

Stanford University
Graduate School of Education
Summer 2019

ED 268A: Teaching History/Social Science
Cubberley, #130
3:00-5:50pm

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Overview

Education 268 A is the first part of a three-part course in the teaching and learning of history/social science. The summer quarter is a whirlwind introduction to the themes and issues we will explore until the end of our time together, nine months from now. Our course draws on the frameworks laid out in the [California History-Social Science Standards](#). We are also influenced by the new Common Core State Standards for History/Social Studies, which the State of California has adopted (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

The History/Social Science curriculum has been subject to much debate and reform over the past century. At the root of these disagreements are different beliefs about what constitutes citizenship and how best to prepare students for participatory democracy. Educators debate which subjects should be included in social studies, which historical narratives and perspectives students should encounter, and whether and to what extent students should engage in contemporary social and political debates in their social studies classrooms. These debates are destined to continue as long as schools are viewed as training grounds for citizenship.

The study of history forms the core of the social studies. Rather than ask you to take sides in the ongoing headline-grabbing History Wars (wars that often polarize us more than we already are), our goals together are four-fold: First, we will consider what history is and how it differs from the memorization of names and dates. We will explore how historical questions arise, and how historians go about answering these questions and creating new knowledge. Second, we will explore what it means to *learn* history. What is historical thinking and how does it develop over time? What elements of historical thinking can we expect from our students?

Third, we will consider what it means to *teach* history in real classrooms, where many students read below grade level. If we want students to interpret primary sources and do legitimate intellectual work, we will need to provide targeted instruction in historical reading and writing. You will be introduced to instructional methods that integrate the teaching of history with the teaching of critical reading and writing. Our goal is to help you become teachers of your subject

matter, but also teachers who possess a repertoire of skills for developing students' capacities as literate and effective citizens. To this end, the course will incorporate aspects of what is increasingly referred to as a "practice-based" approach to teacher education. We will create opportunities for you to rehearse and receive feedback on your own enactment of pedagogical techniques, moves, and repertoires. Finally, we will discuss broader questions of why we study history in the first place and how history can serve to help us better understand ourselves today.

Today's students live in a digital world. They are more likely to become informed about the issues that impact them, their families, and their communities by looking at a screen than by going to the library. In previous generations, the big question facing citizens was how to find information. Today, when we have mountains of information at our fingertips, the crucial question is whether, once found, this information should be believed. It falls on our shoulders as social studies teachers to help students navigate the digital Wild West—where practically nothing is as it seems. Thus, another major goal of this class will be to help you become prepared to teach your students how to evaluate and make thoughtful decisions about what they find on the Internet.

REQUIRED READINGS¹

- Loewen, James W. (2007). *Lies My Teacher Told Me*. New York: Free Press.
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.
- All other readings/materials on canvas: <http://canvas.stanford.edu>²

OFFICE HOURS

Office hours will be set on the first day of class. You can always see me and Sandra by making an appointment during another time (usually right after class).

ASSIGNMENTS

[Tomorrow] Snapshot Autobiography: The "Snapshot Autobiography" is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling and truth. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The *first* panel is the title page for your "Snapshot Autobiography"; the back page is reserved for an "*About the Author*" section. This leaves four panels. In each of the four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel 2, with "My Birth"). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture.³ Don't spend a lot of time on the pictures or the narrative. Give your Autobiography *a title* that captures its essence. Have fun! (**Note:** sometimes this assignment has already been done with your middle school students, and you might have already prepared a

¹We will continue to use several of these books during Fall & Winter quarters as well.

²Please print out readings (or have them on a tablet/iPad) and bring to class.

³Hand-drawn, really. This is a clipart-free zone!

Snapshot for 7th-graders. Please do a *different* one with an audience of your peers in mind.) **Due: Tomorrow!**

Discussion Leaders. You will have an opportunity with one of your colleagues to lead a discussion of the readings.

Seeing Student Thinking: This assignment asks you to think critically about how students make sense of historical and digital sources. This assignment is due next **Thursday, July 11**, so you might want to start thinking soon about the two students you will recruit.

“Opening Up the Textbook” (OUT): For this assignment, you will create a one-day lesson that challenges students’ notions that history is a finished story, a dry compilation of names and dates. Because textbooks are a ubiquitous feature in the classroom, you need to build your lesson around—or in response to—a conventional textbook narrative. In your lesson, you should find some way to complicate the book’s narrative—by expanding it, challenging it, articulating its silences, questioning its assumptions, pointing out its narrowness, and so on. You should bring two to four additional primary or secondary sources that shed light on the textbook.⁴ Remember, however, that this is a single 50-minute lesson and therefore, it has to stand by itself.

