

Tell Your Congressional Representative: Co-Sponsor the Sandra Day O'Connor Civics Education Act!



photo by Rich Palmer

By Susan Griffin, Executive Director, NCSS

Now is the time for all good social studies educators to come to the aide of Civic Learning! We need your help in securing co-sponsors in the U.S. House of Representatives for the only piece of legislation that will restore federal funding for Civic Learning, the **Sandra Day O'Connor Civics Education Act**.

Please contact your two members of the U.S. House now and urge them to sign on to HR3464. We need to reach out to every member of the House and persuade them to join Congressman **Tom Cole** (R-OK) and

Congressman **Mike Honda** (D-CA) as sponsors of HR3464.

As you may recall, late in 2011 Congressmen Cole and Honda introduced H.R. 3464, the "Sandra Day O'Connor Civic Learning Act." This legislation would establish a competitive grant program for Civic Learning within the U.S. Department of Education and would require the collection and

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Escape from a North Korean Prison Camp: How Do You Describe the Indescribable?

Blaine Harden, author of *Escape From Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West*, will address the NCSS Annual Conference in Seattle, Washington, to be held November 16–18, 2012. His book tells the shocking story of **Shin Dong-hyuk**, the only known person born in a North Korean

no-exit, political prisoner camp to have escaped and survived. Shin knew nothing of civilized existence—he saw his mother as a competitor for food, guards raised him to be a snitch, and he witnessed the execution of his own family. Through a harrowing narrative of Shin's life and remarkable escape, Harden offers an inside account of one of the world's most repressive nations and a riveting tale of endurance, courage, and survival.

Harden is also author of *A River Lost: the Life and Death of the Columbia*, a searing personal narrative of rediscovery joined with a narrative of exploitation of Native Americans, of endangered salmon, of nuclear waste, and of a once-wild river. The book also charts the latest twists in the long public policy "war" over the future of the Columbia.

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Lobbying Together

I hate lobbying.¹ I can stand in front of a classroom full of teenagers and never have a moment's doubt as to why I am there and what I am doing, but standing before the door of a congressional office fills me with the overpowering desire to run as fast as I can in the opposite direction. I have this unquestioned belief that however polite and approachable the people are, they harbor an unspoken desire for me to be gone. They listen, but I am not sure they hear. After all, both of my senators adhere to a political philosophy quite different from my own, while my representative pretty much thinks as I do, so why am I there?

Be that as it may, one responsibility of my service to NCSS is lobbying, so I have stepped out of my comfort zone to spend time delivering the message that social studies belongs on the same level with literacy and STEM. When Congress wiped funding for social studies programs from the budget in January, it seemed that no one was listening, but a light has appeared at the end of the Congressional tunnel with the introduction of H.R. 3464, better known as the "**Sandra Day O'Connor** Civic Learning Act." Introduced with the bipartisan support of Congressman **Mike Honda** [D-CA] and Congressman **Tom Cole** [R-OK], this legislation would establish a competitive grant program for civic learning in the US Department of Education and require state level data from the NAEPs [National Assessment of Educational Progress] in civics and history to be collected and released. It is a small, but essential rung on the ladder to equal status as a core discipline.

Today, Congressmen Cole and Honda are seeking co-sponsors to this legislation. Members of NCSS need to step forward with letters and phone calls to their own members of the House, persuading them to sign on to this legislation. This is the time to emphasize that education is NOT a partisan issue and that the essence of NCSS beliefs – preparing students for college, career and civic life – rests in this legislation.

Ted McConnell, the Executive Director of the Civic Mission of Schools, has prepared an outline of H.R. 3464, as well as information



NCSS President Sue Blanchette at the Colorado Council for the Social Studies Conference, April 13, 2012

on what to include when contacting your member of Congress. Visit www.civicmissionofschools.org/action-center/write-your-representative.

I urge each member of NCSS to take a few minutes to send a letter or make a call. It won't take long, but the far-reaching impact of several thousand letters cannot be denied. My letter to Eddie Bernice Johnson [D-TX 30] has already gone. Add your voice to the chorus.

I still hate lobbying, but as in most things, working together makes it easier. 🌍

Notes

1. The Center for Non-Profits states, "Too many people mistakenly assume that it is illegal for non-profits to lobby. To the contrary, federal laws actually exist to encourage charities to lobby within certain specified limits." See examples at www.njnonprofits.org.

The Newsletter for Members of National Council for the Social Studies

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To join NCSS or subscribe as an institution, send check to NCSS, PO Box 79078, Baltimore, Maryland 21279; call 1-800-296-7840 extension 111; or visit www.socialstudies.org/membership.

Notification of changes of address by members and subscribers, can be e-mailed to membership@ncss.org or sent by regular mail to Membership Department, NCSS, 8555 Sixteenth St., Suite 500, Silver Spring, MD 20910.



Make plans now to attend the 92ND NCSS Annual Conference – the world’s largest and most comprehensive social studies professional development conference. Our annual meeting will be in the Pacific Northwest, also called “Cascadia” – a region that reaches beyond political boundaries to bring together the rich cultures of the indigenous people and those whose families came for new opportunities from the Pacific Rim and beyond.

The conference includes more than 400 sessions, workshops, poster presentations, clinics, tours, panels, keynote speakers and social events addressing the conference theme:

Opening Windows to the World

The conference theme honors the natural beauty of the environment and the rich culture of the region’s people. As social studies educators, opening windows to the world is fundamental to the work we do—providing young people with the skills and knowledge they need to become effective citizens in a global and interdependent world.

Participate in the 92ND NCSS Annual Conference to gain new ideas, resources, and skills as the conference engages you in rich and varied learning opportunities. Join more than 4,000 of your peers from across the U.S., Canada and around the world to share the most current knowledge, ideas, research, and expertise in social studies education.





Join NCSS in the Pacific Northwest for the 92ND Annual Conference

Get the tools you need to sharpen and enrich your teaching skills and techniques by attending the 92ND NCSS Annual Conference in Seattle, your opportunity to learn the latest teaching strategies and collaborate with the leaders in social studies education.

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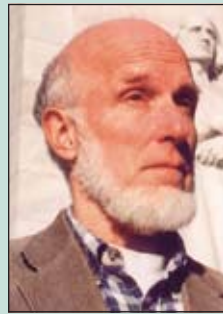
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Blaine Harden
author, *Escape from
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and professor, University
of Kentucky



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author, *Culturally
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professor, University of
Washington-Seattle



Maryland Lawmakers Say “Yes!” to Social Studies



The Maryland Capitol

commons.wikimedia.org

A social studies bill passed both houses of the Maryland legislature unanimously in late March, and the governor is expected to sign it. The new law will assert that social studies is a Core Content Area; call for limited, grade-band assessment at the middle and high school levels; and require school systems to examine how they resource and staff social studies classes.

The Maryland Council for the Social Studies (MDCSS) took on a leadership role in writing and advancing the bill (actually, twin bills SB 293 and HB 1227) through the legislative process.

Several studies have documented that social studies has been badly marginalized over the past decade. The new law will help insure that teachers, administrators, parents, and all citizens will be informed about what students are learning. It will focus new attention and resources on this critical content area.

Marcie Taylor-Thoma, Coordinator for Social Studies at the Maryland State Department of Education, further explained, “This state law will not prescribe curriculum, but leaves that responsibility to the Maryland Department of Education, which works closely with classroom teachers. This is a good example of a state legislature helping educators, rather than trying to micro-manage them.”

J. Scott McComb, Social Studies Supervisor for Calvert County Public Schools (and a member of the Maryland Council for Social Studies) said, “We have accomplished a great deal thanks to

the hard work of the many members of our council and state legislators who worked with our committee.”

Marcie and Scott are co-chairs of the Social Studies Advisory Council, a working group that consists of representatives from 30 or so organizations interested in social studies education in the state of Maryland. (By the way, if you haven’t read the June 2007 report on “The Challenge and Imperative” of social studies in Maryland, the PDF is at www.socialstudies.org/advocacynews/marylandtaskforcereport.) Learn more about the advocacy efforts and the new law at www.mdcss.org and mdk12.org/instruction/curriculum/social_studies/experts.html.

