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Table of Contents

Teacher Perceptions of Authentic Pedagogy: A Case Study of Professional Development in an African American High School's Government Class

Christopher Andrew Brkich
University of Florida

Many American educators, from John Dewey forward, have been calling for rigorous academic experiences that not only will challenge schoolchildren intellectually but also prepare them for lives as active, participatory, and contributory citizens. Recently, Newmann, King and Carmichael (2007) developed an applicable, cross-disciplinary framework which aims to facilitate increasingly authentic classroom experiences, which the authors define as building upon students' content knowledge through a process of disciplined inquiry while making valued connections to students' lives - past, present, and future - beyond the walls of the school.

Even though research has demonstrated that teaching in this fashion results in increased levels of achievement for all students, particularly those of nonwhite and socioeconomically disadvantaged backgrounds, it is generally not done. Reasons often cited are curricula of content coverage, a culture of teacher isolation, and insufficient time (Onosko, 1991). However, extant research most significantly does not address classroom teachers' experiences when teaching students using authentic means. Given that teachers have a great deal of control over both the content material they present their students and the fashion in which

their students experience that content, an examination of this area is of critical importance.

This paper presentation sought to remediate this lacuna by raising and exploring the following questions: What are the features of teacher experiences in using authentic pedagogy in predominantly African American high school social studies classrooms? and What has been the effect of the No Child Left Behind Act ("No Child Left Behind Act," 2001) on the inclusion of authentic pedagogy in predominantly African American high school social studies classrooms? In answering these questions, I offered a brief literature review on barriers to higher order thinking in the classroom, on the effects of standardised testing on the educational experiences and outcomes of African American students, and on teachers' perceptions of standardised, high-stakes assessments. I then proceeded to examine two high school social studies teachers' experiences, both of whom having worked in high schools populated predominantly by African American students. Using an adaptation of the Stevick-Colaizzi-Keen method of transcendental phenomenology (Moustakas, 1994), I developed first textural descriptions, then structural descriptions, and finally combined textural-structural descriptions of my respondents' experiences in teaching African American students using authentic pedagogy to come to grasp the essence of their experiences.

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Characteristics of Effective Secondary Level History Teachers

Brad Burenheide
Kansas State University

This session will explore the results of a qualitative study that serves as a beginning to the discussion of what teachers of history do well. The study involved the interviewing and reviewing of materials from secondary level teachers of history who have been identified by their peers as outstanding teachers of history. The study focused on the following three questions:

1. What are the methods employed by "good teachers of history?"

2. What are the core beliefs regarding the teaching of history possessed by "good teachers of history?"

3. Are the traits and characteristics of "good teachers of history" inherent or could they possibly be learned and developed?

The findings of the study show these high quality teachers of history have their students explore the discipline of history, believe strongly in the lessons gleaned from historical study, and provide hope that these characteristics can be learned and encouraged in young teachers in the training and induction phase of teacher education.

Teaching Secondary Social Studies in Inner-City Schools

Chris Busey
Evans Maynard High School

This presentation will offer various methods and teaching strategies which social studies educators can utilize when teaching inner-city students. Inner-city schools serve as the place where some of the most at-risk children in American society receive their education. While poverty is the most obvious factor that determines the make-up of an inner-city student, there are more influential factors such as crime, emotional neglect, absent parents, language, social and cultural barriers. The inner-city student is a special student, whose experiences are often difficult to relate to. It is important that educators are aware of the many issues they may face when teaching in an inner-city school, as well as the importance of making social studies relevant to students by utilizing various methods, strategies, concepts and ideas. After the presentation, participants will:

1. Have an understanding of the many issues inner-city students encounter on a daily basis.
2. Be able to implement various strategies or methods which may be useful in the social studies classroom.
3. Analyze the importance of making social studies content relevant to students, especially inner-city students.
4. Share assignments, projects, and methods of assessment that they have found successful in their classrooms.

Using the 2008 Election to Teach Political and Social Concepts

Chris Busey
Evans Maynard High School

Stewart Waters
University of Central Florida

This presentation will discuss how social studies teachers can explore different concepts of the 2008 presidential election that stretch beyond race. There were many other important underlying themes in the election such as upward social-class mobility, divided government, and equality of opportunity in America. It is also important that teachers stress media literacy to the students, because more often than not, the media considered this election to be important and a milestone, due to the fact that Barack Obama is the first African-American president. After the presentation, participants will be able to discuss the election in a manner where their opinion does not influence students, and sometimes controversial topics such as social status, can be discussed in a manner that promotes diversity and a safe classroom environment. Also, participants will understand the value of including multiple perspectives in the social studies classroom.

Culturally Responsible Teaching:
A Pedagogical Approach for the Social Studies Classroom

Brandon M. Butler
Alexander Cuenca
University of Georgia

"Pedagogy" in educational literature is often used to describe the methods teachers employ in the classroom. While the technical dimension of pedagogy is important in the education of children, the appropriation of the term "pedagogy" in this manner is problematic because it ignores the relational nature of teaching. Van Manen (1994) suggests that if one draws on the European roots of the term, pedagogy is more than simply the act of teaching; instead it implies a "personal commitment and interest in children's education and their growth toward mature adulthood" (p. 139). Thus, pedagogy signifies more than practice, it describes the distinct relationship between teacher and student, a relationship animated by the responsibility of the teacher to do what is good for the child.

Drawing on the teachers' inherent responsibility in the pedagogical relationship and the need for students to develop "the knowledge skills and attitudes needed to live effectively in a world characterized by ethnic diversity, cultural pluralism, and increasing interdependence" (Merryfield, 2001, p. 13), we suggest social studies teachers frame their work in a *culturally responsible* manner. In preparing students for a world moving "from a size small to a size tiny" (Friedman, 2005), the responsibility of the teacher demands a just representation of all

cultures. We frame the recognition that teachers are ultimately responsible for the vision of the world that their students inherit as *culturally responsible* social studies, an approach requiring: (1) a deep sense of responsibility to students; (2) the development of a critical cultural consciousness; and (3) the active questioning of commonsense curricular practices.

Deep Sense of Responsibility

According to van Manen (1994) "pedagogue" in the original Greek refers not to the teacher but to "the guardian whose responsibility it was to lead the young boy to school…the adult had the task of accompanying the child, of being with the child, of caring for the child" (p. 37). The teacher as modern day pedagogue is charged with the equally significant task of leading children into mature adulthood in order to prepare them for society. As van Manen notes, the terms pedagogue and pedagogy are at their core governed by relationship and responsibility. The authority given to teachers, places them in a position of influence, allowing their actions to speak to the moral responsibility they bear for the welfare and development of the student. Therefore, as social studies teachers charged with the responsibility to develop the dispositions of future citizens, each of our pedagogical actions must reflect this deep sense of responsibility for our students.

Critical Cultural Consciousness

Critical cultural consciousness is grounded in the belief that teacher accountability involves being self-conscious, critical, and analytical about one's teaching beliefs and behaviors and an understanding that teachers need to develop a deeper knowledge and awareness about cultural representations they present to their students (Gay & Kirkland, 2003). Drawing on the notion of critical consciousness (Freire, 1974), we believe social studies teachers must develop an awareness of the mechanisms that reinscribe 'othering'. As a form of reflection on the nature of the curriculum to reinforce images of the "other" as exotic, strange, or deficient, critical cultural consciousness begins with the critical examination of covert and overt cultural depictions that perpetuate deep cleaves between students and other cultures.

To be critical of representations of culture perpetuated through the curriculum requires teachers to discern faulty arguments, hasty generalizations, and truth claims based on unreliable, ambiguous, or obscure authority (Burbules & Berk, 1999). Critical cultural consciousness leads teachers to be attentive to incomplete accounts of culture in the curriculum; reflectively questioning and internally deliberating the ways in which perspective and voices are absent or marginalized in cultural depictions. This stance allows social studies teachers to bring their actions in equilibrium with the responsibility they hold to present a just vision of culture, establishing a pattern where consciousness guides the conscious.

Questioning the Commonsense

What teachers perceive as naturally occurring in schools exists as part of the 'seduction of the everyday' that makes up much of what we do as educators. These commonsense approaches are not new; instead they are perpetuated over time to the point they become part of the accepted culture of education. Kumashiro (2008) notes that "commonsense does not tell us that this is what schools *could* be doing; it tells us that this and only this is what schools *should* be doing" (p. 5). As a result, recognizing "commonsense" approaches to education asks us to challenge our perceptions of education and to become active in determining what and how we teach. As both an anticipatory and retrospective reflection on the action of teaching (van Manen, 1994), consciously recognizing the "commonsense" leads the teacher toward a cycle of critical reflection, which Dinkelman (1999) defines as "the consideration of the moral and ethical dimensions of teaching and deliberation on the broader social conditions of schooling" (p. 329). By being conscious of one's own actions and how power operates in the classroom, teachers can begin to recognize when an activity or action compromises their moral responsibility to their students.

