



YANKEE POST



JOHN TULLY, President
CCSU

SEPTEMBER, 2011

DAN COUGHLIN
TIM WEINLAND

President's Message



I love the fall. I love pumpkin pie, college football, crisp evenings, and chilly mornings. I also love getting ready for the back to school grind. For those of us in education, September (or more accurately now, August) is the start of our New Year. Everything is possible, the slate is clean, and our students and we can move into the academic year

with an often wildly fantastic sense of the possible.

As this issue of *Yankee Post* is online, I thought I would use the free digital space our kind editors give me to highlight some of the teaching links I've stumbled upon over the years. My hope is that they will feed your sense of the possible during this New Year.

Before you start clicking away, however, take a moment to check out the planning for the NERC conference that is coming up next April. You'll be amazed at what the planning committee has put together so far. You do not want to miss this conference.

Historical Thinking Matters:

<http://historicalthinkingmatters.org>

DBQ Database:

<http://caho-test.cc.columbia.edu/main/dbq/index.html>

US History Digital Reader:

<http://www.dhr.history.vt.edu/modules/us/index.html>

(continued on page 2)

Editors' Note

Welcome back – and welcome to *Yankee Post*. Whether you are a long-time member or seeing *Yankee Post* for the first time, we urge you to go to page 10 and print, complete and send in the membership form to join CCSS – and if possible NCSS. It's going to be a lively year and you don't want to miss out on important information.

How lively? Start with a new Commissioner of Education apparently eager to collaborate in the name of reform. We all need to be alert to what forms those reforms will take and be ready to collaborate. Add the fact that both NERC and the NCSS Conference are close at hand. NCSS will be held this year in Washington DC from December 2-4. No cross-country trip this year. NERC will be hosted by CCSS from Tuesday, April 3 - Thursday, April 5, 2012 and held again at Sturbridge, Mass – just over the Connecticut/Mass border. It's an easy run from almost any part of Connecticut. And we have it on good report that the Connecticut Social Studies Framework has been re-worked and will soon be up for State Board of Education review.

How important? One look at recent news reporting teacher lay-offs both in Connecticut and elsewhere should convince all of us that we need to be "at the top of our game" both professionally and politically to make the case for teaching and for social studies. With a presidential election year coming up (*although one wonders these days what year is not a presidential election year*), and some clear differences emerging between the two major parties, one should find ample grist in both history and current events for exploring America's story both past and present. Perhaps more than ever, it is clear that national events impact local communities. With all that is going on with legislation (*or the lack thereof*) and budgets at every governmental level, we ought to be able to help our students see the (*continued on page 2*)

Yankee Post is Available Only Online

To receive Yankee Post via email, or notification of a new issue . . .

please join CCSS and send your email address to: ctsocialstudies@yahoo.com

To join CCSS and NCSS: see membership form on page 10

Check Us Out at <http://www.ctsocialstudies.org/> and Bookmark the Site

(President's Message - continued from page 1)

The NY Times Learning Blog:

<http://learning.blogs.nytimes.com/>

PBS Teachers – Social Studies

<http://www.pbs.org/teachers/socialstudies/>

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/>

The History of Jim Crow

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

The Triangle Shirtwaist Fire

<http://www.ilr.cornell.edu/Trianglefire/>

World History for Us All (invaluable resource for World History teachers)

<http://worldhistoryforall.sdsu.edu/default.php>

Ad Access (Advertisements throughout the twentieth century)

<http://library.duke.edu/digitalcollections/adaccess/>

Animated History Maps from the BBC

<http://www.bbc.co.uk/history/interactive/animations/>

The Valley of the Shadow (an excellent site with resources on the US Civil War)

<http://valley.lib.virginia.edu/>

My best wishes for a productive “New Year”,
John Tully

So . . . Did you miss the message on Page 1? Be sure to check Page 10 for membership information.

Are you a New Teacher? See page 6 for additional information about NCSS membership rates.

Please share this issue, or at least the website information, with new teachers in your department and other colleagues.

CCSS Officers and Board 2011-2012

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(Editors' Note continued from page 1)

connections to their lives.

