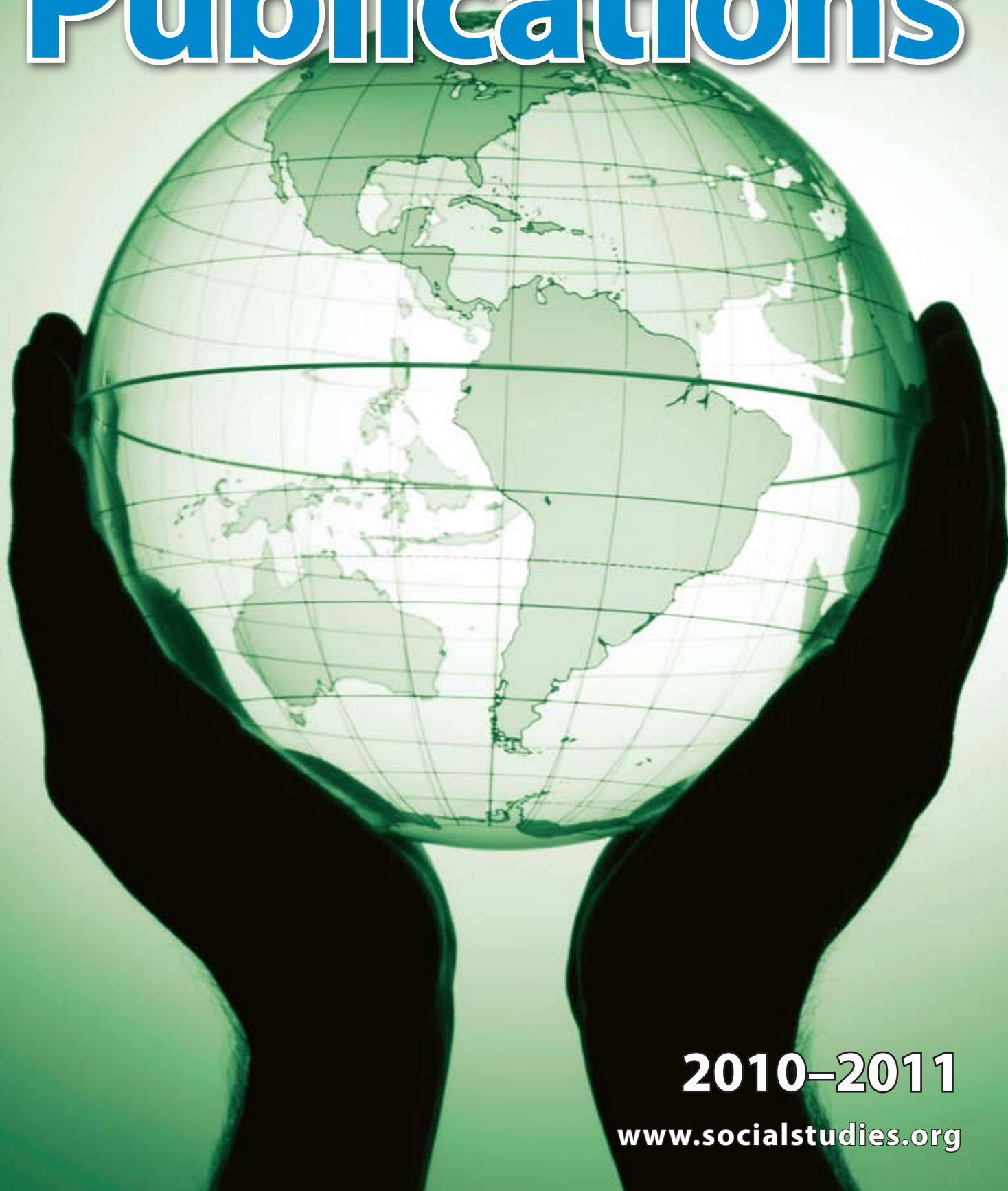




National Council for the Social Studies

Publications

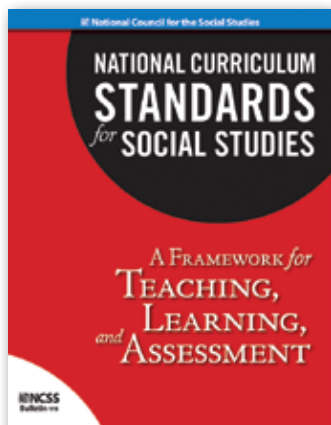


2010–2011

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In-Depth from NCSS

NEW! THE REVISED NATIONAL STANDARDS



National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Developed by the NCSS Task Force for Social Studies Standards
NCSS Bulletin 111, 171 pp., 2010

Published in September 2010, the revised national social studies standards are an essential resource for schools, social studies teachers, school districts and teacher education programs. They offer the

framework for developing social studies programs that educate students in the skills and knowledge needed for college, careers, and 21st-century citizenship.