What is the status of social studies education in your state? Join your state, regional, or local council and help your colleagues fight the good fight! A list of the NCSS-affiliated councils is available at www.socialstudies.org/getinvolved/ncssaffiliatecouncils.

Will Allentown Ax 6th Grade Social Studies?



B. Giliwa/commons.wikimedia.org

The Allentown, Pennsylvania, School District is considering ending social studies as a course for sixth-graders. Instead, curriculum that covers world and ancient history would be integrated into English language arts class, where students would allegedly “learn social studies content through reading and writing.” Under plans unveiled in April, the 45-minute classes of social studies and English would be rolled into one 45-minute class. That would allow math to go from 45 minutes to 90 minutes, the same amount of time elementary schools teach math in large- and small-group settings. Combining the courses also would add 15 minutes a day for reading.

“We feel the schedule [will allow] us to hit math and reading really hard,” said district Superintendent **Russ Mayo** said. School Director **Scott Armstrong** said the plan seems like a cost-effective solution to a problem. This is the second year in a row that the administration has wanted to curtail social studies at middle schools. Last school year, then-Superintendent **Gerald Zahorchak** proposed folding social studies into reading in all middle school grades, but the board ultimately decided against it.

Elementary school teacher **Kelly Stoops** told the committee the plan is a bad idea. No matter how good the teacher is, she said, it would be impossible for that person to fairly and evenly teach both social studies and English. “That would hurt Allentown students because many fifth-graders do not know that the name of their state is Pennsylvania,” Stoops said. “Cutting back on social studies in sixth grade would weaken students’ ability to understand history, politics and geography of other nations in a global economy.”

Pennsylvania Council for the Social Studies President **Joseph Labant** said, “It saddens me that any school district in Pennsylvania would consider cutting or limiting opportunities for teaching this very important part of the school curriculum. A dynamic democracy can only exist when its citizens are knowledgeable and have experienced the processes needed to apply this knowledge in real-life situations. For

this to happen, all school districts need to nurture a well-rounded social studies program from kindergarten through grade 12.

Cutting back on instruction to focus on math and reading is known as “narrowing the curriculum,” said **Diane Ravitch**, who was assistant secretary of education under President George W. Bush, but has become a leading critic of NCLB. Allentown’s plan, Ravitch said, is a prime example of narrowing, because history is being sacrificed for test preparation.

Read the full article by Steve Esack in *The Morning Call* (the April 13, 2012) at articles.mcall.com. TSSP will follow up on this story in the July/August 2012 issue.

Back in Time with Andy Demko’s History Club



On a Saturday this past April, you could “step back in time” to the year 1853 for a living history reenactment of Rainier, Oregon, hosted by the History Club of Rainier Junior/Senior High School. Students and their families attending this event on the grounds of the Beaver Homes Grange witnessed reveille at 10:00AM; watched demonstrations of agriculture, spinning, military camp life, and trades of the times; purchased beef jerky and other traditional foods at a general store, and observed a closing retreat at 4:00PM. The 4th annual “Rainier Revisited” culminated a year of preparation by the History Club.

Rainier is only the third Oregon school to be chartered with the National History Club. The first Oregon school was Prairie City in eastern Oregon, where **Andy Demko** taught for eight and a half years before coming to Rainier in the fall of 2008. In Prairie City, the history club researched and developed “Camp Logan Days,” a replica of the town in the 1870s, complete with storefronts, plank walkways, and people demonstrating occupations and crafts of the time.

“We’re using the same model here to re-enact history in the first person,” Andy said. “The kids researched photos and newspapers and inter-

viewed people. We’ve heard that, at one time, there was a fort here in Rainier. The kids are most interested in finding out about that.”

Student and club member Nick Auvil portrayed a blacksmith at a past. “I was looking at my heritage, and 98 percent of my name is a blacksmith tool.” Nick studied specialty catalogs before purchasing authentic-looking clothing and tools. “We did some fund-raising for costumes,” Andrew explains. “Students can buy them on their own, but if the club or school buys a costume, it’ll be like a library book, loaned out and returned.”

The History Club keeps school exciting for students at Rainier, who feel they have something special going on. This spring, the National History Club recognized the Rainier group as one of the top ten history clubs, and Andrew as one of five top club advisors, in the nation. The club qualified to send a team to the National History Bowl in Washington, D.C. in late April, 2011 (www.historybowl.com).

Demko, who is teaching 7th and 8th grade social studies this year, said living history got into his blood in early 2000 when he worked for Metro Parks in Tacoma at Fort Nisqually. He attends two to three re-enactments (usually Civil War era) each year, and has been a historical Interpreter for Fort Nisqually Living History Museum in Tacoma, Washington with Metro Parks.

“I just could not teach out of a book,” said Andrew, who teaches seventh- and eighth-grade social studies and pre-algebra. “You have to make it interesting for kids—you’re competing against video games and cell phones.” Students arrive to class and find—a Civil War soldier, Benjamin Franklin, a medieval knight, or a pharaoh, ready to teach them social studies. Students walk by and say, “What’s Demko today?” (E-mail Andrew at andrew_demko@rsd.k12.or.us. Read more about it in the May 1, 2009 article by Cheryll A. Borgaard in *The Daily News* of Longview, Washington, at tdn.com/news.)

public release of state-level data from the National Assessment of Educational Progress (NAEP) in civics and history.

Congressmen Cole and Honda believe the time is now right to secure co-sponsors for the Act from as many members of the U.S. House as possible. They sent a 'Dear Colleague' letter inviting co-sponsors to every House member in mid-April, 2012.

To prepare for contacting your Representatives, please refer to the following items at www.civicmissionofschools.org/action-center/write-your-representative

1. A sample letter that you can modify and send to show your support of the "Sandra Day O'Connor Civic Learning Act;"
2. The 'Dear Colleague Letter' Congressmen Cole & Honda sent each House Office;
3. Questions and Answers about the Sandra Day O'Connor Act;
4. Suggestions for contacting Members of Congress and information on what to say (including how to contact your Member);
5. A statement from Justice O'Connor on video clip.


If you have any questions or concerns about this effort, contact **Ted McConnell**, Executive Director of Campaign for the Civic Mission of Schools, ted@ncss.org. 

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BLAINE HARDEN *from page 1*

Harden's first book, *Africa: Dispatches from a Fragile Continent*, explains a land swept up in change, "lurching between an unworkable Western present and a collapsing African past." *The Independent* of London described it as "the best contemporary book on Africa."

Harden is a contributor to *The Economist*, reporter for *Frontline* on PBS, and has formerly served as bureau chief in East Asia, Eastern Europe, and Africa for the *Washington Post*.

Read about all of the upcoming Conference Speakers at www.socialstudies.org/conference/speakers. 



Shin Dong-hyuk, subject of author Blaine Harden's book *Escape From Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West*, now lives in South Korea.

Plan Now for National History Day

June is the month to begin planning to involve all of your students (not just two or three) in National History Day beginning the first day they enter class. NHD is a year-long academic program focused on historical research for 6th to 12th grade students. NHD makes history come alive for America's youth by engaging them in the discovery of the historic, cultural and social experiences of the past. Through hands-on experiences and presentations, today's youth are better able to inform the present and shape the future. NHD inspires children through exciting competitions and transforms teaching through project-based curriculum and instruction.

NCSS staff serve as NHD volunteer judges each year. NHD was awarded the prestigious 2011 National Humanities Medal by President Barack Obama at a White House ceremony this past February. Read more about how the NHD program can work at your school at www.nationalhistoryday.org

A New Newsletter for All: *NCSS SmartBrief*

NCSS has partnered with SmartBrief to launch *NCSS SmartBrief*, a three-times-a-week e-mail newsletter designed specifically for professionals in the social studies and education community. We are positive this newsletter will save you time and keep you informed on the key issues in our profession.

Read a sample issue and sign up to receive NCSS Smartbrief, at www.smartbrief.com/ncss/index.jsp.

Anybody, even those who are NOT members of NCSS, can subscribe to the free *NCSS SmartBrief*. It's aim is to be a public service—and an outreach tool for NCSS!

The online newsletter *TSSP* will continue as usual to be published eight times a year (www.socialstudies.org/publications/tssp). The focus of *TSSP* is the business of NCSS and the activities and opinions of its members. (Please send reports of your special social studies accomplishments any time to tssp@ncss.org).

