



Preparing to Teach Social Studies for Social Justice (Becoming a Renegade)

Ruchi Agarwal-Rangnath, Alison G. Dover, Nick Henning

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"In letters from teachers to teachers, we hear of not only the challenges, but also the promises and surprises and joys of teaching towards social justice in the social studies, especially when immersed in the complexities and contradictions of this era of Common Core and high-stakes testing. Such insights abound in this inspiring book by Agarwal-Rangnath, Dover, and Henning, inviting us into conversations that cannot help but to make our teaching more collective, impactful, and profound"

--**Kevin Kumashiro**, author of *Bad Teacher! How Blaming Teachers Distorts the Bigger Picture*

"This is a must-read book for practicing and aspiring educators interested in learning how to teach justice-oriented, critical social studies amidst the current moment of outside mandates and high-stakes assessments. The real-life examples artfully woven into this text--articulated with conviction and compassion by teachers themselves--elucidate how educators may embrace, reframe, and resist educational policies that are influencing today's classrooms."

--**Brian D. Schultz**, Ph.D., author of *Spectacular Things Happen Along the Way: Lessons from an Urban Classroom*

"Teachers' voices matter! At a time of increasing pressure on teachers, this book provides practical approaches from teachers, for teachers to teach within the confines of the Common Core without compromising rigor, integrity, or social justice. Kudos for a work that highlights the intellectual depth and breadth of dedicated classroom teachers."

--**Tyrone C. Howard**, Ph.D., professor, associate dean of Equity, Diversity, & Inclusion; director, UCLA Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles

This practical book shows how veteran, justice-oriented social studies teachers are responding to the Common Core State Standards, focusing on how they build curriculum, support students literacy skills, and prepare students to think and act critically within and beyond the classroom. In order to provide direct classroom-to-classroom insights, the authors draw on letters written by veteran teachers addressed to new teachers entering the field. Part I of the book introduces the three approaches teachers can take for teaching for social justice within the constraints of the Common Core State Standards (embracing, reframing, or resisting the standards). Part II analyzes specific approaches to teaching the Common Core, using teacher narratives to illustrate key processes. Part III demonstrates how teachers develop, support, and sustain their identities as justice-oriented educators in standards-driven classrooms. Each chapter includes exemplary lesson plans drawn from diverse grades and classrooms, and offers concrete recommendations to guide practice.

Book Features:

* Offers advice from experienced educators who have learned to successfully navigate the constraints of

high-stakes testing and standards-based mandates.

* Shares and analyzes curricular and pedagogical approaches to teaching the Common Core, including lesson plans teachers can use in their own classrooms.

* Examines a range of philosophical and political stances that teachers might take as they navigate the unique demands of teaching for social justice in their own context.

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