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Editor's Notes

Greetings from the editorial staff of the *Iowa Journal for the Social Studies*!

When we were asked to take up the mantle of the *Iowa Journal for the Social Studies*, we saw the challenge of trying to create an issue of IJSS that focused on new praxis in the social studies classroom. In many ways, this issue is guided by John Dewey's principle that "education is not preparation for life, but life itself . . ." Thus, guided by this principal, this issue is divided into two sections. The first section focuses on the use of standards: C3 Framework and Iowa Core in the social studies classroom. The second section focuses on various praxis that could and should be used in the elementary classroom.

In the first section of the journal, the articles written by J. Keith Fry and Jeremiah C. Clabough seek to help teachers navigate the standards and apply them to their social studies classroom.

Fry engages the reader in a thorough analysis of the new Iowa Core social studies standards and connections to the NCSS C3 Framework Indicators. His article seeks to help teachers navigate both standards and how to effectively use the standards in their social studies classroom. More importantly, Fry addresses the gaps that exist within the Iowa Core. He argues that teachers must be aware of this null curriculum related to issues of culture, race, and gender when designing and implementing social studies curriculum. Fry offers numerous resources that will aid teacher in closing this gap and improving their social studies instruction.

Clabough approaches the issue of standards using a pragmatic lens. He offers high school social studies teachers an inquiry framework to analyze the healthcare policies of 2020 Democratic candidates. Using the Inquiry Arc of the NCSS C3 Framework, Clabough illustrates how this section of the C3 standards can and should be used to analyze public policy statements by political candidates. A critical aspect of this model of inquiry is its use as a public policy framework to analyze the policy statements by candidates of all parties.

In the second section of the issue, the authors Kenneth and Sabina Carano, Katherine Rumrey and Heather Hagen, Annie Whitlock and Kristy Brugar, and Heather Hagen & Kimberly Carroll provide elementary, and from the perspective of the editors middle school, teachers new methods for teaching social studies in the classroom.

Carano and Carano address the issue of how we approach anti-racist teaching in the elementary classroom. Their innovative approach of how to use *The Negro Motorist Green Book* and the picture book *Ruth and the Green Book* to help elementary students understand life for African-Americans during Jim Crow transforms how teachers can help elementary students understand racism in the United States in the past and present. The lesson described in the article will help elementary teachers create lessons to help students to construct essential anti-racist background knowledge. Additionally, the groundbreaking use of a student as co-author provides rich insights into how knowledge is constructed during anti-racist teaching.

Rumrey and Hagen present an integrative social studies unit on various communities for the early elementary grades. The authors present a clear method of how to use various trade books to

help students construct an understanding of rural, urban, and suburban communities. The unit Rumrey and Hagen present is constructed around the effective use of the Gradual Release Responsibility model of learning. The authors provide a detailed list of trade books that teachers might consider using for this inquiry into communities. Lastly, Rumrey and Hagen provide a detailed lesson and a consideration of possible adaptations teachers may consider using in their classrooms.

Whitlock and Brugar provide a framework for how to use historical fiction in the elementary classroom. The authors effectively describe how to use A.R.C. Rubric (Accuracy, Representation, and Corroboration) as a method for critically examining the appropriateness of using an historical fiction as a classroom tool. Through the use of this tool, they seek to help teachers develop a method to aid student's construction of historical empathy and perspective taking. Whitlock and Brugar use historical fiction book, *Woods Runner* by Gary Paulsen, to demonstrate to teachers how to use A.R.C. in determining the appropriateness of using historical fiction in the elementary classroom.

Hagen and Carroll illustrate how to use a show-and-tell format of historical inquiry in the elementary classroom. Their article focuses on how to use this format in integrating social studies and language arts to help students engage in historical inquiry. The authors provide detailed lessons learned to help teachers design similar lessons for their elementary classrooms, especially the importance of using standards to help guide lessons, the role of students being provided the opportunity to explore their own historical artifacts, and the importance of using one inquiry lesson to spark student investment into further inquiries.

We want to thank everyone who submitted articles for this issue of the *Iowa Journal for the Social Studies*. We would also like to thank the Executive Board of the Iowa Council for the Social Studies for allowing us to take up the mantle of editing IJSS. Lastly, we want to thank all of the readers of the IJSS.

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Review of the Iowa Core Social Studies Standards

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Abstract: The Iowa Core (IC) social studies standards are an adaptation of the National Council for the Social Studies' *C3 Framework*. The author presents an analysis of the framework's foundation in the Common Core State Standards, how the framework is structured, and an analysis and evaluation of how the framework is adapted in the IC. The IC is then evaluated for what statutory and regulatory requirements are and are not included, its inclusiveness of multicultural and gender fair education, and its inclusion and exclusion of controversial topics. *Keywords:* Iowa Core, social studies standards, *C3 Framework*, Common Core State Standards

Introduction

The Iowa Core (IC) is a set of standards that guide what is taught in Iowa's public and private schools. In 2017, its social studies standards were rewritten. (For the Iowa Core social studies standard referenced herein, see either Iowa Department of Education, n.d.e for the HTML version; or Iowa Department of Education, n.d.c for the pdf version.) In order to understand them, it is important to critically analyze and evaluate them. Part of that process includes understanding what Iowa's laws and regulations require, what the social studies standards are based on, how the standards are organized and written, and what is and is not included.

History

In 2014, Republican Iowa Gov. Terry E. Branstad signed Executive Order 83, which required “a cycle of review for the standards that must include public comment” (Iowa Department of Education, n.d.b).¹ In 2016, a writing team wrote a first draft (Iowa Department of Education, n.d.d). That draft was then revised in 2017 into the final, current version. (The agenda, notes, and documents produced are available from the respective Iowa Department of Education websites [Iowa Department of Education, n.d.g; & Iowa Department of Education, n.d.f].) The final version was an adaptation of the National Council for Social Studies' *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (2013). (The National Council for Social Studies' *C3 Framework* was revised in 2017 to include a supplement on religious studies.)²

Organizational Structure

Grade Levels, Themes, and Dimensions

The writing and review teams adapted the *C3 Framework* during the writing process by shifting from grade-span to grade-specific standards in kindergarten through eighth grade, with high school left as a four-year grade span rather than ninth through 10th grade and 11th through 12 grade spans, as with the National Governors Association Center for Best Practices and Council of Chief State School Officers' Common Core State Standards (CCSS) for English language arts and literacy in history/social studies, science, and technical subjects (National Council for the Social Studies, 2013, pp. 24–25, 32–34, 36–39, 41–44, 46–49, 54–55, 60–62; and National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010c, pp. 38, 40, 45–47, 50, 54–55, 61–62, 64–66). Themes or focuses were added by grade level:

- Kindergarten—spaces and places
- First grade—communities and culture
- Second grade—choices and consequences
- Third grade—immigration and migration
- Fourth grade—change and continuity
- Fifth grade—rights and responsibilities
- Sixth grade—world regions and cultures
- Seventh grade—contemporary global studies
- Eighth grade—US history and civic ideals

- Ninth through 12th grade—behavioral sciences (psychology and sociology), civics and government, economics, personal finance (financial literacy), geography, US history, and world history.

(For more specific details about the themes, see the pdf version of the standards [Iowa Department of Education, n.d.c].)

Compare the IC social studies focuses with the topics in the National Center for History in the schools (1996):

- Kindergarten through fourth grade—living and working together in families and communities, now and long ago; the history of the students’ own state or region; the history of the United States: democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage; and the history of peoples of many cultures around the world
- Fifth and sixth grade—US history and world history
- Seventh and eighth grade—US history and world history
- Ninth through twelfth grade—US history and world history.

The first edition of *Geography for Life: National Geography Standards, 1994* (Geography Education Standards Project, 1994, p. 255) also had a scope and sequence:

- Kindergarten through third grade—no stand-alone course; the purpose is developing a “working familiarity with basic concepts, approaches, and tools of geography”; and the mechanism is that geography is incorporated throughout the curriculum
- Fourth and fifth grade—a stand-alone course consisting of “a series of six, two-week units in grade 4 and eight, two-week units in grade 5”; the purpose is building “a

basic understand of geographic approaches”; and the mechanism is that geography is “set within the traditional geography of the state and the United States”

- Sixth through eighth grade—a stand-alone, “year-long course in geography”; the purpose is extending “understanding of geographic approaches”; and the mechanism is that geography is focused “on topics from local to global”
- Ninth through 11th grade—a stand-alone, “year-long course in geography”; the purpose is deepening “understanding of geographic approaches”; and the mechanism is “world geography”
- 12th grade—a stand-alone, “elective, semester-long course in geography”; the purpose is a “capstone experience for students wishing to enhance their understanding of geography”; and the mechanism is “an advanced topical or regional geography course.”

Another change from the *C3 Framework* was that the behavioral sciences were expanded to kindergarten through 12th grade from appendices for high school psychology, sociology, and anthropology. Psychology and sociology were kept as separate strands in high school, and anthropology was removed despite Iowa Administrative Code 281—12.5(5)*b* (2019) stating that “anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions of society.”

Another significant change was that dimensions one (D1, developing questions and planning inquiries), three (D3, evaluating sources and using evidence), and four (D4, communicating conclusions and taking informed action) were merged into a single set of inquiry standards, and all references to dimensions were removed. (D2 consists of civics, economics, geography, and history.) Finally, financial literacy was added in all grades.³

Connection to the CCSS English Language Arts Standards

The IC retains the CCSS reading standards for literacy in history-social studies (RH) and writing standards for literacy in history-social studies, science, and technical subjects (WHST), along with the social studies embedded in reading and writing standards for kindergarten through fifth grade (e.g., RI.4.6). (The standard reference numbers in the CCSS English language arts standards in the HTML version appear as CCSS.ELA-LITERACY.RI.4.6. The reference numbers are shortened in this document.) Consequently, there are four sets of research standards: the reading and writing standards, along with the speaking and listening (SL) and language (L) standards; the social studies inquiry standards; the high school behavioral sciences standards; and the history standards.

This redundancy with the CCSS is particularly pronounced in history. The IC social studies standards for history has “critique historical sources and evidence,” “compare perspectives,” and “justify causation and argumentation” as anchor standards, which are all topics in the *C3 Framework*. In the CCSS standards, students critique sources in standards L.4–6, RH.1–9 RI.1–9, SL.2–3, W.8, and WHST.8 (including analyzing the language and structure used in sources). Students analyze perspectives in RH.6, RI.6, RH.9, and RI.9. Standards RH.6 and RI.6 deal with how the author’s perspective “or purpose shapes the content and style of a text” (CCRA.R.6). Standards RI.9 and RH.9 address “how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take” (CCRA.R.9). Students justify argumentation in W.1 and WHST.1. Finally, students analyze causality in RI.3 and RH.3 beginning in third grade (“RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect”), as compared with second grade in

the IC social studies standards (“**SS.2.23.** Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development”). (In the CCSS, students describe the connection between events kindergarten through second grade [RI.K–2.3]. Compare with D2.His.14.K–2 and D2.His.14.3–5 in the *C3 Framework*.)

Oddly, though, in CCSS standards RH.6–8.3 causality is not present: “Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).” CCSS standard RH.9–10.3 has students “determine whether earlier events caused later ones or simply preceded them.” This requires students to avoid the logical fallacy of post hoc, ergo propter hoc. Finally, RH.11–12.3 has students “evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.” Thus, there is a good argument for strengthen analyzing causality in history standards beyond what is in the CCSS standards, especially in grades six through eight.

(The history anchor standard “analyze change, continuity, and context,” which contains some chronology, cannot be found in CCSS standards. The IC social studies standards only have a single reference to chronology and time lines: “Create a chronologic sequence of multiple related events in the past and present using specific times” [SS.1.20]. Interpreting time lines is absent from both the IC social studies standards and the *C3 Framework*.)

What role do the CCSS English language arts standards play in social studies? The pdf version of the CCSS standards states:

Reading is critical to building knowledge in history/social studies. . . . College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history . . . ; an understanding of

domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. . . . It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them. (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010c, p. 60, emphasis retained)

“The Common Core State Standards for Literacy in the English Language Arts and History/Social Studies establish general literacy skills and some of the disciplinary skills that students need for college and career” (National Council for the Social Studies, 2013, p. xxii).

The C3 Framework builds on the foundation provided by the Common Core State Standards in three important ways. First, the C3 Framework elevates the purpose of literacy to be in the service of academic inquiry and civic action. The C3 Framework places inquiry at the center of social studies. . . .

Second, the C3 Framework expands the disciplinary context of social studies by placing on an equal footing civics, economics, geography, and history, and by recognizing that social studies also includes psychology, sociology, and anthropology. . . .

Third, the C3 Framework details literacies that are essential for success in college, career, *and civic life*. The literacies described in the C3 Framework fall into two broad categories—those skills needed for inquiry such as questioning, evaluating evidence, and communicating conclusions; and those grounded in academic concepts and approaches to

organizing and making sense out of disciplinary content. (National Council for the Social Studies, 2013, p. xxiii; see also pp. xxviii, 20–21, 26, 50, 56, 63)

“The C3 Framework fully incorporates and extends the expectations for literacy learning put forward in the Common Core Standards for ELA/ Literacy . . .” (National Council for the Social Studies 2013, p. 20).

The authors of the C3 Framework view the literacy skills detailed in the ELA/Literacy Common Core College and Career Readiness (CCR) Anchor Standards [CCRA] as establishing a foundation for inquiry in social studies, and as such all CCR Anchor Standards should be an indispensable part of any state’s social studies standards. Many specific CCR Anchor Standards are directly supportive of the C3 Framework, while three of these CCR Anchor Standards are vital to social studies inquiry. (National Council for the Social Studies, 2013, pp. 20–21)

(See National Council for the Social Studies, 2013, p. 20, table 3 for which CCRA standards are classified as “foundational,” “supportive,” and “vital.”)

C3 Inquiry-Based Literacies, Indicators, and Pathways

The *C3 Framework* takes “an inquiry-based approach to acquiring important conceptual understandings” (National Council for the Social Studies, 2013, p. xxvii). D1, D3, and D4 are based on 13 inquiry literacies (National Council for the Social Studies, 2013, p. xxiii). The four dimensions are subdivided into subsections, with dimension two (D2, applying disciplinary concepts and tools) divided into four social studies subsections and then into three or four categories, incorporating 12 disciplinary literacies (National Council for the Social Studies, 2013, p. xxvi, 12–13).

The document uses “College, Career, and Civic Readiness Indicators” rather than benchmarks (also called standards) for the end of each grade band (vertical columns in the document’s tables), which state what a student should be able to do by the end of the grade span. Those indicators are arranged into pathways (horizontal rows in the tables), with only one indicator in a grade span in each pathway. The high school indicator is considered “culminating”; that is, the student is college, career, and civic ready. “States will decide how these suggested Pathways inform their processes for developing and upgrading state social studies standards” (National Council for the Social Studies, 2013, pp. 12–13).

The C3 pathways are organized topically. For example, D2.His.3 deals with generating questions about how individuals and groups shape history, infusing D1. The IC social studies standards do not adopt entire pathways; rather, different indicators are selectively chosen to match the theme. For example, groups and individuals appear without asking questions only in second grade (SS.2.20) and high school (SS-US.9–12.27 and SS-WH.9–12.26).

Anchor Standards

A significant difference between the CCSS English language arts standards and the *C3 Framework* is that the former is based on 32 college and career readiness anchor standards. The latter does not have anchor standards; rather, as mentioned above, the indicator in the high school span is college, career, and civic ready.

The IC standards, however, added inquiry anchor standards and content anchor standards, rather than using the high school benchmark as defining college, career, and civic ready. The IC anchor standards were created by turning the subsection and category titles in the *C3 Framework* into anchor standards. Because of variations between the psychology and sociology appendices

in the *C3 Framework*, content anchor standards had to be created based on a blending of the two disciplines.

The content anchor standards are more accurately described and disciplinary skills anchor standards, since they are more skills within the respective disciplines rather than actual disciplinary content or knowledge. For example, compare “critique historical sources and evidence” to evaluate British military and colonial accounts of who fired “the shot heard round the world” at the Battle of Lexington on April 19, 1775, starting the American Revolution; and “compare perspectives” to compare the perspectives of Dr. W. E. B. DuBois, Booker T. Washington, Marcus M. Garvey, Rev. Dr. Martin Luther King Jr., and Malcolm X on securing civil rights for African Americans.

An alternative method for writing anchor standards would have been to retain some or all of the pathways, and use the high school indicator to write an anchor standard, with elements from other grades as appropriate. However, there are 75 pathways in the *C3 Framework*, with an additional 56 psychology, sociology, and anthropology standards; and 14 religious studies standards.

Within the discipline of history, an Iowa-specific content anchor standard was created, which reads simply “Iowa history.” Iowa Code § 280.9A.1 (2019) requires teaching Iowa government, and Iowa Administrative Code 281—12.5(3)*b*, 12.5(5)*b* (2019) require teaching Iowa history (in first through fifth grade) and Iowa government (first through fifth grade and ninth through twelfth grade). This anchor standard tries to implement those requirements. The problem is that it consists only of an adjective and a noun; it lacks a verb, which is required to make it measurable. Moreover, its corresponding benchmarks also include civics and government, economics, geography, and one standard in the behavioral sciences (SS.1.8). The

problem could have been resolved by making it a crosscutting content anchor standard (e.g., horizontally at the bottom of the table on p. 6 of the pdf document [Iowa Department of Education, n.d.c]) rather than placing it in a single disciplinary column within history. For example, such a crosscutting anchor standard might read, apply knowledge and skills from the behavioral sciences, civics/government, economics, financial literacy, geography, and history to Iowa's culture, society, government, politics, laws, economy, geography, and history, as well as to making personal financial decisions when living in Iowa.

Another problem with the anchor standards and benchmarks is the use of immeasurable verbs: *examine*, *recognize*, *investigate*, and *consider*. *Develop* and *developing* are immeasurable, but it appears from the contexts that they are used as synonyms for *create*. *Measure* in financial literacy seems to be used as a synonym for *evaluate*, but is a poor choice in terms of clarity. The social studies glossary (Iowa Department of Education, n.d.a, p. 10) defines *recognize* as “identify,” but the other immeasurable verbs listed here are not defined. As Gronlund (1993) notes, specific, observable

action verbs . . . indicate precisely what the student is able to do to demonstrate achievement. . . . vague and indefinite terms as “learns,” “sees,” “realizes,” and “is familiar with” should be avoided, since they do not clearly indicate the terminal performance to be measured. (p. 21)

Besides immeasurability, the content anchor standards suffer from inconsistency across grades. In the pdf version of the standards (Iowa Department of Education, n.d.c), content standard “Examine factors that led to continuity and change *in human* and group behavior” appears as “Examine Factors that Led to Continuity and Change *on Human Development* and Behavior” in kindergarten through fifth grade, and “Examine Factors that Led to Continuity and

Change in Human and Group Behavioral” in high school psychology and sociology (emphasis added). It is a minor typographical error, but the HTML version (Iowa Department of Education, n.d.e) by grade level reads as the high school version across all grades, inconsistent with the pdf version. Content anchor standard “Critique exchange and markets” appears as “Explain Exchange and Markets” high school economics, a shift from evaluation or evaluate to comprehension or understand in the taxonomy for the cognitive domain. Furthermore, SS.8.7, a slight variation of D4.1.6–8, is transferred to what was D3 in the IC social studies standards.

Another issue is that the anchor standards lack reference numbers, and the reference numbers for the benchmarks in kindergarten through eighth grade in particular lack disciplinary (Psy, Soc, Gov, Econ, FL, Geo, US, and WH) and alphabetical or numerical links to them, like the pathway numbers in the *C3 Framework*. In the *C3 Framework*, the reference numbers first identify the dimension, then in dimension 2 the discipline, then the pathway number, then the grade level (e.g., D2.Civ.4.9–12). The CCSS reference numbers for English language arts also make clear connections: standard W.11–12.1.B clearly connects to college and career readiness anchor standard CCRA.W.1 (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010b; National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010a). The IC social studies standards reference numbers lack such clear connections (e.g., “SS.K.16” as compared with SS.Hist.1.K.1 connecting to content anchor standard SS.CAS.Hist.1), making it hard to identify the disciplinary focus and corresponding anchor standard. This is further complicated by the anchor standards shifting relative positions within a discipline in different grades.

Requiring a Methodology

Another issue is that, as stated above, the *C3 Framework*, and thus the IC social studies standards based on them (through the inquiry standards), use an inquiry-based approach. Inquiry-based learning is an aspect of constructivism (Central Michigan University, Center for Excellence in Teaching and Learning, n.d.), as opposed to a direct-instruction approach to learning. Iowa Code § 256.7.26.a(4)c (2019) states that neither the Iowa State Board of Education nor the Iowa Department of Education “shall require school districts or accredited nonpublic schools to adopt a specific textbook, textbook series, or *specific instructional methodology*, or acquire specific textbooks, curriculum materials, or educational products from a specific vendor in order to meet the core curriculum requirements . . .” (emphasis added). However, it cannot be said that an inquiry-based approach is required in all circumstances in all lessons in the IC social studies standards.

What Is and Is Not Included

Content Standards, Exemplars, and Performance Standards

Three things missing from the structure of the standards are content standards (e.g., the student develops civic virtues and democratic principles; therefore, the student does the following), example activities, and example performance standards to guide assessment. None of these are in the *C3 Framework* either. However, in 2019, the Iowa State Board of Education did adopt trilevel performance standards for the Iowa Statewide Assessment of Student Progress (ISASP) (Iowa Department of Education, State Board of Education, 2019, p. 3).

District-Wide Requirements

Various sections of the Iowa Code and the general accreditation standards in the Iowa Administrative Code prescribe Iowa's district-wide and social studies requirements. The IC social studies standards meet many but not all of these requirements.

Iowa Administrative Code 281—12.5(7–8.b) and 12.5(10–11) require career education, multicultural education, gender fair education, technology integration, and global education, all of which are defined in those section. Career education is in “develop financial and career goals” in financial literacy. Multicultural education is only in SS-US.9–12.25. Gender fair education is only in SS-US.9–12.25 and SS-WH.9–12.22. Technology integration is met only by SS.9–12.9 (excluding RH.7, RI.7, W.6, WHST.6, W.8, and WHST.8 in the literacy standards). Global education is spread throughout the standards.

Multicultural and gender fair education could have been infused more widely with a standard in “analyze change, continuity, and context”; for example, describe how groups and individuals of different genders, ethnicities (African Americans, American Indians, Asian Americans, Hispanic Americans, and European Americans), nationalities, abilities, religions, and socioeconomic backgrounds, including Iowans, influenced historical events. (Compare with the afore mentioned D2.His.3 on asking questions about groups and individuals.)

(Note that gender fair education does not include lesbians, gays, bisexuals, transgender, or questioning [LGBTQ] people; it specifically refers only to women and men. An LGBTQ mandate would create conflict with some parochial schools required to meet the requirements of the general accreditation standards. It is possible that such a mandate might violate parochial schools' right to freedom of religion under the Free Exercise Clause of the First Amendment to

the US Constitution and/or the Free Exercise Clause of Article 1, section 3 of the Iowa Constitution of 1857.)

