

Guidelines For Geographic Education In The Elementary And Secondary Schools

Early Childhood, where

Learning Begins

Carol Sue Fromboluti 1999 This resource book is intended to aid parents of children aged 2 to 5 years in teaching geography. The book offers ideas about how to encourage and give direction to enable young children to develop the vocabulary, awareness, and curiosity necessary to lay the foundation for the study of geography.

Suggested activities are included and are organized around five specific themes. The themes are: (1) "Where are things located?" (2) "What characteristics make a place special?" (3) "What are the relationships among people and places?" (4) "What are the patterns of movement of people, products, and information?" and (5) "How can the Earth be divided into

regions for study?" Each chapter begins with background, examples of questions geographers ask, and explanations of the early developmental skills that are involved. A 16-item reference list and glossary conclude the book, along with maps, a resource list with suggestions of where to get free maps, and a list of easy reading or picture books related to geography.

(LB)

The Place of Geography Tim Unwin 2013-12-16 The Place of Geography is designed to provide a readable and yet challenging account of the emergence of geography as an academic discipline. It has three particular aims: it seeks to trace the development of geography back to its formal roots in classical antiquity; provides an interpretation of the changes that have taken

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place in geographical practice within the context of Jurgen Habermas's critical theory; and thirdly, describes how the increasing separation of geography into physical and human parts has been detrimental to our understanding of critical issues concerning the relationship between people and environment.

Education for America's Role in World Affairs John Fonte 1994

This collection of carefully argued essays examines what American students should know about world affairs in the post-cold war era. The issues which are examined are those that will continue to be debated as our schools prepare for the next century. The authors probe the complex and sometimes contradictory claims of global, peace, multicultural, and citizenship education. They offer prescriptions for change based on a strong academic core of history, international relations, government, economics, and geography, with the presumption of values consistent with America's

democratic ideals. Contents: Foreword, Chester E. Finn, Jr.; Introduction, John Fonte and Andre Ryerson; A Brief History of Pre-Collegiate Global and International Studies Education, Andrew Smith; Global Education and Controversy: Some Observations, Robert Fullinwider; Teaching About the World and Our Nation's Heritage: The Relationship Between International Education and Education for American Citizenship, John Fonte; Implications of the 'New Demographics' and the 'Information Explosion' for International Education, Herbert London; International Education: The Search for Subject, Gilbert T. Sewall; International Studies in the School Curriculum, Diane Ravitch; Geography's Role in International Education, Raymond English; China: Case-Study of Textbook Failures, Andre Ryerson; What American Students Should Know About the World, Owen Harris; Conclusion, John Fonte and Andre Ryerson; Bibliography;

Addendum; Index.

Hands-On Geography, Grades 3 - 5 Isabelle McCoy
2008-08-26 Where in the United States are we? Increase students' interest, knowledge, and awareness of geography using Hands-On Geography for grades 3-5. This book features hands-on activities that emphasize the five themes of geography published in Guidelines for Geographic Education: location, place, human-environment interaction, movement, and regions. The book includes map skills; geography activities; lessons on reading and creating charts, graphs, and diagrams; rubrics; organizers; and an answer key. This 128-page book supports National Geography Standards.

Visualizing Elementary Social Studies Methods John K. Lee
2007-09-17 An excellent resource for social studies teachers, this book will help them learn about and reflect on their responsibilities in our society. It focuses on classroom-based experiences and real-world contexts. The

teaching methods discussed are also closely associated to social studies subject matter so they can be integrated into the actual classroom. Each chapter also examines how social studies is situated within the larger elementary curriculum to demonstrate the interdisciplinary nature of the instruction.

Essentials of Middle and Secondary Social Studies

William B. Russell III

2022-07-05 Building on the success of the previous editions, *Essentials of Middle and Secondary Social Studies Third Edition* focuses on the key issues central to the teaching of middle and high school social studies, including lesson planning and instructional strategies.

