



# DEVELOPING RESPONSIBLE CITIZENS:

Using Social Studies  
Techbook to Set Your  
Students Up for Success

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**SOCIAL STUDIES  
TECHBOOK.**

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## What is powerful social studies instruction, and how does Discovery Education Social Studies Techbook support teacher implementation of a powerful social studies program?

*"The vital task of preparing students to become citizens in a democracy is complex."*

This is the opening sentence of the National Council for the Social Studies (NCSS) 2016 position statement on the characteristics of powerful social studies instruction. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards also emphasizes the importance of civic responsibility in social studies curriculum and instruction.

C3's introduction notes, "active and responsible citizens are able to identify and analyze public problems, deliberate with other people about how to define and address issues, take constructive action together, reflect on their actions, create and sustain groups, and influence institutions both large and small."

The C3's embrace of skills that prepare students for college, careers, and civic life includes an emphasis on critical reading, writing, and thinking as a force that unifies all of the disciplines that make up social studies. The Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects strikes a balance in the English Language Arts between reading literary texts and writing narrative prose, and comprehending informational texts and using informational texts to support written or spoken arguments.

Recognizing the importance of this shift, the CCSS set the expectation that reading and writing outcomes would be integrated into state standards in history, social studies, science, and technical subjects. The CCSS argues that an explicit emphasis on these skills across disciplines, will not only prepare students for success in college and careers, but also help students be literate, engaged citizens in the twenty-first century. The C3 Framework embraces the focus on literacy and explicitly provides a vision for how social studies teachers can develop students' literacy skills using

skills and content central to history, economics, geography, civics, and other social sciences.

The C3 Framework envisions social studies instruction as consisting of four inter-connected dimensions:

- **DIMENSION 1** – Developing Questions and Planning Inquiries
- **DIMENSION 2** – Applying Disciplinary Tools and Concepts
- **DIMENSION 3** – Evaluating Sources and Using Evidence
- **DIMENSION 4** – Communicating Conclusions and Taking Informed Action

C3 encourages social studies teachers to embrace the challenge of preparing students to participate fully in our democracy by providing students with multiple opportunities to participate in social science inquiry. In other words, students should learn social studies by doing the kind of investigations that social scientists do.

Although every content area had teachers who provided the kind of instruction envisioned by new standards documents prior to the release of the standards, the rationale for the big standards projects is to promote an instructional vision that will encourage many teachers to change their instructional practices in ways that result in improved instruction for students. Focusing professional learning on key shifts in instructional practice is one way that mathematics and English Language Arts teachers successfully navigated the change to new standards in their content areas.

### KEY INSTRUCTIONAL SHIFTS FOR C3

The website C3 Teachers identifies five instructional changes required by the C3 Framework.

They are:

- Craft questions that spark and sustain an inquiry.
- Cultivate and nurture collaborative civic spaces.
- Integrate content and skills purposefully.
- Promote literacy practices and outcomes.
- Provide tangible opportunities for informed action.

Although a given practice might not represent an instructional shift for an individual social studies teacher, the belief is that if all social studies teachers implement these practices on a consistent basis, students will receive a rigorous education that prepares them well for college, careers, and civic life. Modern cognitive science has taught us that students learn best by doing. Building instruction around social science inquiry and asking students to take informed action to improve real-world concerns will give them opportunities to embrace the responsibilities of citizenship in a democratic society. And the vision of the C3 Framework will be actualized when students have multiple opportunities to collaborate with others to engage productively in civic life. For ultimately students who have the skills to engage productively in civic life also have the skills needed to be well prepared for college and careers.

NCSS identifies the following five qualities of powerful and authentic social studies instruction:

- **Meaningful**
- **Integrative**
- **Value-Based**
- **Challenging**
- **Active**

Discovery Education's Social Studies Techbook is an all-digital online resource that is aligned to state standards and supports a comprehensive social studies curriculum. As an alternative to traditional print social studies texts, Social Studies Techbook leverages the advantages of digital technology to make exemplary social studies instruction accessible to more students and teachers.

Techbook facilitates teaching and learning by integrating standards-aligned social studies content from a variety of media with activities

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*"Modern cognitive science has taught us that students learn best by doing."*

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and model lessons that support the critical thinking, reading, and writing skills outlined by NCSS, C3,

and the CCSS. It is intended to provide teachers with one-stop shopping for planning and implementing exemplary social studies lessons.