In this issue we offer you several accounts of teachers who have made a difference. See page 3 for Charles Blow's description of his early school experience. And for fun, turn to page 5 to read a short account of an interview with Bel Kaufman, author of *Up the Down Staircase*. And on page 7, you will find a fascinating challenge to current belief about what subject merits greater attention and support.

You may also want to check Steve Armstrong's report on NCSS (page 6). We have included additional information about special membership options for students and new teachers who wish to join NCSS. Combine this information with the membership form on page 10 to join your colleagues and support your profession. To that end, we also urge you to print and pass this issue along to new teachers or others who may not now be members. Thanks for your help in spreading the word.

One important note: in keeping with past practice, there will be no fall state social studies conference. We all need to focus our efforts to produce an outstanding NERC this coming spring. To that end, we hope you will volunteer your efforts – see page 4 for the website. As always, we invite you to share a summer experience or a classroom experience with Yankee Post. It's your newsletter, not ours and we expect that most of you have stories to share – just read Bel Kaufman for inspiration!

Finally we wish you a good start to what we hope will be an exciting and productive year for both you and your students.

Dan Danielcoughlin@charter.net

Tim Thomas.weinland@uconn.edu

In Honor of Teachers

By CHARLES M. BLOW, OP-ED COLUMNIST

The New York Times: September 2, 2011

Since it's back-to-school season across the country, I wanted to celebrate a group that is often maligned: teachers. Like so many others, it was a teacher who changed the direction of my life, and to whom I'm forever indebted.

A Phi Delta Kappa Gallup poll released this week found that 76 percent of Americans believed that high-achieving high school students should later be recruited to become teachers, and 67 percent of respondents said that they would like to have a child of their own take up teaching in the public schools as a career. But how do we expect to entice the best and brightest to become teachers when we keep tearing the profession down? We take the people who so desperately want to make a difference that they enter a field where they know that they'll be overworked and underpaid, and we scapegoat them as the cause of a societywide failure.

A March report by the McGraw-Hill Research Foundation and the Organization for Economic Cooperation and Development found that one of the differences between the United States and countries with high-performing school systems was: "The teaching profession in the U.S. does not have the same high status as it once did, nor does it compare with the status teachers enjoy in the world's best-performing economies." The report highlights two examples of this diminished status:

- "According to a 2005 National Education Association report, nearly 50 percent of new teachers leave the profession within their first five years teaching; they cite poor working conditions and low pay as the chief reason."
- "High school teachers in the U.S. work longer hours (approximately 50 hours, according to the N.E.A.), and yet the U.S. devotes a far lower proportion than the average O.E.C.D. country does to teacher salaries."

Take Wisconsin, for instance, where a new law stripped teachers of collective bargaining rights and forced them to pay more for benefits. According to documents obtained by The Associated Press, "about twice as many public schoolteachers decided to hang it up in the first half of this year as in each of the past two full years." I'm not saying that we shouldn't seek to reform our education system. We should, and we must. Nor am I saying that all teachers are great teachers. They aren't. But let's be honest: No profession is full of peak performers. At least this one is infused with nobility.

And we as parents, and as a society at large, must also acknowledge our shortcomings and the enormous hurdles that teachers must often clear to reach a child. Teachers may be the biggest in-school factor, but there are many out-of-school factors that weigh heavily on performance, like growing child poverty, hunger, homelessness, home and neighborhood instability, adult role-modeling and parental pressure and expectations.

The first teacher to clear those hurdles in my life was Mrs. Thomas. From the first through third grades, I went to school in a neighboring town because it was the school where my mother got her first teaching job. I was not a great student. I was slipping in and out of depression from a tumultuous family life that included the recent divorce of my parents. I began to grow invisible. My teachers didn't seem to see me nor I them. (To this day, I can't remember any of their names.)

My work began to suffer so much that I was temporarily placed in the "slow" class. No one even talked to me about it. They just sent a note. I didn't believe that I was slow, but I began to live down to their expectations. When I entered the fourth grade, my mother got a teaching job in our hometown and I came back to my hometown school. I was placed in Mrs. Thomas's class. There I was, a little nothing of a boy, lost and slumped, flickering in and out of being. She was a pint-sized firecracker of a woman, with short curly hair, big round glasses set wider than her face, and a thin slit of a mouth that she kept well-lined with red lipstick.

