Teaching about Race in an Urban History Class: The Effects of Culturally Responsive Teaching

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The authors examined the effects of a culturally responsive teacher’s pedagogy on urban low-income African American and Latino high school students’ interpretations of racial diversity, racism, and individual and collective agency in U. S. history. The authors found that students incorporated instruction about the diversity and agency of people of color and the changing forms and complexity of racism in U. S. history. Students were less responsive to instruction about the diversity of white people’s historical experiences and particularly their roles as an oppressed group or as members of anti-racist movements. They also had difficulty conceptualizing the difficulty or "long arm" of change in history. The authors conclude by speculating on the potential and constraints of culturally responsive teaching, as well as areas for further research.

The System is Broken and It’s Failing These Kids: High School Social Studies Teachers’ Attitudes towards Training for ELLs

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This study examined the attitudes of high school social studies teachers toward the training they received to teach English language learners (ELLs) in their social studies classrooms. This issue is important because the number of ELLs in American schools increases each year and high school social studies classes are the one place for ELLs to learn important citizenship skills. A mixed-model methodology was employed by surveying all 344 social studies teachers in the school district. One hundred and twenty-three surveys were returned to the researcher. Additionally, eight teachers were interviewed to elucidate their attitudes toward mandatory college coursework or district-provided, in-service training for teaching ELLs. Comments from participants indicated deficiencies in the training provided for teachers, both at the university level and from the school district. Furthermore, the teachers with the highest number of ELLs in their classrooms reported the least amount of support from ESOL personnel at their respective schools. The possible results of these attitudes and the efficacy of current policies are discussed.

Open for Business: Learning Economics through Social Interaction in a Student-Operated Store

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This study examines teaching and learning economics and entrepreneurship through a student-run Montessori middle school store. By designing and managing a school store, students created a ‘community of practice’ to learn economics concepts in their daily environment. Questions guiding this study were: (a) How do students’ social-interactions in a Montessori middle school student-operated business demonstrate economics content knowledge? (b) How do students’ social-interactions in a Montessori middle school student-operated business demonstrate economics skills? (c) How do students’ business roles in the store develop their understanding of economics principles? Findings indicate that: (1) student activities in the school store promoted learning through social interaction; (2) the type and number of business roles a student assumed created opportunities for economic learning; (3) student
entrepreneurs expressed specific knowledge of economics concepts, and, (4) students’ decision-making and ownership affected behavior. Additionally, features of Kohlberg’s (1985) concept of Just Community supported the learning environment. This study can provide social studies teachers and teacher-educators with a model for learning economics (or social studies) concepts through a curricular-based student-run enterprise.

Using Mentoring to Support a Novice Teacher Using Problem Based Historical Inquiry with "Low Achieving" Students

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Inquiry-based history instruction is rare in most school settings, but particularly in classes of students who are perceived to be "low achieving." Students with low reading abilities or test scores typically receive instruction focused on rote recall of historical information. Teachers and students face great obstacles in inquiry-based learning, so often teachers fail to attempt complex instruction with students they perceive will struggle. This paper explores a collaborative community of practice involving classroom teachers and teacher educators, working to implement problem-based historical inquiry with a class of students perceived to be "low-achieving". Though not generalizable, this paper suggests effective collaboration may encourage the development of professional teaching knowledge that motivates and supports novice teachers in providing all students opportunities to engage in issue-centered history instruction.

Every Picture Tells a Story: A Study of Teaching Methods Using Historical Photographs with Elementary Students

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The purpose of this study is to provide descriptive portraits of how two elementary teacher candidates incorporated historical photographs when teaching history. In an effort to construct new knowledge in the field of elementary social studies teacher education, an examination into their planning, implementation, and reflection was investigated. The sources of data for this study include the copies of lesson plans and materials, formal observations and field notes of the teacher candidates teaching their lesson, and their reflections. Two descriptive snapshots of practice are presented in the discussion section to provide insight into possible connections between what instructors teach in social studies methods courses and what is actually going on in the teacher candidates’ field placements.
US and Them: Social Studies Teachers' Talk about Global Education

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This article examines how three secondary social studies teachers made meaning of global education, and how those perspectives informed their pedagogy in regards to teaching a range of topics around global education. Using data from a 9 month qualitative study, this article also analyzes the societal discourses that influenced the teachers’ thoughts, and ultimately, their actions with their students. The teachers employed two ways of talking about global education (a) utilitarian language at a macro-micro level; and (b) rhetoric of Hanvey’s dimensions of global education. Additionally, in using Hanvey rhetoric, the teachers’ language contradicted their actions, especially in relation to teaching the English Language Learners in their classes.

Reasserting the Relevance of the Social Studies: An Emerging Model for Collaborative Cross-state Research

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There is a timely movement afoot to secure the rightful place of social studies as a core part of curriculum at a time when it is increasingly compromised across the nation. The authors present a model that accepts the call to consider the enterprise of social studies research and broaden it to address the needs of the day. They offer a brief history of social studies research and describe the need for political advocacy in the current context, arguing that establishing a new model for collaborative cross-state research can significantly advance the existing body of research on social studies and can therefore be a strong contributing factor in ensuring the rightful place of social studies in schools. They detail some of the collateral impacts beyond advocacy that may result and submit that this model holds promise for reasserting the relevance of the social studies curriculum.