Social Studies Techbook is platform neutral and can be used in one-to-one or one-to-many classroom configurations and in any instructional environment. Students can access Techbook individually, in small groups, or as part of the whole class. Because Techbook is web based, its resources, assignments, and assessments can be accessed anywhere that web access is available including at home or on mobile devices. Student accounts can be shared with parents so that they can see what students are learning and producing.

## QUALITIES OF POWERFUL SOCIAL STUDIES INSTRUCTION

Social studies instruction is meaningful when students recognize the importance and relevance of the knowledge and skills they are acquiring, and when instruction develops the skills they will use later in life as citizens and scholars. According to NCSS, "meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential understandings, important ideas, and goals."

To be meaningful, social studies content knowledge must push beyond recall of simple facts. Wiggins and McTighe recommend that educators organize content delivery around "provocative and multilayered" Essential Questions that "cannot be answered satisfactorily in a sentence" and that "reveal the richness and complexities of a subject." Essential Questions provide "teacher and students with a sharper focus and a better direction for inquiry," and also "render the unit design more coherent and make the students more appropriately intellectual."

In a case study of a high school history classroom, Lattimer found that student inquiries built around Essential Questions led students to become more engaged with content, to make connections across

topics, and to voice more nuanced interpretations of important issues.

She also found that the use of Essential Questions had a positive impact on student achievement and attendance.

## How Social Studies Techbook Supports Meaningful Teaching And Learning

By organizing its content delivery and many activities around complex and important Essential Questions, and then using these questions to facilitate student inquiries into social studies topics, Social Studies Techbook supports implementation of instruction that is meaningful for students. Instruction also has the inquiry focus recommended by the C3 Framework.

Techbook divides “chunks” of content into segments known as concepts. All Techbook concepts, which are designed to provide content and resources to support roughly a week’s worth of classroom instruction, have a single Essential Question appropriate for students and teachers to pose at the commencement of instruction and revisit throughout the concept. Examples of concept Essential Questions include:

- “Why did the colonists risk their lives to fight for independence from Great Britain?”
- “Was the 1950s a decade of progress?”
- “In what ways did the agricultural revolution change human life?”
- “Have global contact and migration created a more culturally united or divided world?”

Each concept also features a “Social Studies Explanation” organizer, which provides students with opportunities to test preliminary responses to the concept Essential Question, and to document examples of evidence they encountered in support of their responses. The concept Essential Questions, therefore, bring meaning and importance to the content by helping to transform traditional content coverage into a student investigation that reflects the nature of the discipline.

Social Studies Techbook’s organization of resources in each concept around the “5E” instructional model brings further meaning to social studies teaching and learning. Within each concept, resources have been categorized according to how they will be used by students and placed behind one of five

different digital tabs: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and EVALUATE.

Researchers concluded that this 5E model can positively impact both achievement and equity in science. Applied to social studies, this format’s emphasis on problem solving and novel challenges will help teachers and students organize classroom experiences to match the learning patterns that come naturally to students.

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*“Researchers concluded that this 5E model can positively impact both achievement and equity”*

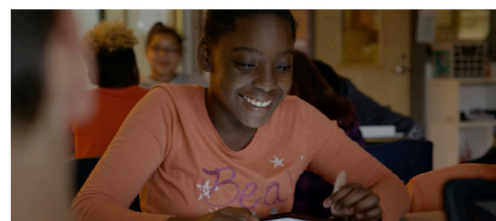
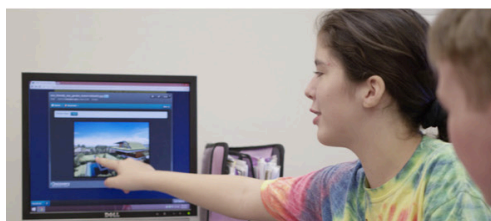
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In addition, the 5E model is compatible with the Four Dimensions of the Inquiry Arc outlined in the C3 Framework. Techbook’s ENGAGE pages, which pose each concept’s Essential Question, are suitable for the first dimension: developing and planning social studies inquiries. Materials found in the EXPLORE and EXPLAIN tabs provide content to assist students with Dimension Two: applying disciplinary concepts and tools. In these tabs, students are asked to consider secondary source information, use disciplinary skills such as chronological thinking or cost/benefit analysis, and organize that information to form a nuanced response to the Essential Questions. The ELABORATE resources, particularly the numerous Document-Based Investigations, provide students with opportunities to develop skills associated with Dimension Three, evaluating sources and using evidence. Finally, both the ELABORATE and EVALUATE tabs feature resources that provide students with opportunities to develop proficiencies associated with Dimension Four, communicating conclusions and taking informed action.