NCSS SmartBrief, on the other hand, includes articles chosen from thousands of news sites, blogs, and other sources—everything of vital interest to social studies educators. And there'll always be some news directly from NCSS in there as well. Enjoy both newsletters, and pass along the good news to your colleagues! 🌐

APRIL 13, 2012

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Teaching & Learning

■ **Former Supreme Court justice seeks commitment to civics education**



Former Supreme Court Justice Sandra Day O'Connor says teaching students how to be informed and active citizens is an imperative. "If we don't take every generation of young people and make sure they understand that they are an essential part of government, we won't survive," O'Connor said in this interview. [The Washington Post/Magazine](#) (4/12)

■ **O'Connor's iCivics offers lessons, interactive games and more:** Former Supreme Court Justice Sandra Day O'Connor in 2009 created [iCivics](#), a free, online, standards-based program of civics lessons and interactive games. Today, the project is being used by more than 50,000 students in all states. She offers one lesson in this article. [The Washington Post/Magazine](#) (4/12)

■ **Florida students "walk" across Africa**

A National Geographic program that lends giant floor maps to schools is enabling students in Lake Wales, Fla., to walk across Africa as they learn about that continent's topographical features, countries and capital cities. "It gives people a scale of this (world)," said Lake Wales High School Principal Donna Dunson. "There's a dearth of geographic knowledge in America." [News Chief \(Winter Haven, Fla.\)](#) (4/10)

Inspiration for My Colleagues

Farmers Insurance hosts the column *Inspiration for My Colleagues*, and sponsors the NCSS Social Studies Teacher of the Year Awards. The March and April issues of TSSP featured essays by Benjamin D. Weber and by Christine Adrian, the 2011 High School and Middle School Social Studies Teachers of the Year, respectively.



Ruth King, 2011 Elementary Social Studies Teacher of the Year

by Ruth King April 2012

For the first part of my teaching career, I taught fifth and sixth grade Spanish Immersion (I taught all subjects in Spanish to English speaking students). Over that ten-year period, I saw that the immersion approach was very successful in helping young students learn a second language.

Upon moving to a new school, and finding myself in a new assignment teaching all of the fifth and sixth graders as the social studies specialty teacher, I worked hard to come up with new and creative approaches to engage my students in the subject I had always loved to teach, social studies. Now, in reflecting on the past 12 years at Cedar Ridge Elementary, I realize that the greatest successes with my students have occurred when I've used "immersion strategies and techniques" in teaching social studies.

Let me explain. First I've immersed myself in social studies. Some elementary teachers were not required to take many social studies content courses in college. Even secondary teachers may be a bit rusty on their content knowledge, or could use an infusion of new techniques to transform their teaching style into one that is more conducive to immersing their students in geography, history, culture, civics, and government. To increase our own knowledge base of content and strategies, we need to take classes, attend seminars and conferences, and participate in teacher institutes at museums, national parks, and historical sites. Even if we can't go far, we can take advantage of local resources that just may provide hidden geographic or historic treasures.

I'm a visual and auditory learner, so once I've "experienced it"—following the Freedom Trail; hearing the Emancipation Proclamation read aloud at Gettysburg; running the river near Great Falls, Montana, where Lewis and Clark traveled; staying with a family in Japan; walking through an American military cemetery in France; and climbing down Victoria Peak and then touring Aberdeen Harbor in a junk—then it's easier and more exhilarating to share with my students.

Second, I organize the resources I've discovered and collected so that I can effectively integrate them into my curriculum. Next, I use those resources to create an "immersed atmosphere" in my classroom. I hang up flags and maps and display photos, documents, or other primary sources. I bring in "artifacts" such as clothing, haversacks, or other historic object or replicas. I gather and then read aloud (or have students read) from historical fiction novels, readers' theaters, and nonfiction texts. My students participate in electronic field trips or webcasts. I introduce them to online webcams from the pyramids in Egypt or the porches of Colonial Williamsburg. My classes also participate in online learning activities such as those found at Mission-US.org, Ben's Guide (bensguide.gpo.gov), or iCivics.org—all of which help build background knowledge for my students.

Finally, I provide students with immersion opportunities as often as possible—placing them in the thick of it. This may mean having students do daily geography, so that they hone their ability to use an atlas, map, or globe. They may read newspapers so that they can discuss current events, or they may act as history detectives by identifying clues from a primary source. My students might learn a dance or game from colonial times. They might even research a cultural or historical topic, find primary sources on their own, analyze them, and then share their findings in class.

I invite guests into my school. For the past several years, "characters" from the past have helped immerse our students on Colonial Day, Civil War Day, and Medieval Day. After one of these days, a student exclaimed, "This has been the best day so far this year!" Students have gone on field trips to local museums for historical and cultural exhibitions. We've participated in the National Geographic Bee and Geographic Awareness Week, and held a special culture and language week-long celebration at our school.

I can't take my students to faraway places, and we can't time-travel to the past, but I can strive to immerse them in social studies every day. After all, as I tell my students, "social studies is everything." 🍎

See the teaching resources at GoFarmersEd.com



Books by NCSS Authors

Chris Bickel, *The Nest Seekers*. www.lulu.com. 37 pages, color, paperback, \$16.95.

The Nest Seekers is a primary level children's book about a real Earthwatch Expedition that takes place in the Grand Teton Mountain Range in northwestern Wyoming. The book chronicles the expedition through the eyes of four research scientists who are trying to find the nests of four target songbirds to determine the impact housing development is having on their habitat. During the story, the scientists risk being outwitted by the American Robin, Yellow Warbler, Black Headed Grosbeak, and the Song Sparrow. In the end, the scientists are not that lucky, but they sure do have fun in the process! A companion website provides vocabulary list, standards, etc., at <https://sites.google.com/site/nestseekersguide/>.

Resources

Smithsonian's History Explorer was developed by the National Museum of American History in partnership with the Verizon Foundation to offer hundreds of free, innovative online resources for teaching and learning American history. The site (historyexplorer.si.edu/home) is designed for use by K-12 teachers and students, afterschool program providers, families, and individuals interested in lifelong learning. History Explorer's resources focus on learning history by "reading" objects for the stories they hold about the nation and its many peoples. Learning activities feature artifacts selected from over 3 million items in the Museum's collections, and draw on the expertise of the Museum's renowned curatorial staff.

As part of its commemoration of the Civil War Sesquicentennial and coinciding with events marking the 150th anniversary of the Battle of Shiloh, the National Park Service has launched a Civil War themed website at www.nps.gov/civilwar that provides an overview of the war, with special emphasis on the Civil War sites administered and preserved by the National Park Service. The website features a wide range of richly-illustrated content, including stories of the Civil War, ranging from causes of the conflict to its consequences; biographies of notable individuals associated with the war, both military and civilian; places within the National Park System that interpret the Civil War; and information on the ways in which the National Park Service preserves Civil War battlefields, objects, landscapes and other historic resources. New content will be added regularly, so visitors are encouraged to check back to the site often. There's also a comprehensive, interactive timeline of the causes, events, and Civil Rights legacies of the Civil War. Follow the adventures of Beglan O'Brien, a fictional Civil War era correspondent, whose daily reports on events from 150 years ago are streamed to the website via Twitter.

Children's book writer Ji-li Jiang is well known for *Red Scarf Girl*, a Notable Trade Book, in which she described her experiences as a young girl growing up in Maoist China during the Cultural Revolution. The book portrays the ordeal of a family accused of belonging to the wrong social class during a period of revolutionary turmoil. It has been widely used in schools. Facing History and Ourselves, an organization renowned for its commitment to combating intolerance and promoting democracy through education, has published a Teachers Guide to the book.

An article by Ji-li describing her experiences talking about the Cultural Revolution to American children during her visits to schools appears in the May/June 2012 *Social Education*, along with an article by Lindsay Cafarella and Chara Haussler Bohan on using trade books (including *Red Scarf Girl*) to teach about the Cultural Revolution.

Ji-li Jiang has developed a 38-minute DVD/video about her experiences in the Cultural Revolution. It includes photos, film footage, and personal narratives and is suitable for school use. For information about obtaining Ji-li's DVD/video (price: \$100), books, and other educational services, see her website, www.jilijiang.com.

