Conference Speakers Shine in Sunny Seattle

On a surprisingly bright Wednesday in November 2012, a crowd of local NCSS members and supporters descended upon the Washington State Convention Center, volunteering to stand for five hours while filling tote bags for the soon-to-arrive 3,500 attendees of the 92nd NCSS Annual Conference in Seattle, Washington. The familiar Pacific Northwest clouds and mists returned over Puget Sound soon enough, but that spirit of optimism and community was sustained throughout the next four days.

The President’s Breakfast was a very fast-paced event, beginning with a wide range of musical styles as performed by the youthful “String Fusion!” and a First People’s Welcome by Denny Hurtado, Indian Educator Program Supervisor for the State of Washington. A version of NCSS President John Moore’s address will be featured in the January/February 2013 issue of Social Education. (Be sure to catch that story: his first year of teaching was also his first year as the head of a social studies department!) He soon relinquished the floor to the President of Linchpin Strategies Catriona (Cat) Macdonald, whose “call for action” is summarized on page 3 of this newsletter. Cat is part of the NCSS advocacy team that reaches out to legislators. The three Teachers of the Year (at the elementary, middle, and secondary levels) then received their awards; they are honored on page 19 below.

continued on page 4
Mark your calendars for the 93rd NCSS Annual Conference in St. Louis, November 22–24, 2013—the world’s largest and most comprehensive social studies professional development conference, offering more than 500 sessions, workshops, poster presentations, and clinics covering all grade levels and subjects.

With its theme, “Gateway to the Core of Learning,” the conference will feature many sessions designed to help districts, schools, and teachers integrate common core standards into student instruction. Presenters will include administrators working with school districts on the common core standards, teachers successfully transforming their instruction through the use of the common core, and literacy experts using social studies content to teach literacy. For every social studies educator working with common core, literacy and social studies standards, the 2013 NCSS Annual Conference is the place to be!
Advocacy!

In this issue of TSSP, I’ve invited Catriona Macdonald, President of Linchpin Strategies, a Washington, DC based advocacy firm, to talk about how social studies educators and students can advocate social studies education at the state and federal levels. Below is a summary of Catriona’s recommendations presented during the 92nd NCSS Annual Conference in Seattle, Washington. She provides comprehensive and detailed information regarding ways to elevate the teaching of social studies.—John Moore

How To Be an Effective Advocate for Social Studies

The New Year brings new opportunities and challenges for the Social Studies, at both the state and federal level. Funding priorities for K-12 education will be debated. Decisions will be made about the emphasis to be placed on teaching social studies. Budgets and classroom hours will continue to be squeezed. What can we do to make sure we aren’t pushed out of the debate, out of the budget, or out of the classroom? We can practice what we teach.

It’s difficult to add another item to any education professional’s already long to-do list. But it is vital that the field of social studies develop and deploy relationships that will protect and expand precious teaching time, scarce budgets, and the content and critical thinking skills that are part of social studies instruction. And so, I respectfully ask every NCSS member to make the following New Year’s resolutions:

1. **Become informed.** Stay aware of decisions being made that affect whether and how students are being taught social studies content and skills they need to succeed in this complex world. Use the resources of the NCSS and your state councils to stay aware of threats and opportunities—and how to respond.

2. **Develop relationships.** Figure out who the decision makers are, and who is representing you, at the state and local level. Identify the staff people who are advising your Senators and Representatives on education issues. Introduce yourself in person if possible, by phone and email if you must. Stay in touch. Provide relevant and interesting information by email on an ongoing basis, even if you don’t need to make a request. Help them understand the implications of a particular decision for the teaching of the Social Studies. You know you’ve arrived when the staff ask how legislative and budget proposals will affect social studies. That’s your goal: to help policymakers think through the best ways to protect and promote the teaching of history, civics, geography and economics.

3. **Deploy the community.** It’s critically important for social studies professionals to advocate for the social studies in every way they responsibly and ethically can—but it can also seem self-interested. STEM has received a big boost in funding and attention because the business community called for more science and math in schools. Those same businesses need employees who can think on their feet, draw appropriate analogies, deploy logical and sequential thinking to solve problems: all these skills are taught through social studies. Draw on others in the community to advocate for social studies; draw on those who may be able to reach or appeal to decision makers when you don’t have access to or have had difficulty persuading.

Social studies can do this—it’s what we teach every day. In Hawaii, the social studies community rallied to prevent civics from being removed from high school graduation requirements. In Tennessee, the social studies community succeeded in enacting state legislation that placed a new emphasis on civics education. There’s more to be done, and so much we can do, together!—Catriona (Cat) Macdonald
Jamie Ford: Overcoming Fear

Author Jamie Ford grew up in Ashland, Oregon, and near Seattle’s international district. His great-grandfather, Min Chung, changed his last name to Ford after emigrating from China to San Francisco in 1865, a fact that feeds into identity issues Jamie Ford explores in his debut novel, Hotel on the Corner of Bitter and Sweet. The novel, which takes place during the time of Japanese internment, focuses on the friendship between a Chinese American boy and a Japanese American girl. Ford began to explore the subject in depth after learning from his father about an “I am Chinese” button, which the older Ford wore during this period for fear of being mistaken for Japanese and being persecuted in the post Pearl Harbor era. While memory of this difficult period is stronger on the West Coast, Ford noted that east of the Rocky Mountains there is little institutional memory of Japanese Internment. He recalled that in his own daughter’s eighth-grade textbook there was just one paragraph about the internment of Japanese Americans. Jamie Ford asked his NCSS audience how many people remembered that Eli Whitney invented the cotton gin. After most hands were raised, he noted, “We all learn about this in school and remember it. But we forget that 120,000 people were locked up.” It’s important to remember, he added, that “in moments of fear, we do some pretty hideous things.”

James W. Loewen: Exposing Fallacy

For the second year in a row, James Loewen, historian and author of the best seller Lies My Teacher Told Me, spoke to a crowded room of NCSS teachers and educators eager to hear him discuss his latest book, The Confederate and Neo-Confederate Reader: The “Great Truth” about the “Lost Cause.” Loewen, who has dedicated his life to exposing mistaken beliefs or fallacies in American history, explored misconceptions Americans have about the cause of the Civil War—the focus of his book. When he asked the audience why the South seceded, the answers he received were somewhat in line with the general public. Two-thirds of Americans believe states’s rights was the primary reason, and others list tariffs and taxes or the election of Abraham Lincoln. However, Loewen points to primary documents for the answer, noting that key Confederate documents state explicitly that the rights of slave owners and issues upholding white supremacy was the root reason for secession.

James G. Blight and janet M. Lang: Avoiding War

Jim Blight and janet Lang, renowned scholars in international relations currently based at the Balsillie School of International Affairs of the University of Waterloo in Ontario, spoke at NCSS about their latest book The Armageddon Letters: Kennedy/Khrushchev/Castro in the Cuban Missile Crisis. Blight and Lang (who spells her first name with a lower case “j”) noted that the Cuban Missile Crisis was a very different experience for all three countries involved, and that the Cuban experience has generally been left out of history books. While Kennedy and Khrushchev have been the focus of history, according to Blight and Lang, it’s the experience of Havana in 1962 that has the most light to shed on this event. The lack of understanding of what was going on in Cuba is what caused the crisis, they said. Robert Kennedy’s Thirteen Days: A Memoir of the Cuban Missile Crisis describes the two weeks leading up to the crisis, from RFK’s perspective; but in Cuba, it was not 13 days, but 18 months, beginning with the Bay of Pigs invasion of April 1961 (“An invasion paid for, trained by the CIA, but carried out by Cuban exiles,” said Lang) that led to the October 1962 confrontation. The lessons to be learned from this history can be applied to today’s events, according to Blight and Lang, who are working currently on a book about Iran. “Big Powers must empathize with small countries for their own good. … How much are we going to keep squeezing Iran before they start acting like the Cubans?” they asked.
**Rick Steves: Travel and Understanding**

American public television and radio travel show host Rick Steves spoke to a packed ballroom audience on November 16 at the NCSS annual conference. Steves, who for the past 40 years has spent 120 days of every year in Europe, is the author of *Europe Through the Back Door*, which he first published in 1980, and, most recently of *Travel as a Political Act*. While Steves has built his career as a travel writer, tour guide, and TV producer, for the past 30 years, when asked about his occupation, he has proudly stated that he was a teacher. “My goal is to inspire people to learn as they travel,” he said. At NCSS, he inspired his audience of educators with tales from Europe, Central America, and the Middle East. He talked about the growth and learning about the world and current events that occurs when visiting other countries. When asked about the dangers of visiting certain countries, Steves responds: “The most dangerous thing to do is to stay home and not understand what’s going on.”

