Hello, everyone. I hope as we move into October you are settling into a good routine with your classes. I also hope that you have already talked with your department supervisor or principal about being able to attend the CCSS Fall Conference on Friday, October 26, at the Student Center at Central Connecticut State University.

This Conference promises to have something valuable for everyone to take back to the schools. As you know, the Common Core Standards will be an important part of Social Studies classrooms in the near future. Some districts have already started extensive programs to prepare for this, others are still just talking about what to do. No matter where your district is right now, you’ll be able to use the Conference to help figure out the next best steps. The registration form is available here: [http://ctsocialstudies.org/fall_conference.htm](http://ctsocialstudies.org/fall_conference.htm).

The CCSS Board of Directors continues to work to improve the quality of Social Studies in the state. Last year we adopted a Strategic Plan to move us forward. You can get a copy of the Strategic Plan by writing to me at tullyj@ccsu.edu.

The Board has established a set of Committees to implement the Strategic Plan. I invite all members of CCSS to consider joining one of these committees. If you are interested, please let me know at tullyj@ccsu.edu. We are especially looking for members for the Public Affairs and Technology Committees.

**Audit Committee** – charged with performing an annual audit

(continued on page 2)
Based on financial records submitted by the treasurer. This committee may include individuals who are not members of CCSS. The audit committee report shall be due by the first fall meeting.

**Awards Committee** – charged with coordinating various awards.

**Conference Committee** – charged with organizing and operating the annual conference.

**Event Planning Committee** – charged with organizing and operating the annual spring meeting, new teacher outreach, and other special events.

**NERC Committee** – charged with organizing and operating the NERC conference and serving as liaison to the Massachusetts NERC Committee.

**Nominating Committee** – charged with performing the duties outlined in Article Seven of the constitution.

**Public Affairs Committee** – charged with promoting the board’s agenda in the public sphere.

**Technology Committee** – charged with maintaining the CCSS web site and advising on other technology matters.

Two final things:

If you haven’t seen it yet, be sure to take a look at the CT Secretary of the State’s “Connecticut Election Project” page. Several CCSS members worked hard with colleagues throughout the state to gather and edit the resources on the site. It is a first class project. More information is available here: http://www.ct.gov/sots/cwp/view.asp?a=3176&q=503312

Finally, the Connecticut Bar Association offers a wealth of resources for secondary Social Studies teachers. I’m appending some information here from a note from Melissa Wyckoff on the CBA’s Court Visitation Program:

The Connecticut Bar Association (CBA) organizes court tours in G.A. (Geographical Area) courts for Connecticut’s middle and high school students. The 2012-2013 Connecticut Court Visitation Program will be conducted from October 15, 2012 until June 5, 2013.

Open to grades 7-12, this program allows students to visit a courtroom and witness real-life criminal court proceedings. The goal of the program is to acquaint students with the basic steps used in both civil and criminal court procedures and to demonstrate to them the responsibilities of citizens in the American legal system. It also further acquaints them with the law and the court system.

“Since its inception in 1980, the Connecticut Court Visitation Program has become a standard part of the curriculum in many schools in the state and more than 84,000 students from public and private middle schools and high schools throughout the state have participated in the program,” Superior Court Judge Seymour L. Hendel, Chair of the Court Visitation Program stated.

For more information, contact Ms. Wyckoff at mwyckoff@ctbar.org.

See you on October 26, John Tully

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**Editors’ Note continued from page 1**

article on immigration. Politicians may or may not duck the issue this fall, but we remain a nation of immigrants and the article provides an important historical perspective. We have information on History Day – see page 5 - your department’s chance to engage students in the real work of history. Steve Armstrong has provided a review of recent NCSS activity including an exciting travel opportunity for next summer – check out pages 4 and 9. Strong advocates for teaching history will find support on page 8.

And if you think there is something missing in this issue, take up the challenge and email us with a suggestion. Better yet, write an article for submission. We’d love to hear from you. Have a great start to the school year.

