

Social Studies Research Paper Ideas

The authors of the nine other chapters in this book have struggled with the issues discussed above in several different ways. The chapter authors represent a wide range of views and expertise within the field of social stud-ies. Some have been leading social studies scholars for three or four decades. Other authors represent new voices that have begun to shape the direction social studies will take in the future. The topics examined here include the debate over how to define social studies, social studies and the impact of the standards/accountability movement, the contextual con-straints/restraints on teaching social studies, education for teaching history, multicultural education, global education, social studies and educational technology, and the nature and effectiveness of social studies research.

*In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran education and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals: * What poverty is and how it affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.*

"Good writing skills are a pathway to academic success and a lifelong asset for students. The social studies disciplines offer excellent opportunities for the development of these skills because social studies subjects require students to present information clearly and accurately, to summarize different perspectives, and to construct persuasive arguments ... This book offers invaluable suggestions that will help social studies teachers in grades 7 through 12 to teach the skills of communication and self-expression that will enable students to achieve their college and career goals and become effective citizens with a voice in American society."--Page 4 of printed paper wrapper.

Communication research is evolving and changing in a world of online journals, open-access, and new ways of obtaining data and conducting experiments via the Internet. Although there are generic encyclopedias describing basic social science research methodologies in general, until now there has been no comprehensive A-to-Z reference work exploring methods specific to communication and media studies. Our entries, authored by key figures in the field, focus on special considerations when applied specifically to communication research, accompanied by engaging examples from the literature of communication, journalism, and media studies. Entries cover every step of the research process, from the creative development of research topics and questions to literature reviews, selection of best methods (whether quantitative, qualitative, or mixed) for analyzing research results and publishing research findings, whether in traditional media or via new media outlets. In addition to expected entries covering the basics of theories and methods traditionally used in communication research, other entries discuss important trends influencing the future of that research, including contemporary practical issues students will face in communication professions, the influences of globalization on research, use of new recording technologies in fieldwork, and the challenges and opportunities related to studying online multi-media environments. Email, texting, cellphone video, and blogging are shown not only as topics of research but also as means of collecting and analyzing data. Still other entries delve into considerations of accountability, copyright, confidentiality, data ownership and security, privacy, and other aspects of conducting an ethical research program. Features: 652 signed entries are contained in an authoritative work spanning four volumes available in choice of electronic or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of communication research to more easily locate directly related entries. Back matter includes a Chronology of the development of the field of communication research; a Resource Guide to classic books, journals, and associations; a Glossary introducing the terminology of the field; and a detailed Index. Entries conclude with References/Further Readings and Cross-References to related entries to guide students further in their research journeys. The Index, Reader's Guide themes, and Cross-References combine to provide robust search-and-browse in the e-version.

The Social Studies Curriculum

Social Science Research

Writing Strategies for Social Studies

Teaching Writing in the Social Studies

Principles, Methods, and Practices

40 Fabulous Social Studies Activities

Social Studies Today will help educators—teachers, curriculum specialists, and researchers—think deeply about contemporary social studies education. More than simply learning about key topics, this collection invites readers to think through some of the most relevant, dynamic, and challenging questions animating social studies education today. With 12 new chapters highlighting recent developments in the field, the second edition features the work of major scholars such as James Banks, Diana Hess, Joel Westheimer, Meira Levinson, Sam Wineburg, Beth Rubin, Keith Barton, Margaret Crocco, and more. Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom, responding to high-stakes testing, teaching patriotism, and teaching with film and geospatial technologies. Accessible, compelling, and practical, these chapters—full of rich examples and illustrations—showcase some of the most original thinking in the field, and offer pre- and in-service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them. Walter C. Parker is Professor and Chair of Social Studies Education and (by courtesy) Professor of Political Science at the University of Washington, Seattle.

Social Studies in the New Education Policy Era is a series of compelling open-ended education policy dialogues among various social studies scholars and stakeholders. By facilitating conversations about the relationships among policy, practice, and research in social studies education, this collection illuminates various positions—some similar, some divergent—on contested issues in the field, from the effects of standardized curriculum and assessment mandates on K–12 teaching to the appropriate roles of social studies educators as public policy advocates. Chapter authors bring diverse professional experiences to the questions at hand, offering readers multiple perspectives from which to delve into well-informed discussions about social studies education in past, present, and future policy contexts. Collectively, their commentaries aim to inspire, challenge, and ultimately strengthen readers' beliefs about the place of social studies in present and future education policy environments.

