This is an exciting time to be an advocate of social studies. It is also a great time to get a $25 Amazon gift card, but more about that later.

A few of us have just returned from the National Council for the Social Studies annual conference in Washington. After hearing from Secretary of Education Arne Duncan, meeting with representatives from the Department of Education, talking with other state council presidents, and listening to the work being done across the nation, I return convinced that we have a unique window of opportunity to shape the direction of social studies for the next generation.

I urge you to become more active in the Connecticut Council for the Social Studies, the only professional organization in the state that has as its mission the promotion of what we know to be the most important subject our students take in school. We are the only ones fully preparing students to think critically, to evaluate evidence, and to present logical and cogent arguments about the past, the present, and the future of our society.

That is happening every day in your classroom; we need to let parents, administrators, school boards, legislators, and the public know about it. To do that, we need your help. Send me a quick note (tullyj@ccsu.edu) letting me know that you are willing to give a half hour a month to make it a reality. I promise, no more than 30 minutes every 30 days!!

One clear example of the excellence we all value is the recent recognition of CCSS Board member and past CCSS Teaching Award winner, Dave Bosso of Berlin High School. Dave was recently named Connecticut’s Teacher (continued on page 2)

Editors’ Note

Some events in our field deserve attention. Congratulations to David Bosso of Berlin High – Connecticut’s Teacher of the Year. Apart from his teaching, David has served on the CCSS board for several years and is currently co-chair of NERC 2012. See David’s acceptance speech on pages 4-5; it will make you proud to be a teacher.

That brings us to the second event – coming up on Apri 3-5: NERC. For many years, the Northeast Regional has been the centerpiece of social studies professional development activity in New England. In the last few years we have been priced out of the urban markets as attendance has diminished with increased restrictions on release time for teachers. Now held at Sturbridge, the conference is in an ideal location for all teachers in New England and an easy two-hour drive from the farthest reaches of the Nutmeg State. CCSS is the host this year; a responsibility we take on every fourth year. It is imperative that we support the efforts of CCSS co-chairs David Bosso and Elyse Poller and get to NERC for at least one day. Please put the dates on your calendar and get the release time from your administration. You can find a lengthy description of the conference on page 3.

We have been asked on several occasions about the current status of the Social Studies Framework. To date we have no word from the Connecticut SDE on if and when the Framework will come up before the State Board of Education for a hearing and vote. Our new commissioner is still settling into the job and the CCSS leadership will continue our efforts to (continued on page 2)
(President's Message - continued from page 1)

of the Year. It was an honor to represent CCSS at the ceremony marking this well-deserved recognition of Dave’s outstanding teaching.

As if Dave is not busy enough, he is also giving his time to help organize the New England Regional Conference (NERC) next April. There is more information about NERC in this edition of Yankee Post and on the CCSS website (CTSocialStudies.org). You don’t want to miss this very informative and exciting lineup of speakers and workshops. Register soon!

There is also a new Social Studies Honor Society that the National Council is helping to sponsor. Rho Kappa is the only national honor society that recognizes high school junior and seniors for outstanding achievement in social studies. Contact me (tullyj@ccsu.edu) to get more information and an application for your school.

Thank you for being an advocate for your students every day. We now need you to join with your fellow social studies teachers to be an advocate for our profession.

Oh yes, that gift card. We will be launching a new Book Review section of the Yankee Post in the next issue. If you would like to review a book for the Yankee Post (and get that $25 gift card), just send me a note (tullyj@ccsu.edu) with the name of the book you think other teachers should know about. I’ll send along the details.

John Tully, President

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 13
Check Us Out at
http://www.ctsocialstudies.org/
and Bookmark the Site

(Editors’ Note continued from page 1)

meet with him and make the case for social studies. We understand the frustration of teachers and department heads who are trying to make decisions about the direction their programs might take. Our only suggestion would be to call the commissioner’s office and ask about progress. Let’s hope that 2012 will be the year we get approval and adoption of the Framework.

