

## **Professional Reading for the Social Studies Teacher**

Allen, Janet & Landaker, Christine **Reading History: A Practical Guide to Improving Literacy.** Oxford University Press, USA (January 27, 2005). ISBN: 0195165969. Learn ways to tie reading strategies to the learning of history and sources that will help history come alive for your students.

Bearden, Patricia & Simmons, Yolanda **History Comes Home: Family Stories Across the Curriculum.** Stenhouse Publishers (November 1999). ISBN: 1571103082. In addition to providing content information about the study of genealogy and tips regarding curriculum integration, the authors emphasize that student-centered, authentic, and inquiry-based learning is essential to making the History Comes Home program work. They provide ample guidance to assist educators in creating effective learning environments in their own classes.

Beck, Isabel, Hamilton, Rebecca, and McKeown, Margaret **Questioning the Author: An Approach for Enhancing Student Engagement with Text.** International Reading Association. 1997. ISBN: 0872072428. The author analyzes the transcripts of actual class discussions to show the important tools that differentiate QtA from other approaches to reading comprehension and engagement.

Daniels, Harvey and Zemelman, Steven **Subjects Matter: Every Teacher's Guide to Content-Area Reading.** Heinemann (February 12, 2004) ISBN: 0325005958. A book about content-area reading that's just as useful to math, science, and history teachers as it is to English teachers. It points the way to activities and materials that energize content and engage students across all subject areas.

Edinger, Monica **Seeking History: Teaching with Primary Sources in Grades 4-6.** Heinemann; Book & CD edition (September 15, 2000) ISBN: 0325002657. One of the first

books about using primary sources in elementary and middle school classrooms to enhance and deepen students' grappling with history.

Edinger, Monica and Fins, Stephanie **Far Away and Long Ago.** Stenhouse Publishers (November 1997) ISBN: 157110044X With Monica Edinger's fourth grade class as the venue, the reader discovers strategies for bringing history to life and exploring multiple perspectives for students through a variety of strategies including oral history, writing and drama.

Fresch, Eula **Connecting Children with Children, Past and Present: Motivating Students for Inquiry and Action.** Heinemann (January 8, 2004) ISBN: 0325005915. The author shows how you can engage upper elementary and middle school students in historical inquiry by introducing them to primary sources created by or about real children. She shares resources and strategies for doing this.

Gilmore, Barry **Speaking Volumes: How to Get Students Discussing Books - And Much More.** Heinemann (January 24, 2006) ISBN: 0325009155. Gilmore offers accessible, classroom – tested, and matter-of-fact techniques grounded in the idea that literary conversations thrive when students can connect their interests and beliefs to what they're reading.

Guskey, Thomas **Evaluating Professional Development.** Corwin Press (November 18, 1999) ISBN: 0761975616. Dr. Guskey gives us clear, concise research on a topic that has long been neglected-professional development practices that work. This book offers clear direction to practitioners who want to increase the effectiveness of professional development and improve student learning.

Harvey, Stephanie and Goudvis, Anne **Strategies That Work: Teaching Comprehension to Enhance Understanding.** Stenhouse Publishers (February 2000) ISBN: 1571103104. This book tells how to teach kids while reading (through think-alouds) and gives many mini-lessons for teaching comprehension. Besides the great lessons and tips, there are numerous resources listing picture books to use for teaching each of the seven comprehension strategies discussed in Mosaic and now in this great book.

Harvey, Stephanie **Nonfiction Matters: Reading, Writing, and Research in Grades 3-8.** Stenhouse Publishers (June 1998) ISBN: 1571100725. This book offers teachers the tools to help students explore nonfiction and dig deep to reach more complete understanding of the real world and report this insights in a compelling manner.

Hayes Jacobs, Heidi **Getting Results with Curriculum Mapping.** Association for Supervision & Curriculum Development (November 30, 2004) ISBN: 0871209993. The author offers a wide range of perspectives on how to get the most out of the curriculum mapping process such as: Using software to create unique mapping databases, integrating decision-making structures and staff development initiatives through mapping, helping schools and communities adjust to new curriculum review processes, and making mapping an integral part of literacy training.

