

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number: EDE 8473

Course Title: Elementary Social Studies Curriculum

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Seminar-type course to include research; trends, methods; provision for individual differences; multi-level materials.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these

knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Examine and research the history and research of social studies education in the nation and in the state. [NCSS Pedagogical Standard 8: Reflection and Professional Growth; ACEI 2.4 Social Studies]
2. Define and apply the overarching goal and purposes of social studies education to instructional design to foster active engagement and develop inquiry, critical thinking, problem solving, and performance skills. [NCSS Pedagogical Standards 5, Inquiry, Collaboration, and Supportive Classroom Interaction, 6: Planning Instruction, 4: Active learning and motivation, and 3: Critical Thinking, Problem Solving, and Performance Skills; ACEI 3.3 and 3.4]
3. Identify and plan lessons based on the standards of the specialized professional associations that provide support to social studies education and social studies teachers, as well as standards relating to social studies instruction in the Common Core State Standards. [ACEI 2.4 Social Studies]
4. Research requisite knowledge, skills, and dispositions necessary to plan and teach elementary level social studies. [NCSS Pedagogical Standards 8: Reflection and Professional Growth and 9: Professional Leadership]
5. Analyze sources of subject matter for elementary level social studies instruction. [ACEI 2.4]
6. Assess critical issues and challenges confronting social studies educators in the elementary classroom. [NCSS Pedagogical Standards 9 Professional Leadership]
7. Research and report on components of effective planning and instruction appropriate for elementary social studies classrooms. [NCSS Pedagogical Standards 6: Planning Instruction, 8: Reflection and Professional Growth, and 9 Professional Leadership]
8. Develop knowledge of, utilize, and interpret a broad range of assessment and evaluation techniques suitable for use in elementary social studies classrooms. [NCSS Pedagogical Standard 7 and ACEI 4.0]

Topics to be Covered:

- Theory and Background (9 hrs.)
 1. Goals and Purposes
 2. History
 3. Theories and Theorists
 - Dewey, John
 - Taba, Hilda
 - Rugg, Harold
 - Jones, Thomas Jesse
 - New Social Studies
 - Beard, Charles
 - Bruner, Jerome
 - 1916 Report
 4. Social Studies in Contemporary Schools and Classrooms
- Organization, Curriculum, and Standards (9 hrs.)
 1. Standards

- National Curriculum Standards for Social Studies
- Disciplines (history, geography, civics, economics)
- College, Career, and Civic Life (C3) Framework for Social Studies State Standards
- Common Core State Standards
- 2. Curriculum
 - Mississippi Social Studies Framework (2010)
 - Expanding Horizons and Holiday Curriculums
 - National and Historical Curriculum Patterns in Social Studies
 - Spiral Curriculum
- 3. Disciplines
 - History
 - Geography
 - Political science/ civics
 - Economics
 - Behavioral Sciences
- 4. Significant Curricular Trends in Social Studies Education
 - Character Education
 - Values Clarification
 - Multicultural Education
 - Current Events
 - Social Justice
 - Education for Participatory Democracy
- 5. Controversies in Social Studies Curriculum and Instruction
- Planning and Instruction in Elementary Social Studies (9 hrs.)
 - 1. Methods
 - Place Based
 - Inquiry
 - PBL
 - Primary Sources
 - Cultural Universals
 - Story Path
 - Local And Family History
 - Inductive Thinking
 - Cooperative Learning
 - Role Playing and Dramatic Strategies
 - Simulation
 - Oral History
 - Direct Instruction
 - Differentiating Instruction Based on Student Need
 - 2. Incorporating Standards into Instruction
 - 3. Resources
 - Textbooks
 - Digital
 - Local and Family
 - Children’s Literature/ Books