We have some additional goodies in this issue including loads of professional development opportunities on pages 10-12. Special thanks are due Mary Skelly and Sandy Senior Dauer who regularly pass along this information for inclusion in Yankee Post. We have included excerpts from an article that recently appeared in The New York Times by Ian Toll, author of “Pacific Crucible: War at Sea in the Pacific, 1941-1942.” The article exposes one of the ironies of Pearl Harbor and opens up a potential discussion of the “what ifs” of history - see page 8. If you need information about History Day, see Rebecca Taber-Conover’s article on page 9.

And finally we urge you to review your New Year’s resolutions and add one more: “I will submit a short article to Yankee Post on a lesson, a book review, an educational trip, museum exhibition or a website of special significance.” Please don’t just think about it; start writing! Your editors look forward to your submission! We end with our best wishes for a restful holiday season and an exciting, healthy and fulfilling 2012 . . . .

Dan Danielcoughlin@charter.net
Tim Thomas.weinland@uconn.edu
The Northeast Regional Conference (NERC) on the Social Studies

It’s almost that time again…time to reinforce the importance of social studies in students’ education and to feel reinvigorated as an educational professional.

The Northeast Regional Conference (NERC) on the Social Studies will take place in Sturbridge, MA on April 3-5, 2012. NERC is an excellent opportunity to learn, to share, to develop strategies for continuing our important work, and to network in a professional and stimulating setting. Our theme, 21st Century Learning: The Role and Future of the Social Studies, will ensure that the social studies continues to stay ahead of the changes taking place in our schools and society. Each day of NERC presents its own opportunities for social studies educators.

- **Exhibitors** from publishing houses, museums and other organizations will have materials and information available.

- There are a number of exciting **half and full day workshops available on Tuesday, and over 70 presenters leading sessions and clinics between Wednesday and Thursday.** Topics range from Woody Guthrie to Wikis and from the elementary school classroom to pre-service preparation. Human Rights Institute director Richard Wilson will share how countries have turned from violence and hatred to justice and reconciliation, while others will discuss ways to use literature and technology to enhance our students’ 21st century social studies knowledge and skills. It is an enticing schedule with knowledgeable and engaging presenters.

- There are many wonderful **educational and social events** in store over the three days of the conference. Some highlights:
  - Tuesdays’ clinics provide a mix of topics from graphic novels to genocide. Sign up early to ensure participation. We will be celebrating NERC and state award winners at an evening reception.
  - Wednesday sessions begin with State and National Council presidents hosting a discussion on the “state of social studies” that promises to challenge all of us to action. At the New England History Teachers Association (NEHTA) luncheon, Matt Warshauer will be given the Kidger Award. Craig Hodgkiss will start our evening fun with some baseball history, followed by Steve Armstrong’s ever popular music trivia contest. In addition, there are over 30 options for learning and discourse throughout the day.
  - Thursday invites newcomers (to NERC and/or teaching) to meet over a breakfast just for you. Julia de la Torre will kick off Thursday’s sessions by talking about the significance of 21st century learning and strategies to make it a reality. Connecticut’s Secretary of State Denise Merrill will be speaking at a Connecticut Council for the Social Studies (CCSS)-sponsored luncheon on Thursday about the importance of civic education. The rest of the day includes almost 40 clinics and sessions for attendees.

- This year CCSS is sponsoring ten $100 **scholarships** to allow new teachers in Connecticut to attend NERC. Criteria and application instructions will be posted soon on the CCSS website listed below.

Basic workshop summaries and registration forms are now available online at the CCSS website: [www.ctsocialstudies.org](http://www.ctsocialstudies.org). More detail will be made available closer to the conference. Participating in NERC gives you a chance to learn, to share your expertise and energy with other education professionals, and to reinforce the importance of social studies in students’ education. Take the chance. Spread the word. Join us on April 3-5 in Sturbridge.
David Bosso - Teacher of the Year Acceptance Speech

I cannot begin without first congratulating all of the Teachers of the Year here this evening. It is an honor to represent so many excellent educators, and I know I am in good company. Thank you to all of the people who made this event possible: Commissioner Pryor, Joanne White, and the State Department of Education; Christopher Poulos and the Connecticut Teacher of the Year Council, ING and the sponsors of the Connecticut Teacher of the Year program. Heartfelt thanks to the administrators, colleagues, supporters, and students of Berlin High School and Berlin Public Schools. Most especially, I’d like to publicly recognize and thank my parents, Raymond and Carolyn, for being wonderful teachers of so many of life’s intangible lessons; and my wife, Jennifer, for her encouragement and support, for being a passionate and dedicated teacher, and for being my best friend.

