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This book presents what numerous reviewers have called the best existing argument for the abolition of war, demonstrating that war can be ended, war should be ended, war is not ending on its own, and that we must end war.

Presents relevant standards-based content that targets student interest to stimulate and encourage learning. Includes case studies, thought-provoking questions, and simulations, and develops 21st century skills in students

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so that they can apply what they learn and participate as effective and responsible citizens.

Rethinking Columbus: the next 500 years, edited by Bill Bigelow and Bob Peterson is a resource guide for teachers and community activists which includes 90 essays, poems, short stories, interviews, historical vignettes, and lesson plans that re-evaluate the legacy of Columbus.

Second Handbook of Research on Mathematics Teaching and Learning

A Project of the National Council of Teachers of Mathematics

Mcdougal Littell the Americans

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Your Literacy Standards Companion, Grades 9-12
How to Avoid the Tyranny of Textbooks and Get
Students Excited About Doing History, Second Edition
Holt American Government 2003

Alternative Assessment Handbook

An ideal introductory text for aspiring teachers,
Introduction to Teaching: Making a Difference in Student
Learning is grounded in the realities and complexities
found in today ' s schools. Acclaimed authors Gene E.
Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly
prepare readers to make a difference as teachers,
presenting firsthand stories and evidence-based
practices while offering a student-centered approach to

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learning. The authors focus on how to address one of the biggest challenges facing many of today ' s schools—ensuring that all students are learning—and help teachers prioritize student learning as their primary focus. From true-to-life challenges that future teachers will face, such as high-stakes testing, reduced funding, low retention, and Common Core State Standards, to the inspiration and joy they will experience throughout their teaching careers, the Third Edition paints an importantly authentic picture of the real life of a teacher.

When it was first published (in 1991), Political Agenda of Education was hailed as an outstanding contribution to educational theory. This thoroughly revised edition

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sharpens the focus and explanatory range of the original framework. In particular, the author has incorporated the complex terrain of gender and girls' education while bringing in a more nuanced discussion of caste as a factor of equality in educational opportunity. The book is divided into two parts. Part I analyzes the circumstances surrounding the establishment of a colonial system of educational administration and the implications it had for both teaching and curriculum. Part II locates educational reform within the dynamics of the three major quests of the freedom struggle: the demand for equal participation in education by the lower castes; the quest for self-identity; and the idea of progress. Krishna Kumar uses

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the history of ideas to develop insights which are highly relevant for the challenges facing the system of education in India and the rest of South Asia today.

Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners (ELLs) and ways in which educators might address them in the social studies classroom. The authors offer context-specific strategies for the full range of the social studies curriculum, including geography, U.S. history, world history, economics, and government. These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction

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in any classroom. An annotated list of web and print resources completes the volume, making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction. Features and updates to this new edition include:

- An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific-context.
- "Teaching Tips" offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs.
- Additional practical examples and new pedagogical elements in Part 3 include more visuals, suggestions for harnessing new technologies, discussion questions, and reflection points.

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- New material that takes into account the demands of the Common Core State Standards, as well as updates to the web and print resources in Part 4.

World History, Culture, and Geography

Teaching Social Studies to English Language Learners

Political Agenda of Education

An Annotated Bibliography

Teaching What Really Happened

Lies My Teacher Told Me

Mother and daughter Alexandra and Maureen point to the great thinkers who have shaped their beliefs and

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practices in education, and who continue to influence teachers today. 19 essays from Dewey to Delpit offer parents and new educators an overview of education. These touchstone texts are framed by commentary, as the Milettas include both personal readings with wider contextual value and brief biographies.

Standards-based learning just got a lot easier This new version of the Common Core Companion provides a Smart Chart Index for all states implementing state-specific ELA standards. This index allows you to see in an instant which of your standards are the same as CCSS, which differ and how—and which page number to

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turn to for standards-based teaching ideas. Beyond that? It's the same great go-to guide for implementing the standards into daily practice across English Language Arts, Social Studies, Science, and Technical Subjects. A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People's Curriculum

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for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People's Curriculum for the Earth is an educator's toolkit for our times." — Naomi Klein, author of The Shock Doctrine and This Changes Everything: Capitalism vs.

