

RHODE ISLAND COLLEGE

**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF EDUCATIONAL STUDIES**

**SECONDARY EDUCATION 411-12
HISTORY/SOCIAL STUDIES PRACTICUM**

Professors: Benziger, Bigler, Cvornyek, Dixon, and Pannozzi

Phone:

Office Hours:

Meeting Time: MTWTHF 8:00-10:00

Place: History Lounge, Gaige Hall

Course Description: SED 411-412, the History/Social Studies Practicum (formerly SED 410, now divided as of Fall 2010 into two distinct courses, SED 411 and SED 412, is a methods course for prospective history/social studies teachers which builds on your previous courses in the professional education curriculum and which is intended to prepare you for student teaching. During the semester, history and social science majors (1) explore various ways to analyze and evaluate social studies texts and other prepared teaching materials; (2) identify and integrate social science concepts and historical themes into lessons; (3) use a variety of instructional materials and strategies appropriate to social studies education; (4) work cooperatively to implement these lessons in middle and high school classrooms with culturally diverse student populations; (5) reflect critically and professionally on the impact of individual lessons, the social studies curriculum, and the context of schooling in order to improve instruction and play a role in the perfection and reform of schools and schooling. The overall goal of the practicum experience is to prepare you to be a teacher who is especially skilled in the practice of critical reflection of the planning and action that is the core of the teacher's professional competence.

Prerequisites: SED 406/407 and all other courses and requirements as listed in the catalogue. Required scores on Praxis or any other mandated examinations and the successful completion of a content portfolio. 2.5 GPA, 2.75 GPA as mandated by the history department and a 2.75 GPA for social science cognates, including a C in History 200 and C+ in History 362.

Relationship of Course to the Conceptual Framework of the Feinstein School of Education and Human Development: SED 411-412 directly relates to the FSEHD Conceptual Framework by preparing students to become highly qualified practitioners who plan, analyze, and reflect on their learning. It addresses the Conceptual Framework in the following ways: Students must apply their professional knowledge of schooling and learning to their knowledge of the social studies; they must study and practice specific pedagogies (including assessment practices) for

teaching the social studies; they must develop such strategies for diverse learners and for students with special needs, keeping in mind the global perspectives of multiculturalism.

Field Experience: Six weeks of the semester will be spent in public school classrooms where you will begin teaching under the supervision of talented classroom teachers who will assist you in planning and guide your reflection with their critical observations. This semester, the practicum will work with the following teachers in the following sites:

Nathanial Greene Middle School:	Ms. Susan Pangborn
Roger Williams Middle School	Mr. Christopher Pride
Lincoln High School	TBA
Warwick Veterans Memorial High School	TBA

In addition, the practicum will call upon resources and faculty members from the Rhode Island College Curriculum Resources Center, the Rhode Island Geography Alliance, the Rhode Island Center for Economic Education, and the Rhode Island Legal/Educational Partnership.

House Rules: Please read this syllabus carefully and give utmost attention to the requirements and assignments. To a considerable degree, the success you have in the practicum will be due to the attitude with which you approach it. Practicum is a course different from most. In order for you to complete the practicum and advance to student teaching and, eventually, to the profession of teacher, you will have to demonstrate the skills and abilities noted in the objectives below. Therefore, all students are expected to actively participate in class discussions and activities. Further, you will need to demonstrate the ability to organize content, to manage yourself and others in a teaching situation, to help students grow intellectually, to work collaboratively and professionally with your peers and mentors, and, above all, to reflect constructively upon your practice and the practice of your peers and mentors. Accordingly, it is important that you consider yourself to be a professional educator who willingly accepts the responsibility to act in a professional manner at all times. Three initial, but important, elements of professional conduct are these: (1) all assignments you complete for this course should be word processed and carefully proofed to eliminate errors in English usage and flaws in logical organization; (2) all assignments should be turned in on time and any appointment made in connection with the practicum should be punctually kept; (3) all collaborative work should be undertaken in a spirit of generous team work aimed at improving the quality of teaching and the learning of your students.

In the practicum and in student teaching you will surely have problems, as you are required to prepare material for instruction and carry out instruction in content areas that you have not formally studied. The library, the Curriculum Resources Center, and your peers will be of great assistance to you in meeting this difficulty. You will be surprised how quickly and easily you will learn the material and how completely you will retain this knowledge under the pressure of the teaching situation. You will find that the Practicum and Student Teaching experience will improve your knowledge of history and the social sciences as thoroughly as any course you have taken. Indeed this experience will surely improve your ability to master any content area

course you may take in the future. You will be evaluated, in the Practicum and in Student Teaching, on your understanding of the content you are required to teach even if you have not had a formal course in that area of topic.