**Geneva Gay: Seeing All of the Rainbow**

University of Washington-Seattle Professor Geneva Gay described her work with preservice teachers and the challenges of helping them see the influence of culture on their own perceptions of the world. Culture is rather like air: the culture we are born into envelops us to the point that we don’t even know that it’s there—unless it’s suddenly removed. Our cultural foundations can be violently removed (through war or enslavement) or more gently nudged (through travel to another land or voluntary emigration). When that happens, we realize that our understanding of the world is to a large degree relative, and it can be reasonably questioned by another person. Shedding the fear of stepping into the “cultural space” of a different society, or of being in the company of a person from another country, is an important step for many young people who wish to become social studies teachers.

Gay, who is author of *Becoming Multicultural Educators*, asked: So what does it mean to teach social studies? Is there one story to convey to students, or many? If we examine a political term like “patriotism,” we can define it as loyalty … but to what? To a leader? To a political party? To celebrating specific holidays? To the land itself? To a set of mutually agreed upon laws? Can we provide students with “the one correct answer” to such a question and then assess their knowledge with a multiple-choice test? Mark Twain is credited with saying, America is the only place on Earth where each citizen defines what it means to be patriotic. If that is the case, then how do we ever survive together? What different forces, or beliefs, or values help to make the United States a coherent society? It’s probably not an attitude of “sticking to our guns” every time something new or different comes our way.

**Regie Routman: Reading with the Whole Child**

Teacher and author Regie Routman is a literacy specialist has six residencies in elementary classrooms yearly. “Teach with a Sense of Urgency!” she declared, quoting her favorite author, Jonathan Kozol, who wrote *Fire in the Ashes: Twenty-five Years Among the Poorest Children in America*. We should be alarmed, said Routman, that schools are re-segregating students by race, that assessment is being used to break things apart rather than to inform teaching and learning. But she also encouraged idealistic social studies teachers to aim for “sustainability” in their efforts and to find some enjoyment every day in the classroom. “Look for battles big enough to matter, but small enough to win.”

Routman delved into the details of teaching reading. For example, ESOL students usually need to speak a sentence aloud before they are able to write it down, so we should encourage them to do that. Immigrant students add value to the classroom, said Routman. When asked what they want to do when they grow up, many will answer, “Spend more time with Mom and Dad.”

Photos from a classroom residency illustrated a sequence of lessons in which students voted on a common problem of interest to them. They moved their chairs into a circle and observed a “fish bowl,” a smaller circle of a few high-achieving students, as they began to continued on page 6
discuss, read, and write about the topic. Then all students worked in groups of four to research the topic over several days (reading, interviewing, and discussing it) and finally compose letters to school administrators or public officials about the problem as well as possible solutions. The chosen topic: “Bullying on the Bus.” Students’ letters inspired, over the following months, changes in district policy, bus driver training, and an all-school assembly. Talk about empowerment! The most astute report was written by a girl chosen to be “the recorder” by her small group, although she had been struggling to write. She was also widely known among the kids as a bully on the bus, but that was forever changed.

Justice O’Connor and Author Klein: Beginning Anew
Hundreds of NCSS members were in attendance as 20 candidates from 12 countries took the oath to become United States citizens. Then all were treated to a discussion and Q&A featuring retired U.S. Supreme Court Justice Sandra Day O’Connor and author of All But My Life Gerda Weissmann Kelin. The conversation was moderated by Eric Liu. In their “encore careers,” both of these amazing women lead civic education organizations, iCivics and Citizenship Counts, respectively. In answer to a question about how to make civics “less dry,” O’Connor encouraged teachers to get kids to tell their own stories. Where did they come from? What do they want to have in their community? Is it a bike path or skateboard park? Game equipment? A quiet place to do homework after school? A cleaned-up creek? Help students vocalize and pursue their desires for their own community, and fold in the civics as they do. In answer to a question about overcoming hardship, Klein called upon the audience “to raise yourself above the violence that was done to you.” And how did she learn English? Reading Gone with the Wind, she said with a twinkle (and chuckling was heard from the audience). It was the last book she read in Polish in her childhood home, and then the first she read in her adopted language: English.

Blaine Harden: Learning to Be Human
In a labor camp in the mountains of North Korea, a 13-year-old inmate, Shin Dong-hyuk, heard his mother and brother talking about escape. The rules were clear: If you heard talk about escape and fail to report it, you would be shot. Shin got out of bed, told his mother he had to pee, and informed a guard about what he’d just heard. He also asked for more food and less work. Seven months later, Shin watched as his brother was shot and his mother was hanged, and for the next decade, he felt no remorse. But his subsequent struggles with anomie, paranoia, and guilt suggest the staggering obstacles that will arise if and when North Korea collapses and its 24 million residents are absorbed into a united Korea, said Blaine Harden, author of Escape from Camp 14.

In stories of concentration camp survival, said Harden, there is a conventional narrative arc: armed men steal the protagonist away from a loving family and comfortable home. To survive, he or she abandons morality, ceasing to be a civilized human being. The most celebrated of these stories is Night by Elie Wiesel. Shin’s story is different. He never had a loving family or a home. He was born in Camp 14.

Harden has talked to scores of audiences, and those who seem to listen most closely are teenagers. “Shin was a hungry, isolated, ignorant adolescent when he made terrifying choices. His story seems to make students examine their own lives and their relationships with their parents.” Based on conversations with students, Harden believes that Shin’s story also wakes them up to power of politics: how an evil political system can poison the very soul of a kid.

As heart rending as Shin’s biography can be, it’s also inspiring. “Sure, he was ignorant and raised to be a snitch, but from somewhere came the will to break free. And now Shin is trying to learn—as he puts it—how to be a human being.”

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Charles Haynes: Bridging Gaps through Education

Warning of the dangers of religious bigotry, Charles Haynes emphasized the need for educators to prepare students to bridge religious and cultural gaps at home and abroad.

Haynes, who is senior scholar at the First Amendment Center and the director of the Religious Freedom Education Project at the Newseum in Washington, DC, emphasized that schools should not only teach reading and math; they also need to ask what kinds of human beings are doing the reading and math. One vital mission of schools today is to prepare students to deal with cultural and religious differences.

In recent years, hate groups have been on the rise in this country. While these groups target many different racial, ethnic and religious communities, Islamophobia has been especially evident among them. Millions of dollars have been spent to fund campaigns attacking the entire religion of Islam. People who know nothing about the Sharia have attempted to enact anti-Sharia laws. Groups trying to prevent mosques from being built have argued that they promote religious radicalism, despite all the evidence that U.S. Muslims and their mosques are working hard to counter radicalism.

Education plays a key role in combating ignorance and intolerance. Haynes pointed out that many Americans are totally unknowledgeable about other religions (and some may not even know much about their own). Schools can play a major role in increasing their students’ understanding of different religions and cultures, and showing that people can have different views about faith and values without hating each other. One especially interesting initiative has been launched by the Face to Faith program of former British Prime Minister Tony Blair’s Faith Foundation, which enables students to use videoconferences to connect with students in schools in other countries who often have different religions from their own. This exposes the participating students to different values and viewpoints, and increases their mutual understanding.