The revised standards, like the earlier social studies standards published in 1994, continue to be structured around the ten themes of social studies. However, the revised standards offer a sharper focus on:

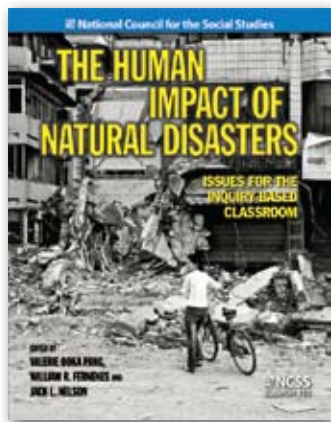
- Purposes
- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

The revised standards also include:

- Enhancements in the descriptions of the ten themes and the associated learning expectations
- The addition of new descriptions of standards-based class practices to time-tested descriptions that were included in the original edition of the standards
- A stronger focus on student products and their assessment
- An updated list of essential social studies skills and strategies, including literacy strategies

This volume should be part of the core library of all social studies educators, schools and colleges.

100111 Price: \$29.95/NCSS Members \$19.95



The Human Impact Of Natural Disasters: Issues For The Inquiry-Based Classroom

Edited by Valerie Ooka Pang,
William R. Fernekes, and
Jack L. Nelson
NCSS Bulletin 110, 113 pp., 2010

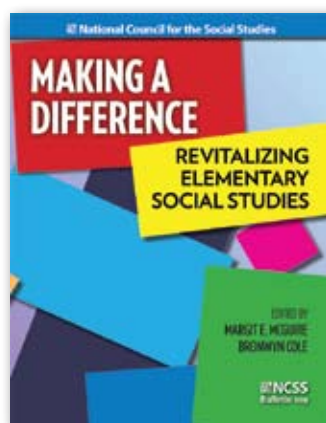
When catastrophe strikes in the form of natural disasters, many questions spring to mind: How did this happen? What can be done to protect against these disasters in

future, or to respond better to them? How can we help the survivors? The examination of these questions engages many social studies disciplines—history, geography, civics, economics, and the other social sciences.

This book shows the value of making natural disasters a focus of the inquiry-based social studies classroom. Its opening section examines disasters through the lens of history and geography, describing their psychological impact and their political effects. Part 2 presents case studies of the Haitian earthquake, Hurricane Katrina, disasters in Nepal, the impact of disasters on women in sub-Saharan Africa, and an account of the Grameen Bank in Bangladesh, which was created by Muhammad Yunus in response to the ravages of floods. The third part of the book examines disasters from a human rights perspective, analyzing the impact of these catastrophes on socially vulnerable groups, such as displaced persons, people with disabilities, and children. The book concludes with educational recommendations and resources. Lesson plans or class activities based on different themes of the national social studies standards are also included in most chapters. A guiding thread of the entire volume is the commitment of its contributors to human rights education in an inquiry-based classroom.

Item 100110

Price: \$26.00/NCSS Members: \$18.00



Making A Difference: Revitalizing Elementary Social Studies

Edited by Margit E. McGuire and
Bronwyn Cole
NCSS Bulletin 109, 87 pp., 2010

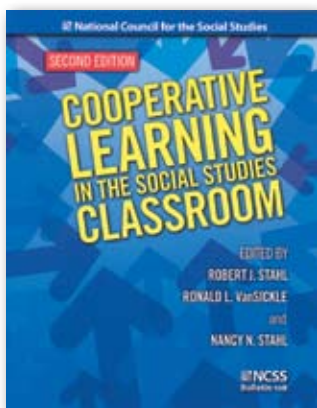
This teacher-friendly book will be a welcome resource for all committed to the revitalization of social studies in elementary schools in the face of great pressures to reduce the time given to social studies subjects.

The contributors advocate a vision of social studies that engages

students, incorporates best classroom practices, and results in demonstrable educational accomplishments. One of the principal thrusts of the book is to emphasize the potential of children's literature and stories on social studies topics as a means of promoting literacy goals as well as an authentic social studies education. Contributors demonstrate the value of using cultural universals—basic human needs and social experiences found in all societies—as a framework for teaching developmentally appropriate social studies in the early grades. The book also emphasizes the importance of well-constructed and imaginative service-learning projects as a way for students to “live their civics.”

Written by experienced and expert social studies educators with a keen eye for distinguishing classroom practices that work from those that do not, this book is an important contribution not only to social studies instruction, but to elementary education in general.

Item 100109 Price \$24.00 NCSS Members: \$16.00



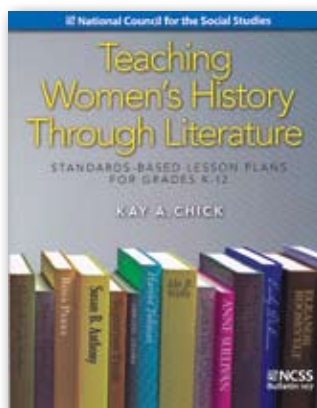
Cooperative Learning in the Social Studies Classroom

Edited by Robert J. Stahl, Ronald L. VanSickle and Nancy N. Stahl
NCSS Bulletin No. 108, 130pp. 2009

This volume will help the reader reflect upon the gains that students and social studies educators can make by rejecting many of the old myths surrounding the value of competitive and rugged individualism and replacing these with a cooperative perspective on learning. What can we gain by having students work

cooperatively in small groups rather than spending much of their time doing their academic work alone? What evidence is available that social studies students achieve more by working together cooperatively than by working alone or by competing for a limited number of rewards? What instructional alternatives might enable more of our students to achieve the goals we set? What might a teacher gain by using cooperative learning groups as an alternative to conventional individualistic and competitive instructional strategies? These and countless more questions are answered in the pages of this new, updated edition of an NCSS classic.