Choosing a Topic. So as not to become overwhelmed, choose a topic of moderate grain size—do not choose something huge like World War II or the Renaissance, but something more self-contained, e.g., the Allies’ refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the antecedents to the Montgomery Bus Boycott, Mussolini’s invasion of Ethiopia, the events leading up to sending US troops to Vietnam, the Sykes-Picot Agreement, and so on. It is advisable to choose a topic you already know something about—it will make this assignment much easier. (General Guideline: If the textbook devotes more than *one page* to your topic then you’ve bitten off a chunk that is too large.) By next **Tuesday** you should have a topic identified and *bring in a copy of the one-page textbook excerpt you will use for your lesson*; we will schedule individual meetings on that day. (The Cubberley Library has a collection of recent US and World History textbooks⁵; for that matter, you can even use one of your old textbooks. Also, James Loewen’s book is a great source of inspiration for topics – if you are stumped, look at his Index for all the possibilities contained therein.)

Format: Your final assignment should be organized into four parts.

Part 1: State the central historical question (CHQ) your lesson will address. (e.g., Why did Constantine convert to Christianity? Why did the Stonewall riots erupt when they did? Why did the United States occupy the Philippines? Did President Johnson lie to the American people with his Gulf of Tonkin declaration?). The CHQ should be an “open question,” where there are legitimate ways of answering it, as opposed to a single right answer.⁶ In two pages (double-spaced), analyze the textbook selection you choose. How

⁴ Please ask us if you feel you must use more than four sources. Rarely can students read, analyze, and digest more than four sources, primary or otherwise, in a single 50-minute lesson.

⁵ See the back of this syllabus for a list.

⁶ Here’s three tests for a good CHQ: a) you can answer it in different ways that don’t line up uniformly (even if they might tilt to one side); b) answering it demands new inputs (AKA “evidence”) rather than something that can be addressed by existing

does the textbook present this topic? What is the problem with the textbook narrative? What does the book over-emphasize or ignore? Whose voices are heard or silenced? What errors in fact or in interpretation does the book make, if any? To engage in this analysis, you will have to know more (or learn more) about the topic than what is contained in the brief textbook account, so, once again, *please choose a topic you know something about.*

Part 2: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (two to three sources, not to exceed one page in length per source) you will use and how you will scaffold these sources; a rough estimate of how much time each activity will take; how you will “see” student thinking; and how you will close the lesson. Be sure to add what you imagine students will learn after this particular lesson. (You can assume that students have read your textbook narrative prior to the lesson.) Note: *If it is easier, this section can be written in non-essay bulleted form.*

Part 3: Write an accompanying essay of two to three pages (double-spaced) that explains how this lesson opens up history and challenges students’ belief that history is a finished story inscribed in a textbook. Aim for specificity, connecting your ideas to readings and discussions from class.

Part 4: In the Appendix to your paper, include a legible photocopy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and *format documents to be ready for classroom use* (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook. [Please note: there are many examples of OUTS on the “[Reading Like a Historian](#)” website. You can certainly take a look at these. Your OUT, however, should address a different topic from those on the Stanford History Education Group website]

Due: Monday, July 15, by 2 p.m., to be submitted electronically, via upload to Canvas.

Curriculum Broker: Developing as a professional means having knowledge of the tools of the trade. Among teachers, knowledge of available curriculum is crucial. On the last day of class, you and several group members will be responsible for sharing a digital curriculum resource with your colleagues.

Summary of Assignments: Two of our assignments are collaborations with your colleagues. The two others will be assessed by whether or not they meet standard (we expect everyone to meet or exceed standard). If an assignment doesn’t, you will have a chance to revise it until it does.

Snapshot Autobiography	10% (C/NC)
Discussion Leader	10% (C/NC)

opinions and values; c) answering it explains rather than just describes. Compare these two questions: “What resources were mobilized domestically during WWII to aid in winning the war?” versus “How did the mobilization of resources during WWII create major changes in American society?” The former describes; the latter one attempts to explain.

Curriculum Broker	10% (C/NC)
Seeing Student Thinking	30%
Opening Up Textbook	40%

A note about written work: Please prepare written work in **12-point** type (Times or Courier; this is Times New Roman). Late work must be cleared with us via email at least two days prior to the due date, except in dire cases of medical or family emergencies.