Dan Danielcoughlin@charter.net
Tim Thomas.weinland@uconn.edu

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**44th Northeast Regional Conference on the Social Studies**

April 8 -10, 2013
Sturbridge, Massachusetts

“Turning Points: In Social Studies… For Social Studies”
CCSS FALL CONFERENCE
“Social Studies at the Core: Using Common Core State Standards to Improve Instruction”
Central Connecticut State University
OCTOBER 26, 2012

REGISTRATION (Luncheon included)
COST PER PERSON
CCSS MEMBER (Dues paid after 07/01/2012.) $65.00
NON-MEMBER (Included annual CCSS membership.) $90.00
PRESENTER (Each presenter must register.) $55.00
RETIREE $30.00
STUDENT (Full time Undergraduate or Graduate) $20.00
PAYMENT ACCEPTED: Purchase Orders, Master Card, Visa,
American Express, Discover and Personal Checks

Email ctsocialstudies@yahoo.com if you have trouble registering
* Registration on-site only after October 12

KEYNOTE SPEAKER: LIZ HOWALD
"Global Approaches to the Common Core."
Liz Howald is a Program Director at Primary Source, a nonprofit organiza-
tion that educates K-12 teachers about world histories, cultures, and global
issues. In addition to leading workshops and webinars on teaching history
and humanities within the Common Core Framework, Liz has developed
courses for educators on South Asia, Latin America, and Korea; led a study
tour to India; and developed classroom activities on historical memory in
Africa, Latin America and the Cold War, the divergent histories of North
and South Korea, and human-environment interactions in India. A former
classroom teacher, editor, and curriculum writer, Liz holds Bachelors’ de-
grees in International Relations and Religious Studies and a Master’s degree
in Islamic Studies and Education, each from Boston University.

Registration begins at 7:00 am with Refreshments in Alumni Hall
Conference Events begin at 8:15 am

Register on-line at CTSocialStudies.org
News from the National - NCSS

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

Things are gearing up for the National Council for the Social Studies annual conference/meeting in Seattle. If you have never been there, Seattle is a GREAT place for any gathering. We have lined up a number of wonderful speakers; the workshops that are being presented at this conference are superb. In addition, Connecticut teacher David Bosso will be named secondary school social studies teacher of the year in Seattle. For additional information on the conference, go to the NCSS website (www.socialstudies.org).

Staff members and NCSS leaders are working to update our NCSS advocacy efforts. It is crucially important that we advocate for our professional at the local, state, regional, and national levels, no matter who wins this November’s election. On Thursday afternoon in Seattle we are having a three-hour advocacy workshop: if you have arrived in Seattle by then you are more than welcome to attend.

NCSS is working to update the position statements that can be found on the NCSS website. Some of them are over twenty years old and many do not reflect present thinking in the social studies. Various NCSS communities and committees are working on this task, and we hope to have new position statements completed by June, 2013.

You probably know that there have been concerted efforts to create new national CONTENT social studies standards. Sections of these standards will be rolled out for the first time at the Seattle conference. When these are completed we will finally have up to date national standards that we can all build content around.

I have been involved with secretary of state Denise Merrill in creating webinars related to the upcoming elections. We had four teacher webinars this summer; this fall we will have four additional student webinars, along with a student conference. For details go to the Secretary of State’s website.

There is mention of the upcoming state social studies conference elsewhere in this issue. The date of this conference is October 26: the major strands of the conference are social studies and the common core and changes in A.P. social studies courses. This will be a wonderful conference: I hope you can attend.

Finally, an NCSS international conference will take place at the end of next June in Morocco. This is a once-in–a-lifetime opportunity; specific details will be available soon on the NCSS website.

Dates to Remember

October 26, 2012 - CCSS Fall Conference CCSU, New Britain
April 8-10, 2013 - NERC 44 Sturbridge, Mass.
June 25-July 1, 2013 - International Social Studies Conference Fez, Morocco

For additional information on Morocco see page 9 and http://www.socialstudies.org/morocco2013
What is History Day in Connecticut?

History Day in Connecticut is a year-long academic program for middle and high school students in which participants choose a historical topic to research using primary and secondary sources. Either working individually or in groups, students create a project of their own choice: a paper, exhibit, documentary, website, or performance. The projects are evaluated by teams of volunteer judges at District Contests in the spring with some students advancing to the State Contest in April and the National Contest in June. Students not only learn history, they actually do history. Last year, over two thousand Connecticut students participated at the school, District, State and National level.

