

Intervention, Instruction and Research Social Studies Resource Bibliography

Intervention Resources

Effective Teaching Strategies that Accommodate Diverse Learners (Book)

Kame'enui, C., Carnine, D., Dixon, R., Simmons, D., Coyne, M. (2002). Second Edition. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN 0-13-094438-6.

This text examines the teaching, instruction, and curricula required to meet the needs of diverse learners, who by virtue of their experiential, cultural, and socioeconomic backgrounds, challenge traditional curriculum and instructional programs. The book provides a summary of the characteristics of students with diverse learning and curricular needs and a critical examination of current issues in education. Based on these analyses, recommendations for teaching reading, comprehension, writing, mathematics, science, social studies, and also teaching English language learners are given to ensure that diverse learners succeed in the classroom.

Inside the Black Box: Raising Standards Through Classroom Assessment (Article)

Black and Wiliam. (1998). Phi Delta Kappan. Vol. 80, No. 2.

In this article, the authors point out that firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made.

Using Assessment to Guide and Adjust Your Planning and Teaching (Website)

http://assist.educ.msu.edu/ASSIST/classroom/assesses_learning/Sec1_plan_teach/index.htm

The ASSIST website provides information about assessment for the teacher, including assessment as used to help the teacher monitor students' progress and thinking. The ASSIST project is supported by a partnership with Michigan State University and the Michigan State Board of Education through funding provided by the U.S. Department of Education.

Checking for Understanding: Formative Assessment Techniques for Your Classroom (Book)

Fisher, D. and Frey, N. (2007). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-13: 978-1-4166-0569-0.

Checking for understanding completes the circle of assessment, planning, and instruction by providing teachers and students with evidence of learning. Fisher and Frey show how to increase students' understanding with the help of creative formative assessments. This book explores a variety of activities that can build understanding, including: interactive writing, portfolios, multimedia presentations, audience response systems, interactive hand signals, public performances, and many more. Rubrics and charts are included to help teachers check their own understanding as they work with students.

Using Internet Applications to Enhance Formative Assessment and Soft Scaffolding in the Social Studies Classroom (Article)

Swan. (2009). Social Studies Research and Practice. Vol. 4. No. 1.

<http://www.socstrp.org/issues/PDF/4.1.13.pdf>

Class discussion is a critical part of the learning experience in many, if not all, social studies education courses. However, getting students to read and contribute to class discussions can be a challenging task. While the problem of getting students to read and prepare for class discussions persists, researchers have found ways to increase the level of accountability through the use of quizzes, reading reactions, and other reflective mechanisms which have shown a positive impact on students' reading. In this paper, the author discusses the initial implementation of an open source platform which provides the opportunity to utilize assessments in a formative manner through color-coded displays.

Healthier Testing Made Easy: The Idea of Authentic Assessment (Article)

Wiggins. (2006). Edutopia. April.

<http://www.edutopia.org/healthier-testing-made-easy>

In this article, Grant Wiggins discusses the use of assessment as information for improving instruction. He stresses that we must recapture the primary aim of assessment: to help students better learn and teachers to better instruct.

Rtl Wire (Website)

http://www.jimwrightonline.com/php/rti/rti_wire_5Jan06.php

'One-stop' directory of free 'Response-to-Intervention' resources available on the Internet. Links organized by categories: Understand the Model, Use Teams to Problem Solve, Select the Right Intervention, Monitor Student Progress, and Graph Data for Visual Analysis.

Instructional Resources (for teachers)

A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy (Website)

<http://www.socialstudies.org/positions/powerful>

In this Position Statement of the National Council for the Social Studies, NCSS presents a vision of social studies teaching and learning needed to achieve the levels of civic efficacy that the nation requires of its citizens. These principles are summarized in this declaration: *Teaching and learning in social studies are powerful when they are meaningful, integrative, value-based, challenging, and active.*

The Essentials of Social Studies, Grades K-8: Effective Curriculum, Instruction, and Assessment (Book)

Checkley, K. (2008). Association for Supervision and Curriculum Development. ISBN: 978-1-4166-0645-1.

