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African Proverbs as a Vehicle of Social Justice and Global Understanding in the School Setting in the United States

Lewis Asimeng-Boahene
Pennsylvania State University, Harrisburg

Michael Baffoe
University of Manitoba

The ethical and moral decisions of educators characterize their work and responsibilities as members of a democratic culture which endorses the establishment of a more just and equitable society. However, despite the fact that the current demographics of urban schools in the United States reflect the rapid growth of culturally and linguistically diverse students, the curricula continue to emphasize mainstream culture. These Eurocentric institutional structures, course content and pedagogical processes define the everyday approach to teaching and learning. Ignored are the cultural and linguistic experiences of diverse students. In this practice-oriented presentation, we will examine how the use of counter-storytelling in the form of African proverbs can serve as a tool for exploring, analyzing, and challenging the myth of the dominant classroom discourse. This counter-storytelling can provide multiple realities and truths while also constructing alternative realities to those constructed through social institutions of the dominant culture. These cultural responsive strategies may promote equity and social justice within urban school settings in the United States.

The Power and Potential of Photographs in Digital Age Social Studies Instruction

Michael J. Berson
University of South Florida

The discipline of social studies has had a precarious relationship with technology, simultaneously touting its potential benefits and critiquing its limitations in facilitating social studies practice. The integration of technology tools and resources into instruction has been accompanied by an interest in the power of technology to affect changes in social, civic, and economic functioning. Some of this impact has been beneficial to the construction of global connections among diverse people, while other components of technology diffusion have highlighted and accentuated inequities in access and quality of exposure.

New developments are contributing to a dynamic modification of technology integration in which the classroom becomes a site of active learning and thinking, fostered by the technological resources available. This session will focus on the real and potential connections between technology, specifically digital images, and the social studies classroom.

Doing Research in Developing Countries: A Kenyan Example

Karen Biraimah
University of Central Florida

Maturing universities in East Africa and elsewhere have been called upon to play key roles in nation-building during a most challenging time; a time when universities worldwide are being asked to teach more students and to engage in more research while budgets are reduced and faculty retrenched. Unfortunately, universities in developing nations must often face these challenges burdened by institutional structures which reflect neocolonial center-periphery and north-south relationships.

The paper begins with a survey of current fiscal and academic challenges facing universities in a cross-national perspective, with particular emphasis on neo-colonial and centre-periphery paradigms evident in East African institutions. It will then focus on how universities in developing nations might overcome these challenges by establishing relevant research agendas which meet the needs of their own institutions and nations. Based on the assumption that academic activities which are valued, evaluated and rewarded by university administration are the activities that will come to fruition, the paper addresses the facilitation of research agendas at institutions such as Kenyatta University which can facilitate movement from the academic periphery to the academic center. This paper will also focus on how university administrators, and in particular department chairs, might enhance both the quality and quantity

of this research and grantsmanship through positive reinforcement and rewards built into systemic faculty evaluation schemes.

The paper concludes with the suggestion that developing universities, such as Kenyatta University, create a viable process for acknowledging and rewarding research which serves their own mission and vision, and not that of academic centers located elsewhere.

Teaching Transparency: Encouraging Critique of Textbooks in the History Classroom

Jeanette Blalock-Davis
Jason Blalock
University of Minnesota, Morris

Students in the high school and university history classroom, even some of the brightest and most competent, have an uncritical view of the sources they are most familiar with: the history textbook. In a study included in Sam Wineburg's Historical Thinking and Other Unnatural Acts, history students showed that they consistently thought of history textbooks as the most reliable source of historical information at their disposal in spite of factual errors and contradictions. To encourage historical thinking, students need to understand both how and why to question the source they rely upon most without feeling lost. Students who are comfortable questioning their textbook gain critical thinking skills, useful not only in historical writing and research but in other curriculum areas as well. By using examples from secondary and post-secondary world history textbooks, this presentation seeks to give practical tips for instructors hoping to incorporate textbook criticism into their classroom dialogue.

Chasing away the "isms-Racism, Sexism, Classism, and Ageism" with Multicultural Literature

Sabrina A. Brinson
Missouri State University

Jeffrey M. Hawkins
Oklahoma State University

Summary

This interactive presentation for educators provides strategies to maximize multicultural children's literature to address racism, sexism, classism, and ageism with (K-5) students. Also, a comprehensive bibliography of culturally and socially authentic books/resources is disseminated for classroom and professional teaching libraries.

First, prominent highlights will include strategies to address social and civic issues (e.g., eradicating the isms-racism, sexism, classism, and ageism); student-oriented practices for social justice and cultural competence with diverse populations; and, a theme-based bibliography of culturally and socially authentic children's books. For example, did you know that Soichiro Honda's dream of cars as a young child in Japan inspired him to become a mechanic, the inventor of a motorized bicycle, and a race car driver, which inspired him to manufacture race cars and consumer cars as his Honda corporation grew into a global industry (*Honda: The Boy Who Dreamed of Cars* by Mark Weston-2008)? Or, did you know that Wangari Maathai (2004 Nobel Peace Prize Winner) planted one seed at a time to replenish the trees and gardens in her home village in

Kenya, which lead to her involvement in environmental conservation and tree planting as the founder of the Greenbelt Movement Kenya for community involvement, as well as the Greenbelt Movement International for global involvement (*Planting the Trees of Kenya: The Story of Wangari Maathai* by Claire A. Novila-2008)? All children deserve books in which they can see themselves and the world in which they live reflected (Cooperative Children's Book Center, 2007). Examining historical accounts leads readers to the discovery of major contributions of individuals from diverse groups to global development. Therefore, books will be used to spotlight global contributions of innovators from diverse populations.

What does a screen, a bridge, and a field in common? Each of these items was used ingenuously to chase away the "isms" by world changers like Anna May Wong, Martin Luther King, Jr., Abraham Joshua Heschel, and Louis Sockalexis. Multicultural books about civic and social issues can heighten students' awareness about the experiences of individuals striving for civil rights, equality, and social justice. These books have the potential to illustrate struggles of inequality, methods of resolution in the past, and blue prints to overcome them in the future. When teachers help children interpret stories like these, children become aware of the problems and complexities of issues like inequality (Cowhey, 2006). Subsequently, students may be inspired to strive for equity and social justice for all through exposure to powerful stories like the following:

Shining Star: The Anna May Wong Story by Paula Yoo (2009). Anna May Wong spent her childhood working in her family's laundry in Los Angeles's Chinatown. After seeing a movie being filmed in her neighborhood, Anna May wanted to light up the screen in compelling roles. But, she struggled as an actor in Hollywood in the 1930s because there were very few roles for Asian Americans, and many were demeaning and stereotypical. Still, she gave her best performance in each limited part. After years of unfulfilling roles, Anna May began crusading for more meaningful roles for Asian American actors.

As the first Chinese American movie star, Anna May Wong's spirited determination in the face of racism is inspiring to all who must conquer obstacles for their dreams to come true.

As Good as Anybody: Martin Luther King and Abraham Joshua Heschel's Amazing March toward Freedom by Richard Michelson (2008). Highlighted is the partnership between two great civil rights leaders and what led them to walk together across the Edmund Pettis Bridge in the 1965 civil rights march from Selma to Montgomery, Alabama. Dr. King and Rabbi Heschel both have parents who instill self-respect, both encounter hatred, and both follow their fathers into religious careers. Heschel immigrated to America after he lost much of his family during the Holocaust. Scenes of chaos during the march give way to the gorgeous closing image-King and Heschel marching arm in arm. Stirring quotes, biographical facts, and the creed "You are just as good as anybody,"

shows how the fight for human rights affects everyone and makes this a great book for sharing and discussion.

Louis Sockalexis: Native American Baseball Pioneer by Bill Wise (2009). Penobscot Indian Louis Sockalexis fell in love with baseball at the age of 12. Louis honed his skills and dreamed of joining a major league team. He faced jeers of teammates and taunts of spectators who thought he had no place in a "white man's sport." Still, Louis made it to the major league Cleveland Spiders as one of the first Native Americans to play professional baseball, but racism followed. No matter, standing on the field with courage and dignity, Louis Sockalexis smashed home runs and racial barriers.

Second, a guiding tool and information about notable literary awards (e.g., Asian Pacific American Award, Carter G. Woodson Award, Coretta Scott King Award, National Jewish Book Award, Pura Belpre Award, and the Tomas Rivera Award) will be provided for the selection of high quality, theme-based, multicultural books.

Third, participants will actively engage in the presentation via a group discussion, hands-on involvement with culturally and socially authentic children's books to benefit K-5 populations, strategic planning for applications of learning, and a summative question-and-answer session.

"Angry White Men": Using Hard Rock to Teach Students About Social Injustice

Christopher Andrew Brkich
Timothy Barko
University of Florida

Ten years into the twenty-first century, the United States have not lived up to the promise of the American Dream, and equally have failed to act in accordance with the hallowed words of the Declaration of Independence - that "all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness" (Jefferson, 1776). As social studies educators, charged with the responsibility "to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (National Council for the Social Studies, 1994, p. vii) and to develop our students' critical thinking skills (Patrick, 1986; Wright, 2003), we likewise have a responsibility to engender a critical evaluation of conditions which give rise to social injustice.

The music genres of hard rock and heavy metal best exemplify that which critical pedagogues (Ayers, 2004; Kincheloe, 2008; McLaren, 2006; McLaren & Kincheloe, 2007) have referred to as the "rage and hope" of social activism. Building on an extant theoretical framework and corpus of literature on the use of music in teaching social theory and social justice (Ahlkvist, 1999, 2001; Martinez, 1994, 1995; S?nchez, 2007;

Walczak & Reuter, 1994), this presentation examines how recent work by widely acclaimed hard rock and heavy metal acts such as Nickelback (2001), System of a Down (2004, 2005), Megadeth (2007), Clawfinger (2005), and Rammstein (2004) can serve as an engaging medium through which to teach high school students about race, class, gender, and sexual orientation, as well as the means the power majority uses to marginalize the Other.

How to do it! Methods and Strategies for History Instruction

Brad Burenheide
Kansas State University

In teaching history, there is a great emphasis on making the discipline come alive for students. Unfortunately, too often the teachers fall into the 'traditional' methods of history instruction and the subject becomes dull and boring just as Zhao and Hoge noted (2005). With their warning, it is more important now than ever to engage students in ways to make the discipline come alive. This session will explore the methods to make this discipline a meaningful and vibrant educational experience. Topics to be covered include making the best out of 'What Works in Classroom Instruction;' designing kinesthetic materials; engaging students in historical inquiry; and finding the sources to engage students.

Social Studies Teacher Education as a Catalyst for Change in Urban Classrooms

Christopher Lammons Busey
University of Central Florida

Much attention is given to the issues that plague inner-city schools. Most of these issues center around the students: crime, poverty, lack of motivation, apathy towards education, little if any parental involvement, low test scores, student conduct and many others. However, there are three issues outlined in this presentation that sheds light on not the students, but teachers being part of the problem as well. The issues are: teacher efficacy in urban schools, novice teacher dedication to the social studies classroom and the teaching profession in general, and pre-existing attitudes towards minorities' race, culture and ethnicity. I argue that social studies teacher education can act as a catalyst for change if these issues are addressed. This presentation proposes the foundations for what a social studies pre-service teacher education course designed specifically for urban schools should look like.

The issues of teacher efficacy, commitment to the profession, and teaching across socio-cultural lines all lead to a problem with teacher retention. If preservice, teacher education programs make the effort to address urban teacher learning, then one of the crises of the American educational system will begin to be solved. However, teacher education remains an obstacle in itself. Gloria Ladson-Billings (2001) states the difficulty teacher education programs encounter in preparing student

teachers to work in diverse, high needs, poverty stricken schools with high minority enrollments because large majorities of the teacher education faculty are white. While there is some truth to this statement, it is not entirely correct to assume that because one is of minority status, that they are more adapt to teach students of color, or issues involving students of color (Howard, 1999). This is why across the board, teacher educators, as well as preservice students should make the effort to self-address the cultural, linguistic, racial and ethnic differences that may exist between them and the students (Gay, 2004). Through this process of self-realization, teacher education programs address major issues concerning urban education, better prepare preservice students for high needs environments, which in turn, help to improve retention rates in urban schools. It is in this manner that teacher education can truly act as a catalyst for change.

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Persisting Issues and Interactive Value Activities Associated with the War on Terrorism

Jeffrey Byford
University of Memphis

During time of war, the value of life, the meaning of what is right and wrong can often is obscured. The value of life, the repercussions of combat and decision-making can all be limited. High school students today have lived a significant portion of their lives with campaigns to fight terrorism in both Afghanistan and Iraq. One potential goal for social studies teachers is to develop critically aware and thinking students. Students, who are capable of discussing controversial issues, can make inquiry-based assessments and defend his or her decisions. Despite the increased emphasis to fight the War on Terror, few studies have tried to understand what student feel about conflict and potential value dilemmas faced in a wartime situation.

Limited research studies have attempted to measure students' perceptions of war (Salevouris, 1989; Starr, 1995; Lovett, 1997). In the past twenty years, limited changes in curriculum design and teaching methodology have limited the ability for student's ability to express their own values and moral reasoning. The perceived lack of student control in the discussion process and influence in teacher bias towards social and political issues heavily influence have negative impacts on student learning (Siler, 1998). However, previous research indicates that high

school students have an interest in social and political issues during a wartime situation and desire to have their opinions and voices heard on potentially controversial and social issues (Byford & Lennon, 2008; Cook 1989).

Two methods to better help students express their opinions about war related issues are values clarification and persisting issues. The key to both value clarification and persisting issues is the student. In both approaches the teacher's role is considered supportive. Since the very nature of values education is to encourage discussion and thought, students' opinions towards terrorist activities and the war on terror are not necessarily right or wrong. Rather, students are encouraged to share their thoughts and beliefs with their peers in an effort to create an in-class dialogue. Persisting issues are intended for students to be more than simply a spectator in the classroom, but rather thinking, acting and participating in both history and modern life. In terms of issues associated with terrorism and the war on terror, persisting issues do not provide students with ready-made, right or wrong answers to sensitive issues (Appendix A). Rather, it is intended to challenge students to evaluate and develop their own position and resolve potential conflicting views. In a research study conducted by Russell and Byford (2009), students presented with both values and persisting issues dilemmas suggested such activities were both thought-provoking and an opportunity to defend their personal decisions. Furthermore, most students who engage in persisting

issue lessons reflect Ehman's (1977) belief the discussion process provides a wide range of views and beliefs to be heard by others.

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Appendix A

The Special Forces Team
Directions: Pretend you are investigating this fictional story for the U.S. military. It is your responsibility to provide a recommendation to commanding officer of American / NATO forces operating in Afghanistan. Evaluate the following account:

In the early morning hours outside a remote farm village in the Kandahar Province in Afghanistan, a twelve man Special Forces team is hidden in an abandoned hut gathering critical intelligence for a pending air strike. Having scouted the area for the last three days, the unit is tired and low on both food and water. As the sun begins to raise, two men herding goats accidently surprises the Special Forces team. Armed only with automatic rifles and a limited amount of ammunition, the team fears if the pair go back to the village; their position, along with valuable information about enemy strength will be compromised. Within a matter of seconds of being spotted, the team leader considered letting the startled men go, but he remembered the village where they lived favored Al-Qaida and was long rumored as a possible safe haven and hotbed for terrorist activities. Shocked to have encountered the Special Forces team, one of the men begins to yell; turns around and runs toward the village. A sniper qualified team member silently "drops" the man roughly 15 meters from the hut. The other individual is quickly captured. If the men do not return the village soon, suspicions will arise. The team radios headquarters, but cannot establish communication. They are not schedule to be "extracted" from their location for another six hours.

Now the small Special Forces team was unsure what they should do.

1. In this situation, would the Special Forces team be justified in "eliminating" the men? Why or why not?

2. If one of the men was an important terrorist and knew valuable information, would this change your mind?

3. If the team let the man go, and members of the team were killed; should the officer in charge be court-martialed?

4. If you were a member of this Special Forces team and the commanding officer radioed order to kill the captured man; would you carry out the order?

5. To what extent are the lives of the enemy equal in value to the lives of Americans? For example, in this story if the captured man was an American in the hands of the Al-Qaida, would you suggest he be treated in the same manner you recommended for the possible terrorist? Why or why not?

6. What do you believe is the moral dilemma in this situation?

Incongruence in Theory and Practice: Black English Vernacular as Used in Society and Education

Rebecca A. Campbell
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Sociolinguistics recognizes dialect differences between classes in many regions of the world (Labov, 1966.) In U.S. education, Standard English is the preferred dialect even though research shows that dialect does not influence intelligence (Bernstein, 1971.) This research focuses on the requirement of a Standard English dialect and how it reduces opportunity for those who do not utilize it.   The dialect which will be examined in length here is Black English Vernacular (BEV.) Users are stigmatized for speaking "improper English" though researchers have shown that the rules used in BEV resemble those widely utilized in other non-English languages (Bonvillain, 2008).

So why do educational institutions ignore what has been shown in the literature? The requirement of forcing students to adopt an ideal dialect is still in practice. What can be done to bridge the gap between theory and practice? Education's ultimate goal is to promote higher levels of critical thinking-why is dialect being improperly used as a vehicle to achieve such goals?   Educational institutions must no longer punish students for speaking BEV; a change in the complete educational paradigm is required. Equal marks must be provided for work that is of equal content even if it is expressed in a different dialect.