Sheryl WuDunn: Half the Sky

More than 700 people attended a screening of excerpts from the documentary “Half the Sky: Turning Oppression into Opportunity for Women Worldwide.” A panel discussion followed, moderated by Lisa Clarke, a teaching ambassador fellow at the U.S. Department of Education. Pulitzer Prize winning author Sheryl WuDunn told stories of the women she’s met, the challenges they face, and the solutions they are offering to end gender based oppression in their own communities. Her message emphasized the vital role we can play in inspiring young people to become involved with the global movement to end the oppression of women and girls. The panelists provided the audience with some suggestions on why and how to build connections between classrooms and community organizations. Read about it at http://beyondbethebox.org/one-educators-take-on-teaching-gender-oppression/.

Walter Parker: International Education Today

More and more schools today are committed to international education, but the concept of international education has different meanings for different people.

Walter Parker, one of the community scholars who was a featured speaker at the Seattle conference, dissected different approaches to international education, and pointed out that the meanings of the term are plural and changing, controversial, and, paradoxically, often geared toward the promotion of national rather than international interests.

Two hard-headed, nationalistic rationales for international education that appeal to policy makers are that it will enable us to be more internationally competitive, and that it will enhance our national security and military preparedness (for example, by enabling us to “speak the language of our future enemies”).

continued on page 8
Other rationales for international education, which are likely to be especially favored by educators, are that it will enable students to develop a global perspective and to tackle global challenges; that it encourages a cosmopolitan world outlook that allows students to understand and empathize with other world cultures; and that it enables U.S. schools with a large international student body to offer education that is relevant to their students.

Because of the different concepts of international education, Parker pointed out that it is not enough to become activists only for “international education”; we, as social studies educators, must specifically become advocates for the kind of global education we really want.

**Progress on State Standards Initiative**

A packed conference audience heard a presentation on the initiative to develop the vision for *College, Career, and Civic Life (C3): Framework for Inquiry in Social Studies State Standards*. The presenters included Project Director Kathy Swan, Framework Task Force Chair Susan Griffin, and other project participants. Supported by the Council of Chief State School Officers (CCSSO), this initiative aims at developing a Framework that will offer guidance for states to use in enhancing the rigor of their social studies standards for K-12 schools.

The C3 Framework will aim at college and career readiness, but its objectives include a third vital component—civic life. The Framework focuses primarily on inquiry and concepts, and covers four core areas of social studies—civics, economics, geography and history.

At the heart of the Framework is an arc of inquiry—a set of interlocking and mutually supportive ideas that feature four dimensions of informed inquiry: (1) developing questions and planning investigations; (2) applying disciplinary concepts and tools; (3) gathering, evaluating, and using evidence; and (4) working collaboratively and communicating conclusions. Each dimension features relevant literacies outlined in the Common Core State Standards for ELA and Literacy in History/Social Studies.

Fifteen professional organizations in the field of social studies, including NCSS, are collaborating in the C3 initiative. The C3 Framework was commissioned by the Social Studies Assessment, Curriculum, and Instruction collaborative of CCSSO. This collaborative is made up of state-level social studies consultants, assessment experts, and administrative personnel in state departments of education. Twenty-two states and the District of Columbia are represented in the collaborative.

After the presentations, one questioner asked about the omission of several social sciences from the Framework. Kathy Swan responded that the Framework focused on the four core subject areas of social studies, but that it would be a useful model for any parallel initiative focusing on other social studies disciplines.

Another questioner noted that the formal NCSS definition of social studies extended beyond civics, economics, geography, and history, and included the other social sciences, arts and humanities: was NCSS retreating from its own definition? NCSS Executive Director Susan Griffin affirmed that NCSS stood by its definition of social studies, as articulated in the national social studies standards. NCSS is, however, willing to offer active support for a framework that will enhance state standards in the core subject areas of social studies and the behavioral sciences, and is willing to collaborate with professional associations specializing in those subjects to develop that framework.
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Responding to Violence in Newtown, CT
Our thoughts are with all of the people affected by the violence at Sandy Hook Elementary School on December 14, 2012. The NCSS Resources webpage lists some resources and links for educators, at http://www.socialstudies.org/resources. Social Studies and the Young Learner (January/February 2013, page 4) also memorializes the twenty students and six staff members who were killed on that morning.

Participants Needed: Field Testing a Film
In the spring 2013 term, Big Picture Instructional Design (BPID) will be conducting two separate field tests, recruiting separate groups of teachers to participate in each. Teachers get a free film and study guide to keep, plus a small “thank you” gift at the end. Teachers who have participated in our field tests often volunteer for the next one.

The first field test is for The Last Survivor (www.thelastsurvivor.com). This is a feature-length documentary that follows the survivors of four different genocides (Holocaust, Darfur, Rwanda, and Congo) as they work to make sense of their experiences and rebuild their lives. Visit (www.bigpictureinstructional.com) and click on “projects” to view a PDF of the teaching materials for this film.

The second field test is for The Dharma Brothers (www.dhammabrothers.com). This is also a feature-length documentary, telling the stories of a group of prisoners in an Alabama state penitentiary who volunteer to participate in an intensive Buddhist meditation program. It’s also accompanied by teaching materials.

As a participant in the study, teachers will be asked to use the film and accompanying materials at their discretion — in whole or in part, as written/presented, or modified to fit their student population and existing curricula. After they screen the film and use the materials, they will be asked to submit a short evaluation form describing their experience. No minimum number of hours of instruction are required. Interested educators may e-mail info@bigpictureinstructional.com to enroll or to request more information.

— Kimberly Birbrower, Big Picture Instructional Design, NCSS Member, 818-501-3378. kim@bigpictureinstructional.com.

Participants Needed: Survey on Teaching about 9-11
At Nova Southeastern University, we are preparing to survey teachers (grades 6-12) on how, or in fact if, they are teaching about the events of 9/11. Ten questions inquire about any activities teachers have led, specific curriculum they’ve used, successes they’ve had, or barriers (such as lack of time, resources, or the controversial nature of the subject). If you would like to participate (or know someone who might), please contact me.

—Cheryl Duckworth, assistant professor of conflict resolution, Nova Southeastern University, Ft. Lauderdale, FL, 954-262-3018; NCSS Member; cheryl.duckworth@nova.edu.

In Memoriam: Wendell Brooks
Wendell Brooks died peacefully at home in California on August 3, 2012. He was a lifelong educator, consummate singer, and a citizen of the world. His wonderful smile and non-stop energetic personality brought great joy to all who knew him.

Wendell was born in 1940 in a suburb of Kansas City, Kansas, spent his childhood in Omaha, Nebraska, moved to Sacramento at the age of 12, where he graduated from C. K. McClatchy High School. After graduation from Whittier College, Wendell served in the Peace Corps in Ethiopia, lived in Europe where he earned an M. A. from Uppsala University in Sweden, and returned to the United States in 1971.

For the rest of his life, he taught primarily at California State University East Bay, Berkeley High School, and Holy Names University. Wendell was an avid follower of politics, and his wide-ranging interests (including sociology, history, music, religion, and African American studies) made him an outstanding and inspiring educator. Wendell was an active member in both NCSS and the California Council for the Social Studies.

Wendell’s commanding bass-baritone voice was unforgettable. He performed widely in Europe and the United States in both classical and folk music, and as a proponent of African American slave songs and spirituals. His many students and audiences will miss him. (Source: San Francisco Chronicle and Berkeleyside (http://www.berkeleyside.com/2012/08/20). 🕉️
Gold and Silver Star Awards are presented to councils that meet rigorous qualifications, which include providing professional activities for social studies educators in their region; increasing membership of underrepresented groups, increasing joint membership with NCSS; participating in NCSS programs, such as membership brokering, and awards programs; and contributing to the First Timers Scholarship and to FASSE (Fund for the Advancement of Social Studies).