On the first day of class, she gave us a math quiz. Maybe it was the nervousness of being the "new kid," but I quickly jotted down the answers and turned in the test — first. "Whoa! That was quick. Blow, we're going to call you Speedy Gonzales." She said it with a broad approving smile, and the kind of eyes that warmed you on the inside.

She put her arm around me and pulled me close while she graded my paper with the other hand. I got a couple wrong, but most of them right. I couldn't remember a teacher ever smiling with approval, or putting their hand around me, or praising my performance in any way. It was the first time that I felt a teacher cared about me, saw me or believed in me. It lit a fire in me. I never got a bad grade again. I figured that Mrs. Thomas would always be able to see me if I always shined. I always wanted to make her as proud of me as she seemed to be that day. And, she always was.

In high school, the district sent a man to test our I.Q.'s. Turns out that not only was I not slow, but mine and another boy's I.Q. were high enough that they created a gifted-and-talented class just for the two of us with our own teacher who came to our school once a week. I went on to graduate as the valedictorian of my class. And all of that was because of Mrs. Thomas, the firecracker of a teacher who first saw me and smiled with the smile that warmed me on the inside.

So to all of the Mrs. Thomases out there, all the teachers struggling to reach lost children like I was once, I just want to say thank you. You deserve our admiration, not our contempt.

CCSS TO HOST NERC 43 - APRIL, 2012



Preparations are well under way for the 43rd Northeast Regional Conference on the Social Studies, to be held April 3rd through April 5th, 2012 at the Sturbridge Host Hotel and Conference Center in Sturbridge, MA. While planning NERC 2012, we have remained mindful of the challenges many social studies teachers face delivering course content in a productive and meaningful way, while at same time addressing increasing pressure to enhance students' literacy, technology, and research skills, among others.

Join us at the 43rd Northeast Regional Conference on the Social Studies

21ST CENTURY LEARNING: THE ROLE AND FUTURE OF THE SOCIAL STUDIES

April 3rd – April 5th, 2012

Sturbridge Host Hotel and Conference Center, Sturbridge, MA

visit www.ctsocialstudies.org for a downloadable Workshop Proposal Form and more information

The role of the social studies in today's world is critical, and our role as teachers in this field is invaluable as we strive to prepare our students for challenging and dynamic global demands. NERC 2012 is designed to help us meet those goals.

NERC 2012, whose theme is *21st Century Learning: The Role and Future of the Social Studies*, offers educators:

- ✓ a diverse mix of high-quality workshops and speakers addressing a broad spectrum of topics that should be thought-provoking and informative
- ✓ access to a wide variety of print, media and other resources from publishers and exhibitors
- ✓ exposure to museums' and other non-profit organizations' programs and materials
- ✓ opportunities to share ideas, knowledge and resources with other social studies professionals
- ✓ inspiration through awards/recognition of social studies educators' excellence



Please take the time now to mark the conference dates on your calendar and/or ask for professional development leave time. The workshop schedule will be posted on the CCSS website (www.ctsocialstudies.org) as it is finalized.

NERC 2012 will offer numerous opportunities for discussion, resource sharing, and acquisition of new knowledge and strategies for your classroom. Indeed, it will be difficult to come away from the conference *without* new ideas and resources for your colleagues and students! We anticipate an excellent experience for everyone involved, and we look forward to seeing you in April!

NERC Co-Chairs, Elyse Poller and David Bosso

100, Still a Teacher, and Quite a Character

Bel Kaufman, author of “Up the Down Staircase,” the seminal book on the hardships and joys of teaching in New York City, celebrated her 100th birthday. [JOSEPH BERGER](#) - NYTimes

When Bel Kaufman sits you down on her sofa and asks, “Are you comfortable?” the right answer, she reminds you, requires a Yiddish inflection, a shrug and the words, “I make a living.” At 100 years old, Ms. Kaufman is still shpritzing jokes, Jewish and otherwise, which is in her genes. Her grandfather was the great Yiddish storyteller Sholem Aleichem, a writer who was able to squeeze heartbreaking humor out of the most threadbare deprivation and wove the bittersweet Tevye stories that became the source for “Fiddler on the Roof.”

