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Preparing students to be active, informed,
literate citizens is one of the primary

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functions of public schools. But how can students become engaged citizens if they can't read, let alone understand, their social studies texts? What can educators--and social studies teachers in particular--do to help students develop the knowledge, skills, and motivation to become engaged in civic life? Building

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Literacy in Social Studies addresses this question by presenting both the underlying concepts and the research-based techniques that teachers can use to engage students and build the skills they need to become successful readers, critical thinkers, and active citizens. The authors provide targeted strategies--including

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teaching models, graphic organizers, and step-by-step instructions--for activities such as * Building vocabulary, * Developing textbook literacy skills, * Interpreting primary and secondary sources, * Applying critical thinking skills to newspapers and magazines, and * Evaluating Internet sources. Readers will

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also learn how to organize classrooms into models of democracy by creating learning communities that support literacy instruction, distribute authority, encourage cooperation, and increase accountability among students. Realistic scenarios depict a typical social studies teacher's experience before and after implementing the

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strategies in the classroom, showing their potential to make a significant difference in how students respond to instruction. By making literacy strategies a vital part of content-area instruction, teachers not only help students better understand their schoolwork but also open students' eyes to the power that informed and engaged

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"The Fifth edition is based on the idea that the ability to read, critique, and participate in nursing research is essential to create and use evidence for nursing practice. The book is aimed specifically at undergraduate nursing students, nurses returning to school, and practicing nurses

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Answers must apply evidence to practice at the bedside. All nurses need to be able to critically read research, determine how to use it in their practice, and participate in the research process in some way during their career. This text is intended to support all these efforts. A strength of this text is that it helps the reader gain a

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fundamental understanding of all types of research that may be used for evidence"--

This practical resource shows you how to apply Sam Wineburgs highly acclaimed approach to teaching, "Reading Like a Historian," in your middle and high school classroom to increase academic literacy

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and spark students curiosity. Chapters cover key moments in American history, beginning with exploration and colonization and ending with the Cuban Missile Crisis.

This resource book is designed to assist teachers in implementing California's

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history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson

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plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas";

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(3) "The Industrial Revolution"; (4) "The Rise of Imperialism and Colonialism: A Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in

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the Contemporary World." Each unit
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