The NCSS emphasizes the role of social studies instruction in the development of skills students will use as scholars and as citizens. These skills include “discipline- based literacy,” as well as “information gathering and analysis.” Most of the reading that individuals do in college and in work settings is reading of informational texts. As recommended by the C3 instructional shifts, the skills needed to comprehend informational texts are now emphasized in social studies instruction.

The Core Interactive Text in Social Studies Techbook is available in English and Spanish and Social Studies Techbook features tools designed to support readers in decoding, comprehending, and analyzing informational text. For example, the read-aloud tool can provide support for struggling readers with or





without disabilities, providing them better access to content and support with vocabulary. Highlighting and note-taking tools encourage structured text annotation guided by the teacher. Teachers can even review student annotations to check for active reading practices.

By including structured graphic organizers in the body of the Core Interactive Text, Social Studies Techbook provides additional support for student comprehension and analysis of informational text. These organizers encourage students to apply analysis skills such as compare and contrast and classification to the text they are reading. These organizers are repeated in argumentative and analytical writing activities to help students structure their own writing. Similarly, the EXPLAIN activities in Social Studies Techbook, particularly the Social Studies Explanation, provide structured forums for students to respond to informational sources and analyze these sources as evidence. The Social Studies Explanation, for example, focuses on the collection and organization of evidence related to an Essential Question before students draw conclusions from the evidence.

## INTEGRATIVE RESOURCES AND SKILLS

To understand the world around them, students must draw on varied information and apply multiple types of analysis. Therefore, successful social studies instruction integrates resources and skills from across the social studies sub-disciplines and draws on competencies from disciplines such as English language arts and mathematics. In the twenty-first century, social studies students must also be able to access information, evaluate sources, and communicate conclusions across several forms of digital and analog media.

The social studies encompass a number of distinct disciplines. NCSS outlines social studies as a broad discipline composed of anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, in addition to relevant content from the humanities, mathematics, and natural sciences. The Praxis II for social studies content knowledge includes six content categories: U.S. history, world history, government/civics/political science, geography, economics, and behavioral

sciences. Social studies cannot be the study of the past alone. Even in history courses, the understanding of the past must integrate economic, geographic, and sociological thinking. Additionally, students engaged in meaningful social studies learning will need to analyze data, comprehend difficult texts, and form nuanced arguments.

The social studies need to encompass the entire human experience, and equip students with the tools and knowledge to be effective citizens.

In the past, the emphasis on social studies instruction declined in schools and educational policy placed greater importance on mathematics and language arts. Fitchett and Heafner concluded that while the No Child Left Behind (NCLB) legislation magnified trends in decreased instructional time for social studies; the NCLB federal mandate was not the sole reason for the decline of social studies. They argue that the marginalization of social studies was an enduring trend over several decades, a byproduct of an educational policy shift toward national standardization.

However, the reduced emphasis on instructional time and attention for the social studies ignored the emphasis that quality social studies interaction places on cross-curricular reading, writing, and thinking skills. By drawing on the tools and content of language arts, mathematics, science, engineering, and fine arts, effective social studies lessons provide real-life examples of and applications for cross-disciplinary thinking and skill building.

Researchers and policymakers alike are beginning to recognize the key role the social studies can play in developing cross-disciplinary skills, particularly literacy and writing skills. The CCSS adopted by many states have taken an integrative approach to social studies, including specific social studies literacy and writing standards that mirror those developed for English/Language Arts. These standards emphasize citing evidence to support analysis, evaluating point-of-view and bias in sources, and developing logical and well-organized arguments. These standards also recognize that, in both college and career settings, most young adults engage in informational text reading and descriptive or argumentative writing.

To more closely align with college and career readiness skills, the Common Core standards recommend a shift

across the curriculum to increase the value placed on these skills – skills already core to social studies.