SCHEDULE OF SUMMER READINGS/CLASSES

Class 1: Mon., July 1

Introduction to C&I

Read for today:

- Holt, Tom (1990). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Board.
- You may learn a bit about Prof. Holt at his webpage, <https://history.uchicago.edu/directory/thomas-c-holt>

Class 2: Tues. July 2

Historical Reading, Part 1: Scaffolding

Read for today:

- Chapter 2: *Reading Like a Historian*, Pocahontas
- excerpt, Townsend, C. (2004). *Pocahontas and the Powhattan Dilemma*. [very short, but read closely]
- Wineburg, S., & Reisman, A. (2009). Disciplinary literacy in History. *Journal of Adolescent & Adult Literacy*, May, 2015.
- Levstik, Linda, & Barton, Keith (2011), Teaching Means Scaffolding. In *Doing History: Investigating in Elementary and Middle Schools* (pp. 17-18). New York: Taylor & Francis.
- Wineburg, S., & Martin, D. (2009). Tampering with History Adapting Primary Sources for Struggling Readers. *Social Education*, 75(5), 212-215.

§ Assignment Due:

Snapshot Autobiography

Class 3: Wed., July 3

Historical Thinking, Part II: Frameworks of the Mind

Read for today

- Anderson, Richard. The notion of schemata and the educational enterprise. In R.C. Anderson (Editor), *Schooling and the Acquisition of Knowledge*.
- Peterson, Farah. [Black Lives and the Boston Massacre](#). American Scholar (available in the above link as well as in Canvas)
- Santiago, M. Teaching a new chapter of history. *Phi Delta Kappan*
- excerpt, Wineburg, Historical Thinking and Other Unnatural Acts. *Phi Delta Kappan*

Note: Please register at sheg.stanford.edu so that you can download the assessments for the “Seeing Student Thinking” assignment.

—4th of July Holiday—

[**NOTE:** over the next four days you will have some holiday reading to do—the reading for Monday, and the Robinson book, as well the sections from Loewen. You will also want to look at various textbooks to use for your final assignment as well as preparing for the “Seeing Student Thinking” assignment, if you haven’t already done so.]

Class 4: July 8, Monday Citizenship, Off-line & On

- Read for today:*
- Vickery, A. (2017). “We are all in this struggle together”: Toward an active communal construct of citizenship. *Urban Education*
 - Rigza, Kristina, “[What if teachers didn’t focus so much on individual achievement?](#)” *Atlantic Monthly*, June 27, 2019.
 - [Wall Street Journal](#) “*Most Students Don’t Know When News is Fake, Stanford Study Finds*”
 - Executive Summary, *Evaluating Information: Cornerstone of Civic Online Reasoning*, Stanford History Education Group, 2016
 - Browse the actual assessments at <https://sheg.stanford.edu/civic-online-reasoning>

Class 5: July 9, Tue. Context & Opening Up the Textbook

- Read for today:*
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.
 - Loewen, James W. (2007). *Lies My Teacher Told Me*. New York: Free Press. (Read: *Introduction, Chapter 1, Chapter 5* (“Gone with the Wind”) & *Afterword*: “The Future Lies Ahead and What to do about them”)

Class 6: July 10, Wed. Jigsaw: The Stonewall Riots & Background Knowledge

- Read for today:* Everyone Reads/Watches
- Aronson, Elliot, *Basic Jigsaw*, pages 1-11 (rest is optional)
 - (video, 5 min.) Background on California’s *FAIR Education Act*, YouTube video from OurFamilyCoalition, https://www.youtube.com/watch?v=y_ZHNXYnmfU
 - (video, 9 minutes) YouTube video, CBS, *This Morning*, “The Lavender Scare.” <https://www.youtube.com/watch?v=isU81OjYLwc&t=199s>

- (video, 4 min). HistoryChannel, How the Stonewall Riots Sparked a Movement,
<https://www.youtube.com/watch?v=Q9wdMJmuBlA&t=26s>
- (video, 9 min.), New York Times video, The Stonewall that You Know is a Myth, and that's Okay.
<https://www.nytimes.com/video/us/100000006322550/stonewall-lgbt-pride-anniversary.html>