There’s a beautiful story that begins with a lonesome traveler coming upon a group of stonecutters. The traveler stopped to ask the first man what he was doing. The man answered, “I am carving stone.” When he questioned the second man what he was doing, the man responded, “I am making a wall.” But when he asked the third man the same question, the man replied, “I am building a cathedral.”

Religious references aside, stories like this one are powerful because they represent our belief that we are contributing to something greater, something that will outlast us, and carry into the future. In many ways, this belief brings us together this evening, and clearly, every one of us has our own personal story that intertwines with the lives of so many others. It is likewise true that each one of our students has a story that becomes woven into our own personal narrative that defines and shapes each of us over the years. And like the stonecutters, the experiences we have will influence our attitudes, our values, and our vision.

There is something special about educators, our ideals and values, our sense of duty and humanitarianism, the efforts that we put forth each day, that allow us to carry out such important work. Regardless of which country or which generation, teachers truly understand the challenges, successes, and promises of education. We know we are not simply carving stone. Perhaps this is one of the reasons why I feel such a sense of purpose when I am with excellent educators who strive for these principles and who work actively to make a difference in students’ lives and become an important part of their stories.

Unfortunately, throughout the world, many children face very different educational, economic, and social circumstances, and as a result, their stories are sometimes vastly different from our own and sometimes never heard. There are so many harsh realities throughout the world that so many, including children, face on a daily basis. Millions of individuals are not nearly as fortunate as most of our students and ourselves, often due merely to the happenstance of birth. It is sobering and humbling to realize this, yet it is heartening to know that teachers can help alleviate some of these obstacles. Education is powerful, and if every child has the potential, indeed the inalienable right, to benefit from education, then imagine what we as a global community can be if every child’s potential and every child’s story is nurtured. Imagine the world we could live in if everyone was given an equal chance, if everyone gave their best effort to make ideals become reality, and if we all looked out for one another. Imagine if every child had a chance to share his or her story.

Education makes this possible. Circumstances may vary, and generational or cultural norms and values may differ, but the grander purpose of education remains the same. The ideals that drive schooling coincide with the concept of fostering global understanding, of encouraging students to become aware of others’ lives, to acquire the skills and attitudes necessary to fully participate in this quickly evolving world. It is a large task, but imagine the cumulative impact when we each make a small difference in our own individual classrooms and on the stories of our students.

We as educators are uniquely situated to determine the prevailing ethos of our schools, communities, and ultimately, society as a whole. We are the change agents. If we are to be effective in this regard, we must sincerely and wholeheartedly uphold the core values of what we do, values that are delineated in our respective schools’ mission statements. In doing so, we will take significant steps toward truly empowering our students.

Our mission statements guide the stories of our schools and our students. They are the cathedral’s blueprint. They cannot be mere rhetoric, but rather actual manifestations of what takes place in our schools on a daily basis. The core of educational reform, in essence, aims to dismantle the discrepancy between the ideal – as represented by mission statements – and the reality, which we experience every day. Amid all of the debate about educational reform, the one constant is the teachers who stand at the vanguard of this change. It is an enormous obligation, and one that we must take on seriously, continuously, and passionately.

