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 Registration Form and more information
(President's Message - continued from page 1)


For Connecticut Social Studies teachers with three or fewer years of service, we are offering limited scholarship opportunities to support your participation in the conference. Go to www.ctsocialstudies.org to access the nomination form.

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. Your participation in the conference is another step toward honoring the teaching profession, advancing the Social Studies, and growing as professional. We anticipate an enjoyable and rewarding experience for everyone involved, and we look forward to seeing you in April!

Regards, John

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(Editors’ Note continued from page 1) information.

On pages 4-5 we have included a story that first appeared in the New York Times. As we move toward a teacher accountability system where “counting” has a large part in the process, the article provides a cautionary tale. We have another article from Diane Ravitch pointing up some difficulties with some of the claims for “successful” schools. (page 8) Given the election season now upon us (and when is an election season not upon us?) we have included some “zingers” on politics and politicians to spice up your day and perhaps bring at least a wry smile to your face.

A certain theme surrounds several other pieces that came in “over the transom”: multi-cultural education. Matthew Lynch provides some perspective and suggestions for teaching about other cultures (page 7) while Jackie Stack reports on educational interactions between her students at Howell Cheney Tech and students in Kyrgyzstan (page 9). We also have a report on a Colchester middle school discussion with students from China (page 6) along with news from Dan Gregg. From NCSS we have a report on the current situation with Arizona’s censorship of history materials in the schools (page 9). Finally, ABC-CLIO reports on their collection of Japanese internment camp materials (page 11)

One note in keeping with transparency: co-editor Dan Coughlin is away on a well-deserved vacation – we won’t say where or you WILL cry. This editors’ note is the sole responsibility of yours truly. Keep the faith; with your support good things will happen to social studies.

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:
  
  o 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.
  
  o 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.
  
  o 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.
Hard-Working Teachers, Sabotaged When Student Test Scores Slip

For 15 years, Anna Allanbrook has been the principal of Public School 146 in Brooklyn, one of the highest-achieving elementary schools in the city. In that time, she has never had a more talented and hard-working bunch than the current team of fifth-grade teachers. The five have lunch together daily, using the time to plan. They stay until 7 p.m. on Fridays to prepare for the following week. On Thursday night, most of them helped at the science invention fair until it was past 8 p.m.

Their credentials would be impressive for college professors. Antoinette Byam, who received a grant to spend a month in Ghana in 2006, won a Fulbright scholarship in 2008 to do research in Mexico and Peru. She then wrote fifth-grade curriculums on the Mayans. Before becoming a teacher, Nancy Salomon had her own theater company and ran a drama program in the schools that won an arts award from the Guggenheim Museum. Cora Sangree has trained teachers at Banks Street College of Education and Teachers College at Columbia University. Laurie Matthews worked as an archaeologist in Brazil and France before she started teaching.

In 2009, 96 percent of their fifth graders were proficient in English, 89 percent in math. When the New York City Education Department released its numerical ratings recently, it seemed a sure bet that the P.S. 146 teachers would be at the very top. Actually, they were near the very bottom.

Ms. Byam and Ms. Salomon each scored 7 out of 100 in math. Ms. Sangree got a 1 in math and an 11 in English. Ms. Matthews’s scores got mixed up with the results for another fifth-grade teacher, Penina Hirshman, so nobody could say for certain what her real numbers might be.

A teacher’s rating depends on how much progress her students make on state tests in a year’s time, and is known as the value-added score. Ms. Allanbrook, the principal, has another name for what’s going on. She calls the scores the “invalid value-addeds.” If city officials were trying to demoralize and humiliate the workforce, they’ve done a terrific job. News organizations get an assist for publishing the scores, and former Schools Chancellor Joel I. Klein deserves a special nod for enthusiastically supporting the release.

It’s not just the low scorers who are offended. Maribeth Whitehouse, a special education teacher in the Bronx, wrote me in an e-mail: “I am a 99th percentiler. A number of us are in touch with each other, united by nothing more than our profession and professional disdain for this nonsense.” She is circulating a letter of protest for others on the 99th percentile to sign.