This book takes a look at how social studies teachers can foster the qualities that will enable students to actively participate in a democratic and global society. Checkley focuses on:

- The challenges that elementary and middle school teachers face in keeping social studies in the curriculum
- How to align social studies lessons with curriculum standards
- Strategies to infuse social studies instruction with passion and purpose
- Ways to promote students' deep understanding of social studies content
- Why lessons and assessments should give students opportunities to solve problems, work on projects, and engage in simulations
- How social studies can prepare students for a lifetime of active civic involvement
- Professional development that will help teachers bring the social studies curriculum to life in the classroom

Strategies to Teach Social Studies (Website)

<http://ritter.tea.state.tx.us/ssc/downloads/toolkits/Shared%20Sections/Resources/Strategies/Strategies.pdf>

This document is designed to provide social studies teachers with a brief description of a few key strategies.

Suggested Standards of Practice for Teaching Social Studies (Website)

http://assist.educ.msu.edu/ASSIST/classroom/teaches_content/teaching_social_studies.htm

The ASSIST project is supported by a partnership with Michigan State University and the Michigan State Board of Education through funding provided by the U.S. Department of Education. The ASSIST website provides a framework for helping novices; however, many of the strategies listed are useful to experienced teachers, too.

Enhancing Social Studies Through Literacy Strategies (Book)

Irvin, J., Lunstrum, J., Lynch-Brown, C, and Shepard, M. (1995). National Council for the Social Studies, Bulletin No. 91. ISBN: 0-87986-067-7

Help students to improve their literacy abilities by offering them stimulating social studies materials. This bulletin focuses on enhancing writing, speaking, and listening skills, and on building conceptual and vocabulary knowledge. Based on theory and research in literacy education and student motivation, this book provides practical step-by-step procedures and literacy-based strategies for developing critical thinking skills.

Broadening the Curriculum with Alternative Texts (Book)

Braunger, J., Donahue, D, Evans, K, and Galguera, T. (2005). *Rethinking Preparation for Content Area Teaching: The Reading Apprenticeship Approach*. San Francisco: John Wiley & Sons. ISBN-10: 0787971669 and ISBN-13: 978-078797-1633

The Reading Apprenticeship (RA) framework is a research-based instructional approach that supports all students to engage with and learn from academic texts. Emphasizing social, personal, cognitive, and knowledge-building tools, the Reading Apprenticeship approach can be useful to teachers in any content area classroom.

Best Practices for Teaching History in Middle and High School Classrooms (Website)

<http://teachinghistory.org/best-practices>

From the National History Education Clearinghouse, a project of George Mason University and Stanford University History Education Group, this website page on Best Practices offers strategies and practices for teaching historical interpretation, using primary sources, examples of historical thinking, and teaching with textbooks.

Building Academic Vocabulary (Teacher's Manual) (Book)

Marzano, R. and Pickering, D. (2005). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-13: 978-1-4166-0234-7; ISBN-10: 1-1466-0234-8.

Marzano and Pickering give teachers ways to help students master academic vocabulary. Their six-step method encourages students to learn academic vocabulary by connecting terms to prior knowledge using linguistic and nonlinguistic means and games and activities that further encourage the refinement and deepening of their understanding. The book also includes a list of 7,923 vocabulary terms culled from national standards documents and other publications, organized into eleven subject areas and four grade-level categories.

Reading and Writing with Understanding: Comprehension in Fourth and Fifth Grades (Book)

Hampton, S. and Resnick, L. (2009). Newark, DE: International Reading Association. ISBN: 978-0-87207-767-6.

Dorothy S. Strickland, Rutgers Graduate School of Education says that this book “builds on the foundation of primary grade reading and writing to promote a kind of ‘literacy fitness’ for the increased demands of content area reading and writing in the middle grades and for the increasingly complex and demanding literacy challenges that lie ahead.”

Help for Struggling Readers: Strategies for Grades 3-8 (Book)

McKenna, M. (2002). New York: The Guilford Press. ISBN: 1-57230-780-9.