In addition to the challenges implied in the introduction above and those which will be uniquely yours, you will enjoy Practicum and Student Teaching, because, in these experiences, you will sample, for the first time, the greatest reward which teaching has to offer: the opportunity to work with students and help them grow intellectually and personally. As you experience this, one of the purest of all sophisticated pleasures, you will also discover something which you may long have suspected from the student's side of the desk -- good teaching requires a great deal of work.

Email: You are required to use your RIC email account.

Outcomes: The following are the major objectives for the History/Social Studies Practicum. In order to be recommended to Student Teaching, you will have achieved a degree of competence or mastery in each of these areas. When you complete the Practicum, **you will know and be able to:**

1. Select and integrate knowledge from history and the social science disciplines to design lessons (individual, chapter, and unit) appropriate for grades 7-12 in a variety of student populations and school environments. (RIPTS: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3. NCSS: 1-10. CF: Knowledge, Pedagogy, and Diversity). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
2. Identify and adapt a variety of instructional approaches appropriate for different grade levels, ability levels, cultural and language backgrounds, and interest levels as well as for students with different learning needs. (RIPTS: 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 8.1, 8.2, 8.5. CF: Pedagogy and Diversity). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
3. Analyze the teaching of history and social studies from various perspectives including those of reflective inquiry, civic engagement, or as a discipline-based study. (RIPTS: 2.1: CF: Knowledge). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
4. Critique texts in history or the social studies by identifying major themes or emphases, evaluating the appropriateness of the content to various student populations, the adequacy of the data presented, and the appropriateness of the instructional approaches suggested. (RIPTS: 2.1, 2.3, 2.5. CF: Knowledge and Diversity). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.

- 5.** Integrate and demonstrate the relationship between social science concepts and historical perspectives in teaching contemporary issues. (RIPTS: 1.1, 1.2, 2.1. NCSS: 1-10. CF: Knowledge). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 6.** Demonstrate proficiency in the integration of higher order questions in the preparation and teaching of history and social studies. (RIPTS: 5.1. CF: Pedagogy). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 7.** Engage students in a variety of developmentally appropriate learning activities through the use of historical and social science data and materials of instruction including, films, primary documents, life histories, case studies, maps, charts, graphs, and material in computerized data sets and interactive formats. (RIPTS: 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.1, 4.2, 5.5, 8.2, 8.3. CF: Pedagogy, Diversity, and Knowledge). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 8.** Demonstrate the importance of developmentally appropriate student participation in history/social studies classrooms by planning for student input in a variety of forms through discussions, debates, interviewing, role-playing, simulations, cooperative learning, and interactive games and exercises. (RIPTS: 2.5, 3.2, 3.3, 5.1, 5.5, 6.2, 6.5. CF: Pedagogy, Diversity, and Knowledge). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 9.** Utilize appropriate formal and informal assessment strategies to determine the impact of instruction on learning, provide feedback, and to plan future instruction. (RIPTS: 9.1, 9.4, 9.5, 9.7. CF: Pedagogy). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 10.** Develop lessons appropriate for the broadest range of students including those from varying cultural, socioeconomic, racial, and ethnic backgrounds as well as students who exhibit varying learning styles, and make appropriate accommodations and modifications for individual students as needed. (RIPTS: 4.1, 4.2, 4.3, 4.4. CF: Knowledge, Pedagogy, and Diversity). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 11.** Reflect on their practice to maximize student growth and learning, and seek opportunities for ongoing professional development. (RIPTS: 10.1, 10.3, 10.4, 11.1. CF: Professionalism and Pedagogy). Assessment: Text Book Assignment, Mini TCWS, and Unit and Lesson Plan Assignment.
- 12.** Utilize a broad range of technology in the classroom to foster student learning and enhance motivation. Evaluate online materials for their accuracy and usefulness.

(RIPTS: 2.3, 4.1, 4.4, 8.2, 8.3; CF: Knowledge, Diversity, Pedagogy). Assessment: Unit and Lesson Plan Assignment.