Help your students understand current events. A free teaching guide "React and Respond: The Phenomenon of Kony 2012" was written on behalf of the Outreach Council of the African Studies Association. The authors of the 12-page pdf, which includes many live links to other resources are by Barbara B. Brown, John Metzler, Christine Root, and Patrick Vinck. It's available at the website of the Association of Concerned African Scholars, at concernedafricascholars.org/wp-content/uploads/2012/04/Kony-React-Respond.pdf. There's a related article in the May/June 2012 issue of *Social Education* by the same authors that will be available soon.🌐

International Social Studies Conference: Fez, Morocco, 2013

An International Social Studies Conference to be held in Fez, Morocco, in June of 2013 is being planned by NCSS in partnership with the Moroccan Center for Civic Education. The conference will focus on the theme of "Education for Democracy and the Arab World." Call for proposals opens July 1, 2012.

Plan to join educators from around the world to explore issues related to democracy and global citizenship. The main conference will run from June 26–29, 2013, in Fez and will feature speakers from the Middle East, expert panels, breakout sessions, tours of world heritage sites, school visits, cultural activities, and networking opportunities. The conference is limited to 300 attendees, so register early. Registration opens August 15, 2012. Visit www.socialstudies.org/conferences. Become a friend on the NCSS Facebook page and catch the newest announcements as they are posted.



Seeking Candidates!

NCSS is seeking candidates for Vice-President, and the Board of Directors. Nominees are also needed for the Fund for the Advancement of Social Studies Education (FASSE) board. You may nominate yourself, or recommend a colleague member who has experience as an affiliate council or associated group leader. Recommendations may be sent to any member of the nominations committee. NCSS encourages all members to recommend possible candidates. The Nominations and Elections Committee will be selecting candidates for Vice President, and the Secondary Classroom Teacher, Supervisor, At-Large and K-12 Teacher At-Large categories

Nominations & Elections Committee

Sue Blanchette, Chair 2012–2013
9204 Sorrento St.
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Michael Koren
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mtkoren@sbcglobal.net

Applications for nomination are due June 1, 2012. For more information or an application for candidacy, please visit www.socialstudies.org/getinvolved/board or contact Tim Daly, Director of Administration, at 800-296-7840 ext. 116, or tdaly@ncss.org.

NCSS Board of Directors, 2012–2013

John Moore, Bowling Green, KY (President)
Stephen Armstrong, South Windsor, CT (President-Elect)
Michelle Herczog, Los Angeles, CA (Vice President)
Sue Blanchette, Dallas, TX (Past President)
Karen Burgard, Franklin, IN (At-Large)
Terry Cherry, Garland, TX (K-12 Teacher At-Large)
Melissa Collum, Clemson, SC (At-Large)
Andrew Demko, Ranier, OR (Secondary)

Marian Desrosiers, W. Barnstable, MA (K-12 Teacher At-Large)
Diane Hart, Menlo Park, CA (At-Large)
Peggy Jackson, Moriarity, NM (Secondary)
Mary McCullagh, Miami, FL (Supervisor)
India Meissel, Suffolk, VA (K-12 Teacher At-Large)
Kim O'Neil, Liverpool, NY (Elementary)
Elyse Poller, Mansfield, CT (Middle Level)
Loraine Stewart, Richmond, VA (College/University)

Members who will complete their terms in 2013 are Sue Blanchette, Melissa Collum, Marian Desrosiers, Peggy Jackson, and Kim O'Neil. 

The American Immigration Council sponsors the 15th annual Celebrate America Creative Writing Contest, which inspires educators to bring U.S. immigration history and lessons into their classrooms and gives fifth graders the opportunity to explore America as a nation of immigrants. Visit www.communityeducationcenter.org/community/grants. Past winners have used the theme “Why I am Glad America is a Nation of Immigrants” to discuss their personal immigration experiences, learn about and share family histories, or write about the broader questions of the challenges facing immigrants in a new land. Students enter their work in local contests, which are sponsored by chapters of the American Immigration Lawyers Association (AILA). Each chapter forwards the local winning entry to the National Competition where entries are reviewed by a distinguished panel including U.S. senators, award-winning authors and noted journalists. To learn more, visit www.communityeducationcenter.org/community/celebrate-america-creative-writing-contest-2011. See the Timeline—Planning begins in August of each year.

Public media stations across the country are partnering with local schools to launch youth media projects that will encourage students to tell their stories relating to America’s dropout crisis, and to become more engaged in school. The projects are part of American Graduate: Let’s Make It Happen, an initiative supported by the Corporation for Public Broadcasting (CPB) to help communities keep students in school until they graduate. American Graduate youth media projects use multimedia tools to foster greater academic engagement, teach technical media skills in group settings, and give students a platform to communicate about the dropout crisis, all in a safe and constructive afterschool environment. Visit americangraduate.org.

Rand McNally and USA TODAY have announced an essay contest, “America the Beautiful,” for students in grades 7–12 who can win a \$10,000 college scholarship, a NOOK Tablet, publication in an eBook, and a trip to Washington, D.C. Teachers can win a NOOK Tablet and \$5,000 worth of products for their schools. The challenge for students is to describe the one place in the U.S. that truly inspires them. It could be their hometown, Monument Valley, or the Lincoln Memorial. Contest rules at bestoftheroad.com/education.

**Apply for a Charter
by June 15, 2012
and get up to
6 months free!***

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.

* If you apply now, you will not need to pay the Charter renewal fee until June 2013!

For more information call 301-588-1800 ext.107 or visit rhokappa.socialstudies.org



Preparing Students for College, Career, and Civic Life



Sponsor New Members and Win Prizes!

What Is It?

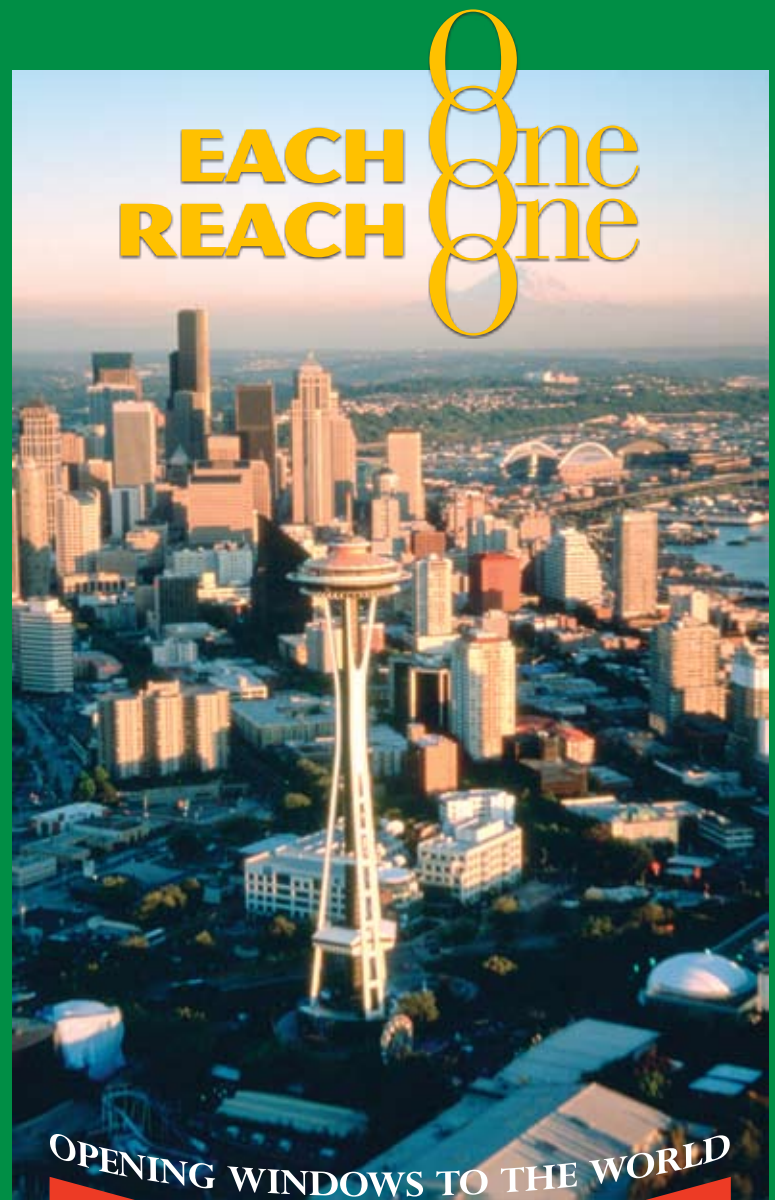
"Each One, Reach One" is a program that aims to grow the membership of NCSS. Recruit new members, and you'll be eligible to receive various prizes!