JIGSAW READINGS/VIDEOS

- Group A, *Lavender Scare*
 - “The United States Government’s Anti-Gay Lavender Scare Explained,” Teen Vogue (a PDF of the article is in Canvas, but it’s better to read online because of the active hyperlinks)
<https://www.teenvogue.com/story/united-states-governments-anti-gay-lavender-scare-homosexuality-communism>
 - (Podcast, 5 min), Retropod, Frank Kameny, Washington Post podcast by Mike Rosenwald
 - *excerpt*, Hoey Report (1950)
 - [OPTIONAL— “These People Are Frightened to Death,” Congressional Investigations and the Lavender Scare,” *Prologue: Quarterly of the National Archives*, Summer, 2016.]
- Group B reads/watches, *Medicalizing LGBTQ people*
 - (video, 5 min) “Cured,” the film-in-production
<https://www.curedfilm.com/>
 - Time Magazine, February 12, 1965
 - Time Magazine, February 12, 2015
- Group C reads, *Context*
 - *excerpt*, Jill Lepore
 - *excerpt*, Linda Hirshman

Class 7: Thur., July 11

Structured Academy Controversy

- Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*
- Amanda Ripley, “Complicating the Narrative,” *Medium*
- (video, 3 min) Nina Totenberg *NPR*, YouTube, Gay Couples Rights vs. Artistry

- Masterpiece Case: Two Different Views (short articles from the *Forward* and the *Wall Street Journal*)

Class 8: Fri., July 12

Final Class

Read for today:

- Colglazier, W. (2017, Fall). Real teaching in an era of fake news, *American Educator*, pages 10-11.
- Wiggins, Grant (1989). Futility of Trying to Teach Everything of Importance. *Educational Leadership*, 47(3), 44-59.
- Katherine Schultz, Citizen Khan, *New Yorker*

§ OPENING UP THE TEXTBOOK

Monday, July 15, by 2 p.m.

The Web

Learning about resources available on the Web is an absolutely indispensable part of this course. No one today can claim excellence as a history/social science teacher without a deep familiarity with digitized on-line source materials.

As the West Coast partner for the Library of Congress's Teaching with Primary Source program <http://www.loc.gov/teachers/>, we will engage in exercises and training related to navigating this site. In addition to the *Library of Congress's* extensive resources (which we will explore in class), here are five top "go-to" resources for finding sources and teaching materials on the Web.

Professional Organizations You Might Consider Joining

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

[The major organization for social studies teachers; membership provides a subscription to *Social Education*, a monthly magazine of teaching ideas]

Organization of American Historians <http://www.oah.org/>

[Discounted rates for teachers]

American Historical Association <http://www.historians.org/>

[Discounted rates for teacher membership]

World History Association <http://www.thewha.org/>

[The place where important developments in World History are happening]

Historical Association (UK) <http://www.history.org.uk/>

[The Historical Association in Great Britain has many good resources]

Historynewsnetwork.org <http://historynewsnetwork.org> is a great website that combines contemporary issues with their historical precedents. Sign up for the daily email and you will find a lot of great stuff.

TeachingTolerance <https://www.tolerance.org/> a project of the Southern Poverty Law Center often offers excellent teaching resources and lesson plans.

Plus, there are many other great sites and organizations to join and sign up for. What's listed above are just a few of the bigger ones.

LIST OF TEXTBOOKS ON RESERVE IN CUBBERLEY LIBRARY

- Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- Andrea, Alfred J. and James H. Overfield. 2001. *The Human Record: Sources of Global History*. 4th ed. Boston: Houghton Mifflin.
- Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. 2018; 2018. *United States History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, Glencoe/McGraw-Hill, and National Geographic Society. 2000. *The American Journey: Building a Nation*. Teacher's wraparound ed. New York: Glencoe/McGraw-Hill.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, and National Geographic Society. 2003. *The American Journey*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Ayers, Edward L., Sam Wineburg, and Holt, Rinehart, and Winston, 2007. *American Anthem*. Teacher's ed. Austin, Tex.: Holt, Rinehart, and Winston.
- Boorstin, Daniel J., Brooks Mather Kelley, Ruth Frankel Boorstin, and Daniel J. Boorstin Collection. 2002. *A History of the United States*. Annotat teacher's , 6th ed. Needham, Mass.: Prentice Hall.
- Bower, Bert and Jim Lobdell. 2002. *History Alive!: The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- Brady, Charles and Philip Roden. 2008. *Document Based Questions in American History*. Evanston, Ill.: DBQ Project.
- . 2005. *Document Based Questions in World History*. Evanston, Ill.: DBQ Project.
- Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ,. New York: Glencoe/McGraw-Hill.
- Briggs, Bonnie-Anne and Catherine Fish Petersen. 1999; 1997. *Brief Review in United States History and Government*. Needham, Mass.: Prentice Hall.