Required Readings:

National Center for History in the Schools, *National Standards for History* (Los Angeles: National Center for History, 1996).

James Percoco, *Divided We Stand: Teaching About Conflict in U.S. History* (Portsmouth: Heinemann, 2001).

Douglas Selwyn and Jan Maher, *History in the Present Tense: Engaging Students Through Inquiry and Action* (Heinemann, 2003).

William H. McNeil, *The Age of Gunpowder Empires 1450-1800* (Washington: American Historical Association, 1989).

Xinru Li, *The Silk Road: Overland Trade and Cultural Interactions in Eurasia* (Washington: American Historical Association).

Articles and Handouts.

Please note: You will need to download the National Council for the Social Studies standards from their website (address is on the last page of this syllabus). The Rhode Island Professional Teacher Standards (RIPTS) are in the Student Teaching Handbook which you must download.

Required Lectures and Conferences:

Thursday October 1, 11:00 A.M. Fortes Room Adams Library “The History Behind 9/11”

Dr. Benziger and Dr. Thomas

Saturday November 7: Promising Practices Multi Cultural Conference. You are required to attend at least two sessions at the conference. Instructions will follow. The Conference fee is approximately \$15.00. (Please note that you will not attend class on December 4 as you will attend a conference on November 7).

Evaluation and Grading: You will prepare and submit a good amount of written material for the Practicum. In some college courses you may have been able to let assignments pile up until the final days of the course and still complete them in time. This course does not allow you to do this. The Practicum is a cumulative course and assignments completed in the early part of the course are essential for your progress in the later phases of the course. If you anticipate problems in completing an assignment on time, speak to the instructor, if you do complete an assignment late, mark it late when you submit it. Should you like to re-do any assignment, speak to the instructor. It is expected that you will improve dramatically during the course of the Practicum. Do not let a poor evaluation at the beginning of the course discourage you; your final mark will be determined on the basis of your progress in achieving the standards set forth in the objectives to the course. As important as the assignments you complete at the college are the assignments you will complete in preparation for your teaching in the field. These

assignments will be evaluated by your professors as well as by the teachers you are working with in the field. Your professor will want to see the plans and other written work you prepare for your teaching experiences **before you teach. This is important.** The teachers in the field will prepare a written evaluation of your work at the conclusion of each teaching assignment. They will review this with you before you return to the college. Their insight and their recommendations are an essential part of your ongoing evaluation in the Practicum. Specifically, these are the elements which will go into computing your final grade in the Practicum:

Class participation and involvement:	20%
Written work (course portfolio and all other assignments):	60%
Practicum teaching evaluations:	20%

You are required to take the Praxis II social studies exam and obtain a minimum passing score of 157 prior to Practicum and the PLT exam obtaining a passing score of 167 before entering Practicum. Please note that our ideal score for the Praxis II social studies exam is 162, which is also the score needed for certification in Connecticut. The original scores for the Praxis II social studies exam must be turned in to me.

We will fold relevant artifacts from the course portfolio into the Preparing to Teach portfolio. Entrance into student teaching is based upon the successful conclusion of this course, the Preparing to Teach Portfolio, and all other course requirements.

Please contact the professors after the class should you require any special accommodations.

Calendar, Topics, and Assignments

Week 1

Aug 31. **Introduction and House Rules.** Syllabus distributed, schedules filled out, and assignments and grading explained.
Required reading: None.

Sept. 1. **So, How Do We Know Good Teaching?**

Required reading: Roy Rosenzweig and David Thelen, "The Presence of the Past."

Sept. 2. **Examining the History Textbook.**

Required reading: *History, Democracy, and Citizenship: The Debate Over History's Role in Teaching Citizenship and Patriotism.* **Writing Assignment #1: Analyzing the Text Due September 11.**

Sept. 3. **Beyond the Text: Effective Models, Ideas, and Resources for the History Classroom.**

Required reading: James Percoco, *Divided We Stand: Teaching About Conflict in U.S. History*. Students will read and analyze selected chapters in the book and will report their thoughts, interpretations, and conclusions to the entire class.

Sept. 5. **Beyond the Text: Continued.**

Required reading: James Percoco. Students will read and analyze selected chapters in the book and will report their thoughts, interpretations, and conclusions to the entire class.