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the Climate "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today's young people about humanity's responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the

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*universe." — Gregory Smith, Professor of Education,
Lewis & Clark College, co-author with David Sobel of
Place- and Community-based Education in Schools
A Collection of Classics for Parents and Teachers
A True Story of Japanese American Experience During
and After the World War II Internment
How to Avoid the Tyranny of Textbooks and Get
Students Excited About Doing History
Modern Era: Block Scheduling Handbook
The Common Core Companion: The Standards
Decoded, Grades 9-12
Principles of Government and Economics*

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The Next 500 Years

Compilation of conference papers from the "Cambridge Conferences on Ethics, 1989-1995", hosted by the Centre for Business and Public Sector Ethics. One of a series of three volumes published under the title "Teaching Ethics." Once again, the State of Arkansas has adopted An Arkansas History for Young People as an official textbook for middle-level and/or junior-high-school Arkansas-history classes. This fourth edition incorporates new research done after extensive consultations with middle-level and junior-high teachers from across the state, curriculum coordinators, literacy coaches,

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university professors, and students themselves. It includes a multitude of new features and is now full color throughout. This edition has been completely redesigned and now features a modern format and new graphics suitable for many levels of student readers.

Holt Economics examines the way in which economics affects the lives of individuals and how individuals, through their economic choices, shape their world. Throughout Holt Economics, you are asked to think critically about the events and processes that shape your global, national, and local economy. - Publisher. Your Literacy Standards Companion, Grades 6-8

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First Lessons in Civics

The Modern World

Farewell to Manzanar

Holt American Government

Teaching Resources

Everything Your American History Textbook Got Wrong

James Loewen has revised Teaching What Really Happened, the bestselling, go-to resource for social studies and history teachers wishing to break away from standard textbook retelling of the past. In addition to updating the scholarship and anecdotes throughout, the second edition features a timely new chapter entitled

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"Truth" that addresses how traditional and social media can distort current events and historical record. Helping students understand what really happened in the past will empower them to use history as a tool to argue for better policies in the present. Our society needs engaged citizens now more than ever, and this book offers teachers concrete ideas for getting students excited about history while also teaching them to read critically. It will specifically help teachers and students tackle important content areas, including Eurocentrism, the American Indian experience, and slavery. Book Features: an up-to-date assessment of the potential and pitfalls of U.S. and world history education; information to

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help teachers expect, and get good performance from students of all racial, ethnic, and socioeconomic backgrounds; strategies for incorporating project-oriented self-learning, having students conduct online historical research, and teaching historiography; ideas from teachers across the country.

Our American Government textbook adheres to the scope and sequence of introductory American government courses nationwide. We have endeavored to make the workings of American Government interesting and accessible to students while maintaining the conceptual coverage and rigor inherent in the subject at the college level. With this objective in mind, the content

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of this textbook has been developed and arranged to provide a logical progression from the fundamental principles of institutional design at the founding, to avenues of political participation, to thorough coverage of the political structures that constitute American government. The book builds upon what students have already learned and emphasizes connections between topics as well as between theory and applications. The goal of each section is to enable students not just to recognize concepts, but to work with them in ways that will be useful in later courses, future careers, and as engaged citizens. The organization and pedagogical features were developed and vetted with feedback from

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American government instructors dedicated to the project.

Criticizes the way history is presented in current textbooks, and suggests a more accurate approach to teaching American history.