This book presents an array of research-based instructional strategies for use with struggling readers in the upper-elementary and middle grades. These are proven ideas for engaging students and developing the key concepts of vocabulary, comprehension, word recognition, and fluency. The book provides numerous reproducible charts, graphic organizers, and activities.

Using Writing to Learn Across the Content Areas (Book)

Beers, S. and Howell, L. (2005). Association for Supervision and Curriculum Development. ISBN: 1-4166-0270-4 and 978-1-4166-0270-5.

This collection of tools is designed to help teachers in the content areas help their students become authors of their own learning and make personal connections to the information they learn. The tools provided in this book are designed to students get ready to write, organize their thinking in preparation for writing, use their thinking while writing, and reflect on how well their writing captures their ideas and learning.

Building Literacy in Social Studies (Book)

Ogle, D., Klemm, R., and McBride, B. (2007). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-0558-4.

Building Literacy in Social Studies is a sourcebook of research-based strategies for teachers and students. Chapters 1 through 5 provide research and strategies on the reading process, on fostering engaged learning, on vocabulary development for older students, on classroom organization, and on civic engagement. The format changes with Chapter 6 as the last three chapters provide specific literacy, primary and secondary documents, and newspaper and magazine literacy. This book presents tools to help students understand the varied materials that represent past and present events; analyze, synthesize, and evaluate these materials; and reflect on and make informed decisions as active citizens in today’s democracy.

Using Writing to Learn Across the Content Areas (Book)

Beers, S. and Howell, L. (2005). Alexandria, VA: Association for Supervision and Curriculum Development.

ISBN 1-4166-0270-4 and 978-1-4166-0270-5

Writing in the content areas helps students make personal connections to the information they learn, becoming authors of their own learning. This book shows how content area teachers can

- provide extended periods of time for students to write
- let students choose their own topics
- provide students with frameworks and ideas for organizing their content area writing.

Understanding by Design (Book)

Wiggins, G. and McTighe, J. (2005). Second Edition. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1-4166-0035-3

With an array of strategies, tools, and examples from all subject areas, this book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum.

Reading Quest: Making Sense in Social Studies (Website)

<http://www.readingquest.org/strat/>

This site includes information on carousel brainstorming, clock buddies, column notes, graphic organizers, history frames, inquiry charts, KWL, opinion –proof, questioning the author, RAFTs, selective highlighting, Think-Pair-Share, 3-2-1 summaries, word maps, and other strategies.

Integrating New Technologies Into the Methods of Education (Website)

http://www.intime.uni.edu/vidsearch/Search/Content_Area_Search.asp

INTIME enables educators to watch online video vignettes of PreK-12 teachers from various grades and subjects integrate technology into their classrooms using numerous teaching strategies. INTIME resources are useful for (1) teacher educators creating case studies; (2) pre-service teachers learning about effective pedagogical techniques; (3) in-service teachers searching for ideas and independent professional development; (4) professional developers seeking resources to demonstrate good teaching and technology integration, and (5) administrators developing teacher quality initiatives and mentoring programs.

To locate videos for social studies, use the drop-down menu and select Social Studies.

National Content Standards which connect to the Arizona Social Studies Standard

National Council for the Social Studies Curriculum Standards

<http://www.socialstudies.org/standards>

National Content Standards in Economics

<http://www.councilforeconed.org/ea/standards/>

Geography for Life National Geography Standards

<http://www.ncge.org/i4a/pages/index.cfm?pageid=3314>

National Standards for Civics and Government

<http://www.civiced.org/index.php?page=stds>

National Standards for History

<http://www.sscnet.ucla.edu/nchs/standards/>

Instructional Resources (for student use)

National Council for the Social Studies Notable Tradebooks for Young People (Website)

<http://www.socialstudies.org/notable>

These annotated book lists were evaluated and selected by a Book Review Committee appointed by the National Council for the Social Studies (NCSS) and assembled in cooperation with the Children's Book Council. The selection committee looks for books that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant on a traditional topic, are easily readable and of high literary quality, and have a pleasing format and, with appropriate, illustrations that enrich the text. Lists from 2000 to the past year are available on the NCSS website.