Week 2

Sept. 7 **Labor Day Holiday**

Sept. 8. **Beyond the Text: Continued.**

Required Reading: James Percoco, *Divided We Stand: Teaching About Conflict in U.S. History*. Students will read and analyze selected chapters in the book and will report their thoughts, interpretations, and conclusions to the entire class. For additional Strategies to Promote Active Engagement and Differentiate Instruction go the following website with teacher-designed materials for differentiating learning:

http://www.saskschools.ca/curr_content/bestpractice/index.html

For your viewing pleasure: A simulation on World War II

families:<http://library.thinkquest.org/15511/families/>

Also see many interactive sites designed by teams of students:

<http://www.thinkquest.org/library/>

In-class activity: Integrating Central High School: A Role Play Exercise discussed in Linda Christensen's article "Warriors Don't Cry: Brown Comes to Little Rock." Available at:

<http://rethinkingschools.org/brown/warr183.shtml>

Sept. 9. **Beyond the Text: Continued.**

Required Reading: James Percoco, *Divided We Stand: Teaching About Conflict in U.S. History*. Students will read and analyze selected chapters in the book and will report their thoughts, interpretations, and conclusions to the entire class.

Sept. 10. **Beyond the Text and Back Again**

Required Reading: James Percoco, *Divided We Stand: Teaching About Conflict in U.S. History*.

Final conclusions about the book: How does Percoco organize lessons? Begin lesson planning.

Sept. 11. **Roundtable Discussion on analyzing the Text.**

Required reading: None. **Writing Assignment #1 Analyzing the Text, be sure to bring your drafts with you. Final drafts are Due Monday Sept. 14.**

Week 3

Sept. 14. **Whose Standards? Demystifying the Standards Movement.**

Required reading: "The Rhode Island Beginning Teacher Standards," "National Standards for History" and NCSS Standards. OAH Magazine of History and Student Samples.

Sept. 15. **Questioning techniques: Organizing Lessons and Units**

Required reading: "Key Questions in Lesson Planning," Xinru Liu, *The Silk Road*, and student samples.

Sept. 16. **Lesson Planning.**

Required reading: Selwyn and Maher, Introduction, Chapter 1, and Chapter 2. Students analyze and critique chapters.

Sept. 17. **Lesson Planning II, Assessment, and the Mini Work Sample.**

Required reading: Selwyn and Maher, Chapters 3, 4, 5. Students analyze and critique chapters.

Sept. 18. **Units/Mini Work Sample and Modifying Instruction for English Language Learners Planning Session**

Required reading: Unit/lesson format models and assignment discussion. Selwyn and Maher, Chapters 6, 7. **Assignment #2. Unit and Lesson Plan Assignment Due Sept. 25.**

Week 4

Sept. 21. Students visit first placement site.

Sept. 22. **Teaching History/Social Studies**

Required reading: William H. McNeil, *Gunpowder Empires*.

Sept. 23. **Doing History/Social Studies: Primary Sources.**

Required reading: "Hands-On History: Using Primary Sources..." and "*The Declaration of Independence: To What Extent Did it Have Meaning for African Americans?*" National Archives and Records Administration, "History in the Raw." Students download required reading from www.nara.gov.

Sept. 24. **Critique of Unit/Lesson Plan/Mini Work Sample**

Students will make copies of their unit and lesson plans, distribute in class and report on their work. Students are expected to carefully critique each other's work and material

Sept. 25. **Critique of Unit/Lesson Plan/ Mini Work Sample**

Week 5

Note: Week 5 (September 28-October 2) is largely a planning and preparation week in anticipation of your teaching in the schools. Please consult with the instructor for additional resources. On **October 1** we encourage you to attend a lecture connected with the Open Books – Open Minds project centered on this year’s book by Jonathan Safran Foer entitled, *Extremely Loud and Incredibly Close* to be presented by Dr. Benziger and Dr. Thomas of the Department of History that will be presented in the Fortes Room at Adams Library at 11:00 A.M., October 1. The joint lecture will center on the history behind 9/11.

Week 6, 7, and 8.

First Teaching Experience (October 5-26). Please note that Columbus Day October 12 is a holiday.

Week 9

Oct. 27. **Reflection on School Experiences I.**

required reading: None

Lesson Plans, and Self-Evaluations Due October 28.

Oct. 28. **Visit schools and meet with cooperating teachers to determine what you will be teaching during your first school placement.**

Oct. 29. Small Group Planning Day.

Oct. 30. Small Group Planning Day or Seminar (I will let you know)

Weeks 10, 11, and 12.

