

Annenberg/CPB
Video Library Guide

Social Studies in Action

A Teaching Practices Library, K–12

A video library for social studies teachers

**Produced by WGBH Educational Foundation
in collaboration with the National Council for the Social Studies**

Social Studies in Action: A Teaching Practices Library, K-12

is produced by WGBH Educational Foundation
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About the Video Library

Social Studies in Action: A Teaching Practices Library, K-12 brings to life the National Council for the Social Studies standards. Blending content and methodology, the library, consisting of video programs, this print guide, and a Web site, documents 24 teachers and their students in K-12 classrooms across the country actively exploring the social studies.

Here are some examples of what you'll see:

- In San Francisco, first graders create a model city and tackle the city's problems.
- In Seattle, fourth graders studying stereotypes encourage publishers to include the Negro league in baseball history books.
- In Brookline, Massachusetts, 12th graders draw on theories from Plato, Hobbes, and Marx to debate individual rights versus societal needs.

Lively, provocative, and educationally sound, these lessons are designed to inspire thoughtful conversations with fellow teachers and reflections on your own teaching.

Using the Videos, Web Site, and Print Guide

Social Studies in Action can be used for individual or group professional development, viewed in real time or on videotape.* This guide and the accompanying Web site are designed to help you get the most out of each video program. You can find the Web site at **www.learner.org/channel/libraries/socialstudies**.

Before watching, review the Overview and About the Class sections of the guide. After watching, you can follow the viewing activities listed in the guide, including a second viewing of selected segments. If you are working in a group, discuss the questions provided in the guide; if you are working alone, write down your responses for later reflection.

To help you get the most out of each video program, this guide is organized into six parts.

1. Overview

This section includes a short summary of the videotaped lesson, a brief overview of the class, and a list of themes and national standards addressed in the lesson. Use this information to determine which lessons will best meet your content and/or methodology needs.

2. Standards

This section describes the National Council for the Social Studies themes and content standards that correlate to the lesson.

* Find the schedule for the broadcast on the Annenberg/CPB Channel or broadband streaming on the Web, or find out how to purchase the videocassettes at **www.learner.org**.

Using the Videos, Web Site, and Print Guide, cont'd.

3. About the Class

This section is divided into two parts: Classroom Profile and Lesson Background. The Classroom Profile establishes the larger context, including the school community, where the lesson fits within the course curriculum, and students' prior knowledge. Information from teacher interviews provides details about the lesson goals and objectives. The Lesson Background highlights each lesson's content and methodology. Read this section before viewing the video.

4. Watching the Video

This section is divided into four parts: Before You Watch, Watch the Video, Reflecting on the Video, and Looking Closer. Before You Watch poses several questions to activate your current knowledge through reflection, discussion, or both. Watch the Video asks you to take notes on points you find interesting, surprising, or especially important as you watch the video. Reflecting on the Video presents questions to structure your review of your notes. Finally, Looking Closer has you take a second look at specific teaching strategies within the video.

5. Connecting to Your Teaching

This section includes Reflecting on Your Practice—questions that connect the video to your own teaching—and Taking It Back to Your Classroom—practical ideas related to the lesson that you can implement in your class.

6. Resources

This section offers print and Web resources related to the lesson, for both teachers and their students.

Tips for Facilitators

The following tips can enhance the professional development experience:

- Review the Web or print guide prior to running a study group or workshop.
- Duplicate the Overview and About the Class sections of the guide. Have all participants read them prior to viewing the lesson.
- Use the suggested questions and continue with other questions that interest you and your colleagues.
- Allow enough time to wait for participants' responses.

Integrating Standards and Practices

In 1993, the National Council for the Social Studies (NCSS) appointed a task force to develop social studies curriculum standards for K–12 teachers. At the same time, other educational organizations developed content standards in several disciplines that connect to social studies (e.g., history, geography, civics, economics).

Two years of work and contributions from hundreds of social studies educators led to the NCSS publication *Expectations of Excellence: Curriculum Standards for Social Studies*. This K–12 framework outlines 10 themes to describe performance expectations at early, middle, and high school levels. The themes draw heavily on disciplines whose content and processes have a foundation in social studies.

