President’s Message

Dear Colleagues,

It is the goal of the CCSS to become more user-friendly for its members. We want to hear from you! We want to know what you are looking for from your local Social Studies Council. How can we make your job easier and more fulfilling?

The CCSS has an annual fall conference as well as an annual end of the year dinner/program event. This year’s dinner will be at the Mark Twain House on May 27th. Be sure to reserve your spot early as this is a popular program!!

What else can the CCSS do to serve you, its members? If you have suggestions, please communicate them to us so we can fulfill your needs as a social studies teacher. The CCSS is an organization committed to the furtherance of the teaching of the social studies and thereby providing for the needs of its social studies teachers. But we do not operate in a vacuum. In order to meet your needs we need to know what those needs are.

The CCSS is planning some new and innovative ideas for its members in the coming months. We urge you all to share your needs and ideas with us to help us to help you in your teaching endeavors. Our current goal is to focus on finding out what the CCSS can do for you. What gap can we fill that would be most helpful to you in making your jobs simpler and more rewarding for both you and your students? Please email your ideas and requests to me at bethdeluco@sbcglobal.net.

I wish everyone a rewarding, fulfilling and exciting spring full of new and creative ways to instill wisdom in the minds of your students. I hope to see you at NERC and again at our Annual Meeting and Awards Dinner on May 27th!!

Aloha,
Beth DeLuco, Esq.

Editors’ Note

As many of you know, we co-chaired the committee of teachers that prepared the Social Studies Framework, a document that the State Department of Education expected to guide social studies curriculum development over the next few years. Over the past year on this page we have promised you that the Framework was close to completion and adoption. We can now report that the Framework remains in “draft” form on the SDE web site, but does not appear to be headed for formal State Board of Education adoption any time soon.

Those are the "cliff notes”. The story behind the notes is somewhat murky but, for what it is worth, we will share what we know. As our committee worked to meet a tight March 2009 deadline, we were given very clear directions as to format and expectations. We submitted drafts to social studies specialists and appeared before five “interest” groups of historians, geographers, civics educators and social studies department heads, among others. In many cases we received valuable feedback that the committee incorporated into the final document. Throughout last summer as SDE editors worked on the document, we were informed that the edits were minor and that submission to the board for formal adoption was near. At no time during the development of the Framework by our committee, or its editing by SDE personnel, did anyone suggest that our committee’s approach or the Framework format was problematic.

The State Board of Education met last December to consider the Framework. What happened at that point is bewildering. To the best of our knowledge no member of the committee that drafted the document was asked to be present. To the best of our knowledge no social studies specialist spoke for the Framework. We have been told that one board member and the commissioner both objected to the “format”, expressing a preference for social studies frameworks from other states. At that point the Framework was apparently tabled. And there it rests today – on-line as a draft, but if rumors are correct, out of favor with some of the state’s educational leadership.

Are we frustrated? In the words of a famous Alaskan, “You betcha!” And from comments we have received, we know that many of you share our frustration. Last September in our

(see page 2)
editors’ note we noted that, in the absence of a formal social studies advocate in the SDE, social studies in Connecticut was “at risk”. While we are reluctant to grant too much credence to some of the rumors surrounding the State Board of Education’s December meeting, suffice it to say that the risk appears to have come home to roost. To date, the “draft” Framework remains the unofficial guide for social studies curriculum development in Connecticut – and that’s all we know.

Now that we have vented, let us share what you can find in this issue of Yankee Post. Perhaps ironically, and somewhat by accident since we are limited to materials that come in over the electronic transom, we have something of a theme going here. In addition to an announcement about Connecticut’s SDE joining a standards consortium, you will find two other selections in this issue relating to social studies standards in other states: see pages 3-5. Among other articles is a brief excerpt from a talk by author Wally Lamb, author of several prominent novels including the recent “The Hour I First Believed.” In this book, Lamb weaves a number of historical events growing out of the Columbine tragedy into a novel. His reference to “braided cords” helps one understand the theme of his book; it also reminds us how history is a part of each of us.

We also have several pages devoted to professional and student opportunities (see pages 8-10). And speaking of professional opportunities, we have included an essay on page 6, reporting on reactions to a New York Times article that described teachers selling their lesson plans on line - certainly grist for a teachers’ room discussion! And on the subject of startling new developments we note that Diane Ravitch, one of the early supporters of “no child left behind”, has expressed some regret for that support, noting that one important result has been a loss for “history” - see page 6 for a brief excerpt.