Canadian Teachers, Students, and Their Perspectives of US Policies in the Curriculum

Timothy G. Cashman
University of Texas at El Paso

Abstract

The key objective of this investigation was to uncover attitudes and pedagogical comparisons of a sampling of Canadian social studies teachers with regard to how historical and current United States policies are addressed in the provincial curriculum. Moreover, the researcher observed and interviewed teachers to uncover how geographical, historic, economic, and political issues are addressed in classroom discussions and assessment.

Introduction

For the purposes of this study, nine secondary social studies in three secondary schools in two Eastern Ontario communities volunteered to be interviewed and observed for the purposes of this study. The researcher's main goal was to investigate the perceptions of educators and their students toward United States foreign policies in a neighboring country, a country that is vocal and independent on one hand, yet economically and culturally interconnected with the United States on the other hand. According to Phillps and Schweisfurth (2006), **"**To some extent everyone is a comparativist, yet not all are internationalist.**"** The

investigators in all of us, on some level seek to compare situations in familiar settings with environs less recognizable.

Research Question

The following question led research: What are the perceptions of Canadian teachers and their students of United States foreign policies? Moreover, the following questions guided research:

1. How much gravity is ascribed to the United States foreign policies in classroom discussions?

2. How much open discourse exists in classrooms?

3. What, if any, ideological differences are evident in classrooms during their discussions that included United States foreign policies?

4. How have discussions of United States foreign policies changed with the new presidential administration?

5. Why should others, and particularly Americans, be informed of perspectives in eastern Ontario's social studies classrooms?

Overview

Canadian historian Granatstein (2009) argues , "If they could vote in U.S. elections Canadians would be Democrats. But that has never given Democratic presidents a free ride." For instance, John F. Kennedy came under fire for his Bay of Pigs campaign, and Bill Clinton was under attack

for his role in the approval of NAFTA and also his use of American troops around the world (Granatstein, 2009). Accordingly,

What this means is that Canadian anti-Americanism has never been a tap to be turned on and off. It's not dead today; it's only sleeping. Canada is a small nation living next to a superpower. Our national interests are not always the same as those of our giant neighbour, and there is a long-lived predisposition to shout at the U.S. to raise nationalist passions here (Granatstein, 2009).

Opposing views are represented in the Kingston, Ontario daily newspaper, the Kingston Whig-Standard. Thus, an article entitled "USA is A-OK with Canadians" (Thompson, 2009) posits that a majority of Canadians think the United States is our best friend in the world and one in four think we should get rid of the border. The articles summarizes the findings of the a Leger Marketing poll commissioned by the International Association for the Study of Canada that was released to Sun Media, the parent company of the Kingston Whig-Standard. Accordingly, in Canada nowhere is the pro-American sentiment higher than in Alberta. More than 72% of Albertans see the U. S. as Canada's best friend and nearly one in three want to scrap the border. Those in British Columbia were least likely to consider the United States a best friend while Ontarians were most in favor of the border (International Association for the Study of Canada for Sun Media, 2009).

Canadian blogster Dennis Earl notes the complex and sometimes divergent Canadian perspectives in his writings. Nonetheless, Earl noted

the following patterns in late 2004: Relations between Canada and America haven't been this bad in decades. Not since the War of 1812 and much of the Pierre Trudeau era, anyway. The relationship between Canada and the United States has been described as one of a mouse with an elephant.

Earl makes reference to Prime Minister Pierre Trudeau comments in 1969 during a visit with President Nixon: Accordingly, Trudeau remarked, America should never underestimate the constant pressure on Canada which the mere presence of the United States has produced. We're different people from you and we're different people because of you. Living next to you is in some ways like sleeping with an elephant. No matter how friendly and even-tempered is the beast, if I can call it that, one is effected by every twitch and groan (Earl, 2004).

Method

This research follows Lincoln and Guba's (1985) model for a substantive case study. Steps taken were an explication of the problem, a thorough description of the context or setting, explication of the transactions or processes observed in the stated context, salient elements at the observed site, and outcomes of the study. The research focused on the nine teacher participants and their reporting of classroom discussions.

Phillps and Schweisfurth (2006) provided further framework for conducting a comparative case study. The authors argue that "education generalists and practitioners have an important role to play in grounding

comparisons in classroom realities" (Phillips & Schweisfurth, 2006, p. 3). Systematic comparison is an integral part of intellectual inquiry. Moreover, decision-making in education should be based on comparisons (Phillips & Schweisfurth, 2006).

The following are examples of interview questions asked of the nine participants:

1. How are international affairs discussed in your courses?

2. In those discussions of international affairs, how are recent American policies discussed?

3. What sentiments have your students shared with regard to the US foreign policies?

4. How do your students regard the present war on terrorism? What sorts of perceptions do they share in class discussions?

Discussion

The categories of analysis that emerged from the interviews and follow-up online communications with the nine teacher participants were as follows:

- Health care
- Crime and violence
- Educational differences
- Immigration policies
- Iraq vs. Afghanistan
- The role of religion in society

- The portrayal of Canada by the United States Media

- The influences of United States pop culture

- Dirty politics

- Racism and multiculturalism

- Military and war engagement

- NAFTA and its effects

- Other treaty issues—historical vs. present

With regard to health, a commonly expressed sentiment was, "Why is the current debate even taking place?" Participants put forth that while the Canadian health care system has inherent problems, the shortcomings are not nearly as dire as portrayed in the United States media and by opponents of government-supported health care. The educators posited that universal health care is considered a "given" in Canada, and younger Canadians take the system for granted. Afterall, based on a nationwide survey in Canada, the Canadian Broadcasting System named Tommy Douglas, the "Father of the Canadian Health System," the most famous Canadian in history.

Teachers note that Canadian students always ask questions about the level of crime and violence in the United States, as compared to Canada and other economically developed countries. Discussions center on the history of the United States versus other countries, and how cultural norms vary in the two countries. Teachers and their students consider how a culture of violence has existed and developed within the United States,

particularly gun violence. Furthermore, discussions take place on how that culture of violence affects Canada.

In social studies courses Canadian students are curious with regard to the level of understanding their American peers have of Canadian history, geography, and economics. More specifically, a common question is "why is there such a lack of understanding of other countries among American students?" Given the close proximity of eastern Ontario to the United States border, students base their questions on observations made while travelling in the United States and on United States media reports of social studies assessments in American classrooms.

Both teachers and students readily admit that Canada has its own sets of issues related to its immigration policies, but that the United States and Canada have unique internal debates based on their separate histories, policies, and geographic locations.

With regard to the current wars in Iraq and Afghanistan, Canadian perspectives and classroom discussions have contrasted with the United States government positions. At the same time, Canadian support, itself, has differed immensely from the Iraq War to the Afghanistan war. Teachers noted that discussions reflected an overwhelming lack of support for the War in Iraq, while support for the War in Afghanistan was originally strong but has since waned as the death toll among Canadian soldiers has increased.

Among the other salient patterns were discussions on the role of religion in the United States politics and public schools. On the topic of

the United States media, students and teachers alike questioned and often resented the portrayal of Canadians in the United States media and textbooks. Teachers had a somewhat resigned attitude on the effects of United States pop culture, both for their students and for Canadian society, in general, given the close proximity to the United States border.

There were open concerns that the escalating and polarizing crescendo of dirty politics, including campaigns and elections may have a spill-over effect on Canadian politics. Some educators argued that there was already plenty of evidence of copy-cat tactics being employed in the more historically reserved Canadian version of politics. Teachers and students engage in debates on the differences between United States multiculturalism versus Canadian multiculturalism. Educators were quick to point out that racism exists in both countries, but the different histories and laws of each country has led to variances in racism that can be found in locales and regions of each country.

Resentment emerged in the portrayal of Canada's war engagement both historically and in the present. A common theme of discussion in Canadian classrooms was whether or not the rhetoric of Canadian peacekeeping holds true on various fronts. Teachers, students, and their communities discuss the effects of globalization and NAFTA, and observe locally the local loss of assembly line and industrial employment, including numerous factory closings because of the decisions of United States-based multinational mega-corporations. Finally, teachers discussed recent United States and Canada treaty issues, such as the opening of the

Northwest Passage in the Arctic Sea for petroleum exploration, which Canada ardently opposes.

Overall, Canadian educators were willing to be both self critical of Canadian policies reserving the right to critique and contest United States government policies. The general pattern was to be critical of the United States government and not American people, as a whole.

Implications

In addition to Trudeau's mouse versus elephant contention (Earl, 2006), what has emerged is a metaphor of Tim Horton's coffee representing Canadian perspectives versus Starbuck's coffee representing United States perspectives. Accordingly, Tim Horton's exemplifies the blue collar, independent, hockey-loving aspects of Canada. Afterall, Tim Horton, himself, was a Canadian hockey star. From the Canadian perspective, Starbuck's represents a take-no-prisoners, Type A-personality, upwardly mobile American vision of coffee. Admittedly, fellow Canadians sometimes follow that vision themselves, which is the crux of the problem. To further the metaphor, Tim Horton's Incorporated has been bought out by a United States-based conglomerate, which epitomizes the post-NAFTA world, according to Canadian educators who were interviewed.

To answer the question of why this study is important to others, and particularly Americans, perspectives from Canada contribute to an overall understanding of the impact of U. S. foreign policies on other

societies. Expressly, with regard to the wars in Iraq and Afghanistan, discussions of the overall effects of the wars in American classrooms, in turn, can further students' self-knowledge, perspective-taking, critical thinking, and moral reasoning (Flinders, 2005). The curriculum in United States schools should possess significant and reasonable discussions on the current wars (Davis, 2005). Moreover, times of war and conflict are phases when contemplating the perspectives of others, especially those not directly engaged in the violence, is a fundamental imperative (Bender, 2002).

Canadian educators and their students alike have observed that the United States is conspicuously absent from the dialogue on how to address the root causes of terrorism. Indeed, the findings of this study indicated that the United States government should be removing its "blinders" and can learn from the narratives of others, including Canadian educators and their students. Dominant perspectives within the United States should be confronted. America's unilateral decision-making should be, continually challenged (Young, 2002). As Bigelow (2006, p. 605) argues, "We need to have the courage to challenge our students to question the narrow nationalism that is so deeply embedded in the traditional curriculum."

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Social Studies and Critical Race Theory: Centering the Native American Experience

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This article looks at the ways in which the topic of race is treated in social studies classrooms and the conceptual application of the field of critical race theory (CRT) to the teaching of American history. The author discusses the field of the social studies in terms of its stated goals and how these goals are not met because of a lack of attention that is paid to the pervasive power of race in US history. By discussing the tenets of CRT, the author argues that US history be taught from a race-based perspective, given the influence that race has had on the unfolding of the American nation state. In addition to discussing the fundamental characteristics of CRT, the author then gives ideas and concrete examples of how CRT can be used in the classroom to teach the topic of Native American history.

Social Education in Chinese Government: A Case Study on China Meteorological Administration Training

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Social education, school education and family education are the three major education systems in our society. The social education is becoming more and more important in China and receiving a significant attention from Chinese government and society. And in China, the social education general speaking includes job skills training which focuses on training for some useful skills of work and professional continuing education which means continuing learn for professional theory and practice on work. The aim of the study, in conjoint with previous work, is to characterize the current social education system in Chinese Meteorological Administration with specific references to the training centers.

1. Brief history of social education development in China

China has a long history of social education since the ancient time, though the modern social education only occurred and developed in the early 20th century. Basically, Chinese social education and research can be divided into the three following stages in terms of its evolution process and inherent nature.

The first stage (1906-1948) initially emerged just after the Sino-Japanese War in 1895, when China's scholars received lots of modern knowledge and technical information from the western countries. The second stage, or the stagnation phase was started from the foundation of New China in 1949. The prompt development for social education was

from the year of 1978, during which the social education and its research were gradually recovered.

2. Current organizations for social education in China

Presently, there are three major bodies for social education in China. The first type, also the most primary type, is the subordinate administrative institutions in national ministries and local governments, becoming the major force in social education in China. The second type is the professional associations. All kinds of professional associations have made great contribution to Chinese social education. The third type is Universities and colleges. The well-known experts and scholars from colleges and universities have long been the core figures in the social education field.

3. Social education and training system in China meteorological field

The vigorous development of China's meteorology also requires a systemic training process for most staff and managers. There are over 50,000 employees and more than 2,000 weather stations.

Chinese meteorological social education system is currently comprised of the national, regional and provincial levels, offering great training bases for most of the people who involved in the meteorological work and study. The China Meteorological Administration Training Centre (CMATC), the only one national meteorological social education organization, has made tremendous contribution to the Chinese meteorology by providing various trainings not only for people within meteorological departments but also for the people from civil aviation, agriculture and other industries.

4. A Case study of social education in CMATC

The CMATC was originally from the Beijing Meteorological College, the first professional school in meteorology built in 1954. In 1979, just after the Cultural Revolution, the college reenrolled the students in meteorological field. And in 1984, the Beijing Meteorological College was upgraded as Beijing Meteorology University and further renamed as the China Meteorological Administration Training Center --CMATC in 1999. Up to the end of 2008, CMATC has organized various training courses for more than 605 times, during which a total of 26,425 people were involved. And additional more than 170 thousand persons attended the remote training courses.

CMATC had been actively expanding the international training programs in recent couples of decades. In 2003, CMATC has become one of the important branches of World Meteorological Organization (WMO), Regional Meteorological Training Center of Nanjing Division in Beijing. This has remarkably strengthened the collaboration with the Chinese Ministry of Commerce, Ministry of Science and Technology, Food and Agriculture Organization (FAO) and other international departments.

By the July of 2008, CMATC has already trained 352 foreign scholars (including bilateral training). In addition, the CMATC has developed the international field of training and sent outstanding teachers to Vietnam to present 3 international training sessions for nearly 150 meteorological workers. The complete remote training system of CMATC has also yielded great impact on the meteorological remote training field. Significantly, many advances have been made in terms of teaching and scientific research recently.

CMATC will compile relevant training materials or lectures according to the latest achievements of weather-related disciplines and business. It will also establish standardized training materials for approaching the scientific meteorological education process according to the requirements of meteorological social education and training system.

5. Conclusive remarks

The Chinese social education is an opening system, comprising the China government training institutions, associated universities, social training institutions and international education/training institutions. Three levels of training systems have already been established at the national, regional and provincial levels. The Chinese government has greatly enhanced fewer but key training bases of national and regional levels and tried to form unique training system by entirely combining the educational resources at home and abroad.

Notably, the further expansion of China's opening-up largely requires the personnel with high quality and creative ability due to the intensive internationalization and globalization. In this regard, a large number of professionals can not have access to formal academic education. They might need continued education and social training to update their knowledge and technical skills. It is a new inevitable trend for social education institutions to create an international platform for Chinese social education.

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IT Resources and Perceived Organizational Efficiency among Social Service Organizations

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The purpose of this study is to analyze the relationship between the impact of IT resources and perceived organizational efficiency among social service organizations. The concept of IT resources is divided into technological resources and human resources, being based on a resource-based view focused on resource analysis of internal organization. Organizational efficiency targets both job process and job process outcome between staff. This approach is based on "IT Business Value Models" (Melville, Kraemer, & Gurbaxani, 2004), which implies that IT resources affect business process and, as a result, also affects business process outcome. This study analyzed the data which is a part of the research project, "Information Technology Status of NGOs in South Korea". The project was performed by the Center for Social Welfare Research at Yonsei University in 2007. The data collected from 199 social service organizations was analyzed for this study.

One of the findings from OLS regression analyses is that both technical IT resources (status of hardware, number of PCs per full-time employee, business areas linked to IT resources) and human IT resources (IT skills of employees) appear to make a significant effect on job process.

However, they do not have a significant effect on job process outcome. Meanwhile, job process appears to significantly affect job process outcome. In summary, these findings imply that IT resources make effects directly on job process, and job process affects job process outcome. As a result, we may conclude that IT resources affect job process outcome via job process. These findings also indicate that "IT Business Value Models" are effective to explain the impact of IT resources on non-profit social service organizations.

Museum Education and Living History in the 21st Century

Patricia Walsh Coates
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Educators interpret history using a variety of mediums. By examining the American one room schoolhouse, current educators explored American educational history by creating interactive lesson plans to be used in conjunction with field trips. The Secondary Education Department at Kutztown University of Pennsylvania created an interactive graduate course surveying American educational history during the development of the Common School Movement through the nineteenth and early twentieth century's. Some of the topics discussed included: the later colonial experience, the common school movement, the struggle of various ethnic groups and the oppressed for an equality of educational experience, the growth of teacher education, curricular development, the role of local, state and the federal government, and the development of the one room schoolhouse. The course was designed to deepen and augment teachers' knowledge of American history through advanced study and collegial interaction, and to enable them to strengthen their students' knowledge in this field. Working in conjunction with the one room schoolhouse located at the Pennsylvania German Cultural Heritage Center, which served as a learning laboratory for this class, students were provided with opportunities to observe and participate in educational programs and to develop practicum assignments that will be used by the

Center in its on-going programs. Thus, the course used local history as a window into larger themes of American history. The course ultimately provided in-service teachers with the opportunity to review significant events and issues in American educational history and encourages them to reflect on these issues and events in the context of current educational reform. Students were asked to analyze how evolving American ideals, social and economic conditions, political forces, and educational movements have affected education reform efforts throughout the history of the United States. In doing so, students gained a greater understanding of the American educational system and applied this knowledge to classroom practice and pedagogy. The outcome of this experimental course was a collection of K-12 lesson plans utilizing the one room schoolhouse in every day classroom lessons. Classroom teachers of all disciplines were able to incorporate objects from the one room schoolhouse into their lessons, creating interdisciplinary activities for their students. Eventually, the lessons will be posted on the Heritage Center's website so other teacher's visiting the museum have lesson plans readily available. Through the use of technology, museum resources, and teacher creativity, this pioneering program allows for educators of all disciplines to explore living history in their classroom.