Making a Difference in Student Learning
American Nation

The Americans Study Guide Reconstruction to the 21st
Century Grades 9-12

A Study of Colonialist and Nationalist Ideas
Civics in Practice

United States Government
Holt Civics in Practice

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James Loewen has revised Teaching What Really Happened, the bestselling, go-to resource for social studies and history teachers wishing to break away from standard textbook retellings of the past. In addition to updating the scholarship and anecdotes throughout, the second edition features a timely new chapter entitled “Truth” that addresses how traditional and social media can distort current events and the historical record. Helping students understand what really happened in the past will empower them to use history as a tool to argue for better policies in the present. Our society needs engaged citizens now more than ever, and this book offers teachers concrete ideas for getting students excited about history while also teaching them to read critically. It will specifically help teachers and students tackle important content areas, including

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Eurocentrism, the American Indian experience, and slavery.

“Should be in the hands of every history teacher in the country.” —Howard Zinn “This book should be required reading for every history teacher in the land.” —Sam Wineburg, Stanford University “In the sequel to his bestseller, Lies My Teacher Told Me, James Loewen has crafted a critique of how history is being taught in public education that should be in the hands of every practicing and pre-service social studies teacher in the United States.” —The History Teacher (from the first edition) “Loewen challenges us to critically reflect on the essence of what social studies and history education is and what social studies and history educators do. Doing so can only improve the experiences our students have.” —The Social Studies (from the first edition)

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The United States is a model of freedom, democracy, and economic strength for the rest of the world. Our continued success as a world leader depends on whether citizens like you take an active part in our government and institutions. This Civics program helps you foster student civic responsibility with a balanced approach that focuses on the principles of government, active citizenship, and responsible economic participation. Throughout Holt Civics in Practice, you will find special features that will help you understand more about your roles in your country and community. Many of these features were developed with our partners, the Center for Civic Education and the World Almanac Education Group. - Publisher.

That version of the 6-8 standards you wish you had Don't spend

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another minute poring over the standards. Jim Burke has already done the hard work for you with this roadmap of what each standard says, what each standard means, and how precisely to put that standard into practice across English Language Arts, Social Studies, Science, and Technical Subjects. Jim clearly lays out: Grades 6-8 standards side by side with key distinctions Different content-area versions of each standard Explanations of each standard, with student prompts Content to cover, lesson ideas, and instructional techniques Glossary and adaptations for ELL students

Handbook on Teaching Social Issues

The Common Core Companion: The Standards Decoded, Grades 6-8

What They Mean and How to Teach Them

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Principles in Practice

Rethinking Columbus

U.S. History

An Insider Exposes How Educational Materials Undermine Reforms

That version of the 9-12 standards you wish you had If you're a high school teacher, no need to despair. Jim Burke has created a Common Core Companion for you, too. This time positioning the grades 9-10 standards alongside 11-12, it's every bit the roadmap to what each standard says, what each standard means, and how to put

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that standard into practice across subjects. Jim clearly lays out: - Key distinctions across grade levels - Different content-area versions of each standard - Explanations of each standard, with student prompts - Content to cover, lesson ideas, and instructional techniques - Glossary and adaptations for ELL students

Excerpt from *First Lessons in Civics: A Text-Book for Use in Schools* It is sometimes charged against our schools that neither morality nor religion is taught in

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them. The teaching of religion seems to be out of the question, and the formal teaching of morals does not meet with much flaunt. Khan. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an

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imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works. The audience remains much the same as for the 1992 Handbook, namely, mathematics education researchers and other scholars conducting work in mathematics education. This group includes college and university faculty, graduate students, investigators

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in research and development centers, and staff members at federal, state, and local agencies that conduct and use research within the discipline of mathematics. The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work. The Handbook should also be a useful textbook for graduate research seminars. In addition to the audience mentioned above, the present Handbook contains chapters that should be relevant

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to four other groups: teacher educators, curriculum developers, state and national policy makers, and test developers and others involved with assessment. Taken as a whole, the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community.

Materials and Human Resources for Teaching

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Ethnic Studies

Classroom Conversations

A People's Curriculum for the Earth

Tyranny of the Textbook

War No More: The Case for Abolition

Including Related Teaching Materials K-12

A Text-Book for Use in Schools (Classic Reprint)

This resource book is designed to assist teachers in implementing California's history-social science framework at the 10th grade level. The models support implementation at the local level and may be

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used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas"; (3) "The Industrial Revolution"; (4) "The Rise of Imperialism and Colonialism: A

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Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in the Contemporary World." Each unit contains references. (EH)

Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and sequence requirements of most courses.