How Does It Work?

Each new member application that lists you as the sponsor also enters your name in a random drawing. For example, sign up 12 colleagues or preservice teachers to be new members of NCSS, and your name will be entered 12 times in the "Each One, Reach One" drawing in the spring of 2012. (It's crucial that you include your name and NCSS membership number on the membership brochure or letter requesting membership from the new member.)

What Are The Prizes?

- A. **Annual Conference Registration and Hotel!** This is a new prize this year! If you recruit from 1 to 10 new members, your name will go into the random drawing (1 to 10 times) for a full registration plus one night at a designated hotel at the NCSS Conference in Seattle, Washington, November 16–18, 2012.
- B. **Two Free Airline Tickets!** If you recruit 11 or more new members, your name will go into the random drawing (11 or more times) to receive two free airline tickets to anywhere in the continental United States! A winner will be chosen in the spring of 2012 and announced in the *TSSP* newsletter. (Prizes cannot be exchanged or redeemed for cash.)



OPENING WINDOWS TO THE WORLD



SEATTLE, WA
November 16–18



Just for Teachers!

Farmers has created free educational programs designed specifically for you. These ground-breaking 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 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 from the birth of our nation on through to today.



Celebrating 15 years of partnership with NCSS in supporting the social studies community.

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.

June 20, 2012

Michigan Joint Educational Conference

Eastern Michigan University
Ypsilanti, MI

September 30-October 1, 2012

Kansas 2012 History, Government, Geography, and Social Studies Conference

Kansas CSS
KSHS Complex, Topeka, KS

October 1-2, 2012

Great Lakes Regional Conference

Meadows Events and Convention Center
Des Moines, IA

October 1-2, 2012

Ohio CSS

Columbus, OH

October 3-4, 2012

Kentucky CSS

University Plaza Holiday Inn
Bowling Green, KY

October 11-13, 2012

Pennsylvania CSS

Best Western Plus
Lehigh Valley Hotel
Bethlehem, PA

October 12, 2012

Illinois CSS

Harper College
Palatine, IL

October 13, 2012

Nebraska CSS

Buffett Middle School
Omaha, NE

October 15, 2012

Alabama SCA

The Lincoln Center
Birmingham, AL

October 24, 2012

New Jersey CSS

Busch Campus Center
Rutgers University
Piscataway, NJ

October 25, 2012

New Hampshire CSS

Radisson Hotel/Center
Manchester, NH

October 25-26, 2012

Georgia CSS

Athens Classic Center
Athens, GA

October 26-28, 2012

Florida CSS

Orlando Marriott
Orlando, FL

October 26-28, 2012

Texas CSS

Omni Mandalay Hotel
Irving, TX

October 27, 2012

Arizona CSS

Grand Canyon University
Phoenix, AZ

November 2, 2012

Indiana CSS

Union Station Crowne Plaza
Indianapolis, IN

November 2-3, 2012

Virginia CSS

Williamsburg Marriott
Williamsburg, VA

November 8-9, 2012

Arkansas Curriculum Conference

Little Rock Statehouse Convention Center
Little Rock, AR

November 16-18, 2012

NCSS Annual Conference

Washington State Convention Center
Seattle, WA

December 7, 2012

Vermont Alliance

Sheraton
Burlington, VT

Class trip to
Washington DC?
Stay with us!

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1-800-FOUR-H-DC





NCSS SUMMER WORKSHOPS 2012



NCSS presents professional development workshops for the summer of 2012 that feature in-depth, hands-on training that will strengthen your classroom teaching.

For additional information and to register for NCSS Summer Workshops, please visit www.socialstudies.org/workshops.

Issues of the 1960s

Presented by NCSS and Bethel Woods Center for the Arts
July 15–18, 2012
Bethel, NY

Bethel Woods Center for the Arts, a performing arts center and history museum, and NCSS present a three-day teacher workshop that combines an in-depth exploration of issues of the 1960s with advanced pedagogy. The workshop will enhance teachers' content knowledge of the dynamic and multi-faceted period of the 1960s, including the role of music and the arts and the involvement and empowerment of individuals in making a positive change in their society. Workshop faculty will also provide tools to help teach these subjects effectively.

Each day of the workshop will be full of activities to engage teachers through a variety of interactive methods, including:

- Dynamic lecture- and dialogue-based sessions, led by content and pedagogy experts
- Exploration of the historic Woodstock field and The Museum at Bethel Woods
- Multi-media presentations from and about the 1960s, including video, film, and music, and oral histories
- Small group time in which teachers collaborate on group presentations

Sample Sessions

- Guided Tour of The Museum at Bethel Woods
- History of Woodstock and Bethel Woods Today
- The Civil Rights Movement
- Technology in the Classroom
- Vietnam 101: A History of the Vietnam War & Student Protest, as explored through song
- The Legacy of the 1960s

Group presentations: In addition to the sessions, teachers will work together on presentations relating to content of the 1960s. Participants will be divided into groups that represent groups/subjects that defined the 1960s (women, black freedom, New Left, the Right, Vietnam, etc.)

Faculty: Steve Armstrong, Vice-President of NCSS, and classroom teacher with over 30 years experience. Margaret Hughes, Director of Education and Community Outreach at Bethel Woods

Cost: \$450 for members; \$500 for non-members.

Cost includes meals and shuttle to and from the hotel and Center. Lodging is not included.

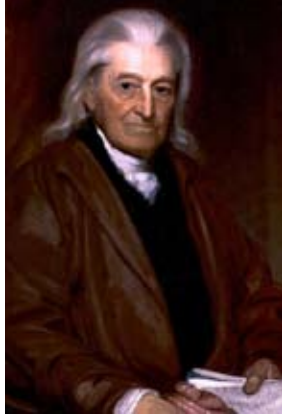


Boston Common, 1970. Photo by Nicholas DeWolf at commons.wikimedia.org.

Teaching with Documents and Works of Art: An Integrated Approach, Focus on the Constitution

July 16- July 18, 2012

National Archives Building and American Art Museum, Washington, DC



Portrait of William Samuel Johnson, signer of the U.S. Constitution, by John Wesley Jarvis, ca. 1814. National Portrait Gallery.

This three-day workshop will provide a varied program of lectures, demonstrations, collaborative work, and analysis of documents and works of art in order to introduce teachers to the holdings, resources, and programs of the National Archives and the Smithsonian American Art Museum. 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. The content focus will be on the U.S. Constitution, as we celebrate the 225th anniversary of its ratification.

Course Objectives

- Identify the various types of primary source documents held by the National Archives
- Learn about a wide range of artworks in various media in the collection of the Smithsonian American Art Museum
- Learn, develop, and share exciting methods and materials for teaching with visual images and documents as primary sources
- Describe the opportunities available for educators and students from the National Archives and the Smithsonian American Art Museum (workshops, tours, videoconferences, publications, online tools and resources)

Principal Presenters: Lee Ann Potter, Acting Director of of Education and Public Programs, National Archives and Records Administration; Michael Hussey, Ph.D., Historian and Education team Member, National Archives and Records Administration; Elizabeth K. Eder, Ph.D., Assistant Chair, National Education Partnerships, Smithsonian American Art Museum

Cost: \$200 per participant (this covers coffee, lunches, and materials); participants must cover their own housing and transportation costs.