This year, Ms. Kaufman did something more than tell jokes. She became one of the few adjunct professors in her age cohort and taught a course on Jewish humor at Hunter College, her alma mater. One of the jokes the class dissected: “The Frenchman says: ‘I’m tired and thirsty. I must have wine.’ The German says: ‘I’m tired and thirsty. I must have beer.’ The Jew says: ‘I’m tired and thirsty. I must have diabetes.’ ”

“We were not just telling jokes,” Ms. Kaufman said in her book-lined Park Avenue study, her eyes glinting mischievously. “We were investigating why so many comedians are Jewish and so many Jewish jokes are so self-accusing. It goes back to immigration from the shtetl, from that poverty, and because the Jew was the object of so much opprobrium and hatred,” she said. “The jokes were a defense mechanism: ‘We’re going to talk about ourselves in a more damaging way than you could.’ ”

....

Ms. Kaufman was 5 when her grandfather died, on May 13, 1916, and she believes she is the last person alive who remembers him and his impish humor. “I remember his laugh; I remember his hand when we walked,” she said. “He used to say the tighter I hold on to his hand, the better he will write. He wrote me a letter which I treasure: ‘I’m writing you this letter to ask you to hurry and grow up and learn to write so you can write me a letter. In order to grow up, it is necessary to drink milk and eat soup and vegetables and fewer candies.’ ”

Ms. Kaufman graduated from Hunter in 1934, just 11 years after emigrating from the Soviet Union as a 12-year-old and being forced to start in first grade. Born in Berlin, she was raised in Odessa and Kiev, and the Russian Revolution was the background music of her childhood. “Dead bodies were frozen in peculiar positions on the street,” she recalled. “People ate bread made of the shells of peas because there was no flour. But a child has no basis for comparison. Doesn’t every child step over dead bodies? I didn’t know any different.”

Ms. Kaufman’s hard work and the watchful eye of a demanding father led to a master’s degree in literature from Columbia and teaching jobs at a series of public high schools. Her 20-year odyssey became the springboard out of her grandfather’s shadow. In 1965, she published “Up the Down Staircase,” a novel about a new teacher very much like Ms. Kaufman who struggles to keep up her spirits in a school crowded with more than a few hopeful but ornery students and where memo-happy principals issue rules like not walking “up the down staircase.” It spent 64 weeks on The New York Times’s best-seller list and led to Ms. Kaufman’s second career as a speaker.

Ms. Kaufman, who is recovering from a broken rib, refused to have her photograph taken until she changed into a more elegant turquoise blouse, scarf and earrings. But, “without vanity,” she described herself as having been a “wonderful teacher.” Yet she recalled how difficult it was to get fully certified by a byzantine school bureaucracy. The examiners had her explain a sonnet by Edna St. Vincent Millay, and told her afterward she had given “a poor interpretation.” Having been blocked once before because of a trace of a greenhorn accent, she refused to be stopped a second time. So she did what any true aspirant would have done: she wrote a letter to Ms. Millay and had her evaluate her interpretation. “You gave a much better explanation of it than I myself should have,” the poet wrote back, and the chastened examiners saved face by urging Ms. Kaufman to try for the license again.

She now meets former students who are grandparents. Indeed, she cannot believe that she has a son, Jonathan Goldstine, 69, who is a retired professor of computer science, and a daughter, Thea, a psychologist, who is 67. Ms. Kaufman lives with her second husband, Sidney J. Gluck, 94, who runs the Sholem Aleichem Memorial Foundation. “He likes older women,” Ms. Kaufman said with a chuckle. Now that her rib is healing, Ms. Kaufman intends to resume her hobby — dancing mambos and tangos at a local school. Her determination helps explain how she made it to 100, though she does not think it is such a big deal. “It must have happened gradually, while I wasn’t looking,” she said. “I feel no different than I felt at 99, 98 or 97. Just because you live a long time, you get all this attention. Just because you survived? Of course, I survived a lot.”

