers to teach controversial cultures within the context of Christian schools. The struggle with educators seems to be centered on how far should we go in our desire to have students develop and maintain a world view at the same time, maintaining a sense of moral disapproval of these fringe practices. Many feel this decision must be made on a class by class basis and not based on regional or national decisions. Classroom dynamics including age, class makeup as well as maturity of each student must come into play. It is possible for

students to be instructed with a worldview in mind, yet with sensitivity to personal beliefs and practices.

Teaching Freedom of Religion in a Non-Religious Way

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Globalization affects many parts of our daily lives as well as many aspects of the educational world we find ourselves in. Freedom of religion and religious speech continues to be a lightning rod for many teachers and administrators across the United States. It does not take a long journey into the history of the United States to find discussions of religious freedom. When students are surveyed concerning the reason that pilgrims came to the “New World” a large percentage will state religious freedom for being the motivational factor. This has been almost a “given” over the 236 years of American history. Although the theory has not been forgotten, the understanding for this freedom and its application in everyday life have somehow been convoluted and skewed.

Ideas that were once “accepted” as normal expressions of this freedom have not been labeled unacceptable, harsh and bigoted. How has this progression happened, and what, if can be done to somehow return student’s focus on this very basic freedom to the basis that the early citizens of this country enjoyed. Educators in today’s classroom often feel uneasy about discussing any form or aspect of religion and religious

freedom. This should not be the case in that religious freedom and freedom of religious expression can be taught and evaluated in today's high school classroom within the context of history. By utilizing past speeches and documents written by those leaders in history as a foundation, discussion can be initiated and expanded within this context. By applying this historical context to modern scenarios, students can be encouraged to evaluate present religious rules and structures within the light of these documents.

Students using supplemental materials can learn about the following issues within a Rights and Freedoms unit. Students can look at one of the reasons the early pilgrims made a dangerous journey to a "new world" to be able to find religious freedom and expression. Understanding what motivated them and the religious climate of England they were living can be explored. It is also vital for students to investigate the scope of religious freedom. Does this freedom extend to all religions and religious expression or just to "Christian religions" in light of the fact the many founding fathers had "Christian Principles?" The concept of what should be considered as a religion or religious practices that should be protected by the government must also be investigated in light of the changing cultural climate. In light of government's role in the daily lives of American citizens, students should be led in discussions of how far the government should go as far as protecting citizens as they practice their religion or engaged in religious

Globalization has magnified the need for educators to be able to interact and provide a safe learning environment for students of all religious faiths and belief systems. By focusing on the parameters of expression and not a specific belief, teachers can feel confident to begin the process of discussion with confidence.

Economics Education in the People's Republic of China

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I have decided to observe how economics has played a role with international exchange students from the People's Republic of China (PRC) since economics is a crucial part of the business curriculum. Over 80% of the PRC international exchange college students are pursuing business majors. This large population deserved a closer look (Zevin, 2007). These students have been labeled as dragon children, the lost generation, and little emperors and empresses. Do these terms really capture who they are as individuals? How do these students perceive themselves? What role, if any, does their economics education play into their decisions and formation of their views? According to the Ministry of Education (MOE) there are six main areas that students should study to help determine their nationalistic and moral views (Ministry of Education, 2006).

Economics education introduces students to a valuable way of thinking about essential issues and making individual and social decisions, an area of great importance in meeting the social and developmental needs of student learning to make decisions in a global economy (Zevin, 2007). Economics is included in the goals of the Ministry of Education in the People's Republic of China as a subject in which students should be able to demonstrate aptitude (Shen & Shen 2009). The MOE also stated that

adults should possess skills and knowledge to participate in a global economy (Ministry of Education, 2006).

Students from all over the world are inundated with economic events dominating the news and economic problems that are often topics of international disagreements. The increased need for economic understanding at the international level contributes to a need for economic instruction at the secondary level for students in the People's Republic of China (Shen & Shen, 2009). The PRC and international researchers are discovering that economics education does not actually take place in PRC schools, and research suggests that the PRC students are not being prepared properly for a global market (Leonard, 2008). Gifford asserted that the PRC is experiencing unprecedented prosperity, having arguably surpassed Japan as an economic power and now having an economic system that is closely linked to the United States of America (2005).

Understanding more about the beliefs and attitudes that the PRC students hold is necessary for further understanding of how PRC students develop their concepts of economic understanding. Pajaraes (2002) claimed that beliefs are people's judgments of the abilities to organize and implement courses of action to execute certain types of behaviors. Yarrow (2008) maintained that beliefs govern how humans think, feel, motivate, and behave.

