



# Part 2: How We Reach Out

The articles in this section address the methods used by NCSS to reach out to our communities, our stakeholders, and the world, through conferences, awards, publications, periodicals, and strategies. These strategies, such as those of the Inquiry Arc of the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, empower students and encourage civic engagement, support learners in validating sources, taking positions rooted in discipline specific detail, and then taking informed action: speaking out in public forums or halls of power. This section also identifies ways we have used technology and social media to share our programs and expand our impact. Also in this section, we will share recollections and images submitted by members describing experiences from past conferences as well as reflections from several NCSS past presidents.

Former Publications Committee Chair and NCSS president Steve Armstrong begins with an overview of NCSS publications and Publications Director Michael Simpson reviews our flagship journal *Social Education*. Former NCSS president Tedd Levy writes about the emergence of our middle school supplement, *Middle Level Learning*. Scott Waring chronicles the establishment and history of our elementary journal, *Social Studies and The Young Learner*. Wayne Journell examines the College and University Faculty Assembly journal, *Theory and Research in Social Education*. Ilene R. Berson, Michael J. Berson, and Joe O'Brien consider how technology has and will continue to transform social studies learning.

This section also includes an interview with Kathy Swan, John Lee, and S.G. Grant, the lead writers of the C3 Framework,

who look back across the terrain in which they developed the Inquiry Design Model (IDM) for implementing the C3 Framework.

Past president Michael Yell writes about how his participation in NCSS provided him with allies in his classroom. He then turned the process around, becoming the same type of ally for others through the workshops he shared. Jeremiah Clabough describes the numerous awards offered by NCSS to promote excellence in social studies education.

Annual conference attendees share their memories and the ways they benefited from our enriching annual conferences, with several former NCSS presidents discussing their leadership goals and special experiences. 🌍

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## NCSS PUBLICATIONS

*Steve Armstrong*

The publications created by the National Council for the Social Studies in the past 100 years have been among its most significant contributions. College professors, professionals working at various state departments of education, curriculum developers, museum educators, and classroom teachers have always wanted to know what “the latest” is in social studies education. The publications of NCSS have consistently attempted to provide critical information, approaches to teaching, and themes and resources to guide the teaching of social studies at all levels.

In response to a rapid expansion of the teaching of history and civics in the first quarter of the twentieth century, a group of university professors and secondary school teachers came together to create the National Council for the Social Studies in 1921. In a desire to allow those involved in social studies education to be aware of various approaches in the field, the founders of NCSS adopted *The Historical Outlook* as the official publication. As the title implies, social studies education largely consisted of study of history during this era.

United States history and Western Civilization were the main historical topics in most school curriculums. With many newly arrived immigrants in the United States, citizenship education was also a major topic of virtually every school curriculum; creating “citizens” was considered to be a major goal of American education.

There is and was an obvious difference between teaching “history” and teaching “social studies.” During the 1920s and 1930s, there was an increase in the teaching of the social sciences

## THE THEMES of SOCIAL STUDIES

- 1 CULTURE
- 2 TIME, CONTINUITY AND CHANGE
- 3 PEOPLE, PLACES AND ENVIRONMENTS
- 4 INDIVIDUAL DEVELOPMENT AND IDENTITY
- 5 INDIVIDUALS, GROUPS AND INSTITUTIONS
- 6 POWER, AUTHORITY AND GOVERNANCE
- 7 PRODUCTION, DISTRIBUTION AND CONSUMPTION
- 8 SCIENCE, TECHNOLOGY AND SOCIETY
- 9 GLOBAL CONNECTIONS
- 10 CIVIC IDEALS AND PRACTICES

at the secondary school level. NCSS reflected this changing curriculum in 1937 when it established a new journal, *Social Education*. History and civics remained the foundation of social studies in American education, but the new title reflected the expanded number of social studies course offerings in many schools.

From 1937 until the present day, *Social Education* has been the major journal produced by National Council for the Social Studies. The list of social studies educators who have written articles for *Social Education* is long and prestigious. NCSS also produces *Middle Level Learning*, which began publication in 1998, and presently has three issues per year that are published in an online format. For elementary teachers, *Social Studies and the Young Learner* is published four times a year. It began publication in 1998, and focuses on themes and teaching strategies appropriate for elementary school students. In addition, the College and University Faculty Assembly (CUFA) has its own journal, *Theory and Research in Social Education*, which began publication in 1973 and is published quarterly. NCSS also has two newsletters: *The Social Studies Professional (TSSP)*, which began in print form and is now published bimonthly online, and a monthly online professional development newsletter, *PD Monthly*.

In its history, NCSS has published many books. The most important of these have been published in its Bulletin series, in which there have been 118 publications. Some of the recent books in this series have filled important gaps; among these are *Teaching Writing in the Social Studies*; *Teaching about*

*Religion in the Social Studies Classroom*; *Social Studies and Exceptional Learners*; and *The Korean War and Its Legacy*. (NCSS has also published two books outside the Bulletin series on Korean history and geography in cooperation with the World History Digital Education Foundation.)

The most influential publications in the Bulletin series have been the NCSS national curriculum standards for social studies and the C3 Framework for social studies state standards. The first edition of national standards, published in 1994, was titled *Expectations of Excellence: Curriculum Standards for Social Studies*. A revised edition was published in 2010, titled *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. Both sets of standards outlined the ten themes of social studies (see Figure 1). They defined instructional objectives, and offered vignettes illustrating how to implement the social studies standards in class. The national standards defined social studies in the following terms:

[Social studies is] the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.<sup>1</sup>

In 2013, NCSS published a framework for enhancing state social studies standards: *The College, Career and Civic Life (C3) Framework for Social Studies State Standards*. It focuses on the four core disciplines of social studies—civics, economics, geography, and history—with appendices on psychology, sociology, and anthropology, and a supplement on Religious Studies.

The Framework is inquiry-based and divided into four Dimensions:

1. Developing Questions and Planning Inquiries.
2. Applying Disciplinary Concepts and Tools.
3. Evaluating Sources and Using Evidence.
4. Communicating Conclusions and Taking Informed Action.

The C3 Framework can be accessed in a downloadable PDF file by focusing a mobile phone camera on the QR code on this page.



The Framework sets objectives for each of four grade bands (K-2, 3-5, 6-8, and 9-12). It also lays out the underlying concepts, strategies and methods subsequently developed in the Inquiry Design Model, which is discussed elsewhere in this issue of *Social Education* (pp. 344-346), and is the focus of two NCSS Bulletins, *Inquiry Design Model* and *Blueprinting an Inquiry-Based Curriculum*, which were written by the lead writers of the C3 Framework, Kathy Swan, S.G. Grant, and John Lee. NCSS has also published two companion volumes to the C3 Framework edited by Swan, Grant, and Lee on *Teaching the College, Career and Civic Life (C3) Framework*.

NCSS has a long tradition of providing excellent publications that are designed, as noted above, to assist the scholar of social studies education as well as the classroom teacher. A lot more good writing is still to come! 🌐

**Note**

1. National Council for the Social Studies (NCSS), *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, MD: NCSS, 2010), 9.

**STEVE ARMSTRONG** was *President of National Council for the Social Studies in 2013–2014.*

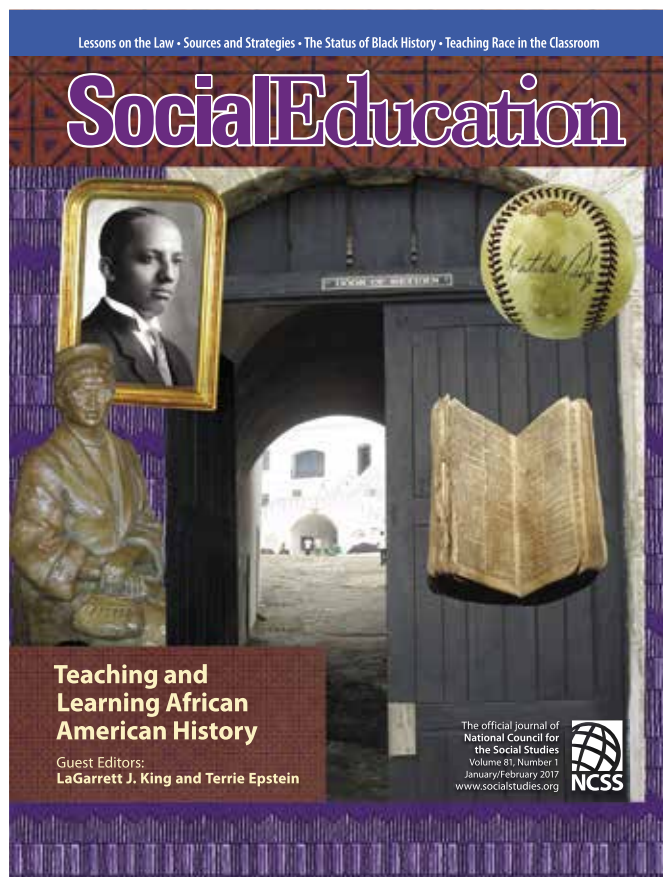
*Social Education* 85(6), pp.334–335  
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## 85 YEARS OF SOCIAL EDUCATION

*Michael Simpson is Editor in Chief of Social Education*

This issue of *Social Education* concludes the journal’s 85th year of publication since its establishment in January 1937. In the opening issue, the first editor, Erling M. Hunt, established an objective that has continued to guide the editors of the journal since then: “Teachers need a practical magazine, a readable magazine, a stimulating and informative magazine.”<sup>1</sup> The topics of the first issue included: “Vitalizing Classroom Procedures,” “Teachers, Texts and Current Problems,” “Teaching the Truth about History,” “Teaching Current Events,” and “Making Economics Real.” These topics have continued to be a focus of social studies educators throughout the years.

In its first half century, the journal developed extensively as a result of the efforts of Hunt and his two successors, Lewis Paul Todd and Daniel Roselle. When Roselle retired in 1982, he sent a note to the incoming editor, Howard Langer, with this advice: “Howard, there will be some days that will be frustrating and painful. But just remember that this is one job that you can say at the end of the day, ‘I’ve done something for students.’”<sup>2</sup> Charles Rivera



and Salvatore Natoli edited the journal through the late 1980s and 1990s, and I have had the privilege of being its editor since 1994.

*Social Education* has been the resource of social studies educators through an extraordinary series of historical events and developments: the later phases of the New Deal, World War II, the establishment of the United Nations, the collapse of colonial empires, the great economic growth of the United States since World War II, the Cold War, McCarthyism, the civil rights movement, wars in Vietnam, Afghanistan and Iraq, and the Great Recession of 2008. It has been at the center of social studies education during the major expansion of the U.S. educational system in the past 75 years.

Through the pages of *Social Education*, social studies educators have engaged with the educational challenges of their times: the importance of an understanding of the world outside the United States after World War II; the need to defend academic freedom during the Cold War and McCarthy period; support for inquiry-based teaching that engages students (which was notably expressed by the New

Social Studies of the 1950s and 1960s and has continued to be a priority for our authors); the need to include the historical and contemporary voices of communities that have been overlooked in conventional textbooks; the establishment by NCSS of national standards for social studies in 1994 and 2010; the response to the No Child Left Behind Act of 2001, which marginalized social studies; the publication of the inquiry-based C3 Framework for state social studies standards in 2013; and a noteworthy emphasis on education against discrimination on the basis of race, gender, religion, and national origin.

NCSS has always been committed to the effective teaching of all social studies subjects, and has emphasized that a common denominator unites them: social studies prepares students for active citizenship. It plays the vital role of developing the content knowledge and skills in analysis and critical thinking that enable students to be informed citizens of a democratic society. The C3 Framework (on which there is a regular C3 Teachers column in every issue of *Social Education*) exemplifies these principles with its focus on asking the right questions, teaching disciplinary knowledge, evaluating sources and using evidence, communicating conclusions, and taking informed action.