Becoming a Reflective Practitioner: Learning from Exemplary Civic Educators

Jeffrey Cornett
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Contemporary civic educators are appropriately focused on the discovery of what should constitute civic learning in the current global context and for identifying the appropriate knowledge, skills, and dispositions necessary for thoughtful citizens in the 21st century. However, many educators are unaware of how their own decision-making shapes the development of young citizens. This session will uncover concepts that form the core of citizenship education in a democracy, and utilize these frameworks to highlight exemplary teachers of civic education in both recent and well-established democratic countries as revealed in the presenter's research during the past twenty years. Participants will learn to identify the core elements of their own conceptions of civic education, understand how they utilize these conceptions to mediate the curriculum, and the implications of these theorizing elements for student learning and citizenship education.

Measurement and Comparison of American College Students' History Interests

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The purpose of this article was to measure American non-history major students' history interests and compare their interest levels based on major, ethnicity, degree (undergraduate and graduate), age, and gender. We developed history interest inventory for college students to measure their interest levels on the general history interest, the positive feeling, and value. Results indicated that American students showed their interest in history in general, but on the positive feeling to history, about 23.0% of students were not interested. Interest differences have been found based on major, age, and gender. Some suggestions were made on how to increase students' interest in history.

From the White House to Red Square: Poetry, Politics & Paternalism in Russian Culture

Tanisha N. Elliott
Yale University

Throughout history the creative endeavors of the artisans of any society hold up a mirror exposing all aspects of a country's culture. All across Russia, Alexander S. Pushkin will forever be revered because he gave "common people" a voice. In a time when the Russian elites read, wrote, and spoke French to demonstrate their affluencey, Pushkin wrote in the native tongue bringing literacy back to the peasant class. He wrote about life, love, and socio-economic inequalities. The social and political content of Pushkin's poetry is universal in nature and is an excellent segue to exploring Russian culture. In looking at his poetry students can draw comparisons between a civil society and a paternalistic society. This kind of analysis is critical to understand Czarist Russia in contrast to Russia today. The evolution of Russia's political climate makes President Obama's recent visit to Moscow to meet with President Medvedev so ground breaking.

Creative Age and Reformation of Life Cycle

Samah Faried
University of Ain Shams

The central assumption of this paper is the possibility of dividing an individual's life circle in respect to certain biological and social characteristics through enumerating it and setting up specific indicators as follows:

- Immanent or inactivity pattern refers to submission to both bio characteristics. Also maintaining and reproducing all the traditional and old fashion ideas and values and failure to adapt with modernity.

- Dialectic pattern refers to submission to social and culture disciplines and in the same time showing the capacities to accept changes which lead to making equilibrium in the life cycle.

- Finally creative pattern refers to all forms of new knowledge unrelated to traditional context.

So, the particular goal of this study is to draw a portrait of the patterns of Egyptian adults' cycle life and observing their ability to reform their quality of life. In fact, this study stress on creative pattern which is not only restricted to creative thought process but it expresses on a remarkable sort of life for creative individuals in respect to social and cultural context surrounded This study is a serious attempt to understand the interactive relationship between creative individual and his sort them

whether it is direct or indirect context of life. According to that, this paper discusses the social and cultural determination of creation process (socio-culture climate) (2) identifies educational activities policies concerning creation pattern.

For achieving that, this study depends on focus group as an analysis tool, also approach called Life History that can provide us with clear understanding of adults' views, problems and life values. Also, I used a case study method and interview guide as tools to collect data through designing open questions to analyze their stories and tales. The choice has been made to select the adults who belong to middle class and live in moderate areas in Cairo.

It is concluded that adults are suffered from deep-stated traditions which be reduced their motivation and could be restricted them from developing their society. the study revealed that most of parents in the middle class frequently facing a high rank of hesitation toward their choosing between the heritable tradition and modernization values especially in the last period which the whole society was influenced by the modernization, these process of backing to heritable tradition and forward to the modern life gives us a clue of why the adults personality is always obedience, hesitating between the ancient and the modern.

Also, this study has evidenced that there are signification difference in rank between the creative adults and dynamic adults towards some characterized traits and values such as: performance, goal

clarification, leadership, self-achievement, ambitious, adventurous, determination, self-independence, originality, flexibility, confidence.

Desktop Documentary Making and the Professional Development of History Teachers

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University of Iowa

When deployed by a well-prepared history teacher, desktop documentary software enables students to analyze, interpret and synthesize visual and aural sources into an audio-visual composition of the past. This proposal's purpose is to suggest how one pre-service teacher's experiences with Photo Story 3 affected her knowledge of historical content, history as a construction, as well as her understanding of history teaching and learning. By means of evidence from this single subject case study I make the argument desktop documentary making represents legitimate and valuable historical practice that teacher educators and secondary school teachers' should integrate into curricula. To make the argument I present and interpret data from the subject's desktop documentary which may be viewed at http://www.youtube.com/watch?v=JkaQqzumMGE.

Findings

Based upon interview data and the images stored in her computer, the subject visited at least a dozen online archives. She downloaded and stored 189 primary sources, as well as several sound clips, for potential inclusion in her documentary. From these sources, she took images from

computer storage space and integrated them into Photo Story 3 software. In an iterative process of aligning images, as well as images and music, she shaped historical content for her documentary. Analysis of the documentary "Japanese Internment" indicated the subject employed three movie making gambits while fashioning her documentary: 1. image juxtaposition; 2. alignment of images with sound; and 3. special effects.

Juxtaposition draws upon the fact, at once simple and profound, that two or images together or in alignment create meanings different than a single image standing alone (Eisenstein, 1949, 1977). The subject of this study used Photo Story's image alignment feature to experiment with, and finally include, eighteen juxtapositions within her compositional synthesis. In the example below she paired an aggressive Uncle Sam with a photo of children flying the American flag. Juxtaposing these images evoked a meaning greater than either image by itself: Uncle Sam (the United States) exerting muscle against patriotic Japanese-American children.

High School Civic Leadership Training in a Collegiate Setting

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The Lou Frey Institute of Politics and Government at the University of Central Florida host an annual Civic Leadership Academy for 20+ high school students from across Florida. The Academy is a selective, intense, two-week, on-campus program; students receive lower division college credit for POS 2112 "State and Local Government". The program focuses on Florida politics.

One reality of American politics is that, with few exceptions, once one turns 18, one is allowed to vote. Qualifications to vote are in no way connected to political knowledge. As a result, many scholars argue that higher voter turnout often leads to lower levels of political information, as less informed voters are stimulated by high media attention races, and otherwise do not participate in the political process. This holds true not only for non-presidential elections, but also for other forms of political engagement, where uninformed citizens play less of a role in their political environments, broadly defined.

The Civic Leadership Academy takes an otherwise anticipated (none of the participants have ever voted) low turnout group, and exposes them, using a carefully constructed curriculum and pedagogy, to various

forms of partisan and non-partisan political activism within the context of advancing civil discourse and participation.

The paper will describe and analyze the nature and impact of the research underpinnings of the program. Research expectations involve individual and group work that includes a group-based culminating project on a key policy concern facing Florida. Students research, develop and present their findings as part of a poster session and to a mock legislative committee. Students write and submit a research-based op-ed to one of Florida's top 10 circulating newspapers, as well as participate in a legislative simulation that requires policy research.

The paper will discuss how, because each of these activities requires skilled research in order to be effective, these efforts contribute to students learning the skills necessary for effective civic engagement. Data from the pre and post tests administered to the students, which reveal how they responded to the research expectations, and how their research experiences affected their anticipated future civic engagement, will also be included in the paper.

Preparing Students for the Challenges of Global Citizenship in the 21st Century

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The need for effective communication among the peoples of the world has never been more pressing than it is at the start of the 21st Century in this post-911 world. Many factors have combined to increase the ease and frequency of communication among members of different cultures; due to breakthroughs in the fields of transportation, computing, and telecommunications, many new media for communication are available. Not only can people communicate instantly with others due to the recent communication revolution, but they can also travel to distant lands faster and easier than ever before due to the sophistication of modern transportation. Many recent developments in world politics have made the need for meaningful communication among different peoples a necessity for the survival of everyone on the planet.

This presentation will describe an interdisciplinary course designed to prepare students for the challenges of global citizenship. The course helps students develop an informed understanding of global challenges and the skills to address those challenges. The presenters will offer specific teaching strategies and assignments that can be adapted to many disciplines.

We will begin by introducing the concept of mindful communication across cultures and will examine the four contemporary approaches to the study of intercultural communication: social science, critical, interpretive, and dialectical. Then, we will discuss the role of technology in intercultural communication; we will also report on two successful global virtual team projects. All of the material will be presented from an interdisciplinary perspective. In addition to discussing issues relevant to the authors two disciplines (international relations and technical communication), we will also present examples drawn from other disciplines and explain how the virtual team projects could be structured for students in many different fields.

Be the Benevolent Ruler of Your Realm- with Happy Subjects

Betty Forbes
Center for Teacher Effectiveness

What makes the difference between a classroom where students are learning and the teacher is able to teach and one which is at times chaotic? There are strategies for classroom management which have been used by effective teachers for decades. Statistics prove that student learning improves when the teacher has greater control in the classroom. These classroom strategies are not usually taught in Teacher Training Courses because of limited time. Experienced teachers need to share with the next generation of teachers. We are losing too many great teachers because they have been prepared in curriculum areas, but not in management techniques. My desire is to continue to share these strategies and to help keep great teachers where they belong: in the classroom.

Critical Thinking and Motivation: An Analysis of American, German, and Russian Elementary Textbooks

Tschuna Gibson
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Virginia Commonwealth University

This joint-study investigates the incorporation of critical thinking and motivation in elementary school textbooks through a literary analysis focusing on audience reception of the text rather than the authors' intention. The study aims to compare and critique the utility of American, German, and Russian textbooks, and its findings help to answer a main question: do American elementary textbooks accomplish what they set out to accomplish?

The three countries, the United States, Germany, and Russia, were chosen for their well-developed systems of elementary education, as well as their distinct foundations. To avoid core subject areas, math and reading in particular, while still encompassing universal subjects, the social studies area was selected, with a concentration at the 5th and 6th grade level. Science texts at the 2nd and 3rd grade level were also included in the study. Older and contemporary textbooks from both subjects and from all three countries were collected, 13 in total, from which textual evidence of critical thinking and motivation was gathered.

The focus on critical thinking revealed differing degrees and methods of incorporation among the three countries. To organize evidence on motivation, seven broad motivational techniques were identified.

Different countries' selective use of certain techniques, as well as some technique overlap, was observed. Despite the study's purely textual focus, it was necessary to establish a practical context through background research into the American, German, and Russian educational systems. Personal experience with the American system was considered, and interviews were conducted with American educators, foreign teacher contacts, and Russians familiar with their national school system. Considerable insight into the German system was gained from a retired Austrian university professor in Didactic for elementary and middle school.

The study's findings were formulated by coupling textual evidence with the research on each different system's educational realities. American books contain ample critical thinking and motivational elements, including interdisciplinary aspects, primary and secondary sources, and exercises of all types. In answering the main question, however, it was found that American elementary textbooks may set out to accomplish too much. American texts entail more material than is feasible within instructional time frames, overlook the practical presence of a teacher in the classroom setting, and may over estimate student initiative. Regarding both critical thinking and motivation, the study ultimately finds that German books cater to the reality of the classroom while American books are designed for an idealized version of it. Russian books, meanwhile, value neither critical thinking nor motivating students and instead pursue a more old-fashioned goal of memorization and

reproduction of facts. Further research on the actual application of textbooks within the classroom setting could allow for a broader evaluation of critical thinking and motivation in elementary education.

The Armenian Genocide: Teaching the 20th Century's First Genocide in the 21st Century

Thomas Glaser
Mater Academy Charter High School

Recently, President Obama broke his campaign promise to confront Turkey on the Armenian genocide. In this, he has followed the example of every American president since Taft, with Reagan coming the closest to actually dealing with the issue. The help Armenia received came not from the governments of the world but the people, in the form of funds, supplies, and volunteers. And yet this front page issue had faded from the public attention to such a degree that Adolf Hitler, in a speech at Obersalzburg on 22 August 1939, could honestly ask, 'Who after all is today speaking about the destruction of the Armenians?'

With Turkey seeking entry into the European Union, the EU has made it a requirement that they admit the responsibility of the Ottomans and the Young Turks. Turkey, in response, has made any discussion of the topic a crime against 'Turkishness' and threatened and intimidated those who dared to speak. With Darfur, Rwanda, and other modern and current genocides, one wonders if perhaps had 'Never Again!' been said and meant in 1915, the rest might never have happened.

This presentation will help to make teachers aware of the magnitude of the genocide, of its historical precedents and current ramifications, and of the wealth of material available for teaching. There are textbooks, primary sources, editorial cartoons, survivor testimonies -

the entire gamut of resources used to teach the Holocaust, including art, music, and literature. Teachers need to do what politicians seem to be unable to bring themselves to do.

What's the Least Known and Best Kept Secret in Social Studies Education?

Sam Gomberg
Shalhevet High School

Answer: Kids love to talk . . . with each other . . . about important matters and significant topics. The content subsumed herein provides interested teachers with field tested and developmentally significant discussion/lessons that can supplement traditional textbook treatments of U.S. History topics such as: The Boston Massacre, The Boston Tea Party, The Underground Railroad, Families with divided allegiances during the Civil War, Immigration, the Progressive Era including the suffragist movement and the passing of the Nineteenth Amendment, accounts of Native American removal from their original settlements, the tension between cattlemen and farmers during the settling of the West, the Great Depression as experienced in rural areas, and the Civil Rights movement of the 1960s. You will find a dilemma discussion for each of these traditional textbook subject areas.   So, for example, while students may read about Harriet Tubman and the Underground Railroad, here you will find a historically based fictional dilemma involving a runaway slave family and a young woman's decision about whether or not to help hide the family.

New Media and Political Communication in India

Shikha Gupta

Jagannath International Management School

In an age of digitally connected and globalised contemporary world, political communication has seen its new dawn. In the virtual world information and communication channels have proliferated and simultaneously become more individualized. Under such dichotomy there has been a tremendous and fundamental change in the political society that are affecting not just the channels of political communication but also the input and the output process. With this paradigm shift there was a remarkable change in the composition of audiences, the delivery of information, and the overall political communication process itself.

On one hand it seems a rosy scenario of dissemination of information vis-a-vis communication with the onset of new media and e-governance on the other hand there seems to be a common consensus that the new media has failed to explain what to think about and also how to think about it. Also, with the greater choices over both the content of message and the source of information, effects and results become increasingly difficult to produce or measure in the aggregate, creating new challenges for researchers and theorists.

Political communication gives dynamism to political system and if political communication was in dichotomy, of course it was extended to political system as well. On the whole with proliferation of new media

political communication vis-a-vis system are beset with new puzzles and paradoxes.

The paper attempts to discuss the dichotomy of political communication process in an era of new media in Indian political system. Indian political system, a case study is taken up to reflect the complexities of political communication process in a country where there was a crystal clear digital divide between haves and have-nots of information, and the impact of both the types of audiences on the political communication process per se.

Socio-Cultural Challenges Face by the Physically Challenged Women in Education

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The most important determinant of a country's competitiveness is its human resource and women account for one - half of the potential talent based throughout the world. Over time, therefore, a nation's progress depends significantly on whether and how it educates and utilizes its female resource to foster economic acceleration and enhance productivity. There is still a vast disparity between the developed and developing nation from the simple basic amenities and quality of life to the major scientific and technological development and the consequence is reflected in manifesting gender gaps. The snap shots of the Gender Gap Index 2009 documenting the developing nations to hold the lowest positions in the world ranking (India 114 ranking in the world) is an issue of concern for the stakeholders. In terms of enrolment in higher education, less than 10% reach for higher education which is much less compared to the world average and developed country (23% and 54.6% respectively). Investing in girls' education remains one of the highest return investments that a developing economy can make and, in the current economic recession, may be among the best use of limited funds. Today about 500 million people in the world are disabled of which 300 million live in developing countries, and 160 million are women (Human Rights and

Disability Report, 1991). There are dearth of policies and programs that specifically promote the educational needs of challenged girls. Female literacy has improved by 11% compared to 9% increase in case of males during 1991-97 (NSSO, 1997). But this increase in enrolment is equally disheartening and as well as alarming when the dropout figures are noted as 41.30% at primary stage and 58.60% at the middle stage. Specifically, the lack of educational and vocational training programs suitable to the needs of women with disabilities, the attitudinal, architectural and societal barriers, parental negligence and rejection specially in the developing countries has become a factor contributing to women's continued disadvantage and oppression and hence a death blow to the productivity and economy of the country. Thus it is crucial to understand the role that disability play in the lives of woman in the developing countries for successful intervention in their rehabilitation process.

Henceforth, for this notable task it is necessary to investigate the various socio-cultural constraints faced by the physically challenged women that intermediate in their educational intervention, participation in community, normal functioning in society and in accessing the policies and provisions specially meant for them and finally curb their rehabilitation process.

Objectives of the Study

1. To gain insight into the legislations, policies, reservations and provisions existing so far for the physically challenged women in India.

2. To investigate how far the existing policies, legislations, reservations and provisions are reaching the physically challenged women and are practically functional and implemented.

3. To explore the socio- cultural constraints/ barriers faced by the physically challenged women in accessing normal functioning in their day-today life activities in India.