The digital age has also created new opportunities for social studies students. Online resources can connect students with information instantly. Digital technology allows students to integrate audio-visual resources into presentations to form and support arguments. Research shows that effective integration of digital resources can improve learning outcomes. Tally and Goldenberg found that using digital primary sources to teach history increased students' understanding of and interest in history. They also found that examination of digital resources exercised many key historical thinking skills. Bell and Bull argue that, when paired with quality pedagogy, digital video can improve engagement and provide interesting objects for analysis.

## *How Social Studies Techbook Supports Integrative Resources And Skills*

Discovery Education Social Studies Techbook is designed to reach across the sub-disciplines, foster interdisciplinary skill development, and integrate varied forms of media. Techbook draws on the sub-disciplines of social studies to provide an integrated understanding of content. Activities across all courses embrace discipline-specific tools and concepts, as described in the C3 Framework. United States History Social Studies Techbook, for example, includes map-based interactive investigations on the growth of American cities, and economics-based cost/benefit analyses of inventions during the Industrial Revolution.

In addition to supporting basic informational text comprehension through tools such as read aloud, highlighting, and graphic organizers, Social Studies Techbook integrates instruction and has students use complex reading, writing and thinking skills to complete authentic tasks. Activities in Social Studies Techbook provide multiple opportunities for scaffolded practice in literacy and writing skills. Each concept contains several activities in the Elaborate section, many of which require student analysis and synthesis of complex, mixed media sources and written responses. These activities give students practice working with primary sources and provide graphic organizers and other supports that help students to structure arguments.

As an all-digital resource, Discovery Education Social Studies Techbook provides unique opportunities to integrate resources from several different media formats. In the Core Interactive Text, Techbook pairs explanatory text with video segments. Secondary source segments can be used to transport students outside of their own experience and provide visual cues for learning. Primary source segments can be treated as historical artifacts and analyzed carefully. The



video segments in Discovery Education Techbook have been edited to present information in shorter format, and can be paused, replayed, downloaded, and paired with other resources. The activities in Social Studies Techbook often ask students to prepare multimedia arguments that integrate images, video, audio, and text into a coherent product. Discovery Education Board Builder provides an easy-to-use multimedia platform for this kind of student content creation.

## **VALUE-BASED INSTRUCTION**

Effectively designed social studies instruction provides students the knowledge and skills to become responsible, participating citizens in a democratic society. The C3's introduction explains that "advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their

changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives.

The goal of knowledgeable, thinking, and active citizens, however, is universal."

To foster these democratic values, NCSS states that social studies students should be "made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modeling the choices they will make as adult citizens."

Rahima Wade argues social studies teachers "have a significant role to play in developing citizens committed to social justice. They can best fulfill this role by guiding students to examine injustice, seek out multiple perspectives on social problems, and develop concrete strategies for improving their communities and nation." The skills associated with corroborating multiple sources and using multiple perspectives to draw conclusions, and then using those conclusions to implement action are at the heart of the Common Core skills standards and the C3 framework. Those skills are modeled and practiced through activities in Social Studies Techbook.

## *How Social Studies Techbook Supports Value-Based Instruction*

The C3 instructional shifts encourage teachers to provide tangible opportunities for informed action. Numerous activities in Techbook courses provide these opportunities. Some activities ask students to "Act Locally" by developing plans to lobby local policymakers or drafting new practices for water conservation in their communities. Structured debates and discussion seminars provide a forum for students to express differing views in formal civic dialogue. Additionally, activities such as Document-Based Investigations and Express Your Opinion encourage students to evaluate government policies, past and present, and to form arguments and recommendations.

Social Studies Techbook invites students to understand modern challenges in the context of past events. For example, in the United States History (Civil War– Present) course, students connect the feminist movement of the 1960s and 1970s to modern policy debates about income equality. In the World Geography and Cultures course, each regional chapter concludes with a "Modern Issue Analysis" concept that asks students to consider complex challenges faced by countries around the world. Students analyze issues through varied disciplinary lenses and from multiple points of view, then provide policy recommendations. This focus on the real impact of national and global policies encourages students to

become informed and engaged citizens.