090108 Price: \$26.00/NCSS Members \$16.00



Teaching Women's History through Literature:

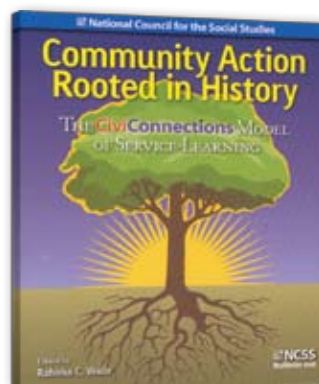
Standards-Based Lesson Plans for Grades K-12

Kay A. Chick
NCSS Bulletin No. 107, 132 pp. 2008

Women used to be almost invisible in history books used in school, and although they now have a stronger presence in textbooks, teachers often have difficulty finding the right additional resources for teaching women's history. Kay A. Chick's

publication fills an important gap by identifying appealing literature that will engage students in the study of women's history. Biographies and historical fiction are the principal genres of literature selected. The author pays special attention to choosing developmentally appropriate books and lesson plans that can advance standards-based teaching at the primary, intermediate, middle school and high school grade levels.

080107 Price: \$24.00/NCSS Members \$16.00



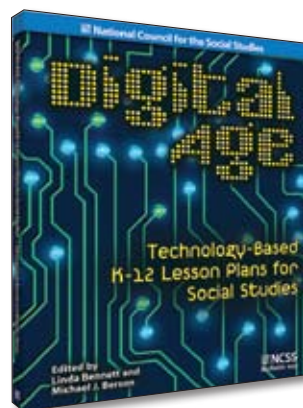
Community Action Rooted in History: The CiviConnections Model of Service-Learning

Edited by Rahima C. Wade
NCSS Bulletin No. 106, 78 pp. 2007

This book chronicles exciting projects in which teachers have linked the study of history to service learning initiatives. The result has been to energize students and enable them to improve their local

communities through their service learning projects at the same time as they have investigated the local and historical roots of social or environmental problems. This book is based on projects actually carried out by the CiviConnections program, and will help teachers who seek to engage students' enthusiasm, meet community needs, and satisfy local and state curricular requirements.

070106 Price: \$22.00/NCSS Members \$16.00



Digital Age: Technology-Based K-12 Lesson Plans for Social Studies

Edited by Linda Bennett and Michael J. Berson
NCSS Bulletin No. 105, 200 pp. 2007

This is an indispensable book for social studies educators at all grade levels. Its lesson plans are based on the NCSS Social Studies Standards and the National Educational Technology Standards and present

some of the best uses of instructional technology to teach the range of social studies subjects at each of the elementary, middle school and high school levels. Whether your interest is U.S. history or contemporary politics and government, world history or world cultures, economics or current affairs, or introducing students to important social groups such as families and communities, you will find this book useful.

070105 Price: \$26.00/NCSS Members \$16.00



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These publications offered by National Council for the Social Studies can be put to use right away as sources of lesson plans or as textbooks for courses. They include timeless classics that are a necessity for any reference library. Among the resources listed here to help educators explore the diverse subjects and methods of social studies are NCSS bulletins, books, and journals, as well as one-stop shopping for standards in many disciplines.

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Teaching about Canada and Mexico

Edited by William W. Joyce and John F. Bratzel
NCSS Bulletin 104, 141 pp., 2006

Many U.S. students learn more about countries beyond the oceans to the east and west of the United States than they do about our northern and southern neighbors. This book provides educators with the in-depth information and suggestions for class activities that will enable them to

teach their students about Canada and Mexico.

The articles on Canada in this book cover its history, government, society, cultural life, and the status of Quebec. Those on Mexico deal with its pre-Hispanic and subsequent history, its political system, culture, images of the U.S. held by Mexicans, and Mexico's recent accomplishments and upcoming challenges. This volume also covers the emergence of North American free trade and its impact on the economies of Mexico and Canada.

Teaching about Canada and Mexico is published by NCSS in association with Michigan State University's Canadian Studies Centre and its Center for Latin American and Caribbean Studies, with which the editors are affiliated.

060104

Price \$26.00/NCSS Members \$16.00

A Link To The Past: Engaging Students In The Study Of History

Michael M. Yell, Geoffrey Scheurman, with Keith Reynolds
NCSS Bulletin 102, 93 pp., 2004

Teachers will benefit from these powerful, tried and tested strategies for getting students involved in the study of history. The authors offer tips for all stages of a history unit: introducing the topic; involving students in discussion; enhancing writing and reading skills; teaching big ideas; and organizing and evaluating effective projects. The book offers useful lesson plans and a selection of valuable resources for teaching history. Its practical tips will help teachers who seek to interest students in history in ways that assist in fulfilling the requirements of a standards-based history curriculum. Author Michael Yell points out that "strategies that get students discussing, thinking and interacting with the content are invaluable for helping them learn and understand that content."