4. To assess the socio-economic status of the physically challenged women in India.

Methodology

Sample:

The data will be gathered from 200 physically challenged both male and females (orthopedically challenged having 50% and above disability as certified by the medical/concerned authorities) on the basis of situational sampling technique pooled from West Bengal (Eastern part of India), which is one of the most crowded states in terms of disability.

Tools adapted and developed:

1. General Information Schedule (GIS)

2. Socio-economic background - schedule (SES).

3. Constraints of the physically challenged (CPC) - Interview schedule

4. Finally secondary sources will be consulted like literature reviews, reports, policy documents, and Acts of Parliament.

Procedure:

1. Selection of the provinces after pilot study

2. Construction and standardization of the inventory and local adaptation of the tools.

3. Collection of data from the selected sample groups.

A cross-sectional baseline survey on the basis of gathered information from literature reviews (from reports, policy documents, Acts of Parliament etc) on policy legislations in the two countries will also be reviewed in order to capture the differences and commonalities in the nature, approaches and strategies adopted for the challenged in India.

Analysis:

Data will be subjected to appropriate statistics, descriptive as well as inferential. Findings will be supported by case histories of selected physically challenged women.

The Foundations of Democracy: The 19th Amendment

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Fareed Zakaria in The Future of Freedom notes, "In 1900 not a single country had what we would consider a democracy." However much women did not have influence, the constitution nor the Bill of Rights granted women the franchise and formal political power and influence. Democracy was extended to the U.S. with the ratification of the Nineteenth Amendment on August 26, 1920. The dramatic challenges faced by Alice Paul in the ratification process are a vital component of the university's Democracy and Education courses and the social studies method courses.

Instructional Integrating Model of Related Subjects

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Srinakharinwirot University

The purpose of this research was to propose the instructional integrating model of related subjects through the recreational field of higher education curriculum in Thailand. This study is to analyze aspects of instructional planning, instructional management, methods of teaching, content, learning process, instructors and instructional media in order to consider the instructional integrating model. The method used Delphi Technique with the open-ended questionnaires and two sets of 5 rating scales until the 2 specialist groups from the university answer has consensus.

The Impact Women Contributed to the Haitian Revolution

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Haiti accomplished the only successful slave revolt and overthrow of a colonialist/imperialist power, but women's stories continue to be untold. The accounts of Haitian history have neglected to recognize the contributions of women, especially during the Independence (1802-1804). The research project addresses the important political roles that Haitian women played during the Haitian Revolution. These women, who were the backbone for the revolution, were able to play multiple roles and used different strategies to gain freedom from the French and British successfully. In fact, history shows women providing the indirect support for most revolutions. There were accounts of interracial and cross-cultural groups of women that contributed socially, culturally, and politically to the Haitian Revolution. This relationship between French and Haitian women had pros and cons. At times and in certain places their relationship was solely based on the use of manipulation. Others used these relationships as w way to tell the world about their personal accounts of the war through articles and books. The current research presents the expanding of literature reviews and the use of ethnographic interviews. The stories of Haitian women during the wars need to be told in order to complete the accounts of the wars.

The Status of Child Participation Rights in Kenyan Families

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Kenyatta University

Child participation rights are enshrined in the United Nation's Convention on the Rights of the Child (1989) and the African Charter on the Rights and Welfare of Children. It is legalized in Kenya by the Children's Act (2001). Child participation involves children in decision making on matters that affect their lives and to express their views in accordance with their evolving capacities. Some parents believe that participation rights can spoil children, make them big headed and disrespectful. There is need to investigate and get empirical data how child participation is in Kenyan families.

International Comparative Education Studies: Re-Conceptualization of Knowledge?

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Objectives

Trying to research the connections between international comparative education studies and assessment and knowledge globalization demands suitable conceptual tools, which enable insight into the structure of knowledge and into the structure of curriculum contents. Some classical and contemporary theories of knowledge define a variety of knowledge categories. Although in literature there exists different definitions, unified classification does not exist. The latter is true for epistemology as for other specific theories of knowledge which are originated from different scientific disciplines. Research which tries to answer the question: "is international comparative education studies accelerated by globalization knowledge?" must pose the question, which kind of knowledge could be included in this process? In order to understand the structure of knowledge, we must first of all ask ourselves what the basic unit of knowledge is and how it can have an effect on curriculum changes in countries that are participating in international comparative education studies.

My purpose is: (a) to represent some theories and conceptualization of knowledge and especially to expose interdisciplinary access to the identification of basic units of knowledge; (b) to illustrate the

process of knowledge globalization (regarding to curriculum homogenization) through international comparative educational studies and assessments; (c) to analyze some of the items from those studies regarding represented basic units of knowledge.

Thesis Statement

We could identify at least three lateral directions of knowledge globalization, in the sense of international comparisons as a process that could cause globalization of knowledge and education, thereby reducing the significance of local knowledge in that particular country or restricting the educational system. The reasons for this are threefold. First, the level of national and international assessments and it's connected sense. Second, the comparison as a rank when international league tables become a significant source of influence in the shaping of national educational policy. Third, a consequence of prior points and illustrates the process of knowledge globalization in particular, is the changing curriculum and especially the knowledge structure in the curriculum and/or some syllabuses (Klemencic, 2009a).

If we presuppose that international comparative education studies fostering knowledge globalization via curriculums, we could also suppose (in a more general meaning) that those studies have an actual effect on policies and politics on education in a particular country, region and not at least of all around the globe. We are aware that they conceptualize a

"new" global knowledge, focusing on particularly-defined literacy and/or numeracy.

"What is knowledge?" If our purpose is the understanding of the structure of knowledge, we must first be interested in "What is the basic unit of knowledge?" From different scientific disciplines (e.g. linguistics, philosophy, epistemology etc.) we could borrow some of their conceptual apparatus and transfer them to more a connected understanding of the structure of knowledge. We could expose three most extensive understanding of what the basic unit of knowledge is: (1) proposition; (2) script/frame/scheme; (3) argument (Klemencic, 2009b)

Perspective or Theoretical/Conceptual Framework

There are at least two ways of looking at the effect of globalization on education. First, "to what extent are educational systems being "shaped" by globalization" or in prospective terms, what are the changes likely to affect educational systems in the future as a results of globalization. The second, "what kind of policy reforms should be adopted to address the consequences of globalization?" (Hallak, 1998: 8-9). Our view is that international educational comparative studies influence and are influenced on both perspectives. If we presuppose that education is a cultural, economical and social determinate, the same proposition is valid for knowledge (Klemencic, 2009a) and for school curriculum too.

Today, a large part of discussions about national school curriculums follows some foundation split, which appears in

epistemological theories, split on realistic and non-realistic (especially constructivist) understanding of knowledge. Realistic theories of knowledge provide for curricular planner arguments for the adaptation of national curriculums to cognitive system, which (should) have universal validity. For those theories, reality is composed of objective facts, irrespective of what we are thinking about them (Russell, 1979, in Justin, 2008), without perspectives. On the contrary, non-realistic theories do not allow the possibility that knowledge is independent of human cognition activities, but establish cognition on specific symbolic systems, institutions, in a final consequence on societies, cultures, power relation etc. Reducing of meaning of local knowledge is an effect of global prevailing on specific cultural patterns. This split is also pointed out in the theories of curricular planning (Klemencic, 2009b).

Conceptual framework for identifying the basic elements (units) of knowledge is presented as interdisciplinary approach (used authors: Searl, Platon, Audi, Russell, Minsky, Schank, Abelson, Justin, Toulmin etc.) and reconceptualized as a new approach.

Modes of Inquiry, Methods, Data Source

1. Theoretical inquiry will expose some dominant theories for curricular planning- realistic and non-realistic theories- and link that with conceptualization of local/global knowledge.
2. In our research, we separated countries average achievements within mathematical and science achievements content domains and observed

trends within particular content domain. Although the TIMSS international databases include some of the data related to (achieved) curriculum (data about implemented and intended curriculum) we are focused on processes of curricular globalization. Therefore the additional results, for which data will be collected in January 2010, by semi structured interviews, will be presented.

3. Analyzing some of the items from international comparative educational studies regarding represented basic units of knowledge

Key Findings and Conclusions

For radical constructivists global knowledge does not exist. In opposition, realism is founded on the idea of global. We could discover realistic theories closer to global knowledge than non-realistic theories. Analyzing items from international comparative studies confirm our conceptualization of basic units of knowledge.

Contribution and Future Direction

Future directions of proposals need further exploration through research that re-establish new countries position in international league tables regarding particular (local) knowledge. With that we would acquire even more reliable data (if we take into consideration especially curriculum changes over time) about the processes of knowledge globalization.

Social Justice in the Undergraduate Elementary Education Curriculum

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With standards-driven curriculum one hesitation of teaching social justice is the time and availability to teach any new topics. Research has shown that by changing the perception of what to teach to how to teach, a teacher can open possibilities of infusing social justice into existing standards. "By adopting the perspective that social justice is an approach rather than a topic, educators could teach every historical era, event, or topic through a social justice lens" (Bender-Slack & Raupach, 2008, p. 258). Teachers need to be careful not to push radical ideas and a sense of guilt on students when discussing social justice, but instead help students form an understanding of social problems and how to envision possible solutions (Seider, 2009). Leading students to this type of critical consciousness is something that needs to be addressed at the University level in teacher preparation programs.

Most undergraduate programs in teacher education prepare pre-service teachers by providing methods courses in areas such as reading and language arts, math, science, and social studies. The outcomes of those courses are mostly focused on the strategies and skills necessary to implement lesson plans, along with ensuring appropriate assessment techniques. Although it is imperative that pre-service teachers learn such aforementioned information, another concern is that they become sensitive

to their professional responsibility to deliver a socially just curriculum while being aware of the diversity that surrounds them in the classroom.

This presentation will describe how my colleague and I took an existing writing intensive course in our elementary education initial certification program titled Assessment and Approaches to Elementary Education and revised it to focus on social justice for social studies. It will also explain how to set-up a Teaching for social justice fair and its implications for future teachers. Social studies content was originally connected to our content area reading course. Removing it from that course and putting it with the writing intensive course was the first step in creating a more balanced course layout. The social justice topics we delved into lent themselves to social studies content. The original assessment portion of the course was disseminated into the appropriate methods courses.

Since the new course we were designing needed to stay a writing intensive course we needed to have our students write papers and article critiques. The articles that students read all had a social justice connection. Students also wrote response papers to Night (Wiesel, 2006) and Warriors Don't Cry (Pattillo Beals, 1995). Student reflections were also written on the book Social Studies for Social Justice (Wade, 2007) which looked at strategies for teaching a socially just classroom. The assignments helped students to think critically about how social injustices affect not only history and those around them, but also themselves. Critical literacy curriculum promotes reflection and transformation (Marshall & Klein

2009; Wolk 2009). The major research paper of the course consisted of research on a social justice topic chosen by each student. This topic then became the focus for their presentation in the Teaching for Social Justice Fair that was instituted at the end of the semester. The outcomes of the new course were as follows:

- Demonstrate an understanding of teaching tolerance and social responsibility to children.
- Improve writing skills though participating in the writing process model of drafting, editing and revising.
- Improve oral presentation skills through in-class student-teaching of self-designed lesson plans.
- Design and write effective lesson plans, along with appropriate assessments, that reflect an understanding of diversity.
- Examine biases and roadblocks to teaching tolerance and social justice.
- Reflect on teaching practices that help students become socially responsible and critical.
- Understand challenges in the teaching profession.

Teacher education programs have the ability to help future teachers "explore their relationship with society and their sense of interconnectedness and empowerment to effect change" (Reed, 2009, p. 51). Pre-service teachers need to be made aware of the impact they can have on young students in the classroom. Social justice pedagogy can help

instill critical consciousness in students (Esposito & Swain, 2009). It is imperative that University educators teach pre-service teachers the strategies which will allow them to facilitate discussion and action responses in order to develop socially aware citizens. ?A lot of people are waiting for Martin Luther King or Mahatma Gandhi to come back-but they are gone. We are it. It is up to us? (Edelman, 2001, p.29). With the development of our new curriculum the goal is to heighten an awareness of inner-transformation that can only come from realizing the power a teacher has to truly make a difference.

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Starting from Scratch: Increasing Rwandan Women's Participation in Politics and Reconstruction

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The issue of women's participation in post-conflict governance and reconstruction has lead to several recent studies examining different ways to increase women's empowerment. Missing from these studies is the research that shows if different methods of empowerment are working. This study examines the affect of the recent increase in women parliamentarians on the empowerment of women in Rwanda. The purpose of this study is to determine if the increase in women in governance was able to change public opinions about the value of women and if this is an effective way of empowering African women. This author believes that the increase in women parliamentarians is an effective way of empowering women because they set an example of what women can achieve and allow women to shape their community both socially and politically. This study shows that women's empowerment has increased with the increase of women in governance.

Interdisciplinary International Education: Global and Local Contexts

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Interdisciplinary is undeniably part of the current "cultural cool" of academic vernacular, but it's a term subject to (mis)interpretation. Interdisciplinarians William H. Newell and Julie Thompson Klein conceptualize the field of interdisciplinary studies; their work is examined in the context of the curriculum and pedagogy of international studies, a field which integrates multiple social science disciplines in the study of complex global issues. Interdisciplinary approaches can be utilized on all levels of education. Interdisciplinary "border crossing" is required to solve complex questions and problems, so there is a critical need to educate young people and prepare future educators in interdisciplinary methods. This research seeks to develop discourses in interdisciplinary international education and cultivate student proficiencies in thinking critically, understanding contexts (notably the global and the local), engaging with other learners, and reflecting and acting.

Inquiring into the United States Declaration of Independence

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Abstract

This paper explores problems in scholarly understanding of the Declaration of Independence that are created by its civic significance and historical context. Suggestions are made for teaching the Declaration of Independence through teacher-guided analysis and inquiry using primary sources.

Summary

Teachers and scholars of the social studies are well aware that the study of history in schools is freighted with problems that stem from the civic aims that infuse it. Civic aims coexist uneasily with sound historical scholarship. Patriotic inclinations and concern for civic ideals yields textbook accounts in which endemic flaws in the national character, ambiguities, and uncertainties of the historical "now" are ironed-out (Moreau 2004; Loewen 1995). Pedagogical traits associated with "the social studies" have other effects. Emphasizing the origins of present-day problems narrows the view into the past while shortening the temporal distance between the attitudes and conditions of "now" and "then." Emphasizing students' "decision-making" on the appropriateness of policies, positions, and values carries the likelihood of substituting "our" values for "theirs." In short, the historian's concern for veracity and

contextualization is in danger of being lost. Typically advocated as a corrective is sustained inquiry into prominent historical themes, specifically, inquiry that cultivates the historian's habits of mind through the use of primary sources, skillful teacher-questioning, and evidence-based discussion (Nelson and Drake 2001; Bradley Commission on History in Schools 1988).

Because of its civic significance, the United States Declaration of Independence presents a particularly robust opportunity for developing historical inquiry skills and habits of mind. The Declaration's symbolic role in the founding of the United States made it a symbol of a new era for the world (Armitage 2007). Announcing that "We hold these truths to be self-evident…" in its famous second paragraph, it offered a succinct theory of government and society that instructs and inspires. Invoked repeatedly over the generations on behalf of nationalist movements, social equality, individual rights, and economic justice, the Declaration has served as "the touchstone of our political arguments" (Stoner 2005, 3). It serves, along with the Constitution, as the primary curricular vehicle for teaching youth the fundamental principles of modern constitutionalism.

Equally important, for the purposes of civic education and history instruction, few events are so clouded with civic imagery and misinformation as the Declaration of Independence. As an exercise in striving for accurate understanding – of the document itself, as well as the events around it – the study of the Declaration presents a robust opportunity for careful historical inquiry (Pahl 2005). Because

documentation related to particular aspects of the drafting and signing of the Declaration was not created or lost, historians have struggled to piece together exactly what happened, when, and how. Of necessity, historians have had to rely on fragmentary evidence, a great deal of which is supplied by the recollections of Thomas Jefferson and John Adams late in life. Their faded memories conspired with hindsight to produce an abundance of conflicting claims about authorship, processes of adoption, and intentions (McGlone 1998).

In addition to sorting out conflicting claims about the Declaration's production, the historian's habits of mind can be cultivated by grappling with shifts over time in the significance attributed to it. Textbooks typically devote several paragraphs to the events and text of the Declaration; seldom do they consider its immediate significance (Siler 1990). The impression conveyed is that the Declaration of Independence was the momentous public announcement of the Second Continental Congress in 1776. The historical reality is that it was not. Two earlier resolutions generated the momentum toward independence. Jefferson merely provided justification after the fact. Not until the years following the War of 1812 was the Declaration, and erroneously the Fourth of July, celebrated as the signal event in the creation of the United States (Maier 1998; Wills 1980). The reasons and evidence for this shift in the Declaration's perceived significance provide a case study of how memory and current events influence historical understanding.

Textbooks and state standards convey the impression that that the Declaration's natural rights/social contract doctrine was (or should be) its most compelling part. Yet, to the extent that it functioned as a persuasive rationale for separation from Great Britain in 1776, the Declaration's significance resides in its list of grievances. That list draws heavily upon the traditional rights of Englishmen, thereby providing an opportunity for comparison with earlier landmark documents and common law precedents. Jefferson bill of indictment also contains claims that were dubious, inflated, and purposefully vague. Determining which claims are valid and connecting them to specific events in recent colonial history can be done using textbooks and secondary sources. Comparing Jefferson's list to the reasons provided by colonial assemblies in their official statements in favor of independence will be instructive as well. Considering what Jefferson included in his list, as well as why he framed the charges the way he did, cannot help but result in a fuller understanding of the Declaration's significance and connection to events.