Special issues of *Social Education* edited by leading NCSS members have for many years dealt with themes of contemporary importance to social studies education. In recent years, subjects covered in our special issues have included dealing with controversial topics in the classroom, teaching and learning about African American history, the commemoration of the 100th anniversary of the Nineteenth Amendment, investigations of recent economic developments, and LGBTQ+ issues in social education.

*Social Education* is dependent on volunteer authors who submit manuscripts that go through peer review prior to publication. All NCSS members owe a large debt of gratitude to these authors and to my talented colleagues in the small staff at NCSS headquarters, Senior Editor Jennifer Bauduy and Art Manager Rich Palmer, for their work in creating a professional journal from the manuscripts we receive. Our contents are also greatly enhanced by our collaborative arrangements with other institutions: the Library of Congress and National Archives provide two

regular columns on teaching with primary sources, Sources and Strategies and Teaching with Documents respectively, and the American Bar Association Division for Public Education prepares our regular column on law-related education, Lessons on the Law. *Social Education* also benefits greatly from volunteer NCSS department editors who obtain and review manuscripts on topics that include research and practice, instructional technology, democracy education and elementary education.

The contents of *Social Education* have been recognized by several awards by the Association of Educational Publishers (which later became part of the Association of American Publishers) for educational publications for adults. In the last 20 years, the awards received by *Social Education* have reflected the range of subjects covered in our pages: for example, the best special theme issue of the year (our issue of November-December 2003 on Teaching U.S. History with Primary Sources, edited by Lee Ann Potter); the best department/column (the 2008 column on Research and Practice, edited by Walter Parker); the best interview (by editorial staff with Nasrine Gross, an Afghan American activist, on the situation

of Afghan women in January-February 2002); and the best scholarly article (by Michael J. Berson and Bárbara C. Cruz in September 1999 on the history of U.S. eugenics, which focused on the *Buck vs Bell* legal case of 1927).

The social studies disciplines cover a very wide range; there are more Advanced Placement courses in social studies than in any of the other major AP subject areas. The editors of *Social Education* are always aware of the need to cover more topics. As a testament to what our authors have already accomplished, the contents of past issues in the last 20 years are archived online at [www.socialstudies.org/social-education](http://www.socialstudies.org/social-education). They offer information and analyses that are likely to be of perennial interest to social studies educators. 🌐



#### Notes

1. *Social Education* 1, no. 1 (January 1937): 2.
2. *Social Education* 48, no. 6 (October 1982): 382.

## COMING OF AGE: THE EMERGENCE OF MIDDLE LEVEL LEARNING

Tedd Levy

The early adolescence of students gained attention during the 1960s and 1970s and inspired a middle level “movement.” The first recognizable signs of this ferment appeared at NCSS with the February 1988 issue of *Social Education*, titled “Making a Difference in the Middle.” It was the first meaningful examination by an NCSS publication of the unique characteristics of middle level learners. A number of other efforts followed, eventually leading to the creation of *Middle Level Learning*. In this article, I explore the initiatives that spurred NCSS to create a journal supplement dedicated to teaching middle school social studies.

### Beginnings



At the 1990 annual conference in Anaheim, California, several NCSS members met to form a “special interest group.” Among other actions, the group urged the creation of a middle level journal that would provide support for effective social studies instruction at that level and be appropriate for a curriculum that considered the social, emotional, and intellectual characteristics of adolescents. After all, middle school students have different learning needs than elementary or high school students.

The same year, 1990, the NCSS Board of Directors established a Task Force on Middle Level Education with myself (Tedd Levy) as chair and Pat Nickell as vice chair. The Task Force concluded that instruction at this level should include experiential learning, interdisciplinary instruction, cooperative learning, heterogeneous grouping, a judicious examination of controversial issues, and performance-based assessment.

Not surprisingly, among their recommendations was the development of a middle level publication. However, despite the fact that NCSS membership was consistently composed of close to one-third middle level and junior high school teachers, funding was tight and the proposal faced resistance from those who objected to committing funds and personnel to a new project.

### The Launch

In 1992, the establishment of a middle level publication was approved by the Board of Directors but placed on hold. For the next few years, the staff conducted surveys, held focus

groups, conducted marketing campaigns, and then redesigned and added a classroom pull-out section for *Social Education*. An award for outstanding middle level social studies teacher of the year was instituted. Still, as Martharose Laffey noted in a May 1996 memo to the Board of Directors, “there is frustration at the absence of publications specifically aimed at middle school teachers.” Laffey suggested that an extra staff member would enable the process to move ahead. Yet NCSS was unable to fulfill the need at that time.

In the interim, the various publication-related committees discussed the issue and agreed that both *Social Education* and *Social Studies and the Young Learner* would devote more space to articles relevant to middle school, and that a special middle school section would appear regularly in *Social Education*. In 1997, Laffey wrote to the Board that there would be an increased emphasis on middle level education in both journals, and that *Social Education* would launch a special middle school insert that school year, with the January 1998 issue. *Social Studies and the Young Learner* would also give increased attention to middle grades. This was the first step, Laffey reported, “toward a major increase in the coverage of middle school social studies in NCSS periodicals, with further steps to be taken when the financial situation permits.” And indeed, in January 1998, NCSS launched its special middle school publication as a supplement to *Social Education* and *Social Studies and the Young Learner*. Titled *Middle Level Learning*, the 16-page supplement offered a wide range of instructional ideas and articles.

### What Makes *Middle Level Learning* Unique

The first issue set a pattern for future issues and included: “Using Children’s Diaries to Teach the Oregon Trail,” “Living the Geography of Joseph and Temperance Bown,” “The ABCs of Small Grant Acquisition for Social Studies Teachers,” “Isomo Loruko: The Yoruba Naming Ceremony,” and “Child Laborers in Children’s Literature.”

The articles were clear and concise, provided classroom activities and practical teaching suggestions, were often inquiry based, and focused on curriculum typically found in middle level classrooms—history, geography, global affairs, and current events.

Initial reactions were positive, and plans were made to publish three supplements in the 1998–1999 years, although future supplements were dependent on the time and money needed to produce them. An important commitment was made in September 1999 with the hiring of Steven Sellers Lapham, who served as the editor of *Middle Level Learning* for the next 18 years offering timely stories, instructive biographies, and a wide variety of practical classroom activities.

## Conclusion

Print editions of the *MLL* supplement ended in 2010, and *MLL* became an online publication. Today, under editor Jennifer

Bauduy, *MLL* continues to be published online three times a year for NCSS members. A strong commitment remains to provide timely articles that help teachers navigate the challenges of teaching in the middle school social studies classroom. 🌐



**TEDD LEVY** was a middle school social studies teacher in Norwalk, Conn., for many years. Since retiring as a teacher, he conducted seminars with the National Consortium for Teaching about East Asia and wrote a weekly column about local history. He was the 1999–2000 NCSS president.

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## PAST, PRESENT, AND FUTURE OF SOCIAL STUDIES AND THE YOUNG LEARNER

*Scott M. Waring*

In June of 1985, the NCSS Board of Directors created an ad hoc committee to investigate the possibility of publishing a journal for elementary social studies education. That year, the committee met and explored such questions and concerns as the following:

1. What do we know about elementary journals published by other content professional organizations?
2. What content should be included and excluded?
3. Should the publication be refereed or not?
4. Would we likely receive enough quality manuscripts?
5. Would people submit manuscripts, or would there be a staff writer?
6. Who is the target audience?

The committee determined that a journal dedicated to instructional approaches and issues related to elementary social studies education was vital and that the primary audience should be elementary school classroom teachers.

The ad hoc committee submitted a proposal for the new journal, which was reviewed by the Publications Committee at its May 16–18, 1986 meeting. It was noted that:

Over the last several years, there has been a continuing discussion of more attention to elementary social studies by NCSS. This involves recruiting more elementary members, devoting more program space to elementary issues at the Annual Meeting, and providing more space on elementary social studies in *Social Education*. A major suggestion has been to initiate an elementary journal.... This committee reviewed the elementary journals from other professional associations and raised a number of issues for the Board’s consideration. They did indicate that a primary concern in publishing an elementary journal would be to “influence the amount

and quality of social studies taught in elementary schools.”

The Publications Committee resolved that the proposed elementary social studies journal would feature articles that emphasized the teaching of social studies, especially those that provide practical applications to classroom instruction. Prospective authors of these articles might focus on:

- content updates
- teaching strategies
- skill development
- importance of social studies in the elementary curriculum, including the relationship between social studies and other areas (e.g., reading)
- reviews of research translated for classroom application; e.g., research on mastery learning as it applies to social studies and how mastery learning can be implemented in social studies instruction

At its 1986 meeting, the NCSS Board passed a motion accepting the prospectus for the elementary social studies journal and “adopting it as a planning document with implementation as prescribed appropriate in relation to the long-range plans of the Council.”

Huber Walsh, professor of education at the University of Missouri-St. Louis, was named the first editor for *Social Studies and the Young Learner* (See image on page 338).

It was decided that *Social Studies and the Young Learner* (SSYL) would feature innovative ideas, teaching techniques, and

## NCSS Creates Elementary Journal

NCSS has launched a new journal for elementary teachers that offers information on creative ways to teach social studies.

Huber M. Walsh, Professor of Education at the University of Missouri—St. Louis, has been named editor of the new national magazine, *Social Studies and the Young Learner*, that will be published four times during the school year beginning with the September/October issue.

K-6 teachers who want to improve social studies education will find innovative ideas, teaching techniques, and lesson plans intended to stimulate basic student reading, writing, and critical-thinking skills vital to classroom success.

The journal, devoted exclusively to elementary social studies education, will include sections on children's literature and nonprint resources, effective class-

room techniques, point and counterpoint exchanges of views, reproducible activity sheets, and much more.

The first issue looks at "Citizenship Education: The Ethics Dimension," stressing ways teachers can build citizenship awareness in their students. A special insert will feature activities for teaching about elections.

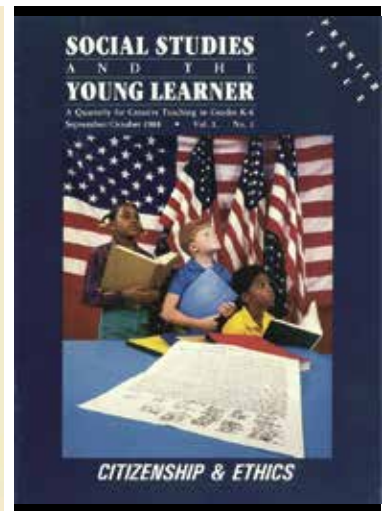
**The first issue looks at "Citizenship Education: The Ethics Dimension."**

The one-year, four-issue price is \$15 for NCSS members and \$25 for nonmembers. As a special introductory offer, nonmembers can purchase a two-year subscription for \$40.

For more information, contact the National Council for Social Studies, 3501 Newark Street N.W., Washington, D.C., 20016. Phone: (202) 966-7840. ■



Huber Walsh



First Issue of *Social Studies and the Young Learner* (Sept/Oct 1988).

Article from the May/June 1988 issue of *The Social Studies Professional*.

lesson plans for K-6 teachers and would be published four times during the school year. The very first issue was published in September/October 1988, with the theme "Citizenship and Ethics."