Powerful and Authentic Social Studies (PASS): A Teacher Training Institute

July 23–27, 2012

Computer History Museum, Mountain View, CA

Powerful and Authentic Social Studies (PASS) is a 5-day professional development program that trains social studies teachers in curriculum design, assessment, and instruction in a standards-based environment. This institute will provide participants with the materials and expertise necessary to lead their own PASS training workshops in their schools and school districts. Participants will learn about PASS criteria and standards for curriculum design, assessment construction, and effective instruction. In small learning communities, participants will examine videotaped K-12 vignettes of teaching and create examples of curriculum units and assessment tasks to share with their learning community. PASS materials consist of two DVDs of instructional vignettes, a general manual outlining PASS principles, and materials for different grade levels: elementary, middle, and high school. Participants will receive a free PASS set at the level of their choice (value: \$279.00), and deep discounts will be offered on other sets. PASS is an effective means of training pre-service, as well as in-service, teachers. This institute will interest NCSS members at all educational levels.

Guiding Questions:

- What are the criteria of Powerful and Authentic Social Studies?
- How do these criteria serve as the basis for standards to assess social studies curriculum, assessment, and instruction?
- How can teachers work collaboratively in small learning communities to apply these standards, based on the PASS criteria, to their own work?

Presenter: Joseph A. Braun, Jr. serves as the coordinator of professional development for the NCSS and is professor emeritus of Social Studies Education at Illinois State University. He is also a past member of the NCSS Board of Directors. Currently he teaches on-line for the University of Missouri. He is the author of numerous social studies publications has been a regular presenter at NCSS and state-level conferences for 25 years.

Cost: \$695 for members and \$725 for non-members

Cost includes materials, Continuing Education Units through Illinois State University, and breakfast, lunch, and snacks. Dinner and hotel accommodations are not included. There are over 60 hotels located in Silicon Valley and the Computing History Museum. Both San Jose and San Francisco International airports are nearby and serve this area.



Michael Yell addressing the 2008 NCSS Annual Conference

Strengthening Your Social Studies Instruction using Practical, Engaging, Thoughtful Teaching Strategies

July 25–27, 2012
Macalester College
St. Paul, MN

Presenters: Michael M. Yell, former NCSS president, and National Board Certified Middle School Teacher and Professor Geoff Scheurman, Teacher Education, University of Wisconsin River-Falls

Make every lesson a deep, engaging lesson. Participants will learn 15 motivating and practical strategies for use in upper elementary to post-secondary social studies classrooms. These strategies will foster active engagement, excitement and enhanced thinking in your students. The strategies will cover areas of inquiry, reading and writing, substantive discussion, processing, and assessment. Strategies will be modeled and practiced (resources will be provided). Begin school next fall with 15 new practical and exemplary teaching strategies that will strengthen your social studies instruction!

Three graduate credits will be available for interested participants at an additional cost.

Cost: Cost includes two lunches. Lodging is separate; attendees can opt to stay in the Macalester dorms (contact meetings@ncss.org for details) or at a nearby hotel. \$309 members/ \$345 non-members

Using Technology to Motivate Students and Increase Engagement in the Social Studies Classroom

August 9–10, 2012
Computer History Museum, Mountain View, CA

Technology integration is all around us, and social studies teachers need feel comfortable with and be adept at using 21st-century tools as they teach critical skills required for effective citizenship in this new era of information. This two-day professional development experience will give teachers those tools and skills and the opportunity to use them authentically in mini-workshops after each lesson. This workshop starts with an overview and then covers instruction about authentic and practical application of new technology. Part of the program will include teachers building a toolbox of websites and tools to be used in their classrooms. Step-by-step instructions on some of the most valuable tools used in the social studies classroom will be taught. The websites and tools include but are not limited to the use of blogs, social networks, Google Apps, Google Earth, Edmodo, collaboration tools, creation tools, and other popular technologies in use today. This workshop is sponsored by the NCSS Technology Community.



Exterior of the Computer History Museum. Visit www.computerhistory.org to see more.

Guiding Questions:

- What does it look like to be a connected learner in the social studies classroom?
- How do we balance principles, standards, and technology?
- How does technology help to engage students in and out of the classroom?
- What are the advantages of integrating technology and how does blended learning further students' education?
- How can emerging technologies make my classroom more engaging as well as provide for a variety of resources that will help make you a better teacher?

Presenter: Ron Peck has been an educator with the Three Rivers School District in Medford, Oregon, for 19 years. He's taught AP U.S. and World history, been an assistant principal and athletic director, and is currently the Online Social Studies Facilitator for Edutopia of the George Lucas Foundation.

Cost: \$345 for members and \$380 for non-members

Cost includes materials, Continuing Education Units through Illinois State University, and breakfast, lunch, and snacks. Dinner and hotel accommodations are not included. There are over 60 hotels located in Silicon Valley and the Computing History Museum. Both San Jose and San Francisco International airports are nearby and serve this area. 🌐

Read about NCSS-sponsored 2012 Summer Workshops on pages 16–18 and at www.socialstudies.org/workshops.

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The World Affairs Seminar (WAS) 2012 Seminar will be held June 16–22, 2012 at Carroll University, Waukesha, Wisconsin. The theme is “Communication 2.0: Technology’s Impact on Understanding.” The World Affairs Seminar is a unique interactive educational program for high school students. The week-long experience provides an opportunity for international students from a variety of backgrounds to discuss issues in a non-threatening environment. They experience new and different ideas and viewpoints brought forward both by their colleagues and by world-renowned experts. In small- and large-groups, students discuss information and ideas and put their new knowledge to use. Through simulations, they work through the complex interactions of different countries, corporations, and organizations to develop their own policy initiatives. The university setting provides a college-like experience, including use of the residence halls and campus dining. Throughout the week, students have time for recreational activities that bring greater awareness and understanding of the world around them. There is critical thinking, negotiation skills, and the process of learning about new friends from around the world. Since WAS first accepted students in 1972, over 27,000 future world leaders have participated. Many have stayed in touch with the friends they made at WAS, forming business relationships, political contacts and family friendships. Queries can be sent to contact@worldaffairsseminar.org. Visit www.worldaffairsseminar.org. May 21, 2012 is the deadline for participant application.

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The 15th annual Eisenhower Academy, a summer institute for teachers, will be held July 8–13, 2012, 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 Eisenhower home and a guided walk through historic downtown Gettysburg to explore Eisenhower’s life and times. Total cost, including field trips, special evening events, banquets, single occupancy lodging, and lunches is \$695 for early registration, by April 1. The late registration (through June 1) 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, Pennsylvania 17325; 717-338-9114 ext. 4411; john_joyce@nps.gov; or visit www.nps.gov/eise.

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The annual conference of the Social Science Education Consortium will be held at the Monteverde Institute, Monteverde, Costa Rica, June 19–23, 2012. Conference highlights have been sent in an earlier e-mail for your reference.

The SSEC member conference fee is \$400 for each attendee. Non-SSEC members pay \$440 (spouse pays \$400) with \$40 going to a one-year SSEC membership. The conference fee is higher than in the past because of the cost of transportation, admission fees to activities in the Monteverde area (e.g., tour of the Cloud Forest Reserve), honoraria for local speakers, meals, and hosting costs of the Monteverde Institute.

A block of rooms is being held at the Hotel Herradura in San Jose, Costa Rica, www.ramadaherradura.com. Also, a block of rooms is being held at the Hotel Fonda Vela in Monteverde for the nights of June 20–22, www.fondavela.com. Queries to Jim Davis at 303-604-6124 or e-mail jamesdavis711@gmail.com. Visit www.soc-sci-ed-consortium.org/annualconference.html.

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EdTechTeacher is holding its 10th annual Teaching with Technology Summer Workshop series, held in historic Harvard Yard in Cambridge, Massachusetts. The workshops feature outstanding instruction from leaders in their respective fields, small cohorts, and plenty of time for hands-on instruction and personal attention. They’re led by NCSS Technology Community members Justin Reich and Tom Daccord (Tom was a featured speaker at the NCSS Annual Conference in 2010). Teachers will leave with ideas and strategies that they can put to use right away. This year’s Teaching History with Technology workshop will be from June 27–29 and from July 30–August 1, 2012. Workshops this summer on a variety of other topics, including using iPads in the classroom, are described at edtechteacher.org/workshops.html.

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This year the Historical Society of Pennsylvania will offer three teacher institutes, all for Act 48 or graduate credit, at hsp.org/news/hsp-offers-three-teacher-institutes. In addition, there are two Teacher Fellow positions to fill. Fellows receive Act 48 credit as well as a stipend.

