

## Social Studies Research Paper Ideas

A collection of hands-on learning activities with creative ideas that fit in nicely with alternative assessments.

This volume explores the scientific frontiers and leading edges of research across the fields of anthropology, economics, political science, psychology, sociology, history, business, education, geography, law, and psychiatry, as well as the newer, more specialized areas of artificial intelligence, child development, cognitive science, communications, demography, linguistics, and management and decision science. It includes recommendations concerning new resources, facilities, and programs that may be needed over the next several years to ensure rapid progress and provide a high level of returns to basic research.

This edited volume showcases work from the emerging field of design-based research (DBR) within social studies education and explores the unique challenges and opportunities that arise when applying the approach in classrooms. Usually associated with STEM fields, DBR's unique ability to generate practical theories of learning and to engineer theory-driven improvements to practice holds meaningful potential for the social studies. Each chapter describes a different DBR study, exploring the affordances and dilemmas of the approach. Chapters cover such topics as iterative design, using and producing theory, collaborating with educators, and the ways that DBR attends to historical, political, and social context.

Reading, writing, and research merge into meaningful learning experiences with this unique collection of flexible, easy-to-make projects. Students follow simple step-by-step directions to create engaging timelines, accordion books, quilts, banners, scrolls, zipper books, and much more! Projects reinforce literacy skills and can be used with any social studies topic from geography, map skills, and history to citizenship, government, and national holidays and celebrations. Perfect for students of all learning styles. For use with Grades 2-3.

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

In *Strategies for Writing in the Social Studies Classroom*, award-winning author and veteran educator Kathleen Kopp offers simple and practical writing strategies that any social studies teacher can integrate into every phase of the learning process. Writing is a valuable learning tool that can quite effectively--and easily--help students learn and understand social studies content. Teaching it, however, can be challenging for content-area teachers now under pressure from the Common Core Standards' refocused attention on reading and writing. With step-by-step directions, rubrics, student examples, templates, technology tips, and ideas for differentiation, Kopp goes beyond journals or reports to show how social studies teachers can use writing to develop critical-thinking skills, improve understanding of social studies concepts, assess students' progress, and hone skills in content-area writing. Her writing strategies support the Common Core Standards and, because the focus is on applying writing skills--and not teaching writing as an end in itself--social studies teachers can easily incorporate these strategies in any unit of study. This comprehensive resource makes it easy to incorporate writing in your social studies class today--and every day!

Despite technology's presence in virtually every public school, its documented familiarity and use by youth outside of school, and the wealth of resources it provides for teaching social studies, there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies. In an effort to begin to fill this gap in research literature, this book focuses on research on technology in social studies education. The objectives of this volume are threefold: to describe research frameworks, provide examples of empirical research, and chart a course for future research endeavors. Accordingly, the volume is divided into three overarching sections: research constructs and contexts, research reports, and research reviews. The need for research is particularly acute within the field of social studies and technology. As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow, it is necessary to examine how technology tools impact, improve, and otherwise affect teaching and learning in social studies. Given these circumstances, we have prepared this collection of research conceptualizations, reports, and reviews to achieve three goals. 1. Put forward reports on how research is being conducted in the field. 2. Present findings from well-designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies. 3. Showcase reviews of research in social studies. It is with this framework that we edited this volume, *Research on Technology and Social Studies Education*, as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology. The book is divided into four sections. The first section of the book includes three descriptions of research constructs and contexts in social studies and technology. The second section is focused on research reports from studies of student learning in social studies with technology. The third section contains research reports on teachers' pedagogical considerations for using technology in social studies. In the fourth and final section, we present work that broadly reviews and critiques research in focused areas of social studies and technology. This volume contains twelve chapters, each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology. The volume includes research and theoretical works on various topics, including digital history, digital video, geography, technology use in the K-12 social studies classroom, and artificial intelligence.

This volume fills a significant gap in the scholarship on social studies education by providing thoughtful reflections on research methods in the field. It is not a "how to" guide but an exploration of key issues related to the design and implementation of empirical studies. The authors are active researchers who use varied methods in diverse settings—including historical research, international comparative studies, survey research, interviews with students and teachers, classroom observations, self-studies and action research, and emancipatory methodologies. They use their own experiences to examine such topics as the conceptualization of research questions, relationships with participants, researchers' identities, and elicitation of students' and teachers' thinking. This collection should become indispensable for both beginning and experienced scholars in social studies.