Written in an engaging, conversational style, the text encourages teachers in their development as professionals and enables them to effectively use creative and active learning strategies in the everyday classroom. New to This Edition This third edition has been refined with new and

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relevant topics and strategies needed for effectively teaching middle and high school social studies. New features include: An expanded chapter on the decision-making process in secondary social studies. This chapter provides additional discussion about the importance of helping middle and high school learners better understand the decision-making process and offers strategies for helping teachers make connections between choices, values, character development, and social justice. An updated chapter on technology designed to better prepare secondary social studies teachers to effectively incorporate technology into their instruction. Focus is given to virtual teaching and learning, media literacy, teaching with film, and numerous other ways to improve teaching and learning in the digital age. Updated further readings and helpful resources for all chapters to include supplemental digital and video sources related to various topics throughout the

chapter. These resources were specifically curated to be impactful for preservice and in-service teachers, as well as anyone teaching secondary social studies methods courses. Added a "Checking for Understanding" section of questions at the end of each chapter that focuses on comprehension, application, and reflection on key concepts throughout the chapters. An expanded discussion of the Common Core Standards and C3 Framework and how it impacts teachers. An updated chapter titled "Experiencing Social Studies". This chapter focus on topics such as teaching with drama, role play, field trips, and service learning. Each chapter includes a "Helpful Resources" section that details various websites and online resources for further discovery.

Raising Standards for American Education National Council on Education Standards and Testing (U.S.) 1992 Recommendations by the National Council on Education Standards and Testing

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(NCEST) are provided concerning whether national standards and a system of assessments are desirable and feasible and how national standards and a system of assessments are to be developed and implemented. The NCEST found that the absence of explicit national standards keyed to world-class levels of performance severely hampers the ability to monitor the nation's progress toward the six national education goals. Without well-defined and demanding standards, American education has gravitated toward "de facto" national minimum expectations, with curricula focusing on low-level reading and arithmetic skills and on small amounts of factual material in other content areas. Most current assessment methods cannot determine if students are acquiring the skills/knowledge they need to prosper in the future. These assessments reinforce the emphasis on low-level skills and processing bits of data rather than on problem solving

and critical thinking. It is concluded that high national education standards and a voluntary linked system of assessments are desirable and feasible mechanisms for raising expectations, revitalizing instruction, and rejuvenating education reform efforts for all American schools and students. The NCEST will work toward local commitment to high national expectation for achievement for all students, and toward developing Federal, state, and local policies that ensure high quality resources (instructional materials and well-prepared teachers). Acknowledgments; authorization for the NCEST; public comments; the six national education goals; and reports of the standards, assessment, implementation, English, mathematics, science, history, and geography task forces of the NCEST are appended. (RLC)

Using Internet Primary Sources to Teach Critical Thinking Skills in

Geography Gary S. Elbow
2000-09-30 Geography

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teachers and school library media specialists will find this resource indispensable for providing classroom lessons and activities in critical thinking for geography students in grades 7-12. It is filled with over 75 primary source Internet sites covering such topics as Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography, and will be an invaluable tool in helping teachers and librarians meet the standards set forth in the 1994 publication *Geography for Life: National Geography Standards*. Each site is accompanied by a site summary that describes the site contents and usefulness to geography teachers and school library media specialists. Site subjects include: Urban Landscapes, Volcanoes and Earthquakes, Weather, The U.S. Census, and the World Wildlife Fund Global Network. The questions and activities that follow are designed to develop critical thinking skills for both oral and written

presentations. An appendix of additional geography resources includes Internet addresses for approximately 25 sites relating to maps, primary sources, and critical thinking. This will provide teachers and librarians with even more resources for developing lessons to help each student meet all 18 of the National Geography Standards. [Innovative Learning Geography in Europe](#) Karl Donert 2014-03-25 Opportunities for developing innovative approaches in teaching and learning geography have been rapidly increasing in recent years. This is in part because of the spread of new technologies that allow access to geographic information and geographic geo-media resources. These new tools offer broad access to information and open data sources. They have revolutionised the way in which teachers of geography can work with pupils and students. "Education for Digital Earth" is now possible. As such, the exclusive use of traditional approaches to the teaching of geography is no longer

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reasonable today. The European Commission-funded network initiative, digital-earth.eu, promotes innovation and best practices in the implementation of geo-media as a digital learning environment for school learning and teaching. This book, supported by EUROGEO, analyses the main challenges facing geographical education - curriculum, methodology, teacher education and training and geospatial technologies - and illustrates different examples of the use of geoinformation in geographical education in several European countries.

Geography for Educators

Susan Wiley Hardwick 1996

This book links the new National Geography Standards with the five Fundamental Themes of Geography using a systematic approach that builds from basic knowledge to more complex, explaining the physical, cultural, and economic systems that interrelate and operate on the planet. It encourages teachers to move beyond the

traditional stereotype of geography as place memorization toward conceptual thinking about how Earth systems work. Discusses the importance of geographic literacy in an era of increasingly important global interconnections. Surveys the historic role of geography education in North American schools and provides examples of how geography is taught in other countries. Covers "geographic education revolution" in the United States. Interrelates the Five Themes of Geography and the eighteen National Geography Standards into a uniform and convenient structure for the study of any place or any topic from a geographic perspective: Location, Place, Human-Environment Interaction, Movement, and Region. For educators or teacher-certification programs.

