

---

knowledge of the topics, which is actually helpful because it means that this book will be beneficial to a variety of people. The book is organized in a way so that teachers who are not new to teaching ELL students can easily skip to their preferred parts. Finally, it does an excellent job of providing specific lesson plans for nine different social studies content courses: Geography, U.S. History, World History, Government and Civics, Economics, Anthropology, Sociology, Psychology, and Current Issues. These lesson plans can be easily implemented and adjusted to fit any teacher's needs.

While the overall book is extremely helpful for social studies teachers new to working with ELL students, Chapter 2.4 "Enacting the Social Studies Curriculum," Chapter 3.3 "U.S. History," and Chapter 3.5 "Government and Civics" were particularly helpful. Part II: Principles of Social Studies Teaching and Learning surveys the basics for teaching social studies to ELL students. Chapter 2.4 "Enacting the Social Studies Curriculum" proved to be the most useful part of the entire section because it discusses the specifics of teaching ELL learners. This chapter starts by going over how to use the primary social studies textbook along with supplemental resources such as trade books, Internet resources, atlases, historical fiction books, newspapers, and videos. While it is not a revolutionary concept to use supplemental resources along with the textbook, the chapter does an excellent job of explaining the how and the why. This chapter explains how to help ELL students make sense of the information they are receiving from the textbook and supplemental resources. Graphic organizers, vocabulary overviews, sectioned readings, and note-taking practices are among the list of suggestions this chapter offers, and while these are all excellent, the idea that stands out the most was the prediction guide. A prediction guide helps students to predict what a chapter will be about by using clues such as pictures and headings, which, when incorporated with a

pre-reading discussion, is an excellent way to start off a lesson.

In addition to explaining how to use supplemental materials along with the standard textbook and how to help ELL students make sense of the information from the readings, the chapter also gives some practical ideas on how a teacher can better explain the content. Using demonstrations, implementing role-playing and simulations, and creating lessons rich with visual resources are among the suggestions. In particular, simulations are a great way to get students to gain a deeper understanding of differing points of view.

Finally, this chapter is particularly helpful when it comes to explaining the implementation of assessment for ELL students. While assessing students is a necessary part of the learning process, ELL students will require modifications in this area. Modifying a test meant for native English speakers is the most basic way to assess ELL students fairly. The chapter does a great job of offering suggestions for alternative methods of assessment, some of which could work for both an ELL student as well as native English speaking students. The best ideas presented and explained in this cLL