Although I did not have the pleasure of meeting Huber Walsh (SSYL Editor from 1988 to 1993) prior to his passing on January 11, 2015, I am indebted to him, as I have found, throughout my years as a social studies educator, *Social Studies and the Young Learner* to be an invaluable resource for PreK-6 social studies educators and am extremely honored to have had the opportunity to serve as its editor. As I prepared to provide this overview of SSYL's history, I felt that this narrative would not be complete without an opportunity to provide the voices and thoughts of the previous editors. Luckily, all of the other previous editors Gloria Alter, Sherry L. Field, Linda Bennett, Andrea S. Libresco, and Jeannette Balantic were available, gracious with their time, and assisted with providing their thoughts and memories of their time as editors.

### Gloria Alter



In reflecting upon her time as SSYL editor (1993–1996), Gloria Alter remembers that some of the key concerns for the social studies field included ways to properly utilize and apply the national curriculum standards published by NCSS in 1994 (*Expectations of Excellence*), using technology, cultural diversity and global perspectives, integrating children's literature and connecting the social science disciplines, engaging in critical thinking, and addressing civic participation and social justice issues. Alter believes that the most important issue that social studies educators were facing was the need to "fulfill our moral imperative," which she believes was well-stated in *Expectations of Excellence*, as "our responsibility is to respect and support the dignity of the indi-

vidual, the health of the community, and the common good of all" (p. 6). She fondly remembers the people who welcomed her into NCSS and allowed her to play a significant role in contributing to the field of social studies and the creative process of working with authors, re-conceptualizing the journal. Alter appreciates the courageous educators who go beyond the status quo in re-imagining the potential of social education for the betterment of society.

### Sherry L. Field



During Sherry L. Field's tenure (1996–2006), content area standards were prominent in the United States. NCSS had published *Expectations of Excellence: Curriculum Standards for Social Studies* in 1994 (later revised in 2010 as *National Curriculum Standards for Social Studies*). Many articles published in SSYL at this time referred to the national curriculum standards, and the journal was instrumental in promoting these standards. A major theme from 1996–2006 was focusing on social justice and action. Starting in 2001, the No Child Left Behind law had unintended consequences of diminishing the time spent on social studies in elementary school classrooms. Content integration emerged as a way to connect meaningful social studies with other content areas. Critical thinking skills also found a home in social studies curricula. Field noted that serving as editor was a high point in her career and that, through the assistance of the editorial board, she sought to have more teachers and first-time authors, celebrate innovative teacher units of instruction, showcase student work, and elevate elementary social studies in schools across the country. She asserts that issues of equity, diversity, community engagement, and social justice were prominent then and remain so now.

## Linda Bennett



Linda Bennett remembers that some of the major themes and topics during her term as *SSYL* editor (2006–2011) included areas associated with focusing on citizenship, active and engaging social studies, literature connections, the arts, and efforts towards inclusion. She fondly remembers working with many classroom teachers as authors and the presence of authentic student work samples within the articles themselves. She believes that some of the most important issues that faced elementary social studies during her time as editor were efforts to provide high-quality citizenship education and to revise the curriculum to include the history of individuals or groups that have been inaccurately represented or often intentionally left out.

## Andrea S. Libresco and Jeannette Balantic

When asked about their time as *SSYL* co-editors, Andrea S. Libresco and Jeannette Balantic (2011–2016) noted that they



Andrea S. Libresco



Jeannette Balantic

decided to make every issue a themed issue so that teachers might be encouraged to use multiple parts of the whole issues and go in depth on specific topics. They had three basic priorities for their time as editors. First, they wanted to address topics teachers might already be teaching and provide them with new ways of thinking about how to approach these topics and associated resources. Second, they hoped they could support teachers as they navigated the Common Core State Standards by offering lessons that necessitated higher-level thinking from all students and could be meaningfully integrated with other subjects. The third priority related to the need to promote informed citizenship, civic engagement, and activism among teachers and their students. Libresco and Balantic remember working with classroom teachers who did not think of themselves as writers but who had much knowledge to contribute. The co-editors were delighted to spotlight these educators' work and help evolve their perspectives of themselves into teacher-authors. They also enjoyed working with those who were not current teachers. For example, Libresco and Balantic worked with an author to help introduce educators to StoryCorps' National Day of Listening and were also glad to bring the story of a former student who helped to desegregate South Carolina schools. By posing questions for discussion in their introduction to each issue, they hoped to encourage readers to connect with their colleagues to continue discussion of the issues raised.

## Scott M. Waring



In my discussions with the former editors, I echoed the same experiences and thoughts about my time thus far as the editor of *Social Studies and the Young Learner* (2016–present). My approaches have been consistent with those of my predecessors, which is in large part thanks to their amazing mentorship and willingness to assist, especially in my early days. I was, and continue to be, thrilled and honored to serve as the editor for *Social Studies and the Young Learner*. An important note here is that none of our efforts could have come to fruition without the tremendous authors who have contributed pieces for publication. In addition to the authors, I have thoroughly enjoyed working with so many who are as passionate about teaching social studies in the elementary grades as I am: the manuscript reviewers, editorial board members, the NCSS leadership, the NCSS staff editor, Steven Lapham, and the readership. I have and will continue to provide a platform for all interested in promoting effective, diverse, authentic, and critical social studies for instruction to students in PreK–6.

## Conclusion

I asked my colleagues to contemplate the most important issues that faced elementary social studies during their tenure and that still face the field moving forward. Their responses, as well as my own, centered around the following three themes: (1) the critical need for elementary educators to carve out dedicated time for social studies, especially in a current climate where literacy, math, and other areas far too often receive priority over social studies instructional time. Our efforts have focused on finding ways to eliminate the marginalization of social studies in the PreK–6 curriculum, as well as offering ways to incorporate social studies-related literature, primary sources, and other resources into the teaching of a variety of content; (2) the need to equip elementary teachers with both the content and the skills to discuss challenging issues with their students; and (3) the need for social studies educators to advocate, through *SSYL* and other outlets, for higher-level, engaging, and authentic social studies curricula and teaching that promotes media literacy, diversity, anti-bias education, and informed civic engagement. These concerns and efforts are not new ones, but their centrality to our democracy must be continually reasserted by social studies teachers at the elementary level. 🌍

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## THE RESEARCH THAT LEADS TO CLASSROOM PRACTICE: *THEORY & RESEARCH IN SOCIAL EDUCATION*

Wayne Journell

In teacher education programs, at NCSS conferences, and in professional development workshops, it is common to hear the term “research-based practices,” but few teachers stop to think about where that research comes from or how it is disseminated. For the field of social studies education, a primary venue for cutting-edge empirical research is *Theory & Research in Social Education* (*TRSE*).

### A Brief History

*TRSE* is the official journal of the College and University Faculty Assembly (CUFA), which is the research arm of NCSS. In the late 1960s, when CUFA was first established, the idea of an affiliated group of college and university faculty with their own scholarly journal was a contentious one. Eventually NCSS and CUFA agreed on terms for the latter’s affiliated status, and *TRSE* was established soon thereafter, with the first issue published in 1973.<sup>1</sup>

Over the years, *TRSE* has grown from an annual publication read predominately by CUFA members to a quarterly, international publication that is generally considered the premier journal in the field of social studies education research. Although CUFA still maintains oversight of the journal, Taylor & Francis, a global publishing company, has published *TRSE* since 2012, giving the journal increased visibility and prominence. Currently, *TRSE* publishes approximately 20 peer reviewed articles per year, along with reviews of books and other media. As of this writing, the journal’s acceptance rate is approximately 10%.

Although the majority of *TRSE* authors hail from the United States, approximately 40% of submissions come from beyond its borders. The journal’s editorial board consists of scholars from around the globe, and in just the past five years, *TRSE* has published articles from authors located in Canada, Chile, Cyprus, Germany, Hong Kong, Israel, the Netherlands, New Zealand, Singapore, Sweden, and the United Kingdom. *TRSE* is also, as of this writing, the only journal in the field of social studies education to be indexed within the Web of Science: Social Sciences Citation Index (SSCI). Inclusion in the SSCI allows journals to receive an official impact factor, which is a measure of a journal’s influence. *TRSE*’s 2020 impact factor places the journal within the top quartile of all SSCI journals pertaining to educational research.<sup>2</sup>

### *TRSE*’s Role in the Mission of NCSS

Empirical research should be at the center of K-12 instruction;

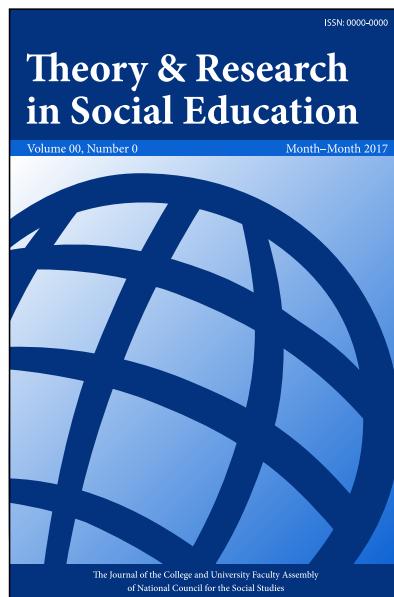
it lets teachers know what works, what does not, and what needs to be altered to meet students’ learning needs. Articles published in *TRSE* cover a wide range of topics related to social studies education, civic education, and social studies teacher preparation. As one might expect, *TRSE* is an outlet in which readers can find studies on topics such as historical thinking, civic understanding, and teacher decision-making. In

recent years, it has also been a priority of the journal to publish articles pertaining to topics that have typically been marginalized within the social studies research base, such as elementary social studies education; the representation of Black, Indigenous, and People of Color within social studies curricula; and how students and teachers respond to “difficult histories” (i.e., historical events that may trigger emotional responses).

Yet, there is still room for the social studies research base to grow. As a field, we know considerably less about good practices in economics and geography instruction than we do about civics and history education. Also, while the field has made some strides in better understanding how students with different learning needs respond to the social studies curriculum, we could use more research that looks specifically at

inclusive and bilingual classrooms. Finally, although the field has embraced the *C3 Framework* as a theoretical model for quality social studies instruction, more empirical work on the application of the C3 Inquiry Arc in K-12 classrooms is needed.

The studies published in *TRSE* are important to the mission of NCSS because they provide an empirical justification for the importance of social studies education, writ large, and the student-centered practices that NCSS advocates. *TRSE* articles are read by policymakers and state/district curriculum specialists who often have direct influence over what occurs in K-12 classrooms. Research published in *TRSE* is also regularly cited in mainstream news and opinion columns pertaining to hot-button educational issues of the day, and occasionally the journal can influence federal policy, as was the case in 2020 when I worked with then-NCSS President Tina Heafner to cull



relevant *TRSE* articles for an amicus curiae brief from NCSS in support of the plaintiffs in the *Cook v. Raimondo* (now *Cook (A. C.) v. McKee*) civic education case that is still ongoing.<sup>3</sup>

### Accessing *TRSE*

It is likely that the average *Social Education* reader has never perused an issue of *TRSE*. Unless one is a CUFA member or affiliated with an institute of higher education, most *TRSE* content is hidden behind a paywall. Even if *TRSE* was readily accessible to all NCSS members, the articles are, admittedly, dense and typically run over 30 pages. In other words, *TRSE* articles are not easily consumed during one's lunch break!