040102

Price \$26.00/NCSS members \$16.00

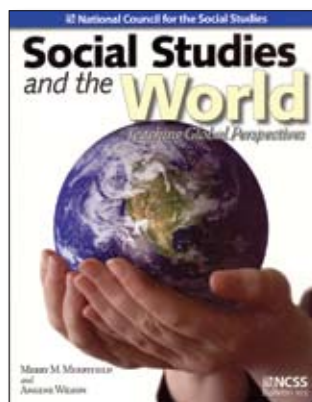
Passport to Learning: Teaching Social Studies to ESL Students

Bárbara C. Cruz, Joyce W. Nutta, Jason O'Brien, Carine M. Feyten and Jane M. Govoni
NCSS, Bulletin No. 101, 123 pp. 2003

More and more teachers face the challenge of teaching social studies to students whose native language is not English. The authors of this book have designed it specially to help social studies teachers do so successfully. The first part of the book enables teachers to understand the process of acquiring a second language and how to deal with students engaged in that process. The second identifies good topics for social studies classes that include ESL students, and offers detailed, ready-to-use lesson plans. This book is a must for social studies teachers whose classes include ESL students.

030101

Price \$26.00/NCSS Members \$16.00



Social Studies and the World: Teaching Global Perspectives

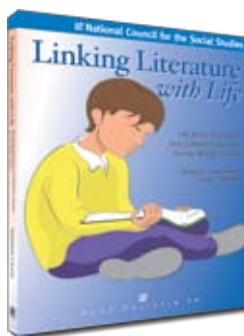
Merry M. Merryfield and Angene Wilson
NCSS, Bulletin No. 103, 141 pp., 2005

"More than in any previous generation, today's students will be actors on a global stage," write Merry M. Merryfield and Angene Wilson. In this book, they recommend ways of developing the skills needed by students to learn about and understand world cultures, world history,

global issues and current events, as well as the links between the U.S. and the rest of the world. Useful for educators at all levels, the book is especially valuable for classroom teachers. Its 49 lesson plans cover the range of social studies subjects, showing how global perspectives can enhance the curriculum. The book also recommends and presents literature and other resources likely to stimulate students to make their own voyages of intellectual discovery. This is a vital resource for educators seeking to incorporate world awareness into the social studies curriculum.

050103

Price \$26.00/NCSS Members \$16.00



Linking Literature with Life: The NCSS Standards and Children's Literature in the Middle Grades

Alexa A. Sandmann and John F. Ahern
NCSS, Bulletin No. 99, 142 pp. 2002

This book was written by two experienced educators for teachers in search of children's literature that conforms to the social studies standards and that students in grades 5-8 really like. After initial chapters that offer guidelines for using children's literature in the social studies classroom, the authors present ten chapters that recommend suitable books for teaching each of the ten themes of the standards. The authors' descriptions of all books include teaching suggestions that show how teachers can make the most of the books in the social studies classroom. All kinds of books are represented—picture books, factual works, fiction, and poetry.

020099

Price \$22.00/NCSS Members \$16.00

Teaching Together: School/University Collaboration to Improve Social Studies Education

Edited by Mary Christenson, Marilyn Johnston and Jim Norris
NCSS, Bulletin No. 98, 198 pp. 2001

This unique book presents the experiences of college professors and classroom teachers who have engaged in cooperative classroom projects that span the range of social studies disciplines at the elementary, middle, and high school levels. Each chapter is authored jointly by the classroom teacher and professor engaged in the project and highlights the achievements that resulted from their collaboration, the problems that arose, how they were solved, and what the implications and possibilities are for other educators seeking to engage in similar collaborative efforts.

980001

Price \$26.00/NCSS Members \$16.00

In-Depth from NCSS

Building a Legacy: Women in Social Education, 1784-1984

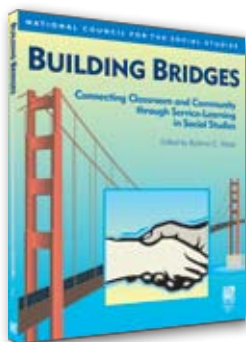
Edited by Margaret Smith Crocco and O.L. Davis, Jr.

NCSS, Bulletin No. 100, 162 pp. 2002

Women constitute the majority of K-12 social studies teachers, but historians have often neglected or underemphasized the importance of their role in the development of social studies. This volume shows how women have built a legacy in shaping social education, as seen through the biographies of more than forty women over a 200-year period.

020100

Price \$24.00/NCSS Members \$16.00



Building Bridges: Connecting Classroom and Community Through Service-Learning in Social Studies

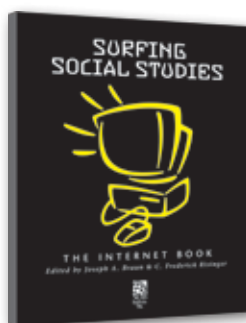
Edited by Rahima C. Wade

NCSS, Bulletin No. 97, 116 pp. 2000

This book, which offers teaching suggestions at the elementary, middle, and high school levels, features a very diverse array of service-learning projects. Topics include AIDS awareness, community planning, shelters for the homeless, and marine environmental activism.