http://topics.nytimes.com/top/reference/timestopics/people/b/joseph_berger/index.html?inline=nyt-per

**News from the
NATIONAL COUNCIL FOR THE SOCIAL STUDIES**

NCSS is eagerly looking forward to its annual conference, which this year will be held from December 2-4 in Washington, D.C. In all honesty, this looks to be one of the best conferences that NCSS has had in several years. There are outstanding speakers and tons of outstanding workshops. For additional information, go to the NCSS website, www.socialstudies.org. For those who can attend, NCSS is also sponsoring a “lobbying day” on Thursday, December 1. On that day NCSS members will hear from the NCSS lobbyist and then go to Capitol Hill to speak to their individual congressperson on issues related to social studies. Members of the social studies profession need to get politically active at the local, state, and national levels: December 1 is a great day to start.

NCSS is also starting a national social studies honor society. To many, this is long overdue. Look for information that will be sent to your schools shortly. NCSS has spent long hours establishing the rules and guidelines for this honor society.

NCSS is also publishing a new book on the teaching of social studies and literacy in the elementary school classroom. Look for it after the first of the year.

If you have any questions or concerns about NCSS, or if NCSS can assist you, your department, or your school in any way, please contact me.

Steve Armstrong

Vice-President, National Council for the Social Studies Steph17895@aol.com

NCSS Membership Categories

NCSS has opened up a variety of categories listed below. See the membership form on page 10 to join CCSS and NCSS. Additional information can be found at www.socialstudies.org and www.ctsocialstudies.org

Comprehensive \$79 for a 1-year membership \$139 for a 2-year membership

Regular \$66 for a 1-year membership \$124 for a 2-year membership

Beginning Teacher: Available to classroom teachers in their first 2 years of paid employment as a teacher.

\$47 Comprehensive \$37 Regular

College or University Students. Students must be actively enrolled full-time and provide expected date of graduation.

\$47 Comprehensive \$37 Regular

Retired \$37 Regular

Coming Events for Civil War Remembrance

October, 2011. Forum on Civil Liberties During the Civil War - Legislative Office Building - day and time to be announced. The forum will include three CT judges and three scholars in a two hour forum with plenty of opportunity for questions and answers.

For more information, see www.ccus.edu/civilwar

The Education Our Economy Needs

“We lag in science, but students’ historical illiteracy hurts our politics and our businesses.”

By NORM AUGUSTINE, The Wall Street Journal September 21, 2011

In the spirit of the new school year, here’s a quiz for readers: In which of the following subjects is the performance of American 12th-graders the worst? a) science, b) economics, c) history, or d) math?

With all the talk of America’s very real weaknesses in the STEM subjects (science, technology, engineering and math), you might be surprised to learn that the answer-according to the federal government’s National Assessment of Educational Progress-is neither science nor math. And despite what might be suggested by the number of underwater home loans, high-school seniors actually fare best in economics.

Which leaves history as the answer, the subject in which students perform the most poorly. It’s a result that puts American employers and America’s freedoms in a worrisome spot. But why should a C grade in history matter to the C-suite? After all, if a leader can make the numbers, does it really matter if he or she can recite the birthdates of all the presidents?

Well, it’s not primarily the memorized facts that have current and former CEOs like me concerned. It’s the other things that subjects like history impart: critical thinking, research skills, and the ability to communicate clearly and cogently. Such skills are certainly important for those at the top, but in today’s economy they are fundamental to performance at nearly every level. A failing grade in history suggests that students are not only failing to comprehend our nation’s story and that of our world, but also failing to develop skills that are crucial to employment across sectors. Having traveled in 109 countries in this global economy, I have developed a considerable appreciation for the importance of knowing a country’s history and politics.

The good news is that a candidate who demonstrates capabilities in critical thinking, creative problem-solving and communication has a far greater chance of being employed today than his or her counterpart without those skills. The better news is these are not skills that only a graduate education or a stint at McKinsey can confer. They are competencies that our public elementary and high schools can and should be developing through subjects like history.