When the teacher is highly respected and assumes an elevated role in classrooms, schools, and society, and education is seen as integral to societal growth, schooling takes on a different tone. A culture of excellence becomes self-reinforcing, and the values of mission statements are not mere buzzwords, but essential elements of school culture. These ideals are intimately related to principles of democracy and social justice. Moreover, they comprise the key elements of the United States Constitution - (continued on page 5)
Having visited schools and classrooms in various countries, I am always struck by how, regardless of time and place, children always seem to be the same everywhere. They have an energy and life about them, they have a desire to learn about the world, and they share a sense of awe about so many things. So many of them seem to have an ingrained hope for the future, and they want to belong, to succeed, and to commit to something greater. I believe this drive unites all of us, and those of us who are lucky enough to have access to education, as well as the good fortune of having had excellent teachers over the years, will have the opportunity for a compelling and meaningful personal story that is part of the fabric of our broader national narrative.

Unquestionably, other than children, teachers are the greatest resource a society has, and our combined wisdom, knowledge, skills, and experience is something to utilize and to behold. As such, we have an important responsibility to ensure that what we do is significant and enduring. Of course, this requires the expenditure of great effort on our parts on a daily basis, but who is better prepared and suited for this noble task than teachers?

It is up to us to be the substance behind the words, to carry out the ideals and values of our shared mission, so that our students are better prepared to face the challenges offered by today’s world. While we may recognize and appreciate the influence we have in our own classrooms, the ripple effect of this influence is difficult to measure, and we are never clear about where it ends. We never completely know how many people admire the glory of the cathedral.

* * * * *  

Education is the bedrock of society, and it has the potential to improve lives on the local, national, and global levels. Schools are thus powerful institutions, for they foster creativity and inspiration, habits of mind, academic curiosity, and social and individual growth. Educators who realize the enormous impact that they themselves and schooling in general have on the lives of students, their families, and the community at large realize that teaching is a noble act, and it must be carried out with passion and enthusiasm, yet with a keen understanding of its influence. They understand that they are the cornerstone of the institution of education and the maintenance of democracy.

In a book entitled, “Education for Everyone,” the authors state that “Schools are where, with the right care and nurturing, the habits of democracy take root and begin to grow, where the young become aware of the human conversation in all of its glorious diversity and begin to participate in it.”

In today’s world, educators have a fundamental obligation to better prepare students for active, thoughtful, and knowledgeable global citizenship. Teachers stand at the front line of enabling this consciousness and are thus vital in enacting this change. Inherent in this goal is the development of greater global awareness, empathy and tolerance, and understanding of social justice issues. This includes a greater appreciation for universal human rights, and the fact that all people deserve to be treated as human beings. We must acknowledge and respect everyone’s story. We have a moral obligation to do so. These ideals should be present in some shape or form in every lesson we ever teach, and in every interaction with our students. In doing so, we continually reaffirm our belief in the promise that all children have, as well as in our own exceptional abilities to make good on that promise.

Indeed, we as teachers are the stonecutters, and our perspectives, beliefs, and actions will guide our experiences and the stories of many. We cultivate students’ hopes and dreams, and we become essential characters in their personal narratives as they become part of ours.

Because I am a teacher, I can tell you the story about eager young students from Ghana who study together in their classrooms for hours on end, without their teachers, on a Saturday and a Sunday, because they realize they have an opportunity that many of their fellow citizens do not. I can tell you the story of a blind student who made a basket during a Unified Sports game, resulting in thunderous applause and not a few tears of happiness. There is the story of youthful freshmen learning about the political and cultural complexities of the Middle East who return years later as hardened, world-weary veterans of multiple tours of duty to the region. Because a student touched the lives of so many, I can tell you the story about the thousands of mourners who stood in line at his wake on a warm Spring evening. I can tell you the story of children in Japan or China or Saudi Arabia who smile at you and shake your hand because a language or cultural barrier does not stand a chance against the strength of human kindness. We become part of each other’s stories. Because we are teachers, we have untold stories of our many students who inspire us as much as we inspire them, whose determination and enthusiasm reinvigorate us and remind us of the promise of a bright future.