There are, however, ways in which NCSS members can take advantage of *TRSE* content without having to wade through a lengthy description of methodology. Several times per year, *Social Education* publishes a "Research and Practice" column in which scholars review an important issue in the field in a way that is easily accessible to practitioners, and much of that content stems from work published in *TRSE*. Also, I would encourage readers to become regular listeners of the Visions of Education podcast hosted by Dan Krutka, a professor of social studies education at the University of North Texas, and Michael Milton, a high school social studies teacher from Massachusetts. All *TRSE* authors have a standing invitation to record a Visions of Education episode about their article, and Dan and Michael help them do so in under 30 minutes and in

a way that is engaging and humorous.<sup>4</sup>

Of course, it is likely that most teachers will access *TRSE* content during professional learning opportunities or mandated in-service workshops even if they are not aware they are doing so. Recognizing that such content comes from *TRSE* is less important than simply knowing that research is at the foundation of good teaching and that NCSS, through *TRSE*, is an international leader in disseminating cutting-edge research for the field of social studies education. ●

### Notes

1. For a more detailed history of the creation of CUFA and *TRSE*, see Jack L. Nelson and William B. Stanley, "Critical Studies and Social Education: Forty Years of *TRSE*," *Theory & Research in Social Education* 41, no. 4 (2013), 438–456; Paul E. Binford and Seth E. Esworth, "The Growing Gap: The Origin of *Theory & Research in Social Education* 41, no. 4 (2013), 457–475.
2. A journal's impact factor is derived from taking the number of times articles from the journal were cited in other journals indexed in the Web of Science over a two-year period and dividing that total by the number of articles published by the journal in that two-year period. *TRSE*'s 2020 impact factor was 3.645.
3. The plaintiffs in the *Cook v. Raimondo* (now *Cook (A. C.) v. McKee*) case argue that the state of Rhode Island has failed to provide students with the skills needed to participate in a democratic society. After being dismissed by a Rhode Island district court in 2020, the case has been appealed to the U.S. Court of Appeals for the First Circuit. As of this writing, a decision has not been rendered.
4. The Visions of Education podcast can be found at <https://visionsofed.com/>



**WAYNE JOURNELL** is Professor of social studies education at the University of North Carolina at Greensboro and the current editor of *Theory & Research in Social Education*.

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## AT A CROSSROAD: NCSS AND TECHNOLOGY

*Ilene R. Berson, Michael J. Berson, and Joe O'Brien*

In social studies education, our research is born of the times, so it is not a coincidence that as technology has contributed to rapid transformations in society over the last 100 years, the social studies have also looked to digital technologies to promote innovation in the field. We have previously reflected on changes over time as technology encountered critical crossroads, including the “infancy” of integration and its “tumultuous adolescence.”<sup>1</sup> Now in its adulthood, it is time to conduct another “life audit” to assess what has been achieved. Technology in the social studies seems to be experiencing a bit of a life crisis. After nearly two decades, this period of existential anxiety and questioning is triggered by inconsistent progress across the field highlighted by significant failures and substantive successes.

Early in the history of National Council for the Social Studies (NCSS), instructional technology largely focused on more efficient means to transmit information, such as with the popularization of the overhead projector in the 1950s, the photocopier in the 1960s, and videocassettes in the 1970s. A 1978 deal between Apple and the Minnesota Education Computing Consortium (MECC) signified a seismic shift in how students engaged with social studies content and skills—implementation transformed from an emphasis on teachers as instructors to students as learners. Richard Diem, past president of NCSS, noted that between 1980 and 2000, preK-16 institutions focused their technological investments on infrastructure enhancements with the purchase of hardware and software. It was not until the turn of the millennium that schools began refocusing on capacity-building of social studies teachers to foster “technology-based interactive, collaborative, cooperative, authentic, and active learning,” which Diem argued aligned with the national standards published by NCSS in 1994, *Expectations of Excellence: Curriculum Standards for Social Studies*.<sup>2</sup>

### Integrating Emerging Social Media, Inquiry Learning, and Online Civic Engagement

In 2000, Cheryl Mason and colleagues noted that “[T]echnology opens the door to learning social studies skills and content in ways impossible in the traditional classroom.”<sup>3</sup> Realizing the potential transformative nature of instructional technology, advocates engaged with NCSS to better offer educators the guidance and means both to draw on the technological expertise of social studies researchers as well as those in other related fields and to adapt that expertise to enhance students’ social studies learning. Beginning in 2002, the Select Subcommittee on Technology interacted with members and others in the field to adapt the National Educational Standards in Technology (NETS) to preK-12 social studies teaching and

learning, which culminated in NCSS’s *Technology Position Statement & Guidelines*.<sup>4</sup> The statement posed the dual challenge of discerning how “to capitalize on many students’ ubiquitous, yet social, use of technology and to demonstrate the technology’s power as a tool for learning” and of exploring what the advent of new technologies might mean for “how we prepare our youth as citizens.” Several years later, members of the now NCSS Technology Community crafted the NCSS *Position Statement on Media Literacy*,<sup>5</sup> intended to complement the technology statement, which acknowledged how “in the twenty-first century, participatory media education and civic education are inextricable.”<sup>6</sup>

The emergence of social media as represented by the launching and popularization of online social networking platforms like Facebook (2004) and Twitter (2006), collaborative platforms like Google Docs (2006), and learning management systems for preK-12 schools like Schoology (2009) led the Technology Community to revise the NCSS Technology Position Statement in 2013 to better reflect “a world where mobile connectivity is interactive, instantaneous, and ubiquitous.”<sup>7</sup> This evolution of practice has expanded social studies educators’ purview to include the education of youth as “digital citizens in a global setting,” preparing them to interact with others around the world and make informed decisions as they exercise “unparalleled adult-like autonomy.” The statement offered recommendations on ways, for example, to nurture students’ “rich array of digital democratic experiences.” As social media came to “saturate youths’ everyday lives”<sup>8</sup> and created unique features not typically found in an in-person environment, the Technology Community recognized the need to specifically address young people in relation to their personal and civic involvement in multiple digital ecosystems. Joseph Kahne and colleagues argued that digital environments uniquely promoted participatory politics, which are “interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern.”<sup>9</sup> The position statement discussed several features that possess distinctive characteristics in a digital setting, such as user-generated knowledge, networked publics, and agency.

The statement posed a series of questions that led Tina Heafner, while NCSS president during 2019–2020, to create the C3 Inquiry and Engagement Curriculum Task Force. Composed of 10 social studies educators, the task force posed this question: how might students best learn to critically inquire into and act on matters of personal and civic importance to them and their communities in digital spaces?<sup>10</sup> The task force identified key research-informed principles for

defining technology, critical media literacy, and digital civic engagement and created guidelines for C3-focused inquiry addressing the said principles. The task force's work is an extension of the Technology Community's ongoing effort to better enable students to learn how best to use social media "to be heard, to join together, and to work for change."<sup>11</sup>

Just as interest in fostering students' online public voices and their ability to take digital civic action has grown, the NCSS community system has enabled members to leverage social media into online forums for professional engagement. Beginning about 2013, the Technology Community initiated an ongoing journey of designing a blended approach to a professional learning community that incorporates face-to-face experiences, such as a tech lounge and "sandbox" sessions at the annual conference, and digital experiences like Twitter chats, webinars, and monthly planning meetings held via video conferencing platforms like WebEx. Drawing on members ranging from New York, Florida, Kansas, and California, the Technology Community digitally collaborates through a series of connected, ongoing, participatory learning experiences for social studies educators. This collaborative engagement fosters interest-driven professional learning communities that contribute to the creation, field-testing, and dissemination of classroom-based technology innovations through a crowdsourced, curated repository of technology-related educational material. In fulfilling these goals, the Technology Community keeps abreast of emerging technology by engaging with established companies such as Apple, Google, and Nearpod (<https://nearpod.com>) as well as technology start-ups like Swivl ([www.swivl.com/](http://www.swivl.com/)) and The Lamp (<http://thelamp.org>), while remaining attentive to the membership's needs and interests (such as offering a digital respite for teachers grappling with the COVID-19 pandemic by holding trivia nights and offering webinars in technology use). Ultimately, the Community has offered social studies educators a means to experiment with and assess the pedagogical validity of emerging technologies and to deliberate about youth's use of such technologies.

### NCSS Publications on Digital Technologies

In addition to promoting policy and practices for digital civic engagement with NCSS position statements, the association has heeded the call for technology-related scholarship in its publications. In 2005, Bolick and colleagues completed a retrospective review of technology focused issues of *Social Education* to identify key themes using Diem's 1983 framework:<sup>12</sup>

1. Access to technology [digital divide]
2. Control of information generated by technology [privacy, computer hacking, piracy]
3. Social responsibility that the use of technology implies [computer safety issues] and,
4. Cultural implications of the micro-technic revolution.<sup>13</sup>

Since 1983, NCSS has published 27 technology-themed issues of *Social Education*, one special issue of *Social Studies and the Young Learner*, two special issues of *Theory and*

*Research in Social Education*, and one NCSS bulletin. Classroom activities as well as exploration of emerging innovations remain the primary focus. More recent pieces have highlighted the intersection of technology and the social studies to increase civic participation and address disinformation and harmful content. However, deep-rooted inequities remain around who has access to digital resources and around representation (i.e., who is part of the discourse of innovation). We need to create opportunities for the intersections of technology and social justice to be at the forefront of future work.

### Looking to the Future

As we look toward the future, the overarching question on our minds is: how will technology transform social studies learning? While NCSS has promoted inquiry and inclusive practices, the appropriation of technology to achieve these learning goals has been largely unstated, residing primarily perhaps within the Technology Community. Even in that space, there are diverse viewpoints about the integration of educational technologies vs. promoting the use of appropriate curriculum-based technological applications by teachers and learners.

Over time, we have observed a transition from a technocentric view that focuses on learning about digital tools and learning how to use a digital tool to a constructionist orientation that emphasizes learning with or through technology. (This accompanied the shift from teacher-directed to learner-centered instructional activities.) Nonetheless, social studies educators often miss the opportunity to use technology as a vehicle of educational reform and instead replicate traditional forms of learning using new digital tools to support and improve existing practices. Despite the enormous potential of technology to foster and enhance learning, we still have not yet realized "the initial euphoria of the promise of technology." However, the



“pessimistic disillusionment”<sup>14</sup> of the past has evolved into a more contemporary “technoskepticism”<sup>15</sup> that interrogates the role of technology in perpetuating social inequities versus elevating democratic citizenship practices.

The disruptive force of technology seems primed to propel us into a next century in which social studies educators can leverage evolving tools to do more, achieve better, and add significance to efforts. As observed by Sir Ken Robinson, “We are living in times that are driven by rapid evolution of digital technology, and the changes we have seen in the past fifty years will be nothing compared to what lies ahead in the next fifty.”<sup>16</sup>

NCSS can continue to make a difference in fostering a critical awareness of the technology conundrums facing us as a society and as a field. In addition to the publications and forums, we might try something different. What would the field look like if social studies educators had access to vetted and tested digital resources that had a clear evidence base to support their use—such as the creation of an electronic library with freely accessible curated collections of open education resources (i.e., textbooks, lesson plans, assessments, etc.)? Might we equip social educators with implementation roadmaps that guide us in modifying instruction to focus on authentic learning experiences with new tools, strategies, and practices that offer dynamic, individualized experiences to reach learners wherever they are? As Maya Angelou once said, “I did then what I knew how to do. Now that I know better, I do better.” In the next 100 years of NCSS, we have an imperative to innovate while promoting social justice in a digitally connected world. We, too, can do better.🌐

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*Social Education* 85(6), pp. 344–346  
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## A REVOLUTION IN INQUIRY: THE C3 FRAMEWORK AND THE INQUIRY DESIGN MODEL

*An interview with Kathy Swan, S.G. Grant, and John Lee by Rozella G. Clyde*

### Q. What were your original goals when you began working on the C3 Framework?

A. When we first started working on the C3 Framework 10 years ago, we were responding to the successive tides of No Child Left Behind and the Common Core State Standards. The Common Core was especially hard on social studies teachers: by 2011, 44 states had adopted the English Language Arts and

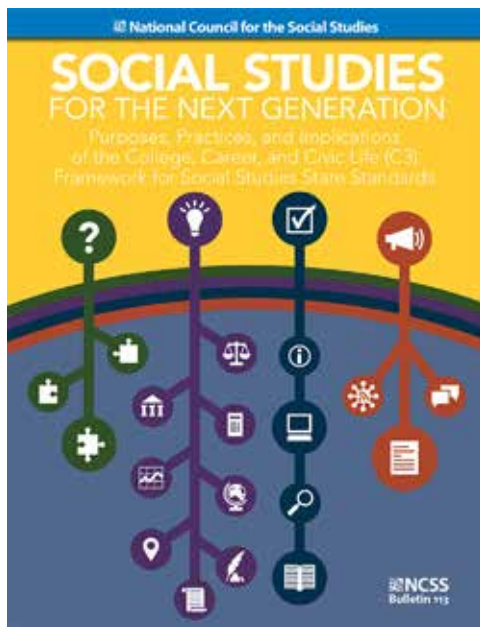
Mathematics standards, and social studies teachers were left in their wake. Although the Common Core English Language Arts (ELA) standards reaffirmed social studies as a core subject that assisted literacy instruction in grades K-12, many in the social studies community feared that these new standards would further marginalize and dilute the key purpose of social studies—to educate students for democratic citizenship.