More information about Gold and Silver star requirements can be found online at: http://www.socialstudies.org/local/starcouncils

National Council for the Social Studies recognizes the following councils for their impressive achievements during 2012:

**Gold Stars**

Association of Teachers of Social Studies/
United Federation of Teachers (NYC)
Colorado Council for the Social Studies
Georgia Council for the Social Studies
Maryland Council for the Social Studies
Missouri Council for the Social Studies
North Carolina Council for the Social Studies
Ohio Council for the Social Studies
Oklahoma Council for the Social Studies
Oregon Council for the Social Studies
Prince George's County Council for the Social Studies (MD)
Tennessee Council for the Social Studies
Texas Council for the Social Studies
Wisconsin Council for the Social Studies

**Silver Stars**

Arizona Council for the Social Studies
Florida Council for the Social Studies
Kentucky Council for the Social Studies
New York State Council for the Social Studies
South Carolina Council for the Social Studies

The Oregon Council for the social studies was inadvertently omitted from the list that appeared in the November/December 2012 TSSP newsletter. We would like to apologize to the Oregon Council for this omission. Congratulations to them, and all councils on this list, for their great work during the last year!
Affiliate State and Regional Social Studies Conferences provide great opportunities for teachers in their home areas. Visit www.socialstudies.org/affiliates/conferences to find a complete listing that includes meeting themes, proposal deadlines, council webpages, and conference contacts. Send updates to councils@ncss.org.

January 19, 2013
**Nevada, Northern CSS**
Damonte Ranch High School
Reno, NV

February 2, 2013
**ATSS**
United Federation of Teachers Headquarters
New York, NY

February 22–23, 2013
**Missouri CSS**
Doubletree Hotel Chesterfield, MO

February 27–March 1, 2013
**North Carolina CSS**
Koury Convention Center Greensboro, NC

February 27–March 3, 2013
**New York State CSS**
Rye Town Hilton
Rye Town, NY

March 1–2, 2013
**Middle States CSS**
Dover Downs
Dover, DE

March 8, 2013
**Tennessee CSS**
Cool Springs Marriott
Franklin, TN

March 8–10, 2013
**California CSS**
Hyatt Regency San Francisco Airport Burlingame, CA

March 10–11, 2013
**Minnesota CSS**
St. Cloud State University
St. Cloud, MN

March 15–17, 2013
**Washington State CSS**
Campbell’s Resort
Chelan, WA

March 17–18, 2013
**Wisconsin CSS**
Madison Marriott West
Middleton, WI

March 8, 2013
**Colorado CSS**
DoubleTree by Hilton Denver Tech Center
Denver, CO

March 8–10, 2013
**Northeast Regional Conference**
Sturbridge Host Hotel
Sturbridge, MA

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**Validate your scholars’ achievements in a new way...Start a Rho Kappa Chapter Today!**

RHO KAPPA National Social Studies Honor Society is the only national organization for high school juniors and seniors that recognizes excellence in social studies. Membership in RHO KAPPA is an honor bestowed upon students by a local chapter for accomplishments in social studies and overall academic achievement. Any accredited high school can apply to start a chapter, through which students will be inducted into the RHO KAPPA Social Studies Honor Society. Rho Kappa provides national recognition and opportunities for exploration in the social studies.

**Students eligible for membership must:**
- have been in attendance at the school for the equivalent of one semester;
- have completed four semesters of courses in the field of social studies and be prepared to complete at least six semesters; and
- have an overall GPA of at least 3.0 or the numerical equivalent.

Through its sponsorship of Rho Kappa, NCSS and its partners hope to encourage interest in, understanding of, and appreciation for the social studies.

For more information call 301-588-1800 ext.107 or visit rhokappa.socialstudies.org
On February 1, 2013, Syria Deeply, in collaboration with iamSyria.org and NCSS, will release an innovative lesson about the Syrian crisis. The lesson, which can be taught in a 40-minute period, is the first in a planned series of teaching activities surrounding global events and humanitarian issues. Visit www.iamsyria.org/syria-for-educators.html to find a Teacher’s Guide, an introductory video for students, and supplemental materials, including a presidential Cabinet exercise that’s been well received by students. For questions or to request lesson materials on paper, please contact: kristin@newsdeeply.org.

With the launch of its 17th online game, We the Jury, iCivics is bringing fun to jury duty. Serving on a jury is one of the fundamental duties of American citizenship. Yet when most Americans see that summons come in the mail, their first thought is “How can I get out of jury duty?” It’s a staple of sitcoms and comedy routines. When Supreme Court Justice Stephen Breyer appeared to serve jury duty, national newspapers treated performing this basic duty of citizenship as something remarkable.

In the activity We the Jury, players can choose from two different civil trial issues. They are taken out of the jury box and into the deliberation room where they must analyze evidence, weigh testimony, and use solid arguments to persuade their fellow jurors. The clock ticks down as players work to avoid a hung jury and reach a fair and impartial verdict. Teachers will find supporting materials there, including alignment to state and Common Core standards, a game guide, and related lesson plans. The activity was designed by noted educational game developer and long-time iCivics collaborator Filament Games. To play We the Jury, please visit http://www.icivics.org/games/we-jury.

Developed by Education Development Center, Inc., the Law and Justice Program is available at no cost. It is funded by the James Irvine Foundation with the aim of empowering students; fostering change; improving education; advancing democracy; and promoting justice. Professional development and technical assistance services are provided by EDC. For more information, visit http://lawandjustice.edc.org, email lawandjustice@edc.org, or call Eliza Fabillar at 617-618-2515.

The Federal Reserve Bank of St. Louis has added a dozen new materials to its supply of free personal finance and economic education resources for students and consumers. They include online courses, simulated online chats, videos, an audio podcast, and a mobile app. Learn about retirement plans; completing a W-4 form; or the basics of supply and demand. The video podcast Econ Lowdown also has a more user-friendly and searchable website, plus social media accounts. See the free downloadable lesson plans, interactive whiteboard activities, and online courses, K-college. Visit http://www.stlouisfed.org/education_resources.

“Unions were good once, but we don’t need them any longer. Unions make unreasonable demands that result in lots of strikes.” These are a few of the myths that former AFL-CIO Education Director Bill Fletcher Jr. explores in his new book, They’re Bankrupting Us! And 20 Other Myths About Unions, published by Beacon Press (http://www.beacon.org). Also available free on the American Labor Studies Center’s website (http://labor-studies.org) are many resources devoted to specific topics such as child labor, labor law reform, “freedom to work” laws (labor-studies.org/labor-spotlight/employee-free-choice-act-labor-law-history), and views of major religious denominations on public issues related to workers’ rights.

The National Park Service’s Teaching with Historic Places (TwHP) program has recently posted two new on-line lesson plans. In “The Greatest Dam in the World”: Building Hoover Dam, students learn why the building of the dam was a triumph for the engineers of the Bureau of Reclamation and how it came to symbolize what American industry and American workers could accomplish, even in the depths of the Great Depression. “Making the Desert Bloom: The Rio Grande Project” investigates how the Bureau of Reclamation transformed the valley of the Rio Grande by creating Elephant Butte Dam and the Rio Grande irrigation project, and some of the problems the bureau encountered along the way.

These are among more than 140 classroom lesson plans free on the TwHP website, which uses places listed in the National Register of Historic Places to promote historical thinking, engage students in active learning, and help them connect social studies—history, geography, civics, engineering, and other subjects—to their own lives. These lessons are indexed by state, historic theme, time period, learning skills, and national history and social studies standards. Visit http://www.nps.gov/history/nr/twhp/index.htm. Queries to beth_boland@nps.gov or 202.354.2238.

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American Library Association (ALA) recommends NCSS member Debbie Reese’s webpage about “Creating a Library Atmosphere that Welcomes American Indians” at http://americanindiansinchildrensliterature.blogspot.com/2012/10/creating-library-atmosphere-that.html. Reese writes; “In the United States, there’s such a tendency to romanticize and lament the history of American Indians, but the fact that we’re still here, that we persevered — and persevere — is important. We have many stories to tell, and not all of them are specifically about our Native experiences. Consider setting up a display that shows the range of writing done by Native authors.”

Take2Videos is an Internet resource that helps students use and edit high-quality raw footage to create their own documentaries and shorts. Take 2’s video footage comes with “a comprehensive curriculum and teaching tools that meet national curricular standards for English, social studies, economics, government, science, and media.” Teachers do not need to have any video or editing skills to begin using this website with their students. “Comprehensive curricula, student activities, worksheets, and teaching tools are available in the supporting materials.” Visit http://www.take2videos.org.