970000

Price \$22.00/NCSS Members \$16.00



Surfing Social Studies: The Internet Book

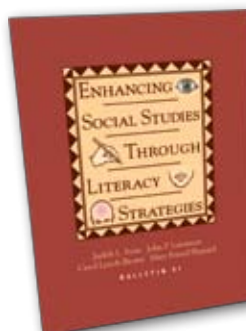
Edited by Joseph A. Braun, Jr. and C. Frederick Ringer

NCSS, Bulletin No. 96, 180 pp. 1999

There is no doubt about the importance of the Internet to schools in the future, but there are many questions about the best ways to use it in the social studies classroom. The contributions to this volume are an excellent guide to the Internet in general and its value for social studies in particular.

960099

Price \$22.00/NCSS Members \$14.00



Enhancing Social Studies Through Literacy Strategies

Judith L. Irvin, John P. Lunstrum, Carol Lynch-Brown, Mary Friend Shepard

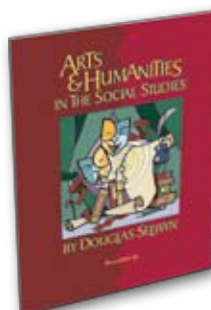
NCSS, Bulletin No. 91, 73pp., 1995

Help your 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 current 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.

910095

Price \$18.00/NCSS Members \$12.00



Arts & Humanities in the Social Studies

Douglas Selwyn

NCSS, Bulletin No. 90, 66pp., 1995

The arts are windows into and products of the cultures of the world. The arts-based strategies in this bulletin bring social studies to life in the classroom. These fifteen lessons are a proven, effective means for involving students in the social studies. Selwyn provides a context for incorporating the arts in general, and proven strategies for using creative writing, literature, and plays in the classroom.

900094

Price \$18.00/NCSS Members \$12.00



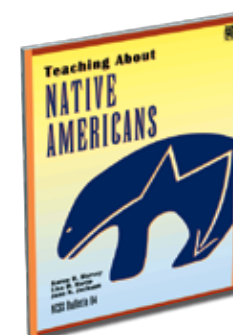
James A. Michener on the Social Studies

NCSS, Bulletin No. 85, 119 pp., 1991

In addition to works of historical fiction, non-fiction, short stories, and novels, Michener also wrote an impressive body of work in the social studies that is collected in Bulletin 85. Readers will be struck by the familiarity of issues our colleagues faced in the 1940s and those we confront today. This bulletin captures thoughtful reflections on the problems of teachers and teaching the social studies.

850091

Price \$17.00/NCSS Members \$12.00



Teaching About Native Americans

Karen D. Harvey, Lisa D. Harjo, and Jane K. Jackson

NCSS, Bulletin No. 84, 82 pp., 2nd Ed., 1996

What should social studies teachers teach about Native Americans? This publication answers the question by providing practical support for elementary and secondary teachers, including lesson plans, extensive resources and information for the general public about the significance of the indigenous peoples of this country.

840090

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Setting the Standards

National Standards for History (Basic Edition)

Developed by the National Center for History in the Schools.
NCHS, 215pp., 1996

This 215-page volume includes standards for U.S. and world history as well as specific standards for grades K-4. It is now the official standards volume, replacing the three original volumes. Omitted from this revised volume are most of the teaching and class activity suggestions that were in the original volumes. (See page 7 for related publications).

399999

Price \$17.95/NCSS Members \$16.00

National Standards for Civics and Government

Developed by the Center for Civic Education, with support from the U.S. Department of Education and the Pew Charitable Trusts.
Center for Civic Education, 169pp., 1995

This document includes content standards, summaries and rationale, and a statement of the standard for each content area. The standards are organized around five major questions, which help learners inquire into several important concepts related to civic life, the American political system, constitutional democracy, and the roles of the citizen.

181550

Price \$20.00/NCSS Members \$16.00

Geography for Life: National Geography Standards

Published by the Geography Education Standards Project
National Geographic Society, 272pp., 1994

This valuable resource identifies a set of voluntary benchmarks that every school and school district may use as guidelines for developing their own curricula. Among the many topics the book addresses are: components of geography education, geographic skills, and student achievement. The 18 geography standards for each of three grade groupings, K-4, 5-8, and 9-12, are detailed for educators.

010094

Price \$11.00/NCSS Members \$7.50



Voluntary National Content Standards in Economics

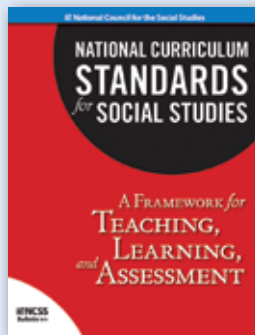
Developed by the National Council on Economic Education in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics.
NCEE, 108pp., 1997

The *Voluntary National Content Standards in Economics* are designed to provide a tool for educators specifying what students from the kindergarten level through grade 12 should learn about basic economics as they go through school. The standards are practical guides to teaching that include benchmarks, applications, and teaching suggestions and strategies. They will assist teachers to help students learn crucial reasoning and decisionmaking skills that will serve them all their lives.