Fear was a great mobilizer, and we saw an opportunity to bring a community of social studies educators together to assert the value of social studies through the C3 Framework. Published in 2013, the framework provides guidance to states on upgrading their social studies standards around inquiry-based practices in the core disciplines of social studies. Our goals were three-fold: (1) create a powerful and compelling case for inquiry within the social studies, (2) articulate the role of key disciplinary ideas and practices (e.g., historical thinking, geographic reasoning) within inquiry, and (3) demonstrate the importance of a meaningful civic education. Ultimately, we were making the argument for social studies as a stand-alone, vital part of a well-rounded K-12 education.

**Q. Has the work that is now being done around the country met or exceeded your original vision?**

**A.** Use of the C3 Framework in upgrading state social studies standards has met our expectations. We have seen states like Vermont (2017) and Hawaii (2018) adopt the document almost whole cloth. Other states like Connecticut (2015), Illinois (2016), Iowa (2017), Michigan (2019), and Kentucky (2019) wove a version of the C3 Inquiry Arc into the fabric of their state standards. Other states like New York (2014) and

California (2016) explicitly acknowledged the Inquiry Arc as a way to explore disciplinary content and skills. Although there are differences in its use, we are delighted that the document has been such a useful resource to states and that inquiry is making its way into policy conversations about meaningful social studies.



If the C3 Framework has met its original mission as a standards document, it has exceeded our expectations for classroom practice. Teachers, regardless of their state standards, have mobilized around the C3 Inquiry Arc and have flocked to the Inquiry Design Model (IDM). We created IDM as a way for teachers to enact the four dimensions of the Inquiry Arc within the contexts of their classrooms. IDM has allowed the three of us to continue to tinker with inquiry in a way that directly impacts students and teachers.

**Q. Looking back, how would you describe the impact of the C3 Framework and IDM on social studies education?**

**A.** Based on the four dimensions of the C3 Framework Inquiry Arc, we developed the Inquiry Design Model (IDM). Standards are helpful as they offer teachers curricular guideposts—the key markers that students need to hit. But standards are not the same thing as curriculum. So, we created IDM as a way for teachers to craft curriculum inquiries that promote inquiry-based teaching and learning.

Oriented around *questions* (compelling and supporting), *tasks* (formative and summative), and *sources* (primary and secondary), IDM reflects the central components of classroom inquiry. One impact of this approach is to offer a common vocabulary and a common architecture that teachers, teacher educators, and curriculum developers of all types can employ.



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**JOHN LEE** is a Professor of Social Studies Education in the College of Education at North Carolina State University.



**ROZELLA G. CLYDE** Educational Director, Clydeoscope Educational Consultants, LLC, and Chair of the Friends of NCSS Community.

Doing so offers these different groups opportunities to talk with one another rather than by one another.

One other major impact can be seen through the Taking Informed Action element of the IDM. The questions-tasks-sources components speak to the first three dimensions of the Inquiry Arc; the Taking Informed Action piece speaks directly to Dimension 4. And it is this notion of enabling students to become civically involved that ultimately may be the most impactful element of the C3 Framework and of IDM. Social studies educators have long advocated for civic action. By making Taking Informed Action an integral part of the IDM blueprint, social studies educators can realize that goal.

### **Q. Looking ahead, what future uses of the C3 Framework and IDM in social studies do you envision?**

**A.** We think the future is bright for inquiry, the C3 Framework, and the Inquiry Design Model. With the publication of the C3 Framework, we launched the C3 Teachers network to activate and energize teachers around inquiry. What started in 2013 with 10 teachers blogging their impressions of the C3 Framework has grown to a network of 15,000 teachers designing and teaching inquiry. So, what's next?

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## **NCSS, SCHOLARSHIP, AND THE CLASSROOM: ALLIES IN THE TRENCHES**

*Michael M. Yell*

*When we say “I’m a practical sort of person who does not put much stock in theories,” we mean that we’re not thinking about what we’re doing, which of course is not true. Actually, we are, all of us, loaded up with theories and experience. Everyone inhabits both planets. They are, in fact, the same planet. Together “Research and Practice” equals learning.*

—Walter C. Parker<sup>1</sup>

In 2001, Professor Walter C. Parker of the University of Washington launched the column “Research and Practice” in *Social Education*. The purpose of the column (now edited by Professor Patricia G. Avery of the University of Minnesota) was to feature brief essays on scholarly work that was of import to the classroom. Walter Parker also assembled many of the column’s essays for the book *Social Studies Today: Research and Practice*, now in its second edition. Both the column and the book developed in response to a concern that there was a gap between scholars and practitioners. While understanding that concern, Parker saw things differently. As does NCSS.

NCSS has been bringing research and best practices to the classroom teacher since 1921. As a young social studies teacher,

We think the next 10 years should focus on classroom implementation. Teachers have been kicking the tires of the C3 Framework and IDM trying to figure out how many inquiries they should do in a year, how to reconcile the content versus skills debate, and ways to assess inquiry. These efforts define the frontier in the inquiry revolution.

Now at the C3 Teachers studios, we are working to create resources and tools that help teachers visualize inquiry in the classroom. We continue to innovate the IDM model with new design approaches and a focus on assessment. We are researching inquiry implementation to learn from those who know best, our C3 Teachers. We are working on a documentary project that illustrates the qualities of an inquiry ecosystem based in the collaborative efforts of teachers, students, and administrators. And, as always, we are listening to teachers about what works and where we need new approaches.

Our hope is that, in another 10 years, inquiry will have made its way into every social studies state standards document, curriculum map, classroom, and assessment system. It is a bold dream, but the C3 Framework project faced incredible odds when it started back in 2010, so we have learned to take a chance on bold!🌍

I first became a member in the late 1980s, and NCSS has been of vital importance to my teaching ever since. On this 100th anniversary of NCSS, as I conclude the teaching portion of my career in education, I have been reflecting upon what my membership in this association has meant for my professional life. One dominant point stands out: making full use of membership offers research-based, practice-proven ideas to the social studies teachers.

### **Ideas to Which We Can All Aspire**

Perhaps, the most immediate benefit that NCSS has always offered social studies teachers is learning new and exciting ideas for use in their classrooms. Through the annual conference, its publications, the state affiliate’s conferences, summer institutes, and online, NCSS and its state affiliates offer multiple avenues of professional interactions and learning to social studies teachers at the elementary, secondary, and post-secondary levels.

Early in my career, it became clear to me that the most *fred up* teachers belonged to their professional organization; in our case, NCSS and the state affiliates. The more I became involved in NCSS, the more I found this to absolutely be the case. The publications and networking through NCSS offer those who

seek them out opportunities to grow in who they are and what they do.

In my early years of teaching, widespread use of the Internet was not yet a thing. Our school's Internet connection consisted of one large teletype, connected through a nearby college, which we had to sign out and wheel into our classrooms. Many of the classroom ideas that I tried, adapted, and made my own came through my issues of *Social Education* and an NCSS "How To Do It" series that promoted instructional ideas and best practices. I recall one issue on questioning being particularly important to me. An article in *Social Education* on teaching strategies by Dwayne Olson also influenced my teaching early on. Although the delivery has changed (from postal mail to electronic methods), the importance of what is being delivered has not.

### Research and Practice

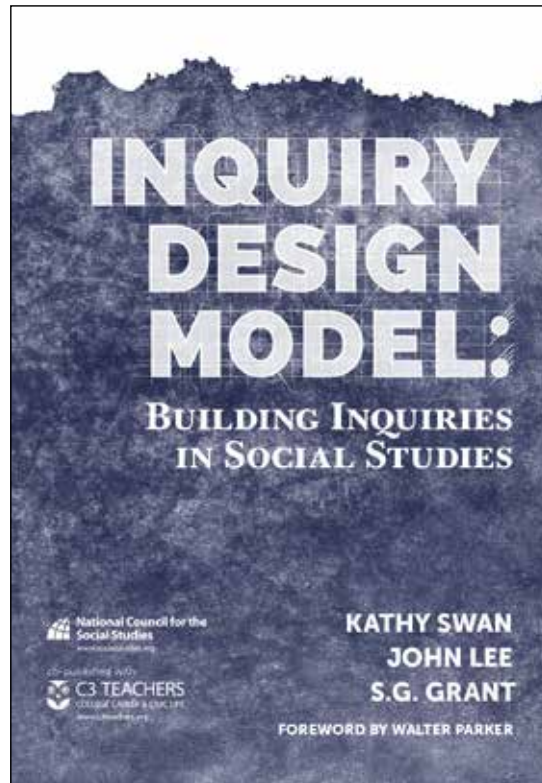
I have attended countless NCSS annual conferences. There is nothing better regarding all things social studies than that conference. I was elected to be president for 2008–2009, led the conference in Houston, Texas, and had the privilege of traveling to many state social studies conferences. I learned from them all. I've also learned from NCSS publications, online materials, and the webinars. I have had the opportunity to both present (along with Professor Geoff Scheurman) and attend summer institutes. Again, I learned, and my students gained.

This may vary from individual to individual, but for me, the most important component of my NCSS learning experiences have involved scholarship and adapting what I've learned from scholarly work to my classroom.

NCSS has been instrumental in bringing scholarship into the social studies classroom. As I mentioned previously, I found the Research and Practice essays in *Social Education* to be thought provoking and challenging in designing the educational experiences for my students.

The latest iteration of this scholarship is of crucial importance to social studies classroom instruction across the nation. In an NCSS-led endeavor, 15 professional social studies organizations developed the *College, Career and Civic Life (C3): Framework for Social Studies State Standards*.<sup>2</sup> It is an incredible example of scholarship meeting and informing classroom practice.

Project director and lead writer Kathy Swan and senior advisers and contributing writers John Lee and S.G. Grant worked



with a committee of scholars, many of whose work appeared in the pages of *Research and Practice*, to develop the C3 Framework. They also maintain the C3 Teachers website, which I have introduced to my middle school social studies colleagues. The C3 Framework has become an important part of our classroom instruction.

Most recently Swan, Lee, and Grant wrote *Inquiry Design Model: Building Inquiries in Social Studies*, published by NCSS in 2018. On using the Inquiry Arc of the C3 Framework in the social studies classroom, Walter Parker wrote in the book's foreword, "Learning to make and evaluate evidence-based arguments is the singular, unifying, intellectual goal of all social studies courses"<sup>3</sup>—a wonderful statement that speaks to every social studies discipline.