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The Battle for Stalingrad:
An Interactive Approach towards Learning about World War Two

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Teaching about World War II, specifically significant battles, is often confusing and difficult for students to understand. Important battles, dates, and outcomes often become intertwined with lecture and excessive amounts of homework and irrelevant to students' interests. Rather than traditional direct instruction, the use of simulations, particularly recreating important battles, is one method to engage in active learning and agents in the decision-making process.

In a period of high-stakes testing and limited amounts of time devoted to content, pressures placed on teachers often minimize instruction to low-level drill and grill sessions. According to Anderson and Krathwohl (2000), the pace necessary to cover the emphasized content by a prescribed dates often require teachers to leave behind the higher-order thinking skills often reducing instruction to focus on potential test material and remediation. As a result, the accountability system requires a prescribed amount of content to be covered by a certain date; teachers often do not have time for student inquiry or a variety of instructional strategies.

In an effort to avoid traditional rote memorization and worksheets to assess students' knowledge over the Battle of Stalingrad and the war on the Eastern front, the simulation method was emphasized. The Battle for

Stalingrad simulation evolved over a three year period from a simple visual explanation of one of the most important battles during World War II, into an hour-long or multi-day simulation that emphasizes planning, teamwork and competition among students. The rationale for designing such a simulation was based upon the need for differentiated instruction; the benefits simulations have in the classroom and to accommodate the different learning styles and needs of students (Russell & Byford, 2006).

When designing the simulation, Drake's (1997) three dimensions of alternative assessment were used as reference. First, students should demonstrate their knowledge of historical themes, facts and ideas. Second, students who complete alternative assessments should be able to demonstrate their ability to reason. And third, students should be able to communicate their historical knowledge with others. To help create an authentic and realistic environment, the classroom was decorated in both Soviet and German propaganda posters and maps on the walls. After students had the opportunity to formulate questions, receive general information for the rational and against the German invasion of the Soviet Union, students were asked to form groups of three to four students. After a class discussion over criteria and expectations, students were assigned either to defend Stalingrad (Russians) or defeat Stalingrad (Germans).

Students were allowed to "battle plan" unit locations and movements. Students were encouraged to "think through" possible scenarios to complete their mission. This allowed the teacher the opportunity to give input about what was deemed realistic and unrealistic

in terms of tactics. When all group members finalized their plans, students provided the teacher with a final copy, illustrating each unit and an arrow illustrating their initial movement.

The results of the simulation were promising. Students who participated in the simulation year after year often indicated their willingness to do activities that are not traditional classroom activities such as lecture, worksheets or note taking. This type of student engagement often allows for students to retain information in long-term memory, self-reflections and more meaningful to their lives (Chiodo and Byford, 2004; Driscoll, 2005, Krathwohl, 2002). Furthermore, this activity encourages students to compete against one another. Having students plan and execute plans of battle requires students to work as a team and use creativity to describe and implement their plan. Students have been stimulated to learn about the importance of critical battles that changed the course of war, but also the history of World War II as well.

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Are We Ready for Another Curriculum Revolution? Evaluating the Strength and Weaknesses of the New Social Studies Projects

Jeffrey Byford
Eddie Thompson
Cody Lawson
University of Memphis

The 1950s was considered by many as a decade of change. The emerging Civil Rights movement, advanced in medicine and technology are only a few examples of success. However, with success often comes controversy. After World War II, the social studies had, at best, a limited presence in our nation's schools. This limited presence and perceived lack of importance would turn the social studies into a public lightning rod from 1950 to 1960. Criticism of the social studies came primarily in the form of five events, all of which served as a catalyst for reform: a) American Koran War prisoners lack of knowledge of Civil Rights, capitalism, and democracy; b) closed areas in both American society and education which neglected social issues as homosexuality, teen pregnancy and racial tension; c) American high school students lack of basic knowledge of democracy published by the 1957 Purdue Public Opinion Poll; d) the launching of Sputnik and advances in Soviet technology and education; and e) the growing Civil Rights movement, which openly challenged the nation's education system and societal norms (Byford and Russell, 2007). At the end of the decade, scholars questioned the relevance and future of the social studies. Ultimately, three issues initiated

curriculum reform: a) social studies failure to keep pace with curriculum movements found in both mathematics and the sciences; b) proposed new knowledge and curriculum would require new teaching strategies for each content discipline; and c) private funding (Ford and Carnegie Foundations) would initially fund research (Fenton, 1976).

From 1960 to 1974, over fifty curriculum projects were designed and implemented. Each content area (i.e. anthropology, economics, geography, United States history, political science, sociology, and psychology and world history) produced a minimum of two projects. Perceived strengths illustrated universities, school districts and foundations abilities to create new material, increase children's learning ability, increase both inquiry and the discussion process, firmly establish the social sciences, and provide classroom structure through the use of lesson plans and procedures. Perceived weaknesses suggested that only private or selected schools received extensive training and materials, the lack of training for "traditional" classrooms, materials were written by professors that were unable to understand classroom experiences and the amount of time devoted towards new material was outpaced by events in society (Knight, 1970).

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Whitewashed: Social Studies and Race*less* Pedagogies

Prentice T. Chandler
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This paper examines the race related pedagogies of two white, male social studies teachers in north Alabama. Drawing on the analysis of two qualitative case studies related to how they taught about race within the context of their American history courses, the author argues that their teaching about race within their classes serves to reify and uphold white supremacy in the social studies curricula. The author describes the following themes that emerged throughout the research: 1) liberal, incremental process, 2) race neutrality and colorblindness, 3) fear of teaching about race, and 4) naturalization/essentialization of race. The analysis of how race is conceptualized by the teachers in this study is informed by critical race theory (CRT), social studies research, and Pierre Bourdieu's notion of *misrecognition*. By utilizing CRT philosophy, he points to the idea that race, as a part of the formal and enacted curriculum is downplayed and overshadowed by more traditional explanations of race in US history. He argues that the social studies profession needs to make race and racism a more visible part of the social studies curricula. Implications of this research point to a need to reconceptualize citizenship and citizenship education.

Social Studies Professors Theorizing:
Insights from Two Decades of Deliberation and Collaboration

Richard H. Chant
Jeffrey Cornett
University of North Florida

This session summarizes the interpretation and implementation of the Personal Practical Theories (PPTs) of two social studies teacher educators over a 20-year period. In 1989, the presenters met as student and instructor in a graduate social studies methods course. The instructor had established his PPTs and, as part of the course, had participants systematically identify their own PPTs and their impact on instruction. Over the next 20 years, the two interacted in a variety of formats that would influence one another as well as how they interpreted and implemented their core instructional beliefs – their PPTs.

Recently, both teacher educators found themselves together again in a graduate social studies methods course, with the original instructor again teaching and the other member taking on the role of participant observer. Collectively, they used this course as an impetus to illustrate and describe how their experiences, both professional and relational, have influenced how they interpret and implement their PPTs as teacher educators. The presenters will share information related to the historical influences related to their experiences as well as initial findings from the current graduate methods course.

Revisiting Political Socialization in Secondary Education:
A Study of Government Classes in Three Demographically Diverse Schools during the 2008 Presidential Election

Wayne Journell
University of Illinois, Urbana-Champaign

In this qualitative study, I observed six high school government classes from three schools in the Southwest Chicago suburbs during the 2008 Presidential Election. The purpose of the study was to better understand the attention given to political events during a period of heightened political awareness. To accomplish this, I chose three schools that were diverse with respect to student demographics and political ideology. One school was located in an urban setting with large Latino and African-American populations, another was located in an all-white, rural setting, and the final school was a private Catholic school.

I observed classes from each school from the start of school in August through the Presidential Election. On average, I observed each class approximately four times per week. In addition, I surveyed large numbers of freshmen and seniors in each building to determine the political ideology of each school, using the same survey as a pre and post test for the students in each of the six individual classes. Finally, I triangulated my observation and survey data with semi-structured interviews with the six teachers and representative samples of students in their classes.

What I found were very few overt political messages given in the classes, but many subtle messages that provided a stark contrast between the three schools and the way students in those populations' conceptualized politics and the Presidential Election. Not surprisingly given the nature of the Presidential Race, I also observed many differences in the way students and teachers in each school conceptualized issues relating to race, gender, and controversial issues.

Heritage Language Learners and the Social Sciences

Christopher John Kazanjian
University of Texas, El Paso

This review of literature seeks to discover how the United States public school system deals with Heritage Language Learners in a modern global economy. The works of Wong & Motha (2007), Wright (2007), and Ricento (2005) have been reviewed for the purpose of this proposal. The findings of this research include the pressure placed on Heritage Language Learners to assimilate into the dominant American culture. In addition, the findings propose that the resources for creating a stable and successful Heritage Language program are lacking due to disinterests of state educational policy. The research unfolds the grim future of Heritage Language Programs and the disadvantage public school students have when entering a global economy. The social sciences play an integral part in Heritage Language Education. Aside from direct language instruction, policy makers must appreciate peripheral aspects of a student's educational experience. The identity, culture, and heritage of students must be cultivated to properly prepare them to enter and compete in a global economy. Social sciences must become cognizant of the needs of HLL's in order to coordinate effective instruction. Heritage Language instruction then becomes a component in the apparatus to pass on cultural connections. These connections serve to bring cultural appreciation and global cohesion among nations intertwined global economics.