ProCon.org has posted its 45th issue website, Corporate Tax Rate & Jobs, which explores the issue of whether or not lowering the corporate tax rate spurs job creation. Does lowering the federal corporate income tax rate result in employers creating more jobs? Proponents argue that it incentivizes job creation in the United States instead of overseas, encourages increased investment in research and infrastructure, and passes savings on to consumers through lower prices. Opponents argue that lowering the corporate tax rate results in more profits for corporations without affecting job creation, and that unemployment rates were the lowest in recorded U. S. history during the time when corporate income tax rates were highest. Read more at ProCon.org.

See the new Teach Syria curriculum, described on page 13 of this newsletter. It’s online at the “I Am Syria” website, www.iamsyria.org. NCSS is collaborating in the effort.

January 1, 2013 marked the 150th Anniversary of the Emancipation Proclamation, a wartime measure that freed enslaved Americans in the states then rebelling against the Union. The blockbuster movie Lincoln, which focuses on the passage of the Thirteenth Amendment in 1865, has heightened popular interest in that era. There are a number of free, online teaching resources that showcase both landmark events. The National Archives (http://www.archives.gov) displays both documents online. The Library of Virginia (www.virginiamemory.com) has a high school lesson plan on them. The National Endowment for the Humanities also offers a lesson plan at edsitement.neh.gov/lesson-plan/emancipation-proclamation-freedoms-first-steps. Younger students might enjoy learning about the 1863 Emancipation Proclamation with a coloring book on that topic provided by the National Archives, http://www.archives.gov/publications/kids. NCSS offers a free issue of Middle Level Learning describing the 1862 Emancipation in the District of Columbia, at www.socialstudies.org/system/files/mll24PhilipReid.pdf. Please write to tssp@ncss.org with your recommendations of the best free teaching resources concerning the abolition of slavery in the United States.

If you have a comment about or opinion about any resource listed in TSSP, please share it with the editor at tssp@ncss.org. Thank you.
Free for NCSS Members: Two Webinars

Engaging Social Studies Strategies for Achieving Excellence in the Common Core

Tuesday, February 26, 2013
8:00–9:00 PM EST

Instructor: Michael M. Yell

Get three practical teaching strategies to help your grade 5–12 students achieve Common Core standards in reading and writing for social studies.

Webinar Agenda
• Overview of Common Core Standards for Social Studies teachers;
• Strategy 1: The Mystery
• Strategy 2: Reading for Meaning
• Strategy 3: Compare and Contrast.

Michael M. Yell is a former NCSS president and a National Board Certified middle school social studies teacher.

Online Technology Integration: An Introductory Course

Tuesday, March 26, 2013
8:00–9:00 PM EDT

Instructor: Ron Peck

Learn how to integrate technology in your social studies classrooms, why online technology is important, and how it can be used to best serve your students.

Webinar Agenda
• Technology integration: what, why, and how?
• Essential tools for integration
• Useful reference websites for teachers and students
• Keys to successful tech integration

Ron Peck is an online social studies facilitator for Edutopia of the George Lucas Foundation; social studies teacher; and former assistant principal and athletic director.

Register at www.socialstudies.org/workshops
2013 NCSS Summer Workshops

This summer, make an NCSS Summer workshop part of your professional development.
To read more and register, visit www.socialstudies.org/professionaldevelopment

Conducting Socratic Seminars: Focus on Primary Source Documents from U.S. History

August 5–7, 2013
American Enterprise Institute
Washington, DC

This highly participatory and interactive Socratic seminar-training workshop will combine the learning of skills necessary to use “Socratic seminars” in your classroom with a focus on significant documents from U.S. History. We will use of primary sources from The Constitutional Sources Project (www.ConSource.org) and www.WhatSoProudlyWeHail.org.

Instructor: John Zola spent 32 years as a high school social studies teacher and served as Director of School and University Partnerships at the University of Colorado School of Education. He conducts in-service trainings on civic education and Socratic seminars in a variety of locations in the United States, Central Europe, and Asia.

Cost: $405 for NCSS members; $455 for nonmembers (lunches and workshop materials included); participants must cover their own housing and transportation costs.
Register at www.socialstudies.org/professionaldevelopment

Teaching With Documents and Works of Art: An Integrated Approach—Focus on “Photography as Art and Document”

July 22–24, 2013
National Archives Building and Smithsonian American Art Museum
Washington, DC

Get a first-hand introduction to the holdings, resources, and programs of the U.S. National Archives and Records Administration (NARA) and the Smithsonian American Art Museum (SAAM). Workshop attendees will participate in and develop classroom activities that utilize both visual images and primary source documents as teaching tools in ways that sharpen students’ skills and enthusiasm for history, social studies, and the humanities. They will also participate in hands-on activities related to historical photography processes.

Instructors: Michael Hussey, Ph.D., Exhibits and Education Specialist, NARA
Elizabeth K. Eder, Ph.D., Assistant Chair, National Education Partnerships, SAAM

Cost: $200 per participant (this covers coffee, lunches, teaching resources, and all course materials); participants must cover their own housing and transportation costs.
Register at www.socialstudies.org/professionaldevelopment

Primary historical documents from each state are ready for viewing at www.loc.gov/teachers/classroommaterials/primarysourcesets/states/

Cost: $405 for NCSS members; $455 for nonmembers (lunches and workshop materials included); participants must cover their own housing and transportation costs.
Register at www.socialstudies.org/professionaldevelopment
See the NCSS Webinars and Summer Workshops for 2013 listed on the previous pages and at www.socialstudies.org/workshops.

Teach with a solid understanding of the Holocaust. Three- to six-hour professional development training programs led by experienced facilitators are available to middle and high school educators across the country at no cost to the teacher or school. Professional development credits can be arranged.

Each program includes a complimentary copy of Echoes and Reflections and DVD of video testimony by survivors and others. The seminar explores the organization, content, and pedagogy of Echoes and Reflections through experiential activities. Learn more at www.echoesandreflections.org.

Federal Trials and Great Debates in U. S. History Summer Institute for Teachers will be held June 23-28, 2013, in Washington, DC. The Division for Public Education of the American Bar Association and the Federal Judicial Center sponsor the institute. Designed especially for teachers of U. S. History, Government, Civics, or Law, it will deepen participants’ knowledge of the federal judiciary and of the role the federal courts have played in key public controversies that defined our constitutional and other legal rights. Work closely with leading historians, federal judges, and curriculum consultants, focusing on three landmark federal trials: Susan B. Anthony; Roy Olmstead; and Julius and Ethel Rosenberg. Participation limited to 20 teachers. Travel, lodging, and meal expenses reimbursed per U. S. government per diem rates. Apply at www.americanbar.org/publiced. Queries to Tiffany.Middleton@americanbar.org. Applications must be postmarked by March 1, 2013.

Apply for $1,000 in professional development scholarships for the Educator Academy in the Amazon Rainforest, July 2-11, 2013. This is a cross-curricular professional development workshop for K-12 formal and informal educators to learn and use:

- 21st Century Instruction: 5E Lesson Design, Inquiry-Based Exploration, STEM Problem-Based Learning
- Inquiry Protocols: Project Learning Tree, GLOBE, Project Noah
- Global and Cultural Perspectives: Service Learning, Sustainability, Global Education

Join Mo Walters, ASU; Al Stenstrup, Project Learning Tree (PLT); Christa Dillabaugh, Amazon Rainforest Workshops; and work side-by-side with scientists Steve Madigosky, Widener University; and Randy Morgan, Curator/Entomologist, Cincinnati Zoo. The Amazon experience is a real world lens through which to view global issues, from climate change to global health. Experience a 14-mile Rainforest Canopy Walkway; ongoing climate change research; and interactions with Indigenous Yagua and Riberenos. Visit a Village Service Project, ReNuPeru Ethnobotanical Garden, and Monkey Island Conservation Project. PLT certification and PD hours included. Academic credit and Machu Picchu Extension optional. Land cost is $1,985, plus air, or $985 for scholarship winners. Visit http://www.amazonworkshops.com/educators-naturalists.html. Contact christa@amazonworkshops.com or call 800-431-3634. Open registration through April if space is available. Scholarship deadline March 8, 2013.