In their introduction, Swan, Lee, and Grant wrote that the book was the result of working with many teachers to create their own inquiry-based units based upon the C3 Framework. This allowed them, as they noted, to "kick the tires" on the C3 model. After reading the book, I realized they not only kicked the tires, they put the car on a lift, rotated the tires, filled them with air, and gave them another kick for good measure! It is another example of how a professional association like NCSS can inform practice.

One hundred years of influencing social studies education! From that early NCSS "How To Do It" publication on questioning to today's C3 Framework, much of my facility in crafting engaging and thoughtful lessons for my students has come from what I gleaned through my NCSS membership. From all these member materials, publications, and professional development opportunities, my students have been the true beneficiaries. 🌍

### Notes

1. Walter C. Parker, *Social Studies Today: Research and Practice* (Routledge, 2015).
2. Kathy Swan, John Lee, S.G. Grant, *College, Career, and Civic Life: C3 Framework for Social Studies State Standards*, National Council for the Social Studies
3. Walter Parker, Foreword in Swan, Lee, Grant, *Inquiry Design Model: Building Inquiries in Social Studies* (NCSS, 2018)



**MICHAEL M. YELL** is a former seventh-grade social studies teacher in Hudson, Wisconsin, and the 2008–2009 president of National Council for the Social Studies.



## NCSS CELEBRATES EXCELLENCE WITH AWARDS AND RECOGNITION

Compiled by Jeremiah Clabough

### Notable Social Studies Trade Books for Young People.

In 1972, the National Council for the Social Studies, in collaboration with the Children's Book Council, established an annual bibliography of outstanding trade books for use in the social studies classroom. The annotated list, *Notable Social Studies Trade Books for Young People*, is selected by an NCSS Book Review Committee.

Each year, the Book Review Committee selects books that emphasize human relations, represent a diversity of groups, are sensitive to a broad range of cultural experiences, and are of high literary quality.

### Carter G. Woodson Book Awards.

These awards are presented for the most distinguished social studies books depicting ethnicity in the United States that are appropriate for children and young adult readers. The awards are designed to encourage the writing, publishing, and dissemination of books that treat topics related to ethnic minorities sensitively and accurately on the elementary, middle, and secondary levels.

**Septima P. Clark Book Awards.** First presented in 2019, this annual award recognizes the most distinguished K-12 non-fiction books accurately depicting women's issues, perspectives, and stories globally. The award encourages the writing, publishing, and dissemination of books that treat topics related to women's issues sensitively and accurately.

### Additional NCSS Awards

#### Outstanding Social Studies Teachers

**of the Year.** The annual NCSS Outstanding Teacher of the Year Awards recognize exceptional classroom social studies teachers for grades K-6, 5-8, and 7-12 who teach social studies regularly and systematically either in elementary school settings, at least half-time in middle or junior high, or high school settings. Winners of the Elementary, Middle Level, and Secondary Awards each receive \$2,500, a complimentary one-year NCSS membership, present a session on their work at the NCSS Annual Conference, and receive up to \$500 in transportation/lodging reimbursement to attend.

**NCSS Outstanding Service Award.** This award recognizes and honors one or more NCSS members for outstanding long-term service to NCSS and a local, state, and regional council. Award winners receive appropriate recognition and are granted lifetime membership in NCSS.

**Award of Global Understanding in honor of James M. Becker.** This award annually recognizes a social studies educator (or team of educators) who has made notable contributions in helping students increase their understanding of the world.

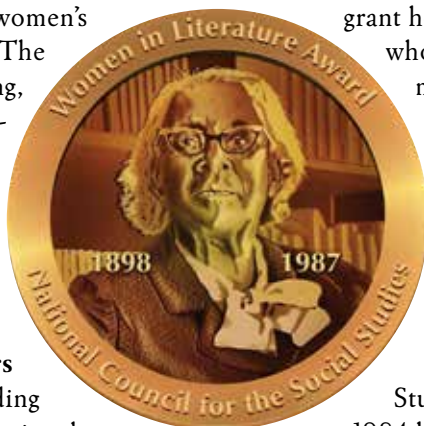
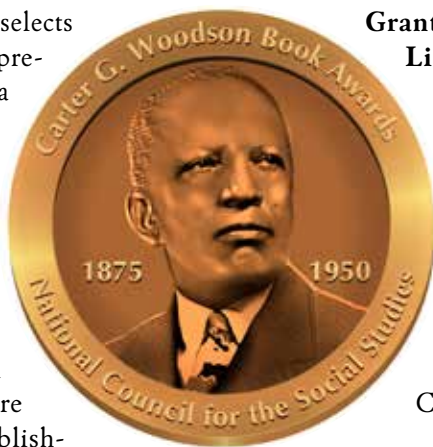
#### Grant for the Enhancement of Geographic

**Literacy.** This grant was created to promote geography education in the schools to enhance the geographic literacy of students at the classroom, district, or statewide level and to encourage the integration of geography into the social studies curriculum/classroom. Award winners receive \$2,500, a commemorative award, and present a session on their project outcomes at the NCSS Annual Conference.

#### FASSE Christa McAuliffe Reach for the Stars

**Award.** This award was established in 1986 to honor astronaut Sharon Christa McAuliffe, a New Hampshire high school teacher and NCSS member who was one of the seven crew members killed in the Space Shuttle Challenger disaster on January 28, 1986. This \$2,500 grant honors an innovative social studies teacher who has "reached for the stars" in an effort to make her/his dream a reality. Grants have been given to assist classroom teachers in developing and implementing imaginative, innovative, and illustrative social studies teaching strategies and support student implementation of innovative social studies citizenship projects, field experiences, and community connections. The Fund for the Advancement of Social Studies Education (FASSE) was created in 1984 by the Board of Directors of the National Council for the Social Studies. The purpose of the fund is to support research and classroom application projects which improve social studies education, foster enlightened citizenship, and promote civic competence.

**NCSS Research Awards.** NCSS and the NCSS Research Community sponsor three annual research awards designed to recognize substantive scholarly inquiry in social studies education:





From left to right: Sara Shackett, Secondary Social Studies Teacher of the Year, Lakewood High School, Lakewood, CO; Mary Nine, Elementary Social Studies Teacher of the Year, Thompson Crossing School, Indianapolis, IN; Kelley Graves, Middle Level Social Studies Teacher of the Year, Hickory Middle School, Chesapeake, VA. November 21, 2014, Boston, Massachusetts.

- The Larry Metcalf Exemplary Dissertation Award recognizes outstanding research completed in pursuit of a doctoral degree. Award winners receive \$250 and share their research results at the annual conference.
- NCSS Exemplary Research Awards recognize scholarship with the potential to significantly impact and/or transform social studies education research and practice.
- The Jean Dresden Grambs Distinguished Career Research Award recognizes professionals who have made extensive contributions to knowledge concerning significant areas of social studies education through meritorious research.

ing social studies and social justice issues. The award winner presents a session at the annual conference.

**IA-FASSE International Understanding Award** grants up to \$5,000 (when funds permit) to support collaborative projects that enhance international relationships and global perspectives.

**The Spirit of America Speaker Award** is co-sponsored by NCSS and Social Studies School Service. Recognition is given to an individual, in or out of the social studies profession, who has made a significant or special contribution which exemplifies the “American Democratic Spirit.” The award honors persons who follow their conscience and act against current thinking in order to stand up for equity, freedom, and the American spirit of justice.

**CUFA-FASSE Social Studies Social Justice Research Grant.** This grant recognizes exemplary research concern-

ing social studies and social justice issues. For more information visit [www.socialstudies.org/membership/awards-and-grants](http://www.socialstudies.org/membership/awards-and-grants).

## MEMORIES AND REFLECTIONS

### How NCSS Membership Has Impacted Me and My Work

*Chara Haeussler Bohan, Georgia State University*

When I was enrolled in the Master of Arts in Teaching program at Teachers College, Columbia University, in the Fall of 1989, the faculty member who coordinated the program told students that becoming a member of the National Council for the Social Studies (NCSS) would be the most important professional development opportunity that we could participate in throughout our teaching careers. Thus, at the start of my work as an educator, I joined NCSS. I pride myself on having a relatively low member number in the NCSS system. As I like to tell my students, I have simply been a member my entire professional career.

Fortunately, NCSS has served me well in my various roles in the world of education. I remember, as a beginning teacher, looking forward to receiving *Social Education* in the mail and bringing a copy of the latest issue to the social studies department office to share with fellow teachers. In 1995, I enrolled in a doctoral program at the University of Texas at Austin, and my advisor, O. L. Davis Jr. had been working on Bulletin 92, *NCSS in Retrospect*, which was written in honor of the 75th anniversary of the association. Since 1996, I have attended almost every annual conference, as I relish the opportunity to meet other dedicated social studies teachers and education professors. As a young graduate student and then as a newly minted professor in the 2000s, I enjoyed presenting creative ideas for teaching in the K-12 classroom. Some of these ideas I

As my university teaching responsibilities shifted, I grew into the role of doctoral advisor, similar to the mentor role O. L. Davis Jr. has played for me. Now, it was my turn to encourage both preservice teachers and working teachers enrolled in graduate programs to attend NCSS conferences. Admittedly, part of the fun of attending NCSS includes a stroll through the exhibit hall to collect free teaching materials and peruse interesting books. Outside the exhibit hall, my current and former doctoral students and colleagues and I often gather as a group to share time together.

Another big part of the NCSS conference fun includes field trips. I have made a point of participating in one of these tours in each city that I had never previously visited. Thus, I have visited U.S. presidents' homes and museums in Ohio, taken tours of the French Quarter in New Orleans, Louisiana, walked around Fort McHenry in Baltimore, Maryland, and trekked through Muir Woods in California. Now that many of my former doctoral students have graduated and moved on to various roles as assistant professors, curriculum coordinators, or policy writers, we treat NCSS conferences as a family reunion. Indeed, NCSS membership has meant that I am part of a large extended family of dedicated social studies educators. I am proud to have been a member of NCSS for nearly three decades.



Chara Bohan, holiday characters, and Aubrey Southall and Joe Feinberg.

published in NCSS journals such as *Social Education*, *Social Studies and the Young Learner*, and *Theory and Research in Social Education*. One of my favorite articles, titled, “One Child’s Happy Face: Teaching and Learning about Adoption from China,” discussed how teachers in the elementary grades can discuss adoption, a topic personally relevant to me.

### Unexpected Opportunities

*Raymond E. Wicks, Consultant, St. Louis, Missouri*

I joined NCSS when I began teaching, but it took nine years and a newly earned Ph.D. before I attended my first NCSS conference. In 1977, I went to Cincinnati to make contacts and pursue a college position. While I did not find a job at the conference, I did meet many leaders in social studies. My horizons were broadened by the speakers and sessions. I learned about the National Social Studies Supervisors Association (NSSSA) and soon became a member.

Over the next 32 years, I was a building and central office administrator with curriculum and assessment responsibilities. Nevertheless, that first conference experience convinced me I could use social studies to stay current with broader education

trends and issues. Every year since then I have made sure to attend the NCSS conference.

Becoming semi-retired about 10 years ago shifted the annual conference for me from being a professional commitment to a professional vacation. It is an opportunity to see old friends and to make new ones. I still attend sessions and learn something from each one. The ideas and perspectives I encounter are stimulating, and my confidence in the future of education is bolstered by the dedicated, knowledgeable, and creative educators I meet.