Lessons in the *Social Studies in Action* library are linked to the following NCSS themes:

- **Culture**—Traditions, beliefs, and values of their own groups and society, as well as those of others
- **Time, Continuity, and Change**—The past, as well as stability and change over time
- **People, Places, and Environments**—Spatial concepts and relationships
- **Individual Development and Identity**—Personal identity and cultural contexts
- **Individuals, Groups, and Institutions**—Types of groups and institutions and their relationships to individuals
- **Power, Authority, and Governance**—Structure of specific governments and various types of government across time and cultures
- **Production, Distribution, and Consumption**—Decisions that peoples and governments make when limited resources exceed wants
- **Science, Technology, and Society**—Influence of science and technology over time on the lives of individuals and societies
- **Global Connections**—The increasing links of peoples and societies across the world in terms of economy, communication, technology, and other factors
- **Civic Ideals and Practices**—Ideals, beliefs, values, and practices associated with informed citizenship

Within *Expectations of Excellence*, the themes focus on content and methodology, with specific examples of effective instructional practice and what students should know and be able to do. Rich themes and powerful instruction can achieve the major purposes of social studies as described in this NCSS definition: “...to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Integrating Standards and Practices, cont'd.

NCSS Themes										
Lesson Titles	Culture	Time, Continuity, and Change	People, Places, and Environments	Individual Development and Identity	Individuals, Groups, and Institutions	Power, Authority, and Governance	Global Connections	Civic Ideals and Practices	Production, Distribution, and Consumption	Science, Technology, and Society
	Each lesson correlates to at least one of the NCSS standards-based themes (right). Use this chart to link to lessons related to the themes in your social studies curriculum.									
Historical Change		✓								
China Through Mapping	✓	✓	✓				✓			
Leaders, Community, and Citizens					✓			✓		
Making Bread Together									✓	✓
Caring for the Community								✓		
Celebrations of Light	✓	✓	✓							
Explorers in North America	✓	✓	✓			✓	✓		✓	
California Missions	✓		✓							
State, Government, and the Role of the Citizen				✓	✓			✓		
Using Primary Sources	✓	✓							✓	
Making a Difference Through Giving							✓	✓		
Understanding Stereotypes	✓			✓				✓		
Explorations in Archaeology and History	✓	✓								
Exploring Geography Through African History	✓	✓	✓						✓	
The Amistad Case	✓	✓				✓		✓		
Population and Resource Distribution			✓			✓	✓		✓	
Landmark Supreme Court Cases				✓	✓			✓		
The Middle East Conflict	✓		✓				✓			
Public Opinion and the Vietnam War		✓						✓		✓
Migration from Latin America			✓			✓	✓		✓	
Competing Ideologies				✓	✓	✓				
Economic Dilemmas and Solutions						✓	✓		✓	
Gender-based Distinctions						✓		✓		
The Individual in Society			✓	✓	✓			✓		

Integrating Standards and Practices, cont'd.

Content Standards						
<p>The NCSS themes derive from and connect to content disciplines (right). Use this chart to link to lessons related to each of the content disciplines.</p>	Anthropology	History	Geography	Psychology	Civics	Economics
	Lesson Titles					
Historical Change		✓				
China Through Mapping		✓	✓			
Leaders, Community, and Citizens		✓			✓	
Making Bread Together						✓
Caring for the Community					✓	
Celebrations of Light		✓	✓			
Explorers in North America		✓	✓			✓
California Missions		✓	✓		✓	
State, Government, and the Role of the Citizen					✓	
Using Primary Sources	✓	✓			✓	✓
Making a Difference Through Giving					✓	
Understanding Stereotypes		✓		✓	✓	
Explorations in Archaeology and History		✓				
Exploring Geography Through African History		✓	✓			✓
The Amistad Case		✓			✓	✓
Population and Resource Distribution			✓		✓	✓
Landmark Supreme Court Cases		✓			✓	
The Middle East Conflict		✓	✓			
Public Opinion and the Vietnam War		✓			✓	
Migration from Latin America			✓		✓	✓
Competing Ideologies		✓		✓	✓	✓
Economic Dilemmas and Solutions						✓
Gender-based Distinctions		✓			✓	
The Individual in Society		✓		✓	✓	

About the Overview Videos

The *Social Studies in Action* video library is accompanied by an introductory video and one standards overview video for each grade band: K-5, 6-8, and 9-12.