November 2-20. Second Teaching Experience.

Remember Saturday November 7 Promising Practices Conference!!! Preparing to Teach Portfolio should be turned in the week of November 30 and is due no later than December 2. Field Note Analysis #2, Lesson Plans, and Self-Evaluations Due Nov. 24.

Week 13.

Nov. 23. **Reflection on School Experiences II.**

Required reading: None.

Lesson Plans, Self Evaluations Due Nov 24.

Nov. 24. **Diversity**

Required reading: Required reading: “ Census 2000: Rhode Island Demographics,” Villegas and Lucas, “Preparing Culturally Responsive Teachers: Rethinking the Curriculum,” Perry, “I’ on Know Why They be Trippin: Reflections on the Ebonics Debate,” and Christopher Lasch, “Does Democracy Deserve to Survive?”

Nov. 25. Assessment: Writing in the History/Social Studies Classroom

Required reading: “History/Social Studies Portfolio: High School Student Guide,” and examples from *America on the World Stage Curriculum Guide*.

Nov. 26-29 **Thanksgiving Break**

Week 14

Nov. 30. Grading and Rubrics

Required reading: “History/Social Studies Portfolio: High School Student Guide.”

Dec. 1. Middle School Curricula, Strategies, and the Benefits of Collaborative Teaching

Required reading: “The Rhode Island ‘Washington:’ Meaning Making in Social Studies Through Art History” and other selections.

Dec. 2. Student Teaching.

Guest Presentation: **To be Announced**

Required reading: *Student Teacher Handbook*.

Dec. 3. Language: English Language Learners in the Main-steamed Classroom

Dec. 4. No class. See Required Lectures and Conferences.

Week 15

Dec. 7-11. Conclusion: Portfolio Assessment and Exit Interviews

Required reading: None. All students must schedule an interview with the instructor to obtain feedback on their Practicum and Preparing to Teach Portfolios.

Key Dates to Remember!

Written Assignments:

Writing Assignment #1. The Text.

Due: September 11

Writing Assignment #2. Mini Work Sample/Unit/ Lesson Plan.

Due: September 25

Lesson Plans, and Self-Evaluation

Due: October 27

Lesson Plans, and Self-Evaluation

Due: Nov. 24

Implemented Lesson Plan

Due: Nov 24

Course and Preparing to Teach Portfolios

Due: The week of November

30 no later than December 2.

Field Assignments

First Teaching Experience

Oct. 5-26

Second Teaching Experience

Nov. 2-20

Please keep in mind that this syllabus is only an outline. Throughout the course we will make adjustments for student presentations and at least one more seminar/workshop.

Secondary Education 411-412 History/Social Studies Practicum Assignment #1 - The Text

One of your most important challenges as a teacher will be to organize the material which is provided for you in the basic textbook which your school is using so that you can use the material found in the text in an efficient and intelligent manner. This writing assignment asks you to analyze a single chapter in a typical high school American History text. We will provide you with a selected chapter. Read this chapter critically. Prepare a rough draft of an essay that considers the content of this text in terms of:

1. The conceptual structure of the chapter. What are the central concepts and generalizations found in this chapter. Do you consider these concepts and generalizations to be significant? Are there significant concepts and generalizations that are missing?
2. What evidence is presented in the chapter? Is this evidence sufficient to support the concepts found in the chapter? Does the chapter offer an opportunity for students and teachers to form judgments about the evidence or is it presented as a "given" to be accepted passively?
3. What are the significant value assumptions or affective messages that are presented or reinforced by the chapter? Are these messages adequate? Are they acceptable to you?
4. Make any other critical comment you wish to make concerning this text? You might consider the question: It is sometimes said that the basic principle underlying the creation of textbooks for American schools is the assumption that a good text will make a high school course teacher proof." That is, that a text will so dominate and organize the course that approved facts, values, and orientations will be passed on to the student regardless of the teacher's knowledge, skill, and values.

You must make use of at least three scholarly interpretations (monographs or journal articles) to assist you in your analysis. Your paper should conform to the standards set by upper level history and social science courses and be **thoroughly proofed for grammatical errors**. The paper is due on February 1. Please use *Chicago Manual of Style*.