Iowa Administrative Code 281—12.8(1)c(2) (2019) further requires “higher-order thinking skills, learning skills, and communication skills . . . ,” which are not defined. Higher-order thinking skills are met because the IC standards use the more complex levels of the taxonomy for the cognitive domain. Communication skills can be thought of as English language arts skills. They are mainly in the inquiry standards, but see also “critique historical sources and evidence.” Learning skills are not in any of the IC standards. Learning is part of cognitive psychology. As such, an anchor standard could have been written to include them as applying skills in the behavioral sciences.

Iowa Code § 256.18 (2019) is the character education policy. Subsection 1, paragraph *b* states, “Schools should make every effort, formally and informally, to stress character qualities that will maintain a safe and orderly learning environment, and that will ultimately equip students to be model citizens.” Suggested qualities are then listed. This could have been infused into apply civic virtues and democratic principles by having students demonstrate such behaviors, but it was not included in the social studies standards.

Social Studies Requirements

Iowa Administrative Code 281—12.5(3)*b*, 12.5(4)*b*, and 12.5(5)*b* (2019) require social studies instruction to include citizenship education, history (United States history, Iowa history, and the history and “cultures of other peoples and nations”), the social sciences, economics (beginning in seventh and eighth grade), behavioral sciences (beginning in seventh and eighth grade), democratic beliefs and values, problem-solving skills, social and political participation skills, geography, American citizenship, and in first through eighth grade, “awareness of the

physical, social, emotional, and mental self . . .” to develop “positive self-perceptions. . . .” Problem-solving skills are in “taking informed action” and SS-Psy.9–12.23/SS-Soc.9–12.23. Building a positive self-perception *might* be considered to be present in SS.K.6–7, SS.1.7, SS.6.13–14, and SS.7.13, but it effectively is absent from the IC. Most of the specific requirements for high school courses seem to be met except as otherwise discussed above and this section below.

The requirements in the Iowa Code and Iowa Administrative Code are a mix of both civics and government, and the IC social studies standards uses both terms together. *Merriam-Webster’s Collegiate Dictionary*, 11th edition defines civics as “a social science dealing with the rights and duties of citizens.” It defines government in part as “7 : POLITICAL SCIENCE, . . .” indicating a synonym with small caps. Political science, which was the term used in the previous standards along with civic literacy, is defined as “a social science concerned chiefly with the description and analysis of political and esp. governmental institutions and processes. . . .” Citizenship education (which is not defined), American citizenship (which is not defined), voter education (discussed below), democratic beliefs and values (which is not defined), and social and political participation skills (which are not defined) constitute civics, and are in anchor standards “apply civic virtues and democratic principles,” “interpret processes, rules and laws,” and “taking informed action.” Studying “national, state, and local government . . .”; “an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments . . .”; US government and Iowa government comprise government. They are covered by content standard “analyze civic and political institutions”

(Iowa Administrative Code 281—12.5[3]*b*, 12.5[4]*b*, 12.5[5]*b* [2019]). (For a discussion on teaching civics versus government, see Schneider and Fuerstein, 2013.)

Iowa Code §§ 256.11.5*b*, 280.9A.1 (2019) and Iowa Administrative Code 281—12.5(5)*b* (2019) require voter education, which is “instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting systems in the election process, and the method of acquiring and casting an absentee ballot.”⁴ Additionally, Iowa Code § 280.9A.3 (2019) mandates that twice a year, students be given the opportunity to register to vote. While tangentially related to SS-Gov.9–12.26–27, the mandates are not covered in the IC.

Furthermore, the IC does not note the provision in Iowa Code § 256.11.5*b* (2019) and Iowa Administrative Code 281—12.5(5)*b* (2019) that requires “an assessment of a student’s knowledge of the [US] Constitution and the [US] Bill of Rights.” The US Constitution is covered by SS-Gov.9–12.16–17, but teachers are not reminded of the mandatory assessment. A specific test, such as the US Department of Homeland Security, US Citizenship and Immigration Services’ Civics (History and Government) Questions for the Naturalization Test (2019), which is based on the rote recall of facts, is not mentioned in the requirement. Schools are free to develop their own test, including one based on the application of knowledge and skills. For example, write an argument that fairly and thoroughly presents claims and counterclaims based on the best evidence for each, and points out the strengths and limitations of each, that addresses this question: should a display of the Ten Commandments (Decalogue) that was placed on public property about 50 years ago to promote the motion picture *The Ten Commandments*—but also to inspire juveniles to avoid delinquency by providing them with a code of conduct—be removed from public property under the Lemon Test established in *Lemon v. Kurtzman* (1971)? (See, for

example, the discussion in Fraker, Muetterties, Swan, & Swan [2019]. The US Supreme Court ruled on the Ten Commandments monument in *Van Orden v. Perry* [2005].)

World history requirement. A significant issue, though, is how the IC social studies standards interpret Iowa Administrative Code 281—12.5(5)*b* (2019), which states, “Instruction shall encompass . . . the history and cultures of other peoples and nations. . . .”⁵ (The requirement is strictly administrative, not from the Iowa Code.) The IC social studies standards have a category title “9–12 World History,” which implies a mandatory, stand-alone course in world history. The previous social studies standards (no longer available from Iowa Department of Education’s website) had essential concepts and/or skills in history, without specifying Iowa history, US history, or world history. The new social studies standards appear to interpret it as mandating that students take a separate world history course, with Iowa history infused (SS-WH.9–12.26), rather than infusing the requirement into one or more other courses, such as the mandatory courses in US history and in US and Iowa government; or through other elective courses, such as World Geography, Religions of the World, Cultural Anthropology, or another elective.

Here are some examples of how the “history and cultures of other peoples and nations . . .” could have been integrated without specifying “9–12 World History,” beginning with the *C3 Framework indicator*:

“D2.Geo.6.9–12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.”

Alternative: Evaluate the impact of human settlement activities on the historical and/or contemporary environmental and cultural characteristics of Iowa, the United States of America, and places and regions in other parts of the world.

“D2.His.2.9–12. Analyze change and continuity in historical eras.”

Alternative: Analyze change and continuity in historical eras in Iowa, the United States of America, and other societies, countries, or regions of the world.

“D2.Soc.10.9–12. Analyze how social structures and cultures change.”

Alternative: Analyze how social structures and/or the culture of Iowa, the United States of America, and other societies, countries, or regions have changed.

Anthropology: “Understand and appreciate cultural and social difference, and how human diversity is produced and shaped by local, national, regional, and global patterns.”

Alternative: Describe how national, regional, and/or global patterns shape culture and diversity in Iowa, the United States of America, and other societies, countries, or regions.

“D2.Rel.4.9-12: Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the ‘private’ sphere.” (National Council for the Social Studies, 2017, pp. 42, 46, 74, 79, 94)

Alternative: Describes how religion shaped the historical and/or contemporary cultures of people in Iowa, the United States of America, and people elsewhere in the world.

(Possibly listed in the behavioral sciences with culture.)

With these alternatives, Iowa history, US history, and “history and cultures of other peoples and nations . . .” are still explicitly required. Many schools might have still chosen world history, but still would more clearly have had the flexibility to choose world geography or other courses based on their teachers’ licensure. Such an approach might have had the additional benefit of reducing the number of high school benchmarks.

Iowa Administrative Code 281—12.5(5)*b* (2019) also clearly states, “Economics shall include. . . . Geography shall include. . . . Sociology, psychology, and anthropology shall include.

...” Extending the interpretive reasoning that social studies “instruction shall encompass . . . the history and cultures of other peoples and nations . . . ” requires a separate world history course, one must also conclude that economics, geography, and one of the behavioral sciences must also be taken as separate courses, along with one year of US history and one-half year of US and Iowa government, rather than integrating these disciplines into the required courses or another course of the school’s choosing. That means that students must take at least 3.5 units of social studies, plus 0.5 units of personal finance. This leaves little time for students to take electives, unless two social studies courses are taken in one semester; yet, Iowa Code §§ 256.11.5, 256.11.5.b (2019) and Iowa Administrative Code 281—12.5(5)b (2019) require that at least five units of social studies to be offered in high school. (Offering Advanced Placement and dual-credit courses in addition to regular courses can help meet that requirement.)

Mandating a course in world history can put a significant strain on rural schools, which might have difficulty finding a teacher with the necessary licensure. Reminding schools of the mandate in the standards while allowing them the flexibility to decide how to meet it could have avoided such difficulty.

A review of the required courses of the five largest public districts (Des Moines Independent Community School District [n.d.]; Cedar Rapids Community School District [2018, p. 49]; Davenport Community School District [n.d., pp. 1, 2]; Sioux City Community School District [2019]; Iowa City Community School District [2019, p. 4]), five public districts near the mean total enrollment (Solon Community School District [2019, pp. 3, 13]; Harlan Community School District [2019, p. 4]; Benton Community School District [2019, p. 44]; MOC-Floyd Valley Community School District [2019, p. 8]; Vinton-Shellsburg Community School District [2019, p. 5]), and five public districts from among the smallest (Moulton-Udell Community

School District [n.d., p. 2]; Essex Community School District [2019, p. 23]; Iowa Falls Community School District and Alden Community School District [2018, p. 10]; Diagonal Community School District [2019, 43]; South Page Community School District [2018, p. 12]) (Iowa Department of Education, 2019)⁶ shows that 13 of the 15 require World History as a separate one-semester or one-year course. This *might* indicate how school districts are implementing the “9–12 World History” standards. However, this is only a snapshot of current practice; it does not reveal if any or all of those 13 districts required world history prior to the revision to the social studies standards. Further investigation into this question would be required to track how the new standards are being interpreted and implemented.

Personal finance. Another issue is that the high school financial literacy standards do not cover all the requirements (e.g., writing résumés and interview techniques). This stems from the fact that the General Assembly passed SF 475 (2018) after the standards were adopted. SF 475 requires a one-half unit course in personal finance in high school, and details what must be covered. These standards were adopted into Iowa Administrative Code 281–12.5(5)*k* (2019) in addition to the previous requirements in 12.5(17)*d*.

Twenty-First Century Skills: Civic Literacy

Iowa Administrative Code 281—12.5(17).*a* (2019) requires civic literacy as part of the twenty-first century skills that must be taught. It defines the components of civic literacy as including the “rights and responsibilities of citizens; principles of democracy and republicanism; purpose and function of the three branches of government; local, state, and national government; inherent, expressed, and implied powers; strategies for effective political action; how law and public policy are established; how various political systems define rights and responsibilities of the individual; the role of the United States in current world affairs.” These components better

reflect the older Center for Civic Education's *National Standards for Civics and Government* (1994) than the *C3 Framework*. The "rights and responsibilities of citizens . . ." comes from Center for Civic Education standards K-4.V.C.1-D1, 5-8.V.B.1-C.2, and 9-12.V.B.1-C.2 (1994, pp. 36-37, 75-78, 128-132). Civil liberties, civil rights, and civic duty are absent from the IC social studies standards, which is covered more in the next section. The principles of democracy and republicanism are found in the former's standards 9-12.II.D.1-5 (1994, pp. 106-109). Democratic principles can be said to be covered by anchor standard "apply civic virtues and democratic principles." Republics (representative or indirect democracies) are only mentioned in high school world history (SS-WH.9-12.14). Otherwise, it can be subsumed in SS-Gov.9-12.16, but the teacher needs to know to cover it. The "purpose and function of the three branches of government . . ." are covered by SS-Gov.9-12.17. Iowa local and state government are covered in SS-Gov.9-12.27, and the federal government is covered by SS-Gov.9-12.16-17. The inherent, enumerated (expressed), and implied powers, along with concurrent, reserved, and police powers, are covered by SS-Gov.9-12.16. ". . . strategies for effective political action; [and] how law and public policy are established; . . ." are covered in anchor standard "interpret processes, rules and laws." However, the actual steps of the legislative process in Congress, the Iowa General Assembly, counties, townships, cities, and special districts (e.g., school districts and community college districts) are not covered. ". . . how various political systems define rights and responsibilities of the individual . . ." might best be covered under SS-Gov.9-12.15, which included "alternative models [of government] from other nations and groups." However, this must go beyond the different organizational structures (e.g., unitary, confederal, or federal; and parliamentary versus congressional/presidential), and cover the rights and responsibilities of individuals in the different types of limited and unlimited governments. (See Center for Civics

Education standard 9–12.I.B.1 [1994, p. 92].) Finally, civic literacy includes “the role of the United States in current world affairs.” This is derived from Center for Civics Education standards K–4.IV.A.1, 5–8.IV.A.3–B.2, and 9–12.IV.B.1–C.5 (1994, pp. 33, 72–73, 122–126). In the IC social studies standards, the role of the United States of America in world affairs is found in suggested documents (the Louisiana Purchase; the Monroe Doctrine; the Treaty of Guadalupe-Hidalgo of 1848; the Roosevelt Corollary; President T. Woodrow Wilson’s Fourteen Points; President Franklin D. Roosevelt’s December 8, 1941, address to Congress declaring that a state of war against Japan existed; the Truman Doctrine; the Nuclear Test-Ban Treaty of 1963; and the Gulf of Tonkin Resolution of 1964) in US history (SS.8.24, SS-US.9–12.2). However, that is historical rather than “current.” Standard SS-Gov.9-12.23 does cover evaluating “multiple procedures for making governmental decisions at the local, state, national, and international levels.” Standard SS-Gov.9–12.18 includes the influence of international organizations on government and policy. This, however, would seem to mean nongovernmental organizations (e.g., Green Peace and the International Committee of the Red Cross) lobbying the US government to change its policies. Thus, teachers should cover US involvement in intergovernmental (transgovernmental) organizations, such as the United Nations and the North Atlantic Treaty Organization, as well as the process for ratifying treaties, executive agreements, and major, current foreign policy issues.

Other Omissions

It is impossible to satisfy everyone with any set of standards. However, certain missing or underused topics and issues should be surveyed, but not comprehensively here.

In the behavioral sciences, the psychology standards also are left quite vague and open ended. For example, standard SS-Psy.9–12.16 reads, “Investigate human behavior from

biological, cognitive, behavioral, and sociocultural perspectives.” The standards do not expressly cover such topics and the nervous system, states of consciousness, or diagnosing and treating mental disorders. Most of the standards actually focus on research skills, methodologies, and perspectives.

Also within the behavioral sciences, there are only two mentions of social institutions—but not in high school sociology. In US history, students “analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement” (SS-US.9–12.13). In world history, students “describe the impact of culture and institutions on society” (SS-WH.9–12.13). The institutions of family, religion, the economy, government, and education—how they change over time, their role in social inequality, and their role in societal norms and social control—are major topics for any sociology course. (Social institutions are in *C3 Framework* standards D2.Soc.8–10.9–12.) Some might cover them under standard SS-Soc.9–12.13, which covers groups and norms. Social institutions are related to the norms of a society; however, groups interact and have what Frank Giddings called a “consciousness of kind” (Landis, 1998, pp. 234, 115). While family and religion often have that sense of “we,” economy, government, and education are more remote. Many Americans today feel disconnected from the economy and government.

In civics and government, democratic beliefs and values are present in the IC social studies standards, as mentioned above. However, they do not cover evaluating the conflicts in those values, nor evaluating the disparity between the reality and the ideal. The *C3 Framework* does not cover those topics either. They are covered, however, in the Center for Civic Education’s *National Standards for Civics and Government* (1994) in standards 5–8.II.D.2–3 and 9–12.II.D.4–5 (pp. 59–60, 108–109). (In kindergarten through fourth grade, standard II.F asks,

“How can people work together to promote the values and principles of American democracy?” In fifth through eighth grade and ninth through 12 grade, standard II.D asks the question, “What values and principles are basic to American constitutional democracy?” [pp. 27, 58, 105]. In *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*, which defines the 10 themes of social studies, the National Council for the Social Studies [2010, p. 167] defines democratic beliefs and values.)

Also absent are civil liberties, civil rights, and civic duty, with the exception of the latter in “explain the . . . responsibilities of citizens . . . in a variety of governmental and nongovernmental contexts” in eighth grade (SS.8.13). One would expect students to spend time learning about US Supreme Court (and perhaps Iowa Supreme Court) rulings that define the scope and limit of civil liberties and civil rights. One would also expect civic duty, such as being aware of current events, voting, jury duty, and registering with the Selective Service System, to be covered in high school. The *C3 Framework* does make reference to “constitutional rights and human rights” in D2.Civ.10.9–12 and “protecting rights” in D2.Civ.14.9–12. In the *National Standards for Civics and Government* in contrast, civil liberties, civil rights, and responsibilities comprise significant sections of standards (K–4.V.C.1–D.1, 5–8.V.B.1–C.2, 9–12.V.B.1–C.2) (Center for Civic Education, 1994, pp. 36–37, 75–78, 128–132). IC social studies standard SS-Gov.9–12.16 covers how the US Constitution established “limits to government.” By inference, this might include civil liberties and civil rights. Standard SS-Gov.9–12.24 reads, “Analyze how people use and challenge public policies through formal and informal means with attention to important judicial processes and landmark court cases.” Those court cases might encompass cases that define the scope and limit of civil liberties and civil rights (e.g., *Brown v. Board of Education of Topeka* [1954] would meet the standard and include civil rights); however, that

again is only inferential, not explicit. The wording of the standard actually focuses on using and challenging public policies.

In geography, one surprising omission is any clear reference to global climate change. The only apparent reference to it in the *C3 Framework* is in D2.Geo.9.6–8 (without specifically mentioning climate), but this lone reference was removed. (However, see general references to human-environment interaction, particularly SS.2.24 and SS-Geo.9–12.23, as well as the description of seventh grade social studies [Iowa Department of Education, n.d.c, p. 28].)

Physical geography is completely absent from the IC social studies standards beyond human-environment interaction. The same is true, however, for the *C3 Framework*. (If physical geography were included, it would be wise to coordinate it with the Earth and space science standards to the extent feasible.)

Making maps (cartography), map projections, map scale, alphanumeric grids (e.g., the Iowa Department of Transportation’s Iowa Transportation Map), and latitude and longitude also are absent from both the *C3 Framework* and the IC social studies standards in geography, other than SS.K.13: “Create a route to a specific location using maps, globes, and other simple geographic models.” The *C3 Framework* has students “use paper based and electronic mapping techniques to represent and analyze spatial patterns of different environmental and cultural characteristics” (D2.Geo.3.6–8), as well as using maps with different scales (D2.Geo.3.3–5). The CCSS also has students integrating maps into reading, specifically mentioning maps as examples in RI.3.7 and RH.6–8.7. Using maps grids (alphanumeric and latitude and longitude) were listed as an exemplar for kindergarten through fourth grade in standard 1.K–4.C in the first edition of *Geography for Life* (Geography Education Standards Project, 1994, p. 107); students “identify and describe the properties . . .” of maps, such as the grid, in kindergarten through fourth grade

in the second edition of *Geography for Life* in standard 1.K–4.1.A (Geography Education National Implementation Project, 2012, p. 22). Map projections are sixth through eighth grade in standard 1.6–8.2.A (Geography Education National Implementation Project, 2012, p. 22). Ratios and proportions, which are used in map scales, are in sixth and seventh grade in the CCSS (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010e, pp. 42, 48).

Economics lacks any mention of labor unions. Students should understand how labor unions, through collective bargaining, increase the wage of their middle- and working-class members above the equilibrium rate (like a price floor), with the trade-off of increased wait unemployment as people choose to stay unemployed longer as they look for better-paying jobs. (For example, students could track the correlation between the rise of income among the middle class and then its stagnation, the decline of the middle class, the decrease in class mobility, and the rise in the income gap with the rise and fall in labor union membership, and the rise of laws and court rulings hostile to organized labor; however, it should also include the rise of globalization, outsourcing jobs to low-wage countries with weak environmental regulations, and the rise of big-box retailers and e-commerce [Thompson, 2016; Semuels, 2016; Luhby, 2019].)

Nonprofits also are missing from the IC social studies standards. Banks are referred to in first and third grade (SS.1.15 and SS.3.14), but money, inflation, and interest rates also are missing. Nevertheless, inflation and interest rates are likely to be covered as part of personal finance, especially debt and saving. (Banks, other financial institutions, nonprofits, and corporations are in the *C3 Framework* in indicators D2.Eco.9.K–2, D2.Eco.9.3–5, and D2.Eco.9.6–8.)

Also missing are references to fiscal policy and monetary policy, other than perhaps as an inferential reference in SS-Econ.9–12.17 (changes in supply and demand changing credit), SS-Econ.9–12.18 (government policies altering the market), and SS-US.9–12.16 (dealing with the Great Depression). (Fiscal policy and monetary policy are in the *C3 Framework* in indicator D2.Eco.12.9-12.) How many Americans believe the canard that the Federal Reserve System (the Fed) prints money? In truth, the Fed alters interest directly or indirectly through changing the amount of money banks have available to lend (the law of supply) in order to create an incentive for households and firms to save or borrow, which in turn puts upward or downward pressure on inflation and the unemployment rate. The money supply only changes because money deposited in banks as saving is double counted when it is loaned to a borrower. Students should understand how fiscal policy and monetary policy work. They should also develop realistic expectations, understanding that while they and their friends and family might lose jobs, fewer jobs will be lost than if Congress and the Fed do nothing. The trade-off, though, is inflation in the long run. It is hard for people to conceptualize the abstract of how things could be worse if expansionary policies were not taken when you and people you know are out of work.

In financial literacy, the standards that were included are very brief, lacking much depth compared to other disciplines. For example, they do not cover the federal and Iowa agencies that protect consumers, borrowers, savers, investors, and the insured. They do not cover Social Security and the difference between a pension and a 401(k). Standard SS-FL.9–12.23 reads simply, “Justify reasons to use various forms of insurance.” Lacking is any reference to Iowa’s automobile insurance requirements, Medicare, Medicaid, or the major insurance terms that confuses so many Americans: premium, coinsurance, copayment, deductible, out-of-pocket expenses, in network, out of network, preferred provider organization, etc. (See standard L.6.)

Some people do not even know that the Patient Protection and Affordable Care Act (ACA) of 2010 is the same thing as what is derisively called “Obamacare” (Rosenmann, 2017). Students need to understand how insurance works: People who cannot afford the cost of an emergency on their own pool their money together through premiums, money they never receive back unless they file a claim that is paid. The premiums of healthy, younger people who do not have cancer pay for the health care of older people who do have cancer. One actually hopes to never file a claim and thus never receive the premium back. Greater depth on insurance and other areas is clearly warranted.

The Jump\$tart Coalition for Personal Financial Literacy’s *National Standards in K–12 Personal Financial Education*, fourth edition (2015) does cover wills, living wills, durable power of attorney, and estate plans (pp. 34, 35, 42), which are lacking in in the Council for Economic Education’s *National Standards for Financial Literacy* (2013). End-of-life care and decision making are huge expenses that must be planned for. While in all probability they are far off for most students, an introduction to the topic is warranted. It also is a religiously sensitive topic that must be treated thoughtfully, carefully, and respectfully. (See for example *Catechism of the Catholic Church* [2nd ed.] [1997], paras. 2276–2283, 2324–2325.) Such concern might cause some to want to avoid the topic, but the massive health-care costs to people individually and to society at large through taxation for Medicare necessitate the discussion.