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Global Citizenship Education in the Classroom: A Collaborative Canadian Study

Marianne Larsen
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Although global education (GE) has been a well-established curriculum field since the 1980s, interest amongst educators, education policy makers, curriculum writers and non-governmental organizations (NGOs) in bringing the global dimension to the classroom has spiked over the last few years. Current research demonstrates clearly the importance of teaching GE. As a result, a growing number of GE curricula and related supports have been developed, which are aimed at preparing students to survive and thrive in an increasingly interconnected and inter-dependent world.

This paper provides an overview of opportunities for teaching GE across Canada. A review of social studies curricula across the ten provinces and three territories reveals broad and increasing support for many of the skills, themes and issues associated with GE. NGOs and the Canadian International Development Agency (CIDA), also offer curricular and other educational materials such as resource guides, presentations, speakers, etc. for educators who wish to integrate their curriculum with a global perspective. However, despite the existence of curriculum outcomes related to GE and support materials, there are still constraints and challenges facing global educators. This paper, drawing on the results

of a study of Ontario social studies teachers implementing a global citizenship education (GCE) teaching resource, reveals that there are still a number of limitations and barriers facing global educators.

Global Education: Defining the Field

Global education has a history dating back to the late 1970s. Hanvey (1976) was one of the first scholars to provide a comprehensive definition of the concept 'global awareness'. Following Hanvey, a number of writers have continued to summarize the key dimensions and themes of global education. Case (1999), for example, has identified two inter-related dimensions of a global perspective: substantive and perceptual. Despite claims that there are certain key concepts or dimensions that are widely agreed upon, definitions of GE and global citizenship education have also been hotly debated in the research literature for many decades. Similar arguments have been made about the contested and complex nature of GCE. However, most would agree that GCE involves a more critical approach to GE, in order to promote an active model of citizenship that emphasizes social justice within a global dimension.

Global Education in Canada

A close look at provincial and territorial curricula reveals broad and increasing support for many of the skills, themes and issues associated with GE and GCE. Across Canada there are references to (and connections between) skills and dispositions such as critical thinking;

concepts such as global interdependence and active citizenship; and global issues such as human rights and environmental sustainability. In most provinces and territories, content, values and skills associated with GE are located within the social studies curriculum.

There is a range of grades where GE is situated across the provincial and territorial elementary education systems. Some provinces introduce global themes into the earlier grade levels and others in grade 6. Some of the central goals and concepts related to GE in the elementary curriculum include: citizenship, global interdependence/ interconnections; systems worldview; equity/social justice; respect for diversity; human rights; multiple perspectives; environmental stewardship; social action; and economic competitiveness.

GE and GCE themes, concepts, and skills are also present in the secondary school curriculum. Many of the social studies secondary curricula contain overall strands, expectations, or outcomes related to GE. A number of provinces have compulsory civics/citizenship education courses that make reference to citizenship at the global level. Courses at the senior secondary school level in Global/World Issues have been popular since the 1990s with an emphasis on understanding a variety of world issues from multiple perspectives, and their effects and implications. As well, some provinces have senior high-school courses in World History/Geography. Alberta stands out for the degree to which global perspectives are explicitly infused across the secondary social studies curriculum.

In addition to the formal curricula, there are other supports available for global educators. There are a number of organizations and agencies that have developed GE curriculum materials for educators. Some of these include: UNICEF Canada and CIDA, which financially supports projects that develop and deliver school-based, GE resources and activities.

Active Citizens Today (ACT!)

The *ACT!* project was motivated by the need for instructional materials for grade 6 social studies teachers. Together individuals from the Thames Valley District School Board, the UWO Faculty of Education and the non-governmental organization, Free the Children, conceptualized, wrote and edited the *ACT! Active Citizens Today: Global Education for Local Schools* teaching kit. The resource provides educators with over 40 ready-made lesson plans, black line masters, and assessment tasks.

Research Methodology and Findings

The 13 teachers who piloted the *ACT!* teaching kit participated in this study. They completed a pre and post-survey about GE and their involvement in the study. Researchers also visited classrooms to observe *ACT!* lessons, which were followed by semi-structured interviews. Participants attended a debriefing session to share their feedback about the challenges and successes they encountered in their GE teaching

This study found that despite the existence of GE curricular expectations and outcomes, and the availability of related teaching

resources and other curricular supports, global educators still face a number of barriers and constraints. These include their own lack of knowledge about and confidence to teach global issues; lack of support from school administrators and parents; the absence of specific GE curriculum expectations; and the lack of related accessible curricular materials and professional development opportunities. However, it is important to note, that these are the teachers' perceptions about the constraints they face and that there is much room in the social studies curriculum to integrate GE and support materials for doing so than many teachers may be aware of.

Implications of these findings for the teaching of GE in an increasingly globalized world are reviewed in the final section of the paper with reference to related research literature. I also discuss the importance of attending to the broader school and societal contexts within which global educators work and the significance of this for future GE and GCE research.

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Thematic World History: A Defense and Field Report

Christopher Dean Lee
Zephyrhills High School

With the state-level push toward standardized subject tests and end of course exams, the possibility of teaching high school World History—or any high school history course—in a thematic fashion grows dim. Nevertheless, countervailing trends continue to blow across the landscape in defense of thematic World History. First, as a result of trends in undergraduate survey courses, College Board appears to be moving toward a thematic approach in all three of their Advanced Placement history courses. When this takes concrete form, a move will begin (is already beginning?) to align high school curriculum to this pedagogical model. Second, instant information permeates students' world and thus affects their epistemology. As a result, the need to stress content must take a backseat to the teaching of skills and their application in content-specific areas. A theme-based approach to World History necessarily focuses on critical and analytical thinking skills, not on rote memorization or fact fetishism. History teachers must be strongly encouraged to approach history in a non-linear, theme-based fashion after the basics of a course timeline have been established at the beginning of the semester.

First year results from the field are promising but not conclusive. Students engage the themes more readily than, for example, regions, empire, or leaders. They read widely about the theme under discussion and

apply, in writing, their knowledge of the theme to a specific set of historical circumstances and questions. Instead of a historically de-contextualized inquiry, students ask better and deeper questions about the themes, thus leading to greater insights into the specifics of the eras and regions under discussion.

In the end, thematic World History may very well provide one part of the answer to the question, "How do we engage 21st century learners?"

Utilizing a Personality Template in Differentiating Potential Teaching Styles of Pre-Service Teachers

Sean M. Lennon
Valdosta State University

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University of Memphis

The concept of the study was to see if there exists any difference of personalities from students in two different classes; one a sophomore level foundations class and the other a senior social studies methods class. The foundations class was comprised of 28 students of all education majors. The upper level class had 29 students who were middle grades education majors only. A survey was given to both classes as part of a learning model discussing the two different (primary) teaching styles; that of either directive or inquiry based instruction, or somewhere in between. The instrument was built from the Five Factor Model (FFM), a commonly used personality template considered as one of the most effective tools in psychology today. The model was incorporated into previous surveys designed to differentiate personality with educational traits. This latest incorporation was designed to see if inference can be drawn from personality types towards teaching styles and to see if difference occurs in the levels of education experience and/or majors.

The methodology of the study was of a multi-variant design utilizing both inferential and descriptive statistics. Each component or domain of the FFM would be ascertained using three to four Likert scaled

questions designed around already established sub-traits. In each domain, following the personality questions is a separate education related question utilizing a ten point scale. These particular questions, referred to as a 'focus' questions (1-5) would illustrate an educational related scenario or issue that mirrors the particular FFM domain. The rational was to allow for more variance and to see (hopefully) if any similarities in scale could be determined. In all, the researchers conducted three tests of correlation between the two sample groups; testing correlation of the focus questions using a Pearson r test, descriptive analysis of the individual questions as delineated by directive and inquiry response and a descriptive analysis of the questions as compared to student responses towards the focus questions.

Resulting data gleaned student responses illustrated no correlation from the sophomores and the seniors towards each of the five education related focus questions. One showed slight, positive correlation ($r = 0.30$) using the r scale but was still tested as insignificant. The responses broken down by either directive or inquiry heavy teaching styles also indicated a difference in response rate though determining any causal reasons or themes appeared beyond the reach of this limited study. Perhaps the most interesting data was determined through comparison of responses between a domain question and the corresponding focus question. These illustrated a minute shift in scaled perceptions of the two groups possibly indicating changes and/or differences among them. More research is definitely suggested before further analysis of this data can be adequately attempted,

however, as this study is too limited in size and sample to draw any conclusions.