Goals 2000, Educate America 1993

What Other Communities are Doing-- 1992

America 2000 Community

Notebook 1992

Interpreting Our World

Joseph J. Kerski 2016-10-17

This important book demonstrates why geography matters in the modern-day world through its examination of 100 moments throughout history that had a significant impact on the study of geography-literally, "writing about the earth." Geography is not simply accounts of the lands of earth and their features; it's about discovering everything there is to know about our planet. This book shows why geography is of critical importance to our world's 21st-century inhabitants through an exploration of the past and present discoveries that have been made about the earth. It pinpoints 100 moments throughout history that had a significant impact on the study of geography and the understanding of our world, including widely accepted maps of the ancient world, writings and discoveries of key thinkers and philosophers, key exploration events and findings

during the Age of Discovery, the foundations of important geographic organizations, and new inventions in digital mapping today. The book begins with a clear explanation of geography as a discipline, a framework, and a way of viewing the world, followed by coverage of each of the 100 discoveries and innovations that provides sufficient background and content for readers to understand each topic. The book concludes with a concise synopsis of why it all matters and a look forward to 10 possible future discoveries in the next 50 years of geography. Students will gain a clear sense of what is truly revolutionary about geography, perhaps challenging their preconceived notion of what geography actually is, and grasp how important discoveries revolutionized not only the past but the present day as well.

**Continuum Guide to
Geography Education**

Graham Butt 2010-07-15 A reference guide to geography education. Entries, arranged

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alphabetically, cover: government legislation and reports; famous geography educators; resources; research findings; movements, trends, debates and issues; organizations; and key concepts. An analytical index helps the reader to choose paths through the book, connecting entries.

Helping Your Child Learn Geography Kathryn Perkinson 1996

Arts education in public elementary and secondary schools Basmat Parsad Student access to arts education and the quality of such instruction in the nation's public schools continue to be of concern to policymakers, educators, and families. Specifically, research has focused on questions such as: To what extent do students receive instruction in the arts? Under what conditions is this instruction provided? What is the profile of arts education instructors? (Ruppert and Nelson 2006). This study is the third of its kind to be conducted by the National Center for Education Statistics

(nces) in the Institute of Education Sciences (ies), U.S. Department of Education, to provide national data that inform these issues. The first study was conducted in the 1994-95 school year to provide baseline data on public schools' approaches to arts education. The second study was conducted during the 1999-2000 school year to provide broader coverage of arts education issues by collecting the first national data on educational backgrounds, professional development activities, teaching loads, and instructional practices of elementary school teachers--self-contained classroom teachers, music specialists, and visual arts specialists. To update the information from a decade ago, Congress requested that the U.S. Department of Education's Office of Innovation and Improvement (oii) and nces conduct a new study that would borrow from and build on the previous studies. This study examines many of the

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issues from the previous studies, including the extent to which students received instruction in the arts; the facilities and resources available for arts education instruction; and the preparation, work environments, and instructional practices of music and visual arts specialists and non-arts classroom teachers. This study also addresses emerging issues such as the availability of curriculum-based arts education activities outside of regular school hours and the presence of school-community partnerships in the arts. In addition, the current study provides broader coverage of arts education instructors by including two new surveys for secondary music and visual arts specialists. Selected indicators on arts education in public elementary and secondary schools are organized into four sections, one for each arts education subject area--music, visual arts, dance, and drama/theatre. Using its Fast Response Survey System (frss),

nces conducted the surveys during the 2009-10 school year, with the two school surveys and the collection of sampling lists for the teacher surveys starting in fall 2009. frss is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time. The findings in this report have been chosen to demonstrate the range of information available from the frss study rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue. The findings are based on self-reported data from public school principals and teachers. Where relevant, national findings are broken out by the poverty concentration at the school, measured as the percent of students eligible for free or reduced-price lunch. Appended are: (1) Technical Notes; and (2) Standard Errors for Text

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Tables and Figures. (Contains 63 tables, 27 figures and 16 footnotes.) [For "Supplemental Tables to the nces Report. Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10 (nces 2012-014)," see ed530716.].