Something lacking that is useful for the behavioral sciences, economics, geography, and personal finance is cross-reference and coordination with the CCSS mathematics standards. (In the *C3 Framework*, standards D2.Psy.5–6.9–12 and D2.Soc.4.9–12 deal with quantitative data, including descriptive and inferential statistics.) The *C3 Framework* draws on the English language arts standards, not the mathematics standards. (Iowa uses the CCSS mathematics

standards with slight variation. The CCSS mathematics standards are referenced here rather than the Iowa standards.) The CCSS speaking and listening standards and reading standards do have students begin to integrate quantitative data in third and fourth grade, respectively (SL.3.2, RI.4.7).

The mathematics standards are useful for determining grade-level appropriateness of when to cover certain quantitative skills in social studies. If one wants students to do the mathematics of personal finance (e.g., the future value of a series of equal deposits of 50 dollars made monthly from age 18 to 68 at 1% annually compounding interest), coordinating with the progression of the mathematics standards is important. For example, telling time (1.MD.B.3, 2.MD.C.7, 3.MD.A.1); solving word problems involving units of time (4.MD.A.2), such as how much time passed between historical events; line plots displaying data, which can be used to make time lines (3.MD.B.3–4, 4.MD.B.4); measuring distance for geography (2.MD.A.1–4, 2.MD.D.9, 3.MD.B.4, 4.MD.A.2); understanding money for personal finance (2.MD.C.8); adding, subtracting, multiplying, and dividing with money (4.MD.A.2); bar graphs to represent data (2.MD.D.10, 3.MD.B.3); applying area and perimeter for mapping a space (3.MD.C.5–8, 4.MD.A.3); line graphs (4.MD.B.2, 4.MD.B.4, 5.MD.B.2); graphing in the first quadrant of the Cartesian plane, which can be used for graphing supply curves and demand curves that are straight lines (5.G.A.1–2); ratios and proportions, which can be used for map scales, currency conversions, supply schedules, demand schedules, fuel mileage, per-unit pricing for comparison shopping, sales taxes, tips, commissions, and simple interest (6.RPA.1–3.D, 7.RPA.1–3, 7.GA.1); positive and negative numbers for credits and debits, elevation relative to sea level, temperature, and the second through fourth quadrants of the Cartesian plane (6.NS.C.5–6.C, 6.NS.C.8); independent and dependent variables (6.EE.C.9); statistics, which can be used for

creating and evaluating polls—including the mean, median, and quartiles—as well as evaluating probabilities (6.SPA.1–5.D, 7.SAP.1–8.C, 8.SPA.1–4, HSS.ID.A.1–C.9, HSS.IC.A.1–B.6); solving equations that can be used to calculate gross domestic product and its components (7.EE.B.3–4.A); the slope intercept formula to calculate when a supply curve that is a straight line intercepts and demand curve that is a straight line, thus determining equilibrium price and quantity (8.EE.C.8.C); calculating mortgage payments and monthly interest rates (HSA.SSE.B.3.C, HSA.SSE.B.4); and distinguishing “between correlation and causation” (HSS.ID.C.9). (These reference codes are from the HTML version of the CCSS rather than those in the pdf version, and are shorted, like the references to English language arts standards. See Council of Chief State School Officers and National Governors Association Center for Best Practices [2010g]. On sequences the mathematics standards for different course pathways, see Council of Chief State School Officers and National Governors Association Center for Best Practices [2010f].)

Returning to the social studies disciplines, there is a surprising omission from the IC standards in the eighth grade US history standards (to circa 1860, with high school covering from the causes of the Civil War through at least the civil rights movement [see SS.8.24, SS-US.9–12.21, SS-US.9–12.24, and SS-US.9–12.26]); there is not a single behavioral sciences standard in eighth grade. This excludes the varied cultures of Africans and the indigenous peoples of the Americas, as well as the culture and cultural diversity of Europeans (e.g., the crusader mentality of the conquistadores and the religious conflict among Christian denominations as factors in the exploration, conquest, and colonization of the Americas). Its absence omits social institutions, as well as the interaction between ethnic groups. Most surprising of all, the lack of behavioral sciences also omits one of the most potent, pervasive, and divisive aspect of American society,

culture, economics, and politics in antebellum period: social inequality, especially slavery and the violence, rape, and degradation that went with it. The words *slave* and *slavery* do not even exist in the document. There are only allusions to slavery with *suggested* documents, such as *Scott v. Sandford* (1857) (SS.8.24), the Emancipation Proclamation, and the Civil War (or Reconstruction) Amendments (SS-US.9–12.24). Yet, slavery presented the largest social and political problem in antebellum US history.

Furthermore, direct reference to African Americans (free or slave), Mexicans who became US citizens after the Mexican-American War, and the treatment of Chinese Americans in the West are absent from the eighth-grade standards. There is only an allusion through the Treaty of Guadalupe Hidalgo of 1848 as a suggested document (SS.8.24). There is not any direct mention of or allusion to women in US history in eighth grade, nor is there mention of discrimination against Irish Americans, Catholic Americans, and members of the Church of Jesus Christ of Latter-Day Saints.

There are, however, five standards referring to American Indian history and culture. Three of them are direct references (SS.1.21, SS.1.23, SS.3.27), and two of them are allusions through suggested documents (SS.8.24, SS-US.9–12.24). (On teaching about American Indians, see National Council for the Social Studies, 2018.) Discrimination against Asian Americans is only alluded to in suggested high school documents (SS-US.9–12.24). Segregation is covered in high school (SS-US.9–12.18 and SS-US.9–12.24), but in terms of settlement patterns and *Brown v. Board of Education of Topeka* (1954) as a suggested document, respectively. Nevertheless, references to black codes, Jim Crow laws, and lynching are absent.

The problem of a lack of multicultural education and gender fair education extends to standard SS.8.24, which lists some sample documents to critique. Wanting are any voices of

American Indians, African Americans, Chinese Americans, Irish Americans, multiethnic people, or women (e.g., the March 31, 1776, letter from Abigail Adams to John Adams, the Declaration of Sentiments, or Chief John Ross’s 1836 letter to the US Congress).

Similarly, in the high school sample documents (SS-US.9–12.24) there are not any voices from women or someone not a Protestant Christian, and there is only one document from a non-European American ethnic group—Rev. Dr. Martin Luther King Jr. (Note that the civil rights movement is referenced in both fifth grade and high school [SS.5.26 and SS-US.9–12.24].)

Standard SS-US.9–12.17 does have students “explain the patterns of and responses to immigration on the development of American culture and law.” This standard does include how immigrants shaped American culture and prejudicial responses to immigrants from various parts of the world (including immigrants from Southern Europe and Eastern Europe), included laws restricting immigration and efforts to assimilate immigrants into America’s so-called “melting pot.” The perspectives of immigrants (interpreting “racial” and “ethnic” perspectives to include immigrants) fall under SS-US.9–12.25 in terms of how their perspectives “influenced American history and culture.”

Standard SS-US.9–12.26 requires determining the causes of the Civil War, but standard SS-US.9–12.24 does not suggest any sample document in which the traitors who tried to secede from the Union clearly stated that their reason was slavery (e.g., the declarations of secession from South Carolina, Mississippi, Georgia, and Texas; or Alexander H. Stephen’s Cornerstone Speech). (However, see SS-US.9–12.25, which has students “analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.”)

Also surprising is the lack of Iowa history in eighth grade. Standard SS.8.25 only deals with Iowa government, not Iowa history. Lacking are any references to the history of the

American Indians who lived in Iowa, European American immigration and settlement (beyond the push and pull factors of migration in early US history [SS.8.19]), land seizures from American Indians, the land purchased by the Meskwaki for settlement in the county of Tama, and the role that slavery played in statehood.

An omission in high school US history is a standard specifically on civil liberties and civil rights, more accurately the suspension of them during the First World War (e.g., Iowa's Babel Proclamation), the Second World War (e.g., the internment of Japanese Americans), the red scare (e.g., McCarthyism, the Committee on Un-American Activities of the US House of Representatives, and the blacklisting of the Hollywood ten), and other government violations of the civil liberties and civil rights (e.g., the Tuskegee experiment, the domestic spying and other abuses of power by the Federal Bureau of Investigation under Director J. Edgar Hoover, the Central Intelligence Agency's MKULTRA program, intelligence gathering under the USA PATRIOT Act of 2001, and the treatment of detainees in the war on terror). Civil liberties and civil rights also are an issue in covering protests, such as against the Vietnam Conflict. Civil liberties and civil rights are only alluded to in suggested documents in SS-US.9–12.24.

Another surprising omission is any mention of refugees, ethnic cleansing, and genocide—not even the Holocaust—in seventh grade contemporary global issues, or in high school US history (e.g., the Nazis adopting the ideas of the eugenics movement that originated in the United States of America, and infamously upheld by the US Supreme Court in *Buck v. Bell* [1927]; the anti-Semitism of some members of the America First Committee, such as Charles A. Lindbergh; and the United States of America refusing to admit Jews fleeing Nazi Germany aboard the SS *St. Louis* in 1939) and world history. Human rights education is considered a component of social studies education (National Council for the Social Studies, 2015, pp. 161–

164), and it is explicitly mentioned in the description of seventh grade contemporary global studies, along with poverty, hunger, global health, and education (Iowa Department of Education, n.d.c, p. 28). However, refugees, ethnic cleansing, and genocide are not mentioned by name.

The Debate over Including Controversial Topics

The inclusion of slavery, the Holocaust, genocide, and ethnic cleansing might seem like inviting controversy, and excluding controversy might seem like a convenient way to make the standards more acceptable to a wider group. However, the National Council for the Social Studies has made its position on the inclusion of controversial topics in social studies clear in its position statement, “A Vision of Powerful Teaching and Learning in the Social Studies” (2016):

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice. The social studies program should consider the ethical dimensions of topics and address controversial issues while providing an area for reflective development of concern for the common good and the application of democratic values. (p. 181)

Controversy around social studies standards are nothing new, especially US history standards, which have been a battleground for the last 25 years. Lynne V. Cheney, who was the chair of the National Endowment for the Humanities in 1992 (Republican President George H. W. Bush’s administration) when it provided a grant to the National Center for History in the Schools to draft US and world history standards, criticized the National Center for History in the Schools’ original (1994b) US history standards in a scathing *Wall Street Journal* article (1994).

Cheney claimed that the 1992 election, in which Democrat William J. “Bill” Clinton defeated Bush, led to politically-correct revisionism in the US history standards. Cheney bemoaned that the standards failed to cover the US Constitution and focused too much on non-European American ethnic groups at the expense of George Washington and Robert E. Lee. She alleged that they also focused on the positive among non-European Americans, but emphasized the negative among European Americans. Regarding the world history standards (National Center for History in the Schools, 1994c), she claimed that Western Civilization was being downplayed. (There also was a volume for history in kindergarten through fourth grade [National Council for History in the Schools, 1994a].)

Gary B. Nash, who worked on the 1994 standards, and Ross E. Dunn, who worked on the world history standards, responded to Cheney and other conservative critics, such as Rush H. Limbaugh III, in a 1995 article in *Social Education*. They noted the consensus reached on the standards by diverse groups. They also noted that critics focused on example activities, not the standards themselves, which created a false impression. In another article ten years later (2004), Nash recounted how Cheney continued to oppose the revised edition of the National Center for History in the Schools’ history standards (1996), which was written due to conservative complaints.

In a 2015 *Wall Street Journal Article*, Cheney next targeted the College Board’s Advanced Placement US History (APUSH). Once again, she accused it of being focused on the negative rather than the positive, lacking many prominent figures from US history, and too focused on thinking globally rather than nationally. Cheney wrote that Texas and Georgia demanded a rewrite of APUSH. (Oklahoma and a Colorado school district also demanded changes [Schlanger, 2015]). The Republican National Committee’s 2016 platform (pp. i, 41, 46),

like its 2012 predecessor (p. 39), also espoused American exceptionalism.⁷ In the final paragraph of the 2015 article, Cheney wrote, “The curriculum shouldn’t be farmed out, not to the federal government and not to private groups. It should stay in the hands of the people who are constitutionally responsible for it: the citizens of each state.” (Compare with National Council for the Social Studies [2014] position on drafting state and local standards.) In response, the College Board rewrote APUSH to include American exceptionalism and add the names of more prominent male European American Founders (Schlanger, 2015). The 2019 edition of APUSH continues to contain American exceptionalism in the theme of American national identity (College Board, p. 21). (A search using the find function in the 2017 pdf version of the *C3 Framework* shows that it does not contain the phrase.)

Controversial Topics and the IC

The original draft of the IC social studies standards for US and world history in high school used adaptations of APUSH and AP World History themes for the anchor standards, deviating from the *C3 Framework* topics. One of the US history anchor standards read simply, “Identity,” but it did not contain American exceptionalism (Iowa Department of Education, n.d.d, 36).

The *C3 Framework* largely avoids the controversy of the *National Standards for History* and APUSH because, in history in particular, it consists of broad historical thinking skills comparable to the National Center for History’s standards in historical thinking (1996, pp. 14–24, 59–70) rather than specific content. For example, compare the following standards, all using the historical thinking skill of analyzing perspectives in history:

- *C3 Framework*, history, perspectives: “**D2.His.4.6–8** Analyze multiple factors that influenced the perspectives of people during different historical eras” (National Council for the Social Studies, 2013, p. 47).
- IC social studies, eighth grade US history, “compare perspectives”: “**SS.8.22**. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.”
- *National Standards for History*, US history, era three, standard 2C: “7–12 Compare the reasons why many white men and women and most African Americans and Native Americans remained loyal to the British. [**Consider multiple perspectives**]” (National Center for History in the Schools, 1996, p. 88).

Unlike the *C3 Framework*, the IC social studies standard are divided into US history and world history, with Iowa history infused and some specific examples, some of which can be perceived as controversial and negative. For example, social inequality (SS.7.14, SS-Soc.9–12.15, SS-Soc.9–12.16), the Indian Removal Act of 1830, *Scott v. Sandford* (1857) (SS.8.24), changing definitions of who is a citizen (SS-Gov.9–12.14), civil disobedience (SS-Gov.9–12.19), gender roles (SS-US.9–12.14), the impact of immigration on US culture (SS-US.9–12.17), US imperialism (SS-US.9–12.19), and Democratic President Franklin D. Roosevelt’s Executive Order 9066 ordering the Japanese internment (SS-US.9–12.24) are included in the standards.

The definition of seventh grade contemporary global studies contains topics that also can be considered controversial:

In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective

citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns. (Iowa Department of Education, n.d.c, p. 28)

Trade policy—particularly how free trade is done in practice based on lowest labor costs and weakest environmental protections rather than comparative advantage, and Republican President Donald J. Trump’s trade wars—can be controversial. How to deal with rising populations, energy scarcity, globalization, and immigration also can be controversial. Still, while hinting at the controversial topic of global climate change with “global environmental challenges . . .” and “ecological concerns,” the term is nonetheless avoided.

The first draft of the IC social studies standards did contain specific references to slavery and genocide. For example:

“**SS.7.22.** Analyze connections among historical events and developments in broader historical contexts (e.g. genocide, etc.)”

“**SS.7.27.** Identify factors that can influence our thoughts and behaviors (e.g. poverty, genocide, etc.)”

“**SS.8.14.** Evaluate how economic decisions affect the well-being of individuals, businesses, and society (e.g. . . . slavery . . .).”

“**SS.8.20.** Analyze cause and effect connections among historical events and developments in broader historical contexts (e.g. . . . economic inequality, slavery, . . .)”

“**SS-WH.9–12.21.** Assess different economic and labor systems within and across societies. (e.g. . . . chattel slavery . . .).” (Iowa Department of Education, n.d.d, p. 29, 30, 32, 39)

Those references, however, were removed from the final draft.

The removal of the two reference to genocide from the first draft and the lack reference to the Holocaust specifically is striking because it goes against recent trends. As of July 2019, 12 (or one-fourth of the) states now mandate Holocaust education (Povich, 2019), and the Maryland State Department of Education planned to require it as well (Richman, 2019).

The science standards also deal with controversial topics: the big bang theory of the origins of the cosmos, evolution, and human-induced global climate change. Those topics are in the standards across grade levels (e.g., 3-LS4-1, MS-ESS1-4, MS-LS4-1–2, MS-LS4-6, HS-ESS1-2, HS-ESS1-6, HS-ESS2-7, HS-ESS3-1, HS-ESS3-5, HS-LS4-1–5) (Iowa Department of Education, 2015).

Should Controversial Topics Be Avoided?

As for advocating American exceptionalism and the objections to being overly negative about European Americans, in 1630 John Winthrop famously referred to the colony of Massachusetts Bay as a “city upon a hill” (an allusion to the simile of light in the Sermon on the Mount [Mt 5:14]) (Rothman, 2015, para. 7; Littlefield, 2015, para. 15). However, an educated citizenry must have the knowledge requisite to accurately evaluate how well the United States of America has lived up to that vision, and ensure that the salt does not lose its taste (Mt 5:13).

Similarly, the reverse of the Great Seal of the United States of America is an unfinished pyramid with the all-seeing eye of God looking down on it, representing the unfinished task begun by the Founders to be continued by posterity. It falls on the students to continue that work

in the future. To do that work, they must understand what has been done and what is yet unfinished. “For there is nothing hidden except to be made visible; nothing is secret except to come to light” (Mk 4:22 New American Bible, revised ed.)

Cheney (2015) mentioned the lack of reference in APUSH to “the transforming leadership of Martin Luther King Jr.” (para. 7). Look, however, at how King used that leadership. He wrote in the “Letter from Birmingham Jail” (1963) that he sought

to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. . . . there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need to of having nonviolent gadflies to create the kind of tension in society that will help men to rise form the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.” (p. 4)

It is completely appropriate of social studies standards, especially in US history, to create such a tension.

Conclusions

Knowledge of what the standards are based on and what is included and omitted is important to help teachers implement the IC social studies standards. Going back to the source material as well as other national standards, regardless of their age, can help elucidate what is intended and supplement what is lacking.

In addition to the laws and regulation cited herein, below is a relatively brief list of other resources:

AAR Religion in the School Task Force. (2010). *Guidelines for teaching about religion in k–12 public schools in the United States*. N.p.: American Academy of Religion.

Retrieved from http://rlp.hds.harvard.edu/files/hds-rlp/files/american_academy_of_religious_-_curriculum_guidelines.pdf

American Historical Association. (2016). AHA history tuning project: 2016 history discipline core. Retrieved from <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

American Historical Association. (2019). Criteria for standards in history/social studies/social sciences. Retrieved from <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/criteria-for-standards-in-history/social-studies/social-sciences>

American Psychological Association. (2011, August). National standards for high school psychology curricula. Washington, DC: American Psychological Association. Retrieved from <https://www.apa.org/education/k12/psychology-curricula.pdf>

Ankeney, K., Del Rio, R., Nash, G. B., & Vigilante, D. (Eds.). (1996). *Bring history alive! A sourcebook for teaching United States history*. Los Angeles, CA: National Center for History in the Schools.

Collins, H. T., Czarra, F. R., & Smith, A. F. (1995). Guidelines for global and international studies education: Challenges, culture, and connections. Retrieved from <https://www.barrington220.org/cms/lib2/IL01001296/Centricity/Domain/13/guidelines-wwwglobaled-org.pdf>

Council for Economics Education. (2010). *Voluntary national content standards in economics* (2nd ed.). New York, NY: Council for Economics Education.

Retrieved from <https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>

Dunn, R. E., & Vigilante, D. (Eds.). (1996). *Bring history alive! A sourcebook for teaching world history*. Los Angeles, CA: National Center for History in the Schools.

Equal Justice Initiative. (2017). *Equal justice initiative, lynching in America: Confronting the legacy of racial terror* (3rd ed.). Retrieved from <https://lynchinginamerica.eji.org/report/>

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International Committee of the Red Cross. (September 3, 2018). Creating and teaching an IHL course. Retrieved from <https://www.icrc.org/en/document/creating-and-teaching-ihl-course>

Maxwell, M. (2019). Historical thinking skills: A second opinion. *Social Education*, 83(5), 290–295. Retrieved from <https://www.socialstudies.org/publications/socialeducation/october2019/historical-thinking-skills-second-opinion>

Without endorsing this approach, Maxwell argues that historical thinking skills are the same as skills used in other classes. He also argues that useful knowledge that can be applied to the future

is a prerequisite for using historical thinking skills. To that end, students should learn the lessons (“principles”) of history that can be applied to future. This can be done through such activities as studying the causes of multiple wars to determine the lessons of history (e.g., what types of things are likely to cause revolutions). These lessons of history establish probabilities about certain things leading to events in the future, not certainties. (The National Center for History in the School’s [1996] standards in historical thinking for fifth through twelfth grade have students “draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regions and temporal boundaries” [standard 3.D, p. 66]. Additionally the world history standards have major trend benchmarks at the end of each era, somewhat similar to Maxwell’s comparative, social sciences approach, in which one inductively starts with the particular and create generalizations that are applied to other situations, as opposed to a more traditional humanities approach based on interpreting, analyzing, and evaluating document to create an argument.)

National Council for History Education. (n.d.). Bradley commission report: NCHE’s foundational document. Retrieved from <https://www.nche.net/bradleyreport>

The report states that history should focus on habits of mind (historical thinking skills), vital themes and narratives, and focused topics.

National Council for the Social Studies. (2014). Study about religion in the social studies curriculum. Retrieved from https://www.socialstudies.org/positions/study_about_religions

National Council for the Social Studies. (2016). Global and international education in social studies. https://www.socialstudies.org/positions/global_and_international_education

Sac and Fox Tribe of the Mississippi in Iowa. (n.d.). Codes and bylaws. Retrieved from <https://drive.google.com/file/d/0B0BtqpQ32vW6WUVrbUdfU29lZkU/view>

Standard SS-Gov.9–12.13 has students “evaluate the powers and responsibilities of . . . tribal . . . civic and political institutions, how they interact and the role of government in maintaining order.” This resource might be helpful to that end.

Sac and Fox Tribe of the Mississippi in Iowa. (1937, December 20). Constitution and bylaws of the Sac and Fox tribe of the Mississippi in Iowa. Retrieved from <https://drive.google.com/file/d/0B0BtqpQ32vW6YWLac3l0LXdoeFU/view>

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Smithsonian Institution. (n.d.). National museum of African American history & culture. Retrieved from <https://nmaahc.si.edu/>

Smithsonian Institution. (n.d.). National museum of the American Indian. Retrieved from <https://americanindian.si.edu/>.

Stanton, G. H. (1986). The ten stages of genocide. Genocide Watch. Retrieved from <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>

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Teaching Tolerance. (n.d.). Teaching hard history: American slavery: A framework for teaching American slavery. Retrieved from <https://www.tolerance.org/frameworks/teaching-hard-history/American-slavery#key-concepts>

United States Holocaust Memorial Museum. (n.d.). Retrieved from <https://www.ushmm.org/>

United States Holocaust Memorial Museum. (n.d.). Guidelines for teaching about the Holocaust. Retrieved from <https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines>

United States Holocaust Memorial Museum. (n.d.). Museum resources. Retrieved from <https://www.ushmm.org/confront-genocide/take-action-against-genocide/resources>
Resources on genocide.