This popular text advocates an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers. Based in practice and experience, it offers systematic support and open, honest advice for new teachers, is conversational not pedantic, and provides lots of examples. While the structure and most of the topics remain largely the same as before, this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards, to work in inclusive settings, and to promote literacy and the use of technology in social studies classrooms. This Third Edition puts a heavier focus on what is important to know and why. Includes new essays on the politics of social studies education, responds to opponents of project- or activity-based social studies instruction, and multicultural education with a sharpened defense of both of these approaches throughout the book. Intended as a text for

undergraduate and graduate pre-service social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers, and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice.

Through a combination of empirical research and philosophical analysis in essays by leading experts in the social sciences, this book undertakes a comprehensive and systematic investigation of the moral and aesthetic questions that arise from the practice of cultural appropriation.

This Volume, is the first of 2 volumes that are being released together, but under separate covers. Volume 1, contains the instructional guide to teach special education students and English language learners to be successful writers, in 7 easy steps. In view of the increasing educational dropout rate of these special populations, this unique, simple program offers encouragement, hope, and success to students who are struggling in developing their writing skills. Not only is this program easy to learn and remember, but students are able to increase their writing skills in shorter periods of time. This Volume contains five, no-frills, bare-bones lesson plans along with teacher comments. It also includes reproducible Master Guide Sheets, and student Self-evaluation forms. The simplified color coding system is used as a consistent, predictable routine in each writing activity. This program, like no other, promotes student self-confidence and renewed interest in learning. The words, "I can't write" turn into "Yes, I can!" However, the best kept secret is that these 7 easy steps will help all students. Listen to what the kids are saying: "I had a lot of fun with Steps 1 to 7. They really helped me with my work," (comments from an 8th grade student). "The first thing I learned was Steps 1-7. I learned how to write better paragraphs," (comments from an 8th grade student). "I learned how to web my ideas using complete sentences," (comments from an 8th grade student). "I did really well on my writing assessment because I used the 7 steps," (comments from a 9th grade student) "I couldn't write a complete sentence. With these steps, I can write complete paragraphs and essays for Language Arts and Geography. I did well in my writing test, too," (comments from a 9th grade student). Listen to what teachers are saying: "I have been in meetings where parents have commented how effective her writing program has been with helping their kids. I've often heard parents express their gratitude for their child's success due to Ms. Posey's teaching," (comments from a junior high teacher). "After the 9th graders took the writing assessment, several of the students commented on how good they felt about their writing abilities that were a direct result of the efforts of Ms. Posey," (comments from a junior high teacher). "Her strategies and writing techniques resulted in 50% improvement, an impressive increase, in the scores of resource students for the 9th grade direct writing assessment. This is the highest achievement I've seen in my 30 years of teaching," (comments from a secondary special education teacher).

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In many elementary classrooms, social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top This volume is not another hand-wringing lament. On the contrary, the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom, how teachers can integrate social studies knowledge and skills throughout the school day, and how this learning can carry over into children's homes and communities. The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum.

Lecturers, request your electronic inspection copy here This superb guide teaches you how to read critically. Its no-nonsense, practical approach uses a specially developed reading code to help you read articles for your research project; this simple code enables you to decipher journal articles structurally, mechanically and grammatically. Refreshingly free of jargon and written with you in mind, it's packed full of interdisciplinary advice that helps you to decode and critique academic writing. The author's fuss free approach will improve your performance, boost your confidence and help you to: Read and better understand content Take relevant effective notes Manage large amounts of information in an easily identifiable and retrievable format Write persuasively using formal academic language and style. New to this edition: Additional examples across a range of subjects, including education, health and sociology as well as criminology Refined terminology for students in the UK, as well as around the world More examples dealing specifically with journal articles. Clear, focused and practical this handy guide is a great resource for helping you sharpen your use of journal articles and improve your academic writing skills. 'I have used the book over the last five years with my students with great success. The book has helped students to develop their critical thinking, reading and writing skills and when it comes to writing a dissertation they have used the code sheet in their own writing.' - Pete Allison, Head of the Graduate School of Education, University of Edinburgh SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university, to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills hub for tips, resources and videos on study success!