This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

This Second Edition of Diana Ridley's bestselling guide to the literature review outlines practical strategies for reading and note taking, and guides the reader on how to conduct a systematic search of the available literature, and uses cases and examples throughout to demonstrate best practice in writing and presenting the review. New to this edition are examples drawn from a wide range of disciplines, a new chapter on conducting a systematic review, increased coverage of issues of evaluating quality and conducting reviews using online sources and online literature and enhanced guidance in dealing with copyright and permissions issues.

Resources in Education

N E A Research Bulletin

Creating Standards-Based Lesson Plans and Rubrics

Purposes, Problems, and Possibilities, Third Edition

The Role of Philosophical Counseling

Teaching with Poverty in Mind

Presents practical guidance of student activities involving reports and projects, from conception to the finished product, and includes handouts, websites, a bibliography, and an appendix with examples of research papers.

This book is designed to provide elementary school teachers with information, suggestions, and models for using writing in the social studies, from early primary to middle grades. There are four major chapters to the book. Chapter I is titled "Research on the Teaching of Writing." The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing. Chapter II is titled "Developing Readiness in Writing." The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing. The remaining five articles describe techniques such as interviewing, exploring the past, and brainstorming that teachers can use to initiate writing. The third of Chapter III which contains seven articles is "Using Writing to Learn Social Studies Content." The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations. Another describes how writing can be used to conduct simulated field trips in the social studies classroom. The title of Chapter IV is "Combining Writing with Social Studies." Discussed are three essential supports for a successful program: a detailed curriculum guide, inservice teacher training, and cooperative teacher/administrator assessment procedures. The book also cites related resources in the ERIC system. (Author/RM)

This Volume, is the first of 2 volumes that are being released together, but under separate covers. Volume 1, contains the instructional guide to teach special education students and English language learners to be successful writers, in 7 easy steps. In view of the increasing educational dropout rate of these special populations, this unique, simple program offers encouragement, hope, and success to students who are struggling in developing their writing skills. Not only is this program easy to learn and remember, but students are able to increase their writing skills in shorter periods of time. This Volume contains five, no-frills, bare-bones lesson plans along with teacher comments. It also includes reproducible Master Guide Sheets, and student Self-evaluation forms. The simplified color coding system is used as a consistent, predictable routine in each writing activity. This program, like no other, promotes student self-confidence and renewed interest in learning. The words, "I can't write" turn into "Yes, I can!" However, the best kept secret is that these 7 easy steps will help all students. Listen to what the kids are saying: "I had a lot of fun with Steps 1 to 7. They really helped me with my work." (comments from an 8th grade student). "The first thing I learned was Steps 1-7. I learned how to write better paragraphs," (comments from an 8th grade student). "I learned how to web my ideas using complete sentences," (comments from an 8th grade student). "I did really well on my writing assessment because I used the 7 steps," (comments from a 9th grade student) "I couldn't write a complete sentence. With these steps, I can write complete paragraphs and essays for Language Arts and Geography." I did well in my writing test, too." (comments from a 9th grade student). Listen to what teachers are saying: "I have been in meetings where parents have commented how effective her writing program has been with helping their kids. I've often heard parents express their gratitude for their child's success due to Ms. Posey's teaching." (comments from a junior high teacher). "After the 9th graders took the writing assessment, several of the students commented on how good they felt about their writing abilities that were a direct result of the efforts of Ms. Posey." (comments from a junior high teacher). "Her strategies and writing techniques resulted in 50% improvement, an impressive increase, in the scores of resource students for the 9th grade direct writing assessment. This is the highest achievement I've seen in my 30 years of teaching." (comments from a secondary special education teacher).

The preparation of social studies teachers is crucial not only to the project of good education, but, even more broadly, to the cultivation of a healthy democracy and the growth of a nation's citizens. This one-of-a-kind resource features ideas from over 100 of the field's most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers can learn to teach, thus illuminating the careful planning and deep thinking that go into the preparation of the social studies teachers. While concentrating on daily teaching realities such as lesson planning and meeting national, state, or provincial standards, each contributor also wrestles with the most important current issues on educating teachers for today's increasingly diverse, complex, and global society. Features of this unique teaching resource include: Volume sections that are arranged by both disciplinary organization and approach or activity. Thoughtful introductory section essays that conceptualize each theme, providing a conscientious theoretical overview and analysis of each individual section. Rich and concrete examples of best practice from some of the field's most diverse and highly regarded scholars and teacher educators An index that identifies the appropriate teaching level and teacher education context and links the strategies and ideas that are presented in the essay to the relevant INTASC and NCSS standards for quick reference in classroom planning as well as institutional development and implementation. A much-needed addition to the field, this comprehensive volume will be of value to any teacher interested in social studies or diversity education across age groups and educational contexts.