Hayes Jacobs, Heidi **Mapping the Big Picture: Integrating Curriculum & Assessment K-12.** Association for Supervision & Curriculum Development (June 1997) ISBN: 0871202867. The author describes a seven-step process for creating and working with curriculum maps, from data collection to ongoing curriculum review. She discusses the importance of asking "essential questions" and of designing assessments that reflect what teachers know about the students in their care.

Heyler, Dick **The Oral History Project: Connecting Students to Their Community, Grades 4-8.** Heinemann (September 5, 2006) ISBN: 0325008531. This oral history project will help motivate and engage your students, connect them to their community, and teach them valuable, lifelong skills. Your kids will sharpen their language arts abilities and uncover new competencies.

Jorgensen, Karen **History Workshop: Reconstructing the Past with Elementary Students.** Heinemann (April 20, 1993) ISBN: 0435089005. A process approach to history teaching that builds on children's natural curiosity about the past. It is filled with insights about how children develop historical literacy and how teachers can support this process in their classroom.

Kelin, Daniel **To Feel As Our Ancestors Did: Collecting and Performing Oral Histories.** Heinemann Drama (March 2005) ISBN: 0325006865. Demonstrates how to connect upper elementary and middle school students to their community through an inquiry-driven project that uses oral histories as its foundation and drama as an exciting way to explore and present them.

Knoll, Marcia Kalb **Supervision for Better Instruction: Practical Techniques for Improving Staff Performance.** Prentice-Hall, Inc. 1987 ISBN: 0138764263. Shows how to help teachers improve the quality of instruction by diagnosing their individual needs and implementing four different supervision plans – each tailored to a specific level of teaching ability....

Kobrin, David **Beyond the Textbook: Teaching History Using Documents and Primary Sources.** Heinemann (May 6, 1996) ISBN: 0435088807. This book is what educators advocating teaching with documents have been waiting for-the research data showing how and why this method works. The author details the process for using

documents in a classroom and proves that kids get hooked into creating history in spite of themselves.

Kashatus, William In **Pursuit of Freedom: Teaching the Underground Railroad**. Heinemann (January 11, 2005) ISBN: 0325006520. Beginning with a detailed overview of American slavery and the abolitionist movement, the author puts the Railroad into context, distinguishing history from mythology while opening rich moral and ethical questions for consideration. By examining the times hands on through social studies disciplines like geography, economics, civics, ethics, and Constitutional law, students develop their own interpretation of the Railroad and express it through reading, writing, reflection, and projects.

Lement, Wendy and Dunakin, Bethany **And Justice for Some: Exploring American Justice Through Drama and Theatre**. Heinemann Drama (January 13, 2005) ISBN: 0325006490. You'll find tools to explore those crucial moments in our nation's history where circumstances have collided with principals, demonstrating through drama the vital importance of safeguarding our rights so that all people can share them equally. Dunakin presents four original plays that document instances of injustice perpetrated in pivotal cases from four epochs of U.S. history.

Levstik, Linda **Doing History: Investigating with Children in Elementary and Middle Schools, Third Edition**.

Lawrence Erlbaum Associates; 3<sup>rd</sup> edition (June 29, 2005) ISBN: 0805850724. *This book* offers a unique perspective on history instruction in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse backgrounds, the text shows children engaging in authentic historical investigations, often in the context of an integrated social studies curriculum.

Lindquist, Tarry **Social Studies at the Center: Integrating Kids, Content, and Literacy.** Heinemann (February 15, 2000) ISBN: 0325001685. Presents a view of teaching and learning that connects what students learn in social studies with how they learn it and what they feel about it. With an emphasis on meaning and understanding over coverage of facts, the authors demonstrate how to customize learning to accommodate students' interests. They support an integrated approach to social studies teaching and place the subject at the center of the entire school curriculum.

Lindquist, Tarry **Seeing the Whole Through Social Studies.** Heinemann; 2<sup>nd</sup> edition (August 5, 2002) ISBN: 032500448X. Describes a child-centered classroom where students can expose and explore critical content and connect their learning to the real world. Included among the new features are: "Teacher's Notebook" how to develop reading and writing skills using social studies resources and content "Tarry's Teaching Tips" organizational decisions for building a democratic classroom.