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The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

United States History & Geography explores the history of our nation and brings the past to life for today's high school students. The program's robust,

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interactive rigor includes a strong emphasis on biographies and primary sources, document-based questions, critical thinking and building historical understanding, as well as developing close reading skills. ISBN Copy Trusted, renowned authorship presents the history of the United States in a streamlined print Student Edition built around Essential Questions developed using the Understanding by Design® instructional approach. Includes Print Student Edition
El-Hi Textbooks & Serials in Print, 2005
2nd edition

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Arkansas History for Young People (Teacher's Edition)

Teaching Ethics: Government ethics

Interracial Books for Children Bulletin

Hmh Social Studies

Block Sched Hnbk Ctf 2003

Educational reforms and standards have been a topic of public debate for decades, with the latest go-round being the State Common Core Curriculum Standards. But time and again those reforms have failed, and each set of standards, no matter how new and different, has had little impact on

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improving student achievement. Why? The textbooks. Textbooks sell based on design and superficial features, not because they are based on the latest research on how children learn and how well they promote student achievement. In *Tyranny of the Textbook*, Beverlee Jobrack, retired from educational publishing, sheds light on why this happens. She gives an engaging and fascinating look behind-the-scenes of how K-12 textbooks are developed, written, adopted, and sold. And, perhaps most importantly, she clearly spells out how the system can change so that reforms and

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standards have a shot at finally being effective. Did you know? Reform efforts have focused on writing and rewriting standards and tests, but these rarely have any effect on the core curriculum that is published. School districts and states don't use effectiveness as a criterion for evaluating and purchasing textbooks. Publishers don't offer textbooks with better content or the latest teaching methods because teachers don't want textbooks that require them to change their practices. Teachers report that they don't rely on a textbook in their class, but research shows that they do.

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Three companies publish 75 percent of the K-12 educational materials. Those three companies are producing similar programs with the same instructional strategies, none of which require teachers to change their practices significantly. Publishers write textbooks for California and Texas. All of the other markets have to make do with books only superficially adjusted for their states. The American-born author describes her family's experiences and impressions when they were forced to relocate to a camp for the Japanese in Owens Valley, California, called Manzanar, during

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World War II, detailing how she, among others, survived in a place of oppression, confusion, and humiliation. Reissue.

The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of

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social studies education. Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social

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studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools. ENDORSEMENTS "At a time when even the world ' s most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines." Joel Westheimer University Research

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Chair in Democracy and Education University of Ottawa "The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the

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editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating." Diana Hess Dean, UW-Madison School of Education Karen A. Falk Distinguished Chair of Education "Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry

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for democratic life. The authors provide conceptual frames, classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of

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democratic rebirth." William Gaudelli Dean and Professor Lehigh University "This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all." Gloria Ladson-Billings, Professor Emerita Department of Curriculum & Instruction University of Wisconsin President, National Academy of Education Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M "At the heart of our

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divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking,

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controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!" LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director, CARTER Center for K-12 Black history education University of Missouri "Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the

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thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on

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education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy." William G. Wraga, Professor Dean ' s Office Mary Frances Early College of Education University of Georgia "The Handbook on Teaching Social Issues, 2nd edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first

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edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an

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enduring, catalyzing contribution." Nancy C. Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University "The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of

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learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living." Kelli Hutt, Social Studies Curriculum Facilitator Dallas Center-Grimes CSD Grimes, Iowa "Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an

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interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the

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elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities." Mark Previte, Associate Professor of Secondary Education University of Pittsburgh-Johnstown Chair, NCSS Issues Centered Education Community

United States History and Geography, Student Edition
Teachers Guide
Introduction to Teaching

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Indiana Annotated Teacher's Edition
American Government