



Oregon Council for the Social Studies

TEACHER NEWSLETTER

September, 2011 – Volume VIII

<http://www.oregonsocialstudies.org>

COUNCIL UPDATES:

President's Message

Andrew Demko

Welcome back to a new school year. We first want to wish each one of you an excellent school year! Coming up is the OCSS conference in Portland to be held at Concordia University. The theme this year is *Oregon Crossroads* and the conference will take place on Saturday, October 1st with a preconference activity Friday evening September 30. We encourage everyone to attend. Educational Maps and Globes will be hosting an awards breakfast on Saturday when the OCSS 2011 Oregon Outstanding Social Studies Educator of the Year winners will be recognized. For more information on the conference contact Shawn Daley, Conference Chair or a conference committee member. Information can also be found at the OCSS webpage: <http://www.oregonsocialstudies.org/>

As a reminder OCSS has a Facebook page and we encourage everyone to click the "like" button. This is another great way to stay informed on OCSS activities. If you have any questions contact Geoff Stuckart our Facebook coordinator. The National Council for the Social Studies has a Facebook page as well. We encourage everyone to become OCSS and NCSS members. For more information on membership contact Gayle Thieman, Membership Coordinator at thiemag@pdx.edu

The delegates representing OCSS in the House of Delegates at the 2011 NCSS conference, to be held the first week of December in Washington, DC, will be Shawn Daley, Jeff Moore and Colleen Works. We look forward to their reports when they get back.

I would like to say thank you to everyone for the opportunity to serve as your OCSS President this past term! Shawn Daley, who has served as your President-Elect will be the new President starting November 1st and we want to welcome him to this new role on the OCSS board. OCSS would like to thank Lisa Iverson for her time on the board as her last day as Past President will be October 31st. If you have any ideas, questions or concerns you would like to share with OCSS see the contact page on the OCSS website to contact a board member. If you would like to work with a OCSS committee contact a committee chair. Committees are listed on the OCSS webpage on the contact page. Remember, we want to hear from you.

Andy Demko
President, Oregon Council for the Social Studies

UPCOMING EVENTS:

OCSS Fall Conference

Sept. 30th, 2011 Portland

The Oregon Council for the Social Studies will be hosting its Fall Conference this year at Concordia University in Portland, Oregon on Saturday, October 1st. This year's theme, "Oregon Crossroads," will seek to address the Social Studies discipline from myriad perspectives. Presently booked is Portland educator Jeff Creswell, who will be one of two keynotes and lead a workshop training on the Storyline method. Also planned are workshops at the Oregon Historical Society and Fort Vancouver National Historical Site, as well as sessions on Civics, Oregon History, Proficiency-based instruction, and the present discussion on Curriculum Standards.

For those interested, there will be pre-conference sessions on Friday, September 30th, including a "Master Teacher" workshop with the state's best Social Studies teachers presenting their most effective lessons, a forum on School Reform and Social Studies, and planned social events at the nearby Kennedy School.

For more information, contact Shawn Daley, conference chair, at sdaley@cu-portland.edu. Shawn will also have additional information on presenting, vendor pricing, or conference events. Online registration will begin by mid-April via the OCSS website (<http://www.oregonsocialstudies.org>).

The Dimensions of Diversity conference will be a smorgasbord of sessions and clinics and tours and entertainment to satisfy everyone!

Speakers:

- Diane Ravitch – well-known commentator on educational issues, Dr. Ravitch has become a central figure in the debates in Wisconsin.
- Rex Ellis, Associate Director of Cultural Affairs at the National Museum of African American History and Culture at the Smithsonian and a story teller of renown.
- Philip Zimbardo – nationally known speaker on all things psychology
- Geoffrey Canada – founder of the Harlem Childrens Project – you know, *Waiting for Superman?*
- Larry Husick of the Foreign Policy Research Institute – will speak to the issue of failure – and how not allowing our students to fail deprives them of valuable learning.
- Teta Banks – former Consul General to Liberia, Dr. Banks came of age in the modern civil rights movement. She weaves a marvelous vision of past, present and future.

The Program Planning Committee met in April, with the difficult task of selecting 325 sessions and workshops out of the over 950 submissions. There will be some excellent choices!

Vital Issues sessions will be held on Closing the Achievement Gap; Teaching East Asia; Economics; Common State Standards – with accompanying breakout sessions to continue the discussions.