Street Law, Inc. and the Supreme Court Historical Society will sponsor two sessions of the annual Supreme Court Summer Institute, June 13-18 and June 20–25, 2013. The Supreme Court Summer Institute provides teachers with a valuable opportunity to expand their knowledge and learn new methods for teaching about the Supreme Court of the United States. The Institute is open to secondary level social studies teachers & supervisors, who will spend six stimulating days on Capitol Hill and inside the Supreme Court learning about the Court, its past and current cases, and how to teach about them from top Supreme Court litigators & educators. To apply online (under the ‘Registration Info’ tab), visit http://www.streetlaw.org/scsi_apply. Application deadline is March 11, 2013.

The 16th annual Eisenhower Academy, a summer institute for teachers, will be held July 14–19, 2013 at Gettysburg College and Eisenhower National Historic Site in Gettysburg, Pennsylvania. Sponsored by the National Park Service, Gettysburg College, and The Dwight D. Eisenhower Society, the Academy presents an in-depth perspective of Dwight D. Eisenhower as president and world leader, and introduces effective strategies for teaching the Cold War era in the classroom. Lectures and discussion cover civil rights, the Cold War, 1950s economics, popular culture, and new scholarship on the Eisenhower Presidency. Field trips include a visit to the Eisenhowers’ home and a guided walk through historic downtown Gettysburg to explore Eisenhower’s life and times. Total cost, including field trips, special evening events, banquet,
single occupancy lodging and lunches is $695 for early registration (by April 1). For late registration (through June 10, 2013) the cost is $750. Cost for day students is $485. Professional education credits and graduate credits are available. For more information, contact Eisenhower Academy, 1195 Baltimore Pike, Suite 100, Gettysburg, PA 17325; 717-338-9114 Ext. 4411; john_joyce@nps.gov; or visit www.nps.gov/eise. Again, early registration is April 1, 2013.

National Endowment for the Humanities (NEH) summer institutes are held all over the United States, and indeed, all over the world. They are listed at http://www.neh.gov/divisions/education/summer-programs. Note that each institute also has its own home webpage. Here’s an example: The three-week NEH Institute ‘Thomas Jefferson: Personality, Character and Public Life’ will take place at Boston University, July 8-26, 2013. The stipend for teachers is $2,700. Speakers include R. B. Bernstein, Peter Hatch, Joanne Freeman, Jan Lewis, and Peter Onuf. The Institute will seek to deepen our understanding of one of the most important figures in American history, a figure who is fascinating, influential, inspiring, and embattled. Visit: http://www.thomasjeffersonpersonalitycharacterandpubliclife.org.

The National Humanities Center hosts “America in Class” online seminars continually. Check out the winter-spring schedule at http://americaniclass.org/seminars/. For example, on February 21, 2013, from 7:00-8:00 pm EST, Alumni Distinguished Professor of History Elliott West, University of Arkansas, will lead the seminar “Economic Development of the [U. S] West in the Late Nineteenth Century.” Future seminars include ‘Teaching The Great Gatsby,” “The Business of America and the Consumer Economy of the 1920s,” and “The Emergence of Jim Crow.”

Italy’s Amalfi Coast program by GEEO will have an earlier booking deadline than the rest of our summer programs: January 31st. It includes cooking lessons almost every-night and long hikes through gorgeous towns and countryside during the day. Full details regarding all the GEEO world travel and study programs are available at www.ggeo.org. If you have any questions feel free to call 9AM–9PM EST, 7 days a week at 1-877-600-0105, or e-mail jesse@ggeo.org. Act early before spaces fill! 🙏

• Teaching about India in K-12 classrooms is becoming more interesting and important as we move towards a fully globalized society. The Dharmic traditions hold such complexity and diversity and pose challenges to all teachers.
• Dharmic traditions represent more than just religious studies, even though they are derived from Buddhism, Hinduism, Jainism, and Sikhism. Currently, these Dharmic traditions are practiced by over a billion people throughout the world.
• The Uberoi Foundation has funded the Center for Indic Studies at UMass Dartmouth to provide 12-15 Uberoi Foundation Fellowships for school teacher training, which will be held on July 29th-August 2nd, 2013 at UMass Dartmouth.
• Stipend or Graduate Credits: If chosen, participants have a choice between a $500 stipend and 3 graduate credits (along with room and board on campus).

For details and application (deadline March 15, 2013), please visit http://www.umassd.edu/media/umassdartmouth/centerforindicstudies/uberoifoundation2013.pdf

www.socialstudies.org/morocco2013

Understanding the Near East and the dramatic events of the Arab Spring are important content for today’s social studies classrooms. Whether it is the democratic revolutions in Egypt, Libya and Tunisia or the push for reforms in Morocco, the people of these North African countries have taken a stand for freedom and democracy. This is just the latest chapter in the centuries-old history of human occupation of these lands that stretch back before the Roman Empire.

Join NCSS, in partnership with Maryville University of St. Louis and the Moroccan Center for Civic Education, in Fez, Morocco next summer for Education for Democracy and the Arab World to get a first-hand understanding of the issues and region.

The conference will feature speakers from the Middle East, expert panels, breakout sessions, tours of world heritage sites, school visits, cultural activities, and networking opportunities. For all the details, and to register, visit www.socialstudies.org/morocco2013.
2012 NCSS AWARDS AND GRANT RECIPIENTS

NCSS annually recognizes teachers, researchers, and other worthy individuals or programs. This year’s award and grant recipients are listed below. Please join us in congratulating your fellow educators for their outstanding accomplishments in the social studies.

Outstanding Social Studies Teachers of the Year
Sponsored by Farmers Insurance
Celebrating 16 years of partnership in supporting the social studies community

These awards recognize exceptional classroom social studies teachers, grades K-12, who teach social studies regularly and systematically or at least one-half time in a departmentalized school setting. NCSS Teachers of the Year excel in at least six of seven areas:

1. Creative and effective development/use of instructional materials
2. Incorporation of innovative instructional strategies and techniques
3. Utilization of new scholarship
4. Utilization of the ten interrelated themes identified in NCSS curriculum standards
5. Ability to foster a spirit of inquiry and development of information literacy skills
6. Ability to foster the development of democratic beliefs and values, and skills needed for participation
7. Professional development

ELEMENTARY
Mary E. Ledbetter
University of Texas Elementary School, Austin, Texas

Integrating Social Studies & Language Arts using Historical Documents, Artwork, Artifacts, Letters, and Music
Mary integrates social studies and the language arts of reading, writing, listening and speaking through a wide range of strategies and resource. Fifth grade U.S. history comes alive for her students.

Chair: JoAnn Wood, Elementary Social Studies Supervisor, Cobb County School District, Marietta, GA

MIDDLE LEVEL
Joseph D. Karb
Springville Middle School, Springville, New York

Human Rights Education in the Middle School Classroom: What You Do Matters
What is at the heart of who we are as a society? Joseph teaches his students about historical and present day issues and the activists who made a difference. He uses technology and active learning to engage middle school students in human rights.

Chair: Leisa Martin, The University of Texas at Arlington, Arlington, TX

SECONDARY LEVEL
David Bosso
Berlin High School, Berlin, Connecticut

Others’ Lives: Using Current Non-Fiction Resources to Advance Global Understanding
David enriches his students’ views and understanding of historical events, cultural diversity, and global issues through the use of web-based strategies that utilize current non-fiction resources (e.g., memoirs, newspaper articles, etc.) to improve reading comprehension, content knowledge, and interdisciplinary writing skills.

Chair: India Meissel, Lakeland High School, Suffolk, VA

AWARD FOR GLOBAL UNDERSTANDING
IN HONOR OF JAMES BECKER

Lisa Adeli
University of Arizona Center for Middle Eastern Studies, Tucson, Arizona

Travel Around the World without Leaving the Classroom
Lisa awakens her student’s curiosity by bringing the world into their classroom and expanding their knowledge of world history, geography, and cultures as well as their skills in critical thinking, writing, research, and analysis through the use of various strategies.