National Council for the Social Studies Carter G. Woodson Book Award and Honor Winners (Website)

<http://www.socialstudies.org/awards/woodson/winners>

The National Council for the Social Studies established the Carter G. Woodson Book Awards for the most distinguished social science books appropriate for young readers that depict ethnicity in the United States. Award winners from 1974 to the current year are listed on the NCSS website.

Ben's Guide to U.S. Government for Kids (Website)

<http://bensguide.gpo.gov/>

This site from the U.S. Government Printing Office provides learning tools for K-12 students. The resources will teach how our government works and the use of the primary source materials of GPO Access. Of particular value is information on Symbols of the U.S. Government for K-4 and information on the Constitution for grades 4 - high school. It also links to other government educational sites.

Dirksen Congressional Center: Congress for Kids (Website)

<http://www.congressforkids.net/>

Congress for Kids gives access to interactive, fun-filled experiences designed to help students learn about the foundation of our federal government and how its actions affect them. Although designed for students in grades fourth through high school, other students, teachers, parents, and interested citizens will find helpful, engaging activities, also.

The National Archives: The Charters of Freedom (Website)

<http://www.archives.gov/exhibits/charters/charters.html>

Information on the Charters of Freedom: the Declaration of Independence, the Constitution of the United States, and the Bill of Rights. The site includes links to information on the making of the Charters, the impact of the Charters, America's Founding Fathers, as well as primary source images of the documents.

The National Geographic GeoBee Challenge (Website)

<http://www.nationalgeographic.com/geobee/>

Test your geography skill online. Each day ten questions from the National Geographic Bee are posted. You can play as often as you like. Come back every day for a brand new quiz and another chance to beat the Bee!

U.S. Mint: H.I.P. Pocket Change (Website)

<http://www.usmint.gov/kids/>

Elementary students can have fun with coins and learn about history at the same time. The U.S. Mint website is full of games, cartoons, and information about the U.S. Mint, current coins, commemorative coins, and holidays.

MapStats for Kids (Website)

<http://www.fedstats.gov/kids/mapstats/network.html>

Middle elementary students can learn concepts about maps and statistics through cool games provided by FedStats. FedStats collects and makes statistical information produced by the Federal Government available through their website.

The Whitehouse (Website)

http://www.whitehouse.gov/about/white_house_101/

This government website gives the history of the White House, pictures and biographies of all the presidents, and interesting facts about our country and its presidents useful for all students.

The Gilder Lehrman Institute: American History Quizzes (Website)

http://www.gilderlehrman.org/teachers/quiz_pop1.html

The Gilder Lehrman Institute offers online quizzes for students on over 20 topics in American history.

Research Resources

Research on Vocabulary Instruction in the Content Areas: Implications for Struggling Readers (Article)

Harmon and Colleagues (2005). *Reading & Writing Quarterly*, 21: 261-280.

<http://woodknot.wce.wvu.edu/Depts/SPED/Forms/Kens%20Readings/Vocabulary/Vocab%20Teaching%20vocab%20in%20content%20areas%20Harmon%202005.pdf>

This article provides an overview of vocabulary teaching and learning—understandings that influence learning across different disciplines. Research on the teaching and learning of vocabulary in particular subject areas, including mathematics, social studies and science, is discussed and suggestions are offered for providing effective vocabulary instruction for students reading below grade level.

Improving Content Literacy in Social Studies Classrooms: Teachers' Voices Within Comprehensive School Reform (Article)

Little, M. (2008). *Social Studies Research and Practice*, 3 (2), 42-53.

<http://www.socstrp.org/issues/PDF/3.2.4.pdf>

The increased demands for access to and accountability for mastery of social studies curriculum by all students, including students with disabilities (SWDs) and diverse learning needs, is a current reality within secondary schools. Research has suggested classroom implementation of evidence-based instructional practices to improve content literacy. However, research related to the context and conditions of classroom implementation is needed. This manuscript describes a district-wide professional development initiative within secondary social studies classrooms, outlines qualitative research, reports findings related to teacher perceptions of classroom implementation, and describes the considerations and implications related to implementation of professional development as part of comprehensive school reform.