Tours – These are still works in progress, but a monument tour, and candle light visit at Mt. Vernon top the list. The Smithsonian, the National Archives and National Geographic and the Newseum are all eager to host conference attendees.

In these days of increased accountability, educators often struggle to provide lessons that incorporate both the demands of “THE TEST” with the desire to open students’ minds to the complexities of the world. The NCSS conference provides the solution – an opportunity to work with talented colleagues to share ideas and stories and develop lessons that are concise, informative and provocative, lessons that allow our students to grow as individuals. And isn’t that what social studies education is all about?

WORKSHOPS:

2011-2012 Applicants

Fulbright Classroom Teacher Exchange Program

The Fulbright program was established in 1946 under legislation introduced by Senator J. William Fulbright of Arkansas. The Fulbright Program became part of the Fulbright-Hays Act (the Mutual Educational and Cultural Exchange Act) which was signed by President Kennedy in 1961.

The Fulbright Program is the flagship international exchange program sponsored by the U.S. government designed to increase mutual understanding of the people of the United States and people of other countries. The Fulbright Program provides participants—chosen for their academic merit and leadership potential—with the opportunity to study, teach and conduct research, exchange ideas and contribute to finding solutions to shared international concerns.

The Fulbright Classroom Teacher Exchange Program provides opportunities for teachers to participate in direct exchanges of positions with colleagues from other countries for a semester or academic year. By living and

working in the cultures of their host countries, Fulbright teachers gain an understanding and appreciation of the similarities and differences in national cultures and education systems. Fulbright teachers enrich their schools and communities with a new awareness of other cultures and of events occurring in different parts of the world, providing students and citizens with new perspectives about the world in which they live.

Fulbright exchanges result in continuing relationships between schools, some of which establish their own student and faculty exchanges and Internet links. In other instances, exchanges benefit local communities by providing them with international resources that are not otherwise available. International collaborations such as these foster enduring relationships and continuously provide students with opportunities to increase their subject knowledge and understand its relevance in the greater context of the world. Participating teachers develop and share their expertise with colleagues abroad, and schools gain from the experience of having an international resource in their communities.

Full-time U.S. teachers are eligible to apply for a year-long or semester-long direct exchange of teaching positions with a counterpart in another country teaching the same subject(s) at the same level. Fulbright program staff in the U.S. and abroad match U.S. and overseas candidates in the spring of each year. Fulbright staff then propose matched-exchanges that each candidate and each school administration must approve before the program takes place.

All forms and recommendations on the checklist must be submitted by the October 15, 2011, deadline.

<http://www.fulbrightteacherexchange.org/>.

Tristan Hoffmann

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fulbrightte@fhi360.org

AWARDS:

Outstanding Social Studies Educator of the Year	OCSS
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High School, Middle School and Elementary School winners will be notified prior to the OCSS 2011 Fall conference at Concordia University in Portland on Friday, September 30--Saturday, October 1, 2011, and recognized at the awards breakfast.

The award recipient will receive:

- A Plaque
- A monetary award in the amount of \$100
- 1 year membership to OCSS and NCSS
- Upcoming OCSS Fall conference registration fee
- Recognition at OCSS Fall conference

OCSS Classroom Incentive Grants	OCSS
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OCSS has budgeted \$1,000 per academic year for classroom incentive grants to provide teachers the opportunity to expand their great, creative ideas. These grants are intended for actual instruction. Potential projects could include but are not limited to: Student created multimedia productions (ex.: documentary film, or website); Community forum; Mini-classes; Community service projects. Classroom materials to support student projects may be covered by grant funds on a case by case basis.

Applicants are encouraged to apply in the fall of the school year, though applications are accepted year around.

CRITERIA FOR APPLICANTS:

- Must be an OCSS member in good standing
- A full time K-12 teacher
- Responsible for teaching at least one Social Studies disciplines in the teaching assignment. Grade school teachers teaching Social Studies are also encouraged to apply.

APPLICATION REQUIREMENTS:

- Must be for a classroom project ranging from \$250.00 to \$500.00
- Grant cannot be for capital equipment
- Grant must be spent within current academic year
- Must include a description of the project—1/2 to one page in length
- Must include a financial budget
- A financial report with receipts must be submitted to OCSS within a year of the grant being awarded
- Must have an Administrator Sign-off for the project
- Project award will be given to the individual teacher and will be that teacher's property
- Two to four grants will be awarded each school year

NAME: _____

EMAIL: _____ PHONE # (____) _____ - _____

SCHOOL: _____

ADDRESS: _____

GRADE LEVEL: _____

PROJECT NAME: _____

ADMINISTRATOR NAME: _____

ADMINISTRATOR APPROVAL: Letter of approval for the project on school letterhead.

