

The Oregon Council for the Social Studies is pleased to announce a K-12 student contest



K-5 Grades

BOOKMARK: Design a bookmark illustrating what it means to be a good citizen. The bookmark may be completed using any medium. The OCSS board will evaluate the bookmarks based on creativity, originality, and relevance to the topic.

Awards

- The winning bookmark will be awarded a cash prize of \$50.00.
- The educator submitting the winning entry will receive a cash prize of \$50.00, one year membership to OCSS, entry and special recognition at the 2010 OCSS fall conference.
- The bookmarks will be reproduced and distributed at the fall conference.

6-12th Grades

ESSAY: Write an essay about an Oregonian who exemplifies what it means to be a good citizen. The individual selected for the essay may be living or dead. The essay must be 1,500 words or less, typed, 12 point font, and double-spaced. The OCSS board will evaluate the essays based on content and mechanics.

Awards

- Awards will be granted in the following categories.
- 6-8 and 9-12.
- A prize of \$200.00 will be awarded to one winner in each grade category.
- The educators submitting the winning entries will receive a cash prize of \$50.00, one year membership to OCSS, entry and special recognition at the 2010 OCSS fall conference.

OCSS CONTEST RULES

Deadline

All submissions must be received by September 17, 2010 on Constitution Day. Essay submissions may be e-mailed to Lisa Iverson at liverson@cascade.k12.or.us or mailed to the following address:

Lisa Iverson/OCSS Contest
1354 East Santiam Street
Stayton, OR 97383

OCSS must receive a hard copy of the bookmark submissions mailed to the above address.

Eligibility

Oregon residents, K-12 Grades.

Notification

Winners will be notified by September 30. The winning entries and their teachers will be recognized at the Fall OCSS conference in Eugene, OR on October 8, 2010. Prizes will be awarded at this time.

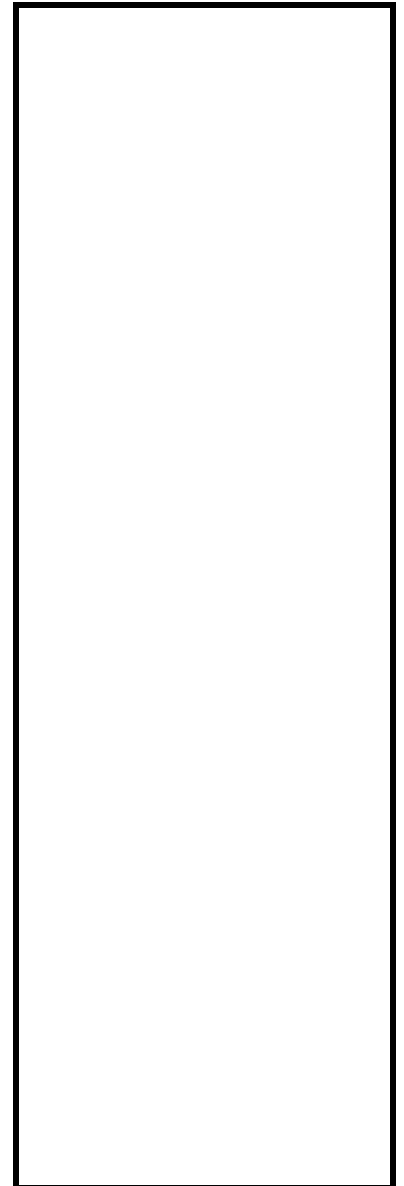
Entries must include the following information: name, grade, age, school, teacher's name, phone number and/or e-mail address, and address of home and school.

All entries become the property of OCSS and will not be returned. OCSS reserves the right to publish the submissions on the OCSS Web site at <http://www.oregonsocialstudies.org/> and use the essay and/or poster/bookmarks for publicity purposes. All information submitted is subject to an OCSS press release. Questions-contact Lisa Iverson at liverson@cascade.k12.or.us

The Oregon Council for Social Studies Design-a-Bookmark Contest

Design a bookmark illustrating what it means to be a good citizen.
The bookmark may be completed using any medium. The OCSS board will evaluate the bookmarks based on creativity, originality, and relevance to the topic.