In 2010, in the hope of winning a grant from the Obama administration’s Race to the Top program, state officials and the teachers’ unions agreed to let students’ test scores count for 20 percent of a teacher’s evaluation. Then last spring, Gov. Andrew M. Cuomo, John B. King Jr., the state’s education commissioner, and Merryl H. Tisch, the state chancellor, decided 20 percent wasn’t rigorous enough, and with little public notice pushed a measure through the Board of Regents allowing student test scores to count for up to 40 percent.

It does not take a lot of math to calculate how much damage Ms. Sangree’s 1 or Ms. Byam’s 7 could do.

How could this possibly have happened? The short answer is: Numbers lie. And not only do they lie, but they are out of date, in this case covering student test results from 2007 to 2010.

Though 89 percent of P.S. 146 fifth graders were rated proficient in math in 2009, the year before, as fourth graders, 97 percent were rated as proficient. This resulted in the worst thing that can happen to a teacher in America today: negative value was added. The difference between 89 percent and 97 percent proficiency at P.S. 146 is the result of three children scoring a 2 out of 4 instead of a 3 out of 4.

While Ms. Allanbrook does not believe in lots of test prep, her fourth-grade teachers do more of it than the rest of the school. In New York City, fourth-grade test results can determine where a child will go to middle school. Fifth-grade scores have never mattered much, so teachers have been free to focus on project-based learning. While that may be good for a child’s intellectual development, it is hard on a teacher’s value-added score.

Ms. Byam’s 7 in math is as invalid a value-added score as such things can get. She regularly takes on extra duties. Several years ago, when teachers were unhappy with the standard math curriculum they formed a committee to find a better method. Ms. Byam represented P.S. 146, and spent two days a month for a year studying new approaches. (continued on page 5)

If we got one-tenth of what was promised to us in these campaign speeches there wouldn’t be any inducement to go to heaven. ~Will Rogers
Using the new curriculum, children work in groups to solve real-life problems. On Friday, each group spent an hour developing a system to calculate who ate more — eight students sharing seven submarine sandwiches; five students sharing four; or four sharing three. Each child developed his own solution, and the group decided which way was best. Ms. Byam made notes on how well her 29 students were working. A girl who normally did well had dashed off a muddled answer, and was resting her head on the desk.

“Why are you so sleepy?” Ms. Byam whispered. She had been up late taking care of her older sister’s baby. After observing her class, Ms. Byam knew that Minerva Macarrulla had produced the most sophisticated solution, but the group would not select her work. “Minerva’s shy, she won’t push it,” said Ms. Byam, “I’ll have to call on her to explain. We can’t let shyness get in the way of progress, can we now?” This week, students will advance from dividing sandwiches to comparing fractions with different denominators, to calculating least common denominators.

Across the hallway, Ms. Sangree might have scored higher than 11 in English by doing more test prep. There is a standard test-prep formula for writing an essay: Topic sentence; three sentences that give examples to support the thesis, one from literature, one from current events, and one from personal experience; concluding sentence. Instead, her class has spent weeks working on research papers about the Mayans. Rowan Groom explained to a visitor how she was doing her paper on Mayan clothing.

“First we collected facts from books and National Geographic and Web sites and notes when we visited the Museum of Natural History,” she said. “Next we sorted our facts into topics.” They were ready to write. “First you do a first draft and then you revise and edit and we talk about our thoughts with our friends, in the meeting area. Then we go into our revised draft and we edit some more, and after that we go across the hall to computer lab and type it up.” The state test does not require students to write a research paper.

Children sense that something is going on. “My mom said teachers with lower grades were getting kicked out because they’re not good enough,” said Niko Amber, a fifth grader.

The backlash has startled city officials. Some changes have already been announced for next year. Instead of the scores’ being made public, Ms. Byam will quite likely be handed her 7 and Ms. Sangree her 1 behind closed doors. Whether that will be better or worse is hard to know.