We as teachers are instrumental to the fulfillment of that promise. Clearly, we are not just carving stones and making walls. When we recognize and fully embrace that we are fundamental to every child’s story, then we will truly believe that we are building a glorious cathedral.
As a first-time attendee to the NCSS national conference, I was thrilled to see such a great turn-out and numerous opportunities for professional growth. I also served as a delegate and gave a poster presentation on using memoirs and non-fiction resources in the social studies. The House of Delegates was extremely interesting, and it is reassuring to know that many people continue to work diligently and passionately in an advocacy role to emphasize the significance of social studies in our schools and communities. Hearing Diane Ravitch speak was certainly a highlight, and I appreciated her affirmation of the need to bolster teacher professionalism, autonomy, and support. The poster presentation provided a chance to speak with other teachers and share ideas, as did several other networking occasions. As a current NERC co-chair, I was able to talk to numerous people, all of whom expressed interest in our regional conference and look forward to attending in April, 2012. Overall, I enjoyed my experience at the conference, and I am glad to have participated in a professional endeavor that validates and supports what we as social studies educators do on a daily basis.

David Bosso

I was once again impressed with the number of enthusiastic, energetic educators who were soaking in all they could and offering their ideas and experiences to each other. The range of exhibitors was also impressive, and the evening events exposed me to treasures I hadn’t explored before: the Newseum and the National Geographic Society’s home. The House of Delegates was an impressive display of democracy in action - addressing the concerns about the marginalization of social studies and developing strategies for support and inclusion of new and veteran teachers. And, finally, it was exciting to witness the launch of Rho Kappa, the social studies honor society. All in all a great experience in a city that teems with history, pomp and beauty...magnified by the spectacular weather.

Elyse Poller

Top: the CCSS Delegation
Lower Left: NCSS Vice President Steve Armstrong introduces “The News Hour’s” Judy Woodruff
Above: Judy Woodruff
Attending another great NCSS Annual Conference

The theme of this year’s National Council for the Social Studies (NCSS) annual conference in Washington DC, was Dimensions of Diversity and the conference definitely lived-up to its title. There was a plethora of workshops and exhibitors to meet the educational needs and wants from elementary teachers through college professors. Speakers ranged from the Secretary of Education Arne Duncan to the poignant and witty Diane Ratvich (former Secretary of Education under President Clinton). Site visits included Mount Vernon, receptions at the National Geographic Offices or at the National Archives, and night tours of key monuments around the city. Conference attendees who could arrive a day early had an opportunity to meet with a congressional representative from their home state and discuss the importance of social studies in education.

With so many sites to see in our nation’s capital there is not enough time to see them all and attend conference workshops, speakers and receptions. One event does stand out: Friday evening at the Newseum for the NCSS president’s reception on the balcony overlooking a sparkling DC at night.

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CCSS ANNUAL AWARDS
CALL FOR NOMINATIONS

Please submit nominations to recognize your colleagues:

Excellence in Social Studies Education Award
Bruce Fraser Friend of CCSS Award
CCSS Service Award

For more information http://www.ctsocialstudies.org/awards.htm
Email or mail the nominations to ctsocialstudies@yahoo.com or to Mary Skelly, 25 Industrial Park Road, Middletown, CT 06457.
Editors’ Note: The 70th anniversary of the bombing of Pearl Harbor was notable for several events. The organization of military survivors of the December 7 attack officially disbanded their group; they stated there were not enough able-bodied men and women left to lead the group. But one survivor noted that a high school-aged student had responded to his mention of Pearl Harbor, asking “Is she a rock star?” That’s where we teachers come in!

Excerpts from The New York Times  December 6, 2011  A Reluctant Enemy  By IAN W. TOLL

ON a bright Hawaiian Sunday morning 70 years ago today, hundreds of Japanese warplanes appeared suddenly over Pearl Harbor and laid waste to the United States Pacific Fleet. The American people boiled over in righteous fury, and America plunged into World War II. The “date which will live in infamy” was the real turning point of the war, which had been raging for more than two years, and it opened an era of American internationalism and global security commitments that continues to this day.