Building Background Knowledge for Academic Achievement: Research on What Works in Schools (Book)

Marzano, R. (2004). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 978-0-87120-972-6.

Marzano shows how a combination of two approaches—sustained silent reading and instruction in subject-specific vocabulary terms—can help overcome the deficiencies in background knowledge that hamper the achievement of many children. This book outlines

- The principles that underlie an effective sustained silent reading program
- A five-step process for using sustained silent reading to enhance background knowledge
- The defining characteristics of effective vocabulary instruction
- A six-step process for direct instruction in vocabulary in each discipline
- The vocabulary terms critical to students' success in every academic subject

Handbook of Research in Social Studies Education (Book)

Levstik, L. and Tyson, C. (2008). New York: Routledge. ISBN: 080585536X.

A handbook on the current state of research in social studies education including topics such as geography, education, technology, professional development, and assessment.

National Assessment of Educational Progress (NAEP)

NAEP is the only nationally representative and continuing assessment of what America's students know and can do in social studies content areas. Information on social studies achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students, etc.) can be accessed through NAEP Summary Reports and may aid in giving information concerning the conditions impacting student learning of targeted groups.

U.S. History: <http://nces.ed.gov/nationsreportcard/pubs/main2006/2007474.asp>

Civics: <http://nces.ed.gov/nationsreportcard/pubs/main2006/2007476.asp>

Economics: <http://nces.ed.gov/nationsreportcard/pubs/main2006/2007475.asp>

Geography: <http://nces.ed.gov/nationsreportcard/pubs/main2001/2002484.asp>

Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement (Website)

Heller, R., and Greenleaf, C. (2007). *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement*. Washington, DC: Alliance for Excellent Education.

<http://www.all4ed.org/files/LitCon.pdf>

This report addresses how schools can improve the literacy instruction they provide to students in grades 4-12. It specifically focuses on reading and writing instruction in the academic content areas—particularly the areas of math, science, English, and history—that comprise the heart of the secondary school curriculum.

Adolescents and Literacy: Reading for the 21st Century (Website)

Kamil, M. (2003). Washington, D.C.: Alliance for Excellent Education.

<http://www.all4ed.org/files/AdolescentsAndLiteracy.pdf>

This report from the Alliance for Excellent Education calls for an emphasis on reading for improving academic success for the nation's most at-risk middle and high school students. It describes a developmental view of reading and reading to learn from content texts.

Improving Adolescent Comprehension: Developing Comprehension Strategies in the Content Areas (Book chapter)

Conley, M. (2009). Published in Handbook of Research on Reading Comprehension. New York: Routledge, p. 531-550.

This paper reviews the numerous perspectives on what it means to learn in the disciplines of science, social studies, English, and mathematics. Implications of disciplinary and philosophical perspectives for comprehension strategies and strategy instruction are explored.

Making Every Moment Count: Maximizing Quality Instructional Time (Website)

http://www.reading.org/downloads/resources/memc_070620.pdf

This website is a collaborative project of concerned education associations and organizations. The collection of papers promotes effective use of classroom time, including reading and writing across the curriculum. Papers specific to social studies are from *National Council for Geographic Education*, *National Council for the Social Studies*, and *National Geographic Education Foundation*.

The Civic Mission of Schools (Website)

http://civicmissionofschools.org/cmossite/campaign/cms_report.html

This report summarizes the status of and need for civic learning in schools, kindergarten through 12th grade. Written and endorsed by more than 50 scholars and education practitioners, the report analyzes trends in American political and civic engagement; identifies promising approaches to educating students for democracy; and offers recommendations to educators. The Executive Summary for “Six Promising Approaches to Civic Education,” outlines how research shows that schools can help to develop competent and responsible citizens.

What Content-Area Teachers Should Know About Adolescent Literacy (Website)

http://www.nifl.gov/publications/pdf/adolescent_literacy07.pdf

This report summarizes some of the current literature on adolescent literacy research and practice. It is not a research synthesis or a literature review, rather the report suggests some methods of building adolescent reading and writing skills in the classroom. To the extent possible, recommendations are evidence-based.