Selected Bibliography

- David L. Angus and Jeffrey E. Mirel, *The Failed Promise of the American High School* (New York: Teachers College Press, 1999).
- Michael Apple and Linda K. Christian-Smith, *The Politics of the Textbook* (New York: Routledge, 1991).
- Joyce Appleby, et al., *Telling the Truth About History* (New York: W.W. Norton and Company, 1994).
- William Ayres and Patricia Ford, *City Kids, City Teachers: Reports From the Front Row* (New York: The New Press, 1996).
- Bernard Bailyn, *Education and the Forming of American Society* (New York: W.W. Norton and Company, 1960).
- Robert N. Bellah, et. al., *Habits of the Heart: Individualism and Commitment in American Life* (Berkeley: University of California Press, 1996).
- David C. Berliner, Bruce J. Biddle, *The Manufactured Crisis, Myths, Fraud, and the Attack on America's Public Schools* (New York: Addison-Wesley, 1995).
- David Allan Bloom, *The Closing of the American Mind* (New York: Simon and Schuster, 1988).
- Paul Cimbala and Robert Himmelberg, *Historians and Race: Autobiography and the Writing of History* (Bloomington: Indiana University Press, 1996).
- William W. Cutler III, *Parents and Schools: The 150-Year Struggle for Control of American Education* (Chicago: University of Chicago Press, 2000).
- Brian J. Daugherty and Charles C. Bolton, *With All Deliberate Speed: Implementing Brown v. Board of Education* (Fayetteville: University of Arkansas Press, 2008).
- Gareth Davies, *See Government Grow: Education Politics from Johnson to Reagan* (Lawrence: University Press of Kansas, 2007).
- John Dewey, *Democracy and Education* (New York: Macmillan Publishers, 1963).
- J.T. Dillon, *Questioning and Teaching: A Manual of Practice* (New York: Teachers College Press, 1988).
- Francis Fitzgerald, *America Revised* (New York: Vintage Books, 1980).
- Chester E. Finn, Jr., Diane Ravitch, Robert T. Fancher, *Against Mediocrity: The Humanities in America's Schools* (New York: Holmes and Meier, 1984).
- Eric Foner, *Who Owns History? Rethinking the Past in a Changing World* (New York: Hill and Wang, 2002).
- Dennis Gaffney, *Teachers United: The Rise of New York State United Teachers* (Albany: State University of New York Press, 2007).
- Anthony Giddens, *Capitalism and Modern Social Theory* (Cambridge: Cambridge University Press, 1970).
- John Goodlad, *A Place Called School Prospects for the Future* (New York: McGraw-Hill, 1983).
- David Gress, *From Plato to NATO* (New York: The Free Press, 1998).
- Andrew Hartman, *Education and the Cold War: The Battle for the American School* (New York: Palgrave MacMillan, 2008).
- Peter Charles Hoffer, *Past Imperfect: Facts, Fictions, and the Writing of American History* (New York: Public Affairs, 2004).

Michael B. Katz, *In the Shadow of the Poorhouse: A Social History of Welfare in America* (New York: Basic Books, 1986).

Herbert Kohl, *I Won't Learn From You* (New York: The New Press, 1994).

David Korbin, *In There with the Kids* (Boston: Houghton-Mifflin, 1992).

Jonathan Kozol, *Savage Inequalities* (New York: Crown Publishers, 1991).

Lloyd Kramer, *Learning History in America: Schools, Cultures, and Politics* (Minneapolis, University of Minnesota Press, 1994).

Christopher Lasch, *Haven in a Heartless World: The Family Besieged* (New York: Basic Books, 1977).

_____, *The Revolt of the Elites and The Betrayal of Democracy* (New York: W.W. Norton and Company, 1996).

Ellen Condliffe Lagemann, *An Elusive Science: The Troubling History of Education Research* (Chicago: University of Chicago Press, 2000).

Lawrence W. Levine, *The Opening of the American Mind: Canons, Culture, and History* (Boston: Beacon Press, 1996).

Sarah Lawrence Lightfoot, *The Good High School* (New York: Basic Books, 1985).

Dana Lindeman and Kyle Ward, *History Lessons: How Textbooks from Around the World Portray American History* (New York: The New Press, 2004).

Anne Turnbaugh Lockwood, *Conversations with Educational Leaders: Contemporary Viewpoints on Education in America* (Albany: SUNY Press, 1997).

Gary B. Nash, Charlotte Crabtree, Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York: Alfred A. Knopf, 1997).