Chair: J.D. Bowers, Genocide & Human Rights Institute, Northern Illinois University, DeKalb, IL

JEAN DRESDEN GRAMBS
DISTINGUISHED CAREER RESEARCH IN SOCIAL STUDIES

Sherry L. Field
Dean of the Arkansas Tech University College of Education, Russellville, Arkansas

Elementary and Secondary Social Studies: An Imperative for Teaching and Research
In her roles as professor and researcher, Sherry has written about the current status of social studies education and how the profession can develop and improve. As editor of SYSL from 1996 to 2006, she advocated for and presented the best of classroom methodology and content.

Chair: Jeff Passe, Chair, Department of Secondary Education, Towson University, Towson, MD
Organizing a Pre-Service Social Studies Teacher Conference

This group has refined the process of organizing geography/social studies conference for pre-service social studies teachers enrolled in a university teacher-certification program.

Presenters at the NCSS Annual Conference (below left to right): Connie Hodge, April Blakely, Karen Maloley, and Cynthia W. Resor, Eastern Kentucky University, Department of Curriculum and Instruction, Richmond, KY are presented their award by Don Rescigno, Director of Marketing at Herff Jones | Nystrom.

Chair: Paul Nagel, Midwestern State University, Wichita Falls, TX

Carter G. Woodson Book Award and Honor Books

The works below have been chosen as the most distinguished social science books depicting ethnicity in the United States for young readers in 2012.

**Elementary Level (Grades K–6)**

**Carter G. Woodson Book Award**
- Red Bird Sings: The Story of Zitkala-Ša, Native American Author, Musician, and Activist Adapted by Gina Capaldi and Q. L. Pearce Published by Carolrhoda Books

**Carter G. Woodson Honor Award**
- Saga of the Sioux An adaptation from Dee Brown’s Bury My Heart at Wounded Knee by Dwight Jon Zimmerman Published by Henry Holt and Company, LLC

**Middle Level (Grades 5–8)**

**Carter G. Woodson Book Award**
- Music Was It: Young Leonard Bernstein by Susan Goldman Rubin Published by Charlesbridge

**Carter G. Woodson Honor Award**
- A Nation’s Hope: The Story of Boxing Legend Joe Louis by Matt de la Peña illustrated by Kadir Nelson Published by Dial Books for Young Readers

**Secondary Level (Grades 7–12)**

**Carter G. Woodson Book Award**
- Black and White: The Confrontation between Reverend Fred L. Shuttlesworth and Eugene “Bull” Connor by Larry Dane Brimner, Published by Calkins Creek

(No Honor Award for secondary level book was chosen in 2012)

Authors Larry Dane Brimner, Gina Capaldi and Susan Goldman Rubin hold their Woodson awards.

**Jeffrey A. Hinton**
Northwest Career and Technical Academy, Las Vegas, NV

2012 Award-winning Proposal: Voices of Vegas
(Project implementation and results will be presented at the 2013 NCSS Annual Conference).
Farmers has designed free educational programs designed specifically for you. These groundbreaking and award-winning educational programs are already in use in more than 150,000 classrooms. Enhance your social studies lessons with resources at www.GoFarmersEd.com. These programs include:

**Freedom’s Song**—Celebrating a century of African-American history, the documentary film *Freedom’s Song: 100 Years of African-American Struggle and Triumph* highlights significant milestones of the African-American experience. The Freedom’s Song package is free to educators.

**The American Promise**—The American Promise is a resource for teachers, professors and educators, so that they may bring democracy to life in the classroom. A Teacher’s Guide and Lesson Plans are among the resources available. (NCSS has been a partner in The American Promise for many years.)

**Bronze Screen**—The exciting and inspirational stories of Latino culture captured in Hollywood films are spotlighted on BronzeScreen.net. A free Bronze Screen DVD and Teacher’s Curriculum are available for Educators.

**Ordinary People Doing Extraordinary Things**—This an inspirational music video, showcases everyday people who accomplished great things and made a difference in the world. The program has no lesson plans but will be invaluable to any teacher or school administrator.

**Liberty’s Apprentice, Public Schools: The Bedrock of Democracy**—This powerful documentary highlights the role public schools play in securing our nation’s future by teaching democracy to our youth and creating informed citizens.

**Across the Waves: Voices from the Asian-Pacific American Community**—This video showcases members from eight Asian-Pacific American communities who share amazing stories of struggles and triumphs in their own words.

**Second to None**—*Second to None* is a documentary that inspires, educates and promotes understanding of the issues and obstacles that have confronted American women form the birth of our nation on through to today.

Randy Rice of Farmers Insurance Group with two of the winners of the 2012 Teacher of the Year Awards given by National Council for the Social Studies
The American Psychological Foundation (APF) offers a number of awards and grants every year:


- High school teachers can apply for funding to attend the 2013 APA Convention or another APA-affiliated conference at http://www.apa.org/apf/funding/professional-topss.aspx. The application deadline is February 1, 2013.


- The Pre-College Psychology Grants (http://www.apa.org/apf/funding/pre-college.aspx) provide financial support for efforts aimed at improving the quality of education in psychological science and its application. Proposals must focus on supplying education for gifted and talented high school students. Deadline for proposals is May 1, 2013.

- Finally, high school psychology Teacher Network Grants (http://www.apa.org/apf/funding/psychology-teacher-network.aspx) help teachers develop a local or regional network of psychology teachers. The grants also support a local or regional teaching workshop or conference for teachers. Application deadline is May 1, 2013.

Teachers for Global Classrooms (TGC) is a fully-funded professional development opportunity for U.S. teachers aimed at globalizing teaching and learning in their classrooms and schools. The program includes an 8-week online course, two Global Education Symposia in Washington, DC, and a two- or three-week international field experience in a participating country. Participants are selected through a national, open competition. TGC is funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

Visit: www.irex.org/tgc. The online application is at https://oas.irex.org/tgc. Questions? Contact tgc@irex.org and closes March 4, 2013 at 11:59 pm ET.

Elementary teachers (too!) take note: For over 50 years the American Lawyers Alliance (ALA) has supported citizenship awareness and various service programs. Recognizing the vital role that teachers play in law-related education, ALA continues to sponsor its Law-Related Education Teacher of the Year Awards. Nominations for the 2013 awards may be submitted by the applicant, school administrators, other teachers, students, lawyers, judges, professional members of the community, or any other interested parties.

Elementary School Teachers: Law related education may consist of (a) using civics or social studies as a base for your lesson plan; (b) teaching about the Presidents, voting rights or other similar topics; (c) incorporating current events into your curriculum or other related topics. If you have ‘an original or a tried and true method’ of teaching law related education, we would love to hear about it.

Each of the three award winners receive a $1,500 check at the Annual ALA Meeting in San Francisco, CA, in early August 2013. Each recipient who attends the Awards Luncheon also receives an additional $500 (for hotel and travel expenses).

Visit the ALA website www.americanlawyersalliance.org, and then send your application to the appropriate person:

**ELEMENTARY:** Rene Acosta
5866 Via Cuesta
El Paso, TX 79912
meadowcrek@aol.com

**MIDDLE:** Sue Patterson
153 Abbott Woods Dr.
East Lansing, MI 48823
pattersr@comcast.net

**HIGH SCHOOL:** Connie Meigs
4160 Olympiad Dr.
Los Angeles, CA 90043
Cmeigs01@yahoo.com

Entries must be sent to the appropriate chairperson, above, and postmarked by April 15, 2013.

NEA Foundation/Nickelodeon Big Help Grants are available in the form of Student Achievement grants to K-8 public school educators. The grants ($2,000 and $5,000) are dedicated to the development and implementation of ideas, techniques, and approaches for addressing four key concerns: environmental awareness, health and wellness, students’ right to a quality public education, and active community involvement.

Grant funds may be used for resource materials, supplies, equipment, transportation, technology, or scholars-in-residence. Although some funds may be used to support the professional development necessary to implement the project, the majority of grant funds must be spent on materials or educational experiences for students.