Makler, Andra and Shagoury, Ruth **Teaching for Justice in the Social studies Classroom: Millions of Intricate Moves.** Heinemann; 1 edition (October 15, 2000) ISBN: 0325002649. The book describes how to focus on teaching for and toward justice, with critical pedagogy as an underlying theme. The authors of these essays show you the importance of moving beyond a focus on injustice and outrage to considering what justice might require in a given situation, what justice looks like, and how complex and difficult it is to achieve. At the heart of the book is the importance of knowing your subject well and framing curriculum in a way that does justice to the concepts under discussion.

McTighe, Jay and Wiggins, Grant **Understanding by Design: Professional Development Workbook.**

Association for Supervision and Curriculum Development; Workbook edition (March 2004) ISBN: 0871208555. The *Workbook* is a guide for Understanding by Design workshops and undergraduate and graduate courses, as well as further independent exploration. It provides a valuable resource to educators in developing curricula and assessments with a focus on developing and deepening students' understanding of important ideas.

Millstone, David **An Elementary Odyssey: Teaching Ancient Civilization Through Story.** Heinemann (May 1, 1995) ISBN: 0435088416. Incorporating the best thinking of today's move toward thematic, integrated teaching of social studies, Millstone outlines his successful interdisciplinary weaving of the arts, writing, and storytelling . . . and offers a thoughtful approach to curriculum design. You'll find practical suggestions on how to organize a curriculum, involve parents and other community members, and motivate students of all abilities. You'll be engaged by anecdotes, artwork, and lively excerpts from students' writing.

Percoco, James. **Divided We Stand: Teaching About Conflict in U.S. History.** Heinemann (March 1, 2001) ISBN: 0325003297. *Divided We Stand* was written to assist you in dealing with sensitive and controversial topics in secondary U.S. history classes. Using firsthand accounts and student words, Percoco explores the kind of issues we should be discussing if we are serious about making a better future for successive generations, topics such as gender issues, race, Vietnam, and civil rights. He provides a virtual handbook for teachers, describing specific lessons you can use to study conflict. All manner of resources are explained, with an emphasis on how to access those resources and use them effectively in instruction.

Portalupi, Joann and Fletcher, Ralph. **Nonfiction Craft Lessons: Teaching Information Writing K-8.** Stenhouse

Publishers (April 2001) ISBN: 1571103295. These are concise 15 minute mini-lessons that really help your students recognize writing craft, and give them accessible ideas which they can use to improve their own writing. Portalupi and Fletcher are very thoughtful in the way that the book is organized so that teachers can share with student lessons dealing with the craft of nonfiction. Since so many writing books deal primarily with narrative writing, this is one of the first to deal specifically with nonfiction and its craft. This book will change nonfiction writing in all K-8 classrooms.

Primary Source Inc. **Lift Ev'ry Voice: 1830-1860 [Sourcebook 3] Making Freedom: African Americans in U.S. History.** Heinemann; Bk & CD-Rom edition (March 19, 2004) ISBN: 0325005176. This book recounts the African American experience through contemporaneous documents, diaries, visuals, and texts. These primary sources provide insight into the public and private worlds of those who came before us and shaped the United States of America. The documents make clear the importance of race in the formation of a common American culture. They pay tribute to the strength, endurance, creativity, and contributions of those often ignored in conventional textbooks.

Robb, Laura **Teaching Reading in Social Studies, Science and Math (Grades 3 & Up).** Teaching Resources (January 1, 2003) ISBN: 0439176697. Practical ways to weave comprehension strategies into your content area teaching. Help students read and engage with textbooks, and navigate the special demands of any non-fiction text structure. In this highly practical book, master teacher Laura Robb shares dozens of strategy lessons to use before, during, and after reading.