Diane Ravitch, *Left Back: A Century of Failed School Reforms* (New York: Simon and Schuster, 2000).

Mary F. Rogers, *Multicultural Experiences, Multicultural Theories* (New York: McGraw-Hill, 1996).

Kevin Ryan, *The Roller Coaster Year: Essays by and for Beginning Teachers* (New York: Harper Collins, 1992).

Ted Sizer, *Horace's Hope: What Works for the American High School* (Boston: Houghton-Mifflin, 1996).

Charles Taylor, et. al, *Multiculturalism* (Princeton: Princeton University Press, 1994).

David Waldstreicher, *In the Midst of Perpetual Fates: The Making of American Nationalism, 1776-1820* (Chapel Hill: University of North Carolina Press, 1997).

Jonathon Zimmerman, *Whose America? Culture Wars in the Public Schools* (Cambridge: Harvard University Press, 2002).

Howard Zinn, *You Can't Be Neutral on a Moving Train* (Boston: Beacon Press, 1994).

Web Sites and Journals

Membership in professional organizations will provide you with a forum of peers with whom you can engage and discuss professional problems and questions. In addition, all of the organizations that we list below run important web sites and provide you with journals filled with excellent materials and ideas for the classroom and curricular planning. All of these organizations have student rates for membership.

American Historical Organization: www.theaha.org, *Perspectives*, *The American Historical Review*. Recommended Series: *Perspectives on: Audiovisuals in the Teaching of History*, *Teaching to Think Historically* and *World and Global History*.

Organization of American Historians: www.oah.org, *Magazine of History*, *The Journal of American History*. The OAH website is linked to a host of other websites that will provide you with lessons and primary sources.

Society for History Education: *The History Teacher*. Membership and Subscription Office: P.O. Box 1105, Julian CA 92036.

World History Association: *Journal of World History*. World History Association, Dept. of History and Politics, Drexel University, Philadelphia, PA 19104.

National Council for the Social Studies: www.socialstudies.org, *Theory and Research in Social Education*, *Social Education*.

American Anthropological Association: www.aaanet.org.

In addition to the journals associated with the above organizations we recommend that you periodically review the following: *Harvard Educational Review* and *Comparative Education*. Several websites that are loaded with documents and instructional materials: www.historycooperative.org, www.common-place.org, www.ushm.gov, and www.nara.gov.

Then there is the EDSITEment project constructed by the national Endowment for the Humanities, with the best of the humanities on the web for high school students. Go to <http://edsitement.neh.gov> for access to this wealth of carefully reviewed sites.

www.teachingtolerance.org, www.GLSEN.org, www.edactivists.org and www.rethinkingschools.org provide an excellent forum for examining diversity and education issues, exploring the significance of curriculum, pedagogy, school culture, and school policies.

The American Anthropological Association maintains a very useful web page for K-12 teachers, at <http://www.aaanet.org/committees/commissions/aec/index.htm>

The Smithsonian Institute publishes *AnthroNotes* for teachers (free), which can be viewed online at: <http://www.nmnh.si.edu/departments/anthro.html>

There is an excellent web site at www.thehungersite.com that also has many links to other global issues. Also see <http://www.oneworld.net/us/>, go to "Perspectives", click on "guides" to access a range of sites on "global village" issues, from child labor to climate change, women's rights to the AIDS epidemic.

Here is a really useful site for finding primary docs, pictures, etc. all arranged by topics.....

http://www.digitalhistory.uh.edu/database/hyper_titles.cfm

Here is a superb resource on the Japanese American Internment Camps. Oral Histories, film, primary documents, you name it and it's here: <http://www.densho.org/>

RI Department of Education website with links to various standards and data (GLEs, GSEs [including Civics and Government], Common Core Standards etc:

<http://www.ride.ri.gov/instruction/>

Common Core Standards: <http://www.corestandards.org/the-standards>

Rhode Island Professional Teaching Standards (RIPTS):

http://www.ride.ri.gov/educatorquality/DOCS/General_Documents/PDF/RIPTS%20Final%2008-2008.pdf (abbreviated version at

http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf

Universal Design for Learning: <http://www.cast.org/research/udl/index.html>

InfoWorks (useful data on schools): <http://infoworks.ride.ri.gov/>

Response to Intervention: <http://www.rtinetwork.org/>

(for review of CEP/SPED discussion see <http://www.youtube.com/watch?v=nkK1bT8ls0M>)