The introductory video summarizes the content and teaching practices of the *Social Studies in Action* library and issues tapes, including clips from the classroom videos, reflections from teachers and the project's advisors, and an introduction to the Web and print guide.

The segments capture the range of content and teaching practices shown in the collection. You'll see examples of mock trials, simulations, cooperative learning, presentations, controversial issues, and more. You'll see teachers engaging students in Supreme Court cases, controversial issues, historical change, geography, and the elements of citizenship. You will also see teachers developing their students' understanding of how social studies connects to larger issues in the community and world. The physical classrooms themselves are rich examples of how teachers can maximize their space for teaching social studies concepts. Watch the introductory tape to quickly familiarize yourself with the entire collection and to help you decide which videos you want to watch.

Each standards overview video illustrates innovative and vibrant ways of connecting social studies lessons to the standards-based themes developed by the National Council for the Social Studies (NCSS). The overview videos show teachers across all grade levels using the most age-appropriate strategies to bring social studies to life for students.

Use these videos to:

- launch a professional development workshop;
- facilitate a discussion about social studies methodology; or
- show parents how standards connect to social studies lessons.

About the Lesson Videos

Grades K–2

Historical Change

David Kitts introduces the concept of change over time by identifying similarities and differences between past and current farming practices. Based on children's literature, his first-grade students draw time wheels to illustrate their understandings of events in agricultural history, while comparing the major changes in farming technology.

China Through Mapping

Mimi Norton uses mapping exercises and other activities to increase her second graders' understanding and appreciation of China's major natural landmarks. Students demonstrate their knowledge of China's geography by constructing a large map and placing the major landmarks in the appropriate positions.

Leaders, Community, and Citizens

Cynthia Vaughn teaches her first graders about connections among citizens, community issues, and local and national leaders by diagramming those connections on a class chart. Students also explore life in a fictional community through role-plays as its citizens and leaders addressing local problems and possible solutions.

About the Lesson Videos, cont'd.

Making Bread Together

Meylin Gonzalez created a fictional bread company to explain basic economic concepts to her kindergarten class. Through participation in the bread-making assembly line, students learn about production, marketing, and the distinction between needs and wants. They also learn about the importance of communication and cooperation in creating and selling a finished product.

Caring for the Community

Debbie Lerner uses her school's remodeling project to teach her multi-age class about community resources. Students discuss the planning, funding, and execution of the construction, talk to the district superintendent, and plan their contributions to the remodeling project.

Celebrations of Light

During the winter, Eileen Mesmer teaches her kindergarten and first-grade class about seasonal holidays from various religious and ethnic traditions, and identifies both the social and scientific aspects of winter solstice. Students participate in group discussions and demonstrations, read stories about the topics, and make posters.

Grades 3–5

Explorers in North America

Rob Cuddi teaches fifth graders about the impact of explorers in North America, in relation to history, economics, and the environment. Students work in groups to research a particular explorer, write his or her epitaph, create short skits about the explorer, and make posters.

California Missions

Osvaldo Rubio introduces his fourth-grade class to the history of California missions. Specifically, he presents the effects of social, political, and cultural factors; and the consequences of Spanish peoples interacting with Native Americans. The class discusses cultural ethics and responsibility, and students make art and multimedia presentations.

State Government and the Role of the Citizen

Diane Kerr teaches her fourth graders the functions of the three branches of government and the process through which a bill becomes a law. Students make and present posters and flipbooks to demonstrate their understandings of the state Supreme Court, the system of checks and balances, and the budget. After a discussion about an important local issue, the class writes letters to the district representative, proposing a new bill.