• **Proclaiming and Claiming Freedom: Studying Emancipation in the Civil War and After**—June 24–29, 2012

As the 150th anniversary of the Proclamation approaches, the Education Committee of the Civil War History Consortium of Philadelphia is preparing teachers to approach this subject more effectively using the resources of local archives and museums. With close textual analysis of artifacts and documents, teachers will learn about the nuances of the Proclamation's history and promise from renowned historians and then create curriculum for use in their own classrooms. The Institute is being offered through The Professional Institute for Educators at the University of the Arts, with tuition payable to the university.

• **Philadelphia History For Teachers**—July 16–20

Guided by renowned historians, archivists, museum educators and editors of *The Encyclopedia of Greater Philadelphia*, this course will provide immersive learning experiences at locations related to each day's session. The Institute also will include hands-on workshops, behind-the-scenes tours, and discussion about putting this knowledge into action in the classroom during the intensive week-long institute. The Institute is being offered through The Professional Institute for Educators at the University of the Arts, with tuition payable to the university.

• **Franklin's Thrift: A Classic American Idea for the 21st Century**—July 29–August 2

Is thrift an idea that defines American qualities, or just an old fashioned concept that has no place in modern America? In this Institute presented in consultation with Sally Flaherty of Pennsylvania's Department of Education and the Institute for American Values, the instructors will be experts in the field of thrift, historic documents and artifacts, and standards aligned system curriculum writing. Participants will learn how to use primary documents incorporating Common Core standards with the Pennsylvania Academic Standards.

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The National Archives and Records Administration will again hold institutes for educators in the summer of 2012 at seven of the agency's locations:

- The National Archives at Chicago, Chicago, IL, June 18–22, 2012
- The National Archives at Kansas City, Kansas City, MO, June 25–29, 2012
- The Eisenhower Presidential Library and Museum in Abilene, KS, July 16–20, 2012
- The National Archives Building, Washington, DC, July 23–27, 2012
- The Lyndon B. Johnson Library, Austin, TX, July 23–27, 2012
- The National Archives at Boston, Waltham, MA, July 23–27, 2012
- The National Archives at Fort Worth, Fort Worth, TX, July 23–27, 2012

Primarily Teaching is designed to provide access to the rich resources of the National Archives for educators at the upper elementary, secondary, and college levels. Participants will learn how to research historical records, create classroom materials based on the records, and present documents in ways that sharpen students skills and enthusiasm for history, government, and the other humanities.

The cost of \$100 includes all materials. Graduate credit for most sessions is available for a fee. Participation in each session is limited to 10 members; 15 at the Washington, DC, location. Participants will receive a stipend upon successful completion of the course and submission of a project. Applications at www.archives.gov/education/primarily-teaching.

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GEE0 runs travel programs for educators, and is coordinating with NCSS on one to Peru, July 21–August 2, 2012. See detailed itineraries, costs, travel dates, and more at www.geeo.org. Reach GEE0 7 days a week, toll free at 1-877-600-0105.

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TeachMideast.org is expanding to cover new subjects, and developing new lesson plans and resources. Schedule a free teacher workshop for 2012. It's a free, highly acclaimed, non-partisan professional development workshops on the Middle East and Islam. **TeachMideast.org** will custom-tailor workshops to specific needs. Since 1985, the Middle East Policy Council has offered these workshops in 45 states and over 200 cities across the U.S. Most workshops are at least a full day in length with at least 20 participants. Workshops can cover a range of topics, including:

- Stereotypes and Realities of the Middle East and Muslims
- Teachable Moments in Islamic History
- Politics and Demography in the Middle East
- Youth Culture in the Middle East
- The Importance of the Arabic Language
- Women and Gender in the Middle East
- Using Google Earth to Teach about the Middle East
- Teaching through Art, Food or Dance

Visit **TeachMideast.org** for more information, teaching materials, and images.

The Institute for Global Studies at the University of Minnesota has opened registration for the low cost (\$100 for a week, 30 CEUs) professional development for K-14 teachers for the 2012 summer institutes.

- Water Quality and the Environment (June 25–29, 2012)
- Basics in Refugee and Newcomer Education: Local Solutions to Global Issues July 16-20)
- Trauma and Text: Approaches to Teaching the Literature of Atrocity (July 23–27)
- Globalization: Shifts in International Business (July 30–August 3)
- African Literature from French Speaking Nations (July 12–13; two days; 12 CEUs)

A limited number of travel/housing stipends are available. More descriptions and registration can be found at igs.cla.umn.edu/outreach/profdev.html. Please e-mail Deborah LeClaire, Outreach Coordinator (outreach@umn.edu) or call (612-624-7346) if you have any questions. 🌐

TSSP 2012–2013 Newsletter: Deadlines for Announcements

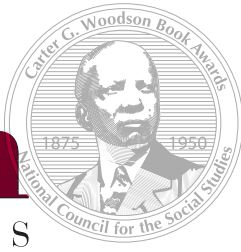
Send announcements to tssp@ncss.org. See www.socialstudies.org/publications/tssp for details. Eight online issues each year, always at www.socialstudies.org/publications/archives for NCSS members.

Issue	Deadline
September 2012	08/13/12
October 2012	09/10/12
Nov./Dec. 2012	10/08/12
Jan./Feb. 2013	12/10/12
March 2013	02/11/13
April 2013	03/11/13
May/June 2013	04/15/13
July/Aug. 2013	06/10/13

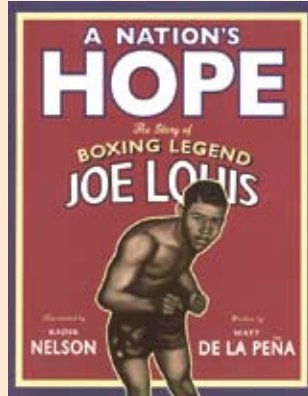


Carter G. Woodson

BOOK AWARDS



National Council for the Social Studies proudly announces the Carter G. Woodson Book Award and Honor Books for 2012. The works below have been chosen as the most distinguished social science books depicting ethnicity in the United States for young readers. The awards will be presented at the 92nd NCSS Annual Conference in Seattle, Washington.



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

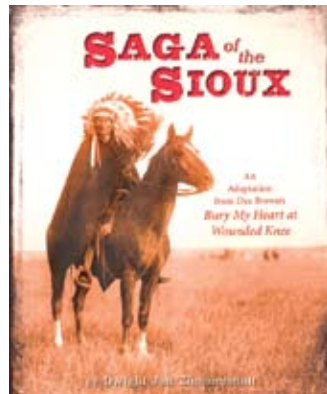
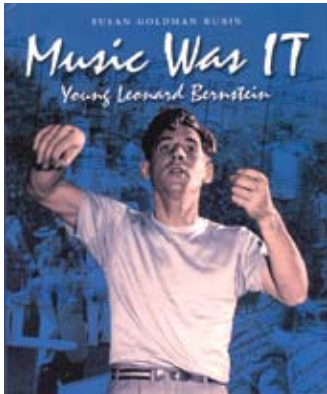


Carter G. Woodson Honor Award

A Nation's Hope The Story of Boxing Legend Joe Louis

by De La Peña, illustrated by Kadir Nelson

Published by Dial Books for Young Readers



Middle Level (Grades 5–8)

Carter G. Woodson Book Award

Music Was It: Young Leonard Bernstein

by Susan Goldman Rubin

Published by Charlesbridge

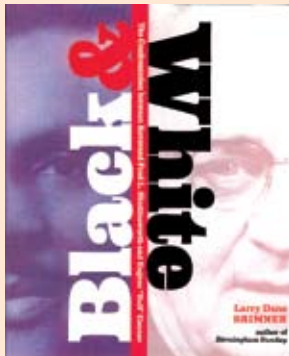


Carter G. Woodson Honor Award

Saga of the Sioux

An adaptation from *Bury My Heart at Wounded Knee* by Dwight Jon Zimmerman

Published by Henry Holt and Company, LLC



Secondary Level (Grades 7–12)

Carter G. Woodson Book Award

Black and White: The Confrontation between

Reverend Fred L. Shuttlesworth and Eugene "Bull" Connors

by Larry Dane Brimmer

Published by Calkins Creek



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

About the Carter G. Woodson Book Awards

Woodson books accurately reflect the perspectives, cultures, and values of the particular ethnic or racial group(s) represented; promote pluralistic values; are informational or nonfiction (but not textbooks); are well written, reflecting originality in presentation and themes; and are published in the United States in the year prior to the award year. Eligible books are evaluated for readability, suitability for age/grade level, scholarship, illustrations, and curriculum enhancement.