Rogovin, Paula **The Research Workshop: Bringing the World into Your Classroom.** Heinemann (September 10, 2001) ISBN: 032500370X. Any teacher can develop a

research workshop. Paula Rogovin shows how to do it. Demonstrating how children's interests and questions become the central focus of the curriculum, she offers dozens of easy-to-use techniques for organizing the classroom and the school day to support student research. She also provides explicit guidelines for finding a wide range of resources, fostering family and community involvement, and dealing with assessment, homework, and diverse student interests and abilities.

Ross, Wayne **Reflective Practice in Social Studies. (Bulletin)** National Council for the Social Studies (November 1994) ISBN: 0879860634. This book addresses reflective practice in social studies, with an emphasis on how reflection and inquiry can contribute to both teacher and curriculum development.

Selwyn, Douglas and Maher, Jan **History in the Present Tense: Engaging students Through Inquiry and Action.** Heinemann (August 13, 2003) ISBN: 0325005702. This guidebook proposes a different way of teaching history: start from today and keep asking questions. The theory is that as students investigate possible answers, they make connections across miles and centuries. They experience that essential insight of social studies point of view has everything to do with how an individual perceives the world. Each chapter in this book explores a particular kind of project that is centered on student concerns, but connected to core curriculum content and concepts in U.S. history, geography, civics, and economics.

Sommer, Barbara **The Oral History Manual (American Association for State and Local History Book Series.)** Alta Mira Press (January 2003) ISBN: 0759101019. A guide designed to help anyone interested in doing oral history research think like an oral historian. The manual offers step-by-step instructions, checklists, full-size reproducible forms, sample planning documents, project descriptions and

summary sheets, sample materials, and extensive illustrations to help guide readers in taking ideas for an oral history project and turning them into a successful format.

Sobel, David **Mapmaking with Children: Sense of Place Education for the Elementary Years.** Heinemann (May 13, 1998) ISBN: 0325000425. The current crisis in geography education has spawned several new books on mapmaking, many of which advocate either recitation and drill or a conceptual top-down model that ignores children's interests. *Mapmaking with Children* presents an inspired alternative. Maintaining that there is no substitute for hands-on experience, David Sobel places the initial emphasis on local projects--projects that begin in students' own backyards and communities, projects that provide a sense of place.

Stead, Tony and de Paola, Tomie **Is That a Fact? Teaching Nonfiction Writing.** Stenhouse Publishers (October 2001) ISBN: 1571103317. This is a book that is easy to read and gives you useful ideas and lessons to bring back to your room right away. The author's message and ideas are expressed in an easy to read and inviting manner... Tony Stead makes you want to read more. He backs all of his examples with specific grade leveled lessons from K-3. Rubrics are included for grading as well as leveled texts to incorporate your writing with the area of reading.

Steffey, Stephanie and Hood, Wendy **If This is Social Studies, Why Isn't it Boring?** Stenhouse Publishers (October 1994) ISBN: 1571100032. Many teachers have begun to seek an approach to social studies that takes account of the ways children learn and that builds on their own knowledge and the strengths. The authors in this book have found that they have ". . . not only rediscovered social studies education in general, they have also found themselves exploring the many disciplines of the social sciences that combine to make social studies . . . The issues

of the disciplines are visible, the content of the disciplines is visible, and the questions central to each discipline are central in these classrooms. While the studies described began in one discipline, they branched out or melted into one or more of the others."

Stephens, Elaine and Brown, Jean **Handbook of Content Literacy Strategies: 75 Practical Reading & Writing Ideas.** Christopher Gordon Publishers (September 1999) ISBN: 092684296X. Sound ideas for integrating reading and writing as tools for learning in the content areas, all solidly grounded in research-based learning theories. Nonfiction and fiction literature are incorporated throughout.

Stevens, Robert L. **Homespun: Teaching Local History in Grades 6-12.** Heinemann (September 2001) ISBN: 0325003343. Using several social studies and geography standards as a framework for planning, *Homespun* offers teachers some of the best instructional activities for learning more about the lifeblood of communities - their traditions, beliefs, social and economic forces, religion, and ethnicity. In the first part of the book, Stevens describes activities in which students visit cemeteries and historic sites . . . compose a local history . . . study architectural and housing patterns . . . review old photographs . . . conduct interviews . . . interpret maps . . . write their own family history . . . create a community image.