Social Studies Curriculum Resource Handbook 1992

Handbook on Teaching Social Issues Ronald W. Evans 2007-10-01 There's no book like this one for educators interested in issues-centered teaching. More than 40 experts have contributed articles offering comprehensive coverage of the field of social issues education. In addition to a full examination of objectives and methods, contributors show how social issues can be taught as part of history, geography, the social sciences, and global and environmental studies. The challenges of assessment, curriculum, and effective teacher education are fully explored. With its teaching ideas and useful resource section, this book is an indispensable addition to your library! Contributors

include: Shirley Engle, Anna Ochoa-Becker, Jack Nelson, Carole Hahn, Byron Massialas, Jeff Passe, Jesus Garcia, Gloria Ladson-Billings, Merry Merryfield, Patricia Avery, Sam Totten, Bill Wraga, Walter Parker, and James Shaver.

NAEP 1994 Geography Report Card 1996

Transforming American Education 1992

Discovering World Geography with Books Kids Love Nancy A. Chicola 1999 Presents twelve literature-based units for studying geography, providing general information about the location, topography, climate, flora and fauna, and unique features of each region, and including a selection of children's books that may be used to further understanding of the focus area.

Geography in America at the Dawn of the 21st Century Gary L. Gaile 2005 Geography in America at the Dawn of the 21st Century surveys American geographers' current research in their specialty areas and tracks trends and innovations in the many subfields of

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geography. As such, it is both a 'state of the discipline' assessment and a topical reference. It includes an introduction by the editors and 47 chapters, each on a specific specialty. The authors of each chapter were chosen by their specialty group of the American Association of Geographers (AAG). Based on a process of review and revision, the chapters in this volume have become truly representative of the recent scholarship of American geographers. While it focuses on work since 1990, it additionally includes related prior work and work by non-American geographers. The initial *Geography in America* was published in 1989 and has become a benchmark reference of American geographical research during the 1980s. This latest volume is completely new and features a preface written by the eminent geographer, Gilbert White. *Teaching Geography, Third Edition* Phil Gersmehl
2014-07-01 "Keywords: assessments, CCSS, CD-ROM,

Common Core standards, Common Core State Standards, children, classrooms, content areas, curriculum, education, elementary, geography, instruction, learning, methods, middle, pedagogy, schools, science, secondary, social studies, spatial-thinking skills, standards, students, teachers, teaching This widely adopted teacher resource and course text explains basic geographic principles and demonstrates how to bring them to life in engaging, challenging instruction for grades K/n-/12. Accessibly written, the book is packed with instructional materials, teaching tips, and more than 100 maps and other graphics. Together with the companion CD-ROM, it presents effective ways to promote students' spatial-thinking skills while teaching them about the land, climate, economy, and cultures of places around the world. The Companion CD-ROM The CD-ROM features more than 225 reproducible student activities; a Model Curriculum; PowerPoint slides of the book's

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figures and discussion guides that focus on important concepts in each chapter; specially designed K-2 resources; teaching notes with links to Common Core State Standards and Geography Standards; and more. New to This Edition *Chapter on geography in the curriculum. *Chapter appendix on the neuroscience of spatial reasoning. *CD-ROM features additional graphics, many new activities, and a Model Curriculum. *Discusses ways to align instruction with the Common Core State Standards. "--

The Electronic Republic?

Phillip J. VanFossen 2008 "In 1991, Lawrence Grossman wrote that "a new political system is taking shape in the United States. As we approach the twenty-first century, America is turning into an electronic republic, a democratic system that is vastly increasing the people's day-to-day influence on decisions of state." Grossman's forecast implied a sea change in the way citizens would

interact with, and participate in, their representative government; a revamping of the way Americans would 'do' citizenship. Harnessing the power of technology to promote the ideal of democracy that first pulsed through our nation over 230 years ago may be a feasible achievement in a technocratic age, but whether technology can help achieve a revolution as seismic as the political one that our founding fathers initiated may be a practical impossibility. Fusing the power of technology and democratic ideals opens opportunities for greater access to information and offers a medium for people to be heard and express their voice with dissemination to the masses through digital tools, such as blogs, podcasts, and wikis. Indeed, the emergence of the Internet as a nearly ubiquitous element of American society has brought about new opportunities to enhance citizen engagement in democratic politics and to increase the level of civic engagement among American

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citizens. Despite such rhetoric, however, research has indicated that Grossman's "electronic republic" has, for the most part, failed to come to fruition."--Book cover.