Award approval will be based on project merit, need, and submission of all required materials. For further information contact the OCSS President, Andy Demkio d5_cel@q.com Send completed application to:

Oregon Council for the Social Studies
OCSS President Andy Demko
P.O. Box 2131
Salem, OR 97308-2131

TEACHER IDEAS AND RESOURCES:

Engaging Social Studies Lessons

Michael M. Yell, 2008-09 NCSS President

Make Every Social Studies Lesson an Engaging Social Studies Lesson

As you enter a classroom ask yourself this question: "If there were no students in the room, could I do what I am planning to do?" If your answer to the question is yes, don't do it. (1)

General Ruben Cubero

General Cubero's quote says a lot about the types of teaching strategies that we should use as social studies teachers. A passive lecture can be given in an empty room; a PowerPoint shown and explained, a worksheet passed out, or even a reading assigned, but you cannot engage with an empty room; an empty room cannot inquire into an event, idea, or person dealt with in a social studies class. For an engaging lesson, we need students our students to be actively involved in that lesson. Because interaction and engagement is the climate to set in our social studies classes, General Cubero is correct; our focus must be on more than teacher-led presentations. A lot more.

Over the years, surveys have demonstrated that social studies is often seen by students as boring, yet this certainly does not need to be the case. The disciplines that make up the social studies are deep and rich and engaging; it is important that our teaching also be deep and rich and engaging. But our lessons will not engage if everything is based around a stand and deliver model that could be done just as well in an empty room.

If we are to engage our students in every lesson, it is necessary for us as social studies teachers is to develop a repertoire of active and engaging teaching strategies. When we engage our students, when they come to class with a sense of anticipation, when they do not know exactly what might occur in class but know that they will be working together, not do the "same old same old," and when they are actively discussing, and think, we will be making every lesson an engaging lesson.

With a number of active strategies to call upon, introducing a new unit or lesson will be much more than "OK, take out your notebooks." You might choose to begin with a *discrepant event inquiry*. In this strategy (which my students have always term their favorite), a puzzling statement or story is presented to students which they must figure out

using questions that are answerable with a yes or a no. Questions build upon questions and answers build upon answers as students try to figure out the puzzle.

Perhaps instead of using a textbook reading you find some primary source materials which students can pose questions, intellectual wrestle with, and discuss using a *Response Group/DBQ* strategy. Instead of having students fill out a worksheet while watching an entire DVD, have them work in pairs with a *Viewing Guide*, to pose questions, make predictions, watch and discuss important segments of the program. During a lecture, throw in a *Timed~Pair~Share* (students think about an open ended question and in pairs take turns discussing their ideas each for a specified period of time) or *Numbered~Heads~Together* (after numbering off-one through four-in a group, students put their heads together to discuss, followed by a number is called; the students with that number in each group must explain their group's ideas) to help them process what they are learning.

There are many many active thoughtful teaching strategies that we can employ to help out students grow, and developing such a repertoire involves continually growing professionally. Check out the excellent resources in the *NCSS Online Store* at socialstudies.org, attend graduate colleges, workshops and institutes (as both a participant and presenter I believe that the NCSS Summer Institutes are an excellent resource for social studies teachers), and expand your involvement in OCSS and NCSS in order to network and learn from others. Keep growing and learning as a teacher in order to add teaching strategies to your repertoire and variety to your lessons. It is with such variety that we can make every social studies lessons an engaging social studies lesson.

1. You will find General Ruben Cubero's quote at <http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/strategies.html>)
2. There are many books that can be used to find engaging teaching strategies. Several that I would strongly recommend are:
 - **Kagan, and Kagan, *Kagan Cooperative Learning*, kaganonline.com**
 - **Silver, and Strong, *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*, ascd.org**
 - **Spencer, *Everyone's Invited! Interactive Strategies That Engage Young Adolescents*, amle.org**
 - **Wormeli, Rick, *Summarization in Any Subject: 50 Techiques to Improve Student Learning*, ascd.org**
 - **Yell, and Scheurman, *A Link to the Past: strategies for engaging students in the study of history*, Socialstudies.org**

Michael M. Yell is a National Board Certified Teacher from Hudson Wisconsin (seventh grade social studies). During the 2008-9 school year he served as president of NCSS. Mike can be reached at yellmm@hudson.k12.wi.us. He has a teaching strategies blog for teachinghistory.org and many of the strategies that he briefly mentioned in the article are explained more in depth in those blogs.