Finally, Social Studies Techbook uses interactive Investigations to promote students' engagement with value-based decision-making. Investigations called Enduring Debates ask students to consider both sides of debates that have had implications throughout history. Students choose a side to support in arguments such as "Liberty v. Security" and "Isolationism v. Interventionism" and justify their position in response to several short questions. The Global Challenges and Key Decisions Investigations place students in the role of decision makers, choosing among policies and explaining their choices. In Historical Perspective Investigations, students consider questions in history from the perspectives of varied fictional observers. This activity seeks to build students' abilities to understand the differing points of view that citizens bring to issues.

## CHALLENGING STUDENT WORK

According to the NCSS, "challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks." NCSS goes on to highlight that challenging instruction provides students "with the opportunity to engage in reflective discussion as they listen carefully and respond thoughtfully to one another's ideas. They should be exposed to sources of information that include conflicting perspectives on controversial issues."

A major focus of the CCSS and of C3 and other standards released after 2010 has been the concept of rigor. Prior to implementation of these standards, journalists, educators, and education reformers made the point that preK-12 education needed to increase the level of rigor in order to prepare students for the demands of college and career and to prepare them to be competitive in an increasingly "flat" world. When pressed for a meaning of the term "rigor," many turned to the professional classic, *Teaching What Matters Most*. In this book, Strong, Silver, and Perrini conclude the "goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging" defines rigor.

This definition identifies rigor as a goal and the authors make the point that it is a goal for all students. Every student needs to experience content that is challenging and every student needs explicit instruction in the skills needed to manage rigorous content. The authors argue that helping all students develop the skills needed to manage rigorous content must be a primary goal of education. Common Core era educational reformers often



argue that in the past, American educators were teaching many courses that lacked appropriate levels of rigor. Even when courses were labeled Honors or Advanced Placement, they often lacked the intellectual rigor that students would need for success in life after school. In a 2008 study of Advanced Placement classrooms, Wagner found that even in advanced classes, complex questions and collaboration were often lacking. He goes on to stress that all students need to master skills associated with critical thinking, communication, and collaboration in order to be prepared for the challenges of the twenty-first century world.

## *How Social Studies Techbook Supports Student Work That Is Challenging*

The inquiry-based model of the Discovery Education Social Studies Techbook encourages complexity and depth in social studies instruction. By focusing learning around Essential Questions and organizing instruction around the 5Es, Techbook pushes students to think critically about social studies content. Activities such as Debates and Document-Based Investigations require students to consider multiple sources, form arguments, and defend them with evidence. Other activities, such as You As Artist, Say What?, and Socratic Seminars push students to grapple with the ideas and themes in one or two sources. Throughout each course, students are provided with opportunities to collaborate, reflect on ideas, and communicate their reasoning. In doing so, students engage in the work of social studies experts – historians, policymakers, geographers – and develop skills that will be critical in college, careers, and life as an engaged, responsible citizen.

To encourage teachers to develop challenging lessons, Social Studies Techbook presents teachers and students with multiple options for instruction and inquiry. As opposed to just providing enough information to “cover” all content standards, Social Studies Techbook provides resources that enable students and teachers to dig deep into topics. Text, images, and video segments on the Explore tab not only provide content across multiple learning modalities, but also provide opportunities for students to compare sources, analyze differences, and look more closely at key ideas. The Explain and Elaborate tabs contain multiple activities, inviting multiple types of analysis and synthesis. Teachers cannot expect students to complete every Elaborate activity for every concept. Rather, the abundance of in-depth activities encourages curriculum planners, teachers, or students to choose which topics will receive additional focus and discussion.



Through Model Lessons in each concept, Discovery Education Social Studies Techbook provides three different inquiry pathways to provide a varying degree of student independence in pursuing challenging inquiry. Most teachers will use a mix of instructional pathways and resources, drawing some activities directly from the Model Lesson and designing others from the many resources in Techbook.

In the Guided Inquiry pathway, the teacher guides students through the 5Es by selecting and assigning materials for exploration; designing pre-, during-, and post-reading or viewing activities to promote student understanding of content; and checking frequently for understanding. While students may work individually, in small groups, or as a whole class, they are usually all engaged in similar work and investigating the same Essential Question.