Far more than simply conveying the story of a country or civilization, an education in history can create critical thinkers who can digest, analyze and synthesize information and articulate their findings. These are skills needed across a broad range of subjects and disciplines. In fact, students who are exposed to more modern methods of history education - where critical thinking and research are emphasized - tend to perform better in math and science. As a case in point, students who participate in National History Day - actually a year-long program that gets students in grades 6-12 doing historical research-consistently outperform their peers on state standardized tests, not only in social studies but in science and math as well.

In my position as CEO of a firm employing over 80,000 engineers, I can testify that most were excellent engineers-but the factor that most distinguished those who advanced in the organization was the ability to think broadly and read and write clearly. Now is a time to re-establish history’s importance in American education. We need to take this opportunity to ensure that today’s history teachers are teaching in a more enlightened fashion, going beyond rote memorization and requiring students to conduct original research, develop a viewpoint and defend it.

If the American economy is to recover from the Great Recession - and I believe it can-it will be because of a ready supply of workers with the critical thinking, creative problem-solving, technological and communications skills needed to fuel productivity and growth. The subject of history is an important part of that foundation.

Mr. Augustine, a former under secretary of the Army, is the retired chairman and CEO of Lockheed Martin.

<http://online.wsj.com/article>

Current Members: Spread the word ! Please copy this issue and pass it along to a new teacher and/or another colleague. Thank you for your support of CCSS

New Developments at Yale's Peabody Museum

Professional Opportunities



September 2011: Teachers Use Museum Objects to Help Students Learn about Real-World Problems

The Event-Based Teachers Collaborative at Yale University's Peabody Museum of Natural History supports K-12 school teachers and their students by facilitating the development of new and exciting curriculum that integrates museum objects while aligning with national and state standards for learning. [Read More http://www.ims.gov/september_2011_teachers_use_museum_objects_to_help_students_learn_about_real-world_problems.aspx](http://www.ims.gov/september_2011_teachers_use_museum_objects_to_help_students_learn_about_real-world_problems.aspx)

"Any institution has to cultivate a relationship with the people around them – it's a must. If you don't have that and things get out of hand, you wouldn't know where to go. In Peabody's case we have this family of people—we have a relationship with education that's accommodating. If people don't have that, they should be encouraged to do it. The benefits there are just humongous."

--Maxwell Amoh, Director of the Peabody's Event Based Teacher Collaborative

Traditionally, the idea of museums supporting formal education has meant providing exciting field trips and programming for K-12 students. At Yale University's Peabody Museum of Natural History, however, supporting K-12 education goes beyond reaching students and extends to educating teachers as well. For nearly 15 years, the [Peabody Fellows Program](#) has been providing continuing education and professional development opportunities for teachers.

A New Direction for the Program Now, thanks to a 2009 [National Leadership Grant](#) from the Institute of Museum and Library Services, the Peabody Fellows Program is taking on a new direction. Over the past two summers, the program has held institutes for science and social studies teachers. In contrast to previous years, these programs go beyond simply providing teachers with exposure to new content: they foster their ability to develop new and exciting curriculum that integrates museum objects while aligning with national and state standards for learning. Along with these week-long institutes, the grant is helping the Peabody Museum to establish a regional teachers' association which will cultivate the museum's relationship with educators while simultaneously making connections between teachers.

<http://www.ims.gov/september_2011_teachers_use_museum_objects_to_help_students_learn_about_real-world_problems.aspx>

Promoting Global Citizenship

From the Stanley Foundation:

In its simplest interpretation, global citizenship means social participation in local versions of global problems or local efforts to alleviate global problems. The Stanley Foundation's founder, C. Maxwell Stanley, said that global citizenship "is some combination of beliefs, attitudes, and convictions concerning the policies and leadership of national governments regarding the management of global problems."

At the Stanley Foundation, our mission statement includes a call to global citizenship. We not only work with high-level policymakers, most of whom are working to resolve problems within that world community, but we also offer programming and resources to interested adults who consider themselves global citizens and, yes, even to children who are just curious to learn about what life is like for a peer in another part of the world.

Though the Stanley Foundation's work might be better known in Washington, DC, than in its home of Muscatine, Iowa, the foundation places importance on contributing to its local community. That is why this issue of *Courier* is devoted to activities conducted locally through its Community Partnerships programming. The foundation conducts activities in Muscatine that it sponsors nowhere else. We share this information in hopes that it might inspire readers to also Think Globally, Act Locally.