As a conclusion the researchers (apparently) have determined that differences in personality as seen in students separated by collegiate classes and majors which can be illustrated and hopefully, in the future can be measured in some statistically viable way. The results appear to indicate that difference is established though reasons for this may be an outcome (or result) of the classes and/or experience or it may indicate that different personality types of students tend to choose different education paths. The research also illustrates the instrument as being effective though what revisions are still needed and/or the amount of necessary testing remaining to establish validity and reliability is still unclear. More research is definitely needed and recommended but it appears from this limited study that personality, at least the perception of it, is different among separate education majors and years of education. The reasons for this, however, is still unknown, at this present time

Who's Responsible for Citizenship Education?
Views from Pre-service Educators

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Citizenship preparation is recognized as a main goal of education (Center for Civic Education, 1994). In their framework for student learning, the Partnership for 21st Century Skills (2004) listed civic literacy as a 21st century theme. In addition, the No Child Left Behind Act of 2001 (U.S. Dept. of Education, 2001) is pervasive, and it requires schools to develop responsibility and civic competence.

Definitions of citizenship may vary, but for the purposes of this study, I relied on the National Council for the Social Studies definition of citizenship which stated that democratic citizenship is "the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (National Council for the Social Studies, n.d.). However, some individuals believe that only social studies teachers are required to prepare students for citizenship. To further examine this viewpoint, this study examined pre-service teacher education students from various content areas (math, English, science, and social studies) and their perceptions on the importance / lack of importance that citizenship preparation should play in their content area. The theoretical framework for the study was the Cognitive Strategy Use model applied to civic activity; this model suggested that individuals benefit from having knowledge about how to do

a task, seeing the relevance of the task, and being motivated to do the task (Martin, 2005; Martin, 2008).

Previous research examined perceptions about citizenship using various age groups (Anderson, Avery, Pederson, Smith, & Sullivan, 1997; Boyle-Baise, 2003; Doppen, Misco, & Patterson, 2008; Fernandez, 2005; Kickbusch, 1987; Martin, 2008; Mathews & Dilworth, 2008; National Association of Secretaries of State, 1999; Prior, 1999). However, these studies did not specifically compare perceptions of citizenship by different content majors. Using a case study approach, the primary investigator asked pre-service teacher education students the following questions: Do you believe that citizenship preparation should or should not be a goal of math/English/science/social studies education? Do you see your role as a math/English/science/social studies teacher to prepare students for citizenship, or do you not see citizenship preparation as your role? Knowing how students from different content areas view citizenship preparation can be used to improve civic education in the schools.

To examine views about citizenship preparation, the primary investigator designed a mixed methodology case study with four separate cases of teacher education candidates from science education, math education, English education, and social studies education. Each case included 13 to 22 participants from a variety of races. Using a case study methodology, the participants and their teachers were interviewed. The results indicated a pervasive view that citizenship preparation is a responsibility of all majors. Pre-service science education majors

emphasized helping students to develop scientific literacy to solve problems and impact society. Pre-service math and pre-service English education majors sought to teach citizenship preparation by teaching values. Lastly, pre-service social studies education majors saw citizenship preparation as a central focus of their teaching as well as a focus for all content areas. This study highlights the opportunity for various content areas to expand the role of citizenship preparation. While some participants opposed citizenship preparation and emphasized a need to focus only on content, content can be used to support citizenship preparation along with their content area's organization's national goals. Citizenship preparation can help to bridge this gap using an interdisciplinary or non-interdisciplinary approach to show how subject area issues and citizenship preparation can be used teach content and take action on domestic/international topics like social justice.

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SHOW & TELL:
Choosing Appropriate Scaffolding Techniques to Make Social Studies Concepts Comprehensible to English Language Learners

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Textbook and internet resources, as well as activities based on discussions, projects, and reenactments allow Social Studies teachers to immerse their students in the content. Given the language intensive nature of the discipline, however, English language learners (ELLs) who do not yet possess strong English skills struggle to understand fundamental aspects of Social Studies concepts, leaving them unable to connect the content to and build upon preexisting knowledge. Alternately, many teachers are not sufficiently equipped to work with ELLs, either because they did not receive coursework in English as a Second Language (ESOL) as part of the initial education program, or because the in-service ESOL training they attend does not fulfill their needs in teaching this population (Clair, 1995; Harper & DeJong, 2004). To teach complex concepts and to help develop the academic language skills necessary to succeed in Social Studies, these teachers oftentimes struggle to find the appropriate modifications for their ELLs.

The purpose of our presentation is to introduce you to a feasible and effective novel approach on how to make subject matter content accessible to ELLs. SHOW & TELL is a research-based approach that

assists teachers in understanding and selecting effective communication strategies geared toward the level of English proficiency of the ELLs in the class while meeting the needs of native speakers.

As teacher educators in the field of second language acquisition, we view successful classroom instruction as effective communication. When we ask our students how they communicate with friends, family, students, or parents, their first answer is typically that it happens through verbal means, represented by written and spoken language. It is only on second thought do they consider that in our daily interactions with others we use a lot of non-verbal communication in form of gestures, facial expressions, pictures, or graphics. The same two ways of communication apply to classroom discourse. Verbal communication in the classroom means that you or the text TELLs the students something. In a non-verbal communication instance the information is conveyed through SHOWing. Therefore, when you think about designing or adapting a lesson or want to incorporate a text into your lesson, you should first consider if the information is given by verbal or by non-verbal means. Once this determination is made, you can think about scaffolding your instruction to the needs of your ELLs through the use of appropriate strategies.

What makes an instructional strategy an ESOL strategy?

There's a popular saying heard in educational settings: ESOL strategies are just good teaching. This is partly true. Some instructional strategies are as beneficial for native speakers of English as they are for

ELLs. For example, hands-on experiences facilitate conceptual learning for all students as well as comprehensibility for ELLs. However, all instructional strategies do not translate into good teaching strategies for ELLs, and conversely all good teaching strategies for ELLs may not be beneficial for native speakers. For example, cooperative grouping only works for ELLs when we consider what functions or tasks the ELLs are expected to perform within the group. Simply sitting there and listening to the other students deliberate and problem-solve neither helps the ELLs comprehend the concepts nor does it help them develop English language skills.

One type of instructional strategy for ELLs does benefit all students, namely those that use non-verbal means for communicating information. We call this non-verbal means of communication SHOW strategies. So, as you are thinking about non-verbal strategies, think of it as making the presentation of the material clearer through the incorporation of clip art, drawing, or showing how to perform a task through a demonstration. You are enhancing the non-verbal aspects.

The other type of instructional strategy does not benefit all students because it is sensitive to ELLs' level of English proficiency. We call these types of strategies TELL strategies since they focus on verbal communication, or language, as the means of conveying information. As you consider the verbal portions of your lesson, think of making adjustments in the use of language (written or spoken) that provides the degrees of support your ELLs need. Strategies in this category include

simplified text, highlighted portions of important vocabulary, and glossaries, for example. You can also find out if your ELLs understand the content through leveled comprehension checks in which low proficiency level students would be asked to point to pictures or give one-word responses; more advanced ELLs could give more complete answers, but in a form that does not require them to use complicated forms of English such as conditional.

Benefits of connecting: SHOW & TELL

While SHOW and TELL strategies help convey the content of your lesson, which is most likely your first concern, they also assist in preventing potential breakdowns in communication and when they do occur, they help repair this communication barrier. At the same time, SHOW and TELL strategies help your students develop the academic language needed in your content area.

How do you incorporate SHOW strategies into mainstream Social Studies classrooms?

Most teachers long ago discovered the benefits of graphs, pictures, or hands-on activities. These are not new, but they take on additional importance when thinking about supporting ELLs with the right type of non-verbal (SHOW) strategies.

How do you provide TELL strategies in mainstream Social Studies classes?

TELL strategies may require a little bit more planning on your part, but the time you save during the lesson by nipping potential communication break-downs in the bud are well worth it. Enlisting the assistance of bilingual aides, ESOL resource teachers, and parent volunteers in preparing TELL strategies for use during your lesson, as a supplement to your lesson, or as an alternative to your lesson is an efficient way to balance the various needs in your diverse classroom.

Teachers considerate of ESOL needs ensure that their English language learners don't LOSE. Through systematic application of both non-verbal (SHOW) and verbal (TELL) strategies, Social Studies teachers can engage ELLs and build their language proficiency in the process.