We have two up-coming professional meetings. We remind you that NERC is scheduled for March 22-25 with most workshops, publishers and keynote speakers on March 23-24. NERC is in Sturbridge this year; it’s a lot closer than Boston - thus an easy drive for Connecticut teachers. Go on line at, check out the program and register. http://www.runeman.org/mcss/nerc10/registration_forms.pdf Finally, we encourage you to join us for the CCSS Annual Meeting and Awards Dinner on Thursday, May 27 at the Mark Twain House in Hartford. Attendance is open to all CCSS members; a registration form appears on page 11. Support social studies and be there!

Dan and Tim

DanielCoughlin@charter.net
Thomas.Weinland@uconn.edu
Editors’ note: The following announcement from the Connecticut State Department of Education may offer some evidence about where the SDE may be headed in setting teaching and learning standards for Connecticut.

**Connecticut SDE Joins Two Multi-State Consortiums for Common Standards**

Connecticut has signed on to two multi-state initiatives designed to bring common academic standards to states across the country:

1. The Council of Chief State School Officers and the National Governors Association in partnership with Achieve, Inc., ACT, and the College Board have initiated a **state-led process of developing and adopting a common core of state standards**. This project presents an opportunity for states to accelerate education reform toward the ultimate goal of children graduating from high school ready for college, work, and success in the global economy. The Common Core State Standards Initiative will be research- and evidence-based and will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. States will adopt the common standards through a process that respects unique state contexts. The first standards being addressed are English-language arts and mathematics in grades K-12.

2. Connecticut has also become part of the New England Secondary School Consortium (NESSC) and has been meeting over the course of the past two years to design and plan a variety of secondary school improvement strategies to bring greater coherence to secondary school education in New England, and promote best practices, school innovation and forward thinking educational policy in the region. As the participating states work on **adopting rigorous common standards** and establishing more accurate secondary school performance-based assessments, plans also include mechanisms for comparability of student performance data. This will provide a foundation for developing a regional approach to data collection and reporting that focuses on student assessment data that will make educational outcomes more transparent, reliable and useful for educators, policy makers, parents and the public.

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**BRAIDED CORDS**

Excerpts from remarks by Wally Lamb

I come from the “other” Connecticut: east-of-the-Connecticut-river Connecticut. We’re more feisty than fashionable, more liverwurst than pâté. Boston exerts a greater pull on us than New York, and so we drop our r’s, root for the Red Sox, and use the word “wicked” as an adverb, as in Manny Ramirez is a wicked good hitter. Norwich, the eastern Connecticut mill town where I was born and raised, is the prototype for Three Rivers, the fictional town where I have set two of my novels.

We lived on McKinley Avenue, a five-minute walk from downtown—or, as Norwichtones called it back then, “downcity.” The Four Horsewomen of the Apocalypse galloped thunderously through my formative years, and by this I mean not Conquest, Slaughter, Famine, and Death but Vita, Gail, Sandy, and April, my bossy older sisters and the bossy girl cousins who lived just down the street. . . . My sisters and cousins favored imaginative play over sports or board games. More often than not, I was the outside observer of their strange and exotic recreations, but occasionally I’d be recruited for one of the girls’ games of pretend—cast usually in the role of victim . . . . Inching toward puberty and inspired by a bolt of pink net fabric that had somehow found its way into our house, the Four Horsewomen invented a naughty game called “Kingy Boy.” I was the titular Kingy Boy in this one—a seven-year-old sultan required only to sit cross-legged on the floor with a towel wrapped around my head turban-style while my sisters and cousins, harem girls wrapped in yards of pink net, danced and undulated around me, chanting, “Kingy Boy! O Kingy Boy!”

When the game was over, I was warned not to tell Ma about it. Instead, on my very first trip to the confessional in preparation for First Communion, I spilled the beans to Father Ziegler. “Bless me, Father, for I have sinned. It has been zero weeks since my last confession. These are my sins. I told three fibs, I called my sister a stupid snot, and I played Kingy Boy.”