- Maps
- Using Commercial or Other Existing Lesson Plans
- 4. Integration of Other Academic Disciplines
- 5. Unit Planning
- 6. Programs, Centers, and Professional Organizations
 - National History Day
 - Project Citizen
 - Civitas
 - Center for Civic Education
 - Council for Economic Education
 - National Geographic
 - Campaign for the Civic Mission Of Schools
 - National Council for History Education
 - National Council for Geography Education
 - Library of Congress Teaching with Primary Sources Program
 - Mississippi Department of Archives and History
- Assessment (9 hrs.)
 1. NAEP
 2. SATP
 3. Standardized Testing
 4. Traditional Assessment
 5. Authentic and Performance Based Assessment
 6. Peer and Self-Assessment
- Professional Role of the Social Studies Teacher (9 hrs.)
 1. Developing Professional Development
 2. Presenting Professional Development
 3. Reading and Evaluating Social Studies Research and Theory

Required Texts:

Mississippi Department of Education (2010). *Mississippi social studies curriculum framework revised*. MDE. Download from <http://www.mde.k12.ms.us/ACAD/ID/Curriculum/ss/index.html>

National Council for the Social Studies (2013). *Social studies for the next generation: Purposes, practices and implications of the college, career, and civic life (C3) framework for social studies state standards*. National Council for the Social Studies: Silver Spring, MD). Download from <http://www.socialstudies.org/c3>

National Council for the Social Studies (2002). *National standards for social studies teachers*. National Council for the Social Studies: Silver Spring, MD. Download at <http://downloads.ncss.org/NCSSTeacherStandardsVol11-rev2004.pdf>

Task Force of the National Council for the Social Studies (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. National Council for the Social Studies: Alexandria, VA.

Methods of Instruction:

Methods of instruction will be in- class discussion, online discussion, small group assignments, and individual student assignments. Instruction and assignments will be both in class/face to face and through Blackboard Learn platform with MSU access. Active involvement with Blackboard Learn will be required in order to access many course documents, complete discussions with the instructor/peers, and access/submit assignments.

The course is based on the four dimensions of the inquiry model as outlined in *College, Career, and Civic Life (C3) Framework for Social Studies*. The four dimensions are 1) Developing questions and planning inquiries, 2) Applying disciplinary concepts and tools, 3) Evaluating sources and using evidence, and 4) Communicating conclusions and taking informed action. We will use the inquiry model to frame learning about the nature of social studies curriculum. Students are expected to apply the inquiry model to all assignments and activities in the course.

As a graduate seminar, students must exercise intellectual independence in selecting topics, developing products, and selecting modes of presentation for assignments with support and guidance from the instructor. This includes identifying and developing some criteria for evaluation of products resulting from learning activities.

Suggested Student Activities:

- **Social Studies Learning Journal:** Each student will keep a social studies learning journal to document growth in learning and understanding of the key concepts in the course. Students will write a minimum of two entries per module for a minimum total of ten (the first two entry prompts will be provided by the instructor. Subsequent entries will be initiated by students (either as a group or individual). Journal entries will be based on questions arising from course readings and discussions. Journal entries will include the four elements of the inquiry model and reference course materials (to include materials located by students). Students will type all journal entries and keep it in a folder. Students will bring their journal to every class. The instructor will review journal entries in class. Additional entries can be used to record inquiry questions associated with course assignments and class discussions. (Course Objectives: 1, 2, 4, 5, 6)
- **Book Critique & Book Share:** Each student will read a book about social studies curriculum and write a book critique. The instructor will make books available during the first week of class and provide an example of a book critique. Students will locate book critiques/ reviews in academic journals to use as a model. The length of the book critique will be based on the book critique/ review used as a model. Critique length (based on number of words) will be approved by the instructor. Development of evaluation criteria will be a joint effort between the instructor and students. All evaluation criteria will include grammar/style (10%) and using supporting theoretical material from the course (20%). The instructor has final authority on evaluation criteria selected and point values for each criterion. (Course Objectives: 1, 4, 6, 7, 8)