The *C3 Framework*, the first and second editions of *Geography for Life*, the Center for Civic Education's *National Standards for Civics and Government*, the history standards from the National Center for History in the Schools, and the personal finance standards from the Jump\$tart Coalition for Personal Financial Literacy and Council for Economics Education (2013) are located in the references. While the National Center for History in the schools' standards end with the end of the Cold War during George H. W. Bush's administration, they are nonetheless useful for US history up to that point. For events from the post-Cold War age of terror and Clinton's administration onward, consider the current edition of APUSH and AP World History: Modern. Note that first edition of *Geography for Life* has example trilevel proficiency standards (Geography Education Standards Project, 1994, pp. 224–235), as does the *National Standards for Civics and Government* (Center for Civics Education, 1994, pp. 148–150).

Throughout this review, attempts have been made to offer constructive alternatives. The appendix to this review is a possible alternative that addresses some of the issues discussed

above. The alternative is for the behavioral sciences, using the abbreviation APS for anthropology, psychology, and sociology, rather than an abbreviation for behavioral sciences that some might find offensive. It has a content standard for social institutions, with a subdivision on families. Undoubtedly, some would suggest many changes to it as well.

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Footnotes

¹Branstad’s executive order stated, “it is inappropriate for the federal government to require as a condition of application of federal grants the adoption of any federally developed standards. . . .” (The CCSS was *not* federally developed [National Governors Association Center for Best Practices and the Council of Chief State School Officers, 2010d].) It also stated, “The State of Iowa, not the federal government or any other organization, shall determine the content of Iowa’s state academic standards, which are known as the Iowa Core.” “The State of Iowa, not the federal government or any other organization, shall choose the statewide assessments that will measure how well students have mastered the Iowa Core.” (Branstad, 2013). The wording was a rejection of the CCSS. However, the review teams in literacy reaffirmed a commitment to the CCSS (compare Iowa Department of Education, 2016; and National Governors Association Center for Best Practices and the Council of Chief State School Officers, 2010c). (The mathematics standards have not been reviewed as of this writing.)

²Iowa Code § 280.6 (2019) states:

Religious books such as the Bible, the Torah, and the Koran shall not be excluded from any public school or institution in the state, nor shall any child be required to read such religious books contrary to the wishes of the child’s parent or guardian.

Religion, implicitly as an aspect of culture, is in SS.1.8, SS.6.13, SS.7.13, SS-Psy.9–12.13–15, SS-Soc.9–12.13–14, SS-Geo.9–12.19, SS-Geo.9–12.21, SS-US.9–12.13 (in that religion influenced the ideology of the reform movement of the Progressive Era, civil rights movement, and evangelical [born-again] Christians coming to political power through the Republican Party beginning in the 1970s), and SS-WH.9–12.13. Religion can be found explicitly in SS-WH.9–12.21.

³On personal finance, see Jump\$Start Coalition for Personal Financial Literacy (2007); Jump\$Start Coalition for Personal Financial Literacy (2017); and Council for Economic Education (2013). The 2007 edition of the Jump\$Start Coalition for Personal Financial Literacy’s standards was available when the first draft of the IC social studies standards was written, with the 2017 edition released the next year.

⁴Iowa Code § 280.9A.2 (2019) states, “The county auditor, upon request and at a site chosen by the county auditor, shall make available to schools within the county voting equipment or sample ballots that are generally used within the county, at times when this equipment or sample ballots are not in use for their recognized purpose.”

⁵Neither the *C3 Framework* nor the IC social studies standards take a position on a chronological approach versus thematic approach to history. However, D2.His.1.K–2, D2.His.1.3–5, and SS.1.20 do deal with chronological sequencing; yet, the grades are divided into “themes” to focus the benchmarks.

⁶The districts size is based on the total enrollment column from the Iowa Department of Education’s Microsoft Office Excel file listing district size. Using Excel’s average (mean) function, the mean total enrollment was calculated as 1,477.7 students. The districts near the mean and the smallest district were selected because either a handbook, course description, course catalogue, course book, or course planning guide was available online from the district’s website, without one being redirected to another district’s website, and, if dated, were later than 2017.

⁷On the varied meanings of American exceptionalism, see Littlefield (2015) and Rothman (2015). See also the definitions of *exceptional*, *exceptionalism*, and *nationalism* in *Merriam-Webster’s Collegiate Dictionary*, 11th edition. *Exceptional* is defined in part as being

synonymous with *superior*, and *national* is defined in part as “**1** : loyalty and devotion to a nation; *esp* : a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups . . .” (exceptional, n.d.; & nationalism, n.d.).

Appendix

SS.APS.3 The student understands social institutions; therefore, the student does the following:

Goal: to help students understand what social institutions are, the role they play in society, how they vary among societies, and how they change over time.

Concept: Social institutions—family, education, religion, economic, and political—transmit and enforce the norms of society (social control), vary in their organization and functions among societies, change over time, perpetuate social inequality through their transmission and enforcement of norms, and can be instruments of social change.

SS.CCRA.APS.3 Describes social institutions—family, education, religion, economic, and political—in Iowa, the United States of America, and elsewhere in the world; the respective roles that they play in those societies; and how they change over time.

SS.APS.3.IQ What are social institutions?

SS.APS.3.SQ.A How do families vary in Iowa, the United States of America, and other societies and countries over time?

SS.APS.3.A.PK.1 Draws a picture of his or her family.

Cross-reference: VA:Cr1.2.PKa, VA:Cr2.1–2.PKa, VA:Cr3.1.PKa.

SS.APS.3.A.K.1 Diagrams a genealogical table of her or his nuclear family.

SS.APS.3.A.3.1 Diagrams a genealogical table of his or her extended family to his or her first cousins.

SS.APS.3.A.4.1 Summarizes major events from her or his family history.

SS.APS.3.A.4.2 Compares family life in the community today with family life when settlers arrived in Iowa in the 19th century.

SS.APS.3.A.7.1 Describes families, the role of families, and changes to families in different parts of the world over time (e.g., how culture and religion affect families, arranged marriages, the role of families in the economy, inheritance laws, family determining one's social class or caste, and the effects of the murder of males and rape of females in ethnic cleansing and genocide on families).

SS.APS.3.A.8.1 Describes the effects of slavery on African American families (e.g., family separations and rape by slaveowners).

SS.APS.3.A.9–12.1 Describes how and why families in Iowa and the United States of America changed over time (e.g., immigration and migration, industrialization, the transition from an extended to nuclear families, the cult of domesticity, the effects of war on families, the role technology reducing the amount of time required to cook and clean, women entering the labor force, laws denying public assistance if an able-bodied man was in the household, no-fault divorce laws, *Roe v. Wade* [1973], stagnant wages requiring dual income, single-parent families, latchkey children, civil unions, the Defense of Marriage Act [DOMA] of 1996, An Act Relating to Certain Relationships Including Certain Marriages of 1998 [H.F. 382], *Varnum v. Brien* [2009], and *Obergefell v. Hodges* [2015]).

Cross-reference: SS.Hist.4.9–12.1 (reference code to a causality benchmark).

SS.APS.3.A.9–12.2 Describe how families are organized in different countries or societies (e.g., matriarchies and patriarchies), have changed over time in various in different societies or countries, and/or how culture or religion affect families.

Note: Not all aspects of this benchmark must be covered. The part or parts of this benchmark covered will depend on the course it is covered in.

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Using the C3 Framework to Analyze 2020 Democratic Candidates' Public Policies for Iowa

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Abstract: The teaching of presidential primaries has been an underexplored area of social studies education. In this article, I discuss how to use the 2020 Democratic candidates' policies on healthcare issues to teach the presidential primaries. The activity in the article uses the Inquiry Arc of the C3 Framework to discuss how high school students can analyze the healthcare policies of Democratic candidates as well as how these policy recommendations would impact Iowa citizens. The steps and resources to implement the activity in this article are provided.

There has been much scholarship on how to teach general presidential elections (Journell, 2017; Lichtman, 2012; Hess, 2016). However, there is limited scholarship on how to teach the presidential primaries. Many social studies educators have been guilty of focusing on the last lap of the presidential race instead of the entirety of the contest (Journell, 2009; Levy, 2016). This needs to change. Presidential primaries offer opportunities to explore candidates and political parties' stances on issues. It could be argued that the most important of the presidential primaries is Iowa.

The Iowa caucuses start and help shape the contours of a presidential election cycle. Candidates define their political brands by articulating solutions to public issues. The results of the Iowa caucuses reverberate throughout U.S. politics past simply eliminating candidates that garner weak support. For example, Barrack Obama in 2008 used the Iowa caucus to launch his campaign and utilized the momentum from this primary to eventually defeat Hillary Clinton in the Democratic primaries and then John McCain in the general election (Heilemann & Halperin, 2010). Mitt Romney's inability in the 2012 Iowa caucus to score a decisive victory over Newt Gingrich and Rick Santorum created lingering doubts that haunted Romney's campaign throughout the Republican primaries and general election (Halperin & Heilemann, 2013). These two contemporary examples demonstrate the impact that the Iowa caucuses have on presidential elections.

In this article, I explore how the 2020 Democratic Iowa caucus can be used to explore public issues. The first part of my article gives a brief overview with the vision for civic education advocated for in the C3 Framework. Then, I transition to discuss the importance of teaching public issues in the high school classroom. Finally, an activity is given using the Inquiry Arc of the C3 Framework to analyze 2020 Democratic candidates' stances on healthcare issues.

The C3 Framework and Civic Education

The National Council for the Social Studies (NCSS) released its C3 Framework to articulate a different vision for the social studies classroom (NCSS, 2013a). NCSS stresses that K-12 social studies teachers utilize inquiry-based practices to develop their students' disciplinary literacy, thinking, and argumentation skills in civics, economics, history, and geography (Swan & Griffin, 2013; Lee & Swan, 2013). Inquiry-based lessons should be driven by compelling questions that are open-ended to allow students to explore public issues (VanSledright, 2013; Grant, 2013). K-12 indicators are provided for geography, economics, civics, and history in the C3 Framework to help teachers develop inquiry-based lessons in the four social studies disciplines. These indicators give guidance for how the teacher can structure his or her class to examine social studies disciplinary concepts.

The civic indicators in the C3 Framework argue for students doing more than simply memorizing amendments in the U.S. Constitution. Instead, NCSS advocates that civic education should equip our K-12 students with the necessary knowledge, skills, and dispositions to be actively engaged democratic citizens (Clabough, 2018). There are many items that need to be included in a K-12 civic education program to accomplish these goals. Some of these items are provided in the list below.

1. Students can analyze the ripple effects of public policies on their personal economics and that of members in their local communities.
2. Students are able to decode the layers of meaning within politicians' statements and know how to take civic action to challenge racist rhetoric and public policies.
3. Students research the needs of their local communities and take part in service-learning projects to address those issues.
4. Students protest policies by companies that lead to environmental issues in their local communities.

The list above is not exhaustive but is reflective of the principles and types of activities that are stressed in the C3 Framework for civic education. In Barr, Barth, and Shermis' seminal text (1977), they argue that the purpose of schools is to prepare informed democratic citizens. The civic indicators in the C3 Framework work toward similar goals as Barr, Barth, and Shermis' text for the 21st century. One needed area to prepare our students for their future roles as democratic citizens is helping them to analyze political candidates' public policies.

Teaching Public Issues in the High School Social Studies Classroom

Best practices for teaching public issues have been stressed in social studies education over the last 50 years with the release of Donald Oliver and James Shaver's seminal text on the topic (1966). Students need to be able to analyze public policies and use evidence from sources to take informed action (Engle, 1960; Engle & Ochoa, 1988; Parker, 2015). Democratic citizens possess the agency to impact, shape, and drive public discourses on policy issues (Barton, 2012). High school students need opportunities to practice analyzing local, state, and national politicians' public policies. They should do this with public policies from members of both major U.S. political parties. This allows students to research public policies across the political spectrum and develop their own political identities (Clabough, 2017).

Some social studies teachers are often hesitant to explore public issues that may be perceived as controversial. This is due to fear for a lack of administrative and parental support, current hyperpartisanship in American politics, uncertainty of how to present such topics, and offending some students (Journell, 2016; Hess & McAvoy, 2015). These are real concerns. However, our high school social studies classroom is one safe space that students have to critically explore, examine, and discuss public issues that they will grapple with in the future. Teachers' fears of teaching controversial issues can be mitigated by constructing questions to

explore different perspectives on topics, framing the parameters of discussions to listen and grasp the reasons for differences of opinion on issues, and creating a classroom environment where students feel respected and comfortable sharing their divergent beliefs (McAvoy, 2017; Kawashima-Ginsberg & Junco, 2018; Segall, Crocco, Halvorsen, & Jacobsen, 2018). In the next sections, an activity is given using the Inquiry Arc from the C3 Framework to examine 2020 presidential Democratic candidates' views on healthcare issues.

Analyzing the Candidates' Healthcare Policies

The teacher provides a compelling question to drive students' exploration of public issues to meet Dimension One of the C3 Framework: developing questions and planning inquiries. Compelling questions should spark students' curiosity and allow for an in-depth examination of relevant issues in their lives (NCSS, 2013a). Healthcare has been a driving public issue over the last several presidential cycles. Students can examine Democratic candidates' policies on healthcare. One compelling question that can be used is the following. How does a candidate's healthcare policies impact citizens in Iowa? This compelling question is open ended, which enables students to do research and use evidence to answer this question (Grant, 2013). Students gain experience formulating arguments and evaluating the merits of political candidates' arguments and public policies (Davis, 2019).

The teacher starts by putting students in pairs and then lets them select one of the 2020 Democratic candidates. The pairs research their selected candidate's healthcare policies. During the summer of 2019 on July 15-21, AARP and the *Des Moines Register* co-sponsored the 2020 Presidential Candidate Forum. The Presidential Candidate Forum was held in five cities across Iowa with three or four of the Democratic candidates speaking at each event for about 30 minutes, mainly on healthcare issues. These events were recorded and can be accessed at

AARP's website, <https://www.aarp.org/politics-society/government-elections/info-2019/iowa-presidential-forums.html>. Pairs watch the part of the video where their selected candidate speaks. Additionally, pairs analyze their candidate's website for his or her healthcare policies and statements at the Iowa Democrats Hall of Fame event. I selected Senator Kamala Harris' speech, which I saw live to demonstrate how to analyze a candidate's healthcare policies.

Pairs use these three sources to explore the compelling question for their selected candidate. First, they read their candidate's policies regarding healthcare from his or her website. Senator Harris' website with her beliefs about healthcare can be accessed at <https://kamalaharris.org/issue/health-care/>. The information on this website provides a comprehensive overview with Senator Harris' beliefs on healthcare issues. After pairs review the candidate's website about his or her beliefs on healthcare, then, they watch the short video clip from Senator Harris speaking at the Iowa Democrats' Hall of Fame speech, <https://www.youtube.com/watch?v=S7j1hYXD0uk>. This short video clip captures Senator Harris' beliefs on healthcare. Finally, the pairs view Senator Harris' portion of the Presidential Candidate Forum, <https://www.aarp.org/politics-society/government-elections/info-2019/bettendorf-presidential-forum-recap.html>. These three sources when used in conjunction with each other convey Senator Harris' beliefs about healthcare issues. The teacher circulates around the classroom as pairs review these sources to answer any questions.

After pairs review these three sources about their selected candidate, they complete the graphic organizer found in the next section.

Source	According to your candidate, what are the essential problems with healthcare issues in the United States? Use evidence to support your arguments.	What are the unique solutions to healthcare issues being offered by your candidate? Use evidence to support your arguments.	How could the candidate's policies on healthcare help Iowa citizens? Use evidence to support your arguments.	Why would the candidate's positions on healthcare appeal to Democratic voters in Iowa? Use evidence to support your arguments.
Candidate's statements about healthcare on his or her website				
Candidate's speech at the Iowa Democrats' Hall of Fame				
Candidate's remarks at the Presidential Candidate Forum				

The questions in this graphic organizer help students define their selected candidate's positions on healthcare issues as well as how his or her policies are framed to appeal to Iowa voters. The completion of this graphic organizer builds high school students' research skills as they use evidence from the three sources to articulate a candidate's beliefs. For example, Senator Harris tries to convey in all three sources that she is a champion for people's rights as a former prosecutor, current U.S. Senator, and future President. Students use evidence from all three sources to corroborate Senator Harris' beliefs that special interest groups are responsible for contributing to the high costs of prescription drugs and healthcare as a whole. Corroborating arguments with different sources enables students to articulate a candidate's values and policies about an issue (Nokes, 2011). The completion of the graphic organizer meets Dimensions 2 and 3 of the C3 Framework since students are applying disciplinary concepts and tools of being a political scientist to analyze and reach conclusions about the impact of a candidate's public policies (Collin & Reich, 2015). This elevates the discussion of civics issues because students are engaged in higher levels thinking about the content material being explored (NCSS, 2013a).

This activity also creates the potential for further student research. The three sources examined give incomplete answers by themselves. For example, the three sources do not directly address what Senator Harris has done throughout her tenure in the U.S. Senate in regard to healthcare issues. These oversights provide opportunities for vital discussions that let students dig beneath the surface to grasp a candidate's record (Journell, 2017). This allows democratic citizens to realize the entirety of a political candidate's record and thus make informed decisions on whether that individual is the most qualified to represent their interests.

After pairs analyze their three sources and complete the graphic organizer, there is a class discussion. The teacher asks supporting questions to help students articulate their candidate's

policies on healthcare issues and to clarify students' questions or misconceptions. Some supporting questions may include the following.

1. Why did your candidate choose to frame his or her arguments about healthcare in a certain way? How does this connect to his or her values and beliefs?
2. How were the candidate's arguments made to appeal to Democratic voters in Iowa? What evidence from the three sources supports your arguments?

These supporting questions help to frame issues important to Democratic voters in Iowa. High school students are able to focus on issues that impact and animate voters in their state. This allows students to learn more about political issues in their state and prepares them to take civic action to address those issues.

The analysis of the three sources from a Democratic candidate, completion of this graphic organizer, and class discussion prepares students to take informed action on a candidate's beliefs about healthcare issues, thus meeting Dimension 4 of the C3 Framework. The pairs use evidence collected to complete one of the three analysis prompts below. The first two prompts allow students to use evidence to support their selected candidate's healthcare policies. The third writing prompt was added for the high school teacher to include differences of political opinion. After researching their candidate, pairs may feel that that their candidate's policies are not in the best interest of Iowa voters. This allows differences in students' political voices to be honored (Kawashima-Ginsberg & Junco, 2018).

1. Pairs assume the role of a supporter for their selected Democratic presidential candidate and write a letter to the editor of the *Iowa City Press-Citizen*. This one-page letter should argue why their candidate is the strongest of the Democratic field on healthcare issues and why Iowans should support this individual. Evidence from the three sources examined should be integrated into their arguments.
2. Pairs use iMovie or Windows Photo Story 3 to create a commercial for their Democratic candidate. The commercial should be a minute in length and convey why the selected candidate has the best policies on healthcare issues for Iowa citizens. Words and imagery should be used together to construct the media arguments based on evidence from the

three sources examined. Finally, a one-page Director's Cut should be written where the pairs explain how and why they framed arguments for their commercial in a certain manner.

3. Pairs assume the role of a speechwriter for President Trump and write a brief speech for him to deliver criticizing the healthcare policies of their Democratic candidate. The speech should be a page in length and articulate the reasons why the Democratic candidate's healthcare policies are bad for Iowa voters. The arguments should be supported by evidence from the three sources examined.

These three writing prompts allow students to take civic action in their state politics. Regardless of the writing prompt selected, pairs use evidence from the three sources about a candidate to construct a persuasive argument about the merits or limitations of that individual's healthcare policies. The active engagement by citizens in their state's politics helps to ensure that issues are thoroughly discussed and that public policies are crafted and implemented to address citizens' needs (Roberts & Efler, 2018). Writing prompts like those above help to prepare our students in constructive ways to be actively engaged in their state politics (Levinson & Levine, 2013; Lo, 2018).

Once pairs complete and edit their writing prompt, they present it to the class. This allows students to learn from their peers. Pairs that selected the same candidate should present right after each other. After all pairs have presented, the teacher asks supporting questions to further explore Democratic candidates' healthcare policies, which might include the following.

1. How do the Democratic candidates separate their healthcare policies from those of the other candidates?
2. From hearing all of the Democratic candidates' healthcare policies, which one helps people in our community and other cities in Iowa the most? Use evidence to support your arguments.

These supporting questions help students compare and contrast the Democratic candidates' healthcare plans and more importantly see the impact of politicians' public policies on their state. It will probably be easier for students to answer the first part of the second supporting question

about the impact of healthcare policies on a local level as compared to a state level. This is fine and to be expected with high school students. This presents a follow-up project for students to research the healthcare needs of Iowa citizens across the state. Compelling questions like the one provided with this activity lead to other questions that help students better grasp the healthcare needs of all Iowa citizens (Mueller, 2017). This cycle of research and critical analysis prepares our students to grapple with public issues as future democratic citizens (Journell, 2016; Hess, 2018).

Conclusion

In this article, I discuss how high school social studies teachers can utilize the Inquiry Arc of the C3 Framework to analyze the 2020 Democratic candidates' policies and ways that their healthcare plans impact Iowa citizens. The activity in this article could be replicated to examine other contemporary public issues such as climate change and gun violence. It may also be applied to previous Iowa caucuses. This allows students to better contextualize an historical era by analyzing issues that drove elections and allowed candidates to gain support from the electorate (Avery, Sullivan, Smith, & Sandell, 1996).

The skills gained from the activity in this article enable high school students to analyze candidates' public policies. Students can use knowledge obtained from their research to engage in more critical conversations with their fellow citizens and the candidates. This pushes candidates to better define their positions and improves the overall quality of public discourses on policy issues at a state level. Students are also better prepared as future democratic citizens to be stewards for their local communities by being change agents that support and push for public policies to meet their fellow citizens' needs (NCSS, 2013b).

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Antiracism in the Classroom: Teaching Elementary Students Hard History with the Green Book

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Abstract: This article demonstrates how *The Negro Motorist Green Book* and the picture book *Ruth and the Green Book* can be utilized to build elementary students' foundational background knowledge about anti-racism through an interactive classroom lesson. In addition to giving background on the activity, the article includes a 5th grade participant's voice to provide richness and insight. Keywords: anti-racism, discrimination, segregation, Green Book

Teaching about racism through anti-racism curricula to elementary students is often not prioritized, which frequently leads to a failure to understand the topic and its repercussions on humans (King, & Chandler, 2016). Kendi (2019) outlines methods to be anti-racist, which can be used in an anti-racism curriculum. Among those are the following.

1. Understand the definition of racism.
2. Stop saying, “I’m not racist.”
3. Identify racial inequities and disparities.
4. Confront the racist ideas you’ve held or continue to hold.
5. Understand how your antiracism needs to be intersectional.
6. Champion antiracist ideas and policies.