Father’s shadow shifted behind the screen. “Well, all right, then. For your penance, I want you to say three Our Fathers and three Hail Marys. Now let me hear you make a good act of—you played what?” When I explained the gist of the game, Father told me Kingy Boy was probably not a sin, but he tacked on another couple of Hail Marys anyway.

In his wondrous memoir, *Growing Up*, Russell Baker writes, “We all come from the past, and children ought to know what it was that went into their making, to know that life is a braided cord of humanity stretching up from time long gone, and that it cannot be defined by the span of a single journey from diaper to shroud.” I am, when I write fiction, people other than myself. And many times each week, I am not just the 56-year-old novelist I turned out to be, but also all the other selves I have been—the novice teacher, the student protests in tie-dye and love beads, the new father witnessing a delivery room miracle, Kingy Boy. I am also, as Baker suggests, all who have come before me. I was born before my father, as my sons were born before I was. The product of a specific time and place, each of us is much more than that. That’s a lesson I re-learn daily when I face the blank page, the glowing screen of the computer monitor. Though my lessons are far from over, writing and life have taught me this much at least. I know this much is true.
Editors’ note: The following excerpts from a controversial article focus primarily on the Texas State Board of Education’s role on setting state social studies standards. Not included in our selection from the article is a lengthy description of a national debate over the place of Christianity in the beliefs and decisions of the nation’s “founders”. Below, see a response to Shorto’s article in the New York Times Magazine, February 28, 2010. Does the response speak to our own teaching?

How Christian Were the Founders?


Last month, a week before the Senate seat of the liberal icon Edward M. Kennedy fell into Republican hands, his legacy suffered another blow that was perhaps just as damaging, if less noticed. It happened during what has become an annual spectacle in the culture wars. Over two days, more than a hundred people — Christians, Jews, housewives, naval officers, professors; people outfitted in everything from business suits to military fatigues to turbans to baseball caps — streamed through the halls of the William B. Travis Building in Austin, Tex., waiting for a chance to stand before the semicircle of 15 high-backed chairs whose occupants made up the Texas State Board of Education. Each petitioner had three minutes to say his or her piece.

“My name is Don McLeroy. I am a small, vigorous man with a shiny pate and a bristling mustache, proposed amendment after amendment on social issues to the document that teams of professional educators had drawn up over 12 months, in what would have to be described as a single-handed display of archconservative political strong-arming.

McLeroy moved that Margaret Sanger, the birth-control pioneer, be included because she “and her followers promoted eugenics,” that language be inserted about the nation’s “founders”. Not included in our selection from the article is a lengthy description of a national debate over the place of Christianity in the beliefs and decisions of the nation’s “founders”. Below, see a response to Shorto’s article in the New York Times Magazine, February 28, 2010. Does the response speak to our own teaching?

It’s easy to scoff at a state that would consider letting a dentist determine its history curriculum. But what do we expect, given the poor quality of history instruction in our schools? In science and math classes we give students a series of puzzles to solve. But we present history as a set of “facts” rather than as a set of debates and arguments about them.

Nobody in Shorto’s article suggests that students should be required to examine the religious ideas of the founding fathers and come to their own conclusions. And until that happens, Americans will remain ignorant about the real nature of historical thinking. Adults disagree - ofen vehemently - about the American past. Why do we pretend otherwise when the kids are in the room?

Jonathon Zimmerman, Professor of Education and History, New York University

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North Carolina has dropped the teaching of United States History before 1877 for its public high school students. Quite a number of U.S. History teachers have argued for years that they should have two years for the subject, but North Carolina has just dropped Year One. One argument they advance for doing this is that it will make our history “more relevant” to their students because it will be “closer” to their own lives. The logical end of this approach will be, I suppose, to confine the teaching of U.S. History to the latest results for “American Idol”.

This is just one more egregious consequence of the flight from academic knowledge in our schools. For students who don’t read history, and don’t know any history from any other source, of course anything that happened “back then” seems not too relevant to their own lives, whether it is or not. It is the job of the history teacher to encourage and require students to learn enough history so that what happened in the past is understood to be relevant, whether it is Roman Law, or Greek Philosophy, or the Han Dynasty, or the Glorious Revolution or our own. If the student (and the teacher) has never read The Federalist Papers, then the whole process by which we formed a strong constitutional government will remain something of a mystery to them, and may indeed seem to be irrelevant to their own lives.