- **Catalog of Knowledge, Skills, and Aptitudes Necessary to Teach Social Studies:** As a group the class will conduct an inquiry of the question: What knowledge, skills, and aptitudes must teachers in Mississippi possess in order to be an effective elementary social studies teacher? This inquiry will be conducted in and outside of class. The students will conduct the inquiry with support from the instructor. Students will develop additional questions and plan their inquiry, apply disciplinary concepts and tools (of educational research), evaluate sources and use evidence to support their findings, and communicate their conclusions and take informed action. Students will propose ways to present their findings to the instructor. Development of evaluation criteria will be a joint effort between the instructor and students. All evaluation criteria will include grammar/style (10%) and using supporting theoretical material from the course (20%). The instructor has final authority on evaluation criteria selected and point values for each criterion. The evaluation criteria must also include a way to evaluate individual effort. This activity is a cooperative learning activity and the instructor will assist the students in planning an inquiry that includes equal effort from all students. (Course Objectives: 2, 5, 6, 7, 8)
- **Lesson Plan Modification:** Students will select an existing lesson plan from the Mississippi Department of Archives and History and modify it to reflect what they have learned about the nature quality social studies instruction. All lessons will incorporate the NCSS Curriculum Standards (Purposes, Questions for Exploration, Knowledge, Processes, and Products) and the C3 inquiry model and be aligned to at least one competency from the Mississippi Social Studies Framework. Development of evaluation criteria will be a joint effort between the instructor and students. 40% of the point values will be based on the planning domain of the TIAI. Students will develop the remaining 60% based on the NCSS Curriculum Standards, the C3 Framework, ACEI Standards, or other course material and standards. The instructor has final authority on evaluation criteria selected and point values for each criterion. (Course Objectives: 2, 3, 7, 8)
- **Place Based Social Studies Project:** This course includes a field component. The class will take a field trip to a historically significant place in Mississippi. Prior to attending the field trip, students must research the site and historical events and people associated with the site. Students will also locate and catalog education resources associated with this site. Students will develop a product that illustrates their understanding of how to support social studies goals using place based education. The product must include at least four components: 1) Background and history of the site, 2) Research on how to use place based education in the social studies curriculum, 3) Curriculum connections (to NCSS Standards, C3 inquiry model, and MS Social Studies Framework), 4) Classroom application. Development of evaluation criteria will be a joint effort between the instructor and students. All evaluation criteria will include grammar/style (10%), using supporting theoretical material from the course (20%), and including all required components. The instructor has final authority on evaluation criteria selected and point values for each criterion. (Course Objectives: 3, 4, 5, 7)
- **Annotated Bibliography for Professional Development Project:** Each student will complete an annotated bibliography of resources located during their research of their

professional development project. Prior to conducting their research and locating resources, students will provide the instructor with a proposed topic for their professional development project. Once their topic has been approved, students will conduct research in order to support their professional development. The students will produce an annotated bibliography that includes at least 10 resources. Six of the resources must be from peer reviewed journals. The other four can be from practitioner journals. All resources must be approved before they are included in the annotated bibliography. Students will bring copies of the ten resources to the instructor for approval. The instructor will provide a sample annotated bibliography in the first class. Development of evaluation criteria will be a joint effort between the instructor and students. All evaluation criteria will include grammar/style (10%) and potential classroom application (20%). The instructor has final authority on evaluation criteria selected and point values for each criterion. (Course Objectives: 1,2 , 4, 5, 6, 7, 8)