Assessing Jefferson's proposed list of grievances against the list approved by Congress will reveal the congressional decision to eliminate his clause condemning the slave trade, thereby providing an entry point to considering slavery, racism, and citizenship at the Founding. Examining early petitions by enslaved persons to state assemblies and letters by people who pointed out the inconsistency of slave-holding provide an opportunity to explore the beginnings of the Declaration's "life" as the proclamation of equality that would inspire abolitionists, slaves, women,

the property-less, and others to campaign for new definitions and applications of citizenship (Pyne and Sesso 1995). Resuming this line of analysis in later units of study of the nineteenth century, students can examine subsequent movements, events, and arguments (notably among abolitionists and defenders of slavery) to discover how the different people could put to different uses the natural rights/social contract theory of government outlined in the Declaration's famous second paragraph (Patrick 2003).

This paper explores some of the textual and contextual issues involved in understanding the Declaration of Independence and indicates ways in which civic aims have the potential to distort or impede historical understanding. In doing so, it offers suggestions for teaching that rely on careful reading of the Declaration itself, attentiveness to the complexity of historical context, the analysis of selected primary sources, and inquiry-driven discussion.

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Questioning and Controversial Issues: Techniques for Engaging Students While Avoiding Potential Conflict

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Controversy in education, primarily in the social sciences, is difficult, if not impossible to avoid. For many teachers avoidance is not even an issue, as the subject may be a standard or outcome of the curriculum. It may also be one of the most valuable teaching concepts or techniques a teacher has in influencing or in "reaching" their students. Modern educational research indicates that controversial subjects are seen by social studies teachers as crucial in teaching civic education (Byford, Lennon & Russell, 2009). With the addition of critical thinking exercises, controversy can be utilized as a powerful, multi-disciplinary learning module which can be incorporated throughout the curriculum of study. Research has illustrated the impact both of these concepts can have on student's perceptions, memory and their thinking (Marketti, 2007; Anderson, 2007; Schamber & Mahoney, 2006). Singularly these two (controversial issues and critical thinking) are powerful cognitive exercises but together they can lead students towards a more insightful understanding of complex issues.   Civic conundrums are just one type of controversial and complex issue perfectly adjusted to this concept.

Controversy can be a powerful educational tool yet it also is problematic and incendiary, potentially causing far more problems to the educational process, students and even the teacher than their potential

outcomes. The same study that illustrated teachers' opinions of the effectiveness of controversial issues in fostering civic education also highlighted a reluctance of teachers to do so, in fear or backlash or reprisals (Byford, Lennon & Russell, 2009). As a correlation to the high reward controversy can foster, there is also the risk that the issues themselves can cause problems both within and outside the classroom. This risk is what makes many teachers leery of using controversy despite its universal acceptance (primarily with the social studies curriculum) of its impact and success.

This presentation focuses on the effective concept of questioning skills, primarily within a practicum, classroom enabled format, to guide students in and around controversial issues. The objective is to allow the students to delve into controversy and to use critical thinking to best conceptualize or understand complex, nuanced issues. Directive, guiding questioning techniques will be explored and illustrated as to how a teacher can utilize generalized prompts to guide students towards a specific concept or knowledge set, or to move them away from potential conflict or issues. Conceptually described as directional questioning; this is a generalized type of linear questioning prompts that follow a direction or order designed to guide students to a concept without direct influence of the teacher . The order is relatively simple in scope and understanding; questioning can move from up (deductive) to down (inductive) or to a spiral, non-directional route. It must be noted that spiral questioning is the most difficult to implement but it is potentially the most powerful of the

linear questioning designs. The presentation will discuss the concept of linear questioning, how and where they best work and the strategies useful in implementing them. The presentation will also incorporate examples and an open forum component to address any questions the audience may have.

Social Studies in Single Sex Classrooms: An Initial Inquiry

Tim Lintner
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One of the hottest (and arguably most controversial) issues in education is single-sex classrooms. Though this notion of partitioning the sexes is not a new American educational phenomenon, it was, until two decades ago, as issue that had supposedly "seen its day." Through the often odd coupling of morality and legality, single-sex schools in general, and single-gender classrooms in particular, are on the rise (Riordan, et al., 2002). In 2002, only eleven public schools in the United States offered single-sex classrooms. Presently, there are at least 540 public schools offering single-sex classrooms, with more than 200 schools located in South Carolina (NASSPE, 2009). Between August, 2007, and April, 2008, single-sex classrooms in South Carolina increased by roughly 300 percent. Currently, 91% of school districts in the state either currently support or are considering supporting single-sex classrooms (SCDOE, 2009).

At issue here is not that single-sex classrooms exist, but what happens inside of them. What instructional tools, methods and strategies, "work best" within single-sex classrooms? What perceptual benefits result from particular strategies used to teach particular disciplines within particular classrooms? And specifically, how do teachers perceive and practice teaching social studies within single-sex classrooms? With more and more school districts flirting with the option of creating single-sex

opportunities, it behooves in-service and pre-service teachers alike to understand both the blatant and subtle intricacies of teaching social studies inside the single-sex classroom.

The purpose of this research is to provide an initial snapshot of teacher perceptions and practices of teaching social studies in single-sex classrooms. Therefore, the scope of this research was purposefully limited to a three elementary schools within a single district in the Central Savannah River Area (CSRA) of South Carolina. Initial lines of inquiry were made through the district and corresponding principals at each school. Each principal provide a list of teachers who currently teach social studies within single-sex classrooms at their respective school. A total of 10 teachers were identified. Nine of the ten teachers were female. Only two of the teachers have taught in a single-sex classroom for more than one year. Two second grade, one third grade, three fourth grade and four fifth grade teachers were represented. The identified teachers were contacted via email and all agreed to be interviewed. The interviews were conducted in person at each school and lasted roughly 45 minutes. The interview format was semi-structured in nature, balancing scripted and non-scripted (spontaneous/follow-up) questions. All interviews were recorded, transcribed, and coded. From the responses generated, three dominant strands emerged: effective 'sex-based' strategies; comfort, ability, and motivation; and sex-specific limitations of teaching social studies within single-sex classrooms.

This presentation will discuss, in greater detail, specific research findings as they pertain to the aforementioned emergent perceptual and practical strands.

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Social Studies and Special Education: Inclusive Co-Teaching as a New Model of Instruction

Tim Lintner
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Various models of co-teaching have been in practice for some years. The two dominant models of co-teaching are the 'inclusive' model (when two college/university faculty members co-teach together, both present in the classroom for the duration of the term) or a 'shared' model, by which an individual professor teaches a 'part' of the course typically in isolation.

This presentation will highlight the 'trials and tribulations' of co-teaching (using the 'inclusive' model) a combined elementary social studies methodology and an intellectual disabilities special education class.

Nationally, special education is moving towards a more inclusive model of instruction, whereby general education and special education teachers will be asked to teach together in a given classroom. In a limited but reflective way, we have attempted to model to our pre-service students the importance of, not just knowing how to teach social studies to special needs students, but how to plan, instruct, assess, and modify instruction in a collaborative, constructive, and reflective manner.

Conceptions of Citizenship Education in Pre-Service Elementary Social Studies Education

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The relationship between democratic citizenship and public schooling has been an enduring theme in U.S. educational and social theory. Among the responsibilities and the long-standing rhetorical appeal put before America's public schools is the preparation of the Nation's students to inherit their roles as citizens in a democracy (Dinkelman, 1999). Historically, our American ancestors believed that a complete education was the academic nurturing of young minds as well as the development of personal integrity, character, and democratic citizenship. As the years pass, our nation becomes an increasingly diverse people, drawn from many racial, national, linguistic, and religious origins. The American cultural heritage is as diverse as our people, with multiple sources of vitality and pride. However, our political heritage is one "the vision of a common life in liberty, justice, and equality, articulated over two hundred years ago in the Declaration of Independence and the Constitution "(Gagnon, 1989).

"Preserving and expanding the American experiment in liberty is a challenge for each succeeding generation. No profession plays a more central role in meeting this challenge than the social studies teachers in our nation's schools" (Haynes, et al., 1997, 225). In no other curricular area has the talk of democratic citizenship been more prevalent than social

studies. However, with the increased emphasis on raising test scores and the decline of instructional time within elementary social studies classes, citizenship education has not been fully integrated into many standards-based curriculums in today's classrooms. Those endeared to social studies as a form of preparation for democratic citizenship have cause for concern, due to a majority of students rarely having the kinds of experiences that might give them practice in developing democratic habits of mind (Dinkelman, 1999). The United States and its democracy are constantly evolving and in continuous need of citizens who can adapt its enduring traditions and values to meet these changes. The mission of social studies is to meet that need (NCSS, 1994). In order to prepare today's students for an ever-changing world that is riddled with social, environmental, and economic problems, educational institutions should not only provide academic instruction but also direct instruction in citizenship.

Preservice educators are in the unique position to develop future teachers' commitments to educate their students to become effective and responsible citizens. According to the National Council for the Social Studies (NCSS), a democratic system of government requires a virtuous citizenry. The role of education in general and social studies education in particular is to "foster a reasoned commitment to the founding principles and values that bind us together as people" (Haynes et al., 1997, 225).

If social studies teachers are expected to accomplish these tasks, social studies teacher educators are faced with the challenge of preparing teachers for this role (Milson, 2000). Teacher training and methods

courses must facilitate preservice teachers' beliefs about the importance and potential for social studies in the elementary grades. "If the social studies are not part of the elementary curriculum, we cannot expect our children to be prepared to understand or participate effectively in an increasingly complex world" (NCSS, 1988). In order for the social studies and citizenship to become more of a priority in our elementary classrooms, preservice educators must instruct teacher candidates in understanding that "the elementary school years are important in that they are the ones in which children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens of their world" (NCSS, 1988).

This qualitative research study examined the manner in which preservice elementary social studies teachers are prepared for professional practice. When considering the civic foundations of teacher education, "there has been relatively little specific attention paid to the way the K-12 school curriculum should prepare all students for their rights and obligations of citizenship in a complex world, and the way all teachers and professional educators should be prepared to carry out this goal in the curriculum and in the conduct of schools" (Butts, 1993, 326).

If schools are to educate for democratic citizenship, the manner in which preservice teacher education helps teacher candidates to understand democratic citizenship and how it will be utilized in their future teaching practices, is a true concern. This concern translates into the idea that social studies promotes grand ideas about democratic citizenship that do

not hold up in the crucible of teaching practice. However, this idea has not been tested. In fact, very little is known about how social studies teachers view the aim of democratic citizenship as they leave preservice programs (Adler, 1991; Armento, 1996).

The purpose of this study was twofold: (1) to examine preservice social studies teachers' perceptions, attitudes, and beliefs concerning their role in promoting and teaching citizenship education, and (2) to examine the elementary social studies professors' role in preparing the preservice elementary social studies teachers to integrate citizenship education during the methods course of the teacher preparation program. Results will be presented from 18 in-depth interviews (9 preservice student interviews and 9 professor interviews), as well as 84 survey responses (70 preservice student surveys and 14 professor surveys), elementary social studies methods course syllabi (6), and other relevant documents from students and professors (24). Study participants included preservice elementary social studies methods students, as well as their elementary social studies professors from the 2008 Fall and Spring 2009 elementary social studies methods courses from a sample of Kansas colleges and universities who offer elementary education teacher certification programs that included the elementary social studies methods course.

Heritage and Museology: Claiming the Difference in European Transnational Space

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In the twenty-first century, political and cultural leaders are searching past events, in memory, in religion or even in heritage, in order to legitimize the existence of the community (transnational, national or regional). According to Cris Shore (2000), these elements were created and manipulated by the elites in order to build the European community identity. It is in this framework, of global competition, that European cities and regions are attempting to (re)activate their cultural resources. They claim a process in which the cultural diversity invents traditions and memories of the past. The cultural differentiation or the (re)invented tradition and memory which they advocate, allow them to have a new position in the regional European context. They become more visible, culturally more central, and acquire a place of prominence within a community of 500 million. As Eva Blum refers,

> *in the context of global and European competition, cities (and regions) have been developing a variety of cultural strategies, reactivating and inventing new traditions. They discover the heritage, the architecture, gastronomy and landscape, so as to position themselves in the centre of the process of European integration* (Blum, 2008: 1).

In the early twenty-first century, all the human societies face new challenges arising from the proceedings that led to an accelerated

globalization. The world economy development and the production/consumption relations characterize most of these changes (Miller, 1991; 1995; 2002a; 2002b). Other responsible factors are related to the media development, the increase in people's migration (Appadurai, 2004) and the fast development of transport system.

Daniel Miller has studied the consumer society that emerged after World War II. He has researched the consumption implications in all aspects of their social and cultural life (Miller, 2002a: 238). Their problems are centered on the observation of objects as vehicles for the conveyance of cultural ideas. The author researches the dynamics associated with the increasing development of consumption in societies traditionally studied by anthropologists. He aims to understand the processing of certain consumption objects in powerful *symbols or meta-symbols.* For example, Coca-Cola is one of the *three or four commodities that reached this status*. It is not just a drink but a product whose symbolic quality is beyond the visible world. As the author refers …*Coke is a dangerous icon that encourages the rhetoric of the type West versus Islam, or Art versus Commodity …* (Miller, 2002b: 246). In the local context of Trinidad, Coca-Cola, taken by U.S. soldiers in 1939 and added to rum, has turned into a drink and a national symbol for the people of Trinidad. But Coca-Cola with rum is also a local expression of ethnicity. While the African descendants identify themselves with *black sweet drink,* the descendants of the Indians claim their *red sweet drink,* even though these identifications are not reflected in the consumption (Miller, 2002b: 255),

and are more complex than they seem to be. Coca-Cola is a symbol of modernity and therefore consumed by the Indians of Trinidad who want to identify themselves with their *modern image*.

According to Arjun Appadurai the world faces new challenges due to the improved communication means provided by the technological development. In his view, the people's migration questions the Nations' traditional conceptions as culturally homogeneous spaces. These movements contribute to *five dimensions of global cultural flows that we call a) ethno-landscapes, b) media-landscapes, c) techno-landscapes, d) financial-landscapes e e) ideo-landscapes* (Appadurai, 2004: 50). The *ethno-landscapes* pose new challenges to the traditional concept of Nation, once faced with an increasing cultural diversity within its borders.

> *Por etnopaisagem designo a paisagem de pessoas que constituem o mundo em deslocamento em que habitamos: turistas, imigrantes, refugiados, exilados, trabalhadores convidados e outros grupos de indivíduos em movimento constituem um aspecto essencial do mundo e parecem afectar a política das nações (e entre as nações) a um grau sem precedentes* (Appadurai, 2004: 51).

The increasing people´s migration across national borders has promoted and contributed to the multiple and de-territorialized sociocultural frameworks. We are facing deep sociocultural changes and new challenges are emerging every day. Tourists, migrants, refugees and, in general all social actors, embedded in a process of displacement, have contributed to the revision of the heritage role in the definition of

community. Heritage acquires new symbolism and multiple languages in the new and old social group's affirmation. Innovation and change are not just buzzwords of modernity, but are paradoxically, together with the tradition revival (Appadurai, 2004), post-modernity signals.

The cultural behavior is not universal or substantial and it is not static in space and time. So, how do social actors respond to the cultural world scenario in which we are living, individually or in groups? For Levi-Strauss and other anthropologists challenged by the UN to discuss the globalization issues and the right to have culture access, at the end of World War II, there was only one way: cultural homogenization (Méndez, 2004). The dangers associated with *Westernization*, *McDonaldization*, the Coca-Cola generation, along with the fear of cultural diversity destruction were, at that time, a researcher's central concern. The sociocultural scenario currently observed is opposed to the previously predicted: there is no cultural homogenization. In opposition, the cultural heterogeneity is more visible and real, manifesting itself in the (re) invention of new traditions. Cultural identity, feeling like one is part of a group or several groups simultaneously, becomes conscious in a relational process, as mentioned by Frederick Barth (1969), Denys Cuche (2003) or Arjun Appadurai (2004). The Portuguese anthropologist João de Pina Cabral (1991: 99) demonstrates the relational nature with which the Portuguese regions of "Minho" - *hither hills,* and "Trás-os-Montes", *beyond the hills,* have been defined, a process in which the social actors use the landscape and (re)create traditions to claim the cultural difference.

In this system, heritage becomes a *reference identity and brand image* (Ballart and Tresserras, 2005: 206-208) from various regions around the world, materializing a subjective feeling of belonging to local cultures. It is often linked to cultural tourism, a globalization key-element (Ballart e Tresserras, 2005) and a part of the *ethno-landscapes* referred by Arjun Appadurai (2004: 51).

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The United States Pledge of Allegiance: Views from High School Students

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The United States Pledge of Allegiance deals with the fundamental concepts upon which our nation is based such as liberty, republic, indivisible, and justice (G. Lauzon, personal communication, June 12, 2009). Previous research emphasized love of country and confusion about the Pledge but did not focus exclusively on high school students. From informal interviews with teachers, Kavett (1976) found that elementary school students did not understand some of the words in the Pledge. Similar results were found by Witherell (1992) during informal interviews with pre-school students. Gaffney & Gaffney (1996) found that 54% of teacher education students and 39% of practicing teachers were unaware that schools cannot require students to salute the flag or say the Pledge of Allegiance. Based on approximately 100 seminars on the Pledge for teachers, university professors, administrators, and students of unspecified ages, Parker (2009) found that few individuals had seriously reflected upon the meaning of the Pledge.