Now, the folks in North Carolina have not completely abandoned their high school history students to American Idol or to only those things that are local and immediate in North Carolina. After all, President Rutherford B. Hayes rarely appears on either local TV or MTV, so it will be a job for teachers to make Rutherfraud seem relevant to their lives. Students will indeed have to learn something about the 1870s and even the 1860s, perhaps, before that time will come to seem at all connected to their own.

But the task of academic work is not to appeal to a student’s comfortable confinement to his or her own town, friends, school, and historical time. Academic work, most especially history, opens the student to the wonderful and terrible events and the notable human beings of the ages. To confine them to what is relevant to them before they do academic work is to attempt to shrink their awareness of the world to an unforgivable degree.

North Carolina has not done that, of course. If they had made an effort to teach United States history in two years, or perhaps, if they decided to allow only one year, many will feel that they should have chosen Year One, instead of starting with Rutherford B. Hayes. These are curricular arguments worth having.

But in no case should educators be justified in supporting academic work that requires less effort on the part of students to understand what is different from them, whether it is Cepheid variable stars, or Chinese characters, or the basics of molecular biology, or calculus, or the proceedings of an American meeting in Philadelphia in 1787. Our job as educators is to open the whole world of learning to them, to see that they make serious efforts in it, and not to allow them to confine themselves to the ignorance with which they arrive into our care.

Don’t Miss NERC 41
Northeast Regional Conference, Sturbridge, MA    March 22-25
“BEYOND BORDERS: Creating Connections; Changing the World”
Registration Forms available at:
  http://www.runeman.org/mcss/nerc10/registration_forms.pdf
Can teachers sell their lesson plans online or do schools own the material?


November 24, 2009, by Maureen Downey

Do teachers own the lesson plans they develop or do school systems own them? There is a growing market for class lesson plans, and teachers are earning extra cash by selling their plans online on such sites as Teachers Pay Teachers and We are Teachers.

The New York Times reports on this thriving new marketplace and the debate over rightful ownership of lesson plans:

Now, thousands of teachers are cashing in on a commodity they used to give away, selling lesson plans online for exercises as simple as M&M sorting and as sophisticated as Shakespeare. While some of this extra money is going to buy books and classroom supplies in a time of tight budgets, the new teacher-entrepreneurs are also spending it on dinners out, mortgage payments, credit card bills, vacation travel and even home renovation, leading some school officials to raise questions over who owns material developed for public school classrooms.

“To the extent that school district resources are used, then I think it’s fair to ask whether the district should share in the proceeds,” said Robert N. Lowry, deputy director of the New York State Council of School Superintendents.

Beyond the unresolved legal questions, there are philosophical ones. Joseph McDonald, a professor at the Steinhardt School of Culture, Education and Human Development at New York University, said the online selling cheapens what teachers do and undermines efforts to build sites where educators freely exchange ideas and lesson plans. “Teachers swapping ideas with one another, that’s a great thing,” he said. “But somebody asking 75 cents for a word puzzle reduces the power of the learning community and is ultimately destructive to the profession.”

Teachers like Erica Bohrer, though, see the new demand for lessons as long-awaited recognition of their worth. “Teaching can be a thankless job,” said Ms. Bohrer, 30, who has used the $650 she earned in the past year to add books to a reading nook in her first-grade classroom at Daniel Street Elementary School on Long Island and to help with mortgage payments. “I put my hard-earned time and effort into creating these things, and I just would like credit.”

What’s interesting are the responses to the Times story. A first-year teacher wrote:

Lesson planning was my downfall two years ago when I was a first-year English teacher. I bemoaned that the lesson plans of the many English teachers who had preceded me and worked with the same curriculum were unavailable to me.

I previously worked for a medical education company where all concepts and strategies belonged to the funding sources that paid the employees’ salaries. Because we weren’t expected to waste time reinventing the wheel, we were given access to the best ideas and practices. Yet as a public school teacher, I was told by the head of my department that teachers own their plans.

But another teacher responded:

Try as I might, I cannot recall taking a vow of poverty when I became a teacher. Nor can I remember ever being compensated for the hundreds, perhaps thousands, of hours I’ve put in on weekends, evenings and vacations.