200296

Price \$22.95/NCSS Members \$19.95

NEW! THE REVISED NATIONAL STANDARDS



National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Developed by the NCSS Task Force for Social Studies Standards
NCSS, Bulletin 111, 171 pp., 2010

Published in September 2010, the revised national social studies standards outline the objectives and learning expectations of social studies programs from pre-K through grade 12. Like the earlier social studies standards published in 1994, they continue to be structured around the ten themes of social studies. However, the revised standards offer a sharper focus on:

- Purposes
- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

The revised standards also include:

- Enhancements in the descriptions of the ten themes and the associated learning expectations
- The addition of new descriptions of standards-based class practices to time-tested descriptions that were included in the original edition of the standards
- A stronger focus on student products and their assessment
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This volume should be part of the core library of all social studies educators, schools and colleges.

100111

Price: \$29.95/NCSS Members \$19.95

National Standards for Social Studies Teachers

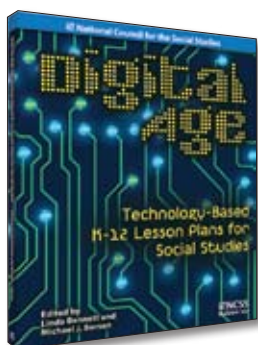
Item 429901 Price \$15.00/NCSS Members \$8.00

NATIONAL STANDARDS FOR SOCIAL STUDIES TEACHERS

This official NCSS publication describes and explains the Council's national standards for the preparation of social studies teachers. The publication deals both with subject-matter standards—the content that social studies teachers should know and the skills and dispositions they should possess—and pedagogical standards, reflecting the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness. NCSS, 56 pp., 2006.

In previous years, our publications list included two other volumes related to the National Standards for Social Studies Teachers: volume 2 ("Program Standards for the Initial Preparation of Social Studies Teachers") and volume 3 ("Guidebook for Colleges and Universities Preparing Social Studies Teachers"). These have now been superseded by the NCSS-NCATE Social Studies Program Review posted on the NCSS website at www.socialstudies.org/standards/teachers or www.ncss.org/standards/teachers

Put the Standards to Work



Digital Age: Technology-Based K-12 Lesson Plans for Social Studies

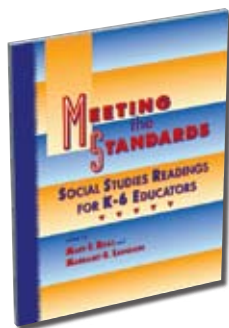
Edited by Linda Bennett and Michael J. Berson

NCSS Bulletin No. 105, 200 pp. 2007

This is an indispensable book for social studies educators at all grade levels. Its standards-based lesson plans present some of the best uses of instructional technology to teach the range of social studies subjects at each of the elementary, middle school and high school levels. Whether your interest is U.S. history or contemporary politics and government, world history or world cultures, economics or current affairs, or introducing students to important social groups such as families and communities, you will find this book useful.

070105

Price: \$26.00/NCSS Members \$16.00



Meeting the Standards: Social Studies Readings for K-6 Educators

Edited by Mary E. Haas and Margaret A. Laughlin
NCSS, 393 pp., 1996

Elementary educators will get great teaching ideas from this anthology of almost 100 articles specially selected for their valuable guidance in teaching social studies subjects to grades K-6. The first ten sections of the book contain suggestions for teaching each of the ten themes of the social studies standards, while the remaining five sections deal with curriculum issues, the integration of social studies, the use of literature to promote social studies understanding, cooperative learning, and assessment.

429611

Price \$27.00/NCSS Members \$14.50



Favorite Lesson Plans: Powerful Standards-Based Activities

Edited by William W. Wilen
NCSS, 100 pp. 2000

In this volume outstanding teachers share some of their favorite and most effective lesson plans. The topics of this book cover the range of social studies disciplines and standards themes. Its contents deal with images of the West, Native American culture, slavery and attempts to escape it, controversial issues, global economic decision-making, unions and collective bargaining, and more.

420011

Price \$18.00/NCSS Members \$12.00

Linking Literature with Life: The NCSS Standards and Children's Literature in the Middle Grades

Alexa A. Sandmann and John F. Ahern
NCSS, Bulletin No. 99, 142 pp. 2002

This book was written by two experienced educators for teachers in search of children's literature that conforms to the social studies standards and that students in grades 5-8 really like. After initial chapters that offer guidelines for using children's literature in the social studies classroom, the authors present ten chapters that recommend suitable books for teaching each of the ten themes of the standards.

020099

Price \$22.00/NCSS Members \$16.00

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Kay A. Chick
NCSS Bulletin No. 107, 132 pp. 2008

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080107

Price: \$24.00/NCSS Members \$16.00

From the National Center for History in the Schools

Bring History Alive! A Sourcebook for Teaching U.S. History

Edited by Kirk Ankeney, Richard Del Rio, Gary B. Nash and David Vigilante
NCHS, 244 pp., 1996

This volume offers teachers a treasury of ideas for teaching about U. S. history, with hundreds of classroom activities related to the history standards. Also included are teacher-friendly essays, articles and resource lists.