Name:
Address:
Phone number/e-mail:
School:
School Address:
Grade:
Age:



Please use the attached template and mail to the following address:

Lisa Iverson/OCSS Bookmark contest
1354 East Santiam Street
Stayton, OR 97383

Please return this entire sheet. This sheet may be photocopied as needed.

OCSS STUDENT CONTEST CLASSROOM IDEAS

The following ideas are not required as part of the contest, but just ideas for teacher's use.

OCSS invites educators to incorporate the student contest into their curriculum, or as part of Constitution Day on September 17. Try the following ideas...

1. Students illustrate the Bill of Rights...if students truly understand the meaning of the words, they will be able to illustrate the text.
2. Educators hold a school or classroom competition using the OCSS contest guidelines, then submit the winning entries to OCSS.
3. Teachers could use the illustrated student Bill of Rights as "flash cards" and have students guess the amendment.
4. Construct a political cartoon about one of the first ten amendments.
5. Students place the first ten amendments in order of importance to THEM, explain why, and discuss...great analysis required.
6. Brainstorm ideas about what makes a good citizen.
7. Students research famous Oregonians who made an impact in their local community, state, and region.
8. Students write a speech and role play an Oregonian who made an impact in their community and perform for the class.
9. Interview a person in their community about how they contribute to their community.
10. Contact a local civic organization to discuss how the organization contributes to their community.
11. Hold a classroom or school-wide competition using the OCSS contest guidelines and submit the top entries to OCSS.
12. Students create a children's book about the Constitution and share with elementary students.
13. Create a computer generated crossword puzzle using words relevant to the Constitution such as preamble, Bill of Rights, articles, amendment, etc.
14. Research the rights people have in other countries and compare to the rights in the United States.
15. Create a human spectrum by having students place themselves on one side of the classroom or the other based on how important distinct individual rights are to them. For instance if the freedom of speech is extremely important to the students, they will place themselves on one side of the line.
16. Human time-line: Students research one aspect of the time period of the Constitution and create a placard containing the main points, date, and illustration of the event. Then students place themselves in order, state their event, and hang in classroom as a time-line reference. Examples include: the Articles of Confederation, Constitutional Convention, shots at Lexington and Concord, Revolutionary War begins and ends, Declaration of Independence, adoption of the Constitution, Jamestown Colony, etc.
17. As a class, brainstorm an action the class could take to make the community better. The action may be as simple as picking up garbage, or holding a food or clothes drive.
18. Research an issue of importance to the student.
19. Write a letter to a legislator expressing the importance of an issue providing research and a plea for action.
20. Identify ways citizens can participate in their local communities.
21. Create a campaign complete with brochures, posters, and ads pertaining to getting people involved in their community.
22. Film a video message about being a good citizen and show to class. Vote on the most effective video.
23. Interview or invite a newly naturalized citizen to speak to the class about why they wanted to become a citizen of the United States.
24. Identify a time in U.S. history when individual rights were put aside. Research why this occurred and what were the causes and effects of this. Example: Palmer Raids, Executive Order 9066, McCarthyism, Patriot Act, etc. Is it ever "O.K." to infringe on individual rights for the greater good? Discuss.
25. Construct an A-B-C Book about the Constitution: 'A' is for Articles and explain, 'B' is for The Bill of Rights, etc.

26. Reader's Theatre: Write dialogue with characters discussing the pros and cons of adopting the Constitution and perform in front of the class.
27. Jigsaw: Student groups each read, evaluate, and summarize one of the Federalist Papers and share main points with the class in the student's vernacular. For instance, one group will be responsible for explaining Federalist #10.
28. You Be the Judge: teacher summarizes Supreme Court case, then asks the class how they would decide if they were the judge. Ask each student to share opinion as teacher keeps track of tally marks on board. When all students have weighed in, teacher reveals the court's decision.