Teachers continually develop and tweak lessons, often on their own time and without the use of district resources, to reach an increasingly diverse and sophisticated population of learners. The fact that we are willing to pay for lessons superior to the curriculums bought by our school districts doesn’t cheapen what we do; it raises it to a new level of commitment.

This is a very interesting question, but I lean toward the argument that lesson plans were developed as part of the job so they belong to the school. In the same token, if teachers are buying lesson plans, why shouldn’t the school pay?

What do you think?

Editors’ note: Did you ever think you would see the day?

….. Among the topics on which Dr. Ravitch has reversed her views is the main federal law on public schools, No Child Left Behind, which is up for a rewrite in coming weeks in Congress. She once supported it, but now says its requirements for testing in math and reading have squeezed vital subjects like history and art out of classrooms. . . .

“Nations like Finland and Japan seek out the best college graduates for teaching positions, prepare them well, pay them well and treat them with respect,” she said. “They make sure that all their students study the arts, history, literature, geography, civics, foreign languages, the sciences and other subjects. They do this because this is the way to ensure good education. We’re on the wrong track.”

Sam Dillon “Scholar’s School Reform U-Turn Shakes Up Debate” The New York Times, March 2, 2010
Thoughts on Curriculum Design for the Social Sciences:
Grant Wiggins lays down the gauntlet for teaching social studies

by Ed Dorgan - RSD10 K-12 Social Studies Coordinator & Secondary Teacher

Grant Wiggins (half of the incredible duo of the Understanding By Design curriculum development philosophy) spoke to an audience of social studies leaders at the annual National Social Studies Supervisors Association [NSSSA] annual conference in November 2009. (The NSSSA has traditionally held their one- day conference the day preceding the start of the NCSS Annual Conference).

Wiggins began by telling his audience that ‘Understanding by Design’ (i.e., UBD) should be the foundation of social studies education – hardly a surprise to those aware of his work. He explained that curriculum for the social sciences should start with the UBD mantra of ‘backward design’, whereby the focal point of the curriculum would begin with the Big Idea based on:
- Identifying the desired results
- Determining the acceptable evidence
- Planned learning

Wiggins suggested that schools should focus learning and instruction on the transfer of learning/knowledge to ‘real world’ problems/issues. This seems ready-made for the goals and learning expectations of many secondary schools’ missions. Students studying the social sciences need to understand how to handle “current events” issues in real life. One part of that process requires the teacher to promote the historical thinking skill of “using the past to understand the present”. In addition, he stressed that true understanding is self-activated, not forced with rote learning. Therefore, we need to establish what students should be able to do by the end of the year and work towards that goal.

From that premise, Wiggins turned to assessment: “What is valid evidence – of a student’s ability to meet the long-term transfer goal?” He argued that those teaching social studies need to define curriculum from long-term goals / not just content when designing the curriculum backwards from the end point. He reiterated that “Content is a tool, not an end” and when teaching historical knowledge we shouldn’t be concerned only with dates and factual recall on a test. Therefore, we must be wary of the pressure of the curriculum maps (pacing guides) that emphasize mastery of facts over a deeper understanding of events. For example, if “citizenship” is to be a major social studies goal, then critical thinking and creative teaching of the big ideas have to be infused throughout the curriculum.

He bemoaned the weakness of some state standardized tests that promote recall of the facts, without a deeper understanding of the issues and knowledge that can be transferable to real-life problems. While effective types of assessments that ask students to demonstrate higher order thinking skills aren’t easy to administer or grade, they are necessary to assess the essence of the social sciences.

Wiggins noted that a few states have made some progress with infusing the UBD approach to their social studies learning frameworks. As examples he cited the New Jersey State social studies standards and the Denver Public Schools elementary and middle school Social Studies teaching units. Michigan’s State Department of Education standardized tests offer useful examples of higher-order thinking objectives.

Wiggins closed with the following analogy:
Think of how driver’s education uses time to achieve goals / therefore as supervisors for the social sciences we should promote with our department teachers teaching towards authentic educational goals, and not coverage of facts of history. He stressed that teaching for understanding is difficult and ambiguous, with no clear answers to “gray” issues, but is the real reason for social studies teaching. Perhaps most important, it can provide the most lasting and valuable impact on student learning.