By a peculiar twist of fate, the Japanese admiral who masterminded the attack had persistently warned his government not to fight the United States. Had his countrymen listened, the history of the 20th century might have turned out much differently. Adm. Isoroku Yamamoto foresaw that the struggle would become a prolonged war of attrition that Japan could not hope to win. For a year or so, he said, Japan might overrun locally weak Allied forces — but after that, its war economy would stagger and its densely built wood-and-paper cities would suffer ruinous air raids. Against such odds, Yamamoto could “see little hope of success in any ordinary strategy.” His Pearl Harbor operation, he confessed, was “conceived in desperation.” It would be an all-or-nothing gambit, a throw of the dice: “We should do our best to decide the fate of the war on the very first day.”

During the Second World War and for years afterward, Americans despised Yamamoto as an archvillain, the perpetrator of an ignoble sneak attack, a personification of “Oriental treachery.” Time magazine published his cartoon likeness on its Dec. 22, 1941, cover — sinister, glowering, dusky yellow complexion — with the headline “Japan’s Aggressor.” He was said to have boasted that he would “dictate terms of peace in the White House.”

Yamamoto made no such boast — the quote was taken out of context from a private letter in which he had made precisely the opposite point. He could not imagine an end to the war short of his dictating terms in the White House, he wrote — and since Japan could not hope to conquer the United States, that outcome was inconceivable.

In fact, Yamamoto was one of the most colorful, charismatic and broad-minded naval officers of his generation….In the course of his naval career, he traveled widely through the United States and Europe, learning enough English — mostly during a two-year stint at Harvard soon after World War I — to read books and newspapers and carry on halting conversations…. From 1926 to 1928 he served as naval attaché in Washington; while in America, he journeyed alone across the country, paying his way with his own meager salary, stretching his budget by staying in cheap hotels and skipping meals. His travels revealed the growing power of the American industrial machine. “Anyone who has seen the auto factories in Detroit and the oil fields in Texas,” he would later remark, “knows that Japan lacks the national power for a naval race with America.”

During the political turmoil of the 1930s, Yamamoto was a leading figure in the navy’s moderate “treaty faction,” known for its support of unpopular disarmament treaties. He criticized the mindlessly bellicose rhetoric of the ultranationalist right and opposed the radicals who used revolutionary violence and assassinations to achieve their ends. He despised the Japanese Army and its leaders, who subverted the power of civilian ministers and engineered military adventures in Manchuria and other parts of China…. He reminded his government that Japan imported around four-fifths of its oil and steel from areas controlled by the Allies. To risk conflict, he wrote, was foolhardy, because “there is no chance of winning a war with the United States for some time to come.”

But Japan’s confused and divided government drifted toward war while refusing to face the strategic problems it posed. It signed the Tripartite Pact with Germany and Italy in Berlin in September 1940. As Yamamoto had predicted, the American government quickly restricted and finally cut off exports of oil and other vital materials. The sanctions brought events to a head, because Japan had no domestic oil production to speak of, and would exhaust its stockpiles in about a year.

Yamamoto realized he had lost the fight to keep Japan out of war, and he fell in line with the planning process…. Yamamoto appreciated the irony: having risked his life to prevent war with the United States, he was now its architect. “What a strange position I find myself in,” he wrote a friend, “having been assigned the mission diametrically opposed to my own personal opinion, with no choice but to push full speed in pursuance of that mission. Alas, is that fate?”

Perhaps the most important part of Yamamoto’s legacy was not his naval career at all, but the part he played in the boisterous politics of prewar Japan. He was one of the few Japanese leaders of his generation who found the moral courage to tell the truth — that waging war against the United States would invite a national catastrophe. As Japan lay in ashes after 1945, his countrymen would remember his determined exertions to stop the slide toward war. In a sense, Isoroku Yamamoto was vindicated by Japan’s defeat.
Who’s heard of History Day?