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Integrating Technology into Teaching Social Studies Methods Course: A Classroom Example

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Using technology to enhance student learning in social studies has become an important area for discussion and study within the field of social studies. This paper describes how a social studies methods professor integrated diverse tools of technologies into teaching social studies education methods course. The integration that continued for two semesters involved a series of technology related projects for students to complete and the professor's modeling the course for technology use to facilitate learning. This paper describes the projects for technology integration and course modeling. The paper also reports on the impact of technology integration in the methods course. The course lectures were designed to model the use of diverse technologies in a verity of settings that engaged prospective social studies teachers in ways that increased their desire to use technology in meaningful ways in their classroom teaching. Prospective teachers in the course worked in small groups to create projects, activities or lessons for their social studies classrooms that integrated technology to enhance student learning. The pre-service teachers were introduced to different tools of technologies including SMART Board, clickers, online resources (Web sites), Microsoft software (excel, PowerPoint) audio visual resources, Web Quests, photography, and data analysis techniques. The instructor also assisted the preservice

teachers in learning the basic skills needed to operate different tools of technology and their integration into lessons by demonstrating different ways the tools could be used to have a positive impact on student learning. In addition, throughout the semester the instructor held tutoring sessions (on Saturdays) for students who needed more guidance using SMART board technology to create classroom activities. Data was collected from surveys, observations, analysis of students' coursework, analysis of lesson plans ideas, a personal journal, a record of technology used during each class session, and one-on-one interview. The pre-service teachers taking the course reported that the modeling and integration of diverse tools of technologies encouraged them to incorporate technology into their teaching. Evidences in students' coursework, course projects, discussions, lesson plans and classroom teaching supported their statements and the research findings. Some findings suggested that good modeling of the methods course does impact pre-service teachers' views of and uses of technology tools in their lessons.

You Tube as a Learning Tool

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This paper expands upon previous research conducted on the effectiveness of implementing Microsoft MovieMaker (a digital video editing program) into the classroom. Sixty-one graduate and twenty undergraduate students from King's College and Rowan University took part in this study. Using the MovieMaker software to design student created tutorials on material learned in class, participants uploaded finished movie tutorials to the Internet-based website "You Tube" with the goal of providing classmates with a distance education learning program. With the ability to create and upload coursework using graphics and animation, new opportunities exist for teachers and trainers to expand their teaching methodologies while catering to a variety of learning styles. The purpose of this study was to investigate student perceptions of the effectiveness of the You Tube tutorial project on their learning so that a future educational workshop to teach the basics of creating and uploading student video tutorials may be implemented. A survey containing both quantitative and qualitative components was administered at the completion of the You Tube project to assess student perceptions of this teaching strategy. Quantitative analysis involved the use of frequencies

and descriptive statistics, while qualitative analysis consisted of grouping open-ended responses into the following themes: 1. Application of You Tube; 2. Major Strengths of the You Tube Project in the Learning Process; 3. Instructor Effectiveness in the Learning Process; and 4. Suggestions for Improvement to Enhance Learning. Results showed that the You Tube tutorial methodology had a significant positive effect on perceived student learning.

A Case for Infusing Content on Students with Disabilities into Social Studies Teacher Preparation Programs

Kimberly Pawling
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The presentation will discuss some of the recent literature on beginning teacher standards since No Child Left Behind (NCLB) and the 2004 Individuals with Disabilities Improvement Act (IDEIA). Beginning teacher standards for both general and special education have changed since NCLB. Changes have been made because the Interstate New Teacher Assessment and Support Consortium (INTASC) in conjunction with the Office for Special Education Programs (OSEP) at the federal Department of Education realized that teacher preparation programs were graduating students who were not adequately prepared to teach the diverse population of students that exist in many schools. The presentation will include the list of 10 essential knowledge and skills identified as necessary skills that beginning teachers must demonstrate prior to graduation.

After reading the research, the presenter decided to interview students enrolled in the secondary social studies methods courses at her university, regarding their knowledge about students with disabilities and possible classroom and assessment accommodations. The presentation with include the qualitative analysis of the data as well as implications for additional research needs in the area of social studies teacher preparation programs infusing content regarding students with disabilities.

Universal Design for Learning in the Social Studies Classroom

Kimberly Pawling
University of Central Florida

The presentation will describe the basic concepts involved in planning classroom instruction for all students, Universal Design for Learning (UDL). The presenter will review some recent findings related to the brain and learning, as well as, the 3 elements of UDL: multiple means of representation of material, multiple means for expression of material, and multiple means for engagement with materials. Participants will also be shown some examples of planning and assessing students with diverse needs in one classroom by applying the concepts UDL. Finally, the presenter will share some free internet accessible websites and software that can facilitate planning and implementation of UDL in the classroom, particularly, the Center for Applied Special Technology (CAST).

The CAST website provides free materials, assessment tools, examples, videos, etc. focused on assisting teachers and instructional leaders in creating classroom content and environments that are designed for all learners. Planning with UDL in mind is not the same as planning for accommodations for students with exceptional needs; rather, planning using UDL, eliminates the necessity to accommodate different learning styles, because instruction for ALL students is designed so that ALL students are provided with the same content and same 'accommodations'.

Participants will exit this presentation with teacher friendly practices and ideas that can easily transfer into daily classroom planning, instruction, and assessment for all students.

**Thinking Critically or Thinking Historically:
Which Objective do we choose in Secondary History Classrooms?**

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In a research study conducted in three public high schools in the United States, the presenter examined whether or not engaging students in lessons associated with historical thinking had an effect on non-content related critical thinking skills. Pre and posttests were given to over 120 students to measure general critical thinking skills. During the school year students completed twelve intensive lesson modules designed to allow students to think historically. Additionally, interviews were conducted to discern whether such engagement influenced meta-cognitive processes of the students. The objective overall was to discover whether engagement in historical thinking had any effect on more general critical thinking and meta-cognitive processes of the students involved. This study contributes to the growing field of historical thinking, demonstrating the complexities of thinking skills and the transferability of specific content area thinking skills to other disciplines. The intent of the proposed presentation is to present the findings of this study.

Got History? An Examination of Attitudes, Content Knowledge, and Perceptions Related to Historical Fiction in a Children's Literature Pre-service Course

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Too often, history is presented to children as a series of chapters, disparate events, or isolated happenings long ago that have little relevance to their present experiences in life or learning. This is unfortunate, since under the best circumstances, the study of history is a rich means of not only understanding days gone by, but of transforming our capacity to better comprehend our personal and collective lives now (Schur, 2007; Tunnell & Ammon, 1993). In an effort to capture preservice teachers' notions regarding historical fiction, surveys were distributed before, during, and after interactions with historical fiction. Throughout the semester, several chapter books (See Figure 1) were read collaboratively by the class integrated with pedagogical strategies for historical fiction, such as text sets (Hamman, 1995; Opitz, 1998), readers theater, jackdaws (Dodd, 1999), decade posters, *Timeliner* software projects, and museum collections. In addition, respondents participated in literature circles (Daniels, 2002) using exclusively historical fiction chapter books for children as well as related time period inquiry groups.

Historical fiction books do not merely hold a collection of historical facts within their pages. Books in this genre weave historical authenticity within a compelling storyline that usually includes the unique perspective of a child protagonist, a contextualized historical setting, and a sense of emotional pull (Crawford & Zygouris-Coe, 2008). Karen Cushman, Newbery Medal winner, notes: "Without historical accuracy, my books would be fantasy. With only historical accuracy, they would be textbooks. For historical fiction, there must be a story, accurate in detail but brought to life through imagination and creativity." (in Temple, Martinez, Yokota, & Naylor, 1998, p. 326). Quality historical fiction can often draw even reluctant readers into the context by providing visual and other sensory clues about daily life in the time period presented (Zarnowski, 2006). Not only is historical fiction about the past, it helps readers develop a critical understanding of complex social issues and age-old dilemmas against the template of today's challenges so as to better understand ourselves in today's context. "Historical fiction helps bridge the gap between the past and the present for young readers" (Sipe, 1997, p. 254).

By implementing successful strategies for engaging young readers with historical fiction with these teachers, respondents noted that historical fiction would not have been their first choice to read *before* this semester-long experience. During the semester, the professor worked to create an atmosphere that stimulated students to learn about an historical era, to "think historically," and to develop a sense of social responsibility based

on historical fiction. By offering historical fiction selections in a variety of formats, such as poetry, picture books, and chapter books and relying heavily on pedagogical discourse with emphasis on allowing personal connections as well as illuminating the social justice issues of the time period linked with today's social issues, the model of thinking historically was demonstrated with each book the class collaboratively read.

Patterns were culled from pre, during, and post survey responses centered on participants' attitudes, content knowledge, and perceptions regarding historical fiction as a content area of knowledge and as a teaching tool for the classroom. Even though the majority of participants did not read historical fiction either growing up or at present, all participants reported positively in regard to history and historical fiction as a genre and a pedagogical tool. While none of the participants reported that they would have chosen their historical fiction literature circle book on their own, all respondents reported being happy with their choice during the midpoint survey and respondents were intrigued with the life connections that could be made to characters living in another century. Each group reported that collaborative reading helped them with concepts and stimulated questions for further inquiry. The respondents now found historical fiction interesting as an avenue for further study.