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**News from NCSS**

There are a couple of pieces of news from NCSS that may interest you. The most exciting to me is the official introduction by NCSS of Rho Kappa, the official national social studies honor society. Every high school in America has honor societies for various disciplines; through Rho Kappa we finally have an official honor society for social studies at the high school level. For information on how to start a chapter in your high school, go to the NCSS website and simply click on Rho Kappa.

NCSS is also heavily involved in working with legislators at the national level. The one item that we will be pushing strongly with Congress will be the reinstatement of funding for Teaching American History grants. This is a program that NCSS feels MUST get reinstated. I will keep you informed on our progress.

I would also invite you to attend our national conference next November in Seattle. We had a record number of attendees at our conference in Washington this year; we feel that Seattle will be an outstanding conference as well. Additional information is available on the NCSS website.

I am Vice-President of National Council for the Social Studies, but I continue to serve the teachers of Connecticut. If you have additional questions or suggestions on things that NCSS could do better, please contact me at Steph17895@aol.com. Thank you for supporting social studies.

Steve Armstrong  
Vice-President, National Council for the Social Studies

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Social Studies Colleagues: Do you know a teacher or a non-teaching professional worthy of an award for his or her professional achievements and commitment to social studies? See Page 12 for information
Middle School Class Chats with Students in China

An 11,000-mile video call linked students from William J. Johnston Middle School in Colchester, Connecticut, with boys and girls in a sister school in China. The Colchester class gathered at 7:30 in the morning Nov. 30 to talk to about 10 middle school students in Zibo City, in Shandong Province. It was 8:30pm in Zibo City. Social studies teacher Laura Krenicki’s sixth-graders had lots of questions for their Chinese counterparts in Songtang Gu’s middle-school class.

“What are their families like? What kind of music do they listen to? What subjects do they study?” Students could see each other, thanks to a webcam setup, but the voice connection over the internet had some trouble. Thinking on her feet, Laura used her cell phone to call the Chinese class. It worked.

A Chinese boy named Eko asked if the Colchester kids ate Chinese food. “We have it, but I don’t think it’s the same here,” Garret Buchwald, 11, replied. The Chinese students also wondered about Western culture. One asked what the students plan to do for Christmas. “I plan to go to Florida”, Rachel Marvin, 11, said. Colchester was one of the first schools in the state to partner with a Chinese school.

“A few years ago, we were one of ten pilot schools in the state to partner with a sister city in China,” Laura said. Now there are about 100. Teacher Songtang Gu got the chance to visit Colchester, and stayed with the family of eighth-grader Jordan Balaban. Krenicki also got the opportunity to go to the Zibo City school. “It’s an amazing experience,” Krenicki said. Read more in an article by Ryan Blessing, “Students video chat with Chinese sister school” (December 8, 2011) at The Bulletin, www.norwichbulletin.com.
Matthew Lynch, Ed.D. Promoting Respect for Cultural Diversity in the Classroom

A primary goal of culturally responsive education is to help all students become respectful of the multitudes of cultures and people that they’ll interact with once they exit the educational setting. This can be a daunting task for the educator, given that the world at large is infinitely more complex and diverse than the microcosmic environment that the student inhabits. In typical educational and social settings there is a marked tendency for students to exhibit classic in-group/out-group behaviors. In general, most students are comfortable interacting with people, behaviors, and ideas that they are familiar with but react with fear and apprehension when faced with the unfamiliar. Among its other goals, culturally responsive instruction aims to teach students that differences in viewpoint and culture are to be cherished and appreciated rather than judged and feared.

How might a culturally responsive educator push against human nature’s natural aversion to the unknown and help students become more respectful of cultures with different ideas? The best way to combat this tendency is to provide students with ample evidence that people that don’t look like them are, at the core, people just like them. Such a viewpoint can be taught by promoting a culture of learning from one another rather than a culture of passing judgment on differences in values and beliefs. There are a wide range of classroom activities that can help students recognize the essential humanity and value of different types of people. For instance, providing students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peers’ cultural traditions.