Writing about ideas, John Maynard Keynes noted that they are "more powerful than is commonly understood. Indeed the world is ruled by little else." One would expect, therefore, that political science--a discipline that focuses specifically on the nature of power--would have a healthy respect for the role of ideas. However, for a variety of reasons--not least of which is the influence of

rational choice theory, which presumes that individuals are self-maximizing rational actors--this is not the case, and the literature on the topic is fairly thin. As the stellar cast of contributors to this volume show, ideas are in fact powerful shapers of political and social life. In *Ideas and Politics in Social Science Research*, Daniel B?land and Robert Henry Cox have gathered leading scholars from a variety of subdisciplines in political science and sociology to provide a general overview of the theoretical, empirical, and methodological issues raised by social science research on ideas and politics. Throughout, they hone in on three central questions. What is the theoretical basis for studying ideas in politics? What are the best methods? What sort of empirical puzzles can be solved by examining ideas and related phenomena such as discourse, policy paradigms, and framing processes? In sum, this is a state-of-the-art academic work on both the role of ideas in politics and the analytical utility that derives from studying them. In this volume teacher educators explicitly and implicitly share their visions for the purposes, experiences, and commitments necessary for social studies teacher preparation in the twenty-first century. It is divided into six sections where authors reconsider: 1) purposes, 2) course curricula, 3) collaboration with on-campus partners, 4) field experiences, 5) community connections, and 6) research and the political nature of social studies teacher education. The chapters within each section provide critical insights for social studies researchers, teacher educators, and teacher education programs. Whether readers begin to question what are we teaching social studies teachers for, who should we collaborate with to advance teacher learning, or how should we engage in the politics of teacher education, this volume leads us to consider what ideas, structures, and connections are most worthwhile for social studies teacher education in the twenty-first century to pursue.

Covering history, geography, and sociology, these sample lessons and units show how to use the Parallel Curriculum Model to provide rigorous learning opportunities for students in social studies.

This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

The preparation of social studies teachers is crucial not only to the project of good education, but, even more broadly, to the cultivation of a healthy democracy and the growth of a nation's citizens. This one-of-a-kind resource features ideas from over 100 of the field's most thoughtful teacher educators reflecting on their best practices and offering specific strategies through which future teachers can learn to teach, thus illuminating the careful planning and deep thinking that go into the preparation of the social studies teachers. While concentrating on daily teaching realities such as lesson planning and meeting national, state, or provincial standards, each contributor also wrestles with the most important current issues on educating teachers for today's increasingly diverse, complex, and global society. Features of this unique teaching resource include: Volume sections that are arranged by both disciplinary organization and approach or activity. Thoughtful introductory section essays that conceptualize each theme, providing a conscientious theoretical overview and analysis of each individual section. Rich and concrete examples of best practice from some of the field's most diverse and highly regarded scholars and teacher educators An index that identifies the appropriate teaching level and teacher education context and links the strategies and ideas that are presented in the essay to the relevant INTASC and NCSS standards for quick reference in classroom planning as well as institutional development and implementation. A much-needed addition to the field, this comprehensive volume will be of value to any teacher interested in social studies or diversity education across age groups and educational contexts.

This concise encyclopedia is the most complete international survey of sociology ever created in one volume. Contains over 800 entries from the whole breadth of the discipline Distilled from the highly regarded Blackwell Encyclopedia of Sociology, with entries completely revised and updated to provide succinct and up-to-date coverage of the fundamental topics Global in scope, both in terms of topics and contributors Each entry includes references and suggestions for further reading Cross-referencing allows easy movement around the volume

Now in its 4th edition, this popular text offers practical, interesting, exciting ways to teach social studies and a multitude of instructional and professional resources for teachers. Theory, curriculum, methods, and assessment are woven into a comprehensive model for setting objectives; planning lessons, units, and courses; choosing classroom strategies; and constructing tests for some of the field's most popular and enduring programs. The reflective and integrative framework emphasizes building imagination, insight, and critical thinking into everyday classrooms; encourages problem-solving attitudes and behavior; and provokes analysis, reflection, and debate. The text includes separate chapters on teaching each of the major areas of the social studies curriculum. Throughout the text, all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic (factual), reflective (analytical), and affective (judgmental) components. These three components are seen as supporting one another, building the groundwork for taking stands on issues, past and present. At the center is the author's belief that the heart and soul of social studies instruction, perhaps all teaching, lies in stimulating the production of ideas; looking at knowledge from others' viewpoints; and formulating for oneself a set of goals, values, and beliefs that can be explained and justified in open discussion. New in the Fourth Edition: Clear links to the The National Council for the Social Studies College, Career and Civic Life C3 Framework for Social Studies State Standards Attention to impact of high-stakes testing, Common Core State Standards, and related ongoing developments Expanded and critical review of the use of internet, web, and PowerPoint technologies Coverage of how to incorporate the many social science, humanities, and STEM fields to enrich the social studies Updates and revisions throughout, including new research reports reflecting current findings, new examples, more media and materials resources, particularly digital resources, new and updated pedagogical features Companion Website - new for this edition