Have you ever heard of History Day in Connecticut? Right now, approximately 1,000 Connecticut students in grades 6-12, are busily working on their History Day in Connecticut projects. Having chosen a topic based on this year’s theme of Revolution, Reaction, Reform in History, students conduct historical research and create a project. Participants may choose to present their work in one of five ways:

- Exhibit
- Documentary
- Paper
- Performance
- Website

On Saturday, March 24th these hardworking students will share their work with teams of judges at one of the five District Contests in Connecticut. The Districts are:

- Manchester
- Stamford
- Torrington
- Mansfield
- New Haven

Districts are the first step in a journey that may take students all the way to the national contest in College Park Maryland. If students place third or higher at a District Contest, they attend the State Contest, held in Hartford on Saturday April 28th. Students placing first or second at the State Contest are invited to the University of Maryland for the national competition in June.

Why should I care about this program?

- A recent evaluation survey demonstrated that students who participate in History Day out perform their peers of similar ability in high stakes testing in multiple subjects, including reading, science, and math, as well as social studies.
- History Day students are better writers, who write with a real purpose and real voice, and marshal solid evidence to support their point of view.
- History Day lets students become the historian. They learn history by doing it.
- History Day students learn 21st century college-and career-ready skills. They learn to collaborate with team members, talk to experts, manage their time and persevere.
- Participation in History Day often encourages students to develop an interest in history, current affairs, and civics.

This sounds interesting, but I want to learn more!

- Check out the History Day in Connecticut website at http://ct.nhd.org/
- Sign up to judge at one of the District Contests to see students in action.
- Call the Connecticut History Day Coordinator at 860-522-6766

History Day in Connecticut is one of 56 affiliate programs of National History Day. It is co-sponsored by Connecticut’s Old State House and the Connecticut Historical Society, with major funding provided by the Connecticut Humanities Council.

Rebecca Taber-Conover is the Coordinator of Public Programs and History Day at Connecticut’s Old State House. She previously served for seven years as the Director of Education for Connecticut Landmarks. Rebecca serves as a board member of the Association for the Study of Connecticut History, the Connecticut Council for the Social Studies, and the Executive Council of National History Day. She is the 2011 recipient of the Bruce Fraser Friend of CSS. Rebecca is a graduate of the Cooperstown Graduate Program and Mary Washington College.
Free excellent online curricula using the inquiry approach:

Hands-on Amazon

The Heritage Institute, in conjunction with Antioch University and Project Amazonas, Inc., is offering a new travel study course: Hands-on Amazon. This on-site course, based in the Upper Amazon near Iquitos, Peru, is available for graduate, undergraduate, or continuing education credit for educators or students in all disciplines. It is particularly well suited for social studies, science, or Spanish language specialists.

Amazon travel is more accessible than one might think — no need to worry about being devoured by flesh-eating piranhas, and the weather in July is actually less brutal than summers in most parts of the States.

In the course, participants get first-hand experience with rainforest culture, flora and fauna, and bring the experience home and to the classroom. Participants are also encouraged to volunteer in a service component helping the local community or reforesting lands wasted by “slash and burn” farming. The first offering is in July 2012 and is limited to 15 participants. For more information and to see if this course is right for you, please visit:

http://ptonline.org/hol/amazon/

Project Amazonas is a Peruvian-American non-profit organization that focuses on humanitarian, educational, research and conservation work in the Peruvian Amazon.

NCHE 2012 Conference Reading the Past: Literature and Literacy in History
March 22-24, 2012 Kansas City, MO

Getting to the Bottom of Historic Literature: A Plains Indian Example Presented by: Melissa Johnston, PhD, University of Kentucky and Carol Buswell, MA, National Archives at Seattle

We all know the importance of historic literature in the classroom to grab student attention and interest, as well as to teach history itself. A great way to expand this effective approach to teaching is the use of related primary source documents to further describe the realities of the literature and lead to more depth of understanding. Come learn how K-12 school librarians and teachers can create instructional partnerships that focus on and promote student literacy. With a content focus on the culture of the Native Americans of the Great Plains, learn how to incorporate primary sources and literature to address curriculum and information literacy standards. Examples of Plains Indian literature covering multiple grade levels, along with copies of original records from various facilities of the National Archives, will be featured in this morning summit for K-12 librarians. Come see how deep we are able to go. For More Information on the 2012 NCHE Conference, go to: http://www.nche.net/conference <http://r20.rs6.net/tm.jsp?llr=uehjdadab&et=1108721342432&s=10422&c=001c1hJaXX-P0XSDz_Uuj3p8rTpKLi9h97tMWclevK5hRHaGgsBTV7X48Ehweez0rHFgn0EqciIlW8BHuoCwR60HgHTjTjLpx_ OuBY6n_-ruKKeo489M0a6jijS6OmKa3XgHlPs>
**World Digital Library**