By the end of the semester, all of the individual respondents reported significant gains in their knowledge of the historical period in which their literature circle books were set. Whether participants moved from weak to average or strong, or from average to strong, all reported

gains in content knowledge as a result of this experience. Not only that, but participants were able to make personal connections and to verify the authenticity of factual information within the pages of the historical fiction books they read. A representative quote from the post-surveys noted: *These pieces really brought the time periods alive. <u>Out of the Dust</u> was written in a way that you could actually taste the mud in your mouth. I never realized how truly awful it was for people during the Dust Bowl.* Others reported that details about transportation, clothes, culture, mores, and the etiquette of the day stood out for them as they read the books.

A representative sample of responses from the post-survey noted that the best thing about being exposed to historical fiction this semester included these comments:

–I would never have picked up any of those books on my own, but now I would definitely use any of them to teach in my classroom. I am especially anxious (excited) to read <u>Catherine Called Birdy</u>.

–I was introduced to time periods that I was not very familiar with- ex. 13th century England.

–I grew an appreciation I didn't have before.

And, when asked what was the worst thing about being exposed to historical fiction throughout the semester, participants made these representative comments:

–Nothing- it's one of my favorite genres now!

–For me, it might be difficult to choose which books and which eras would be interesting to me.

–I LOVE it and want to read more…when I should be studying!

When the post-surveys posited this question: " Do you intend to incorporate historical fiction in your future classrooms?", the following sample of comments show the results of a semester of considering historical fiction:

–Yes, I think it is a great way to introduce or incorporate history in a fun way.

–Yes, Great way to introduce and tie together literature and social studies.

In fact, despite no direct instruction on infusing historical fiction into social studies content, all participants intended to use this knowledge in their future classrooms after participating in collaborative reading, literature circle groups, inquiry groups, and in strategies to engage readers in historical fiction. As the comments from the pre-, midpoint, and post-surveys were synthesized for patterns, this Winston Churchill quote came to mind: "Personally, I am always ready to learn, although I do not always like being taught." (Retrieved on February 26, 2009 from http://www.brainyquote.com/quotes/quotes/w/winstonchu100128.html).

These prospective teachers would not have chosen to read historical fiction on their own or to consider the related content and pedagogy. However, given the opportunity to transact with books and engage in inquiries with a supportive community of learners, they discovered that they were indeed not only ready to learn in meaningful ways, but also to find pleasure in that learning. Learning experiences that pair history and

literature such as these, no doubt, can provide a helpful scaffold of support and intrinsic motivation for educators and their future students.

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Figure 1: Children's Historical Fiction Offered

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Enhancing History Instruction with Online Auctions

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Teaching history from multiple perspectives with primary sources is vitally important when attempting to engage students in historical inquiry and historical thinking (Barton & Levstik, 2001; Johnson, 2007; McCormick, 2004). A great way to obtain primary sources with multiple historical perspectives, as well as other historical artifacts, is through online auctions. For this project, we purchased several World War II era news magazines from the online auction vendor eBay. The total cost of the magazines was less than thirty ($30) dollars and our purchases consisted of a March 9, 1942 edition of *Life* magazine, a March 16, 1942 edition of *Newsweek* magazine, and a March 23, 1942 edition of *Time* magazine.

To help students gain insight as to how the United States home front reacted to World War II during March 1942, we will have them analyze the content of these magazines. Students will assemble into groups of three and each group will be assigned a magazine to examine. The groups will search for stories related to the war effort on the home front. Each group will become "experts" on the coverage of their respective magazine's home front news stories and the content of those stories. The groups will then share their expertise with the class.

By having students examine and share their findings from the three different news magazines with three varying perspectives, they will have

participated in a quality historical inquiry activity while also increasing their historical thinking skills.

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Utilizing Film to Teach Social Issues

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Utilizing film to teach social issues is a powerful and authentic form of instruction. The practice of teaching social issues is often regarded as a best practice. However, teaching social issues is often a practice that teachers tend not to utilize. Typically, teachers shy away from social issues because social issues are controversial in nature. Although controversial, the teaching of social issues is a powerful and effective method of instruction.

The method of teaching with film is also considered a best practice and many consider teaching with film to be an effective strategy (Holmes et al, 2007; Paris 1997; Russell & Waring, 2007; Russell, 2007 & 2008; & Stoddard & Marcus, 2006). Film can help students develop a better understanding of the content by providing visual images. In addition, Matz & Pingatore (2005) explain that film can bring students closer to a topic they are studying.

Teaching social issues with film can be an effective teaching tool in the classroom. Examining controversial social issues via film can help students learn to deal with conflict and take on life's leadership roles (Soley, 1996), and may teach students to clarify and justify their opinions on a number of issues. In today's society, students are often unable to justify their own opinions and debate various issues with rational

reasoning. When dealing with political and social issues students typically accept their parents and/or close relatives' opinions and views as their own, without giving any real thought to the issues at hand (Russell, 2004).

Together, teaching social issues with film can provide a meaningful learning experience that can help students clarify stances on various social issues, increase student interest in the content, and promote critical thinking and decision making skills.

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Images of the Holocaust: Using Holocaust Art to Promote Higher Order Thinking Skills

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Art is a noble mission. Those who have been chosen by destiny to reveal the soul of a people, to let it speak in stone or ring in sounds, live under a powerful, almighty, and all-pervading force. They will speak a language, regardless of whether others understand them. They will suffer hardship rather than become unfaithful to the star which guides them from within - Adolf Hitler, Nuremburg Speech, 1935.

The above quote by Adolf Hitler addressing the importance and nobility of art is a testament to its pervasive power in history. In fact, Adolf Hitler, one of the most infamous figures throughout history, was in fact an artist. Hitler began painting as a child and originally planned to attend art school in Vienna. After he was rejected from this art school, Hitler began to explore other avenues to make a living, but he did not stop referring to himself as an artist until 1920 (Price, Unknown). It is interesting to examine Hitler's love/hate relationship with art throughout the Holocaust. While Hitler certainly appreciated art, he banned all forms of Jewish art from German society and outlawed the creation of artwork in the ghettos and concentration camps. Any prisoners discovered creating

artwork in ghettos or concentration camps could face immediate execution. However, despite the danger they faced, many heroic people in ghettos and concentration camps created works of art as a form of resistance. Some people created artwork to document what was happening in the camps, making them a great primary resource, while others created pieces of art to free their mind from the harsh reality of daily life in the ghettos or concentration camps.

Teaching about the Holocaust is one of the most popular topics or themes to explore for students and teachers. In fact, some states have mandated the instruction of Holocaust education in public schools (Russell, 2005). Being such a popular topic in the curriculum, there is certainly no shortage of resources available for teachers to create lessons in the classroom. The purpose of this presentation is to provide teachers with resources and a different perspective on teaching the Holocaust.

Why Use Art To Teach The Holocaust?

There is significant research that proves incorporating art into classroom instruction is effective. According to Stone (2002) integrating art into a classroom is a best practice of award winning teachers. Fogarty (1997) explains how artwork provides students with an emotional connection to the content, and research indicates that emotions are the keys that unlock the mind. An emotional connection to the content begin study helps student personalize the information, which can lead to more meaningful learning and longer retention. As Driscoll (2000) explains,

"Meaningful learning will then enable the information to move from the short-term memory to the long-term memory." By using Holocaust artwork, students have the opportunity to explore the historical content while also making an emotional connection to the experiences and feelings of Holocaust victims. After all, artwork created by Holocaust victims is the visual testimony of their horrific experiences during one of the most shameful events in the history of mankind.

Conclusion

"Using primary sources such as art from the Holocaust, allows students to step into the minds and see the Holocaust from the artist perspective, the perspective of those who actually were involved in the Holocaust. When a student sees the artwork of a Holocaust victim, emotions and personal feelings are raised to a level that no lecture, textbook, or worksheet could ever reach. By sparking a wide range of emotions from anger, shame, regret, disbelief, and compassion students internalize the material, which helps develop insight into the conditions and events surrounding the Holocaust. At the end of the unit students might not remember exact names and dates, but they will remember the camps, the people in the camps, the persecutors, and the conditions and events that surrounded the Holocaust" (Russell, 2007). In sum, using online art from the Holocaust is a meaningful and engaging way to instruct students about the atrocities endured in ghettos and concentration camps throughout WWII.