The activities described in the lesson section of this article focus on Kendi’s first and third methods. The article provides a unique take on this topic as the authors are an educator and his 12 year-old daughter. They decided to write the article, because Kenneth has been going into local elementary schools to teach about social justice issues through history and geography by utilizing the Negro Motorist Green Book and the picture book, *Ruth and the Green Book* (Ramsey & Strauss, 2010). One of the early classes was Sabina’s 5th grade classroom, which enabled them to use her keen eye, and understanding of the age group, to further improve and tailor the lesson at the pre-reading and reading stage for future classroom use. In the following pages, Kenneth provides background on the resources used and an overview of the lesson they developed. Sabina offers a richness to the article by giving it a student participant’s voice, as she describes the mind of a 5th grader going through the activities in the section, “A 5th grader’s thoughts” before they provide concluding thoughts and suggestions.

Exploring Racism in Elementary School

In early elementary school, students are already having their own discussions of race and detecting racism (Martell, Bryson, & Chapman-Hale, 2017). Unfortunately, research shows that elementary teachers usually avoid racial issues in classrooms (Adams & Busey, 2017). The scholarship primarily points to two factors: elementary teachers generally lack curricular knowledge or comfort about the topic, and second, they underestimate students' abilities to emotionally handle discussions about race (Brown & Brown, 2011). When social studies activities focus on racial inequity, they can provide rich experiences that enable these young students to understand discriminatory practices while helping students gain a greater understanding of how people work against systems of oppression (Brown & Brown, 2011). The failure to use approaches to disarm racism in elementary classrooms inhibits students' ability to confront and resist racism in productive ways (Husband Jr., 2012). As a result, students often leave elementary school with a superficial understanding of racism's history and ongoing societal impacts.

Using picture books in elementary classrooms is one way to counter this lack of understanding by enabling students to explore racism and develop empathy (Lysaker & Sedberry, 2015). Research has demonstrated that picture books can be useful for children, as young as three to five years of age, to facilitate conversations about race (Kemple, Lee, & Harris, 2015). The research is limited, but there is also evidence that role-play can generate discussions, among early elementary age children, on discrimination and inequity (Lee, Ramsey, & Sweeney, 2008). Additionally, role-play can be used to address various aspects of character education, such as diverse perspectives (Sunal & Haas, 2008). While role-play provides potential for students to experience a situation vicariously that is otherwise inaccessible to them, the reflection phase is the most important aspect of the role play in order that the students learn from what they have

just done (Singleton, 2000). This lesson, which utilizes primary sources, a picture book, role-play, primary sources, and maps is an example for developing elementary students' anti-racist foundations by helping them understand essential elements of racism's definition and enabling students to identify racial inequities and disparities.

The Green Book

The Negro Motorist Green Book was a guide for the African American road traveler published from 1936 to 1966. In the introduction, Victor Green, a former postman, explains:

The idea of 'The Green Book' is to give the Motorist and Tourist a Guide to not only of the Hotels and Tourist Homes in all of the large cities but other classifications that will be found useful, wherever he may be. Also, facts and information that the Negro Motorist can use and depend upon (Green, 1940, p. 1).

During a time of segregation, the guide provided directory information for such consumer necessities as eateries, lodging, and gas stations in each state and, neighboring countries, that would open their doors and provide a safe place for the African American traveler.

Skimming through the book allows the reader to notice that some states have several more entries than others. For example, in the 1940 book version, an African American could use the book to find many places to eat, get gas, and sleep in California, but could only find one place to stay and nowhere to eat or get gasoline in Oregon. This specific lesson allows students to engage in and empathize with feelings people may experience due to these state-by-state racist policies, oppression, and discrimination through literature, role-play, and working with maps.

Ruth and the Green Book

This lesson includes reading the picture book *Ruth and the Green Book*. Set in the 1950s, the story follows a young African American girl, named Ruth, who is taking a trip with her parents from their home in Chicago to her grandmother's house in Alabama. The story begins with the excitement of her father bringing home a new car and the anticipation of their first trip. However, before the night falls on day one of the trip, the family encounters a taste of the difficulties of travel in segregated America: "whites-only" signs, restrooms they are not permitted to use and refusal of a night's lodging at a hotel. On the advice of an Esso gas station attendant two days later, the family purchases a copy of *The Negro Motorist Green Book*. This guide provides listings of establishments that serve African Americans. Ruth's parents give her the task of locating food and lodging in the guide for their route, thus allowing her family a safe and happy concluding experience, with a colorful cast of characters, along their voyage.

The lesson

Pre-reading, during reading, and post-reading strategies are incorporated to engage students by making the content relatable, teach mapping skills, and provide a foundation for understanding racist ideas and policies. The latter understandings can be attained through addressing two of Kendi's (2019) anti-racist framework methods. The pre-reading activity addresses the first anti-racist method shared in the article's first paragraph (understand the definition of racism). While participating in the during reading and post-reading lesson activities, readers learn how to identify racial inequities and disparities (Kendi's third method).

Prior to doing an activity on such an important and potentially emotionally layered topic it is critical that the instructor reflects upon and considers potential areas that may be sensitive. For example, a couple of items to consider and recommendations on how to deal with such issues include the following. First, the word *negro* is used in the title of one of the books and

during conversations in the picture book. Sensitivity about this word should be taken. It is recommended to discuss the historical context with students and how it was used by non-African Americans in a derogatory manner for years, one of the reasons it is not a word to use today. Second, during the story's reading, role-play is used. The teacher should preface the acting out activity in a manner that this is not something to be done to make light of the story. Rather it is to make it engaging and, hopefully, humanize the tragedy.

Pre-Reading Activity

To begin the activity, provide background information about two of the key concepts, segregation and discrimination, that are components of racist policies and students will confront throughout the lesson. In order to do this, prior to introducing the books, the authors have developed a pre-reading activity that is age appropriate for gaining a deeper understanding of the key concepts. Initially simple definitions for discrimination and segregation (They can be seen below) are provided to the students. These definitions were vetted by Sabina for understanding at her age level.

1. Discrimination: Treating people unfairly or differently than others.
2. Segregation: Separating people based on group features.

After the definitions are provided, a video version of Dr. Seuss' *The Sneetches* (https://www.youtube.com/watch?time_continue=706&v=PdLPe7XjdKc) is shown to the students. While the video is playing students identify instances of discrimination and segregation (note: the video is twelve minutes. Multiple instances of discrimination and segregation can be noted in the first 5 minutes, if the teacher does not want to show the full version). After the video, the teacher discusses the instances with the students and introduces the concept, discriminatory policies. A suggested definition for this term to start out with this age group is,

“rules or laws that are not the same for everybody.” It is recommended to then show a photo or two to demonstrate this new concept. An example can be seen in Appendix A. Once the discussion is completed, if the teacher would like to provide real world examples of discrimination, segregation, and discriminatory policies, doing a gallery walk is suggested. The gallery walk could use primary sources and show examples of these concepts (For some examples, see the Appendices A-D) and have students identify and discuss which concepts they see in the photos.

Now that the students in the class have gained a fundamental understanding of the key concepts, the teacher shows students a copy of the *Negro Motorist Green Book* and leads a discussion about the necessity of the book and reasons that African American travelers found it beneficial during the 1930s-1960s. After sharing and talking about some of that history with the students, the teacher juxtaposes this with a discussion question for students about how their own current travel experiences would differ if they had the same road blocks today.

During Reading Activity

Once students have a sufficient background understanding of key concepts, such as segregation, discrimination, and discriminatory policies, they are introduced to the picture book that the teacher will be reading, *Ruth and the Green Book*. In addition to listening to the story some students are assigned characters from the book that they will be role playing (See Figure 1 for a listing of roles and suggested props).

Figure 1: Roles and Props

CHARACTER	STUDENT DIRECTIONS
Ruth	child main character; be prepared to act out the emotions and actions from the read aloud
Ruth's Dad	Be prepared to act out the emotions and actions from the read aloud
Ruth's Mom	Be prepared to act out the emotions and actions from the read aloud
1 st Service Station Attendant	Be prepared to not be nice to Ruth's family
Man at 1 st Hotel	Be prepared to not be nice to Ruth's dad
Eddy	Be prepared to pretend to play music and be excited to see Ruth and her family
Alice (Eddy's Wife)	Be prepared to pretend to cook
Esso Gas Station Attendant	You are nice and give Ruth's family a Green Book
Mrs. Melody	Own of a tourist home; you are nice and very inviting to the people staying in your home
Jason	Tells funny stories. Laughs and smiles a lot
Little boy	You are scared and often have a frown on your face until Ruth gives you her stuffed animal
Grandma	You are very excited to see your family
PROPS – not required, but adds visuals for the students)	
Stuffed animal brown bear	
Green Book	

Role-play in the classroom that avoids mimicking, caricaturing, or minimizing events in history can broaden students' understanding of the complexities of the world (Lo, 2018). Therefore, it is pertinent that, while the role-playing be engaging, the teacher establishes guidelines (See Figure 2 for example guidelines) and understandings that ensure students are respectful to their roles. For this particular role play students use props, such as the *Negro Motorist Green Book* and a stuffed animal brown bear while they mime the roles that the teacher is reading about. As the teacher reads the book out loud, students who are playing a particular character in the book come to the front of the class and act out the story being read. Additionally, it is recommended that the

teacher have a map and visuals on a screen, at the front of the class, that displays where the family is traveling throughout the book.

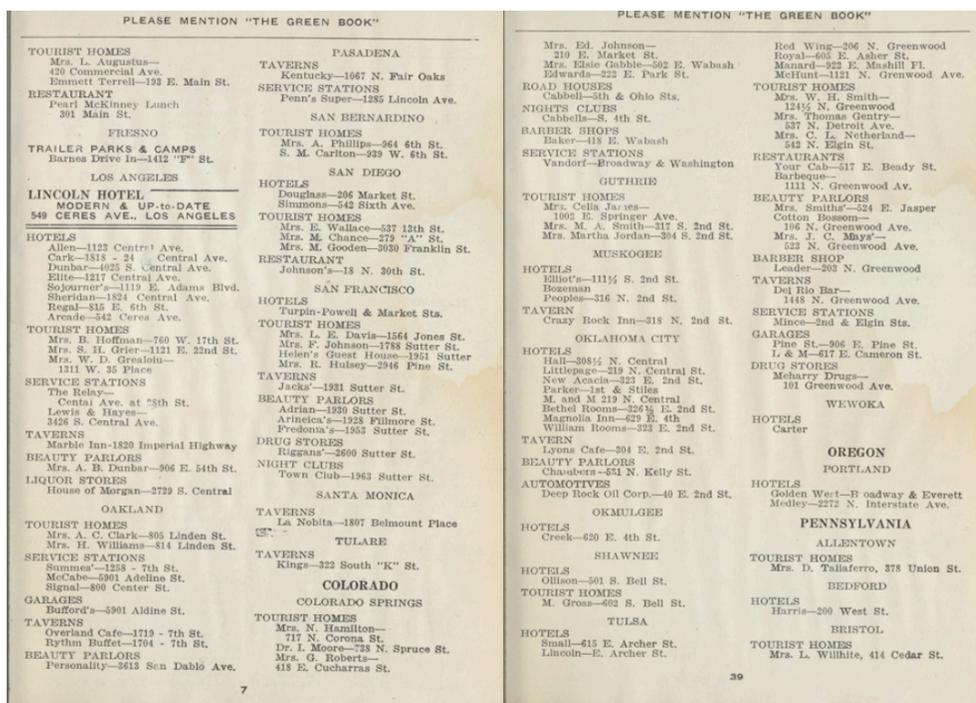
Figure 2: Example Role-Playing Guidelines

1. Make sure student understands the description of the assigned role.
2. Ensure each student is comfortable with assigned role.
3. Avoid putting students in a situation that may be psychologically or emotionally uncomfortable (note: if uncertain, error on the side of caution).
4. When role-playing, treat assigned “character” with respect (i.e. treat them how you’d want to be treated).

Post-Reading Activity

After reading the book, the teacher should have the students reflect upon times Ruth and her family experienced occurrences and places of segregation and discrimination and identify which of those instances would qualify as discriminatory policies. Students could go further into this discussion by citing instances they see of segregation and discrimination in current times and discuss ways to eliminate it. The teacher next distributes two items to each student. The first item is a blank map of the United States that has the following cities identified: San Diego, California, Los Angeles, California, Oakland, California, San Francisco, California, Salem, Oregon, and Portland, Oregon. The other item is two pages of a *Negro Motorist Green Book* that includes California and Oregon (see Figure 3). The New York Public Library Digital Collections provides free online access to multiple years of the *Negro Motorist Green Book* at <https://digitalcollections.nypl.org/collections/the-green-book#/?tab=about>.

Figure 3: Pages from 1940 Negro Motorist Green Book



Source: Green, V. H. (Ed.). (1940). *The Negro motorist Green book*. Victor H. Green & Company.

Students are then directed to work in pairs for five minutes to find a safe driving route from San Diego, California to Salem, Oregon. Per the directions, they should be told that they are required to spend at least one night in a California city and be able to get gasoline to make it to Oregon and gasoline for the return trip. After being able to identify places to stay and get gas in both Los Angeles and Oakland, as Figure 3 shows, eventually the students will likely figure out that they cannot even safely stay or get gasoline in Salem, Oregon, which based on past experience of both authors, often leads to a great deal of student body language exhibiting exasperation. Once the teacher has given the students this time to reach that point of frustration, the teacher concludes the activity with a reflective discussion on the racist policies making it impossible for an African American to complete the journey students were trying to do on the

map and possible future repercussions of those policies. In the next section, Sabina provides reflections of a student's perspective on this activity.

A 5th grader's Thoughts

Role-playing the story of *Ruth and the Green Book* made this activity more engaging for me and my class because the students that were acting it out were allowed to get up, move around and act out what was happening. The students watching those of us role-playing could follow along and really notice the struggles Ruth and her family had to go through just to get from Chicago to Alabama. My dad would switch out who had each role every so often, so most of the class got to watch and play a role. This helped us see the story from two different points of view.

When we moved on to the map activity, after reading and acting out the story, we worked with partners and used a couple of pages copied from the Green Book to figure out how to get from San Diego, California to Salem, Oregon. After making it to Oakland to sleep for the night and getting gas for the car, we searched and searched, but my partner and I could not go any further. I remember thinking, "did we do something wrong?" I called my dad over and asked if there was something wrong with the map or Green Book pages. I was frustrated that an African-American family could drive all the way to Oakland, but then have to turn around and drive back instead of going to where they wanted to go in Salem, while any white family, like me, could go practically anywhere they pleased.

The activity made me and my class realize that many African American families have had these problems in the United States and the places they could travel was limited by laws and rules put on them by people that made it harder on African Americans than white people. This

activity also made it easier for us to understand the types of laws the country has had that are racist.

The whole experience of traveling as an African American in that time was very dangerous. It reminds me of some of the conditions I hear talked about today with people wanting to come to the United States, and how some of my friends and I have been concerned for some of our classmates who are sometimes scared that they are going to be kicked out of the country even though they have not done anything wrong, because of things the president says. It makes me angry and it makes me want to learn more about these types of issues and ways I can do something to help stop people from having to continue to be treated less than human.

Conclusion

Often times, teaching racism is avoided in the elementary classroom, in part, because of the misguided notion that the topic is too heavy for children that age. This article has, hopefully, alleviated some of those concerns through a 5th grader's words and her participation in developing an activity that focuses on a safe method enabling elementary students to begin gaining anti-racist foundational knowledge. In addition to providing the opportunity for teaching the fundamentals of anti-racism in an age appropriate manner, *The Negro Motorist Green Book* provides ample inquiry opportunities for social studies students to further their inquiry into this topic. Some example questions students could investigate include the following.

1. How does the number of entries for a given area in the guide correlate to the settlement patterns of African Americans in recent years?
2. Given that the guide directed African Americans to safe places to visit, what are some underlying reasons that these safe places were also desirable for permanent settlement?

3. How do these safe travel areas for African Americans correlate with Jim Crow laws and/or institutional racism policies (e.g. redlining)?

For further background information on *The Negro Motorist Green Book* see the teacher resources in Appendix E.

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Appendices

Appendix A



SNCC Digital Gateway. Segregated drinking fountains at the Albany Courthouse, 1962, Danny Lyon. Retrieved from <https://snccdigital.org/inside-sncc/sncc-national-office/photography/>. This image is public domain.

Appendix B



Library of Congress. Little Rock, 1959. Rally at state capitol. Retrieved from <https://www.loc.gov/item/2009632339>. This image is public domain.

Appendix C



Library of Congress. A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Retrieved from <http://loc.gov/pictures/resource/cph.3c29093/>
This image is public domain.

Appendix D



The Statesman. Gender in the Class. Retrieved from <https://www.thestatesman.com/opinion/gender-in-the-class-1502590254.html>. This image is public domain.

Appendix E

Teacher Resources

Background resources for *The Negro Motorist Green Book*.

Digitized collection of Green Books provided by the Schomburg Center for Research in Black Culture at the New York Public Library: <https://digitalcollections.nypl.org/collections/the-green-book/#/?tab=about>

Smithsonian Magazine article and embedded video clip (5:37) about documentary film Driving While Black: <https://www.smithsonianmag.com/smithsonian-institution/history-green-book-african-american-travelers-180958506>

Newsweek article giving background information on *The Negro Motorist Green Book*: <https://www.newsweek.com/2017/03/17/green-book-jim-crow-era-travel-guide-saved-black-lives-565430.html>

Article providing additional background and historical information on *The Negro Motorist Green Book*: <http://www.pbs.org/independentlens/blog/green-book-helped-keep-african-americans-safe-on-the-road>

A project documenting the landscape of *The Negro Motorist Green Book*: <http://mappingthegreenbook.tumblr.com/about>

Authors biography

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Using Children's Literature to Teach About Communities

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Abstract: This article outlines an integrative social studies unit on suburban, urban, and rural communities for an early elementary class. After briefly discussing integrating trade books in elementary social studies, it describes one way to use children's trade books to help students gather evidence to support their understanding of the features of each community. The unit incorporates the Gradual Release of Responsibility model and includes a lesson plan and materials for each of the four lessons. Possible adaptations of the unit for varying contexts are also discussed.

Introduction

The third theme in the National Council for the Social Studies' (NCSS) Curriculum Standards for Social Studies (2010) is "People, Places, and Environments." It focuses on the world around us, natural resources, communities, and the relationship between the physical world and human population. Students learning about this theme might be studying why people settled particular areas or how physical features of a place might impact the culture of its people. Learning about the types of communities—suburban, urban, and rural—is a common elementary social studies unit that would fit within this theme. However, in addressing this topic, we felt it important to take a fresh approach.

Because literacy integration has become an integral component of our instruction, we designed this unit so that each lesson centers around a trade book. Social studies continues to get less time in the classroom so many teachers are integrating with other subjects as one of the ways to meet these constraints (Alleman & Brophy, 2010; Hinde, 2015, MacMahon Whitley & Brugar, 2019). Not only is integration a way to meet the increasing demands on classroom time, but NCSS (2016) advocates that it is crucial for powerful social studies instruction because the very nature of social studies is integrative. Effective instruction must not be confined to a single aspect of the day but, instead, use the tools of the other subject areas to craft more robust instruction.

With this in mind, we present an integrative social studies unit aimed at exploring theme three (NCSS, 2010) with a focus on the three types of communities. This unit builds upon children's literature and local connections as a way to bring the various community types to life. It further integrates literacy through a culminating activity asking students to write their own narrative to communicate their learning.

General Guidelines for Selecting Community Lesson Trade books

Our unit focuses on communities and we base each lesson on a children's book displaying a suburban, urban, or rural community (see Table A for descriptions of each community). The first selection is *Franklin's Neighborhood* from the classic series by Paulette Bourgeois (1999). In this book, Franklin walks around his suburban neighborhood trying to decide his favorite aspect on an assignment from his teacher. *In Lucia's Neighborhood* by Pat Shewchuck (2013) shows Lucia and her grandmother walking around their neighborhood talking about the different parts of an urban community. The last selection is *Biblioburro: a true story from Colombia* by Jeanette Winter (2010). This is a book a man who creates a mobile library to deliver books to a remote village in Colombia.

Table A: Community Descriptions

Types of Communities	
Urban	A big city with many tall buildings and crowded with lots of people; not many natural areas
Suburban	Usually near a city; has lots of houses and apartment that are close together, but many have yards
Rural	Not many houses and lots of natural areas; farms are often in rural areas

We selected these texts with several considerations in mind. First, the unit is designed for second grade students; therefore, we chose books at an appropriate Lexile level for the class. For example, the first book is used in a completely teacher guided lesson, so the Lexile level is higher because that will fit the instructional level for most of the students in the class. In comparison, the book that was selected for the students to read in student-led small groups is a low second grade Lexile level, which falls within the independent range for most of our students.

The context of the class and unit is an additional factor when selecting trade books. When selecting our texts, we asked: What are the student demographics? What is the grade level and are they high or low achieving for that grade level? What is the time frame of the unit? How many separate standards are being covered? Additionally, teachers should consider any secondary concepts they are trying to incorporate into their bigger lesson and underlying themes or ideas discussed in their books that students may have questions about.

Furthermore, teachers must evaluate texts based on their own background knowledge. For example, the book representing an urban community for this unit, *In Lucia's Neighborhood* (Shewchuck, 2013), is a wonderful selection that incorporates Lucia's Portuguese culture into the plot line of the book. We felt comfortable choosing this book for the text set, because of our background knowledge about the Portuguese culture and the festival that is part of the book's plotline. In other classrooms, another selection may better fit a teacher's experiences or they may decide to complete some research before reading the book to the class.

Selecting books that are written from the perspective of a child around the students' ages (Krishnashwami, 2019) is also important. Students have an easier time understanding concepts and experiences of other people if they can put themselves in the shoes of the characters. Although gaining these new perspectives is important for understanding content, it can also foster empathy, which is a valuable tool that will help with conflict resolution in the classroom and beyond (Almerico, 2014).

Book selection, as noted above, depends on a variety of factors. Although there are three trade books within our text set, there are a variety of other texts and formats to accommodate a classroom's needs. The chart featured below (Table B) has suggestions for other trade books that might make more sense for another teacher's community unit depending on their classroom.