- Bulliet, Richard W. 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- Cagniard, Pierre and James Allico. 2000. *World History : People & Nations*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Craig, Albert M. 2003. *The Heritage of World Civilizations*. Combin , 6th ed. Upper Saddle River, NJ: Prentice Hall.
- Danzer, Gerald A. 2003. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell.
- Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, and Nancy Woloch. 2014. *The Americans : Beginning to 1914*. Teacher's Edition ed. Orlando: Holt McDougal.
- Davidson, James West, Mark H. Lytle, and Michael B. Stoff. 1992. *American Journey : The Quest for Liberty since 1865*. Annotated teacher's ed. Englewood Cliffs, N.J.: Prentice Hall.
- Davidson, James West, Michael B. Stoff, Herman J. Viola, Inc Prentice-Hall, and American Heritage Publishing Company. 2003. *The American Nation*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Deverell, William and Deborah G. White. 2006. *United States History*. Holt California Social Studies. Orlando, Fla.: Holt, Rinehart and Winston.
- DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- Drewry, Henry N. and Thomas H. O'Connor. 1995. *America is*. Teacher's annotat ed. New York: Glencoe.
- Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History : Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Ellis, Elisabeth Gaynor, Anthony Esler, and Inc Pearson Education. 2014. *World History*. Teacher's ed. Upper Saddle River, N.J.: Pearson.
- Esler, Anthony. 2004. *The Human Venture : From Prehistory to the Present*. Combin , 5th ed. Upper Saddle River, N.J.: Pearson Education.
- Farah, Mounir, Andrea Berens Karls, and National Geographic Society. 2001. *World History : The Human Experience*. New York, N.Y.: Glencoe/McGraw-Hill.

- . 2001. *World History : The Human Experience* :. Teacher's wraparound ed. New York, New York: Glencoe/McGraw-Hill.
- Farah, Mounir, Andrea Berens Karls, National Geographic Society, and Glencoe/McGraw-Hill. 2003. *World History, the Human Experience : The Early Ages*. New York, N.Y.: Glencoe McGraw-Hill, c2003.
- Foner, Eric. 2008. *Give Me Liberty! : An American History*. New York ;London: W.W. Norton & Co.
- Garraty, John A. 1993. *The Story of America*. Annotat teacher's ed. Austin: Holt, Rinehart, and Winston.
- Greenblatt, Miriam, Peter S. Lemmo, and Glencoe/McGraw-Hill. 2001. *Human Heritage : A World History*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Hakim, Joy. 2003. *A History of US*. New York: Oxford University Press.
- Hanes, William Travis, Toyin Falola, Theodore K. Rabb, and Holt, Rinehart, and Winston, inc. 1999. *World History : Continuity & Change*. Teacher's ed. Austin Tex.: Holt, Rinehart and Winston.
- Lapsansky-Werner, Emma J. 2010. *United States History*. Student ed. Upper Saddle River, N.J.: Pearson.
- McNeill, William Hardy. 1997. *A History of the Human Community : Prehistory to the Present*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
- Miller, James, John M. Thompson, and National Geographic Society. 2006. *National Geographic Almanac of American History*. Washington, D.C.: National Geographic.
- Myers, Peter J. 2001. *United States History*. Teacher's answer ; ed. Upper Saddle River, N.J.: Globe Fearon Educational Publisher.
- Nash, Gary B. 2002. *American Odyssey : The United States in the Twentieth Century*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Reilly, Kevin. 1997; 1989. *The West and the World : A History of Civilization : From the Ancient World to 1700*. Markus Wiener Publishers ed. Princeton, NJ: Markus Wiener.
- Spielvogel, Jackson J. and Jay McTighe. 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- . 2018; 2018. *World History and Geography*. Teacher ed. Colombus, OH: McGraw Hill Education.

Spielvogel, Jackson J., Dinah Zike, Glencoe/McGraw-Hill, and National Geographic Society. 2010. *World History*. Columbus, OH: McGraw-Hill Glencoe.

Stuckey, Sterling, Linda Kerrigan Salvucci, and Holt, Rinehart, and Winston, inc. 2003. *Call to Freedom*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.

Upshur, Jiu-Hwa Lo. 2002. *World History*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning.

Wiesner, Merry E. 2002. *Discovering the Global Past : A Look at the Evidence*. Boston: Houghton Mifflin.