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Talkin' the Talk and Walkin' the Walk: The NCSS Position Statements Regarding Controversial Issues Instruction

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Results of original research regarding the extent to which NCSS adhered to its Position Statements on controversial issues instruction is the topic of this presentation. The researcher examined *Social Education*, *Social Studies and the Young Learner*, and *Middle Level Learning* between the years 1973 and 2003 and conducted a content analysis of the 3 journals for controversial issues articles. The researcher found that: 1) the NCSS views the teaching of controversial issues at every level of a student's education as a necessary component of citizenship education in its Position Statements; 2) what actually has been published in NCSS' teacher journals are related more to broad themes than to specific controversial issues; and 3) the NCSS was more likely to publish articles regarding "hot – button" controversial issues in the 1970's than in the 1990's and 2000's. These findings led the researcher to conclude that the NCSS only moderately supported its Position Statements on the teaching of controversial issues during the period investigated.

Cross-Border Education: A Basis for Wider Cross-Cultural Communication between Thailand and Cambodia

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In an age of globalization, the relationships between peoples are increasingly complex. Large-scale movements of people across porous borders are often associated with ethnic tensions and conflicts while the positive impact on local communities is less well recognized. Thailand is a key destination for immigrants from neighboring countries. The eastern provinces near the Thai-Cambodia border have become a 'destination of choice' for increasing numbers of legal and illegal Cambodian immigrants, bringing with them social, economic and administrative problems. A significant problem for Thai authorities is the provision of education to the children of these immigrants. This research aims to investigate the situation of "cross-border education" of Cambodian students in two provinces adjacent to the Thai-Cambodia border - Trat and Sakaew. Their motivation for coming to study in Thai schools and the attitudes of the Thai people amongst whom these Cambodian students are living, is studied through interviews with 55 key informants. The role of cross-cultural communication is also analyzed. The research results show, not only the burden of educating Cambodian children, but also the benefits reaped by their inclusion in the Thai education system.

In recent years, Cambodian parents have been motivated to send their children to study in Thai schools: to have their children learn Thai in

Thai schools because of the better teaching environment offered in Thailand and for the benefits it offers for future careers. In addition, Thai-speaking Cambodians whose families were Thai before historical border changes left them on the Cambodian side retain a sense of Thai identity and thus seek ways of sending their children to Thai schools. The situation of cross-border education reveals the close ties between the border communities and suggests an important channel of cross-cultural communication which can be a means of strengthening the relationship between Thais and Cambodians. In contrast to the ongoing problems of cultural separation in Southern Thailand, the situation in the East offers a more inclusive multicultural atmosphere and reveals a variety of ways of belonging to and accepting others into one's nation, demonstrating that border lines often do not culturally delineate people as clearly as some would assume.

In fact, Thailand and Cambodia have long held strong relations in different aspects, from trade to politics and even culture. However, some people of these two countries, at the national level, still have negative attitudes toward each other. Some Thais still have a bias against Cambodian migrants. Fortunately, such attitudes do not occur in schools. Attitude is an outcome of perception and is also the key to the success or failure of communication. As communication is a product of culture, miscommunication can occur, especially when there are significant cultural differences between communicators. A key factor generating miscommunication is cultural bias which includes ethnocentrism,

stereotyping, prejudice, discrimination and racism. To solve such problems, cross-border education is a basis for wider cross-cultural communication. Children from different ethnic groups and cultures should have opportunities to learn together and share their worldviews. It is a means of creating awareness of diversity and acceptance among one another in order to live together in harmony and peace.

Moreover, this research affirms the importance of 'language' in cross-cultural communication. Learning a language is not only for having a tool for communicating with others but it is also the key to understanding other cultures and worldviews. We can see that Cambodian people are very interested in learning other languages especially Thai. In contrast, only a few people in Thailand care to learn the languages of neighboring countries. In the near future, a new generation of Cambodians who will represent an important force for development, will use their knowledge of Thai language and culture as a fundamental basis for trade and political negotiation. Thais therefore, especially those in the border provinces, should also be encouraged to learn Khmer language and culture for the benefit of Thailand. 'Understanding ourselves and knowing others' will help us win in every situation. Thai children should be taught to understand and appreciate what they have locally area and to appreciate what their neighbors have too. This will form a basis for sustainable local development and will finally lead to national development.

In conclusion 'cross-border education' can be considered as 'a social capital' for Thailand. It offers Thailand many opportunities. The

first one is an opportunity to lessen social problems from Cambodian expats. Cambodian students are taught not to commit crimes or create other social problems in society. They are also taught about how to take care of health and the environment and they can communicate this to their parents as well. The second one is to solve conflicts and foster good relationships between the people of the two countries. Providing education to Cambodian children will make them feel good and possess positive attitudes towards Thailand and Thai people. When these children grow up and work in other parts of Cambodia, they can act as 'local ambassadors' who communicate good things about Thailand. The third opportunity is to create networks for regional development. As human resource is very important, providing an education is a good way to build up 'social capital' for the region in order to co-operate in wider development. The fourth is an opportunity to promote Thai language and culture whereby Cambodian students can represent Thailand as 'cultural ambassadors'. The last opportunity is to improve the quality of education to an international level. This can be a positive means of revenue derived from wealthy Cambodian parents who can afford their children an education in Thailand.

Identifying Culturally Responsive Practices in Classrooms Serving Haitian and Haitian American Students

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In some parts of the United States, Haitian and Haitian American students represent one of the fastest growing groups of students entering our classrooms. As our nation's classrooms become more culturally and linguistically diverse, the need for culturally responsive teachers, those who use the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them, is becoming even greater.

Many educators-both teachers and administrators- are faced with limited understanding of cultures other than their own and the possibility that this limitation will negatively affect their students' ability to become successful learners. Conversely, they may exhibit minimal awareness of distinctive "funds of knowledge" students have gained from their home, community, and school, and use that knowledge in designing instructional activities that are more meaningful to students. "Funds of knowledge" is defined as the various social and linguistic practices and the historically accumulated bodies of knowledge that are essential to students' homes and communities.

Hence, educators must critically assess their relationships with their students and their families and an understanding of the racial, language, ethnic, and cultural diversities represented. Their perceptions of these families, students and cultures may inadvertently impact students learning, resilience, and their academic achievement.

Similarly,

- Many Haitian and Haitian American students come to the classroom with minimal proficiency in English;

- Further, in Central Florida, as well as in our nation, many educators face the daunting task of teaching English Language Learners (ELL) to read English even before they can read in their own native language.

The use of culturally responsive teaching (CRT) recognizes the importance of including students' cultural references in all aspects of learning. Drawing on quantitative and qualitative data about educational experiences of Haitian and Haitian American students in the Central Florida region, as well as current studies of CRT best practices, the authors present a research model that proposes to examine the degree to which teachers of Haitian and Haitian American students incorporate practices in their classrooms in order to achieve the highest levels of cultural competence among students.

An International Model:
Preparing Pre-Service Teachers for Cultural Diversity

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Between 1994 and 2000, 40 pre-service teachers from Florida A&M (FAMU) embarked upon a 14 week international student teaching experience that immersed them into culturally diverse classrooms, communities and tourist settings. These culturally enriching experiences were uniquely different and valuable. For many pre-service teachers, prior experiences in education consisted of exposure to homogeneous groups of students, teachers, administrators, parents and paraprofessionals. Settings were familiar and may not have been perceived as being culturally diverse.

Following graduation, the 40 pre-service teachers were tracked. Thirty-nine were located and interviewed regarding how the international student teaching experience prepared them for cultural diversity. This study includes responses to a survey designed to capture respondents' perceptions of the impact of the international student teaching experience on their resulting multicultural dispositions and behaviors.

The vast majority of pre-service teachers who participated in the international student teaching program between spring 1994 and spring 2000 perceived the program as one that assisted them in broadening their perspectives about cultures other than their own. Their exposure to diverse populations, representing a variety of cultures, assisted them in gaining significant knowledge about various groups and in developing sensitive

caring dispositions and appreciations regarding the people and their contributions to society.

The International Student Teaching Program at FAMU was designed to promote an awareness of a wide range of school programs and provide pre-service teachers an opportunity to bring back to the campus and various school districts a host of multicultural experiences that could be shared and utilized in everyday professions and personal interactions. In this study, participants developed a real sense of independence and realize that they could be successful, not just at FAMU, but also in foreign lands. They took advantage of the opportunity to travel to European, Asian and Caribbean cities to broaden their perspectives regarding cultures other than their own.

As a result of the program, on foreign shores, there is a greater awareness of FAMU and its graduates. Some students were employed by DoDDS and received full-time international teaching assignments while others continued to enlighten students in the classrooms in the United States and the Caribbean. Ultimately, the International Student Teaching Program helped FAMU's pre-service teachers become world citizens who have acquired teaching skills, values, attitudes and behaviors that support understanding and respect for all people and their cultures.

Making the Most of Existing Technology in the Elementary and Middle Grades Social Studies Classroom

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Most social studies classrooms come equipped with at least one computer and basic software applications. Often, teachers do not have the time to discover all of the possibilities for the basic software on the computers within their classroom. In this session, participants will learn step by step procedures on how to utilize software that is highly accessible in the regular social studies classroom. Procedures will be shared for using traditional educational software packages, such as Word, PowerPoint, and digital movie and photo editing software (i.e. Photoshop, Movie Maker, etc.), to enhance the learning environment and experience. K-16 projects will be shared and learning experiences will be demonstrated during the session. Minimal technology skills are needed, as this session is for individuals at both the novice and expert levels of proficiency. Participants will have an opportunity to learn ways in which they can enhance their existing skills for planning with technology and for seamlessly integrating technology into the teaching of social studies content.