399901

Price \$22.00/NCSS Members \$20.00

Bring History Alive! A Sourcebook for Teaching World History

Edited by Ross E. Dunn and David Vigilante
NCHS, 321 pp., 1996

This volume will be exceptionally valuable for world history teachers, with hundreds of classroom activities that supplement the history standards. *See page 5 for One-Stop Standards Shopping.*

399902

Price \$22.00/NCSS Members \$20.00



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Historical Perspectives



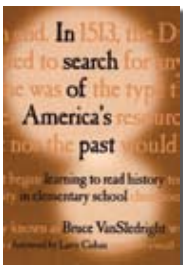
Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12

Joan Brodsky Schur
Stenhouse, 256 pp., 2007

In this book, Joan Brodsky Schur presents successful strategies for engaging students in history by placing them in the shoes of the ordinary people of past generations. The author outlines proven and effective ways of using six different types of primary sources: diaries, travelogues, letters, news articles, speeches and scrapbooks. Students will learn to interpret primary sources, express contrasting viewpoints, stage simulations, and develop their analytical thinking and presentation skills.

4977

Price: \$20.00/NCSS Members: \$19.00



In Search of America's Past: Learning to Read History in Elementary School

Bruce VanSledright
Teachers College Press, 189 pp., 2002

This original and insightful book shows how an investigative, inquiry-based approach to the study of history can pay off in the elementary grades. The author provides guidelines and examples derived from his experiences in a fifth grade classroom, whose students showed themselves to be very capable in evaluating the reliability, validity, and perspective of historical documents.

41922

Price \$26.95/NCSS Members \$39.50

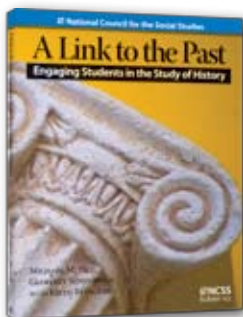
Teaching History for the Common Good

Keith C. Barton and Linda S. Levstik
Lawrence Erlbaum Associates, 2004

This book explores the body of research on students' historical thinking and examines controversies about what should be taught to history students and how it should be presented. The authors examine ways in which history education can prepare students to participate in a pluralistic democracy and help citizens collaborate for the common good.

39313

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A Link To The Past: Engaging Students In The Study Of History

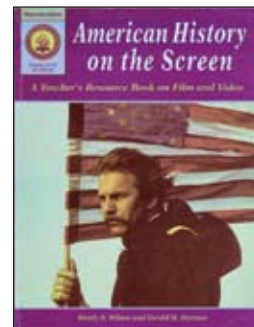
Michael M. Yell, Geoffrey Scheurman, with
Keith Reynolds
NCSS Bulletin 102, 93 pp., 2004

Teachers will benefit from these powerful, tried and tested strategies for getting students involved in the study of history. The authors offer tips for all stages of a history unit: introducing the topic; involving students in

discussion; enhancing writing and reading skills; teaching big ideas; and organizing and evaluating effective projects. The book offers useful lesson plans and a selection of valuable resources for teaching history. Its practical tips will help teachers who seek to interest students in history in ways that assist in fulfilling the requirements of a standards-based history curriculum. Author Michael Yell points out that "strategies that get students discussing, thinking and interacting with the content are invaluable for helping them learn and understand that content."

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American History on the Screen: A Teacher's Resource Book on Film and Video

Wendy S. Wilson and Gerald H. Herman
J. Weston Walch, 121 pp., 1997

This reproducible book is ideal for teachers who want to choose films appropriate to the study of U.S. history and help their students develop critical viewing skills. It provides specific materials for use with thirteen outstanding films, as well as a bibliography,

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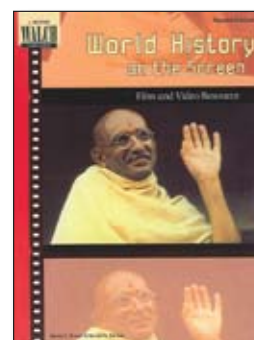
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Sharon Bannister and Twyla R. Wells
J. Weston Walch, 176 pp., 1995

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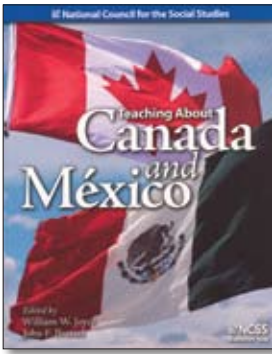
World History on the Screen: Film and Video Resource

Wendy S. Wilson and Gerald H. Herman
J. Weston Walch, 168 pp., 2003

This volume, written by the authors of *American History on the Screen*, focuses on sixteen films (and identifies and annotates many others) that can help teachers of world history. The films cover different historical periods from the time of ancient Greece to twentieth-century China in the aftermath of the Cultural Revolution. In addition to specific teaching suggestions for each film, the book includes a bibliography, feature films index, glossary, and film analysis guide sheet.