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To learn more, visit http://www.neafoundation.org/pages/educators/grant-programs/nea-foundation-green-grants. **Deadlines: February 1 and June 1, 2013.**

The National History Bee is an exciting extracurricular activity that tests students’ love and knowledge of all things history. It is a nationwide, head-to-head competition, helping to recognize and reward young people’s desire to learn. Students can participate with their schools or independently, as long as they have neither completed the eighth (8th) grade nor turned fifteen (15) years old by August 2012. For more information, please visit www.historybee.com. **Registration Deadline extended to January 31, 2013.**

The Oregon-California Trails Association (OCTA) is now accepting nominations and applications for its award program to recognize outstanding achievement in educating students of various ages and abilities about the westward migration. The presentations will be made at the awards program on July 23 during the OCTA Convention, July 22–26, 2013, in Oregon City, Oregon.

Nominations for the Outstanding Educator Award are open to any individual and/or group of educators or institution that contributes significantly to students’ education about the 19th century westward overland migrations in the United States. The work for which the recipients will be honored must have been used during either the 2011–12 or the 2012–13 school year. There are five levels for this award: 1) Elementary; 2) Middle school/Junior high; 3) High school; 4) Post secondary; and 5) Museum/institution.

Award recipients receive convention registration and room and board for the day of the awards program. For forms and additional information, visit www.octa-trails.org or e-mail OCTA@indepmo.org.

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**Join a Committee Volunteers Welcome!**

NCSS provides opportunities for leadership and meaningful service through your national, professional organization. Please consider serving on a committee. Contact Jordan Grote if you have any questions, at Jordan@ncss.org.

1. **NCSS Operations Committees**

   Operations committees carry out board-mandated operations, duties, and policies, as well as many of the necessary business and organizational functions of NCSS. Committees relate their work to Board directives, the long-range plan of NCSS, and the leadership theme of the year set by the Board. They make recommendations to the board and provide advice.

   You must be a member of NCSS to serve on a committee, and may serve on only one at any time. Beginning teachers, elementary teachers, and minorities are encouraged to apply. Terms of office begin **July 1, 2013**.

   Read about duties, tenure, and committees’ work at www.socialstudies.org/about/committees. Choose among the Archives Committee; Awards Committee; Conference Committee; Government and Public Relations Committee; Membership Committee; Publications Committee; International Visitors Committee; as well as the Social Education Select Subcommittee.

   For more information, and to apply, visit www.socialstudies.org/about/committees.

2. **Awards Selection Subcommittees**

   Members of the Awards Selection Subcommittees work with NCSS staff in coordinating recognition programs. Selection Subcommittees review nominations and applications for individual awards. Your application will be retained for consideration next year if a slot is not open currently. The NCSS awards are listed at www.socialstudies.org/awards. See the application at http://www.socialstudies.org/about/committees.

3. **Notable Social Studies Trade Books Selection Committee**

   The NCSS-Children’s Book Council Notable Social Studies Trade Books for Young People selection committee consists of twelve reviewers. The members are responsible for reviewing, evaluating, and selecting children’s trade books for the annual bibliography “Notable Social Studies Trade Books for Young People.” The “Notables” can contain 100-200 titles selected from as many as 800 books submitted by publishers each year. The list is published in the May/June issue of Social Education, and is also distributed separately by NCSS to members, and by the Children’s Book Council. Read about the Notables list at www.socialstudies.org/notable. The application form to serve on the committee is at www.socialstudies.org/notable/committee.
Black In Latin America
Beginning January 29, 2013
PBS
Harvard professor Henry Louis Gates Jr. journeys to six Latin-American countries and discovers, behind a shared legacy of colonialism and slavery, vivid stories and people marked by African roots. He introduces viewers to the faces and voices of the descendants of the Africans who created these worlds. He shows the similarities and distinctions between these cultures and how new-world manifestations are rooted in, but distinct from, their African antecedents. A quest he began with WONDERS OF THE AFRICAN WORLD and continued with AMERICA BEYOND THE COLOR LINE comes full circle in BLACK IN LATIN AMERICA, an effort to discover how Africa and Europe combined to create the vibrant cultures of Latin America.

Andrew Carnegie: American Experience
Tuesday, February 5, 2013, 9:00–11:00 PM ET
PBS
Andrew Carnegie’s life embodied the American dream: the immigrant who went from rags to riches, the self-made man who became a captain of industry, the king of steel. He preached the obligation of the wealthy to return their money to the societies where they made it—then added, says Carnegie’s biographer, Joseph Frazier Wall, “a very revealing sentence. He wrote, ‘and besides, it provides a refuge from self-questioning.’” Many municipal libraries today carry his name, but even a man of record-breaking wealth could not get his way—when he tried desperately to prevent a conflict from turning violent. It became World War I.

John D. Rockefeller: American Experience
Tuesday, February 12, 2013, 8:00–10:00 PM ET
PBS
For decades, the Rockefeller name was despised in America — associated with John D. Rockefeller Sr. ’s feared monopoly, Standard Oil. By the end of his life, Rockefeller had given away half his fortune — but even his philanthropy couldn’t erase the memory of his predatory business practices. His only son, John D. Rockefeller Jr., dedicated his life to recasting the family image. In the quest for redemption and respectability, Junior gave away hundreds of millions of dollars and insisted that his children behave impeccably. He purchased and donated thousands of acres of land to national parks. When he died at age 86, he left his six children and 22 grandchildren an invaluable inheritance: a name that stood for “the well-being of mankind.”

Battle For The Elephants
Wednesday, February 27, 2013, 9:00–10:00 PM ET
PBS/National Geographic
The elephant, Earth’s most charismatic and majestic land animal, today faces market forces driving the value of its tusks to levels once reserved for gold. This National Geographic special goes undercover to expose the criminal network behind ivory’s supply and demand. It also demonstrates how the elephant, with its highly evolved society, keen intelligence, ability to communicate across vast distances and to love, remember and even to mourn, is far more complex than ever imagined. More revelations are sure to follow, but only if the outspoken and courageous crime investigators and conservationists showcased in this program prevail.
USE THE SOCIAL STUDIES STANDARDS TO MEET THE COMMON CORE STANDARDS!

Teaching Reading with the Social Studies Standards: Elementary Units that Integrate Great Books, Social Studies, and the Common Core Standards

Edited by Syd Golston and Peggy Altoff
NCSS Bulletin 112, 118 pp., 2012

This book has been designed for elementary teachers who want to meet the Common Core Standards for Reading as they teach social studies.

The class activities recommended in this book for each grade level allow teachers to accomplish the following objectives:
1. Achieve specific learning expectations outlined in the National Curriculum Standards for Social Studies.
2. Achieve specific objectives outlined in the Common Core Standards for Reading (as well as selected other Common Core Standards)

This book’s opening chapters lay the groundwork for the effective teaching of standards-based social studies through the use of literature. Most of the volume consists of reviews and annotations of outstanding children’s books for the elementary grades. The contributors examine seven outstanding children’s books in depth (one for each grade from pre-K through 5) and recommend scores of other suitable books.

The in-depth reviews demonstrate how to maximize the potential of the featured books for the purpose of teaching social studies effectively and meeting the Common Core Standards. The contributors show teachers how to make the most of timeless classics such as Make Way for Ducklings and The Little House, as well as more recent books, including You and Me Together, Nina Bonita, Show Way, The Unbreakable Code and Sarah, Plain and Tall.

This book provides teachers with guidelines for teaching excellent social studies through the use of literature in ways that offer students a rich education in the topics of culture and cultural diversity, history, geography, civics and government, global connections, social and economic change, and individual development.

Item 120112 Price: $29.95/NCSS Members: $19.95

How to order:

Use the NCSS online bookstore (guidelines at www.socialstudies.org/publications)

Call 1-800-683-0812, or Fax 301-843-0159 (24 hours), or Mail orders and purchase orders to NCSS Publications P.O. Box 2067 Waldorf, MD 20602-2067