Help students write about social studies content and build their historical thinking skills! This 2nd edition resource was

created to support College and Career Readiness Standards, and provides an in-depth research base about content-area literacy instruction, including key strategies to help students write about and comprehend historical content. Each strategy includes classroom examples by grade ranges (1-2, 3-5, 6-8 and 9-12) and necessary support materials, such as graphic organizers, templates, or digital resources to help teachers implement quickly and easily. Specific suggestions for differentiating instruction are also provided to help English language learners, gifted students, and students reading below grade level.

This Second Edition of Diana Ridley's bestselling guide to the literature review outlines practical strategies for reading and note taking, and guides the reader on how to conduct a systematic search of the available literature, and uses cases and examples throughout to demonstrate best practice in writing and presenting the review. New to this edition are examples drawn from a wide range of disciplines, a new chapter on conducting a systematic review, increased coverage of issues of evaluating quality and conducting reviews using online sources and online literature and enhanced guidance in dealing with copyright and permissions issues.

These 100 social studies research topics will challenge students and stimulate their interest. They can be used as is or be adapted and used to inspire new ideas. They cover culture, economics, exploration and migration, geography, government and politics, history, labor, people, and religion.

Social Studies Today will help educators—teachers, curriculum specialists, and researchers—think deeply about contemporary social studies education. More than simply learning about key topics, this collection invites readers to think through some of the most relevant, dynamic, and challenging questions animating social studies education today. With 12 new chapters highlighting recent developments in the field, the second edition features the work of major scholars such as James Banks, Diana Hess, Joel Westheimer, Meira Levinson, Sam Wineburg, Beth Rubin, Keith Barton, Margaret Crocco, and more. Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom, responding to high-stakes testing, teaching patriotism, judging the credibility of Internet sources, and teaching with film and geospatial technologies. Accessible, compelling, and practical, these chapters—full of rich examples and illustrations—showcase some of the most original thinking in the field, and offer pre- and in-service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them. Walter C. Parker is Professor and Chair of Social Studies Education and (by courtesy) Professor of Political Science at the University of Washington, Seattle.

The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research. This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies. This reader challenges social studies education (i.e., classrooms, teacher education programs, and research) to engage controversial issues--those topics that are politically, religiously, or are otherwise ideologically charged and make people, especially teachers, uncomfortable--in profound ways at the elementary level. This reader, meant for elementary educators, preservice teachers, and social studies teacher educators, offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field. The reader is organized into three sections: 1) pushing the boundaries of how the field talks about elementary social studies, 2) elementary social studies teacher education, and 3) elementary social studies teaching and learning. Individual chapters either A) conceptually unpack a specific controversial issue (e.g. Islamophobia, Indian Boarding Schools, LGBT issues in schools) and how that issue should be/is incorporated in an elementary social studies methods courses and classrooms or B) present research on elementary preservice teachers or how elementary teachers and students engage controversial issues. This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge, teaching tips, lesson ideas, and recommended resources. Endorsement: (Re)Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be. Grounded in a politics of social justice, this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today. -- Wayne Au, Professor, University of Washington Bothell, Editor, Rethinking Schools

This book is designed to provide elementary school teachers with information, suggestions, and models for using writing in the social studies, from early primary to middle grades. There are four major chapters to the book. Chapter I is titled "Research on the Teaching of Writing." The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing. Chapter II is titled "Developing Readiness in Writing." The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing. The remaining five articles describe techniques such as interviewing, exploring the past, and brainstorming that teachers can use to initiate writing. The title of Chapter III which contains seven articles is "Using Writing to Learn Social Studies Content." The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations. Another describes how writing can be used to conduct simulated field trips in the social studies classroom. The title of Chapter IV is "Combining Writing with Social Studies." Discussed are three essential supports for a successful program: a detailed curriculum guide, inservice teacher training, and cooperative teacher/administrator assessment procedures. The book also cites related resources in the ERIC system. (Author/RM)