In Project-Based Inquiry, students learn content and develop skills as a means to complete an overarching project related to the Essential Question. Teachers introduce the project as an engaging “challenge” that frames the learning of the entire concept. The Document-Based Investigations and other Elaborate activities in Social Studies Techbook are appropriate projects for this pathway. Students then consider what they will need to learn to complete the project and explore materials and explain understandings as steps toward completing the final project. This pathway encourages problem solving and meta-cognition as students must simultaneously learn content and manage project development. Finally, Social Studies Techbook provides a rich library of resources for students on the 5E tabs, inside the Reference tool, and through keyword search.

In Self-Guided Inquiry, students develop their own inquiry questions based on concept or chapter Essential Questions, background research, and their own interests. Students then use the variety of resources available in Social Studies Techbook to research their questions, formulate a response, and present their evidence. For a shorter inquiry, teachers can lead students through limited Engage and Explore sessions and then use the questions students generate in the Social Studies Explanation as a springboard to Self-Guided Inquiry. For a longer and more open inquiry, teachers can limit the introduction to a concept or chapter and then allow students to develop much broader inquiry questions and conduct longer research assignments.

Creating challenging learning experiences is not easy. Throughout Techbook, student and teacher guides provide step-by-step support for students and teachers engaged in complex work. Student guides for activities break long investigations into smaller steps and offer graphic organizers to help students gather and analyze evidence. The teacher guides help teachers conduct these inquiries and projects in their classroom with suggestions for procedures and practice.

## ACTIVE LEARNING

Active lessons require students to synthesize content, to draw conclusions, and to reflect on their learning. In its position statement, NCSS states there is a “profound difference between learning about the actions and conclusions of others and reasoning one’s way toward those conclusions.” Active learning requires students to do the work of learning. Active lessons also require students to envision themselves as experts in their field, creating authentic content based on their own analysis. Wiggins and McTighe argue that students must

have frequent and repeated opportunities to perform their learning in real or simulated contexts. Yell and Scheurman argue that quality projects engage students in the act of “explaining what the past means, not just what it was.” They also stress the importance of collaborative work in active learning.

Digital resources can play an important role in active instruction. In addition to providing platforms for interactive content exploration, digital resources can encourage content creation and promote active collaboration. Alan November suggests that digital tools can create new, active roles for students in class – including instant fact checking and digital discussion monitoring. Research also supports the active, collaborative use of digital tools for learning. In his meta-analysis of research into teaching practices, Hattie found that collaborative learning in pairs or small groups exposes students to “multiple perspectives, revision on their thinking, varied explanations...and alternative ways to construct knowing.” He also found that impact extended into technology-rich classrooms, providing a measurable benefit to students who used digital tools collaboratively.

### *How Social Studies Techbook Supports Active Learning*

From the inquiry-based hooks behind the Engage tab to the performance-based assessments linked to the Elaborate tab, Social Studies Techbook provides many opportunities for active learning. The inquiry model puts the challenge of learning in the hands of students, pushing them to find evidence and develop answers to the Essential Questions. The Elaborate activities provide multiple options for students to engage in authentic performance tasks by asking students to create presentations, documentaries, and virtual museums. The Board Builder tool that is a part of the Discovery Education platform allows students to create multimedia presentations, while the ability to download most Discovery Education media provides students the option of using digital resources to create new content. Many Techbook projects are designed to be completed collaboratively.

The model lessons in Social Studies Techbook also promote active collaboration while students Explore content. Instead of encouraging students to simply read through Techbook, the model lessons provide teaching strategies such as paired reading, jigsawed reading, and active discussion protocols to ensure students process information together.

## CONCLUSION

Discovery Education's Social Studies Techbook leverages the advantages of a digital platform to provide learning opportunities that are meaningful, integrative, value-based, challenging, and active. In support of the instructional shifts recommended by the C3 Framework, Techbook builds lessons around social science inquiry and it supports teachers in cultivating and nurturing collaboration. Techbook uses research-based tools to help teachers integrate content and skills effectively and it builds literacy practices and outcomes into social studies lessons and activities. Techbook provides multiple opportunities for students to take informed action and as a result, students not only develop a deep understanding of social studies content, but they also develop cross-disciplinary skills that will help them succeed in college, careers, and civic life.

All in all, Social Studies Techbook is a twenty-first century instructional resource that will support teachers in the critical work of helping students develop the knowledge, skills, and dispositions needed to be responsible and participating citizens in modern American society.



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