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Interdisciplinary Strategies for English and Social Studies Classrooms: Toward Collaborative Middle and Secondary Teaching

Joseph John Nowicki, Kerry F. Meehan

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With today's growing emphasis on creating educational situations which are collaborative and inclusive-particularly in junior and senior high schools-there is a strong push to involve students in their learning, to let them create their own understandings, to encourage critical thinking and to increase student responsibility for their schooling. And while there is much said in the literature about this point as theory, this is one of the first hands-on books to link theory with practice. This terrific new resource is written in a very inviting style and format for teachers adjusting to the effects of inclusion and heterogeneity in classrooms and for teachers and administrators looking to break the barriers erected by subject area isolation in junior and senior high schools. In it you get nearly 50 interdisciplinary strategies to link social studies and English classes around common themes to provide the highest quality educational experiences for all students. The authors identify the common strengths gained by sharing areas of study while maintaining the unique character and integrity of English and social studies classes.To aid in lesson planning, the authors identify subject and shared facts, skills and concepts between English and social studies lessons and how these relate to theme. They also identify obstacles to interdisciplinary activity because of perceived differences between English and social studies teachers and offer suggestions for overcoming those obstacles.

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