Teaching students about multicultural role models also serves as an effective method for demonstrating that people of all genders, ethnicities, and appearances can have a positive influence on the world and deserve to be respected and emulated. It’s important to avoid teaching students about the same minority role models repeatedly; after all, if students never learn about prominent African American citizens other than Martin Luther King, Jr. and Malcolm X then it’s likely that some students will assume that few other African Americans have made substantial contributions to American culture and politics. If students are taught about the contributions that people of various ethnicities, genders, and creeds have made to a variety of different artistic, scientific, and political fields then they’re more likely to respect and value diverse cultural backgrounds as a whole.

In addition to tailoring classroom activities and lessons toward multicultural appreciation, it is critical that the educator provide students with a culturally responsive learning environment. Wall spaces can be used to display posters depicting cultural groups in a non-stereotypical fashion. Students can mark the countries from which their ancestors immigrated on a world map, and classroom signs can be hung in several languages. Such touches will help promote an environment in which students from diverse backgrounds feel more comfortable being themselves and will help insulate students from the cultural and ethnic stereotypes that pervade television and other mass media outlets.

Another important goal of culturally responsive education is to teach students to respect and appreciate their own culture and heritage. Minority students can sometimes feel pressured to dispose of their cultural norms, behaviors, and traditions in order to fit in with the prevalent social order. When this happens it can create a significant disconnect between the culture of the student’s school and community lives and can interfere with emotional growth and social development, frequently resulting in poor performance in social and academic domains. Providing opportunities for students to investigate unique facets of their community is one effective way to help students gain a greater appreciation for their own culture. Having students interview family members about cultural practices and traditions or write about important learning experiences that the student has experienced in his home community are just two of the many ways that students can explore their heritage.

Using a culturally-centered instructional approach can help facilitate cultural pride among diverse students. Given the current federal and state preoccupation with standardized testing in core subjects, it is particularly crucial that educators work to introduce multicultural elements into core curricula such as math, science, reading, and writing. Providing diverse students with examples of diverse contributors to these fields and using culture-specific subject matter when teaching core topics will help them perform better in these highly scrutinized and important domains.

Consistent exposure to positive role models is another excellent way to emphasize respect and admiration for the diverse student’s own culture. All too often, students are exposed to ethnic stereotypes on television and in movies. Providing diverse students with role models who demonstrate exceptional leadership qualities and make social contributions in a non-stereotypical way helps students recognize the limitless ways in which they can have a positive impact on society.

I have come to the conclusion that politics is too serious a matter to be left to the politicians. ~Charles de Gaulle
Waiting for a School Miracle   By DIANE RAVITCH


TEN years ago, Congress adopted the No Child Left Behind legislation, mandating that all students must be proficient in reading or mathematics by 2014 or their school would be punished. Teachers and principals have been fired and schools that were once fixtures in their community have been closed and replaced. In time, many of the new schools will close, too, unless they avoid enrolling low-performing students, like those who don’t read English or are homeless or have profound disabilities.

Educators know that 100 percent proficiency is impossible, given the enormous variation among students and the impact of family income on academic performance. Nevertheless, some politicians believe that the right combination of incentives and punishments will produce dramatic improvement. Anyone who objects to this utopian mandate, they maintain, is just making an excuse for low expectations and bad teachers. To prove that poverty doesn’t matter, political leaders point to schools that have achieved stunning results in only a few years despite the poverty around them. But the accounts of miracle schools demand closer scrutiny. Usually, they are the result of statistical legerdemain.

In his State of the Union address in January, President Obama hailed the Bruce Randolph School in Denver, where the first senior class had a graduation rate of 97 percent. At a celebration in February for Teach for America’s 20th anniversary, Education Secretary Arne Duncan sang the praises of an all-male, largely black charter school in the Englewood neighborhood of Chicago, Urban Prep Academy, which replaced a high school deemed a failure. And in March, Mr. Obama and Mr. Duncan joined Jeb Bush, the former governor of Florida, to laud the transformation of Miami Central Senior High School.