- **Model Social Studies Innovation:** Each student will locate an innovative strategy to use to teach a social studies concept. Students will demonstrate their innovative strategy in class. Their demonstration will last between 10-15 minutes. Students will model how to teach the strategy. Students will create a sample artifact of what students would make for assessment purposes during a lesson using the strategy. Students will create a one page description of the innovative strategy and how to use it. The description must include references. This innovative strategy can be a part of the professional development project. (Course Objectives: 3, 7, 8)
- **Social Studies Professional Development Project:** Students will select a social studies topic for a professional development project. The topic must have application in the elementary social studies classroom and be research based. Students will write a paper and submit it for publication to a social studies or elementary education journal. Students will locate existing articles from social studies or elementary journals to use as a pattern. Each paper will be research based, but have a classroom application. The length of the paper will be based on the word limits established by the journal that students are using as a pattern and to which they plan to submit their manuscript. Students will use the research conducted in their annotated bibliography as the research basis for their paper. Students will create a professional development presentation and send proposal to a state, regional, or national social studies conference. Students will conduct their presentation in class. Development of evaluation criteria will be a joint effort between the instructor and students. All evaluation criteria will include grammar/style (10%), using supporting theoretical material from the course (20%), and classroom application. The instructor has final authority on evaluation criteria selected and point values for each criterion. The 200 points are equally divided between the paper and the presentation. (All Course Objectives)
- **Class Participation and Discussions:** Students will be provided with a reading list and will read required materials and student located materials associated with class discussion topics. Topics for discussion will be based on inquiry questions developed by students during the previous class meeting. Students will be assigned as discussion leaders for at

least one class meeting. Students will meet with the instructor prior to the class to help prepare for the discussion. (All Course Objectives)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://www.honorcode.msstate.edu/>

Please note that **Plagiarism** is defined and clarified within the honor code as follows:

1. **Plagiarism:**

The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Clarification:

- a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

General information pertaining to plagiarism:

- a. Faculty members are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
- b. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
- c. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment,..." and then conclude with a footnote or endnote identifying the exact reference.

- d. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
- e. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc. Materials, which add only to a general understanding of the subject, may be acknowledged in the bibliography and need not be footnoted or endnoted.
- f. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.

Technology:

Due to the fact that course material is offered online, technology will play a key integral role in this course.

Diversity:

Diversity among classrooms, teachers, and students will be discussed in this course. Student will examine materials for appropriateness to use with diverse learners.

Disability:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335. All necessary accommodations will be made for any documented disability.

Field Component:

This course includes a field component. We will take a field trip to Vicksburg National Battlefield on March 6. Please plan to attend this field trip as it is linked to one of the primary assignments.

Evaluation of Student Progress:

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. No late work will be accepted regardless of point value. Furthermore, all assignments, including daily class activities, must be completed and submitted to the instructor in order to pass the course with a “C” or higher. Students cannot choose to not do an assignment or class activity.

Grading Scale:

1000-930=A
929-860=B
859-790=C
789-760=D
759 & below=F

COURSE ASSIGNMENTS/ACTIVITIES:

Social Studies Learning Journal	100 pts
Book Critique & Book Share	100 pts
Catalog of Knowledge, Skills, & Aptitudes	100 pts
Lesson Plan Modification	100 pts
Place Based Social Studies Project	100 pts
Annotated Bibliography	100 pts
Model Social Studies Innovation	100 pts
Professional Development Project	200 pts
Class Participation & Discussion	100 pts
Total Points	1000 pts

ATTENDANCE POLICY:

All students are required to attend all classes and field experience days. Students are granted one absence for personal illnesses and other related situations. Each additional absence will result in a 10-point deduction from the student's overall point total for that course. Additionally, all students should be punctual to class. If a student is tardy to class, a 5-point deduction from the candidate's overall point total will result. A tardy occurs when a student arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Students should contact the professor in advance (prior to the start of class that day) if a class will be missed.

CLASS ETIQUETTE:

Cell phones are to be turned off or placed on silent and put away during class, as per Mississippi State University policy. If there is an emergency situation which would require the need for your cell phone to be on vibrate, you are to first discuss this with your instructor. Text messaging or accessing the Internet via cell phone, PDA or personal computer **is not allowed during class**. If access to the Internet is necessary during class, it will be directed specifically by the instructor. Cell phones are not allowed at field experiences schools. Professionalism points will be deducted for violation of this policy, if observed by either the course instructor or other field experience personnel. If the instructor sees a cell phone out during class at a time when access to the Internet and/or calculator usage is not authorized, five professionalism points will be deducted for each offense.

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