Methods

In a southeastern state, descriptive statistics and a grounded theory methodology were used to examine 21 male and 15 female high school social studies students' perceptions about the Pledge. Among the students,

39% were African-American, 56% were Caucasian, 3% were Hispanic, and 3% were Native American. Due to rounding, the total equals 101%. Using the conceptual framework of socialization and counter socialization, the survey included nine research questions.

1.   When was the first time you said the Pledge of Allegiance?
2.   Did you have any formal teaching regarding the Pledge of Allegiance? Explain.
3.   What do you think about when you say the Pledge?
4.   What are the main ideas or concepts in the Pledge?
5.   When you say "I pledge allegiance" what does that phrase mean?
6.   Why is the phrase "under God" in the Pledge?
7.   What values are we trying to instill in students by having them say the Pledge?
8.   What does the Pledge of Allegiance mean to you personally?
9.   Do you think we should continue to have school children say the Pledge? Explain your answer.

Data Analysis

The central category was students' views about the United States Pledge of Allegiance with the following main responses: loyalty, questioning, and disengagement. While some overlap exists between these categories, this study spotlighted the desire by high school students for more instruction on the U.S. Pledge of Allegiance. Potential causal

conditions were socialization, counter socialization, racial or ethnic background, a lack of instruction about the Pledge, and concerns that the Pledge is not meaningful. A strategy for addressing the central category is to provide more instruction on the Pledge and to have the class evaluate strategies and solutions for making the phrase, liberty and justice for all, more meaningful to them. A consequence is that students would obtain background knowledge to make a more informed decision about this daily school ritual. The theoretical proposition for this study is that for students who have not received sufficient instruction about the Pledge, instruction using socialization and counter socialization in an age appropriate and context appropriate manner that addresses factors such as the background of the Pledge and the meaning of the words in the Pledge can help students to make a more informed decision about this tradition.

Results

The Loyalty Response

These individuals expressed loyalty to their country; loyalty was the most common response on research questions four, five, seven, and eight. When asked what they thought about when they said the Pledge, 67% said honoring the nation. When asked what values we are trying to instill in students by having them say the Pledge, an African-American female student wrote, "To stay loyal to their country." While a response of loyalty represented socialization, the questioning response showed a desire for counter socialization.

The Questioning Response

These individuals felt that to make a more informed decision about the Pledge, more information was needed on the Pledge. Seventy-five percent of the participants had begun saying the Pledge at pre-kindergarten, kindergarten, or first grade. However, 64% of the participants had no formal teaching regarding the Pledge of Allegiance. When asked why the phrase "under God" is in the Pledge, 64% discussed their belief in God, but they did not mention that the phrase was added to differentiate us from the atheistic Communist during the Cold War. When asked if school children should continue to say the Pledge, a Caucasian male student wrote,

"No, I don't unless we take the time to teach the real meanings of the Pledge and how they are pledging to something they might not know what it means and give them a chance to decide whether they want to believe in it."

The Disengaged Response

These participants felt that the Pledge had limited relevance in their lives. When asked what the Pledge of Allegiance meant to them personally, 28% wrote not a lot. A female African-American student also wrote, "Nothing." Likewise, a female Caucasian student also penned, "Nothing really."

Discussion

While previous research showed that elementary and pre-school students had confusion over the Pledge (Kavett, 1976; Witherell, 1992), this study extended the research by spotlighting high school students' request for increased instruction on the history and meaning of the words in the Pledge so they could make a more informed decision about this oath. While this research reflects one geographic area, future research could expand this study to the national level and to the international level. We cannot assume that rote memorization will lead to an understanding about the Pledge.

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International Citizenship as Portrayed in Adolescent Literature

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International citizenship education seeks to prepare students to study issues and solve problems from a world perspective. Due to globalization, this has become a critical issue in education today. Leaders in government and in education emphasize the value of helping students to be more globally aware and better prepared to join the international workforce. An important aspect of international citizenship is global service to improve the world through humanitarian actions. As stated by Gepson (2009), "Humanitarianism implies rights: to medicine, food and water, shelter, medical care, education, and a secure and dignified environment. Throughout our country's history many adults and children in the United States have been helpers interested in trying to improve the world. What better way to foster this spirit than to promote it in the classroom, with books, ideas, and activities?" (para. 2)

The presenters will discuss the importance of international citizenship in developing students' international awareness, critical thinking, and problem solving skills in the 21st century. They will then discuss adolescent global literature drawing on examples such as Three cups of tea: One man's journey to change the world one child at a time by Greg Mortenson & David Oliver Relin and Out of bounds: Seven stories of conflict and hope by Beverley Naidoo. They will describe how this

literature will provide readers with an appreciation of the social and political problems faced by people around the world and with insight into the injustices that they wrestle with on a daily basis. Additionally, they will give guidelines for how teachers can encourage students to discuss and reflect upon the books they read and how to respond to the problems and injustices they learn about. They will also discuss examples of social action activities and humanitarian organizations. They will provide a detailed handout with a bibliography and a list of websites featuring social action activities and resources.

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Middle School Students' Views on the United States Pledge of Allegiance

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The United States Pledge of Allegiance is a tradition in many schools, but previous research did not focus specifically on middle school students' views about this ritual. Previous research emphasized nationalism and confusion about the Pledge. In 2005, Nash surveyed undergraduate and graduate teacher education students' views on patriotism. Sixteen participants planned to teach patriotism using "flag salutes/Pledge of Allegiance" (Nash, 2005, p. 221), and the only concerns expressed by the participants "were about uncooperative students or parents, or principals who might not be patriotic enough" (Nash, 2005, p. 223). In contrast, informal studies by Kavett (1976) and Witherell (1992) spotlighted confusion about the Pledge. In Kavett's (1976) study, an unspecified number of elementary school students did not understand the meaning of some of the words within the Pledge (Kavett, 1976). Witherell (1992) asked the 3, 4, and 5-year old students to say the Pledge and explain what the words in the Pledge meant. An unspecified number of students expressed confusion regarding the Pledge.

Methods

Using the conceptual framework of socialization and counter socialization, I examined 59 female and 41 male middle school students'

views on the United States Pledge of Allegiance via descriptive statistics and a grounded theory methodology. The participants included 22% African Americans, 1% Asian Americans, 60% Caucasians, 7% Hispanic, and 10% Multicultural. The survey involved nine research questions.

1. When was the first time you said the Pledge of Allegiance?

2. Did you have any formal teaching regarding the Pledge of Allegiance? Explain.

3. What do you think about when you say the Pledge?

4. What are the main ideas or concepts in the Pledge?

5. When you say "I pledge allegiance" what does that phrase mean?

6. Why is the phrase "under God" in the Pledge?

7. What values are we trying to instill in students by having them say the Pledge?

8. What does the Pledge of Allegiance mean to you personally?

9. Do you think we should continue to have school children say the Pledge? Explain your answer.

Data Analysis

The central category was middle school students' perspectives about the Pledge, and the main responses were loyalty and disengagement. The potential causal conditions included socialization, non-socialization, racial background, ethnic background, and lack of instruction on the United States Pledge of Allegiance. The strategies include increased

instruction about the Pledge on the history of this tradition and the meaning of the words in this oath. In response to the disengagement, one strategy is to have the class consider strategies and solutions for making the phrase liberty and justice for all more meaningful for them. A consequence is that the students will have an opportunity to learn what the words of the Pledge mean and obtain background context on the Pledge so that they can make a more informed decision about the Pledge. The theoretical proposition is that for middle school students who did not have sufficient instruction on the history and meaning of the Pledge via socialization and counter socialization in a context appropriate, age appropriate, and culturally sensitive manner, instruction can help them make a more informed decision about this school tradition.

Results

The Loyalty Response

These participants expressed loyalty to their country; loyalty and respect for the nation were the most common responses on research questions three, five, seven, and eight. When asked what she thought about during the Pledge, an eighth grade female Hispanic student wrote, "It is showing respect to our country and all the people who have died for us." On the questionnaire, an eighth grade female Caucasian student was asked if school children should continue to say the Pledge. She penned, "Yes, because it teaches you to be thankful and proud of the USA." When asked to expand on her statement, she said, "Like our freedom and stuff."

While the loyalty response represented socialization, the disengaged response emphasized counter socialization.

The Disengaged Response

These students suggested that the Pledge had limited relevance in their lives. For example, when asked what he thought about during the Pledge, a sixth grade African American male wrote, ?This is boring.? Other students felt disengaged because they did not understand the words in the Pledge. Asked what the words "I pledge allegiance" meant, 9% of the sixth grade students and 3% of the eighth grade students wrote I don't know. When asked what the Pledge meant to him, a sixth grade male Caucasian student wrote, "Nothing really." When asked what he thought about when he said the Pledge, he wrote, "Nothing." He did not know why the phrase, under God, was in the Pledge, and he was not able to list any main ideas or concepts in the Pledge. When asked what values the Pledge was trying to encourage in students, he wrote, "I don't know." When asked if he had any formal teaching about the Pledge, he wrote, "No." When asked on the questionnaire if school children should say the Pledge, he wrote, "Yes, but teach them what it means."

Discussion

While previous informal studies emphasized elementary and pre-school students' confusion about the U.S. Pledge of Allegiance (Kavett, 1976; Witherell, 1992), this study extended the research by examining

middle school students' views on the Pledge. The results emphasized loyalty to the nation and confusion about the meaning of the words in the Pledge. Instruction is needed beyond memorization and recitation of the Pledge so that students can understand what they are reciting. While this study was conducted at one school, future research could involve a national and international study.

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A Theoretical Study of Urban Community: Its Contemporary Organization, Challenges and Prospects

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"Much of the reorientation of moral and social philosophy is the consequence of the impact of the rediscovery of community in historical and sociological thought" (Nisbet, 1966, p. 53). Community is the core and essence of humanity around which everything is woven or spun, providing us with essential feelings of connectedness, belonging and meaning (Levinson & Christensen, 2003). For those of us living in urban areas of the world the significance of community has been increasing, and this is in proportion to our sense that community has been declining, invisible and untouchable.

Based upon these propositions, this paper presents a theoretical study of the sociological idea of community. It intends to provide the author's interim interpretation and understanding of the idea, particularly in the context of our contemporary urban settings. To do so, the present paper explores several major issues around community through the following steps.

It first indicates the raison d'être of the discipline of sociology in relation to social solidarity through our social relations. It also points out that our relations need to be socially substantiated in order for them to contribute to solidarity. Upon the premise that community mutates providing the context of our social relations, it next briefly traces the path

which community has been through before mutating into its contemporary organization as urban community. Then, within today's increasingly urbanistic and global context, the paper analyses some of the major challenges which our contemporary urban community faces, indicating the declining sense of place as the key issue. Finally, as a bridgehead for further studies which shall reflect upon how such contemporary challenges for urban community can be dealt with, it refers to one way of fostering social relations based upon the idea of place which involves urbanistic actors, with reference to a couple of examples.

A Comparison of Regular and Special Education Classroom Teachers' Perceptions of Teaching Students with Disabilities

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This study employed a mixed-methods approach to examine regular and special education elementary teachers' perceptions of teaching students with Individual Education Plans (IEP). Results from this study suggest that teachers whose beliefs were grounded within the social model of disability could be classified as holding an interventionist (INT) belief system while teachers whose beliefs were grounded within the medical model of disability could be classified as holding a pathognomonic (PATH) belief system. More special education classroom teachers were found to hold INT belief systems. These findings were consistent with past findings that have investigated teachers' efficacy and beliefs using the Teacher Efficacy Survey and Pathognomonic/Interventionist interview indicating that INT teachers had mid or high self-efficacy scores. Teacher preparation in special education and their experiences teaching students with IEPs were found to contribute to their belief systems. Teachers with less years of teaching experience in this study were more likely to posses at least part one of their special education qualifications, scored higher on the P/I interview, and had higher levels of self-efficacy.

The Rainbow Web: An Interconnected Model of Race and Ethnic Relations in the USA

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For over a century the concept of the "melting pot" in the United States of America has reigned supreme in the discourse on ethnicity and race, and despite the valid critiques against this assimilationist model during the past few decades, it persists in the minds of millions as a viable model of the diversity within our nation.

Other more accurate or authentic models have been proposed to represent the racial and ethnic reality in the USA, among those, the tapestry, the mosaic, the salad bowl, and the chunky stew, all of which have their metaphorical strengths. Yet, upon closer inspection, it becomes clear that each of these models is more descriptive of how cultural traditions in the USA intermix, than of how racial and ethnic groups interact.

The purpose of this session is to present the Rainbow Web, a metaphorical model for race and ethnic relations in the USA that can serve as a more realistic, inclusive and practical instrument for promoting inter-racial and inter-ethnic understanding. Among the theoretical assumptions underlying this model are key aspects from critical race theory, especially that: 1) Race and races are products of social thought and relations, and 2) Each race or ethnic group has its own origins and ever evolving history (Delgado & Stefancic, 2001).

Going beyond the ubiquitous yet inaccurate and incomplete view of race relations as simply a bipolar Black-White dichotomy, the Rainbow Web presents a multi-polar perspective that is more realistic, inclusive and complete. It is also an interconnected model that considers the web of relations among all the major racial categories as well as the internal diversity within all races and ethnic groups in the US.

Among the benefits of using this model, is that simplistic comparisons can be challenged with social scientific fact, and that the singular nature of certain groups, especially Latinos, can be more clearly understood and appreciated.

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Through Texas Eyes: Teaching a Distorted View of World History

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This presentation focuses on the findings of an investigation on the Texas Essential Knowledge and Skills (TEKS) curriculum standards for teaching world history in Texas. World History Studies is a one-year high school level course that represents the only comprehensive overview of human history provided Texas public school students.

There are TEKS curriculum standards for every grade and course offered in the public schools of Texas. In history and social studies, as in other subject areas, these TEKS are the foundation for not only curriculum development, but also for teacher training and certification, and even more importantly for high-stakes standardized tests. They are also the foundation for official textbook adoption, a process no less politically charged as the adoption of the TEKS themselves, and one that has implications beyond the state of Texas. In fact, because of the sheer size of the Texas textbook market, it sets the standard and determines the content for history textbooks in most of the other states throughout the nation.

Thus the TEKS play a key role in the essential practice of teaching history and social studies in Texas and beyond. This powerful influence has motivated this investigation into the extent to which world history TEKS represent Mexico, Latin America and the Third World, nations and

regions with whom our country has had a long history, and with whom it has established vital economic and cultural ties that bind us together into the future.

Given the political climate in Texas, every ten years when these TEKS standards are re-written and open for public scrutiny and testimony, there are ideological lines drawn in the sand by teachers, preachers, and all manner of advocates from across the political spectrum regarding what has been omitted, distorted or misrepresented in these standards. Not surprisingly, the most contentious of these are around the general subject areas of language arts, social studies and biology that lend themselves to more ideological interpretation than do mathematics or astronomy.

Among the most intensely fought battles in these Texas-size Culture Wars are those around history; a very fundamental tradition in any culture that defines who we are as a people, as a state and nation, as well as how we came to be. In this context we were compelled to consider the extent to which these TEKS standards are not only accurate, but also the extent to which they reflect the racial, ethnic and social diversity that exists in our state, nation and world. Most especially, it's important to determine the extent to which Latin America and especially Latinos, who constitute the largest minority in the nation and the majority of students in Texas public schools, are represented in these TEKS standards.

With the intent of analyzing the representation of Mexico and Latin America in this global narrative, I made several unanticipated discoveries that constitute examples of deliberate exclusion and

marginalization. I also noted the presence and treatment of Asian, African and Amerindian civilizations and discovered a pattern of Eurocentrism that permeates throughout these TEKS for world history.

Included in this presentation will be a discussion of not only significant biases, omissions and distortions, but also an exploration of what implications these have for the education of millions of public school students in Texas and numerous other states in our nation. What a whole generation of students learned or not about Mexico, Latin America and the Third World will help determine the climate in which we our nation relates to others with whom our economic future is inextricably linked.

The presentation will conclude with a preview of future research in this area of investigation, most specifically focusing on the newly adopted TEKS for world history that will be codified into law later in 2010, and which may or may not represent a new direction towards a more inclusive, balanced and authentic set of curriculum standards.

Student Created Tutorials as an Assistive Technology Instructional Module Using Computer-Based Instruction

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This study reports on the development and formative evaluation of an assistive technology based student-created tutorial. The tutorial was field tested with undergraduate students at a Northeastern Pennsylvania college. The purpose of the study was to examine student feedback on the impact of a student designed and developed assistive technology tutorial on academic experience and achievement when dealing with students with disabilities, and propose some guidelines for further exploration of the method. The objective of this qualitative study was to go beyond the traditional classroom instructional modes (e.g., lectures and class discussions) to evaluate computer-supported assistive technology involving developmental pedagogical approaches. More specifically, this study investigated whether or not the use of student-created assistive technology tutorials in a collaborative learning process enhances student learning and evaluation of classroom experiences for both the student-teacher and the student with disabilities. In-depth interviews were performed and surveys distributed to examine student perceptions of tutorial effectiveness; recurring perceptions were grouped into themes. The following themes emerged from qualitative analysis: Effect on learning, the learning environment, student development, and amount of time and effort needed. The findings of the study indicated that student-

created assistive technology tutorials lead to higher levels of perceived skill development, self-reported learning, and evaluation of classroom experiences in comparison with traditional learning.