Using Primary Sources

Kathleen Waffle uses colonial-era primary sources to teach her fifth graders about life when the colonies began to experience economic growth. Based on two primary sources from the time period, students use a graphic organizer to analyze specific trades and the master-apprentice relationship, and to compare current business practices to those of colonial times.

Making a Difference Through Giving

Darlene Jones-Inge helps fourth graders find ways to become better citizens by making realistic contributions to the world, the country, and their community. The class defines community and the importance of voting, and identifies major societal problems. In groups, the students then list gifts they want to give to the world, vote on a gift that the class will later work on, and make posters.

Understanding Stereotypes

Libby Sinclair's fourth- and fifth-grade students investigate stereotypes through discussion and examples in literature. Working in groups, they then research an example of a historical omission, and write to publishers, sharing their knowledge to persuade them to include the information in later publications.

About the Lesson Videos, cont'd.

Grades 6–8

Explorations in Archeology and History

Gwen Larsen introduces her sixth graders to connections among their family histories, the human family, and the development of civilizations. She explains how archeologists investigate artifacts, including noting physical details, asking questions, and exploring oral traditions. In groups, students then examine and write about artifacts. Later, each student brings an heirloom from home to share with the class.

Exploring Geography Through African History

Lisa Farrow teaches her seventh graders about the role of geography in African history. After researching and constructing timelines, maps, and posters, students identify how Africa's geography affects its economics and history. Students also compare trading patterns, languages, and religions of various African empires.

The *Amistad* Case

Gary Fisher places the *Amistad* slave ship case at the center of his lesson about the U.S. Supreme Court and the evolution of African American rights. His eighth graders work in groups to research, construct, and present arguments for both sides in a role-play of the *Amistad* case trial. The lesson addresses issues of morality, justice, law, communication, and cultural differences.

Population and Resource Distribution

Becky Forristal emphasizes the relationship between population and resource distribution through a simulation exercise in which each student is assigned a world region. Her seventh graders work in small groups to distribute resources and tackle global issues, such as immigration, war, and standards of living.

Landmark Supreme Court Cases

Wendy Ewbank guides her seventh- and eighth-grade students through two simulation exercises to examine the nature of individual rights and the U.S. Supreme Court's role in sustaining them. Students debate whether burning the American flag should be protected under the First Amendment and conduct a mock press conference in which they play key figures from historical landmark cases.

The Middle East Conflict

Justin Zimmerman introduces his sixth graders to the Middle East through the region's geography, history, economy, and religions. Using hypothetical situations and a study of current events, students gain a basic understanding of the current conflict and confront the challenges of devising fair solutions.

Grades 9–12

Public Opinion and the Vietnam War

Liz Morrison's ninth graders explore the controversy of the Vietnam War by investigating primary sources. After making predictions about opinion polls, students examine factual data, news clips, song lyrics, and articles from the time period. Based on this research, they analyze how much public opinion influenced U.S. government policy during the war.

Migration From Latin America

Mavis Weir teaches her 10th graders about migration through group research on six Latin American countries. Each group uses primary and secondary sources to create a multi-faceted product that illustrates its assigned country's economic, political, and social living conditions and possible reasons for migration to the United States.

Competing Ideologies

Wendell Brooks focuses on the U.S. founding principle of democracy to illuminate how competing ideologies drive world events. His ninth graders work in groups to research and present the impact of a major political ideology between World War I and today.

About the Lesson Videos, cont'd.

Economic Dilemmas and Solutions

In preparation for their final exam, Steve Page's 12th graders review economic terms by analyzing a series of realistic economic and social problems. In groups, students research and develop solutions, which they present through posters and skits.

Gender-Based Distinctions

Tim Rockey's 12th graders investigate controversial laws to evaluate legal interpretations of gender discrimination. In groups, students debate controversial gender discrimination laws and gender-based distinctions. Each group produces a poster stating when it believes gender-based distinctions are accurate and discrimination is reasonable.