Michael M. Yell

2008-9 President, National Council for the Social Studies (<http://www.socialstudies.org>)

Hudson Middle School (ms.hudson.k12.wi.us)

National Board Certified Teacher (www.nbpts.org)

Blogger, National Clearinghouse for History Education's website (<http://teachinghistory.org/nhec-blog/24977>)

To teach well is to embrace an inquiry that never ends.

Gilder Lehrman Affiliate Program

Ron Nash

The Gilder Lehrman Institute of American History hopes to at least partially fill the vacuum of American history professional development with the reinvigoration of the affiliate school program. GLI has received a challenge grant from the NEH to substantially increase this program over the next five years. **The Gilder Lehrman resources are FREE and will be available in perpetuity.**

Gilder Lehrman has contracted with over fifty historians to write original essays for the affiliate school site. The essays will cover ten major and forty sub eras in US history. Many of the essays will also explore

interdisciplinary aspects of American culture. An extensive and current bibliography, new podcasts, primary sources, teaching strategies, and lesson plans will complete the package of resources. In addition GLI will continue to expand its summer seminar program with preferential consideration provided to affiliate members. This year about 50 per cent of the 1200 positions are allocated to current affiliate school applicants. GLI will also continue to sponsor the History Teacher of the Year award (HTOY). This year's winner will receive their recognition at the 9/11 Museum in New York City (a new partner with GLI).

Similarly, GLI will continue to provide school districts the opportunity to connect to history through travelling exhibits (a new major initiative is well underway related to the immigration) and several new projects in the history box series. As you reach out to schools, you might remind teachers that the affiliate relationship is like a toolbox. You never know when you need that one item but at least it is there when the time arises.

Lastly, GLI will conduct quarterly Regional Forums for affiliate school partners. These by invitation events will provide all day professional development programs related to significant historical themes or events. During the AHA meeting in January, 2012, a Regional Forum will be conducted in downtown Chicago for affiliate schools. Other forums will be conducted quarterly each year.

The application process for teachers should take no more than 25 minutes and is done online. Just ensure that the building principal is onboard (I'm not sure that anyone will pass on no cost professional development).

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Professional development - DIY

Syd Golston

Pay for performance - new evaluation system - highly qualified teacher! Your turn to curtsy, my turn to bow. The new lexicon from officialdom, Duncan on down, reveals that education gurus are busy creating ways to evaluate the effectiveness of your teaching.

I'm not claiming that you yourself should be the only arbiter of how well you are doing in your classroom. That's foolish to suggest; experts on curriculum and instruction (and now your students' test scores) will remain central to the formula.

Still, there is no one who knows your work as a teacher better than you do. You know 180 times a year when your lessons work and when they do not - and there are methods to improve your performance as a social studies teacher that you alone can choose to undertake.

Let's look at some ways that you might set authentic goals that will work to enhance your practice in ways that are the most meaningful to you yourself, not necessarily to the latest Department of Education rubric or to an administrator fresh from a seminar by Marzano or Wiggins or Stiggins or McTighe or...whomever.

- **Be your own monitor.** If you still keep a lesson plan book or in files on your hard drive, add results to your lesson every day, for your eyes only. Which activities produced the optimal student engagement? Which fell flat? Which need work to fit the time framework, or adjustment because they were too difficult or too simple, or extensions to produce the deeper understandings you're after? Patterns should start to appear.