Research Topics for Students

Grades 2-3

Elementary Social Studies

100 Social Studies Report Ideas

Handbook of Research in Social Studies Education

Research in Education

Replete with strategies, examples, and reproducibles, this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level!

Reading, writing, and research merge into meaningful learning experiences with this unique collection of flexible, easy-to-make projects. Students follow simple step-by-step directions to create engaging timelines, accordion books, quilts, banners, scrolls, zipper books, and much more! Projects reinforce literacy skills and can be used with any social studies topic from geography, map skills, and history to citizenship, government, and national holidays and celebrations. Perfect for students of all learning styles. For use with Grades 2-3.

This solid volume shows how to integrate emerging fields of design-based research (DBR) within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms. Usually associated with STEM fields, DBR's unique ability to generate practical theories of learning and to engineer theory-driven improvements to practice holds meaningful potential for the social studies. Each chapter describes a different DBR study, exploring the affordances and dilemmas of the approach. Chapters cover such topics as iterative design, using and producing theory, collaborating with educators, and the ways that DBR attends to historical, political, and social context.

*The Wiley Handbook of Social Studies Research*John Wiley & Sons

A Learning Guide for Social Studies Skill Development 7-12

Contemporary Issues and Perspectives

Methods for Secondary and Elementary Teacher Candidates

The Social Studies Teacher's Toolbox

GUIDE FOR THE PERPLEXED

Strategies for Teachers and Teacher-librarians

Offering a fresh take on the purpose of social studies today, James A. Duplass positions philosophical counseling as a way for teachers to engage students in thinking deeply about what it means to be a citizen in a democratic society. The Idea of a Social Studies Education takes a uniquely humanistic approach to the idea of a social studies education to show how teachers can act as philosophical counselors in preparing students for active civic engagement. Duplass reminds the reader of the needs of students in modern society who seek to develop an identity worth living and the role social studies can play in students achieving that process. By focusing on the cultivation of students' autonomy, authenticity, efficacy, and agency, Duplass' approach avoids political biases and instead encourages critical thinking to decipher what a democratic ideology truly is.

Social studies teachers will find classroom-tested lessons and strategies that can be easily implemented in the classroom The Teacher's Toolbox series is an innovative, research-based resource providing teachers with instructional strategies for students of all levels and abilities. Each book in the collection focuses on a specific content area. Clear, concise guidance enables teachers to quickly integrate low-prep, high-value lessons and strategies in their middle school and high school classrooms. Every strategy follows a practical, how-to format established by the series editors. The Social Studies Teacher's Toolbox contains hundreds of student-friendly classroom lessons and teaching strategies. Clear and concise chapters, fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards, cover the underlying research, technology based options, practical classroom use, and modification of each high-value lesson and strategy. This book employs a hands-on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses. Topics range from reading and writing in social studies and tools for analysis, to conducting formative and summative assessments, differentiating instruction, motivating students, incorporating social and emotional learning and culturally responsive teaching. Easy-to-read content shows how and why social studies should be taught and how to make connections across history, geography, political science, and beyond. Designed to reduce instructor preparation time and increase relevance, student engagement, and comprehension, this book Explains the usefulness, application, and potential drawbacks of each instructional strategy. Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs, advanced students, and students with learning differences Offers real-world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher's Toolbox is an invaluable source of real-world lessons, strategies, and techniques for general education teachers and social studies specialists, as well as resource specialists/special education teachers, elementary and secondary educators, and teacher educators.