Stokes Brown, Cynthia **Connecting with the Past: History Workshop in Middle and High Schools.** Heinemann (August 15, 1994) ISBN: 0435089013. For the faint-hearted but eager beginner to the practical but curious old hand, *Connecting with the Past* offers 'history workshop' as a new way to involve students in learning about the past....A necessary book that confirms how creative writing can help each student make history come alive in analytically astute and freshly dramatic ways.

Thornton, Stephen **Teaching Social studies That Matters: Curriculum for Active Learning.** Teachers College Press (November 2004) ISBN: 080745227. This book is about the teacher's role as curricular-instructional gatekeeper and its ramifications for social studies curriculum, instructional planning, teaching, and teacher education.

Tomlinson, Carol Ann **Integrating Differentiated Instruction and Understanding by Design (Connecting Content and Kids).** ASCD (May 2006) ISBN: 1416602844. Understanding by Design is predominantly a curriculum design model that focuses on what we teach. Differentiated Instruction focuses on *whom* we teach, *where* we teach, and *how* we teach. Carol Ann Tomlinson and Jay McTighe show you how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners.

Tomlinson, Carol Ann **The Differentiated Classroom: Responding to the Needs of All Learners.** Association for Supervision & Curriculum Development (April 1, 1999) ISBN: 0871203421. How can teachers divide their time, resources, and efforts to effectively instruct students of diverse backgrounds and interests, as well as skill and readiness levels? *The Differentiated Classroom: Responding to the Needs of All Learners* offers a powerful, practical solution. Carol Ann Tomlinson describes a way of thinking about teaching and learning that will change all aspects of how you approach students and your classroom.

Tovani, Cris **Do I really Have to Teach Reading? Content Comprehension, Grades 6-12.** Stenhouse Publishers (February 2004) ISBN:1571103767. This book is filled with valuable information for teachers who want to strengthen reading comprehension in their classrooms. It is recommended as a starter text for both teachers who are motivated to learn more about content area reading and

those who may be hesitant. It's a great title for a collegial study group.

Weber, Chris **Nurturing the Peacemakers in Our Students: A Guide to Writing and Speaking Out About Issues of War and Peace.** Heinemann (September 20, 2006) ISBN: 0325007497. Chris Weber demonstrate that through reading, discussing, and writing about narratives of children who have experienced war, students make connections between what they see, hear, and read through the media about military conflicts and their horrible human consequences. This critical examination of war then inspires subsequent opportunities for students to use their literacy skills to communicate with others dedicated to ending global violence.

Winston, Linda **Keepsakes: Using Family Stories in Elementary Classrooms.** Heinemann (April 21, 1997) ISBN: 0435072358. *Keepsakes* demonstrate how elementary teachers can draw on family stories to enliven and enrich the curriculum, giving children a direct connection with the past and an immediate sense of history. It is an uplifting look at a truly multicultural curriculum--one that celebrates differences and similarities and strengthens the bonds between families and schools.

Zarnowski, Myra **History Makers: A Questioning Approach to Reading and Writing Biographies.** Heinemann (February 27, 2003) ISBN: 032500434X. Zarnowski's practical text focuses on a *questioning approach* to teaching history. Rather than merely memorizing facts, students engage in historical sense making using the biography as an entryway into the larger issues of history. Each chapter deals with a new way of questioning and dialoguing with biographies.

Zarnowski, Myra **Making Sense of History: Using High-Quality Literature and Hands-on Experiences to Build**

**Knowledge.** Theory and Practice; 1<sup>st</sup> edition ISBN: 0439667550. This book is for teachers interested in building reading skills and content knowledge simultaneously. Myra Zarnowski provides guidelines for building students' understanding of and excitement for history. She demonstrates how to use high-quality literature and hands-on experiences to help students not only grasp the facts, but make sense of the facts. Loaded with book lists, step-by-step study units, and the work of real students, this book is just what teachers need to get students thinking, learning, and caring about the people and events of the past. For use with Grades 3 & Up.