Note: additional information about his educational philosophy and pedagogical strategies can be found at his website Authentic Education [grant@authenticeducation.org].
The American Antiquarian Society (AAS) can provide professional development programs for Teaching American History (TAH) grants or district-based teacher training. The AAS research library and learning center is dedicated to pre-twentieth-century American history and culture. Since 2001, AAS has worked with twelve TAH programs from throughout New England. We have provided training for small groups in rural districts, as well as mandatory programs for hundreds of educators in urban settings. We can partner with you to devise and administer an entire program or conduct individualized workshops and seminars. The Society continues to introduce new offerings and is eager to work with you and your staff to develop a program that will satisfy all your requirements.

Each program is complete and self-contained, consisting of a lecture and discussion session with a prominent historian/scholar; two hands-on workshops with primary sources from the AAS collections; and special presentations on historical sources with the AAS staff. Participants work directly with actual historical documents and images in the workshops. Then they are provided with digital and paper facsimiles of these same materials so that they can replicate the workshop experiences with students in their own classrooms. All programs are multidisciplinary and comply with national and state curriculum frameworks. They even include pre- and post-session assessments.

We currently offer daylong teacher-training programs on the following subjects:

- The American Revolution
- Antebellum Reform
- Immigration
- Westward Migration
- The Civil War
- Using Images to Teach History

For further information and costs please contact:

- James David Moran, Director of Outreach
  Phone: (508) 471-2131
  Email: jmoran@mwa.org
- Amy Sopcak-Joseph, Education Coordinator
  Phone: (508) 471-2129
  Email: asopcak@mwa.org

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Join the Judiciary of California and Constitutional Rights Foundation in celebrating the Bill of Rights with the First Amendment Cartoon Contest.
The contest is open to students nationwide—high school, middle school, and elementary school.
Encourage students to exercise their creativity by entering the First Amendment Cartoon Contest.
Six winners will each receive a $50 gift certificate.* In addition, up to five entries will receive honorable mentions.
Winners and honorable mentions to be announced on Law Day, May 1, 2010, and posted at http://www.courtsed.org
Deadline for submissions is March 30, 2010.
For details visit http://www.courtsed.org/cartoon_contest.htm
*Prize money is provided by Constitutional Rights Foundation and the Shapiro Administration of Justice Fund.

Summer Professional Development Workshops
Already thinking about summer? So are we, and not just because of the snow! NCSS will present five professional development workshops for the summer of 2010 that feature in-depth, hands-on information that will strengthen your classroom teaching.
• Literacy Strategies to Unlock Social Studies Content, June 28-30 Held at Goucher College in Towson, MD, this practical, hands-on workshop for secondary-level educators (grades 6-12) will focus on strategies and approaches that help students with nonfiction reading in social studies.
• Innovative Approaches to the Teaching of World History, July 14-16
• Faculty from Yale and other universities and master high school and middle school teachers of world history will discuss the most recent research information and teaching techniques relating to the teaching of ancient and modern world history and world cultures at both high school and middle school levels at his intensive three-day workshop held at Yale University.
• Powerful and Authentic Social Studies (PASS): A Teacher Training Institute, July 26-30 Held at Santa Clara University in Santa Clara, CA, the institute will describe PASS criteria and standards for curriculum design, assessment construction, and effective instruction and will provide participants with the materials and expertise necessary to lead their own PASS training workshops in their schools and school districts.
• Teaching with Documents and Works of Art: An Integrated Approach The National Archives and Records Administration, Smithsonian American Art Museum, and NCSS present two workshops in Washington, DC that provide a varied program of lectures, demonstrations, collaborative work, and analysis of documents and works of art in order to introduce teachers to the holdings of the NARA and American Art. Participants will develop classroom activities that utilize both artworks and primary source documents as teaching tools in ways that sharpen students’ skills and enthusiasm for history, social studies, and the humanities.
  Workshop 1- Focus: Civil Rights, July 28-30
  Workshop 2- Focus: Norman Rockwell and the Four Freedoms, August 11-13
For more information and to register, please visit www.socialstudies.org/workshops