A quarterly publication, *Courier* provokes thought on world affairs by giving readers insight into issues driving foundation programming. The Summer 2011 topic is *Promoting Global Citizenship*. [Download the Summer 2011 Issue PDF \(287 KB\)](#)
<<http://r20.rs6.net/tn.jsp?>

THE NEW ENGLAND HISTORY TEACHERS ASSOCIATION PRESENTS:

**“THE VIETNAM WAR: SCHOLARLY VIEWS AND CLASSROOM APPLICATIONS”
A CONFERENCE FOR TEACHERS AND STUDENTS OF THE VIETNAM WAR**

FRIDAY, OCTOBER 14 (8:30-4:30)

DODD CENTER, UNIVERSITY OF CONNECTICUT STORRS, CT

Visit www.nehta.net to download a registration form

SPEAKERS, WORKSHOPS INCLUDE:

Keynote: **Marilyn Young**, New York University, author *Vietnam Wars, 1945-1990*: “Legacies of the Vietnam War”

Plenary Session: **Jerry Lembcke**, Holy Cross College, author of *The Spitting Image: Myth, Memory and the Legacy of Vietnam and Hanoi Jane: War, Sex, and Fantasies of Betrayal*: “Spat-on Veterans, Abandoned POWs and ‘Hanoi Jane’: Vietnam and the Making of America’s ‘Great Betrayal’ Narrative”

Matt Masur, St. Anselm College: “Vietnam and the Cold War”

Matt Masur, St. Anselm College: “The Evolving Historiography of the Vietnam War”

John Tully, Central Connecticut State University and **Brad Austin**, Salem State College: “Teaching and Mentoring Young Students on Teaching the Vietnam War”

Steve Armstrong, West Hartford, CT Public Schools: “The Music of the Vietnam War”

Steve Armstrong, West Hartford, CT Public Schools: “Teaching the Vietnam War Through Popular Film”

Kevin O’Reilly, Hamilton-Wenham Regional HS: “Engaging High School Students in the Study of the Vietnam War”

Professional Opportunities

Colonial Williamsburg’s *Gift to the Nation* Electronic Field Trip

Complimentary Access from September 6-30, 2011

Colonial Williamsburg’s Gift to the Nation for Constitution Day offers students an opportunity to interact virtually with historical characters and provides teachers with unique resources to engage students in the study of our United States Constitution.

The Electronic Field Trip, “A More Perfect Union”, tells the story of the ratification of the Constitution and has as the first person narrator a young student from the late 1700s. This Electronic Field Trip builds background knowledge for educators and students, leading to better understanding of the challenges and choices made during the ratification of our Constitution.

Available online 24/7 from September 6 to September 30, 2011

- ^6. On-demand** video streaming over the web
- ^6. Email** historical character, Benjamin Franklin
- ^6. Interactive** online games
- ^6. Downloadable resources**, such as the teacher guide and program script (PDF)
- ^6. Comprehensive** lesson plans

View the complete 2011-2012 Electronic Field Trip Schedule at
www.history.org/histor/teaching/

We hope you’ll take advantage of this opportunity to bring this exciting, relevant program into your school or home.

CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES MEMBERSHIP FORM

Membership in CCSS entitles you to:

- Reduced Registration for the CCSS Fall Conference
- Reduced Registration for the Northeast Regional Conference for the Social Studies (NERC)
- Convenient access to the Yankee Post, the CCSS online newsletter
- Opportunity to apply for “mini-grants” of up to \$500 for innovative curriculum in social studies and other special projects
- Opportunity to meet colleagues and develop a network of professional friends and associates
- Ability to keep up-to-date with developments in the social studies.

If you have always wanted to become a member of NCSS, now is the time to act. **New** membership subscriptions to NCSS will also give you membership benefits from Connecticut Council for the Social Studies for one year-a \$20 savings. This offer applies to only **new** NCSS Regular or **new** Comprehensive members only who send in their form to CCSS. Joint member benefits include:

- All CCSS benefits
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