Reflective Practice in Geography Teaching Ashley Kent 2000-12-22 Highly Commended Geographical Association Award 2002 `Has been judged as likely to make a significant contribution to geography' This book provides a comprehensive overview of contemporary thought and practice in teaching geography. It is designed to support continuing professional development and reflective practice in geography education by: encouraging a critical understanding of the literature and concepts; stimulating teachers to continue with personal and professional development; and providing professionally relevant knowledge, understanding, skills and values. Drawn from a wide range of eminent geographers and experienced practitioners, the authors cover: progress in

geography - changing viewpoints; the geography curriculum - development planning and issues; and research and geography teaching - why and how research matters. This book is essential reading and a valuable resource, for student and practising teachers of geography at secondary school level, as well as for those responsible for continuing professional development and subject leadership.

Guidelines for Geographic Education 1984-01-01 Intended as a current statement for improving geographic education, these guidelines suggest major changes needed to counteract a prevailing illiteracy in geography among U.S. citizens. A preface and problem statement provide a rationale for including geography education as a subject of study in the schools and as a scientific mode of inquiry. A section on the content and process of geographic education (1) demonstrates how geographic education focuses on five

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central themes (location, place, relationships within places, movement, and regions), how these themes recur and are amplified throughout the curriculum, and how they should be represented in the various levels of our schools; (2) suggests how schools can integrate these themes; (3) identifies the knowledge, skills, and perspectives students should gain from a systematic program in geographic education; and (4) suggests a variety of approaches to geography that each theme might imply. The following section, "The Place of Geography in the Curriculum," deals with the value of geographic inquiry, geography's relationship to other subjects, and geography as preparation for a career. In the next section, a chart depicting the role and sequence of geography education in the elementary school presents central foci and suggested learning outcomes by grade level. A suggested pattern of course offerings and sequence for

geographic education in the secondary school is followed by an outline of skills to be included in high school geography courses and a list of learning outcomes arranged according to the five basic themes identified earlier in the guidelines. (LH)

Teaching of Geography

M.h.siddiqui

Geography in Elementary and Secondary Education George

Vuicich 1974

The Wiley Handbook of Early Childhood Care and Education Christopher P.

Brown 2019-01-22 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early

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childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works

and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and education, *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

Raising Standards for American Education 1993-06 Discusses whether national standards and a system of assessment are desirable for American education, whether it is feasible to develop them, and how they are to be developed and implemented.

Civic Achievement Awards Program United States.

Congress. House. Committee on House Administration. Subcommittee on Libraries and Memorials 1990

Resources in Education 1998
Elementary and Middle School

Social Studies Pamela J. Farris
2015-02-03 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.

Transforming American Education 1992

Experiential Learning in Geography Jonathan E.

Wessell 2021-11-01 This book provides insight into the importance and impacts that experiential learning has in geographic education by examining the experience, the methods of evaluation, and the encounters that students have shared about their experiences.

It allows the reader to gain insight into what it really takes to prepare and lead students in such experiences both domestically and internationally. The book can be used as a guide to planning, but also demonstrates the use of experiential learning theory throughout these experiences and especially the importance of reflection by the students on what they are experiencing. The book is beneficial to students and faculty alike that are studying geography education.

Educating About Social Issues in the 20th and 21st Centuries Vol. 2 Samuel

Totten 2013-02-01 Over the course of the past decade and a half, we, Samuel Totten and Jon E. Pedersen, have co-edited a series of books on teaching and learning about social issues. Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues. As we created and added to the

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series (see for example: Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field; Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education; Teaching and Studying Social Issues: Major Programs and Approaches), we came to the conclusion that the development of an annotated bibliography of the key works (books, chapters, articles, reports, and research) on a wide-range of issues/topics germane to teaching and learning about social issues was a logical addition to the series. In *Educating About Social Issues in the 20th and 21st Centuries Volume 1: A Critical Annotated Bibliography* (which was published in early 2012), the focus was on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues. This new book constitutes Volume Two in the series entitled *Educating About Social Issues in the Twentieth*

and Twenty First Centuries and picks up where Volume One left off. Included in this book are the pioneering works of the following: Boyd Bode, Alan F. Griffin, G. Gordon Hullfish, Richard Gross, Robert Yager, and James Banks. Collectively, their work on social issues spans the period between the late 1930s through the present (with James Banks and Robert Yager continuing to publish through today). As for the subjects/topics (other than pioneers of teaching about social issues) addressed in this volume, they are: *Issues-Centered Approaches to Teaching Geography*, *Addressing Social Issues in Sociology and Anthropology Courses*, *Peace Studies*, *The Vietnam War*, and *LBGT. What Other Communities are Doing-- 1992* *Outstanding Practices in Geography Education, 1989-90 and History Education, 1990-92 1993* *Striving for Excellence 1991*

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exploring its features, content diversity, user interface, and the overall reading experience it promises.

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