An intersectional history of the shared struggle for African American and Latinx civil rights Spanning more than two hundred years, An African American and Latinx History of the United States is a revolutionary, politically charged narrative history, arguing that the "Global South" was crucial to the development of America as we know it. Scholar and

activist Paul Ortiz challenges the notion of westward progress as exalted by widely taught formulations like “manifest destiny” and “Jacksonian democracy,” and shows how placing African American, Latinx, and Indigenous voices unapologetically front and center transforms US history into one of the working class organizing against imperialism. Drawing on rich narratives and primary source documents, Ortiz links racial segregation in the Southwest and the rise and violent fall of a powerful tradition of Mexican labor organizing in the twentieth century, to May 1, 2006, known as International Workers’ Day, when migrant laborers—Chicana/os, Afrocubanos, and immigrants from every continent on earth—united in resistance on the first “Day Without Immigrants.” As African American civil rights activists fought Jim Crow laws and Mexican labor organizers warred against the suffocating grip of capitalism, Black and Spanish-language newspapers, abolitionists, and Latin American revolutionaries coalesced around movements built between people from the United States and people from Central America and the Caribbean. In stark contrast to the resurgence of “America First” rhetoric, Black and Latinx intellectuals and organizers today have historically urged the United States to build bridges of solidarity with the nations of the Americas. Incisive and timely, this bottom-up history, told from the interconnected vantage points of Latinx and African Americans, reveals the radically different ways that people of the diaspora have addressed issues still plaguing the United States today, and it offers a way forward in the continued struggle for universal civil rights. 2018 Winner of the PEN Oakland/Josephine Miles Literary Award

Organized around four commonplaces of education—learners and learning, subject matter, teachers and teaching, and classroom environment—Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching and learning results. By blending the theoretical and the practical, the authors deeply probe the basic elements of quality instruction—planning, implementation, and assessment—always with the goal of creating and supporting students who are motivated, engaged, and thoughtful. Book features and updates to the third edition include: • New chapter on classroom assessment that outlines and compares existing assessment strategies, contextualizes them within the framework of state standards, and articulates a constructivist approach that moves away from traditional high-stakes testing towards more meaningful ways of evaluating student learning • New chapter that highlights and explains key elements of the Common Core State Standards for English Language Arts, and shows how the incorporation of critical ELA instruction into the social studies curriculum can foster more ambitious teaching and learning • Real-classroom narratives that introduce each chapter and provide in-depth access to teaching and learning contexts • Practical curriculum and resource suggestions for the social studies classroom • End-of-chapter summaries and annotated teaching resources

Make history in your classroom with an engaging, integrated approach to active social studies learning. You'll motivate your students with powerful strategies for brainstorming, language arts integration, discussion, primary sources, and deductive reasoning. The included Teacher Resource CD features modifiable students pages, and assessment materials. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills. 304pp.

Replete with strategies, examples, and reproducibles, this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level!

Adolescents and young adults are the main users of social media. This has sparked interest among researchers regarding the effects of social media on normative development. There exists a need for an edited collection that will provide readers with both breadth and depth on the impacts of social media on normative development and social media as an amplifier of positive and negative behaviors. The Psychology and Dynamics Behind Social Media Interactions is an essential reference book that focuses on current social media research and provides insight into the benefits and detriments of social media through the lens of psychological theories. It enhances the understanding of current research regarding the antecedents to social media use and problematic use, effects of use for identity formation, mental and physical health, and relationships (friendships and romantic and family relationships) in addition to implications for education and support groups. Intended to aid in collaborative research opportunities, this book is ideal for clinicians, educators, researchers, councilors, psychologists, and social workers.

#### 40 Fabulous Social Studies Activities Grades 2-3 Teaching Resources

The latest edition of Pamela Farris’s popular, value-priced text continues to offer pre- and in-service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners. Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies. Farris, together with contributors who specialize in implementing successful teaching methods and theories, demonstrate how classroom teachers can excite and inspire their students to be engaged learners.

Written by internationally renowned experts, each chapter provides a full introduction to a key aspect of research methodology. From starting out to generating, analysing, and presenting data, this new edition covers foundational concepts in social research while also keeping students on the pulse of topics like digital social research, social surveys, and big data. Packed with international examples from across the social sciences, it shows how to interpret and work with data generated from real-world research. It gives you the tools to: - Design the right research question for your project - Access, understand, and use existing data - Effectively write up projects and assignments - Be confident in the A to Z of the research process Supported by an interactive website with videos, datasets, templates, and additional exercises, this book is the perfect hand-holder for any social science student starting a methods course or project.

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