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Teaching the Levees:

An Interdisciplinary Approach to Community Problem Solving

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Grades 9-12

Project Overview:

“Teaching the Levees” is an instructional resource provided by Columbia University, Teacher’s College to support democratic dialogue and civic engagement about the Hurricane Katrina disaster. The curriculum model provides opportunities for interdisciplinary instruction for community problem solving and social justice learning. In this activity, teachers use the following instructional framework to plan a school/community exhibition emphasizing culturally responsive instruction across academic disciplines using the “Teaching the Levees” tool-kit as a support resource. This activity is designed to give students practice in cooperation, exchanging, identifying and refining ideas for a culminating unit of study.

Planning Process:

1. Implementation Overview— The students should clearly describe the problems the community is facing using a process model to guide their learning. Ensure the relevancy of topics and allow students to narrow the scope of the situation presented in the area of interest and the underlying problem. Thereafter, allow students to build consensus around a common project theme.

2. Prior skills and knowledge-Determine what students already know and what they will learn. Develop a series of essential questions to guide research and inquiry.
3. Resources Needed-Identify instructional materials and supplies needed for your project. Resources may include various types of research references, agencies contacted, field trips, interviews and speakers.
4. Develop an outline of responsibilities including specific tasks and roles for team members to foster a sense of shared responsibility among groups.
5. Plan collaboratively to draft a list of cross-curricular activities for a culminating school wide/community exhibition of student projects.

Sample list of interdisciplinary activities:

Science 9th grade Biology “Creating a DNA Database for Identification”
Language Arts 11th grade American Literature “Poetry Display of Katrina Victims”
Social Studies 11th grade U.S. History “Cultural Mapping the Katrina Diaspora Migration”
Foreign Language 10-12th grade “Spanish Katrina News Broadcast”
Engineering 10-12th grade Engineering Concepts “New Levee Design”

Extended learning: The problem-solving model deepens understanding about connecting students’ identities to world issues and creates work of value. The UNESCO community problem-solving module is recommended to scaffold instruction for extensive thematic projects. This process can be used as a framework to address community problem

solving in a broader context. At this level, recent disasters in Haiti and Japan are topics that can be included in the planning process.

Resources: Teaching the Levees Curriculum Tool-kit
www.teachingthelevees.org/?page_id=1

**Are We Preparing Character Educators? A Research Study of Pre-
Service Teachers Attitudes towards Character Education**

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Character education is one of the most controversial aspects of academic institutions in the United States. The responsibility of educating children about democratic principles and moral values is something many states and schools are taking very seriously as a vital part of a teacher's role in the classroom. This study investigated the personal teaching efficacy and general teaching efficacy beliefs of pre-service secondary teachers at a large university in the state of Florida. This study investigated the responses of 130 pre-service secondary teachers in language arts, science, social studies, and mathematics within one teacher education program. It is important to know about personal and general teaching efficacy beliefs of secondary pre-service teachers towards character education because they will be called upon to address this topic as part of their future profession (Berkowitz, 1998). Also, since comprehensive character education programs are proven to be the most effective, all teachers must share the responsibility of educating students in the moral domain (Berkowitz & Bier, 2005). Meaning, content area teachers cannot simply pawn off the responsibility of character education and focus solely on their subject matter. Rather, teachers in all fields must begin learning how to address character development both implicitly and

explicitly in their classrooms. For this reason, pre-service teachers participating in this study were placed into groups based on their primary degree certificate/major (math, science, social studies, and language arts) in order to determine if a significant difference exists in personal teaching efficacy (PTE) or general teaching efficacy (GTE) for character education.

The questionnaire utilized in this quantitative research study was the Character Education Efficacy Belief Instrument (CEEBI), which was designed by Milson and Mehlig (2002). This instrument is composed of 24 items designed to understand personal teaching efficacy (PTE) and general teaching efficacy (GTE) beliefs. This study examined if there was a statistically significant difference in PTE and GTE scores between secondary pre-service teachers based on the independent variables of a) program/major, b) gender, c) race/ethnicity, and d) coursework in character education.

This study found that secondary pre-service teachers in all content areas examined retained a moderately low sense of PTE and GTE. The overall low scores for each group tested (language arts, science, social studies, and mathematics) likely contributed to the lack of statistical differences within these groups. However, it was found that secondary pre-service teachers in language arts and social studies had more positively efficacious responses to individual CEEBI items than their science and mathematics counterparts.