The conferences have provided me with unexpected opportunities. I became acquainted with Dan Roselle, a former NCSS editor, who authored the first textbook I used. I have heard notable authors, historians, public officials, journalists, and entertainers. Although brief, I have had conversations with leaders, including Justice Sandra Day O'Connor, Senator Margaret Chase Smith, Congressman John Lewis, Holocaust survivor Gerda Weissmann Klein, and World War II veteran Chief Joseph Medicine Crow. I even met Daniel Tiger and Mr. McFeely (from the neighborhood of Make-Believe), who were stand-ins when Fred Rogers became too ill to travel.

Social studies educators are contributors, not just attendees. It has been a privilege to serve on NCSS and House of Delegates (HOD) committees, be involved with conference planning, represent Missouri and NSSSA in the HOD, serve on the NSSSA board and as its president, and moderate the first conference *Vital Issues* session. NCSS opened other doors, including writing for several publications, contributing to recommendations for a presidential commission, and developing curriculum materials for the Historian of the U.S. Department of State.

Many collaborations and lasting friendships have resulted and the generosity of NCSS colleagues is notable. Ohio State professor Gene Gilliom gave me his class notes when I asked for suggestions when preparing to teach a methods course. Jan Tucker, an international studies expert, wrote a recommendation for my Fulbright application for a summer in China.

These and so many more rewards have resulted from NCSS conferences, and no value can be placed on them. While mostly retired, I continue to attend, and I am energized when I arrive each year.

### Letter to a President

*Patricia Urevith, ATSS/UFT*

I was excited to be attending the 2019 conference in Austin, Texas, not only because I was presenting but because I was able to attend a Civil Rights Workshop at the LBJ library. President Lyndon Johnson has always had a special meaning for me. When I was ten, I sent a letter to President Johnson asking him not to draft my brother because my parents had died, and he was all I had left. Soon we received a Western Union telegram



From left to right 2019 conference in Austin, Patricia Urevith ATSS/UFT, Luci Baines Johnson (LBJ's daughter), Loida Nicolas Lewis, CEO of TLC Beatrice, LLC.

asking my brother to meet with a general. My brother had been deferred. My brother and I always wondered about that letter. I was thrilled to discover that the library had my letter on file. However, it was even more exciting to meet Luci Baines Johnson, the former president's daughter, and share the story with her. She was gracious and allowed me and my friend, Loida Nicolas Lewis, to take a picture with her. One never knows what can happen at an NCSS conference.

### My First Conference will Always Be My Favorite

*Marlon Delancy, Teacher, Atlanta International School*



Marlon Delancy and his fiancée, Lizz, stand before his poster presentation at the 2017 NCSS conference in San Francisco. Delancy was working for the Atlanta Public Schools at the time.

I have so far attended two NCSS conferences, and both times I was so proud to be a torch bearer for social studies. We are doing amazing work and I hope to continue to attend and build on my craft. My first conference in San Francisco will always be my favorite!

### Memories at the Keizai Koho Center

*Joe Feinberg, Associate Professor, Georgia State University*

I have had many amazing and memorable experiences over the last 20 years through NCSS. I was fortunate to receive a Keizai Koho Center (KKC) fellowship trip to Japan in 2001 with NCSS as a partner. Through the fellowship, I learned so many wonderful things about Japanese culture, schools, economy, food, and my colleagues. I also learned how Japan was beginning to emphasize service learning throughout the country in 2001, and I published an article in *Social Education* titled “Service Learning in Contemporary Japan and America.”

I also made lifelong friends and still connect with several people from the trip at our annual NCSS conferences. In particular, my dear friend Hilary Rosenthal from Illinois (a frequent past HOD member) has provided wonderful advice and mentorship over all these years. I visit my KKC friends at every annual NCSS conference in the “International Alley” of the exhibit hall. I truly encourage NCSS members to apply for the Keizai Koho Center fellowship. It can be one of the best experiences of your lifetime!

Among the many incredible NCSS annual conference sessions that I have attended at NCSS, I will never forget the powerful stories shared by Holocaust survivor Gerda Weissmann Klein. Her story of survival, loss, and love are forever engraved in my memory. I vividly recall her repeatedly saying that “teaching is the noblest of all professions”—not doctors who help people heal, but teachers who help nourish the minds and souls of students.

### The Little Rock Nine

*Jennifer Hansen, Owatonna Public Schools, Minnesota*

At the 2016 NCSS Conference in Washington, D.C, I had the great fortune to hear Terrence Roberts speak at one of the many fantastic breakout sessions. He recalled the events of September 1957, when he and eight other African American students were integrated into Central High School in Little Rock, Arkansas. Their attendance at the school was a direct result of the landmark 1954 Supreme Court case *Brown vs. Board of Education*, declaring segregation in public school unconstitutional. Roberts spoke of the issues he and his classmates faced. His grit and courage during the hardships they faced was inspirational. It was later my good fortune to meet him again at the National Museum of African American History

Terrence Roberts receives the Spirit of America award at the 2016 NCSS Conference. Then NCSS President Peggy Jackson presented the award.



and Culture (Smithsonian). I had an opportunity to talk with him about his experiences and capture a picture to share with my students during our study of the Civil Rights Movement.

### Personal Reflections, Love, Romance and Memories

*Carolyn Herbst, Delegate from the Association of Teachers of Social Studies / United Federation of Teachers - New York City (ATSS/UFT- NYC)*



Carolyn Herbst at the House of Delegates.

My first NCSS conference was held over Thanksgiving Weekend 1979 in Portland, Oregon. There were many off-site tours: to a rose garden, a lumber museum, the seacoast, the state capital, a cheese factory, a primate study lab, and a Chinese restaurant banquet. And then there was the NCSS president’s reception, with huge ice sculptures and bunches of flowers on

a table with a huge array of finger foods and bar drinks. And almost everyone attended the Thanksgiving Dinner sponsored by *Scholastic* magazine. It was not unusual for conference participants to attend with their whole families so they could be together for Thanksgiving turkey, dressing, and all.

At the NCSS Conference in Boston, 1981, in the House of Delegates (HOD) Resolutions Committee Meeting Room: Karen, president of the Oregon Council, typed away on an old Selectric typewriter. These were the days before the computer or word processor. And these were the days that women did the clerical work. It was a smoke-filled room, before it was known that smoking was bad for you, and crowded with delegates from state and local councils. Those in attendance included Joel Fisher, president of ATSS/UFT, Bernard Cohen, vice-president, and myself (Carolyn Herbst), the treasurer. A few years later, Joel and Karen were married and made Oregon their home.

In Boston, I was the only woman in the New York delegation. Men far outnumbered women at NCSS, not only from New York, but throughout the country. At the HOD, there were large intimidating signs on both sides of the room accompanied by velvet ropes: “Only Delegates Beyond this Point” and “Silence Please,” with seats in the far back for observers. It was very formal.

In the NCSS HOD, there have been times of abundance and times of drought. There were years when Resolutions on political issues were summarily prohibited. On the other hand, there have been some Resolution votes which were so controversial that repeated standing body counts were required. And there were voting methods involving electronic “clickers” that required training sessions at which Delegates were denied admission if they arrived late. After several malfunctions using this method, the “clicker-system” was abolished. Now the HOD has members not only representing state and local councils, but also NCSS Committees and Communities. And Resolutions may be submitted by any NCSS member, not just Delegates.

The NCSS Conference in 1982 was in Detroit, Michigan. There was a Greek night with a massive array of finger foods spread out on groaning tables in the huge ballroom, another highly subsidized event. This was also the time when “The

Dance” was a prominent part of the activities. Bernie Cohen, also representing ATSS/UFT-NYC and I danced the polka, whirling in unison with the music.

In 1986, the NCSS Conference was in New York City. Bernie Cohen was president of ATSS/UFT in June (1983–1985), and I was vice-president. Bernie was the NCSS Local Arrangements Chair and I was NCSS Special Events Chair. I hired the band for “The Dance,” and organized the China night, India night, Irish night, Italian Night, some on-site, some off-site. Bernie and I were so successful at writing resolutions together for the HOD that we made our own resolution in 2001 and tied the knot!

Then NCSS Executive Director Susan Griffin announced our marriage at the 2001 NCSS HOD in Washington, D.C. Though Bernie passed away in 2004, I am still going strong in the HOD.

### **The Louisiana Purchase Re-Enactment**

*William Fetsco, Colonial Williamsburg Foundations*

The 2015 NCSS Conference was held in New Orleans, Louisiana. As a city that was a major focus of the Louisiana Purchase, which nearly doubled the size of the United States by adding approximately 827,000 square miles, it seemed only fitting that program activities feature appearances by U.S. President Thomas Jefferson and French Emperor Napoleon Bonaparte. Through the auspices of the Colonial Williamsburg Foundation located in Williamsburg, Virginia, interpreters Bill Barker and Mark Schneider were in attendance representing these historical figures. In the opening general session, they engaged in a conversation highlighting their involvement in the circumstances surrounding the U.S. purchase of the Louisiana Territory in 1803.

During the conference, President Jefferson also conducted a session titled, “Sustaining a Democratic Society,” while Napoleon shared his views in a program titled, “Napoleon Bonaparte, a New Age of Human Rights.” Their participation throughout the weekend enabled teachers to interact and have photos taken with these two figures from the past. Kim O’Neil, NCSS president at this time indicated, “What a wonderful opportunity this was for those in attendance to gain insight into such an historic event in such a unique and informative fashion.” ●

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## **REFLECTIONS FROM PAST PRESIDENTS**

### **The Freedom to Teach and the Freedom to Learn**

*Carole Hahn, 1983 NCSS President*

Despite many changes over the years, challenges that NCSS faced in 1983 remain as enduring issues for the present and future. The 1983 NCSS Board of Directors focused on “The Freedom to Teach and the Freedom to Learn” out of concern

for recent attempts to remove books from classrooms and libraries, pressures on publishers to delete material from textbooks, and attacks on teachers. NCSS published a booklet containing the association’s position statements on academic freedom for public schools from the McCarthy era to the present. I wrote articles and gave speeches reaffirming NCSS’s commitment to those principles. I emphasized the importance to democracy of students investigating and discussing controversial issues, citing

research that showed the benefits of a supportive classroom climate for such discussions. Additionally, we raised money and visibility for the NCSS Defense Fund, which assisted educators with legal fees if they were attacked. These efforts built on the earlier leadership of presidents Anna Ochoa and Todd Clark, when NCSS filed amicus briefs and partnered with other organizations to investigate censorship incidents.

In 1983, I also focused on the need to bring global perspectives to social studies. In my presidential address, I advocated reconceptualizing citizenship education to include preparation for an individual's role in the global society. It is my belief that students need to examine unresolved and often controversial global issues, and I called for redesigning programs to fit the needs of the new age, characterized by new technologies, environmental degradation, and economic disparities at home and abroad. I emphasized that students needed to develop skills in social scientific inquiry, an appreciation of diversity within the global society, and abilities to influence the quality of life from the local to the global community.

The perennial debate about NCSS taking stands on pressing issues of the day played out at the height of the Cold War. The House of Delegates passed a resolution calling for NCSS to support a freeze on nuclear weapons. NCSS joined 40 other groups in the organization Citizens Against Nuclear War (CAN). NCSS also co-sponsored a conference and publication titled *Nuclear Arms Education in Secondary Schools*. A featured speaker at the annual convention was the founder of Physicians for Social Responsibility, a leader in the anti-nuclear movement. I have a photograph and a powerful memory from that fearful time. On an NCSS-sponsored trip to Japan, 30 teachers and I visited the Hiroshima museum dedicated to those who died from the nuclear bomb. As we exited the museum, we learned there was a group from the Soviet Union also leaving the museum. Knowing that our nations had a vast store of nuclear weapons pointed at one another, individuals from both delegations joined together for the photo below while resolving to work for peace.



It is my hope that NCSS will continue to be an advocate for “the Freedom to Teach and the Freedom to Learn,” global citizenship education, and civic action for peace and justice.