A Game of Chess: Enriching Student Understanding of World History Content with Chess

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The Social Studies curriculum has long been associated with the development of critical thinking in students. Research has shown that chess enhances critical thinking skills by requiring students to strategically plan, develop alternatives and make decisions that have consequences (Rifner & Feldhusen, 1997). As good as the game of chess is as a building block of higher order cognitive skills, it can also be used to build core subject knowledge for students in a World History classroom. Students can be given a greater understanding of the societal structures of Medieval Europe by analyzing the movements, rules of engagement, point values of the individual chess pieces and common strategies of play on the board. Here we discuss best practices for teachers in a secondary school setting that will give teachers tools to make learning fun and engaging for students.

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Universal Design for Learning (UDL) & Pre-service Teachers' Knowledge

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Universal Design for Learning (UDL) is not merely a term for teacher educators and teachers to ponder. The reality for all individuals providing instruction in higher education is, the recent reauthorization of the Higher Education Act, now titled the Higher Education Opportunity Act (HEOA) of 2008, has defined Universal Design for Learning and included the terminology in the law. The theoretical construct of UDL has become a topic of discussion related to educational policy, curricular design, and research literature. Though UDL had been often discussed, it was often confused with other terminology; such as, differentiated instruction, response to intervention, and inclusion. Until recently, UDL was a dynamic phrase, as the term had not been defined in law. In 2008, however, UDL was defined in legal terms with the reauthorization of the Higher Education Act, now called the Higher Education Opportunity Act (HEOA). Sopko (2009) provided the legal definition from the HEOA. Universal design for learning (UDL) means a scientifically valid framework for guiding educational practice that—(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high

achievement expectations for all students, including students with disabilities and students who are limited English proficient [HEOA, P.L. 110-315, §103(a)(24)] (p.1). Because UDL was defined in the HEOA, it has definite future implications for curriculum design, instruction, and assessment. Though teachers in K-12 settings are not required to teach via UDL; however, Sopko (2009) reported that with the upcoming reauthorization of NCLB, education advocates are pressuring congressional leaders to add UDL to K-12 education. Even though K-12 educators are not responsible for implementing UDL, colleges of education and future teachers will become very familiar with implementing UDL methods. Why would teacher preparation programs be concerned with providing future teachers with knowledge and competency related to UDL methods? First, not only was UDL first defined in the HEOA, but HEOA also mentioned UDL in various subcomponents. The HEOA will require state recipients of 'teacher quality partnership grants and "teach to reach' grants to include "strategies consistent with the principles of universal design for learning [P.L. 110-315, §202(d)(1)(A)(ii)]" and "to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning" [P.L. 110-315, §204(a)(G)(i)]" (cited by Sopko, 2009). Based on the above information, the presentation will examine one method for providing instruction on UDL to preservice general education majors and examine the initial outcomes.

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We Have Never Known What Death Was Before'- How We Teach War in Social Studies Classrooms

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This presentation will address the manner in which textbooks, teachers, and curricula generally treat war as a historical topic, with a primary emphasis on our conceptualization of war as an educational topic, with particular focus on the Civil War and World War I. Wars in American history are generally presented as inevitabilities which are nonnegotiable Americans do not "choose" to go to war, but are instead forced into conflict. In textbooks and classrooms, little description or analysis is given to the cost of war beyond the number of military dead, with little to no discussion of the economic costs of losing so many fathers and sons, the emotional damage inflicted on families and children, the continuing agonies of those that survive. Beyond a few examples, virtually no textbook considers peace movements or their effectiveness. Teachers emphasize cause and effect with regard to American conflicts, but often shy away from the brutal realities of those wars. As educators, our conception of war is that of a social and political hurricane, which we are incapable of avoiding or nudging off-course; and the costs, while tragic, are necessary and noble. Perhaps more importantly, there is significant dissonance between textbook depictions of war and narratives that discuss more intrinsically the psychological impact of war, on participants and non-participants. Given the impact that textbooks have on instructional

design, even among teachers who do not rely actively on such material, it is vital to understand the connection (if any) between what we want students to know about war, the way we teach the subject, and the impact such content should have. We often do not provide our students with the critical skills necessary to make wars less common and more avoidable. If our resources and our pedagogy lead students to the belief that American wars are always necessary, and thus always justifiable, we do a disservice both to the skills we hope to foster, primarily, critical thinking and investigation of multiple perspectives and to the possibility that we as educators may have a role to play in the reduction of war in our national lives.

The Effect of Music on One's Civic Mindedness

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"Think for yourself" is according to Michael Azerrad, "a basic premise of punk" (Azerrad, p.501) while hardcore punk veterans implored listeners to "open your eyes." For almost thirty years, hardcore punk rock music has conveyed many messages to its listeners. Sometimes those messages were of hope, or of angst or apathy. These were messages of rebellion meant for American and Western European teenagers. This style of music came directly from the punk rock of the 1970s only hardcore music was often louder, faster and more aggressive. And by the early 1980s, hardcore became nuanced as well. Some early hardcore bands like MDC and the Circle Jerks played music that was abrasive and lyrically inane. Other early hardcore bands like Minor Threat and 7Seconds focused on a message to listeners. That message was of awareness. Minor Threat singer Ian MacKaye and 7Seconds frontman Kevin Seconds for example, were outwardly preaching a message of positivity, open-

mindedness and political awareness, and this genre of hardcore punk rock music survives to this day.

The purpose of this research was to examine the extent to which music of this genre influences today's teenagers to become civic-minded; more civic-minded than they would otherwise be. Through surveys and interviews, researchers attempted to discern this connection. Results indicating a connection with some participants between this genre of hardcore punk rock music and civic-mindedness may have classroom implications in that the use of music of this and other types may improve the interest and civic learning of secondary students.

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Social Issues and Cinema in the Social Studies Classroom

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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, 2007, 2008, 2009; & 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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Connecting Cinema and Character Development

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The arrival of the 21st century is bringing with it a unique set of circumstances in the U.S. that is shining a new level of importance back on character education. Events such as the terrorist attacks on 9/11 and the war in Iraq continue to influence character education popularity among government officials, educators, parents, and the media. Furthermore, the federal government provides funding and support for character education programs through outlets like the Character Education Pilot Project Grant Program (U.S. Department of Education, 2009) as well as through legislation, such as the No Child Left Behind Act (U.S. Department of Education, 2007). The goal and purpose of funding character education programs is ultimately to teach students how to be effective decision makers and responsible citizens. This desire for increased presence of character education in public schools is leading to the creation and implementation of many approaches to educating students about their democratic responsibilities. While there are many great programs, curricula, and activities available to teachers, there is one major approach that is largely ignored from the popular discourse on character education for building effective citizens. The approach, outlined and discussed in this presentation, is based on character development through values analysis activities using Hollywood films.

Although the use of film is not typically associated with character education, it is essential for educators to begin realizing the diverse and meaningful uses of film as an educational tool. Film is an incredible medium with the power to drive social change, raise awareness of issues or events, and influence the values of society (Lyden, 1997). Prominent historian and Pulitzer Prize winning author James McPherson also noted how film can be an effective communicator and has the potential to arouse emotions (Russell, 2008). The arousal of emotions is important in student learning because it leads to greater engagement and participation during learning activities. In today's technological society, film is a part of popular culture and is relevant to students' everyday lives. Past research indicates that an average student spends over seven hours (7 hrs, 12mins) a day using media. That is over fifty hours (50 hrs, 24 mins) a week (Kaiser Family Foundation, 2005). Nearly fifty percent of the students media use per day is exclusively devoted to videos (film) and television. The significance of these findings clearly indicates how active students are in seeking out the use of film during their free time, and many teachers have already begun incorporating the use of film into their classroom instruction. A national survey of social studies teachers conducted in 2006, reported that 63% of eighth grade teachers reported using some type of video-based activity in the last social studies class they taught (Leming, Ellington, & Schug, 2006). Although teachers are using films in the classroom, it is very likely that the purpose, rationale, and methods of showing films vary tremendously among individual teachers.

Teaching with film is an effective strategy that is gaining popularity among many educators and professional organizations. The National Council of Teachers of English and the International Reading Association declared in 1996 that "being literate in contemporary society means being active critical and creative users not only of print and spoken language but also of the visual language of film and television" (Considine & Baker, 2006, p.12). Teaching students to interpret meanings from films is a topic discussed by Gavriel Salomon, author of *The Interaction of Media Cognition and Learning.* In this book, Salomon argues that for learning to occur, the focus has to shift from what students watch to how they watch (Salomon, 1994). Changing how students watch films is one of the primary objectives of using film to foster character development. Instead of students engaging in the traditional passive viewing of a film, this approach will allow students to see what it is like to be a critical observer. Through the lens of critical observation, students will begin to see how films depict, influence, reflect, and shape the values of society and guide them in a journey to analyze their own values and decision making.

For more detailed information on this topic please see:

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A Few Good Women, 1969-1974: A Curriculum for Grades 6-12

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'A Few Good Women: Advancing the Cause of Women in Government, 1969-1974' (AFGW) is an oral history project at the Pennsylvania State University Libraries. The AFGW collection consists of oral histories, biographies, audio segments, and digitized historical documents and images. The collection takes a first-hand look at an initiative that emerged from the administration of President Richard M. Nixon to recruit and advance women to government positions. A grant proposal was written and submitted to the Aetna Foundation that outlined a plan for an online curriculum component to the AFGW collection for grades 6-12. The challenge of writing the grant proposal was two-fold: to highlight the digitized AFGW special collection, and to illustrate how the events of the time period and the actions of the women and men involved impacted what has happened with women in politics and government positions today. The grant was successfully funded with a $25,000 award arriving in the fall of 2008. The AFGW online curriculum includes a number of lessons, and learning activities. Features of the curriculum include Web Quests, Readers Theatres, Essential Questions, An Archivist's Video Interview, A Concept Map, A Timeline, Glossary, and Resources. The study of a historical time period such as this one helps young people to become literate and knowledgeable about the ways in

which events of the past impact the present, and continue to shape the future.

Desktop Documentary Making and Narrative Development: A Case Study of Students' Practices

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Introduction

This study proposes to systematically research, describe and explain the narrative construction of five students in a secondary school history classroom when their teacher assigned to them the task of digital desktop documentary making as part of an instructional unit on 20th Century European history between World Wars I and II. The results of this study, I believe, are helpful in understanding what some students do as they compose desktop documentaries.

To research historical documentary making activity in the context of a high school classroom, I received IRB clearance and permission from a teacher and five randomly selected students to study an instructional unit on European history between World Wars I and II, circa 1920 to 1940. Lasting a total of three weeks, the instructional unit took place in an Advanced Placement (AP) European history course in a large public high school in the Midwest. The central project in the unit was a digital desktop documentary wherein the teacher required students to create what the teacher termed "museum exhibit" (i.e., a desktop documentary) involving topics or issues associated with the instructional unit such as the

Nazi rise to power, the Spanish Civil War or Stalin's program of collectivization.

Theoretical Framework

To help me describe and explain the students? learning during the compositional process I employed cultural historical activity theory (CHAT) (Engeström, 1987, 1999). CHAT (Engeström, 1987, 1999) enabled me to interpret and evaluate the "tools", such as narrative, empathy, and various web-based images and audio clips, which students employed to construct their historical documentaries. Inspired by Vygotsky (1978) and Leontiev (1974), CHAT views human activity as taking place within a social and cultural system and sets boundaries for what individuals think and produce within certain bounded situations or settings.

Research Methodology & Data Collection

I was interested in the compositional process of students as they encountered desktop documentary making, therefore a case study seemed most appropriate since ?a case study is a particularly suitable design if you are interested in process? (Merriam, 1998, p. 33). The object of my inquiry was also perfectly suited to a case study approach since the case, five students and their classroom, was intrinsically bounded (Merriam, 1998; Stake, 1995). Since I wanted to evaluate the significant the research

participants' "history making" activity within a history classroom, I chose to use "an evaluative case study approach" (Merriam, 1998, p. 39).

The primary data source for this study came in the form of observations of the entirety of the students' compositional processes. As a technique to specifically observe the research participants' "history" making practices, I employed a think-aloud protocol (Ericsson & Simon, 1993; Wineburg, 1991, 2001) for each participant. The think-aloud protocol analysis served as a useful method of tracking the complex interactions of teacher, students, and desktop documentary-making technology within the context of a secondary school history classroom (Smargorinsky, 1998). For these observations, each student was asked to conduct a think-aloud verbalization, which was audio-recorded and transcribed, where they shared their thoughts and explained their actions as they composed their desktop documentaries.

Results

Since history is interpretation by its very nature (Wineburg, 1991, 2001), historical narrative is an ongoing process. Narrative is the driving force behind history and these students' narratives developed through the course of their compositional process based upon their encounters with various web-based or other sources, such as imagery, audio, or websites with historical content.

As students made desktop documentaries, they encountered a multitude of sources. Some were images, others artifacts, news articles, or

encyclopedia entries, while others yet were audio clips and songs. These sources, at times, transitioned into a mediating tool that shaped a new construction of history. As a case in point, one student named Harmony, during her chronicle of Benito Mussolini, became exposed to Mussolini's childhood and family life through images. As a result of this exposure to imagery, she viewed Mussolini, both personally and in her documentary, as a person rather than the customary portrayal of him as a ruthless dictator. Harmony originally wanted to portray Benito Mussolini as a dark and powerful figure. However, as she collected images of Mussolini's early life, she was exposed to several images from his childhood and family life that eventually altered her conception of the Italian dictator.

Each of the students encountered various web-based sources, such as images, information, or audio clips, which helped to develop their narrative, which was eventually their central tool to compose their desktop documentaries. Additionally, some of these students encountered tensions with historical content and technology which required them to make decisions as they composed their desktop documentaries. The decisions of these students, that were based on their encounters with tension in content, served as a catalyst that altered their narratives.

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An Overview of Project Citizen

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The Project Citizens program was developed as a part of a larger initiative by the Center for Civic Education in 1992. Formed by the Committee on Civic Education at the University of California in 1964, the Center for Civic Education was charged with providing a curriculum designed for the k-12 classroom to encourage citizenship participation (Center for Civic Education, 2007). At the time the project was titled "Law in a Free Society" and was focused on "basic concepts of constitutional government such as justice, authority, privacy, and responsibility" (Liou, 2003). Designed for the k-12 system, the project was funded by the National Endowment for the Humanities (Center for Civic Education). Later, in 1981 the project evolved into the Center for Civic Education, a nonprofit organization which remains affiliated with the state of California (Center for Civic Education).

Since 1965, the Center for Civic Education has evolved to include three textbook series: We the People, Project Citizen and Foundation of Democracy. While the original intent of the curriculum was to promote citizenship efficiency for students in California, the programs and its resources have been adapted for use in all 50 states, Puerto Rico, Guam, the U.S. Virgins Islands as well as other nations which teach democracy in the classroom (Center for Civic Education, 2007). In addition to U.S.

territories, the Center for Civic Education states that Project Citizen has been successfully implemented in more than 30 nations.

Prior to 1992, while being developed, the Project Citizen program was named the American Youth Citizenship Portfolio Project (Liou, 2003). The curriculum was first piloted during the 1995-96 school year in 12 states (Show-Mann). Since the 1995-96 school year Project Citizen has grown in popularity among civic educators, social studies teachers and scholars. The issues-based approach used by Project Citizen has become influential in the social studies classroom and variations of the program have become a common practice to some innovative practitioners.

The primary focus of the curriculum is to teaching students the necessary skills and knowledge to become engaged citizens. This theme is evident in the textbook and supplemental resources. The portfolio process encourages students to investigate issues in their community and to work towards solutions. The project empowers students to become active and engaged citizens. As a result of student participation, young citizens will witness how active citizens benefit their community.

The Center for Civic Education (2007) estimated some 32,200 teachers have used the curriculum which has impacted the citizenship development of than 1,955,000 students. A measurement of the effectiveness of the Project Citizen curriculum has been conducted by scholars at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin as well as the RMC Research Corporation at

the request of the Center for Civic Education. The findings of this independent evaluation are discussed in greater detail below.

The Project Citizen approach employs a problems based approach to learning (Liou, 2003). This method encourages students in middle school and high school to identify public issues in local and state government as well as the school as a foundation for researching and learning how to be social responsible and engaged. Students are asked to select an issue to research by either a vote or through consensus (Center for Civic Education, 2007). Students conduct research on the topic. Based on the research and evidence gathered, students create a portfolio and a corresponding plan of action to address the issue (Center for Civic Education). The portfolio can later be presented to the class and the community. Some students will go on to participate in local and national showcases of their portfolio.

While this report and other research studies claim that Project Citizen has a positive impact on student knowledge and engagement in democratic activities, the long term impact on civic responsibility is not yet known (Liou, 2003). Additional research, specifically several longitudinal studies are necessary to support claims that the curriculum has a lasting impact on student behavior.

In 2007, the Center for Civic Education published an evaluation of the Project Citizen program. The assessment, conducted by the RMC Research Corporation, indicated a statically significantly gain in citizenship engagement as a result of participating the Project Citizen

program in comparison to students which learn civic responsibility by a traditional social studies approach.

In addition teachers were surveyed for their impression of the curriculum in reaching its objectives. Teachers which used the curriculum reported that students writing skills were measurably higher and students seemed more engaged when given the opportunity to select the issues they researched and discussed (Project Citizen Report, 2007).

Included in the report were results collected by the RMC from pre- and post student surveys which measured outcomes related to citizenship participation. The outcomes included the definition of public policy, researching policy problems, types of government responsibility, policy effectiveness and social trends (Project Citizen Report, 2007). The experimental group was taught using the Project Citizen curriculum while the control group was taught using a traditional social studies curriculum.