Results from this study revealed that a challenge still exists for teacher preparation programs and universities to better prepare teachers

for the task of character education and to make this objective more explicit in undergraduate coursework. Only 51% of secondary pre-service teachers in this study responded that they did receive coursework addressing the topic of character education. This means that nearly half of all secondary pre-service teachers graduating from this teacher preparation program did not receive any coursework that addressed character education or were unsure if their coursework addressed this topic. Although there was no statistical significance found in PTE and GTE scores based on this coursework, it should still be alarming for a teacher preparation program, in a state that mandates specific character traits be taught in K-12 public schools, is graduating nearly 50% of its secondary teachers with no clear coursework addressing character education. Universities with teacher education programs can benefit from the results of this study because it clearly indicates an overall lack of confidence in secondary pre-service teachers efficacy towards character education. Perhaps universities may begin to consider a more explicit connection between character education at the secondary level in order to help increase future teachers confidence in their skills as character educators, as well as the overall importance of character education in the classroom.

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Teaching Islam through Differentiated Learning

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The central focus of the series of lessons created is to introduce students to the basic components of Islam. This is a stream of lessons, which depending upon the length of the class, can last from three to seven days or even more. Although a number of differentiated learning opportunities are made available to students throughout the lessons, the series culminates with a differentiated learning assessment. The lessons are created for middle school students, but could be utilized with some alterations at the high school level.

A brief description of the lessons is as follows. In lesson one the students learn about the life of Muhammad. After the teacher has given a basic overview of the importance of Muhammad, the teacher will guide the students through Muhammad's life on a flow chart. Each card created by the teacher will outline and list key events that connect to the descriptions of the primary sources written by Ibn Ishaq and the Koran, both of which deal with the life of Muhammad. Students will answer questions from the teacher regarding the order of the cards on the chart. Students will need to determine important information about the life of Muhammad. This portion of the lesson is designed for student and teacher interaction as well as for kinesthetic learners as they will get up out their seats to place the cards on the chart. For independent practice students will

complete a puzzle that covers the same events. They will cut out the pieces and glue them in correct order to complete their chart. In lesson two the students investigate the main beliefs of the Islamic faith. The students will learn from this short lecture that Muslims, like other religious followers, are required to follow certain rules. The students will be told that in groups they will be exploring one of these duties or obligations that Muslims follow. Next, students in groups create a poster (or pillar) for each of Five Pillars of Faith, which will later be presented to the class. The groups will be reminded that their poster and short presentation should include the following: a definition of the assigned Pillar of Faith, a drawing or picture that alludes to some aspect of the pillar, inclusion of all necessary vocabulary words and also an attempt at writing in Arabic, which was previewed in lesson one. When completed, groups will present their posters to the class and ideally hang them somewhere in the classroom. Lesson three is spent perfecting previously learned concepts and giving students a better understanding of the final assessment. In this assessment, referred to as an Editorial Response, students are given an article in which they need to produce a constructed response. The Editorial Response asks students to use the content, language and disciplinary skills that were the focus of the previous lessons. Each student should be given a different newspaper, magazine or journal article to which he or she will write a response. The articles should vary according to student interest and skill level. A guiding rubric, teacher created example and thorough class time spent going over what is expected in this assignment are critical to the

success of this final assessment. As this is an attempt at differentiated learning the adjustments and modifications are present through each student receiving a different article. This differentiation allows the teacher to make the necessary adjustments as stated by special plans in which various students might need adherence. It should also give the students an opportunity to participate in discussions without the fear of having their classmates critique them. With each student having a unique perspective there is a hope they will be more willing to participate in the lesson. The adjustments are not exact but there must be considerable time and effort spent into choosing the editorials and assigning them to students. A fourth and final lesson should be a class discussion of the articles read and the responses constructed.

Each lesson relates directly to the overarching point, understanding the basic components of Islam. The standards that cover Islam greatly vary from state to state. Many students in the United States have little to no background knowledge regarding these topics. The basic components covered in these lessons include an exploration of the life of Muhammad and the Pillars of the Islamic faith. These areas are key topics for students to study for several reasons. First, the study of Islam is often done in conjunction with the study of other major faiths and often fits well with other components of World History courses. Also, this is an opportunity for most students to study and examine a religion they know little about. Certainly one could also argue that for Social Studies teachers, this is a compelling topic to teach as it is important for the next generation of

young adults in the United States (and around the globe) to understand Islam. The minimal contact many students have with Islam is through the media's representation. This is an excellent way for young adults to learn and develop a better understand an important topic. The lesson is not political in nature even though some might see this as a controversial topic for seventh graders to investigate. The students are simply examining the faith of over a billion people and applying aspects of this faith to the real world in the final assessment. In order for the students to develop, progress and understand the ideas presented in these lessons it is important for them to have a memorable experience with the material. A multi-choice test, true-false questions or even essay questions will likely be forgotten. The final assessment is an attempt to make the material stick in the minds of students well after the lesson. This will in turn help to achieve broader goals of understanding and compassion, arguably as important as the knowledge gained related to the content.