But the only miracle at these schools was a triumph of public relations. Mr. Obama’s praise for Randolph, which he said had been “one of the worst schools in Colorado,” seems misplaced. Noel Hammatt, a former teacher and instructor at Louisiana State University, looked at data from the Web site of the Colorado Department of Education. True, Randolph (originally a middle school, to which a high school was added) had a high graduation rate, but its ACT scores were far below the state average, indicating that students are not well prepared for college. In its middle school, only 21 percent were proficient or advanced in math, placing Randolph in the fifth percentile in the state (meaning that 95 percent of schools performed better). Only 10 percent met the state science standards. In writing and reading, the school was in the first percentile.

Gary Rubinstein, an education blogger and Teach for America alumnus who has been critical of the program, checked Mr. Duncan’s claims about Urban Prep. Of 166 students who entered as ninth graders, only 107 graduated. Astonishingly, the state Web site showed that only 17 percent passed state tests, compared to 64 percent in the low-performing Chicago public school district.

Miami Central had been “reconstituted,” meaning that the principal and half the staff members were fired. The president said that “performance has skyrocketed by more than 60 percent in math,” and that graduation rates rose to 63 percent, from 36 percent. But in math, it ranks 430th out of 469 high schools in Florida. Only 56 percent of its students meet state math standards, and only 16 percent met state reading standards. The graduation rate rose, but the school still ranks 431st, well below the state median graduation rate of 87 percent. The improvements at Miami Central are too small and too new to conclude that firing principals and teachers works.

To be sure, the hyping of test-score improvements that prove to be fleeting predated the Obama administration.

In 2005, New York’s mayor, Michael R. Bloomberg, held a news conference at Public School 33 in the Bronx to celebrate an astonishing 49-point jump in the proportion of fourth grade students there who met state standards in reading. In 2004, only 34 percent reached proficiency, but in 2005, 83 percent did. It seemed too good to be true — and it was. A year later, the proportion of fourth-graders at P.S. 33 who passed the state reading test dropped by 41 points. By 2010, the passing rate was 37 percent, nearly the same as before 2005.

What is to be learned from these examples of inflated success? The news media and the public should respond with skepticism to any claims of miraculous transformation. The achievement gap between children from different income levels exists before children enter school. Families are children’s most important educators. Our society must invest in parental education, prenatal care and preschool. Of course, schools must improve; every one should have a stable, experienced staff, adequate resources and a balanced curriculum including the arts, foreign languages, history and science.

If every child arrived in school well-nourished, healthy and ready to learn, from a family with a stable home and a steady income, many of our educational problems would be solved. And that would be a miracle.


When I was a boy I was told that anybody could become President. I’m beginning to believe it. ~Clarence Darrow
Kyrgyzstan Project: Collaboration between Academic and Vocational Instructors

Eighteen sophomore Information Systems Technology students who are also Civics students are active participants in a Global Connections & Exchange Project with high school students in two secondary schools in Kyrgyzstan. The GCE project is sponsored by the U.S. Department of State and is administered by the International Research & Exchanges Board.

The above noted Cheney Tech students are involved in an online collaborative educationally themed-based multimedia posting project with secondary students from the Karbyshev School in Kyzyl Kiya, Kyrgyzstan and School No. 1 in Karakol, Kyrgyzstan. The online postings center on “A Day in the Life” of an American technical school student and “A Day in the Life” of a student in Kyrgyzstan. Postings contain everyday “dialogue” about student life and are illustrated with photos that bring the dialogue into view. Students also share their hopes and dreams for the future. In addition, the American and Kyrgyzstani students will also have the opportunity to interact with each other through an hour long video SKYPE project conducted in real-time.