Table B: Children’s Trade Books on Rural, Urban, and Suburban Communities

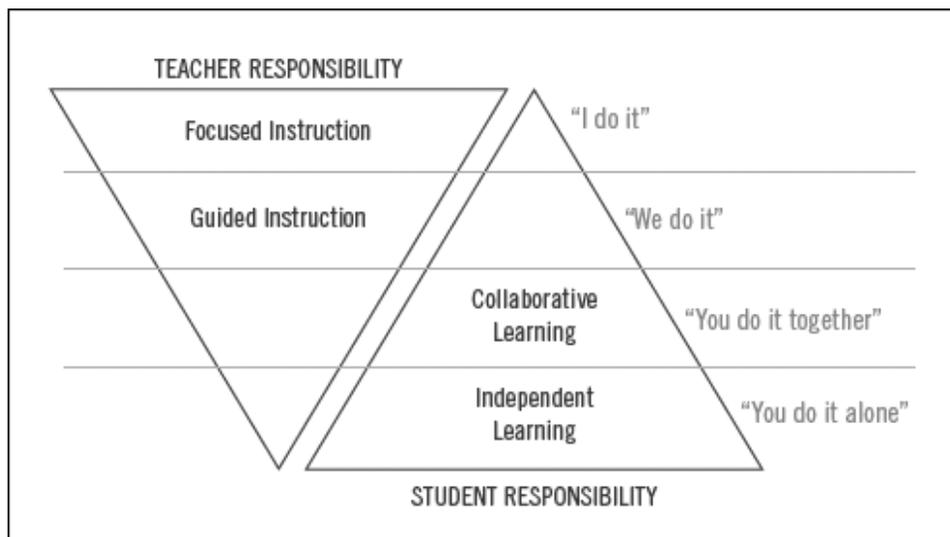
Bourgeois, Paulette (1999). <i>Franklin's neighborhood</i> . Toronto, ON: Kids Can Press.
Cummins, Julie. (2002). <i>Country kid, city kid</i> . New York, NY: Henry, Holt & Co.
Dobbins, Jan. (2013). <i>A farmer's life for me</i> . Cambridge, MA: Barefoot Books.
Shewchuck, Pat. (2013). In <i>Lucia's neighborhood</i> . Toronto, ON: Kids Can Press.
Kostecki-Shaw, Jenny S. (2011). <i>Same, same but different</i> . New York, NY: Henry, Holt & Co.
Lamonth, Matt. (2017). <i>This is how we do it</i> . San Francisco, CA: Cronicle Books.
Pilutti, Deb. (2008). <i>The city kid & the country kid</i> . New York, NY: Sterling Children's Books.
Sterling, Kristin. (2008). <i>Living in rural communities</i> . Minneapolis, MN: LernerClassroom.
Sterling, Kristin. (2008). <i>Living in suburban communities</i> . Minneapolis, MN: LernerClassroom.
Sterling, Kristin. (2008). <i>Living in urban communities</i> . Minneapolis, MN: LernerClassroom.
Winter, Jeanette. (2010). <i>Biblioburro: A true story from Colombia</i> . New York, NY. Beach Lane.

Gradual Release of Responsibility Model

We use the Gradual Release of Responsibility model as this unit’s framework (Fischer, 2008). As Fischer describes, the Gradual Release model moves instruction in a stepwise manner from teacher-led to student-led, removing scaffolding as students become more independent (see Figure A). The benefit of this model is to give students more responsibility for their own learning and also to build their mastery of the content. Students are first shown how to perform a skill in what is called the *Focus Lesson*. Next, they engage in *Guided Instruction* where students provide input as they work on a skill together. Third, students *Collaborate* with their peers in order to exchange valuable ideas and possibly build their skills

through peer teaching. Finally, the student is given full control of instruction with *Independent* work or a project in order to demonstrate their mastery of learned skills.

Figure A



While students are given opportunities to work independently, they are still supported by the teacher. There should be resources to help guide student conversation and thinking as they move into the more independent steps. These resources should be designed according to the grade and achievement level of the specific class in question (Joyce-Gibbons, 2017). Because this is a second-grade unit it incorporates a higher level of support, including graphic organizers and guides for use during students' collaborative discussion as well as their culminating project.

Unit overview

This unit teaches about each community type with connections to our local community. Trade books are highlighted within each lesson in order to guide concept formation. Furthermore, our plans follow the four steps of the Gradual Release of Responsibility model described above. Students are given increasing autonomy in the activities of the unit, culminating

in a final narrative project. The lessons are briefly described here with lesson plans and materials in the appendices.

Focus Lesson

We begin the focus lesson by getting an idea of what students know about the community they live in. It is important to start with concepts that students are familiar with and build their knowledge from there (Lent, 2012). As presented here, the unit tackles suburban first since it is most fitting to our population of students. However, one possible adaptation is to start with the community type that students are most familiar with.

The teacher should start off by showing students some pictures of their local community such as parks, stores, or restaurants. This will connect with the students' life out of school and activate their prior knowledge. Then, create a class-wide KWL chart about their community to use throughout the lesson. From there, the teacher engages students in an interactive read aloud of *Franklin's Neighborhood* by Paulette Bourgeois (1999). This is a great book to kick off a community unit because it addresses what makes up a neighborhood as well as Franklin and his friends' favorite parts of their suburban neighborhood. After finishing the book, the class discusses the book and creates an anchor chart to display evidence from the text as to why the neighborhood is a suburb. Finally, students draw a picture of their favorite aspect of their community, just as Franklin did in the story, and write a short paragraph listing 3 characteristics of their community that make it a suburb

Guided Instruction

The next lesson is a Guided Instruction lesson (Appendix B) and removes some of the scaffolding from the previous lesson in order to give students a bit more independence. Students

learn about urban communities beginning with a think-aloud about the book *In Lucia's Neighborhood* by Pat Shewchuck (2013). To start off, the teacher will model a think aloud using just the cover of the story then continues to do so as she reads. After finishing the whole book, the teacher leads a discussion of why Lucia's neighborhood is, in fact, an urban community and again focuses on using evidence from the text.

Collaborative Learning

In this lesson on rural communities (Appendix C), students gain more independence by collaborating in small groups to do a think-aloud using the book *Biblioburro: A true story from Colombia* by Jeanette Winter (2010). Along with a copy of the book, each small group will have a "Think Aloud Guide" (Appendix C) with guiding questions for students to discuss before, during, and after their reading. Before sending students out into small groups the teacher should present specific expectations for the discussion and behavior as well as reviewing each point of the "Think Aloud Guide" to be clear on the directions. Although students will be supported by the graphic organizer and discussion guidelines, the teacher should still be the facilitator and guide, moving from group to group to listen in and provide further scaffolding as needed. To wrap up the lesson, each small group will create a mini anchor chart on construction paper listing the features of a rural community and supporting their claims with evidence from the text.

Independent Work

Independent Work is the final stage of the Gradual Release of Responsibility Model. In the unit's final lesson, "Types of Communities: Wrap-Up," (Appendix D) students will complete a final project to culminate their discussion as well as to communicate their learning. Students will write their own narrative with characters and plot lines similar to the trade books presented throughout the unit. Their narrative should be set in a community type of their choosing, should

clearly portray accurate characteristics of that community, and should explain how those characteristics impact the lives of the characters. The lesson begins with a teacher-modeled pre-writing session. Then, over many days, students will go through the writing process in order to create a published final copy. It is important to note here that before being expected to complete this writing assignment, students should have already gone through writing instruction to familiarize themselves with the writing process. This could be a culminating assignment in both social studies and literacy units, but it is important to focus on the social studies content. The teacher should be sure that students not only use good writing habits, but that the purpose of their writing is to describe the community, not just write a narrative.

Conclusion

This unit provides lessons to teach community types through literacy integration. As it is written here, students will continue to develop their understanding of People, Places, and Ideas (NCSS, 2010) and connect with their own community. However, instruction is dependent upon context and there are several ways to adapt it to various instructional needs. As mentioned earlier, other books can be used to present the material at different readings levels. However, the unit could also be taught in small groups where the texts vary by group to meet student needs. The culminating project is another simple way to tweak the unit to meet the needs of a certain classroom context. A variety of writing projects, media, and technological tools can be integrated into the project as-is or with adjustments. For example, students might create an infographic about the types of communities, record a commercial to motivate people to visit or move to a community type, or write an informational text on the types of communities. Furthermore, the project could also be differentiated with a choice board listing several options students can use to demonstrate their learning. No matter what adaptations a teacher needs to utilize to meet their

students' needs, this unit allows for instruction about communities in a new way that naturally integrates social studies and literacy.

Appendix A

Lesson 1: Suburban Communities Lesson Plan and Materials

Grade: 2 nd Grade
Objective(s)
Students will be able to identify the characteristics of a suburban community
Students will be able think critically about a text to support their thinking with evidence.
Estimated Time Required
30 minutes
List of Materials
<ul style="list-style-type: none"> • Pictures of your community • Poster paper • Poster markers • <i>Franklin's Neighborhood</i> by Paulette Bourgeois • Printer Paper for Drawings • Markers, colored pencils, or crayons
Instructional Procedures
Introduction
<p>Start off the lesson by showing the students pictures of their local community such as parks, stores, or restaurants. Explain that these things all make up what we call a community.</p> <p>Emphasize the importance of all the different features of the community.</p>

Give the students an overview of the three types of communities that will be covered in the unit by showing them the three community books and naming each type.

Presentation

Before beginning reading, start a KWL chart on poster paper. This chart is divided into three columns: “What do you KNOW?,” “What do you WANT to know?,” and “What you have LEARNED?” Ask the students to raise their hands to offer suggestions of things they already know or want to learn about their suburban community. Write down all of their suggestions in the appropriate columns on the poster paper for them to consider during the reading.

Start a read-aloud of the book *Franklin's Neighborhood* by Paulette Bourgeois. During the reading, stop when you come across things that the class "wanted to KNOW" from the introductory discussion. After reading, fill in the rest of the “What you have LEARNED” column with other things that the students learned during the read aloud. Discuss the features of Franklin’s community in the book and, if applicable, make comparisons between your suburban community and Franklin’s suburban community.

Review and Conclusion

Guide the students in creating an anchor chart that lists the features of a suburban community and the evidence of each feature in the text. Show the students how to pull evidence from *Franklin's Neighborhood* to support the features listed on the chart. This anchor chart and the KWL chart should be displayed in the room during the rest of the community unit. These charts can be used as a formative, class-wide assessment.

To wrap up the lesson, have the students draw a picture of their favorite aspect of their community just as Franklin did in the story. However, the students must demonstrate their understanding of the features of a suburban community by writing a short paragraph listing 3 characteristics of their community that make it a suburb.

Appendix B

Lesson 2: Urban Communities Lesson Plan and Materials

Grade: 2 nd Grade
Objective(s)
Students will be able to identify the features of an urban community.
Students will be able to formulate questions and draw conclusions to demonstrate understanding of a text using specific details.
Estimated Time Required
30 minutes
List of Materials
<ul style="list-style-type: none"> • <i>In Lucia's Neighborhood</i> by Pat Shewchuck • Chart paper or poster board
Instructional Procedures
Introduction
Start off the lesson with a review discussion of suburban communities. Ask them to tell you about the book <i>Franklin's Neighborhood</i> as well as the features of a suburban community.

Set up the new lesson by asking students if they know anything about urban communities.

Explain that it is important to learn about urban communities in order to better understand the larger cities around them.

Presentation

The reading for the urban community is a think-aloud of the book *In Lucia's Neighborhood* by Pat Shewchuck. Explain to the students that a think aloud is similar to a read aloud except you talk out loud about your thinking as you read. Demonstrate how to do this at the beginning of the reading and tell students that later they will have the opportunity to raise their hands to try thinking aloud.

Starting with the title and cover of the book think out loud to the students. You might say something such as “The first thing that I notice is a little girl walking with an older lady. I think the lady might be her grandmother. I wonder if the little girl will be the main character of the story, Lucia.” Now open the discussion to the students. “What do you notice or wonder about just the cover and title of the book? What other people do you see? What do the buildings look like? What kind of community do you think this neighborhood is?”

Continue to think aloud as the rest of the story’s events unfold and encourage the students to raise their hands to contribute their own thoughts to the discussion. Students could think aloud about the characters and their reactions to the events, what questions or confusions they have, or predict what they think will happen next in the story. Taking notes during this discussion can serve as an informal formative assessment.

As you read, stop and use some or all of this dialogue to spark their think alouds.

Pages 5-6	<p>So already I have the answers to some of my questions right? What did we find out on this page? (The little girl on the cover is indeed our main character, Lucia. The older woman walking with her is her grandmother.)</p> <p>But I have more questions after reading these two pages. Lucia says that Jane Jacobs talked about ‘neighborhoods like mine.’ I wonder what type of neighborhood Lucia lives in and why Jane Jacobs talked about these neighborhoods.</p>
Pages 9-10	<p>Lucia says there are lots of people in her neighborhood. This could be a clue to the type of neighborhood she lives in. Do you see any other clues?</p> <p>Look out for clues as we keep reading.</p>
Pages 13-14	<p>Who has questions or thoughts about these next few pages in the book?</p> <p>What have we found out is in Lucia's neighborhood? What type of people did Lucia see in her neighborhood? What were these people doing?</p>
Pages 19-20	<p>What do you think about this festival? What are the things they do for the festival? Why do they have the festival?</p>
After Reading	<p>We have now finished the book. What are your thoughts about the book and how it finished? What do you think about Lucia's neighborhood? What kind of neighborhood do you think it is? Who can fill in the blanks of this statement: When I first started reading this book I thought _____ .</p> <p>Now I think _____.”</p>

Review and Conclusion

After finishing the read aloud, have a discussion with the students about why Lucia's Neighborhood is an urban community. Ask the students to help create a list the features of an urban community on another anchor chart along with supporting evidence from the text. The teacher should help facilitate discussion but allow the students to come up with the ideas for the chart on their own. Display the chart for future reference.

After creating the chart, discuss how urban communities are the same and different than suburban communities. Ask students to talk about how life would be different in each place.

Appendix C

Lesson 3: Rural Communities Lesson Plan and Materials

Grade: 2 nd
Objective(s)
Students will be able to identify the features of a rural community.
Students will be able to summarize information from a text based on shared research with a group of peers.
Estimated Time Required
30 minutes
List of Materials
<ul style="list-style-type: none"> • Projector

- Document Camera
- 6 copies of *Biblioburro: a true story from Colombia* by Jeanette Winter (one per small group)
- Think-Aloud Guides for each student
- Construction paper
- Writing utensils

Instructional Procedures

Introduction

Begin the lesson with a review discussion of suburban and urban communities. Make sure to ask them about evidence from the two books that support the features they are listing for both community types.

Tell students that today they will be learning about rural communities. Explain that they will be conducting a think aloud as a small group activity assisted by a guide sheet of questions to consider before, during, and after your reading. It is important for the students to understand this last type of community so that they can compare and contrast the three.

Explain to the students that today's book comes from Colombia, a country in South America. Show some picture of urban and suburban areas of Colombia and talk about the features that help classify each. Then discuss that today they are going to read about a rural area. Explain that in Colombia they speak Spanish and that the reader will encounter some Spanish words.

However, the author leaves clues about their meanings so they should be on the lookout for the context clues.

Presentation

The lesson on rural communities is fashioned as a collaborative, small-group lesson. As a group, the students will choral read through the story *Biblioburro: a true story from Colombia* and have a discussion about the book and the features of rural communities. Make sure to give the students clear directions before sending them off into their small groups. Use the “Think Aloud Guide” worksheet in order to help the students have more focused and effective discussion during their group think aloud. The following is some dialogue to help set up the expectations of the lesson.

During your reading today I would like you to go through each of these questions about your book, *Biblioburro*. The top section, labeled “Before Reading,” should be asked while just looking at the front cover and title of the book. I would like you to take turns giving your thoughts and questions to the group. We have been learning about communities and I want you to think about the place in the picture. How is it the same and different from the suburban and urban communities we have learned about?

Once you have finished these questions you will start choral reading the book. I would like you to stop after reading each spread of pages (demonstrate the two page spread) to talk about these questions. The next section, labeled “During Reading,” has questions like: What was the main idea of the page? Where is the setting for the story? How does the setting impact what is happening? What do you think will happen next? Not everyone has to answer after each page, but you should all be participating. After you are done reading you will refer to the “After Reading,” section on the worksheet.

For this section each person in the group will fill in the blanks of the statement: When I first started reading this book I thought _____. Now I think _____. Does anyone have any questions about how this activity will work? If more questions come up try to answer them with your group using the handout. If you still have questions you can raise your hand and I will come around to your group.

As the students are engaged in their think aloud, stay active in the classroom. Listen in on the students reading and thinking during discussion. It might even be helpful to take notes on some of the ideas you heard to bring up during the wrap-up.

Review and Conclusion

As the students finish up their discussions, give each group a piece of construction paper to create their own mini anchor chart modeled after the two created for the previous lessons. The prior anchor charts should be clearly displayed so that the students can reference their structure. Be sure to remind students that they need to include both the community feature and evidence from the text. You might suggest that they make a T-chart with a column for each.

Make sure to display the students' mini charts after concluding the lesson. The charts can be used as a formative assessment. We suggest requiring students to include at least three features with evidence for each.

Name: _____

Think-Aloud Guide**Before Reading** – Everyone in the group go around and share your thoughts

- What do you notice about the title of the book?
- What do you notice about the cover of the book?
- What is the setting like on the cover? How is this place the same and different from the urban and suburban communities we have learned about?
- What people do you see?

This book is about a **rural community**, which is different than a **suburban** or **urban** community. **Rural communities** have lots of natural space and the buildings are spread out. While you read, think about the setting in this book and how **rural communities** the same and different from **urban** and **suburban communities**.

During Reading – Not everyone has to respond on each set of pages. But, everyone should respond several times during the whole reading. Remember to discuss each spread before turning the page.

- What was the main idea of the pages?
- Where is the setting or place the story is happening? What are some of its features?
- How does this place impact what the characters do or how they live?
- What did we find out on these pages that we didn't know before?
- How do the characters feel?

- What do you think will happen next?

After Reading – Everyone in the group go around and share your thoughts

- When I first started reading this book I thought _____. Now I think _____.
- The setting for this book is a _____ community because _____.
- How would the story be different if it were in an urban community or suburban community?

Appendix D

Lesson 4 : Types of Communities: Wrap-Up

Grade: 2 nd Grade
Objective(s)
Students will be able to write a narrative incorporating accurate setting details according to the type of community they select.
Student will be able to synthesize information from multiple texts to write an effective narrative using descriptive details, temporal words, closure, and correct grammar.
Estimated Time Required
150 minutes spread out over several days and/or subject times.
List of Materials
<ul style="list-style-type: none"> • Example story booklet • Pre-Writing Graphic Organizer for each student • Loose leaf paper for drafting • Booklet paper made into 3 page booklet for each student • Writing utensils • Rating Scale
Instructional Procedures
Introduction
Start the lesson by having a summative discussion about the three types of communities. Ask students to list features of each with supporting evidence.

Preview their final project perhaps with an example story booklet. Explain that to conclude the lesson, the students will be creating a narrative about a type of community of their choosing. First, they will be completing a graphic organizer to get their ideas down, then they will start drafting their stories. Make sure that students understand that writing this story will not only show the teacher that they understand the features of a type of community, but how their community's features impact the character's lives. For example, how living in a rural area gives a farmer enough space to grow their crops. Their story will serve as the summative assessment for their community unit.

Presentation

Pass out the graphic organizers and go through each item with the students. They will be writing their own ideas for their story, but you should guide them to fill in the type of information that you are looking for in each section. This will be beneficial so that their draft has all of the necessary components, assuming they follow the organizer. Make sure to remind the students of the anchor charts describing each community's features.

Students should then move into the drafting stage. They should use their knowledge gained about the types of communities as well as the information gathered in the graphic organizer to create a narrative text. The text should be from the students' point of view in a community setting that is either suburban, urban, or rural. This process will take several class periods and may be incorporated into writing block. Students will start by drafting on loose leaf paper. They will then have a Writer's Workshop conference with the teacher to revise and focus on

any ideas that are missing or need clarifying. Together, make sure that there is a clear setting as well as a beginning, middle, and end.

Next students will move into editing. This may be done in a peer editing situation where the students correct each other's stories first and then the teacher does a final read through.

Finally, students will publish their story using a booklet made with lines and room for a picture. Give students the opportunity to draw pictures if they finish early, or they can bring the book home to work on the pictures if they used the whole allotted class time for writing.

Conclusion

Be sure to allow the students time in the "Author's Chair" to read their stories to the class if they so desire. Their stories should then be turned in and graded with the accompanying rating scale.

Name: _____

Community Narrative Planning

Community:	Characters:
------------	-------------

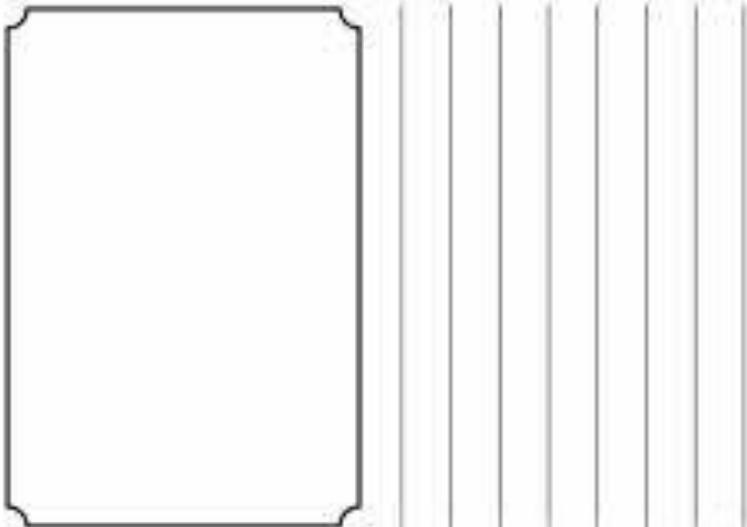
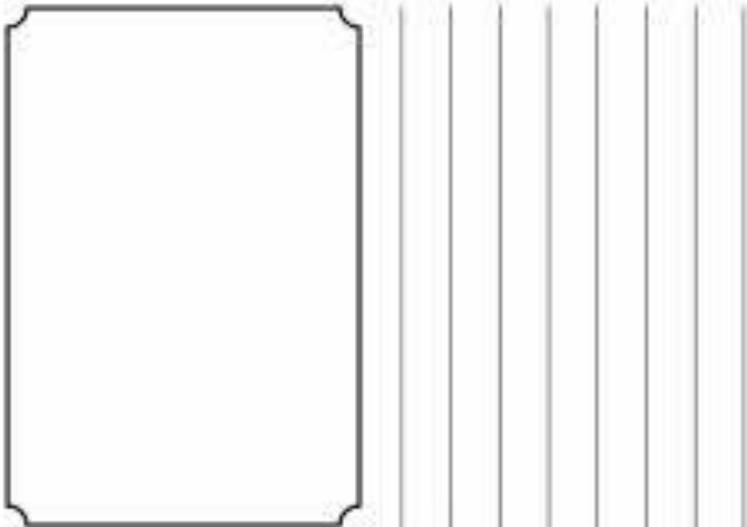
Three features of this type of community

1	2	3
---	---	---

Conflict of the story:

Resolution or conclusion of the story:

Book Page Template



Community Narrative Rating Scale

	3	2	1
Community Features	My writing talks about three community features.	My writing talks about two community features.	My writing talks about one community features.
Daily Life in my Community	My story tells about how each feature of my community impacts the characters' lives.	My story tells about how some features of my community impacts the characters' lives, but not all.	My story does not tell about how features of my community impacts the characters' lives.
Organization	My writing has a clear beginning, middle, and end.	My writing is sometimes unclear in its beginning, middle, and end.	My beginning, middle, and end are unclear or missing.
Content	My community setting is clear and supported by at least three features. My writing makes sense and has details that help the reader	My community setting is somewhat clear and is supported by some features. My writing mostly makes sense and has some details	My community setting is not clear and does not have any supporting details. My writing does not make sense and/or has few details to support meaning.

	understand what I am describing.		
Quality Work	My work is neat and easy to read. My grammar is almost always correct.	My handwriting is legible but could be better. My grammar is sometimes incorrect.	My work is difficult to read. My grammar is often incorrect and distracts from the story.