46151

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Teaching about Canada and Mexico

Edited by William W. Joyce and John F. Bratzel
NCSS Bulletin 104, 141 pp., 2006

Many U.S. students learn more about countries beyond the oceans to the east and west of the United States than they do about our northern and southern neighbors. This book provides educators with the in-depth information and

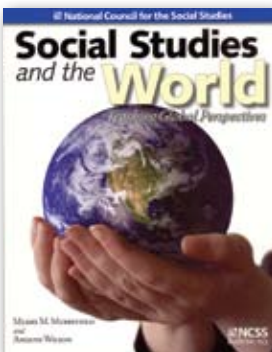
suggestions for class activities that will enable them to teach their students about Canada and Mexico.

The articles on Canada in this book cover its history, government, society, cultural life, and the status of Quebec. Those on Mexico deal with its pre-Hispanic and subsequent history, its political system, culture, images of the U.S. held by Mexicans, and Mexico's recent accomplishments and upcoming challenges. This volume also covers the emergence of North American free trade and its impact on the economies of Mexico and Canada.

Teaching about Canada and Mexico is published by NCSS in association with Michigan State University's Canadian Studies Centre and its Center for Latin American and Caribbean Studies, with which the editors are affiliated.

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Social Studies and the World: Teaching Global Perspectives

Merry M. Merryfield and Angene Wilson
NCSS, Bulletin No. 103, 141 pp., 2005

"More than in any previous generation, today's students will be actors on a global stage," write Merry M. Merryfield and Angene Wilson. In this book, they recommend ways of developing the skills needed by students to learn about and understand world cultures, world history, global issues and current events,

as well as the links between the U.S. and the rest of the world. Useful for educators at all levels, the book is especially valuable for classroom teachers. Its 49 lesson plans cover the range of social studies subjects, showing how global perspectives can enhance the curriculum. The book also recommends and presents literature and other resources likely to stimulate students to make their own voyages of intellectual discovery. This is a vital resource for educators seeking to incorporate world awareness into the social studies curriculum.

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TORA NO MAKI features lessons on Japanese spirituality and values, life styles, economic development, working conditions, trade policies, views on individual rights and social welfare, perspectives on Hiroshima, and other subjects.

NCSS, 134 pp., 1996. Item 409602



TORA NO MAKI II offers ready-to-use lesson plans that discuss cultural, social, economic and political subjects, including the Japanese family, ways of doing business, teenage schooling and lifestyles, economic policies and attitudes to the environment.

NCSS, 187 pp., 1997. Item 409702

In **TORA NO MAKI III**, the authors cover many different aspects of Japanese society: the arts, technology and change, the environment, natural disasters such as tsunami, signs and symbols of peace, the aging of the Japanese population, and bullet trains and other means of transportation. Articles also compare Japanese and U.S. department stores, family traditions and practice, and concepts of citizenship.

NCSS, 264 pp., 1998. Item 409802



Nippon Nyumon: An Idea Book for Teaching Japanese Economic Topics

NCSS 119 pp., 1999

This comprehensive collection of articles focuses on Japanese economic subjects that can be taught in the social studies classroom. The 20 contributions cover both micro- and macro-economics, and provide full background details about the wider social and demographic context in which the Japanese economy operates. Subjects covered range from family budgets and children's leisure expenditures to living and working space, finance, labor, transportation, trade, education, and the information economy. As is the case with the *Tora no Maki* series, the contributors are U.S., Canadian, Australian and British teachers who have visited Japan as Keizai Koho Center Fellows.

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World Views



Latin America and Japan: Crossing Borders And Making Connections
Charlotte C. Anderson and Marcel Lewinski/
Education for Global Involvement

*Social Science Education Consortium/
Education For Global Involvement, 163 pp.,
2000*

This book presents eight lessons to help middle and high school students explore the connections between Japanese culture and the cultures

of the Americas, with a particular focus on migrations across these national borders and the resulting cultural exchanges and adaptations. Key handouts in the lessons are provided in both English and Spanish, so the lessons can be used in bilingual instruction. The book also provides background materials for teachers and advanced students.

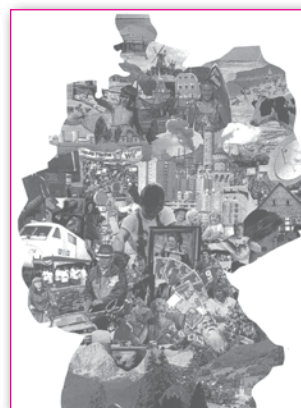
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A detailed brochure on the PASS professional development program is available at www.social-studies.org/pass. To receive a hard copy of the brochure in the mail, please send a request and your mailing address to NCSS Publications, either by e-mail to publications@ncss.org or by regular mail to NCSS Publications, 8555 Sixteenth St., #500, Silver Spring, MD 20910.

NCSS regularly features a session on PASS at its annual meetings. In addition, NCSS recently launched a professional development service that offers workshops and seminars on PASS to schools, school districts, and in-service professional development programs organized by state departments of education. Information on the NCSS Professional Development Service is available in the detailed brochure, or directly from Dr. Joseph A. Braun, Coordinator of NCSS Professional Development Services, at 831-869-9865 or jabraun@ilstu.edu

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