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Multicultural Social Studies: Using Local History in the Classroom

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a new program should be sustained to gather feedback and data to devise adjustments that meet teaching and learning needs, as well as long-term and short-term expectations.

Web-Based Learning in K-12 Classrooms is a welcome addition to academic library collections in teacher education, special education, counseling, and educational technology. This book may also be utilized as a supplementary text for graduate study in these subjects. K-12 administrators, teachers, counselors, and technology consultants will find this work to be useful as a professional resource.

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Danker, A. (2005). *Multicultural Social Studies: Using Local History in the Classroom*. New York: Teachers College Press. ISBN 0-8077-4585-5. \$25.95

In *Multicultural Social Studies: Using Local History in the Classroom*, a practical guide for social studies teachers, author Anita Danker looks at the past, present and future of social studies education. A chapter covers the genesis of social studies as an area of study in primary and secondary education, and the more recent development of multicultural education. The main section of the book, several local history case studies, takes us through the history of particular locales up to the present day. The present is also evident in the book's firm grounding in today's standards-driven education context. Danker provides lesson plans that demonstrate how teachers can use local history to achieve 21st-century educational outcomes. And, we look ahead as she discusses using this material in her work with future teachers. She is an associate professor in education at Assumption College in Massachusetts.

Danker states that "the color and adventure of social studies courses are in danger of being lost in the maze of core knowledge topics and learning standards that teachers must address..." She provides a model for maintaining the richness of social studies education while addressing current mandated practices. The local history case studies in this book are constructed on multiple levels with focused, detailed curricular guides and lesson plans attached. Each chapter applies various learning activities to various aspects of local culture. No two chapters are alike! Class, ethnicity, religion and language are among the multicultural social studies areas that are discussed. Learning activities include field studies, a letter exchange, and doing research on the Internet; individual activities and work in groups or pairs. Each lesson plan includes a listing of national educational standards that are addressed by the lesson. Danker's settings have a New England flavor with a chapter set in Nashville that gives the book some regional diversity. The particular settings are not so important, however, because they illustrate a deep variety of regional life from which to draw educational opportunities and are adaptable examples.

This book is enjoyable to read. It contains interesting illuminations of various places and peoples in the United States from an educator's perspective. On the practical level, this book is a fine resource for teachers who are seeking to draw their students further into the relevance of social studies. It could help them create more engaged, vibrant citizens. The clear, well-documented activities described in this book should create student interest not only in their local heritage, but help develop respect for cultures and areas that are not their own.

Within the universe of books that discuss the use of multicultural resources with social studies students, and the tools available for teachers who wish to build lessons around local history, this book claims a useful niche in today's learning standards environment.

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