“The WDL <http://www.wdl.org/> (World Digital Library) makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world. The WDL was developed by a team at the U.S. Library of Congress, with contributions by partner institutions in many countries; the support of the United Nations Education, Scientific, and Cultural Organization (UNESCO); and the financial support of a number of companies and private foundations.

The WDL makes it possible to discover, study, and enjoy cultural treasures from around the world on one site, in a variety of ways. These cultural treasures include, but are not limited to, manuscripts, maps, rare books, musical scores, recordings, films, prints, photographs, and architectural drawings.

Items on the WDL may easily be browsed by place, time, topic, type of item, and contributing institution, or can be located by an open-ended search, in several languages. Special features include interactive geographic clusters, a timeline, advanced image-viewing and interpretive capabilities. Item-level descriptions and interviews with curators about featured items provide additional information.

The WDL makes it possible to discover study and enjoy cultural treasures from around the world on one site. These cultural treasures include, but are not limited to, manuscripts, maps, rare books, musical scores, recordings, films, prints, photographs and architectural drawings. Items on the WDL may easily be browsed by place, time, topic, type of item and contributing institution, or can be located by an open-ended search, in several languages. Special features include interactive geographic clusters, a timeline, advanced image-viewing and interpretive capabilities. Item-level descriptions and interviews with curators about featured items provide additional information.

Navigation tools and content descriptions are provided in Arabic, Chinese, English, French, Portuguese, Russian and Spanish. Many more languages are represented in the actual books and other primary materials, which are provided in their original languages. Browse and search features facilitate cross-cultural and cross-temporal exploration on the site. Descriptions of each item and videos, with expert curators speaking about selected items, provide context for users, and are intended to spark curiosity and encourage both students and the general public to learn more about the cultural heritage of all countries.

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**Teacher Travel Sites**

Bureau of Educational and Cultural Affairs:  http://exchanges.state.gov/programs/educators.html


Study Abroad, Volunteer, Intern, Teach and Jobs Abroad  http://www.goabroad.com/

Teachers for Global Classrooms Program (TGC) http://www.irex.org/project/teachers-global-classrooms-program-tgc

Toyota International Teacher Program:  http://www.iie.org/en/Programs/Toyota-International-Teacher-Program

Turkish Cultural Foundation:  http://www.turkischculturalfoundation.org/pages.php?ID=25

East-West Center: http://www.eastwestcenter.org/education/overview

U.S. Center for Citizen Diplomacy:  http://uscenterforcitizendiplomacy.org/pages/teacher-travel-exchanges

Fulbright Exchange Program http://www.fullbrightteacherexchange.org/

IREX Education projects:  http://www.irex.org/projects/search?focus_area=23&region=All

Article with links:  http://www.edwize.org/summer-opportunities-for-teachers

Global Exploration for Educators Organization:  http://www.geeo.org/

National Geographic Expeditions http://www.nationalgeographicexpeditions.com/home

*Thanks to: Julie Mushing juliemushing@kentsd.org  Diversity Coordinator Kent ISD*
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* This seminar requires a separate application. Apply. <http://r20.rs6.net/tn.jsp?llr=7yber8bab&et=1108588962904&s=55543&e=001v3RaSVC-SIYHrAYBPj_NUnAvJ0a_Kyh5qMrJgzvJ94jJNbz50jFSPc7kjeSMmuav8k-UAMJKkttvKZ4ntkCpjHngCLDce6hInYNyyX43E5rGBP_j6yFLDKBfBUqvqQs0r2QopO_FSf4dzq8pKjKleDbEpu22GzU018S7c_dAyi=>
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