The global perspective initiated by the online posting project will be expanded through the help of a Teaching Excellence and Achievement Grant secured through the IREX board. The Cheney Tech students will be able to meet with local business leaders involved in the international global economy. They will also gain a cultural awareness of Asian arts and Kyrgyzstani cuisine. Cheney Tech students will attend lectures and gain exposure to the Asian art on display at the Yale University Art Museum. An international luncheon featuring Kyrgyzstani foods will be prepared by Cheney Tech’s culinary students and showcased in May along with a student generated PowerPoint illustrating the interdisciplinary aspects of the Kyrgyzstani Online Project.

Howell Cheney Technical High School, Manchester, Connecticut
Jacqueline Stack, Social Science Instructor
Donald Mason, Information Systems Technology Instructor

NCSS Joins in Protest of Arizona School Censorship

Dozens of national organizations, including NCSS, joined together to protest the banning of books used for the Mexican American Studies program in the Tucson, Arizona, Unified School District (TUSD). The joint statement says, in part,

We write to express our deep concern about the removal of books used in the Mexican-American Studies Program in the Tucson Unified School District. This occurred in response to a determination by Arizona Superintendent of Public Instruction John Huppenthal that the program “contained content promoting resentment toward a race or class of people” and that “materials repeatedly reference white people as being ‘oppressors’ who were in violation of state law.” The books have been boxed up and put in storage; their fate and that of the program remain in limbo. …School officials are free to debate the merits of any educational program, but that debate does not justify the wholesale removal of books, especially when the avowed purpose is to suppress unwelcome information and viewpoints.

“This is censorship at its most brazen,” said Joan Bertin, Executive Director at the National Coalition Against Censorship (NCAC). “Officials at the state and local level are responsible for this unacceptable restriction on the educational opportunities of students and their ability to have discussions in school about historical and contemporary events touching on race and ethnicity. “We call on them to restore the books and the topics for discussion in the district’s classrooms.”

The TUSD board ordered the books removed after the state superintendent threatened to withhold state funding pursuant to a recently enacted Arizona law. That law is being challenged in court. Chris Finan, President of American Booksellers Foundation for Free Expression (ABFFE), commented, “We do not think the students of Tucson should have to wait for a federal court order to get the education they deserve. Regardless of the outcome of legal proceedings, this is harming students, whose education should be the primary concern of elected officials. Instead they are putting politics and ideology ahead of the well-being of young people.”

NCAC and ABFFE jointly created the Kids’ Right to Read Project (KRRP), which offers support, education, and advocacy to promote the right of young people to read widely and to receive a high quality education that is challenging and relevant. KRRP provides direct assistance to students, teachers, librarians and others opposing book banning in schools and communities nationwide, while engaging local activists to promote the freedom to read. The joint statement to Arizona officials, with signatories including representatives from publishers, educational associations, civil libertarians, and booksellers from the region, may be viewed at ncac.org and abffe.org.
Professional Opportunities

National Social Studies Honor Society
National Council for the Social Studies is proud to introduce Rho Kappa, the National Social Studies Honor Society <http://socialstudies.us1.list-manage2.com/track/click?u=b84b817a58f1f46e9423d49b4&id=3cc7535bee&e=d4b48be201>. Rho Kappa provides national recognition and opportunities for exploration in the social studies.

Rho Kappa is the only national organization for high school juniors and seniors that recognizes excellence in the field of social studies. Any public or accredited private high school can apply for a local chapter, through which it may invite students to become a member of Rho Kappa based on academic achievement in social studies, and participation in community service.

Learn more at http://rhokappa.socialstudies.org <http://socialstudies.us1.list-manage1.com/track/click?u=b84b817a58f1f46e9423d49b4&id=26e382a102&e=d4b48be201>

A thoroughly updated, digital version of Teaching the Social Sciences and History in Secondary Schools: A Methods Book (© 2011 SSEC) is now available as an instant PDF download. If you would like to own a personal copy of the book go to http://www.digitaltextbooks.biz/ and click on the link to make your purchase ($25).