U.S. Monuments and Memorials: Incorporating the Art of Remembering into the Social Studies Curriculum

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For many secondary social studies teachers, covering all of U.S. History in one school year can prove to be a daunting task. In the era of high stakes testing, teachers are required to focus on the quantity of material covered over the quality. This is especially prevalent in the curriculum of world and U.S. history courses in middle and high schools. Many American history textbooks begin with Native American cultures and end with the world in the 21st century. With so much to teach in so little time, the question for U.S. history teachers is how can we cover all of the required material in a meaningful and engaging way that will help students build a connection with the past while also promoting critical thinking skills?

One interesting way to cover U.S. history content is to study monuments and memorials that have been created over the years. Monuments and memorials are visual representations of a society or cultures ideals, achievements, religion, and heroes that existed at one point in time (Dupre 2007, p. xii). While monuments tend to serve a variety of purposes, they do all have one common characteristic. Monuments are "intended to last in time and to signify the importance of whatever memory they wish to pass on to the future" (Fehl 1972, p. 3). It is the interpretation and analysis of monuments that naturally lends itself to

critical thinking activities in secondary classrooms. By incorporating the teaching of monuments into the U.S. history curriculum, teachers can provide students with the unique opportunity to participate in the historical process, as opposed to passively memorizing information from readings or lectures. Students can study different monuments throughout the history of our nation and begin to build their own interpretation of what it means to be an American. Studying monuments and memorials will also help students identify important social concepts such as racism, prejudice, poverty, and societies, cultures, religions, events, and heroes that are memorialized in history. James Percoco discusses the relevance of monuments in history curriculum in his book, *A Passion for the Past* (1998). Percoco posits, "it is the allegorical and monumental nature of commemorative sculpture that makes it so attractive for use in the classroom" (p. 48). Using monuments to teach U.S. history will require some research, reading, and planning on the part of the teacher. Acquiring the background knowledge necessary to effectively discuss monuments may take some extra time, but like many other effective pedagogical approaches, the results will prove to be worth the additional effort.

It is important to note that monuments should be incorporated into the curriculum as a teaching tool. Similar to films, textbooks, worksheets, or computers, monuments need to be addressed as a way to interpret history and gather information about the past. As a resource, monuments will encourage students to think critically about historical facts and not simply rely on the textbook or Wikipedia as a one-stop spot for all their

answers. Students need to be aware that monuments were designed to preserve a cultures history and tell a specific story. The journey for students to embark on with monuments in studying U.S. history is interpreting their story and validating the truth of the history preserved in monuments. Leone Alberti discusses how "no monument… should be made except for actions that truly deserve to be perpetuated" (Alberti 1986, p. 170). Since some monuments in U.S. history were specifically created to misinform or exaggerate historical persons/events, students will have an opportunity to be responsible consumers of information. This is an important skill for students to acquire because they currently are surrounded by a constant flow of information. The Internet and other media outlets provide students with a plethora of information, most of which is taken at face value by the students. Keeping that in mind, it is necessary for the 21st century social studies teacher to structure lessons and assignments in a way that will give students the opportunity to build a perception of truth using a variety of resources. Studying monuments is one of the many great resources available to teachers. Monuments and memorials in U.S. history are reflections of the social climate during a specific point in time. Teachers should encourage students to identify why certain monuments have been created, how the public responded to these monuments at that time, and how the public presently responds to the monument.

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Promoting Global Citizenship by Analyzing Social Issues and Human Rights Violations of the WWII Era

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In 1968, Chief Justice Earl Warren delivered a speech at an invitational conference convened by the President's Commission for the Observance of Human Rights Year in Washington, D.C. This year was designated the Human Rights year by President Johnson in order to commemorate the 20th anniversary of the Universal Declaration of Human Rights. In this important speech, Chief Justice Warren reminds the American people of our role in protecting and promoting human rights at home, and abroad. He believed that "in order to understand human rights, we must constantly seek to learn more about them and their impact on our world..." (Hines and Wood 1969, pg. 1). Chief Justice Warren's call for greater knowledge regarding human rights acted as a manifesto for social studies educators in the United States. The National Council for the Social Studies (NCSS) responded to this call in 1969 by publishing "A Guide to Human Rights." This handbook highlights the long struggle and evolution of human rights, while also offering useful teaching ideas for the promotion of human rights. Within this handbook, the authors (Hines and Wood) identify WWII as a major turning point in the direction and perception of universal human rights. The authors discussed how "the stark demonstrations of atrocities brought man to the point where he was

ready to take giant strides toward the establishment of universal human rights" (pg. 20).

The monumental events that took place during this Era brought forth a widespread movement calling for protection of human rights all over the globe. Atrocities such as the Holocaust, Nanjing Massacre, and Japanese Internment all revealed a universal need to protect the rights of all human beings. The aforementioned events constitute extreme examples of how legitimate governments can foster, tolerate, and legitimize human rights violations in the name of national security. As Smith (1998) writes, "The Holocaust, in conjunction with the atrocities committed in Europe and Asia during the Second World War, demonstrated the clear need for a global standard of human rights" (Smith and McIntosh 1998). It is for this reason that educators need to strongly consider using a historical analysis of these events to help students gain a better understanding of human rights violations, how they occur, and their role as a global citizen.

Conclusion

Human rights education in social studies classrooms should not be an option that is considered, but a responsibility that is embraced by teachers. The state of Virginia discussed the importance of teachers embracing this responsibility by stating, "Secondary Social Studies and English teachers...can tackle prejudice in its worst possible scenario as a crucial lesson in human nature as an example of interrelationships of the actions of citizens and governments leading to the destruction of human

rights" (State of Virginia 1987, p. 1). If students are unaware of human rights, how will they ever be capable of identifying when violations are happening? As history has repeatedly proven, those citizens who are oblivious to their rights are more likely to have them abused. In addition, as evidenced by the events of the WWII Era, citizens who lack human rights literacy will be more likely to become indifferent when these atrocities are occurring in their country and abroad. Addressing important social issues and their effect on human rights violations in the classroom is a key component to helping students become better citizens. By openly discussing and exploring these issues in the historical context of world history, students can more easily conceptualize and identify current human rights violations. While identifying social problems is important, teachers need to remind students that merely recognizing injustice is not enough. As the historical events of the Holocaust, Japanese Internment, and Nanjing Massacre indicate, citizens must be willing to stand up for the human rights of others, or shameful crimes can take place. Mahatma Gandhi, a legendary figure in the human rights movement, once said, "All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others. I cannot detach myself from the wickedest soul" (UHRC Webpage). The inspiring words of Gandhi remind us all that being a responsible person means looking out for the best interest of others and not just ourselves. While avoiding this egocentric viewpoint is particularly difficult in the individualistic society of 21st century America, students must be encouraged to fight indifference

and injustice so that atrocities like those during the WWII Era will never happen again.

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Using Digital Storytelling for Vocabulary Instruction

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Digital stories are the nexus of people, life events, and digital mediums. Storytelling has long been an effective way to communicate ideas. With the advent of computer use in schools, storytelling has now moved into the technological age with the use of digital stories, or using "personal digital technology to combine a number of media into a coherent narrative" (p. 15, Ohler, 2008). Since one aspect of content area literacy is vocabulary skill development, social studies teachers may find success using digital stories to teach vocabulary skills. This presentation will describe how teachers can effectively create digital storytelling activities for their students. The presenter will discuss the basic processes of creating digital stories, such as choosing "fruitful" vocabulary terms, developing digital stories using PhotoStory, and assigning and assessing digital stories projects. The presentation will end with an open discussion of ways to use digital storytelling and potential pitfalls of their use.

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**Film, Arts and Culture as Community Outreach Tools:
Perspectives from Singapore**

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This article focuses on the Singapore's government using the film and arts both as an economic as well as community outreach tools. It argues that the evolution of the state arts policy is a function of the economic policy. Its "Creative City" approach is both economically-driven as well as arts-centered. At the same time, policy makers have introduced many strategies to build a vibrant film and arts sector to make the arts more accessible to the community. Cinemas and arts institutions also are seeking ways to increase the public's access and exposure to their activities.

This study raises some of the problems faced by filmmakers, artists and arts organizations. Singapore's policy makers should seriously consider some of the recommendations made in this study to ensure that the nation remains as an attractive place for creative talents to reside in. Both large and small film and arts organizations and institutions play equally important roles in shaping the broad background conditions and context that set Singapore on a socially inclusive and cohesive path to becoming a global creative city.