About Carter G. Woodson

The awards are given in honor of Carter G. Woodson (1875–1950), scholar, educator, historian, and founding editor of *The Journal of Negro History*. In 1915, Woodson founded the Association for the Study of Negro Life and History, and, in 1926, initiated Negro History Week, which gave rise in 1976 to Black History Month.

For more information

All Carter G. Woodson Book Award winners (1974–2012) are listed at www.socialstudies.org/awards/woodson.



Red Cross photographer, Toni Frissell, sits surrounded by children somewhere in Europe (ca.1946).

Library of Congress

Put your students on the cover of *Social Education*!

The editors of *Social Education* and *Social Studies for the Young Learner* are looking for images of K-12 students actively engaged in social studies. Your color photo should be a vertical shot or portrait (not landscape) in format. Extra space at the top of the photo composition is desirable. The resolution should be approximately 300dpi at 8×10 inches.

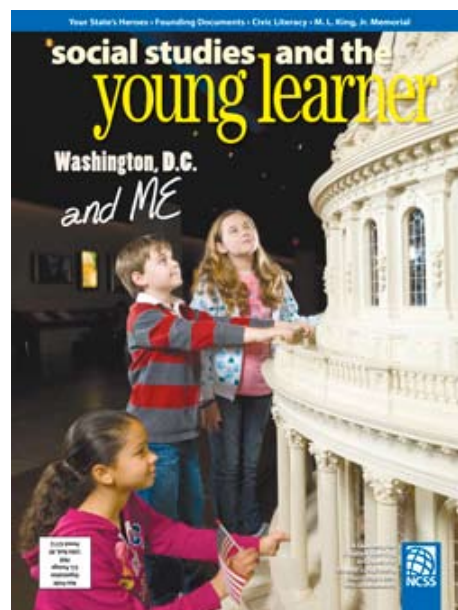
There should be a caption to accompany the image. The caption should include all of the following: the action taking place in the photo; the students' grade level; the name and location of your school, and the photographer's name. Don't forget to include signed permission forms from the parents of each student appearing in the photo. (Ask your principal for this form.) Of course you will need to include your contact information.

Cover images will be selected solely at the discretion of the art director and editors at NCSS. Digital materials should be a copy of the original files. No digital materials will be returned. Send questions to rpalmer@ncss.org. Send materials: Attn: Art Director, Cover Submission, National Council for the Social Studies, Suite 500, Silver Spring, MD 20910.

Am I Advocating for the Social Studies?

In My School

- ☐ I display student work for students, teachers, and parents to see and enjoy.
- ☐ I share resources and ideas with other teachers in my school.
- ☐ I inform my principal of social studies special projects, student accomplishments, and future plans.
- ☐ I volunteer to do a mini social studies lesson at a faculty meeting. (Often principals like to include a curriculum piece in a meeting.)
- ☐ I work with my colleague to design activities that are integrated across the disciplines (social studies with language arts, math, science, music, and art, for example).
- ☐ I organize an October 31 Historical Parade, inviting students to dress like historical figures.
- ☐ I nominate my social studies colleagues for local, state, and national awards.
- ☐ I place copies of *Social Studies and the Young Learner* in the teacher resource or meeting room.
- ☐ I advise members of the student government and help resolve problems that arise in school.



In My Local Community

- ☐ I work with community members to create service-learning opportunities for my students.
- ☐ I alert the PTA, school board, and local media when my students complete a special assignment or project.
- ☐ I invite local officials, parents, and notable persons to visit my class and read a book aloud, describe their job, or address a historical topic or current issue.
- ☐ I help students use local resources such as the library, historical society, and museums.

In My State

- ☐ I have joined my state council for the social studies and attend meetings when possible.
- ☐ We keep abreast of state educational legislation and communicate with our representatives regularly.
- ☐ I participate in online groups promoting social studies advocacy and teaching in my state.

In the Nation

- ☐ I have joined the National Council for the Social Studies and attend the National Conference when possible.
- ☐ We keep abreast of national educational legislation through the advocacy webpage (www.socialstudies.org/legislative) and the NCSS legislative listserv.
- ☐ We communicate with our representatives on a regular basis.

How do YOU advocate for social studies? Tell us about your activities by sending an e-mail message to ssyl@ncss.org.

If you checked four or more boxes, you get an A+ !

Advocacy Resources

1. Tina L. Heafner, Katherine A. O'Connor, Eric C. Groce, Sandra Byrd, Amy J. Good, Sandra Oldendorf, Jeff Passe, and Tracy Rock, "Advocating for Social Studies: Becoming AGENTS for Change," *Social Studies and the Young Learner* 20, no. 1 (September/October 2007): 26-29.
2. Legislative updates from NCSS, www.socialstudies.org/advocacynews.

Check local listings for air times.

United Stats of America

Tuesday, May 15, 2012 at 10:00PM ET

The History Channel (Premiere)

Would you believe that in a nation with 3.5 million square miles of territory, 99 percent of us are crowded into only 8 percent of the land! How did that happen? The first episode of the series looks at where we live and why. It charts the influence of seven inventions that moved us out, up, down, and out.

The hosts, Randy and Jason Sklar, are identical twins and stand-up comedians who also just happen to have an obsession with numbers and “an amazing knack for finding the incredible stories behind the stats.” United Stats of America reveals the stories behind the most interesting and surprising statistics in U.S. history—stories that tell us about who we are as individuals and as a nation. The wisecracking hosts travel across the country, uncovering hidden facts about America and Americans while engaging in stunts and experiments that help them uncover the story behind the stats. The Sklars also utilize computer technology and visually stunning “infographics” to help bring these numbers to life. What do you, as a social studies teacher, think of this new series? Tell us at tssp@ncss.org.

Queen Victoria’s Empire

Tuesdays, June 19–26, 2012, 8:00–10:00PM ET

PBS

At the time of Queen Victoria’s birth in 1819, England was an agrarian society. Within a few short decades, this small island nation would be transformed into an industrial superpower, with an empire spanning the globe. This series is both the story of this remarkable time and an engaging portrait of a queen who ruled over a fifth of the world’s population. It is the story of influential men who would shape a distinctively British imperialism: Gladstone, Disraeli, Livingstone, Rhodes and Prince Albert, Victoria’s husband. Whether driven by profit, passion or noble deeds, these figures would fuel expansion unequalled in history, forever changing Britain and the lands it controlled. Personal accounts, lush re-enactments and evocative cinematography from former outposts of the Empire, including Africa and India, recount the dramatic clash of personalities and cultures that would drive Victoria’s remarkable 64-year reign. Show titles include Engines of Change/Passage to India; The Moral Crusade; and The Scramble for Africa.

Morristown: Where America Survived

Sunday, June 24, 2012, 10:00–11:00PM ET

PBS

This documentary revisits the winter of 1779–1780, when General Washington’s troops arrived at the densely wooded area just south of Morristown, known as Jockey Hollow, to build a log hut city for their winter camp. The film is an eye-opening look at how the camp saved the army—and the American Revolution—from the brink of disaster. Award-winning actor Edward Herrmann narrates the program, based on John T. Cunningham’s book *The Uncertain Revolution* and filmed at Morristown National Historical Park in New Jersey.

One Voice

Friday, June 29, 2012, 10:00–11:00PM ET

PBS

Through the personal stories of student song directors, this music documentary tells the story of the Kamehameha Schools Song Contest. Every year in Hawai’i, 2,000 high school students compete in the contest, in which young leaders direct their peers in singing Hawaiian music in four-part harmony. Follow the elected student song directors to see how the tradition creates an indelible experience that builds class unity, instills cultural pride and builds character. Meeting their families, or *‘ohana*, and learn about their hopes and dreams for the future. Experience Hawaiian culture as it has survived, flourished and grown through the universal power of music and song. 🌐