Alternatively, if you would like to consider using the book as the instructor of a district inservice workshop or a curriculum and methods class you may be teaching, we invite you to download your free Exam Copy by clicking the link below. (This link starts the download immediately and is a full version of the book, but contains a water mark on each page that says EXAM COPY.) SSEC2011ExamCopy.pdf <http://www.digitaltextbooks.biz/linklokipn.

Population Connection - Education Program
I am pleased to announce that Population Connection will be sponsoring a facilitator-training institute at the Wylie Inn and Conference Center at Endicott College in Beverly, Massachusetts on July 28-29, 2012. This will be an excellent opportunity for social studies educators from around New England to become acquainted with innovative, interdisciplinary curricula and to prepare to become volunteer facilitators for the program. The facilitator training is open to educators throughout New England who are interested in leading Population Education workshops for their colleagues at schools, universities, and conferences around the region. Participants will include K-12 teachers, university education faculty and nonformal educators who work with teachers.

Thanks to foundation support, we are able to cover most of your expenses for the weekend event (two nights lodging, meals during the workshop and up to $100 travel stipend to offset mileage expense.) Participants will also receive an extensive handbook of training materials and a variety of curriculum resources, including the latest edition of Population Connection’s award-winning “dot” video, World Population.

Since 1990, Population Connection (formerly ZPG) has been hosting train-the-trainer institutes to prepare educators to facilitate workshops using our hands-on curricula. During our institutes, we demonstrate a range of teaching activities for different grade levels, share presentation ideas and discuss the many social and ecological issues related to population growth and resource use dynamics. Population Connection is a nonprofit 501(C)(3) organization based in Washington, DC. Our acclaimed Population Education Program has been producing teaching resources for the past 35 years and offering professional development workshops to allow educators to participate in the many hands-on, inquiry-based activities that have become part of tens of thousands of teachers’ K-12 classrooms.

To apply, go to our website: www.PopulationEducation.org and click on “New England Leadership Institute – Summer 2012.” Complete the application form and send it in with a current resume or CV. Space is limited, and slots for our facilitator trainings always fill up quickly. Priority will be given to those applicants who will have clear opportunities during the 2012-2013 school year and beyond to facilitate workshops. Please note that there is an application deadline of April 1, 2012. If you would like additional information, please contact me at the phone number: 1-800-767-1956.
ABC-CLIO Marks 70th Anniversary of Executive Order 9066 with the Japanese Internment Primary Source Collection

ABC-CLIO is pleased to announce the addition of the new Japanese Internment Primary Source Collection to the Daily Life through History database, coinciding with the 70th anniversary of Executive Order 9066, dated February 19, 1942. We have added over 160 primary source documents, all of which will enrich students’ understanding of the daily lives of over 100,000 Japanese Americans who were forcibly removed to internment camps following the 1941 attack on Pearl Harbor. The documentary records reveal the struggles and difficulties that internees faced, including inadequate shelter and housing, the appropriation of their personal property, and the almost complete loss of privacy. Students may also be surprised to discover the degree of normality that some internees were able to achieve, as illustrated by high school sports programs and yearbooks, the pursuit of recreation and entertainment, and occupational endeavors.

The primary source documents include images, letters written by internment survivors and their descendants, and oral histories of survivors. Taken together, they provide a powerful research tool for students interested in learning more about this dramatic and dark period in American history. Find out more and request your FREE 60-day trial now at www.abc-clio.com.

The Team at ABC-CLIO
130 Cremona Drive Santa Barbara, CA 93117
1.800.368.6868

Professional Opportunities

NCSS Presents Professional Development Workshops for the Summer of 2012.
For additional information and to register for NCSS Summer Workshops, please visit www.socialstudies.org/workshops.