- **Observe your colleagues.** (Of course you have to ask first.) Studies show that most of us tend to teach the way our supervising teacher did, because she was the only teacher we ever got to watch. In your own building are a constellation of teachers, and not just social studies teachers, who can truly inspire your practice. You'll know who they are – sometimes your students actually tell you, in secondary schools. I once learned a great deal by giving up a week of planning hours to watch an algebra teacher the students raved about, who taught extensively with cooperative models. (A side benefit: I always had math anxiety, and for the first time I really understood exponents.)
- **Attend summer institutes.** Most of these are funded, will pay for all travel and living expenses, and along with new knowledge, they give you the chance to share work and thoughts about teaching with new friends from all over the country and the world. It's more than annoying to hear our neighbors obsess about our "June, July, and August" ...these are often people who leave work to have dinner and watch TV, while you are grading papers or planning lessons at home. But yes, you do get a second life in the summer and you can use it to improve your practice.
- **Read.** Books about history and politics, sure, but also any volume that will make you think. You put together reading programs for your students – how about one for yourself? Former NCSS Board member Cynthia Tyson just completed the goal of finishing all of the top ten New York Times best sellers for her summer reading. Read *Social Education*, for sure!
- **Attend community lectures and events,** especially if you are near enough to a university. I live close to the biggest university in the United States, Arizona State University, so the smorgasbord of opportunities is immense. Everything I might want to see is online, and I enrolled myself on some listservs that feed the presentations directly into my e-mail. The ASU Institute for Humanities Research just advertised this one, for instance:

Memory and Counter Memory Nov. 6 - 8 | MU
 This symposium will gather distinguished scholars from the United States and Europe who, together with scholars from ASU, will discuss the relationship between trauma, memory, representation, memorialization and education.
- **Stay current on any one research interest you have.** It can be as small or as wide as you like. Did you write a master's thesis on Rasputin? The impact of railroads in your home state? The history of pawn shops? Multiple intelligences? Follow up when there is a seminal new book or article. Be an expert on *something*. A history professor made this suggestion to us at a social studies department in-service at Chaparral High School in Scottsdale some 30 years ago.
- **Put it all together.** What have you seen and learned that's relevant to the observation notes you've written at the end of your lesson plans? Make small changes. Choose realistically. Track your progress in those same lesson plans: a * every time you check for understanding, a ^ for each visit to the desk of an ADHD student.
- **Believe in yourself.** Nobody does it better. It's the true pay for performance.

Syd Golston is a school administrator, curriculum writer, historian, and former teacher. Currently she directs a Teaching American History grant for the Phoenix Union High School District. She was the NCSS President in 2009-2010.

Syd Golston, M.A., M. Ed
 Teaching American History Grant Director, Phoenix Union HS District, Phoenix, AZ
 Past President (2009-2010), National Council for the Social Studies
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This past summer I spent six weeks in Siena, Italy along with 16 other teachers from around the country studying Dante's *Commedia*, a classical poem from the early 14th century. The seminar I was part of was sponsored through a National Endowment to the Humanities (NEH) grant funded by the United States Federal Government.

This particular opportunity provided by NEH has proven to be one of the highlights of my academic teaching career. I have taught for over 30 years and during the past five years in particular, I have been able to participate in quite a number of summer programs and workshops, including Gilder-Lehrman, World Affairs Council, Landmark Seminars and Teaching American History Programs. All of these opportunities have broadened my understanding as to what constitutes a fairly liberal education. All of them have given me fresh ideas to bring back to the classroom and have helped me to appreciate what other great teachers are doing and thinking. Consistently, I return to fall term inspired and full of excitement about the places I've been able to visit and the books we studied during the workshops.

NEH Summer Seminars are particularly unique. They tend to be longer (four to six weeks), more competitive to land an available spot, but also use "place" and "text" together to give the teachers a fuller sense of the topic being studied. NEH Seminars also tend to be more receptive to having friends and family members in attendance; those that I attended have actually encouraged non-participants to join us for everything but the class sessions.

As for which seminar/workshop a teacher should aim their sights on and consider applying for, well, the one or two to consider are the ones that "call" to you and practically choose *you*. My experience was, particularly with the Lewis and Clark Expedition Summer Seminar and Dante's *Commedia*, that studying the topics seemed as though I would be departing on a great adventure. I wanted to be part of those seminars so very much in order to "live" through both the Lewis and Clark journals and Dante's transcendent poem.

It is also worth keeping in mind that rejection is always a possible and almost inevitable part of the process. For all the programs I have attended, I have been rejected by an equal number. Regardless of my chances and my area of teaching, I apply to what appeals to me.

Furthering one's education should be a never-ending and enjoyable task. If you are considering applying to a summer program or workshop this year and need some feedback, feel free to email me at jeffm@bandon.k12.or.us or call me at Bandon High School, (541) 347-4413.

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