## Bringing Current Events and History Together

*C. Fred Risinger, 1990 – 91 NCSS President*

When I look back over my life, I think that the time I served as a high school social studies teacher was the most important, most enjoyable period of my life, and the one in which I contributed most to society. This focus shaped my goals and efforts in my NCSS presidential year, 1990–91. I tried my best to encourage publications, regional conventions, and state council meetings that focused on services and products that could help teachers in the classroom. I wrote a form letter to all of the exhibitors who signed up for our Annual Meeting, told them of my goals, and asked them to have materials that focused on classroom instruction and provide samples that teachers could take home and use in their classrooms. I also encouraged publishers to have displays and products of a similar nature at the NCSS regional conferences.

In addition to trying to help classroom teachers have good resources, I tried just as hard to have them show their students how history and contemporary events and issues should be included in their classrooms. It was important to show them how events that were happening at that time, such as the launching of the Hubble Telescope and the Gulf War then raging in the Middle East, were part of history.

After my presidential year, I continued to encourage teachers to bring current events and history together. I was lucky to be a co-author of some history textbooks and as a result the publishers supported my attendance and presentations at regional, several state, and NCSS meetings for another decade. My NCSS presidential term and the subsequent years were among the most productive and enjoyable parts of my life—along with my 11 years in the history classroom.

## First Timers Scholarships

*Gayle Thieman, 2007–2008, NCSS President*

In 2007, Diane Hart (2007 Conference Co-Chair) and I (then NCSS president) imagined what NCSS would be like if our organization and the annual conference reflected our NCSS goals of diversity and inclusiveness, increased membership and engagement of under-represented teachers, and professional development for early career teachers. In collaboration with other NCSS leaders we developed the First Timers Scholarship to support early career teachers who have never attended NCSS to become members and attend the annual conference. Later that year, the First Timers Scholarship became a reality as the call to apply went out to early career K-12 social studies teachers who teach in high-poverty schools and teachers who are from diverse ethnic groups,

The First Timers scholarship provides free NCSS conference registration and a year of NCSS membership. Since 2007, funding by sponsors, state social studies councils, and NCSS

members has raised over \$218,000, providing scholarships to 755 teachers. Here are some of their stories.

“What a wonderful blessing it was last November to receive the first-timers scholarship and be able to participate in the NCSS national conference in San Diego. I am a public school teacher working in a juvenile detention center. It is very seldom that we have additional funding for anything. At the conference, I was able to network with people from all over the country, working with similar populations and with similar obstacles.”

“As a relatively new (two year) educator with a true passion for social studies, I have always wanted to attend the NCSS Annual Conference. However, due to the budget constraints of teaching in a Title I school, this opportunity has not been afforded to teachers in our district.”

“As a Latina and first time attendant to the NCSS conference, I will be able to connect with educators from diverse backgrounds and share strategies that will deepen my understanding of social studies instruction. The sessions will allow me to cultivate a culturally responsive classroom that allows all students to participate in the various facets of social studies.”

“I have been a teacher of special needs Deaf students for three years ... working with 11th and 12th graders with a range of disabilities such as learning and intellectual disabilities, visual impairments, autism, ADHD, and traumatic brain injury. It’s important as well that I gain additional knowledge and information so that I can be the best educator I can be for my students.”

“My students are New Arrivals to the United States. They come from around the world from a variety of different circumstances (refugees, distressed immigrants). My students become better-informed citizens of this country by receiving instruction that is current, engaging and informative.”

Over the years, 26 councils and two associated groups (CS4 and NSSSA) have funded scholarships. Many of the NCSS conference exhibitors generously sponsored all or part of a scholarship. Special appreciation is due to Farmers Insurance, the McCormick Foundation and Teachers Curriculum Institute. Many NCSS members also funded scholarships, including NCSS presidents, board members and staff, and state council leaders. Special thanks to Melissa Collum (Wisconsin) and Karen Muir (Maryland), who have helped me to organize the online scholarship reviews.

## Dreams and Deeds

*Syd Golston, 2009, NCSS President*

It was Friday, November 19, 2009, in Atlanta, Georgia, and the theme of our 89th NCSS annual conference, “Dreams and Deeds: The Civic Mission of Schools,” featured social justice. Our perfect keynoter for the President’s Breakfast, civil rights hero Congressman John Lewis, had yet to arrive—his seat, next to mine, was still empty. My daughter and I were chatting—then I turned and he was there. And I started to cry!

I gave my presidential address, which ended with this thought: “The summative assessment of the civic mission of schools will measure whether or not we have been able to live together on this small and crowded planet.” John Lewis followed me to the podium and began: “Madame President, you should give that speech on the floor of Congress!” It was the highlight of my professional career.

Representative Lewis then spoke, without notes, for more than an hour, about his childhood and about the Civil Rights Movement. He ended with an unforgettable story: the man who broke his head open and almost killed him on the Edmund Pettus Bridge came to his congressional office and asked for forgiveness, which Lewis gave to him.

## Opening Windows to the World

*John A. Moore, 2012–2013 NCSS President*

With great enthusiasm and pride, I served as NCSS president during 2012–2013. NCSS is an organization that has experienced an impressive history of quality leadership, and my goal was to continue the spirit of genuine diligence and endless commitment to the advancement of social studies education throughout our nation and world.

During 2012, the NCSS Board of Directors (BOD) surveyed the social studies landscape by asking the NCSS membership to identify crucial issues facing NCSS. The 2012 survey results identified the “top five issues facing NCSS.” In response to the membership survey, the 92nd NCSS Annual Conference in Seattle, Washington, was aligned to those top five issues, listed as follows:

### 1. Teaching 21st-Century Skills; civic, financial, and entrepreneurial literacy; global awareness.

From our 2012 Conference theme, Opening Windows to the World, to the conference speakers, sessions, clinics, and workshops, NCSS remained in the forefront of providing an array of professional development opportunities for growth in teaching 21st Century skills.

### 2. Integrating social studies with other core subjects.

It can be proven that the analysis of the human condition is the most significant end result not only for social studies education, but also for the sciences, mathematics, and language arts. Therefore, several 2012 conference sessions, workshops, clinics, tours, and speakers offered opportunities for us to integrate content areas with the various social studies disciplines in order to engage students in real-life learning experiences.

### 3. Developing common state social studies standards (C3 Framework).

The planned release of a new framework for state social studies standards (the C3 Framework) was announced during the





Rep. John Lewis speaking at the NCSS annual conference in 2016 in Washington, D.C.

2012 Conference in Seattle. NCSS members from a variety of disciplines and professional positions were involved, from the very beginning, in this significant project. Intense planning for the completion and release of the C3 Framework continued throughout the school year 2012–2013.

#### **4. Strengthening social studies as part of the K-6 core curriculum.**

Along with an abundance of elementary level sessions, a featured speaker, Linda Levstik, drew on her three decades of scholarship to argue for elementary social studies as a humanistic democratic apprenticeship that prepares even the youngest students to negotiate an evolving common good.

#### **5. Advocating for the social studies profession:**

During the 2012 presidential breakfast, there was a strong focus on advocating for social studies education in light of the November 2012 U.S. presidential election results. Moreover, the NCSS Government Relations/Public Relations Committee implemented an excellent Advocacy Workshop during the 2012 conference.

Since my 2012 NCSS presidency, the need for Non-Traditional Instruction (NTI) across the curriculum has become more prevalent. Social studies educators will need to employ best practices for NTI. Such best practices should be teacher led, student centered, technology supported, projects based, performance based, and involve authentic assessment.

### **My Presidency Began with a Bang**

*Peggy S. Jackson, 2016–2017, NCSS President*

I have always been a fighter. In college, in the 1960s, a Black friend was refused seating at a restaurant with me in San Antonio, Texas. We led a successful boycott of that restaurant and brought attention to the issue. My speech to the NCSS House of Delegates as a candidate included this story.

In the election that resulted in my becoming President of NCSS, I was originally not placed on the ballot by the NCSS Board of Directors. A former president told me I could get on the ballot by petition. As a Civics (Government) and U.S. History teacher, I knew the power of the boycott and of petitions. And it worked! I will never forget when Steve Armstrong called me and gave me the news. I began planning my presidency right away. The staff at NCSS always encouraged me and helped me when I needed it. My presidency became a culmination of my service and I encouraged others following me to run as well.

“Civic Learning and Cultural Inquiry in a Changing World” was the title of our conference in Washington, D.C., the year of my presidency. My co-chair, India Meissel, gave me inspiration and served as a fantastic vice-president. We worked as a team, and I decided to invite a “fighter” to be our keynote. Congressman John Lewis said YES to NCSS again (he had also addressed the 2009 conference) and spoke to a full house. He told of crossing the Edmund Pettus Bridge in Selma, Alabama, on March 7, 1965, during a march for voting rights. Alabama state troopers ordered them to stop. John Lewis turned around rather than lead all those behind him into the fray, but the troops attacked the marchers. John Lewis suffered a skull fracture during the attack that became known as “Bloody Sunday.”

### **An NCSS Presidency in Review**

*Terry Cherry, 2017–2018, NCSS President*

While serving as NCSS president-elect, I had the unique opportunity to chair the executive director search committee. What a wonderful experience it was (most of the time). I labored with a competent committee, for which I am still thankful. Looking back and seeing the results, I can confidently say the right choice was made by selecting Dr. Larry Paska. While I was president-elect, Larry and I worked closely, and thankfully that relationship continued throughout my tenure as president.

The national conference is one of the major responsibilities of the NCSS president. Making changes with an established structure is not always easy. During the planning, various situations required stamina and cooperation. I asked Karen Korematsu (the Founder and Executive Director of the Fred T. Korematsu Institute) to co-chair the San Francisco conference of 2018. It was one of my best decisions as president.

The conference theme was “Expanding Visions/Building Traditions.” Reaching out to other social studies/science organizations seemed to be a natural step for supporting each other. The conference in Austin the subsequent year exhibited the results of seeds planted in San Francisco, collaborations with other social science/studies educators.

Each president brings to the office an agenda. One of mine was to have the association consider changing its name at the 100th anniversary (Dec. 3–6, 2020). The term “social studies” is a U.S. term, whereas the term “social science” is much more accepted worldwide and increasingly in U.S. states. If NCSS wants to be a world leader in the field of social science/studies, then we need to accept the world’s term and lead.

A clearer and better understanding was established between the Associated Groups and NCSS. Under the direction of Executive Director Paska, and with my support, each side realized there were guidelines in the NCSS constitution and bylaws that had been ignored. The result is a much closer relationship and support from each and for each.

The conference in Austin, Texas, in 2019 was the first NCSS conference to partner directly with a state organization. Chad Taylor, the executive secretary of Texas Council for the Social Studies (TCSS), first told me of his idea to have a joint conference when I was vice-president. After the positive results seen in Austin, other states now want to follow suit.

During my tenure, it was obvious that over 15 years of school budgets divesting in social science/studies had taken their toll on NCSS. Money for teachers to travel to conferences and for their professional development was drying up. Membership was declining and tough budgeting decisions were made. Even with these cuts, our association has continued to serve teachers. Those difficult choices resulted in a new direction for NCSS and a brighter future.

Would I, knowing what I know now, run for NCSS president? Yes! Would I do things differently? Yes, in some ways. Was it what I expected? Not even close. Would I recommend others to run for NCSS president? Only those with a desire to make the organization better, have a plan to do so, and a willingness to compromise. 🌐

# Advocacy Toolkit

Visit [socialstudies.org/advocacy](https://socialstudies.org/advocacy) for the new NCSS Advocacy Toolkit and other resources for advocating the importance of social studies education.