Issues of the 1960s
July 15–18, 2012 Presented by NCSS and Bethel Woods Center for the Arts, Bethel, NY

Teaching with Documents and Works of Art: An Integrated Approach, Focus on the Constitution
July 16- July 18, 2012 National Archives Building and American Art Museum, Washington, DC

Strengthening Your Social Studies Instruction using Practical, Engaging, Thoughtful Teaching Strategies
July 25–27, 2012 Macalester College St. Paul, MN

Using Technology to Motivate Students and Increase Engagement in the Social Studies Classroom
August 9–10, 2012 Computer History Museum, Mountain View, CA

Powerful and Authentic Social Studies (PASS): A Teacher Training Institute
July 23–27, 2012 Computer History Museum, Mountain View, CA

A politician is a fellow who will lay down your life for his country. ~Texas Guinan
CCSS Annual Awards - Request for Nominations

Please Note: The Annual Awards Dinner for CCSS, ordinarily held in May, has been postponed until the CCSS conference in late October. At that time we will honor outstanding professionals and friends for their contributions to Connecticut Social Studies. CCSS Awards and criteria are listed below. The John H. Stedman Passion for the Social Studies Teaching Award is administered separately by Matt Warshauer - WarshauerM@mail.ccsu.edu Criteria for this award can also be found on the CCSS website.

Please send nominations by May 15, 2012 to ctsocialstudies@yahoo.com or Mary Skelly, 25 Industrial Park Road, Middletown, CT 06457.
For more information http://www.ctsocialstudies.org/awards.htm

Excellence in Social Studies Education
Purpose: To recognize exceptional classroom social studies teachers from K-6, 5-8, and 7-12 who teach social studies regularly and systematically in elementary, middle or junior high, and high school settings or at least one half time in a departmentalized school setting.
Criteria: Nominees must demonstrate the ability to:
• Develop and/or use instructional materials creatively and effectively.
• Incorporate innovative and/or verified effective instructional strategies and techniques.
• Utilize new scholarship from history, the social sciences, or other appropriate fields.
• Foster a spirit of inquiry and the development of skills related to acquiring organizing and using information to make decisions related to both domestic and international matters.
• Foster the development of democratic beliefs and values and the skills needed for citizen participation appropriate to their level students.
• Show professional involvement in activities such as workshops, curriculum development, committees other association or professional activities, etc.
Nomination Requirements:
• Letter of nomination.
• Vitae or Professional resume prepared by the nominee.
• Achievements consisting of not more than five (5) one-sided double spaced 8 ½ x 11 pages.
• Nominee’s current teaching assignment.
• Up to ten one-sided double-spaced pages of supporting documentation that provides objective evidence that the nominee has met the professional criteria listed above. Evidence might include clear reproductions of newspaper articles, teaching evaluations, and letter of support.

Bruce Fraser Friend of CCSS
Criteria: Nominees must:
• Be supportive of CCSS.
• Have furthered the interest of social studies teaching and/or social studies interest in Connecticut.
• Exhibit conscientious interest and involvement.
• Be a non-teaching professional, dedicated to the promotion of Social Studies education.

CCSS Service Award
Criteria: Nominees must:
• Be non-teaching or retired teaching professional.
• Have demonstrated dedicated, continuous service to further the goals of CCSS.
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
• Regular and Comprehensive membership in NCSS includes a subscription to Social Education or Social Studies and the Young Learner
• NCSS Comprehensive membership also includes all bulletins published during the membership year.

Please complete membership form. Make checks payable to CCSS and mail this form to CCSS, P.O. Box 5031, Milford, CT 06460.

Name_________________________________email______________________________
Home Address___________________________City_________State_______Zip______
School Name_____________________________________________________________
School Address__________________________City__________State_______Zip______
Home Phone___________________________Work Phone________________________
Position_____________________Level of Instruction_____________________________
Areas of Special Interest_____________________________________________________

CCSS Membership (July 1- June 30)   NEW NCSS Membership
_____Regular $20   _____Regular* $62
_____Student $10   _____Comprehensive* $73
_____Retiree $10
*Choose one:
_____Social Education
_____Social Studies and the Young Learner