Total	/21
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Revisiting *Woods Runner*: Introducing the A.R.C. Rubric To Evaluate Narratives for the Social Studies Classroom

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Abstract: In this article, we describe and explain the uses of historical fiction for social studies classrooms and model the use of a tool to critically evaluate the appropriateness of these types of texts for classroom use. We describe our process for using our A.R.C. Rubric (Accuracy, Representation, and Corroboration) as we evaluated a commonly used and recommended historical fiction book, *Woods Runner* by Gary Paulsen. This tool could be used independently or collaboratively with teachers to guide their thoughtful discussion of the appropriateness of classroom materials in regards to accuracy and representation.

If you are an educator at any level, chances are you have asked the question “What’s a good book to use to teach...?” And as our friends, colleagues, or professional organizations provide us recommendations, we must sort through them and discern what will work for us as teachers, and for our students. The process of vetting resources is important because any resource we use, a textbook, narrative, informational text, film, etc., has benefits and challenges. So how can we sift through the recommendations to find what works for us? A genre that often elicits many recommendations for classroom use is historical fiction. But how can we know whether titles we are given as recommendations, or curricular mandates, or books we simply inherit as class sets are “good” for social studies instruction? How can we think more critically and inclusively about “good” historical fiction?

What is Historical Fiction?

In elementary classrooms, students are required to engage with a variety of different types of texts from fiction and non-fiction and informational texts to narrative fiction. For the purpose of this article, it is most important to define historical fiction. It is different than informational text, even if informational text is about an historical event or person. And even though some non-fiction can be written as a narrative, that is also different than historical fiction. (Table 1 below describes these distinctions more in-depth.) Galda and Cullinan (2002) define historical fiction as:

Historical fiction differs from nonfiction in that it not only presents facts or re-creates a time and place, but also weaves the facts into a fictional story. Historical fiction is realistic--the events could have occurred and people portrayed could have lived--but it differs from contemporary realistic fiction in that the stories are set in the past rather than the present (p. 205).

With this in mind, Blos (1993) described three different types of historical fiction: fictionalized memoir, fictionalized family history, and fiction based on research. Among these types of historical fiction, authors present both real and fictional characters, places, and/or events (Bucher & Hinton, 2014; Howell, 2014). Thus, it is essential for teachers and students to be able to distinguish between those factual and fictional aspects of the novel in order to best understand the story being told and the history being presented.

Table 1.***Defining Terms***

Text Type	Definition	Example
Historical Fiction	Texts that use a story form and aspects of fiction (e.g., characters, plot, setting) to tell a story of imagined and/or actual historical time period or events.	<i>Fever 1793</i> (Anderson, 2002)
Informational Text	Texts that describe “the natural or social world” (Duke, 2000) with a specific purpose, features, format, and perspectives (Duke & Bennett-Armistead, 2003; Marinak & Gambrell, 2007).	<i>Eyewitness Books series</i> (DK Publishing)
Narrative History/Non-Fiction	Texts that use a story form and other aspects of fiction (e.g., characters, plot, setting) to tell the story of an actual historical time period or events.	<i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> (Murphy, 2003)

Benefits and Challenges of Using Historical Fiction

Benefits. The two most often noted benefits associated with using historical fiction are the opportunities for students to learn historical content and use historical thinking skills. Students who read historical fiction tend to remember more historical and even geography content compared to those students reading only textbooks (Nawrot, 1996; Viliano, 2005; Waters & Jenkins, 2015). Further, historical fiction narratives help to contextualize the discreet information often presented in textbooks/textbook readings (Groce & Groce, 2005; McTigue, Thornton, & Weise, 2013) thus adding to students’ content knowledge, where the narrative becomes a frame of reference to understand the textbook.

In addition to learning historical content, historical fiction texts can also be used to help students “read like a historian” (Stanford History Education Group, n.d.; Wineburg, Martin, & Monte-Sano, 2012). Historical thinking skills include sourcing, contextualization, corroboration, and close reading. One way to practice historical thinking skills is for students to work with

primary sources. Many historical fiction novels include primary sources (e.g., *Chains* by Anderson [2008]) which may be sourced and contextualized as students read. As is evident in narratives, the plots and plot development serve as opportunities for students to do close readings. Further, in-depth character studies in historical fiction can help students understand different perspectives from their own or from their textbook (Bucher & Hinton, 2014).

Literature, including historical fiction, can be used to highlight the voices of women, racial and ethnic minorities, children (or all of the above), and voices who are not often represented in textbooks (Turk, Klein, & Dickstein, 2007). Quality historical fiction can also improve student engagement with the content, which also could lead to increased content knowledge retention (Waters & Jenkins, 2015).

Both the College, Career, and Civic Life (C3) Framework (National Council for the Social Studies [NCSS], 2013) and the Common Core State Standards for English/Language Arts (Common Core State Standards for English Language Arts [CCSS]; National Governors Association Center for Best Practices, & Council of Chief State School Officers, 2010) suggest that students at all grade levels be exposed to and work with many different types of texts, most notably informational and narrative. Dimension 3 of the Inquiry Arc described in the C3 Framework requires students to analyze a variety of sources for their credibility and relevance to an inquiry. This idea is reinforced throughout the CCSS, in particular in Reading Anchor (RA) standards associated with Integration of Knowledge and Ideas. For example, the CCSS suggests students work with visual, text-based, and media resources (RA.R.7) and compare texts of different types that have a similar theme (RA.R.9). Historical fiction in collaboration with other resources, like a textbook, could be used to meet these standards. Compared to textbooks, historical narrative (fiction and nonfiction) provides a more in-depth description of a historical time period or historical perspective (Temple, Martinez, & Yakota, 2011), which could make them good complimentary resources.

Challenges. One notable challenge with using historical fiction is the issue of accuracy. Of great concern is, “some recent fiction is... blatantly inaccurate, cursed with tunnel vision, and mired in romanticism. In others historical events are rearranged or facts are omitted to avoid controversy” (Levstik & Barton, 2015, p. 118). In their comprehensive search of historical fiction picture books, Wadham, Garrett, and Garrett (2019) found issues of historical accuracy particular in issues of race. Sometimes, young readers just accept historical fiction as truth (Ciechanowski,

2012; MacLeod, 1998) or are unable to discern between fact and fiction. Therefore, teachers need to do more than substitute historical fiction in for content instruction, more instructional support is needed. According to Schwebel (2011), historical fiction should be taught critically and viewed as a reflection of a particular time and place and are products of the historical contexts in which they were written. For example, readers (both students and teachers) need to be attentive to not only the content of a historical fiction book but also the context in which it was written. In other words, *Johnny Tremain* (Forbes, 1942) is about the American Revolution but is an artifact of the United States in 1942, engaged in World War II (Schwebel, 2011).

Selecting the Right Historical Fiction Text

The selection of quality texts and how to give the instructional support needed for students to develop historical thinking skills through literature can be a challenge for educators. Educators need to have necessary historical background knowledge of the time periods covered in possible texts in order to select the most historically accurate and well-written ones (Levstik & Barton, 2015). Literature cannot be expected to be used in place of content instruction, as an authors' purpose is often on a good story and compelling characters, as opposed to conveying content knowledge (Temple, Martinez, & Yokota, 2011). So, educators also need to know how to engage students with historical fiction texts by teaching the texts as historical sources. Schwebel (2011) argues that students should use historians' tools and practices in order to engage with historical fiction. These texts should be analyzed, corroborated, and questioned (Who wrote this book? And when? What does that tell us about the book's context in light of what we know about the source?).

There are resources for educators that exist that give recommendations of quality historical fiction, like the NCSS Notable Trade Books List and the Carter G. Woodson Award winners published in *Social Education* each year. Many historical fiction books are also awarded honors from the American Library Association, who publish the Caldecott, Newbery, and Michael L. Printz Awards each year. Publications such as *Every Book is A Social Studies Book* (Libresco, Balantic, & Kipling, 2011) and *Notable Books, Notable Lessons* (Libresco, Balantic, & Battenfeld, 2017) not only recommend literature but give sample instructional lessons, units, and ideas to go with them. So, there is no shortage of recommendations available, but how can we evaluate books that haven't made "best of" lists? How will you know if the titles on the "best of" lists will work for your students?

The A.R.C. for Evaluating Historical Fiction

As part of a previous study we conducted with fifth grade teachers, we found that they use a wide range of textbooks, informational books, and narratives, both nonfiction and fiction to teach social studies and English-language arts. Among those teachers with whom we spoke, there were several historical fiction books they read with their students that aligned with their social studies curriculum (Brugar & Whitlock, 2019). These common reads included *George Washington's Socks* (Woodruff, 1993), *Chains* (Anderson, 2008), *Blood on the River: Jamestown, 1607* (Carbone, 2006), *Sign of the Beaver* (Speare, 1983), and *Woods Runner* (Paulsen, 2010). As we talked with teachers, they shared their love (and some dislikes) for each book as well as the ways in which they used each book in their classrooms from simple read alouds after lunch to genre studies. However, those teachers did not identify any common criteria that they used to measure quality of the books they liked and used, which inspired us to develop the A.R.C. rubric, which measures Accuracy, Representation, and Corroborating evidence (see Handout A) to help teachers think about and evaluate the texts, particularly fictional texts, they may use with their students. In this paper, we use the A.R.C. rubric to evaluate *Woods Runner* (Paulsen, 2010)—one of the favorites among the teachers in our previous study.

The A.R.C. rubric is meant to guide teachers as readers to critically read a text. For this reason, our rubric features criteria evaluating the text for the quality of the plot, characters, and setting, as well as the historical accuracy and stereotypes or myths that may appear within these literary elements. Following the A.R.C. rubric, teachers/readers are encouraged to identify corroborating evidence from other sources or to prompt teachers to seek other resources to validate the history presented in these texts, when none may be provided.

Woods Runner

As mentioned, there are many books that are read as elementary students are learning about early American history (pre-colonization to birth of U.S.). For the purpose of this article, we use *Woods Runner* (Paulsen, 2010) to model the use of our evaluation tool, the A.R.C. rubric. *Woods Runner* takes place in the frontier during the American Revolution. The protagonist, Samuel, experiences the war from a vantage point not often described in textbooks or other trade books. The story is fiction, but real historical events and people are referenced (e.g., King George), and Samuel encounters real places and settings throughout the text, including New York City and Philadelphia. We chose *Woods Runner* for this article for three reasons. First,

Woods Runner was featured on the NCSS Notable Trade Books List in 2011, which makes it a good example of a text that is commonly used in a variety of different ways and is likely to be recommended by others. Second, Gary Paulsen is a decorated author whose books are used in many elementary classrooms, not just his historical fiction texts (for example, *Hatchet* (1987) and *Woodson* (1990), books that were nominated for the Newbery Medal). Third, several teachers in our previous study used *Woods Runner* as a whole group genre study in language arts, as part of a small group literature circle, and as a read aloud to highlight the frontier experience during Revolutionary Era (Brugar & Whitlock, 2019).

Evaluating *Woods Runner*: Critical Reading

It seems like an obvious place to start, but we needed to read *Woods Runner* in its entirety in order to evaluate the text. We reviewed and discussed the book a section at a time. Paulsen divides this text in Parts, for example Part 1: Green/The Forest 1776 and Part 2: Red/War 1776. As we read, we took notes on each section of the rubric. Our notes included statements about plot like, “They [Samuel and Annie] meet up with Abner, a civilian spy and travel to NYC with him;” characters, “Isaac, the woodsman who brings them the news of the war;” and the setting, “Refreshing approach from the west—not Boston” (see Figure 1).

Evaluating *Woods Runner*: Corroborating Evidence

As we read *Woods Runner* (Paulsen, 2010), we found ourselves simultaneously attempting to corroborate the story unfolding with historical records. Paulsen introduces each chapter with a page description of a variety of historical context that support a particular aspect of the story. For example, before introducing the character, Annie, in chapter 12, Paulsen more generally describes war orphans of the American Revolution. While these page-length overviews are helpful to the reader, we are concerned that there are no citations or references (in-text or end-of-text) for readers to explore further. In addition, the text did not include a bibliography or an author’s note (common features in historical fiction books in the last decade). As a result, we corroborated from other sources that we investigated on our own (other textbooks and primary source accounts). Our corroboration efforts found the book to be accurate, but the lack of citations or an author’s note are still concerning. Thus, it furthers the need for this type rubric and process for evaluating classroom materials.

Evaluating *Woods Runner*: Discussing and Determining Possible Classroom Uses

Once we finished reading the novel and all of our notes were compiled, we talked through a final score for each section of the rubric. Taking our scores and notes into account holistically, we were able to determine a recommendation for using *Woods Runner* in a classroom. We found *Woods Runner* (Paulsen, 2010) to be a well-written adventure story with realistic plot, characters, and setting that makes the book a good example for a historical fiction genre study in an English-language arts unit. For history instruction, we encourage teachers and students to read this text but are cautious - using this text to deliver content on the Revolutionary War era would not be effective on its own. A teacher would need to intentionally supplement this book with other content, perhaps purposefully including students on the process of finding evidence to substantiate the historical facts presented in the story.

Moving Forward with the A.R.C.

Our goal is that our rubric will help educators evaluate the many book recommendations they may receive. Beyond engaging students, teachers are able to determine whether the books would be best used to teach content or to teach the historical fiction genre. This rubric could be used to further evaluate any books from the NCSS Annual Notable Trade Books list that teachers use in their classrooms. Since often many minds are better than one, we recommend that small groups of teachers read a particular historical fiction text, take notes and talk about it in sections, score the book together, and come up with the best instructional use based on this. This is what we did with *Woods Runner* (Paulsen, 2010), as well as several other texts. The process was generative in building our historical knowledge about the American Revolution and considering various classroom practices/activities. The conversations that can arise from this type of collaboration allow you to learn about one another's expertise in content as well as one another's perspectives by which you approach literature. The variety of interpretations can also be helpful to share with students. And speaking of students, let them evaluate classroom texts! Perhaps, students can use the rubric to make their own "best of" list, which would require them to critically evaluate several different historical fiction texts to pass along their own recommendations for others.

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Handout A

A.R.C. Rubric for Evaluating Historical Fiction (Accuracy, Representation, Corroboration)

Accuracy – The history presented (including plot/events, characters, and settings) is commonly accepted and understood as valid and reliable.

Representation – Connected to issues of accuracy, representation moves beyond these to note the ways in which individuals, groups of people, places, and events are depicted in balanced ways which avoid stereotypes and mythology. Further, readers should consider aspects of the time and place historically that go unmentioned in the narrative and why.

Corroboration – As a reader what are other sources, primary or secondary, that one can use verify/confirm the events, characters, and places depicted in the story. These corroborating materials may also be used to instruct and/or engage students.

As you read a piece of historical fiction you are interested in using in your class, note examples of accuracy and representation in reference to the story, characters, and setting. Next, identify various/possible sources to corroborate those examples.

Accuracy	Examples	Corroboration	2	1	0
Plot			Presents a well-told story that closely follows historical records AND Artfully folds in historical facts throughout the text	Presents a well-told story that doesn't conflict with historical records AND Includes historical facts throughout the text	Story conflicts with/deviates from historical records
Characters			Portrays ALL characters realistically	Portrays a majority of characters realistically	Portrays few characters realistically
Setting			Presents authentic settings throughout the text	Presents authentic settings throughout the text	Settings are unrealistic to the time period
Plot	Examples	Corroboration	2	1	0

Stereotypes			Avoids ALL stereotypes	Avoids some/most stereotypes	Included many stereotypes
Myths			Avoids ALL myths	Avoids some/most myths	Included many myths
Characters			2	1	0
Stereotypes			Avoids ALL stereotypes (e.g., gender, race, social) and myths associated with real and fictionalized characters	Avoids some/most stereotypes (e.g., gender, race, social) and myths associated with real and fictionalized characters	Included many stereotypes (e.g., gender, race, social) and myths based on characters
Myths			Avoids ALL myths	Avoids some/most myths	Included many myths
Setting			2	1	0
Stereotypes			Avoids ALL stereotypes associated with a time period and place	Avoids some/most stereotypes associated with a time period and place	Included many stereotypes associated with a time period and place
Myths			Avoids ALL myths	Avoids some/most myths	Included many myths
Overall Comments:					

Figure 1
A.R.C. Rubric for Evaluating Historical Fiction (Accuracy, Representation, Corroboration)
Woods Runner by Gary Paulsen

Accuracy – The history presented (including plot/events, characters, and settings) is commonly accepted and understood as valid and reliable.

Representation – Connected to issues of accuracy, representation moves beyond these to note the ways in which individuals, groups of people, places, and events are depicted in balanced ways which avoid stereotypes and mythology. Further, readers should consider aspects of the time and place historically that go unmentioned in the narrative and why.

Corroboration – As a reader what are other sources, primary or secondary, that one can use verify/confirm the events, characters, and places depicted in the story. These corroborating materials may also be used to instruct and/or engage students.

As you read a piece of historical fiction you are interested in using in your class, note examples of accuracy and representation in reference to the story, characters, and setting. Next, identify various/possible sources to corroborate those examples.

Accuracy	Examples	Corroboration	2	1	0
Plot	<p><i>Samuel sees smoke coming from his house while he's out hunting and know his parents have been attacked</i></p> <p><i>Samuel returns to find his cabin and settlement totally gone</i></p> <p><i>They [Samuel and Annie] meet up with Abner, a civilian spy and travel to NYC with him</i></p>	<p><i>No historical records cited in the book to judge for accuracy</i></p>	<p>Presents a well-told story that closely follows historical records AND Artfully folds in historical facts throughout the text</p>	<p>Presents a well-told story that doesn't conflict with historical records AND Includes historical facts throughout the text</p>	<p>Story conflicts with/deviates from historical records</p>

Characters	<i>Samuel and his family</i> <i>Annie and her family</i> <i>Various “Indians”, Hessians, and colonial soldiers</i>	<i>Before each chapter, Paulsen gives historical information on the British, the Americans, and “the World”—the other countries that entered the war in other ways, including Native Americans and Hessians</i>	Portrays ALL characters realistically	Portrays a majority of characters realistically	Portrays few characters realistically
Setting	<i>Samuel’s family camp in the woods</i> <i>The route through the woods he takes to find his parents, which we later learn is the way to NYC. It includes Draper Crossing, the other settlement that burned</i> <i>Refreshing approach from the west—not Boston</i>	<i>Brief descriptions of Lexington & Concord and the Battle of Bunker Hill</i> <i>Information on prisoners in NYC in the pre-chapter notes</i>	Presents authentic settings throughout the text	Presents authentic settings throughout the text	Settings are unrealistic to the time period
Plot	Examples	Corroboration	2	1	0
Stereotypes	<i>Unique perspective of how the war came to impact even those that were “untouched” or</i>	<i>The line about claiming land is from a settler colonialist perspective</i>	Avoids ALL stereotypes	Avoids some/most stereotypes	Included many stereotypes

	<i>believed they were outside of everything</i>				
Myths	<i>“Frontier Life” page describes how getting land was easy, you just had to “claim it.”</i>		Avoids ALL myths	Avoids some/most myths	Included many myths
Characters			2	1	0
Stereotypes	<i>Indians are the villains, with numerous references to scalping.</i> <i>Hessians are described as savage, committing horrible war crimes of killing women & children</i>		Avoids ALL stereotypes (e.g., gender, race, social) associated with real and fictionalized characters	Avoids some/most stereotypes (e.g., gender, race, social) associated with real and fictionalized characters	Included many stereotypes (e.g., gender, race, social) based on characters
Myths	<i>King George portrayed as “crazy” on p.112— how much of this is true?</i>	<i>History of US by Joy Hakim references King George having a hereditary blood disease that could lead to mental illness— although we dismiss the term “crazy,” this fact has been corroborated</i>	Avoids ALL myths associated with real and fictionalized characters	Avoids some/most myths associated with real and fictionalized characters	Included many myths based on characters
Setting			2	1	0
Stereotypes	<i>Nice description of the woods and what it</i>		Avoids ALL stereotypes	Avoids some/most stereotypes	Included many stereotypes

	<i>looked like/must have been like in 1776</i> <i>Interesting perspective on how the war started here, not by the King</i>		associated with a time period and place	associated with a time period and place	associated with a time period and place
Myths	<i>Implies the colonists were motivated to win to defend their home</i>	<i>The idea that the colonists had motivation on their side and were more motivated to win may be myth, but is supported by a few textbooks, including Social Studies Alive! by TCI</i>	Avoids ALL myths associated with a time period and place	Avoids some/most myths associated with a time period and place	Included many myths associated with a time period and place
Overall Comments:					
<i>A very well-written adventure story. A good example of the historical fiction genre.</i>					
<i>Doesn't shy away from the realities of war—may not be suitable for younger readers</i>					
<i>Problematic that there are no citations for Paulsen's provided facts—this required us to do a lot of outside research to corroborate that the book was historically accurate to our knowledge</i>					

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Antiques Roadshow: Using Show-and-Tell to Engage in Historical Inquiry

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Abstract: This article explores the use of Show-and-Tell as a format for historical inquiry. We explore how this familiar activity can be adapted to reach both social studies and language arts goals in a way that is accessible for both teachers and students who might be new to inquiry. Furthermore, we describe the lesson learned from a group of pre-service teachers who engaged in the lesson as both learners and teachers. A lesson plan is provided.

Introduction

“Show-and-tell” in the elementary classroom is one of the most beloved parts of early schooling experiences. We fondly remember our own experiences of sharing beloved treasures from home when we were elementary students as well as teachers. Our personal and professional experiences confirm that students love to talk about themselves and to learn about their classmates, too. Show-and-tell can be a powerful pedagogical tool (Dailey, 1997). It can serve as a community building activity, a way to develop language skills and practice public speaking, a chance to learn about one’s self, and, as discussed here, a historical inquiry activity.

During a recent roundtable discussion, we discussed pre-service teachers’ (PSTs) historical content knowledge and attitudes towards history. Along with colleagues from other universities, we each confirmed that many PSTs in our elementary methods courses are intimidated by historical inquiry. In response to these discussions, the show-and-tell format of Antiques Roadshow was adopted to make historical inquiry more approachable for a variety of learners. First, we hoped that our PSTs would be introduced to teaching inquiry in a friendly way. We also designed the lesson so that practicing teachers could implement it even if they are unfamiliar or uncomfortable with creating inquiry lessons for their students. By using a familiar format, show-and-tell, this lesson introduces young students to inquiry in a way that is less intimidating for both teachers and students who are unfamiliar with the process. The method we share in this article scaffolds students of all ages to delve into historical inquiry.

Historical Understanding

By bringing artifacts from home students experience a sense of security and pride, develop a deeper understanding of cultures, and build community in the classroom. The National Council for the Social Studies’ (NCSS, 2016) Vision for Powerful Teaching and Learning

encourages teachers to create lessons that are Meaningful, Active, Values-Based, Integrative, and Challenging. Using artifacts from a students' family, school, or community provides connection with their lives and makes for meaningful social studies experiences. Students' own past is a wonderful place to begin exploring history (Levstik and Barton, 2015). It allows them to better understand their own and their families' places in history. This personal connection is the familiar past which drives students to learn more (Wineburg, 1999). At the same time, exploring an artifact from one's own past, allows students a chance to engage in historical inquiry that is particularly meaningful to them. There is inherent connection from the beginning and the authors' experiences demonstrate that this meaning and connection can create natural curiosity.