The Individual in Society

In an in-depth study of five philosophers, Brian Poon asks his 12th graders to examine the role of the individual in creating a just society. Using the case of a fictional society on the brink of civil war, students develop solutions based on the ideology of one of the five philosophers.

About the Issues Videos

The video library also contains four videos that examine issues in social studies classrooms across the grade bands.

Groups, Projects, and Presentations

This program examines how social studies teachers in any grade level can use groups, projects, and presentations to help students become actively involved in their learning. Topics range from structuring groups to creating scoring guides and rubrics. Through examples of cooperative learning, decision making, and problem solving, teachers can examine how to use groups, projects, and presentations to promote powerful learning.

Unity and Diversity

This program examines how social studies teachers in any grade level can embrace both unity and diversity in their classrooms. Topics range from exploring democratic values to building awareness of student diversity. Through examples of students connecting with one another and embracing the different cultures within their community, teachers can reflect on how to best address issues of unity and diversity in their classroom.

Dealing With Controversial Issues

This program examines how social studies teachers in any grade level can encourage open and informed discussions with their students while dealing with controversial issues. Topics range from stereotypes and gender-based discrimination to the conflict in the Middle East. Through clearly identifying issues, listening to multiple perspectives, and formulating personal positions, teachers can explore a variety of strategies that can be used to teach challenging issues such as these in their own classrooms.

About the Issues Videos, cont'd.

Creating Effective Citizens

This program explores how social studies teachers in any grade level can help their students develop the democratic values that will make them effective and responsible citizens. Teachers are shown helping students see their community in a broader sense and inspiring them to think about ways they can make a difference. The classroom lessons emphasize how civic processes work, how to discuss issues from multiple perspectives, and how teachers can inspire their students to take social action.

Who's Who

The National Council for the Social Studies (NCSS)

NCSS, the nation's largest professional organization for social studies educators, collaborated with WGBH Educational Foundation and Annenberg/CPB to create a product that would support reflection and discussion about excellent social studies teaching. *Social Studies in Action: A Teaching Practices Library, K-12* is the result.

Each video lesson is keyed to the NCSS curriculum standards, *Expectations of Excellence: Curriculum Standards for Social Studies*. NCSS recognizes the library as an important tool for social studies educators—teachers entering the field, those new in teaching, as well as experienced educators—as video overviews, issues, lessons, and Web-based support stimulate viewer discussion and reflection about excellence in professional practice.

Mary A. McFarland, Writer

Dr. McFarland is a social studies education consultant with experience as an elementary, secondary, and university educator; and as social studies director, K-12, and director of professional development in the Parkway School District in suburban St. Louis, Missouri. From 1989-90, she served as president of the National Council for the Social Studies. She has consulted or presented in 27 states, Canada, Japan, Germany, South Korea, and Latvia on topics such as planning, instruction, and assessment in social studies; civic education; scope and sequence; critical thinking, reading, and writing in social studies; and trends and issues in education. She has written professional articles, Web-based curriculum, and is the current co-author of an elementary social studies series for grades K-8.

Resources for Teaching Social Studies

Print Resources

Brandt, Ron. "On Educating for Diversity: A Conversation With James A. Banks." *Educational Leadership* 51, no. 8 (1994).

Braun, Joseph A., Jr., and C. Frederick Risinger, eds. *Surfing Social Studies: The Internet Book*. National Council for the Social Studies Bulletin 96, Washington, D.C., 1999.

Elias, Maurice J., et al. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1997.

Evans, Ronald W., and David Warren Saxe, eds. *Handbook on Teaching Social Issues*. National Council for the Social Studies Bulletin 93. Washington, D.C.: National Council for the Social Studies, 1996.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. 10th Anniversary ed. New York: Basic Books, 1993.

Gardner, Howard, Mindy L. Kornhaber, and Warren K. Wake. *Intelligence: Multiple Perspectives*. New York: Harcourt Brace College Publishers, 1997.

Gordon, David T., ed. *The Digital Classroom: How Technology Is Changing the Way We Teach and Learn*. Cambridge: Harvard Education Letter, 2000.

Hyerle, David. *Visual Tools for Constructing Knowledge*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1996.