Emotion is a defining aspect of the human condition. Emotions pervade our social and professional lives, they affect our thinking and behavior, and they profoundly shape our relationships and social interactions. Emotions have traditionally been conceptualized and studied as individual phenomena, with research focusing on cognitive and expressive components and on physiological and neurological processes underlying emotional reactions. Over the last two decades, however, an increasing scholarly awareness has emerged that emotions are inherently social I that is, they tend to be elicited by other people, and regulated to influence other people or to comply with social norms (Fischer & Manstead, 2008; Keltner & Haidt, 1999; Parkinson, 1996; Van Kleef, 2009). Despite this increasing awareness, the inclusion of the social dimension as a fundamental element in emotion research is still in its infancy (Fischer & Van Kleef, 2010). We therefore organized this special Research Topic on the social nature of emotions to review the state of the art in research and methodology and to stimulate theorizing and future research. The emerging field of research into the social nature of emotions has focused on three broad sets of questions. The first set of questions pertains to how social-contextual factors shape the experience, regulation, and expression of emotions. Studies have shown, for instance, that the social context influences the emotions people feel and express (Clark, Fitness, & Brissette, 2004; Doosje, Branscombe, Spears, & Manstead, 2004; Fischer & Evers, 2011). The second set of questions concerns social-contextual influences on the recognition and interpretation of emotional expressions. Studies have shown that facial expressions are interpreted quite differently depending on the social context (e.g., in terms of stance, culture, or gender) in which they are expressed (Elenfen& Ambady, 2002; Hess & Fischer, 2013; Mesquita & Markus, 2004; Tiedens, 2001). The third set of questions has to do with the ways in which people respond to the emotional expressions of others, and how such responses are shaped by the social context. Studies have shown that emotional expressions can influence the behavior of others, for instance in group settings (Barsade, 2002; Cheshin, Rafaeli & Bos, 2011; Heerdink, Van Kleef, Homan, & Fischer, 2013), negotiations (Sinaceur & Tiedens, 2006; Van Kleef, De Dreu, & Manstead, 2004), and leadership (Sy, Côté, & Saavedra, 2005; Van Kleef, Homan, Beersma, & Van Knippenberg, 2010). This Research Topic centers around these and related questions regarding the social nature of emotions, thereby highlighting new research opportunities and guiding future directions in the field. We bring together a collection of papers to provide an encyclopedic, open-access snapshot of the current state of the art of theorizing and research on the social nature of emotion. The state of the art work that is presented in this e-book helps advance the understanding of the social nature of emotions.

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade An in-depth look at the current state of social studies education and emerging trends Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies A state-of-the-art guide for both graduate students and established researchers Guided by an advisory board of well-respected scholars in social studies education research

Curriculum Design for Writing Instruction

Social Studies and Diversity Education

Conversations on Purposes, Perspectives, and Practices

Design Research in Social Studies Education

Improving Social Studies Instruction

From Struggling Students to Successful Writers in 7 Easy Steps

These 100 social studies research topics will challenge students and stimulate their interest. They can be used as is or be adapted and used to inspire new ideas. They cover culture, economics, exploration and migration, geography, government and politics, history, labor, people, and religion.

The author of the world wide best-seller, Small Is Beautiful, now tackles the subject of Man, the World, and the Meaning of Living. Schumacher writes about man's relation to the world, man has obligations -- to other men, to the earth, to progress and technology, but most importantly himself. If man can fulfill these obligations, then and only then can he enjoy a real relationship with the world, then and only then can he know the meaning of living. Schumacher says we need maps: a "map of knowledge" and a "map of living." The concern of the mapmaker--in this instance, Schumacher--is to find for everything it's proper place. Things out of place tend to get lost; they become invisible and there proper places end to be filled by other things that ought not to be there at all and therefore serve to mislead. A Guide for the Perplexed teaches us to be our own map makers. This constantly surprising, always stimulating book will be welcomed by a large audience, including the many new fans who believe strongly in what Schumacher has to say.

The Fifth Edition of the Handbook of Research on Teachingis an essential resource for students and scholars dedicated to the study of teaching and learning. This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues. In each authoritative chapter, the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching. Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field. The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields.

First published in 1992. This volume includes reports, papers and discussion from a September 1990 educational research workshop on textbook analysis in history and social studies. Some 20 European countries are represented.

Rethinking Social Studies Teacher Education in the Twenty-First Century

Handbook of Research on Teaching

Writing in Elementary School Social Studies

Critical Lessons from an Emerging Field

Guiding Students Into Information Literacy

This volume fills a significant gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field. It is not a "how to" guide but an exploration of key issues related to the design and implementation of empirical studies. The authors are active researchers who use varied methods in diverse settings—including historical research, international comparative studies, survey research, interviews with students and teachers, classroom observations, self-studies and action research, and emancipatory methodologies. They use their own experiences to examine such topics as the conceptualization of research questions, relationships with participants, researchers' identities, and elicitation of students' and teachers' thinking. This collection should become indispensable for both beginning and experienced scholars in social studies.

In this volume teacher educators explicitly and implicitly share their visions for the purposes, experiences, and commitments necessary for social studies teacher preparation in the twenty-first century. It is divided into six sections where authors reconsider: 1) purposes, 2) course curricula, 3) collaboration with on-campus partners, 4) field experiences, 5) community connections, and 6) research and the political nature of social studies teacher education. The chapters within each section provide critical insights for social studies researchers, teacher educators, and teacher education programs. Whether readers begin to question what are we teaching social studies teachers for, who should we collaborate with to advance teacher learning, or how should we engage in the politics of teacher education, this volume leads us to consider what ideas, structures, and connections are most worthwhile for social studies teacher education in the twenty-first century to pursue.