The RMC report stated that students who participated in Project Citizen demonstrated a greater knowledge of public policy over those who learned from a traditional social studies curriculum. As to be expected in thoughtful research designs, the RMC Research Company was careful to select control and experimental groups which were comparable demographically. The report stated that Project Citizen students pre-survey scores were 44.62 percent and the post- survey scores were 62.065. This gain in knowledge of public policy was greater than the gain reported by non-Project Citizen students which reported 45.26 at the pre-test and 52.43 at time of post-survey. This supports the claim that student learning

from the Project Citizen curriculum yielded greater gains, leaned more, as a result of the curriculum.

Similar gains were found between the groups in Public Policy Problem solving skills. This outcome was defined as the ability of students to identify issues in their community, and in developing solutions for how to solve the issue. The comparison between the pre-test and post-test of the experimental group and the control group indicated significant gains in these skills.

The RMC report (2007) revealed survey results from students indicated a statistically significant increase in student interest in politics and student commitment to the rights and responsibility of citizenship.

In a relatively short period of time, the Center of Civic Education has created and continues to develop a remarkable curriculum program in Project Citizen. Both the RMC Research Company, at the request of the Center for Civic Education as well has other independent practitioners and researchers have concluded that the curriculum, by design, provides students a valuable learning opportunity. Students learn how to identify issues in their community, research the factors involved and develop a plan of action to address the issue. This process models to students how involved citizens contribute to our democracy.

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iStumped: Difficulties and Solutions to Contemporary Interdisciplinary Approaches to History

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The necessity for interdisciplinary approaches to history in the twenty-first century is undeniable; the pursuit of history can only thrive if it incorporates the tools and techniques of its sister subjects. In turn, historians and history teachers need to embrace digital and digitized resources if they are to evoke a sense of resonance and importance within their respective audiences.

Of course, this poses a dilemma for the up-and-coming historian or history teacher: How does one embrace new technology and multifaceted approaches while keeping one's work legitimate (and legitimately) history? Within the proposed presentation 'iStumped: Difficulties and Solutions to Contemporary Interdisciplinary Approaches to History,' this very question will be addressed through the lessons learned by the presenter in a previous bout of research.

The presentation will be composed of 3 sections. The first section--roughly 2 minutes in length--will briefly establish the presenter's original research and research dilemma: how to legitimize a historical argument rooted in linguistic and musical theory. The second section--roughly 6-7 minutes in length--will detail the tribulations the presenter found in establishing provenance of a crucial musical source. The third and final section--roughly 7-8 minutes in length--will demonstrate how the

presenter was able to use digitized resources in order to legitimate and solidify his argument in textual and nontextual ways. This section will conclude with the broader lessons that can be gained by the presenter's own experience.

Specifically, this presentation hopes to convey that an interdisciplinary approach to history in the contemporary digitized world need not create an epistemological crisis. Rather, in the spirit of Pierre Nora's concept of 'le lieux de memoire,' historians and history teachers must be willing to embrace and analyze the ephemerality of the modern world, particularly the fragmented and incomplete nature of digital and digitized sources.

Furthermore, this presentation will stress that the necessity to evoke resonance need not require creating a directly personal connection for an audience. That is, an interdisciplinary and digitized approach to history doesn't need to connect with a student's (or reader's) immediate life or perception of self in order to be effective. Rather, it must resonate through the student's (or reader's) conception and perception of the world-- as well as illustrate that such conceptions and perceptions are fluid constructs.

This proposed presentation will serve useful not only for students who are beginning to embark upon serious original research, but also for teachers and professors who are seeking to establish ingenuity and responsibility within their students.

An Examination of Social Studies Teaching Strategies

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The presentation examines teacher strategies used by social studies teachers in the high school setting. The teaching strategies which social studies teachers use can have a direct impact on student learning, retention, and student's level of interest in the subject matter. With so many different types of teaching strategies available for social studies teachers and research indicating best practices and methods for social studies teaching, which are, if any, the dominant teaching strategies used by high school social studies teachers on a national level?

The City as Classroom: Teaching In and With Historic Places

Barbara Slater Stern
Mark Stern
James Madison University

This paper/presentation discusses the creation and implementation of a three credit, experiential course taught in during fall, 2009 to college students enrolled in a semester abroad program. The course explored the city using the format of a classroom without walls. One approach to teaching history/social studies is to have students explore the geographic, political, social, economic, religious, intellectual and aesthetic aspects of a location as a framework for building deep understanding of its people and its culture. Therefore, while this specific course was located in Florence, Italy, the instructors chose a framework that asked for comparison with other cities. What do cities have in common? Where does one find that information? What can we learn either as students, or as tourists, from viewing the city through the framework of the social studies?

Historic places have powerful and provocative stories to tell. As witnesses to the past, they recall real events that shaped history and actual people who faced those situations and issues. Places make connections across time that give them a special ability to create an empathetic understanding of what happened and why. As historian David McCullough explains, experiencing places 'helps in making contact with those who were there before in other days. It's a way to find them as

fellow human beings, as necessary as the digging you do in libraries.' (Brave Companions, New York: Prentice Hall Press, 1992, p. x.)

Weekly field trips organized as inquiry projects allowed the students to practice a variety of social science skills including: observation, data gathering, developing and testing hypotheses, evaluating multiple sources of evidence, analysis, synthesis and drawing conclusions. In addition, each student had an opportunity to lead an exploration at a site in order to develop leadership and teaching skills by focusing on problem solving, in this case what to include in the visit and in preparatory readings, in an unfamiliar location. Thus, the selection of sites is extremely important. In this particular instance, the course was scheduled in conjunction with other courses that included field trips, e.g. art history or museum work courses. Therefore, the selection of sites focused more on the history of the city using a theme of change over time and across social, economic and political domains. The challenge, especially in a city as old as Florence, was to locate sites from Ancient and Medieval as well as Renaissance times and to bring the students past the Renaissance into modern Florence by the end of the course in order for them to understand the concept "change over time."

Course goals and objectives included: On completion of this course students will be able to:

- Identify the geographic, political, social, economic, religious, intellectual and/or aesthetic factors of a location as a framework for the acquisition of social science/history knowledge.

- Understand a people and its culture through the application of that framework.

- Design and complete an inquiry project by:

- Researching a selected field site.

- Preparing the background information necessary for an excursion to that site using multiple sources of information

- Presenting the information to the class prior to the field trip

- Leading the class learning experience during the field trip including preparing activities that the group will complete during the trip.

- Leading the debriefing session following the excursion to ensure that the intended goals for the excursion were met.

- Maintain a reflective journal of sites visited that demonstrates the ability to apply the tools of historical analysis of the period in Florentine History represented by each excursion.

- Create a multimedia presentation (digital storytelling) that reflects the written record of this journal.

An important feature of this course was that the learning be structured so that students will be able to use the skills learned for further studies in the discipline of history inclusive of the humanities and social sciences as well as for any future personal travel throughout their lives. Additionally, to improve student technology skills as well as creating a record of their learning that could be shared with family and friends

upon their return home, digital storytelling using photographs taken by the students on their weekly trips was incorporated into the course requirements as a final project.

This particular course was cross-listed by the university as both a history and an education course. Several of the students are preparing for careers as teachers. Therefore, the emphasis for those students was not only understanding the city as history, but also how the skills and information they learned would be beneficial to them as classroom teachers.

This presentation should be useful to social studies practitioners who seek to move beyond the traditional classroom by incorporating more experiential learning. It is the belief of the authors that most locations can be used to enhance student learning using this format. There is also the possibility of virtual field trips led by students to accomplish some of these goals.

The Utilization of Peer Tutoring as a Tool in the Managing of Multi Ability Classrooms

Eddie Thompson
University of Memphis

Gordon Conwell
Theological Seminary

In today's social studies classroom, educators see standards fluctuate from state to state or from region to region regardless of what type of national standards that seem to be in place. With a more mobile society, educators are seeing students that move from different schools to other schools, where there seems to be a growing discrepancy within a given classroom or subject. The shifting from students from private to public and public to private also will cause great differences in the skill level of students. By using peer tutoring within a the social studies classroom where there are different ability levels, students who are behind can be accelerated to the level of the majority of the classroom without creating a hardship with the overall class environment.

Cultivating Leadership and Confidence Skills among Entry Level Social Studies Teachers

Eddie Thompson
University of Memphis

This program will address the void that is often left in the formal educational program that entry level teachers have graduated from. Educators will examine leadership skills that can be fostered among entry level teachers in such a way that their success within social studies classrooms is greatly increased. The practice of entry level teachers maintaining and exhibiting confidence in their first year will be discussed.

Uncovering the Immigrant Experience with Historical Literacy for the 21st Century Student

Brooke Tolmachoff
Mandy Byrd
Mountain Range High School

The turn-of-the-century immigrant experience in the growing cities/crossroads of the United States will form the historical content of this session which will also demonstrate application of literacy strategies to promote historical literacy. Presenters will draw on lessons developed during a two-year action research project involving teachers from grades 5, 8, 9-11 to model research-based interactive historical literacy strategies that strengthen students' historical content knowledge. Participants will acquire effective lessons demonstrating historical literacy strategies for multiple grade levels.

The Importance of Education

Miguel Ubiles
University of Central Florida

The Importance of Education describes how secondary educators may foster student motivation by explaining the significance of higher learning to their students. Student-teaching experiences at the undergraduate level have produced promising results. High school students have responded well to presentations that explain academic disciplines, college degrees, and the university. The significance of having an educated population is noted in the progress of minority groups, whose current performance lacks in comparison to majority students. The stratification found in our schools is due to external societal and systemic factors, but ultimately, students must realize that they determine their own future.

Adolescence is a critical juncture in the life course. Individuals at this stage of development may face identity issues as they encounter a variety of alternative life choices and career paths. Communities in urban areas may be non-conducive to learning and many talented students may waste their potential for the lack of motivation afforded by schools and complacent teachers. Teachers have the knowledge, skill, ability, and the responsibility to inform their high school students of higher learning. The development of local communities, the state, and our nation depends on the success of our students.

Minority students are often faced with difficult decisions owing to socioeconomic status, single-parent family units, lack of social capital, and under-educated parents or guardians. Four states currently have a majority-minority population and four others have forty percent of their population accounted for by minorities; Florida has thirty nine percent, and Orange County is a majority-minority county. These groups may improve their position if teachers make the effort to encourage, motivate, and inspire students toward higher learning and success.

Mainland China's Foreign Exchange Students' Conceptions of Economics and Patriotism

Juan Walker
University of Alabama

Statement of the Problem

The problem of this study is whether economic elite students educated under the Patriotic Education program accomplish the objectives of the Ministry of Education: to appreciate, understand, and develop aspects of economic success.

Purpose of the Study

It is obvious from the existing perspectives that the educational and cultural differences between United States of America and the PRC are likely to result in differences in economic development.

Significance of the Study

In order to become globally aware, and to function in today's society, nations must be able to represent and interpret other nations' different societal ideas and concepts. In this changing world, students will endeavor to keep current with new economic, social, and political ideologies of other nations. The most important feature of this pragmatism is the state's emphasis on the instrumentality of nation-state economy. The significance of this study recognizes citizenship education

and its ability to foster loyalty and a citizenry ready to participate in a global economy.

Research Questions

In order to investigate the problem of this study, the following research questions will be addressed:

1. What economic views are held by these subjects, who experienced the Patriotic Education program?

2. How does the educational background of each of the economic elite student's contribute to the formation of the individual's personal economic views?

3. If the foreign exchange students' views are not congruent with the Patriotic Educational guidelines, then what is the predominate force driving their attitudes and beliefs?

4. What is the relationship between economics and the attitudes and beliefs of economic elite students in regards to their futures?

Methodology

All participants in the sample will have had to pass an English language test to study in the United States of America and to study English from the 6th grade level to the university level. The methodology will be used in the study assuming the level of English proficiency demanded by the English language test. Online discussion boards allow

the participants to reflect on economic issues, engage in dialog about their perceptions, and problem solve economic issues (Miller, Moon, & Elko, 2000). The students are able to create a safe learning environment (Roberts, Pruitt, 2003). The students are also able to investigate actions, events, and collect data regarding economic issues (Miller et al.). The students can share interpretations, alternative approaches, and share new perspectives (Eisner, 1993; Shulman, 1998).

Online discussions are not restricted by time. Students can log on at anytime and formulate their own questions and respond to others. Turkle claims that online discussions are fluid, flexible and forever evolving (1995). If the online discussions are done successfully the data should show the students experiences, judgment, and values (Frielick, 2004).

Limitations of the Study

This research is limited because the study will be conducted with a sample of PRC economic elite students. These students do not represent the majority. They are considered an abnormal group. Having the financial recourses necessary to study abroad requires a certain amount of wealth. Given the purpose of the study, participants may offer to discuss only what they deem socially suitable responses to online discussion questions regarding their perceptions, views, and preferences regarding economics.

This study will employ an online discussion board, using questionnaires as a mode of inquiry with convenience samples; therefore, the results are dependent upon the truthfulness of respondents. This must first be established by developing validity and reliability much like Eisenhart and Howe's (1992) study, which mentions general dynamics between research questions, data compilation procedures, and analysis techniques. The authors further refer to successful application of certain data collection and the analyses tools. Finally, attentiveness to, and coherence of, previous information related to the subject matter is important. Researchers must be aware of value constraints and comprehensiveness of the study. McMillan and Schumacher (1997) focus on the issue of reliability by presenting the questions: "Could other researchers replicate the study?" "Are multiple forms of media used for data collection?"

Delimitations of the Study

Delimitations were present to delineate the boundaries of the study (Clark & Creswell, 2008). This study was delimited and confined to research with People's Republic of China economic elite foreign exchange Juniors. Seniors, and graduate business students (pseudonyms for universities and students will be created to protect the identities of all participants) in the southeastern region of the United States of America. Assumptions

1. It is assumed that the People's Republic of China economic eilte foreign exchange business students will have an interest in explaining the Patriotic Education program's objectives as they related to their beliefs and attitudes in regards to economic views.

2. It is assumed that the economic elite foreign exchange business students from the People's Republic of China will be receptive to on-line discussions.

3. It is assumed that the foreign exchange business students from the People's Republic of China will respond honestly.

4. It is assumed that all economic elite foreign exchange business students from the People's Republic of China will be actively engaged.

5. The methodology will be used in the study assuming the level of English proficiency demanded by the English language test.

Incorporating Controversial U.S. Monuments into the Social Studies Curriculum

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University of Central Florida

The notion of teaching controversial issues is not a new one in the social studies classroom. Social studies professionals have in fact advocated for the inclusion of controversial topics in the classroom for numerous years (Haas & Laughlin, 1998; Soley, 1996; Houser, 1995; Byford, Lennon, & Russell, 2009). The National Council for the Social Studies (NCSS) also called for the inclusion of controversial issues in the social studies curriculum in May of 2007 when issuing the following statement:

> Controversial issues must be studied in the classroom without the assumption that they are settled in advance or there is only one right answer in matters of dispute. The social studies teacher must approach such issues in a spirit of critical inquiry exposing the students to a variety of ideas, even if they are different from their own. (NCSS, 2007)

Although teaching controversial issues continues to be a priority for social studies professionals, many classroom teachers are hesitant to address these issues. Since controversial topics are by nature extremely sensitive, teachers need to be quite cautious when developing lessons that explore controversy. However, the risk involved in discussing controversial topics does not outweigh the teachers' responsibility to help

educate their students in some of the most critical areas in society. As the Qualifications and Curriculum Agency (QCA) once noted, "Education should not attempt to shelter our nation's children from even the harsher controversies of adult life, but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly, and morally" (QCA, 1998, p. 56).

Teaching about controversial issues through the exploration of monuments and memorials is one method that continues to receive little attention in the field of social studies. 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). Helping students to analyze and interpret the intended meanings of monuments will expose them to vital critical thinking activities, while also enlightening the students by revealing the multiple interpretations a monument can have based on the viewer. Since the United States is a nation of great diversity, there will certainly be some level of disagreement among many groups regarding the memory of our past. Monuments and memorials are important structures to analyze because they represent people, places, or events that were considered to be significant at one moment in time. For instance, monuments dedicated to the memory of the Civil War can be found throughout the landscape of the

United States, especially in the South. Teachers should ask their students to consider what these monuments mean today? How might different groups (race, religion, social, political, economic, etc.) interpret the meaning of these Civil War monuments? What are the present day implications of having a monument to famous Confederate generals in a community that is primarily African-American?

Since some monuments in U.S. history were specifically created to misinform or exaggerate historical persons/events, students will have an opportunity to analyze how history is constructed. Teaching students to interpret historical meaning from monuments will provide them with valuable opportunities to view our nation's history from multiple perspectives and not simply rely on a single version of history as being the absolute truth. Allowing students to become responsible consumers of information will empower them not only in the history classroom, but also in a world that continues to be flooded with information by the growth of technology. 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 participate in the historical process so that they may understand our nation's history from multiple perspectives. Studying monuments will offer teachers and students a great opportunity to address important controversial issues in our country and also encourage tolerance of a variety of viewpoints. As public historian Jacquelyn Dowd Hall once

noted, "We are what we remember, and as memories are reconfigured, identities are redefined" (Hall 1998, 440). If teachers encourage their students to critically examine how the memories of particular monuments have changed over time, then perhaps future generations will be able to view past monuments in a more culturally responsible way.

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Connecting the Classroom to the Community: Engaging Students through Service-Learning

Jonathan White
Bridgewater State College

There is now a bulk of research examining the pedagogies and outcomes of Service-Learning across the curriculum. This presentation will provide a general overview of much of this research, examining personal outcomes (for teachers and students), civic outcomes, and academic outcomes- taking both a short-term and long-term view. Integrated throughout the presentation will be examples of Service-Learning partnership projects between colleges and local schools by way of interacting with and bringing forward the research findings.