Artifact analysis such as this can be used as a key component of developing historical understanding (Levstik & Barton, 2015). Primary sources, like artifacts, photographs, or documents create an almost irresistible urge to ask questions. Seeing a novel object almost begs us to ask about its use and its history. These questions lie at the core of inquiry. All learners bring their own experiences and understanding when constructing knowledge for learning and teaching social studies. This prior knowledge, along with their questions about the artifact can spark a desire to learn more and, in turn, set the stage for rich historical inquiry based in meaningful experience.

Waring, Torrez, and Lipscomb (2015, p 18) encourage teachers “to *do history*, to *perform history*, to *do democracy*, and to motivate students for inquiry and action by using primary sources,” and this constructivist approach forms the foundation for Antiques Roadshow. Through artifact analysis the learner is motivated to “*do history*,”— being introduced to its interpretative nature to evaluate evidence and draw conclusions.

Goals of the Antiques Roadshow Unit

The lesson described in this article is an approach that provides students at any level with an authentic, meaningful, and challenging way to engage in historical inquiry. Beginning with their own cultural heritage through their family, school, or community provides a meaningful context that motivates learners to dig deeper. This article describes how show-and-tell can be transformed into a historical inquiry into our past.

This activities' expectation to focus on cultural heritage challenges students to engage in conversations with their families, friends, neighbors, community members, or past school personnel about the meaning of items found in their homes and communities. It demands that each student wonder about what they found and ask questions that will help them better understand. It requires them to conduct interviews, look through photo albums, or read old letters in order to piece together their evidence and draw conclusions about the artifact's importance. But, isn't that what historians do?

The show-and-tell lesson described below, Antiques Roadshow, gains strength from this natural curiosity about one's cultural heritage and "strange," or "unusual," objects. It takes an age old practice, show-and-tell, and gives it a new focus: personal, historical inquiry.

Furthermore, this lesson integrates language arts by having a discussion of historical events that are real and meaningful to the learner and supports all learners through its foundation in visual, concrete objects. Students are not only motivated to engage in historical inquiry but also given the chance to use literacy skills in authentic ways as they speak with others, write conclusions, and present their findings. The show-and-tell format addresses the Common Core standards (National Governors Association Center for Best Practices, & Council of Chief State School Officers, 2010) such as "Speaking and Listening."

Antiques Roadshow Assignment

While using artifacts and the show-and-tell format can be adapted to many different social studies concepts, the lesson plan and examples presented here describe students engaging in historical inquiry focused on cultural heritage. Young social studies students need to understand how their culture plays an important role in their lives. This lesson supports students as they discover examples of cultural characteristics, cultural patterns, and cultural preferences.

As mentioned earlier, inquiry and the show-and-tell format of Antiques Roadshow can address a variety of standards and goals. During the planning stages, teachers should consider the primary goals for their assignment. For example, should students focus on public speaking, asking questions, or giving evidence about how an artifact reflects their cultural heritage? Remind students through a handout or chart about the objectives of the assignment and prepare them through mini-lessons, if necessary. Furthermore, remember that oftentimes students have never engaged in inquiry or artifact analysis before. Be prepared to scaffold them heavily through each step of the process--writing questions, finding sources, drawing conclusions, and reporting their findings.

For the unit presented in this article, we focus on third grade Iowa Core standards:

- SS.3.4: Cite evidence that supports a response to supporting or compelling questions.
- SS.3.5: Construct responses to compelling questions using reasoning, examples, and relevant details.
- SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Together, teachers and students seek to answer the compelling question: “Is this artifact important?” The teacher will model each step of artifact inquiry and use graphic organizers to support students as they gather evidence to support their own conclusions and present their findings to the class.

Lesson Plan

To begin the unit instruction, teachers should bring in a personal cultural artifact. If possible, teachers should allow students to “meet,” the object by giving them a chance look at it and feel it. They should tell the class about why they selected that item and identify the cultural heritage it reflects. For example, if a teacher brought in an old iron that needed to be heated up with a stove, she might discuss how this reflected her family’s past social status, home environment, or maybe even gender roles.

One class found the modeled presentations helpful for their own selection and presentation of artifacts. One author’s example was an antique watch given to her by her parents at her high school graduation. Her parents and grandparents were jewelers and tradespeople who had little to no formal education. Rather than investing in stocks or bonds, her family primarily invested in antique jewelry. She explained that she selected the watch because it represented and told a story about her family’s culture and way of life. Being native to Northeastern Mississippi where it is very rural and impoverished, her family viewed artifacts like the watch as property that could be sold or traded for goods needed during financially challenging times. This example demonstrated an artifact’s selection and how to tie that artifact into family history and cultural heritage. It also served to expand the idea of cultural heritage beyond simply ethnic or racial identity to tie in economic background and beliefs about investments.

After modeling and explaining artifact selection and presentation, it was the students' turn to find their own artifacts. For this inquiry, the students only have two rules:

1. The artifact must be older than they are.
2. The artifact must be related to their family, community, or school's cultural heritage.

The bulk of the inquiry occurs after artifact selection, during the "Meeting my Artifact," and "Research Days" steps. Students are largely responsible for their own inquiry during these steps, but teachers must model this process. Three graphic organizers (Appendix B) guide these steps. For each step in the inquiry, teachers should model the step with the appropriate graphic organizer and then support students in their own inquiries. Teachers can provide more or less scaffolding in the classroom depending on student needs. When the student and teacher meet their artifact (step 2), they make initial observations about their artifact using their 5 senses. After meeting the artifact, the teacher will model how to develop questions and search for evidence. Together the class will write questions and create a list of possible sources. Once information has been gathered, the class will begin to write conclusions, citing evidence for each. Going through the inquiry process together for the teacher's artifact will provide practice in historical inquiry, but the students will continue to need scaffolding. Teacher might choose to incorporate inquiry groups as a way to support students through small group instruction.

Finally, students prepare to communicate their findings through their show-and-tell presentation. If possible, allow students time to practice their presentations with each other. Before these presentations, it is important to remind students that it is their choice whether or not to pass around the artifact because some artifacts need to be handled delicately. As is traditionally the case with show-and-tell, these presentations can be informal with students sitting in a circle and discussing their findings. But, it is also possible to set up presentations in a

museum style where they each curate their own exhibit. Our presentation rubric is shared in Appendix C, however, based on your lesson objectives, you may decide to design your own.

Lessons Learned

This section discusses lessons we learned as our PSTs engaged in Antiques Roadshow by presenting artifacts to our university class as developing historians and then teaching the lesson to their field placement classes as beginning teachers. These lessons represent key take-aways that we believe will better inform teachers using this method. During the research, presentation, teaching, and reflection processes, the class discussed their learning about historical inquiry as both a teacher and a student. One of the authors took notes about their learning and organized them into the following list of lessons learned. As you read about the experiences of the learners in our classroom, consider your own comfort and knowledge about using artifacts for inquiry in your own classrooms--Have you engaged in lessons like this before? What types of things might you want to share with your students when you bring in an artifact? How can this method be tied to your standards? In what ways might you need to prepare to scaffolded your students to explore history in this manner? Finally, consider their struggles, reactions, and presentations. Look at their experiences as students engaging in these activities for the first time and as teachers presenting the lesson to their students.

Lesson 1: Students chose a variety of items for a variety of reasons

Encourage students to continue thinking and searching until they find something that speaks to them and remind them that anything can be an artifact. Among the selections in our class were wooden recipe boxes, a wooden toolbox that included all of the original tools from a student's grandfather and father's woodworking business, and a wooden plaque representing the Christian faith that was smuggled by a student's family from Albania. Students each had unique

reasons for their choices. Oniola, for example, explained that she selected her family's plaque because not only did the plaque represent her heritage, it would help students remember challenging vocabulary like the word "communism."

It is also important to note that some students will have a variety of artifacts readily available and others will not. Consider students' needs and situations. Teachers might bring in a few objects of their own and allow students to choose to bring something from home or to select something from her collection. Another option would be to bring in objects represented the shared heritage of the school or local community. In this case, though, the focus may need to be taken off heritage and shifted to, perhaps, technology or daily life in the past.

Lesson 2: Standards can help focus the lesson

Standards drive our instruction. It is easy to latch on to a cute activity or tried-and-true method and use that as the basis of our instruction, but that can easily lose focus on the instructional goals at hand and, instead focus on the activity. In the case of Antiques Roadshow, the use of a familiar activity needs to be grounded in the standards to ensure that the objectives drive the instruction. However, we believe the familiarity of show-and-tell is its strength. It is a diverse, familiar strategy that can be easily adapted to meet the demands of standards based instruction.

As mentioned earlier, this activity can serve a variety of goals. When incorporating Antiques Roadshow type lessons into the curriculum, connecting the use of artifacts to the standards can help teachers better understand how to make the standards meaningful through show-and-tell style presentations, as well as how to connect personal heritage with the broader study of historical events. Furthermore, it creates a space for show-and-tell artifact analysis by explicitly connecting the lesson to the mandated social studies and literacy curriculum.

Within the NCSS C3 framework (2013) there are several standards that could be used to focus an Antiques Roadshow lesson. For example, by the end of second grade, students are asked to “Explain how people earn income,” (D2.Eco.6.K-2). When teaching this standard, students could be asked to present a family artifact that represents a family member’s career. Another standard requires that students are able to “Compare life in specific historical time periods to life today,” (D2.His.2.3-5) by the end of fifth grade. In this case, student’s would base their Antique Roadshow presentation on a family artifact that shows how life was different for a previous generation. These examples demonstrate the versatility of this activity, but also the need for a standard to guide its focus and create a rationale for its’ use.

Lesson 3: Use Antiques Roadshow to Spark Inquiry

As the time to present grew closer, students’ excitement and anticipation grew! Many came by our offices to let us know they were excited to show the class their artifact. We noticed the confidence PSTs gained in speaking and teaching about cultural heritage, historical context, and artifact analysis. Their presentations did not allow notes, but the PSTs did not need them. They were so engaged and excited by the process that they naturally became experts. Their curiosity in family history and their artifacts drove them to dig into deep historical inquiry and to construct rich narratives about their findings.

PSTs had to bring their artifact to life as a historian. We encouraged each PST to begin the presentations by passing around the artifact, if possible, while telling an abbreviated story related to it. Allowing peers to “meet” the objects themselves, helped engage them in the presentation as the listener. Their own curiosity was sparked as they wondered what an object was or how it related to their friend’s heritage. Oniola explained her family’s journey from Albania to the United States.

This wooden plaque represents the strength of my family while living in a communist country. It is important that children understand that not all children get to live freely like we do in the United States. There are other types of governments in the world today. Another type of government is called communism.

She used her critical thinking skills and “wondered” aloud to form a connection to the cultural and historical context related to her artifact. If PSTs left gaps in their explanation of their artifact, one of us prompted them to explain more. This allowed for the presentations to be more like a “storytelling” session rather than a formal presentation and demonstrated how historians often create narratives of their findings.

Communicating findings with peers is the last step in the inquiry arc. However, one of the beautiful things about these types of lessons is that it can spark further inquiry into other topics. After hearing Oniola’s presentation students began to wonder “when did my family come to the United States? Did they flee communism? What is communism? Why did her family flee because of it?” In turn, one inquiry project might spark further learning that is meaningful because it is tied to their own or a peer’s life story.

Conclusion

The Antiques Roadshow lesson proved to be a meaningful experience in showing PSTs how to analyze personal artifacts and engage young children with historical inquiry. There are certainly a variety of ways to do this, but we selected show-and-tell because of its familiarity and its adaptability. The familiarity of using show-and-tell makes the inquiry experience less intimidating. As a class, we are just learning about the cool object we found and telling our friends about it.

One of our favorite reasons to use show-and-tell in any classroom is that it is a fun, simple way to approach a variety of standards. Students can show-and-tell a math problem or a cool shape they learned about to integrate math and literacy. They can bring leaves to discuss in a show-and-tell lesson integrating science and literacy. Or, as we explain here, they can bring in historical artifacts to integrate social studies and literacy.

Granted, this unit goes well beyond the scope of a typical show-and-tell presentation. However, using standards to drive show-and-tell can create powerful, curriculum based learning experiences. Furthermore, once the students are familiar with the process it can be a more independent activity and begin to mimic the traditional format more closely. Although Wineburg (1999) points out that we can not only focus on the familiar past that we encounter through family history, we believe that encountering historical inquiry in the manner of Antiques Roadshow encourages the students to begin to engage with historical inquiry and lay the foundation for continued historical engagement.

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Appendix A
Antiques Roadshow Unit Plan

Iowa Core Standards:

SS.3.4

Cite evidence that supports a response to supporting or compelling questions.

SS.3.5

Construct responses to compelling questions using reasoning, examples, and relevant details.

SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Objectives:

- Students will be able to identify sources to research an artifact of their choosing.
- Students will be able to gather information about the artifact's importance and cite evidence to support their findings.
- Students will be able to present their findings orally to the class by speaking clearly at an understandable pace.

Materials:

- Artifact to model for the class
- Artifact to use with class inquiry
- Several artifacts students can choose from, if needed
- Copy of graphic organizers for each student

Step 1-Introduction:

To spark interest and begin this lesson, model sharing an artifact through show-and-tell. Select an artifact that is older than you are, introduce the artifact to the class, and present information about it in a show-and-tell type fashion. For example, you might have a recipe box from your grandmother. You might pass it around and tell about the box, who it belonged to, why your grandmother used it, and why it is special to your family now. After sharing the object, answer any student questions. At some point in the presentation, be sure to explain why the artifact is (not) important?

After sharing your artifact, tell students that the class is going to start finding and sharing their own artifacts about their family, community, or school. Tell them that together, you are going to work to find an artifact and research its meaning and history. Each of them are trying to answer the compelling question: "Is this artifact important?"

Explain that the first step is that they need to find an artifact. There are many places they may find something to research. They can search their homes, ask relatives or neighbors, select an item that the teacher brings in, or work with the teacher to find an item that reflects the history of the school or community. Explain to the students that there are only two rules:

1. It must be older than they are.

2. The artifact must be related to their family, community, or school's cultural heritage.

(Allow the students ample time to select an artifact. It may take a week or more to find something that sparks their interest. Be sure to have some artifacts available for students who may not have something to bring in.)

Step 2- Meeting My Artifact:

Once students have identified an artifact, explain that the next step is to figure out everything they can through observation. You might remind them that they also use observation in science class. It means using your five senses to gather information.

Select an artifact for the class to observe together. Project a copy of the "Initial Artifact Inquiry," sheet. After each of the students have had a chance to observe the artifact, begin filling out the sheet together.

After completing the sheet, explain that this will be their first step in researching their own artifact. Allow them time in class to complete their own "Initial Artifact Inquiry," sheet or assign it as homework.

***If the "Initial Artifact Inquiry," sheet does not meet your needs. Other similar sheets are available through the National Archives:

<https://www.archives.gov/education/lessons/worksheets>

Step 3- Research days:

Research days will be much more independent student work, likely completed largely outside of the classroom. However, it is important to model the process for the students and support them through the process.

As with step 2, model the process with your own artifact and project the graphic organizer as you complete it. This time, you will guide them with the source sheet. Ask students to brainstorm ideas about where to look for information and possible questions to ask. Remind them that they are trying to determine the Who? What? Where? When? and Why? about the artifact in order to determine if it is important, so questions should try to lead to those answers.

During the next session, have the source prepared for the students and practice finding information from the source together. This may involve going online together, copying a passage of text or photographs, or gaining access to an interview. Ideally, the class could interview the subject together, but a recorded interview could also be used.

(The above research steps will need to be repeated with at least 2 more sources.)

After modeling the research process with the teacher's artifact, begin to work with the student artifacts. Before turning to the source sheet, though, provide some time for the students to collaborate to brainstorm a list of questions and potential sources. This might be done as a whole class or small group.

Throughout the research time, it is important that students are scaffolded by the teacher. One suggestion is to gather small groups of students to hold inquiry conferences. At each conference, you will review the progress students have made and the group will collaborate to identify additional sources and questions.

Step 4- Drawing Conclusions:

Once information has been gathered, it is time to synthesize the information to communicate it to others. As with the previous steps, model this process, but this time use the "Drawing Conclusions Sheet." Together, the class should review the information gathered to answer the five supporting questions and, ultimately, the compelling question. The teacher should demonstrate how to answer the questions, cite the evidence, and identify the source in the appropriate columns.

Help students as they draw their own conclusions from their research. This can be done in a workshop format where students bring in their findings and collaborate to draw conclusions or can be completed independently.

Step 5-Presentation Preparation:

Model for students how to turn the class' conclusions into a short presentation sharing about the artifact. Depending on the students, the teacher may decide to use sentence starters, if needed. Be sure to remind them of the requirements:

- Answer "Is this artifact important?"
- Use evidence to tell us why it is or is not important
- Tell us where you found your evidence
- Speak clearly and at an understandable pace

Allow students time to write their speech in class. Also, give students a chance to practice, especially if they are nervous.

Step 6-Show-and-Tell Presentations:

This step was modelled at the beginning of the unit, but you may decide to do so again, if needed.

As with traditional show-and-tell, you will likely spread presentations out over the course of several days. Remind students that it is their choice whether or not to pass around their artifact. Also, be sure to review audience procedures. For each presentation, remember to ask if the other students have any questions.

Student presentations will serve as the summative assessment for the unit using the rubric provided (Appendix E).

Appendix B

Artifact Inquiry Graphic Organizers

This guide can help you better understand the artifact you will present during Antique Roadshow.

- For the “Analyze and Artifact or Object” form, you will explore the artifact on your own. Look for clues about it and record your findings and questions here.
- You will look for at least 3 sources of information about your artifact. For each source, fill out a separate source form.

Initial Artifact Inquiry	
Student Name:	
Artifact Name:	
Look at the object. Touch it, if possible. What do you notice?	
<ul style="list-style-type: none"> • Material: <ul style="list-style-type: none"> <input type="checkbox"/> Wood <input type="checkbox"/> Metal <input type="checkbox"/> Leather <input type="checkbox"/> Glass <input type="checkbox"/> Ceramic <input type="checkbox"/> Paper <input type="checkbox"/> Plastic <input type="checkbox"/> Fabric <input type="checkbox"/> Something else: _____ 	
<ul style="list-style-type: none"> • How does the object: <ul style="list-style-type: none"> ▪ Look? _____ ▪ Feel? _____ ▪ Smell? _____ 	
<ul style="list-style-type: none"> • What are three things I already know about the object? 1. _____ _____ 	

2.	_____

3.	_____

Source Sheet

Student Name:	
Artifact Name:	
Source #	
<ul style="list-style-type: none"> • What are three things I want to know how about this object? (These questions will be the basis of your inquiry.) 	
1.	_____

2.	_____

3.	_____

Where should I look for information?	
<input type="checkbox"/> Talk to a family member. <ul style="list-style-type: none"> ○ Name: _____ 	
<input type="checkbox"/> Look at family photos, photo albums, or videos.	
<input type="checkbox"/> Look at a book, website, or other resource.	
Question 1:	Answer:
Question 2:	Answer:

Question 3:	Answer:
<p>Did I get all of my questions answered?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If the answer is “No,” please get a new graphic organizer for your next source and record your remaining questions.</p>	
<p>Do I have new questions?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If the answer is “Yes,” please get a new graphic organizer for your new questions.</p>	

Drawing Conclusions

	Conclusion	Evidence	Source
Who?			
What?			
Where?			
When?			
Why?			
Interesting fact?			
Is this artifact important?			

Appendix C

Antiques Roadshow Oral Presentation Rubric

Category	4	3	2	1
Enthusiasm	Very enthusiastic about the artifact during the presentation.	Most of the time enthusiastic about the artifact during the presentation.	Sometimes enthusiastic about the artifact during the presentation.	Does not appear enthusiastic about the artifact during the presentation.
Preparedness and Organization	Very prepared and organized during the presentation.	Most of the time prepared and organized during the presentation.	Somewhat prepared and organized for the presentation.	Does not appear to have prepared for the presentation.
Questioning	Explained 3 questions they wanted to answer	Explained 2 questions they wanted to answer	Explained 1 questions they wanted to answer	Explained none of the questions they wanted to answer
Sources	Described 3 or more sources used to answer their questions	Described 2 sources used to answer their questions	Described 1 source used to answer their questions	Described no sources used to answer their questions
Conclusion and Evidence	Supports answer to teacher's compelling question with more than one pieces of evidence.	Supports answer to teacher's compelling question with only one piece of evidence.	Answers teacher's compelling question but provides no evidence as support.	Does not answer teacher's compelling question.
Speaks Clearly	Speaks very clearly. Very easy for the audience to understand.	Most of the time speaks clearly. Easy for the audience to understand.	Sometimes speaks clearly. Sometimes easy for the audience to understand.	Does not speak clearly. Difficult for the audience to understand.
Pace	Almost always	Mostly speaks	Sometimes	Speaks too

	speaks at an appropriate pace for audience to understand. Not too slow or too fast.	at an understandable pace but is too fast or too slow at times.	speaks at an understandable pace but is often too fast or too slow.	slowly or too quickly throughout the presentation.
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Author's biography

Heather Hagan is an Assistant Professor of Elementary Education at Coastal Carolina University. Her areas of research include a variety of methods for teaching young learners about social studies such as integrating children's literature and virtual reality into the classroom as tools for inquiry. **Email:** hhagan@coastal.edu

Kimberly Carroll is a middle level teacher at Horry County Schools in Myrtle Beach, South Carolina and is an adjunct professor at Itawamba Community College. Her area of research is professional development, inquiry, and tried and true pedagogical approaches. **Email:** KCarroll001@horrycountyschools.net

Current Call for Papers, Spring/Summer 2020:

The Iowa Journal for the Social Studies (2020)

About the Journal

The Iowa Journal for the Social Studies is a peer-reviewed, electronic journal that provides an outlet for research, best practices, curriculum work, and media reviews in social studies education.

Audience

Each issue of *The Iowa Journal for the Social Studies* will include work relevant to social studies researchers and educators in K-12 and higher education.

Proposed Call for Manuscripts—Volume 28, Issue 2

The editors of the *Iowa Journal for the Social Studies*, a peer-reviewed electronic journal, issue a call to submit manuscripts for the second issue. We are especially interested in manuscripts that feature research, conceptual and theoretical work, curriculum and lesson plans that have been implemented in the K-16 classroom, and media reviews related to teaching contemporary issues in civic education as well as women throughout history that have pushed for their rights to be respected and honored in the political process. These topics are both timely given the approaching presidential election and upcoming centennial commemoration of the 19th Amendment being ratified.

Authors are encouraged to draw upon current literature in the field and/or propose lesson plans that reflect current and effective practices in the social studies.

CFP posted: June, 2020

Submissions due by: March 1, 2020

Submissions sent out for review: Upon receipt-March 1, 2020

Reviews returned: April 15, 2020

Author revisions submitted: May 15, 2020

Publication: Spring/Summer 2020

Future Issues:

Future issues of *The Iowa Journal for the Social Studies* will focus on: " How teachers are using/implementing the Iowa Core social studies standards in their classrooms. " Special issue or section on teaching elementary social studies.