Special Opportunities for Teachers and Students
I am contacting you to let you know about a free online set of multimedia teaching materials exploring globalism. The materials, Our World Economics, were developed by an international team of educators, journalists, economists and political leaders. Materials include lesson plans, activities, games, and online videos for students from middle school to high school.
I do hope that you will visit OurWorldEconomics.com to investigate whether these materials may be useful to the teachers and students of Connecticut.
Sincerely,
Ellen Alderton, Project Producer
Washington, D.C. Tel. 202-491-3276

African American Connecticut, by Frank Andrews Stone
Deland, FL: Global Research Center/The Isaac N. Thut World Education Center, 2008.
Recently I had the pleasure to read African American Connecticut: The Black Scene in a New England State; Eighteenth to Twenty-first Century, authored by Professor Frank Andrews Stone. The book is an updated and expanded version of the original pilot book published in 1991.
The book’s content framework invites the reader to skim, to pause, to reflect; to jump ahead and then jump back. In a nutshell, it’s an excellent reference for students, teachers, and researchers. The narrative is presented in an orderly fashion—mostly chronological. Topics trace the African American experience in Connecticut from its origins in Africa to the present. And, yes, “the present” means the 21st century. Some non-traditional features, including annotated end-of-chapter instructional resources, cater to different audiences. These resources could help teachers build local African American history and culture into social studies and language arts programs.
The book is available at the following in-state locations: UConn Coop in Storrs, the Hartford and Yale Seminary Bookstores, and the Greater New Haven African-American Historical Society. It can also be purchased through Borders, Barnes and Noble, or from the publisher at trafford.com/08-0468.
David E. O’Connor, Social Studies Teacher, E. O. Smith High School, Storrs
Make Your Summer Plans Now!!

By Beth J. DeLuco, Esq.
CCLCE, Inc. Executive Director

Now you can continue your passion for mock trial and debate during the summer!! We are looking for teachers who would like to volunteer a week of their time during the summer at our new camps to assist students in learning how to do a mock trial or a debate. Also, if you could all please pass the announcements below along to your students so that anyone who may be interested in these activities can have the opportunity to register.

Last summer we started a mock trial camp that was very successful. In one week students with little to no experience were able to put together a mock trial competition that rivaled our fall and spring competitions where students typically have three months to prepare!! The talent of the student campers was outstanding. This camp will continue as an annual event.

This year we will be starting a new camp for those interested in the art of debate. It will also be a day camp for five days at the Legislative Office Building in Hartford and will train students to be competitive debaters.

Both camps have a nominal fee that covers food and expenses for the camp. There are registration forms on our website at [www.cclce.org](http://www.cclce.org). In addition, we are looking for experienced mockers and debaters to serve as camp mentors/counselors who will each be “coaching” students for the end of the week competitions. That application is also posted on our website.

So please pass along the information for these two fantastic, successful and engaging programs to all of your students!!

For more information on our programs, please visit us at [www.cclce.org](http://www.cclce.org) or contact us at cclce@mindspring.com or (860) 509-6184.

Announcing Connecticut’s 2nd Annual Mock Trial Summer Camp
July 12-16, 2010

Announcing Connecticut’s 1st Debate Summer Camp
August 9-13, 2010
Please join us as the Connecticut Council for the Social Studies recognizes the accomplishments of some of our outstanding colleagues. You can also take part in a tour of the Mark Twain House and hear a fascinating talk by Craig Hotchkiss, Education Program Manager at the Mark Twain House, on the early history of baseball and racial stereotypes in the 19th century.

Schedule:

4:00-5:00: Optional Tour of the Mark Twain House (if you are going to take part in this please check the signup sheet below).

5:00-6:00: “The Early History of Baseball in Hartford”. Craig Hotchkiss, Education Program Manager, Mark Twain House.

6:00-6:30: Social Hour

6:30-8:00: Dinner and Awards (Excellence in Social Studies Education, Friend of CCSS Award, CCSS Service Award, John Stedman Passion for the Social Studies Award, Addazio Award)

REGISTRATION FORM

Name:______________________________________ Email: ______________________________

Address:______________________________________ Phone: ______________________________

____________________________________________ I will be doing the Twain House tour: ___

The cost of the program is $30. Please make checks payable to CCSS and mail payment and form to: Chuck Moakley CCSS Treasurer, 2 Hayledge Court, Wallingford, CT 06492-5611. PLEASE SEND PAYMENT BY MAY 7.