Irvin, Judith L., John P. Lunstrum, Carol Lynch-Brown, and Mary Friend Shepard. *Enhancing Social Studies Through Literacy Strategies*. National Council for the Social Studies Bulletin 91. Washington, D.C.: National Council for the Social Studies, 1995.

Joyce, Bruce R., Marsha Weil, and Emily Calhoun. *Models of Teaching*. Boston: Allyn & Bacon, 2000.

McBee, Robin Haskell. "Can Controversial Topics Be Taught in the Early Grades? The Answer Is Yes!" *Social Education* 60, no.1 (1995).

Miller, Barbara. *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education*. Boulder, Colo.: Social Science Education Consortium, 1997.

Otten, Evelyn Holt. "Using Primary Sources in the Primary Grades." *ERIC Digest* no. ED419773 (1998).

Strangor, Charles, ed. *Stereotypes and Prejudices: Essential Readings. Key Readings in Social Psychology*. Philadelphia, Pa.: Psychology Press, 2000.

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1999.

Web Resources

American Memory Collection: <http://memory.loc.gov>

This Library of Congress site offers primary source material on American history from its Historical Collections at the National Digital Library.

Association for Supervision and Curriculum Development: <http://www.ascd.org>

The ASCD site offers multimedia products and curriculum ideas, as well as a reading room and news updates.

The Coalition of Essential Schools: <http://www.essentialschools.org>

This site examines the common principles CES advocates to create a model school community.

Resources, cont'd.

Educational Resources Information Center: <http://www.eric.ed.gov>

ERIC is an extensive information center with one of the largest education databases in the world, supported by the U.S. Department of Education.

ERIC Clearinghouse for Social Studies and Social Sciences: http://www.indiana.edu/~ssdc/eric_chess.htm

On the ERIC/ChESS site, teachers can access ERIC publications, databases, and links to further resources.

The Gallup Organization: <http://www.gallup.com>

On this site, the Poll News Service and Management Solutions section offers guidelines to polling, surveying, and citing materials in the classroom.

The International Society for Technology in Education: <http://cnets.iste.org>

This site is devoted to ISTE's ongoing initiative of defining technology standards for teachers and students.

Internet Public Library: <http://www.ipl.org>

The IPL provides an extensive resource guide, categorized by subject, to reference material on the Web.

The Legal Information Institute: <http://www4.law.cornell.edu>

LII provides U.S. Code material to be used as primary sources in research and education.

The Library of Congress: <http://www.loc.gov>

The Library of Congress site provides access to one of the largest libraries in the world, as well as links to other branches of federal government.

Multiage-Education.Com: <http://www.multiage-education.com>

Geared towards teachers, this site offers step-by-step information on setting up and maintaining a multiage classroom.

National Council on Economic Education: <http://www.economicamerica.org>

NCEE's site is a comprehensive resource for economic education, with links to national standards, lessons, and state councils on economics.

National Council for the Social Studies: <http://www.socialstudies.org>

The NCSS site offers an array of social studies resources, including national standards information, professional development opportunities, and publications.

The Social Studies Education Consortium: <http://www.ssecinc.org>

This site promotes the historical and social sciences through lesson plans, research projects, and publications.

Social Studies Standards and Curriculum: <http://www.indiana.edu/%7Essdc/stand.htm>

Provided by ERIC/ChESS, this site gives links to state standards for civics, economics, geography, history, and psychology.

U.S. National Archives and Records Administration: <http://www.nara.gov>

The NARA site provides access to federal records and primary documents for teaching and research purposes.

Resources, cont'd.

United Nations: <http://www.un.org>

The UN site provides statistical information on nations around the world, as well as current publications and services.

United States Immigration and Naturalization Service: <http://www.ins.usdoj.gov>

The official INS site releases news updates and publishes articles on the current state of immigration in the U.S.

United States Supreme Court Multimedia Database: <http://oyez.nwu.edu>

Created as Northwestern University's Oyez Project, this site gives virtual tours of the Court and examples of significant cases throughout U.S. history.