Despite technology's presence in virtually every public school, its documented familiarity and use by youth outside of school, and the wealth of resources it provides for teaching social studies, there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies. In an effort to begin to fill this gap in research literature, this book focuses on research on technology in social studies education. The objectives of this volume are threefold: to describe research frameworks, provide examples of empirical research, and chart a course for future research endeavors. Accordingly, the volume is divided into three overarching sections: research constructs and contexts, research reports, and research reviews. The need for research is particularly acute within the field of social studies and technology. As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow, it is necessary to examine how technology tools impact, improve, and otherwise affect teaching and learning in social studies. Given these circumstances, we have prepared this collection of research conceptualizations, reports, and reviews to achieve three goals. 1. Put forward reports on how research is being conducted in the field 2. Present findings from well-designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies. 3. Showcase reviews of research in social studies It is with this framework that we edited this volume, Research on Technology and Social Studies Education, as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology. The book is divided into four sections. The first section of the book includes three descriptions of research constructs and contexts in social studies and technology. The second section is focused on research reports from studies of student learning in social studies with technology. The third section contains research reports on teachers' pedagogical considerations for using technology in social studies. In the fourth and final section, we present work that broadly reviews and critiques research in focused areas of social studies and technology. This volume contains twelve chapters, each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology. The volume includes research and theoretical works on various topics, including digital history, digital video, geography, technology use in the K-12 social studies classroom, and artificial intelligence.

This book is designed to introduce doctoral and graduate students to the process of conducting scientific research in the social sciences, business, education, public health, and related disciplines. It is a one-stop, comprehensive, and compact source for foundational concepts in behavioral research, and can serve as a stand-alone text or as a

supplement to research readings in any doctoral seminar or research methods class. This book is currently used as a research text at universities on six continents and will shortly be available in nine different languages.

What Being Poor Does to Kids' Brains and What Schools Can Do About It

The Idea of a Social Studies Education

The Literature Review

Teacher Education for Democracy and Social Justice

Get Ready! for Social Studies - Book Reports, Essays and Research Papers

A Step-by-Step Guide for Students

An AEP Award winner, this resource provides detailed strategies and activities with classroom examples across multiple grade ranges. Learn practical standards-based strategies to help students understand Social Studies content. Specific suggestions for differentiating instruction for English language learners, gifted students, and below-grade level students are included with every strategy. Includes a Teacher Resource CD of customizable graphic organizers and other student activities. This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. 208 pages + CD

Examines just how the important goals of educating for democracy can be achieved from the perspective of those working in teacher education and in P-12 schools.

Everything parents need to help their kids succeed in social studies The only comprehensive social studies skill-building series available, the Get Ready! For Social Studies series equips proactive parents with the tools they need to help their children develop the core skills required to perform at grade level in social studies-related subjects. Book Reports, Essays, and Research Papers provides step-by-step instruction, models, and practice exercises to help parents guide their children through the writing and research process.

Designed for use in elementary and secondary social studies education courses, this book supports the teaching of social studies methods in a range of educational settings. By highlighting long-standing content and principles of social studies education in a concise and direct way, this volume offers the building blocks of a comprehensive course, for use as springboards to the effective presentation of professors' desired course emphases. With sections on foundations, subject areas, and best practices, this text explains the intersection between the "modelling" role of social studies teachers as democratic citizens, social studies fields of study, and strategies implemented in the classroom to encourage students' critical thinking and values formation.

Research Bulletin

The Essence of Teaching Social Studies

Research Methods in Social Studies Education

Research and Practice

The SAGE Encyclopedia of Communication Research Methods

Social Studies Today

This Handbook outlines the current state of research in social studies education - a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence: for the field to be maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced

researchers in the field.

MyLabSchool - Where the classroom comes to life! Watch real classrooms in action in the MLS VideoLab. Study for the PRAXIS exam using our video cases and practice test! Prepare for your first (or next!) job interview with the MLS Career Center. Learn how to write effective research papers with Research Navigator. Contact your local & Bacon sales representative for more information about this great tool or for the Valuepack ISBN.

Hundreds of Practical Ideas to Support Your Students

The Social Nature of Emotions

The Wiley Handbook of Social Studies Research

What We Do and Why We Do It

Research on Technology in Social Studies Education

Social Studies in the New Education Policy Era