History Day in Connecticut is one of 56 affiliates of the renowned National History Day (NHD) academic program. NHD is endorsed by various organizations, including the National Council for Social Studies and was awarded the prestigious 2011 National Humanities Medal by President Barack Obama at a White House ceremony. The Connecticut affiliate is sponsored by Connecticut’s Old State House and the Connecticut Historical Society. Major funding is provided by Connecticut Humanities.

Each year, students explore local, state, national and international historical topics based on an annual theme that is broad enough that students can explore topics that spark their imagination. Connecticut, with its numerous historical societies, museums, and libraries, is a rich source for potential project topics. The Connecticut League of History Organizations (CLHO) is joining as a co-sponsor of History Day in Connecticut to help encourage students to choose Connecticut-related topics. The CLHO is gathering a list of Connecticut topics related to the theme of Turning Points in History from state-related heritage organizations to share with students and teachers.

Connecticut Humanities’ ConnecticutHistory.Org is another new partner in the effort to encourage students to explore Connecticut history. The newly launched website features short entries as well as substantive articles on historical topics. As a public history project, the site’s goal is to direct readers to the institutions, archives, museums, and communities that hold and interpret the materials that reveal the diversity of Connecticut’s history.

Currently, 60 Connecticut public, private and home schools take part in History Day in Connecticut. In some cases, social studies educators teaching American and world history have entire classes research and create projects. At other schools, students participate in the program through after-school or enrichment programs. Occasionally, an extremely motivated student will take part independently.

Getting started

The History Day year begins in the fall and early winter as students begin to brainstorm potential topics, commence research, and choose whether to work alone or in a group. As research progresses, students begin to consider the type of project that best suits their topic. Projects must be completed by March, as the six Connecticut District Contests are held on Saturdays throughout the month.

While students tend to focus on the “contest” aspect of History Day, the program’s main focus is on education. The program strives to instill in students a lifelong love of learning about the world around them, which can only be obtained when they understand what came before them. It teaches students to think, to question, to analyze, to apply, and to synthesize information. These skills transcend the study of history and prepare students to become thoughtful and responsible citizens.

Numerous workshops are available for teachers and students throughout the fall and winter. Teachers may schedule one of three workshops at their school: Introduction to History Day, Researching with Primary Sources, and Advanced History Day Help. Those workshops may be scheduled by contacting the Connecticut Historical Society at 860-236-5621, ext. 232 or at education_assistant@chs.org. The Historical Society is also hosting a Teaching History Day Workshop on November 14 for both veteran and new History Day teachers. Participating teachers receive .3 CEUs.

Students and teachers are also invited to attend one of the five Category Project Workshops this coming January. Professionals from history, film, and the museum field, along with past History Day participants, will provide hands-on instruction and advice on each type of project category. An all day session on all of the History Day categories will be held at the Legislative Office Building on Saturday, February 2, 2013. Further details may be found on the History Day in Connecticut website, http://ct.nhd.org/.

The History Day in Connecticut program relies on history-lovers like you to inspire a generation of future historians. Please consider getting involved this year! Serve as a judge, have your students participate, or simply attend a contest and be amazed by the knowledge and creativity of Connecticut students.
Who Is an American? The Immigrant Experience in American History
When Germans Were Hispanic, When Catholics Were Moslem, When Republicans Admired Lincoln
by Peter Feinman

Editor’s note: The recent Supreme Court decision about Arizona’s controversial immigration control law has brought the issue of immigration back into the spotlight of American politics, and has done so in an election year. Before the Supreme Court’s ruling, which upheld the law’s most debated aspect but struck down several others, immigration issues simmered just outside of the spotlight thanks in part to President Obama’s decision not to deport illegal aliens of a certain age who were brought into the country by their parents. This decision comes in a context of significantly more muscular enforcement of the law, which had put the Administration at least potentially on the wrong political side of Hispanic community activists. . . .

We now offer our readers a more historical and philosophical essay, one that puts the issue into an even deeper and more valuable context. One of the most noteworthy aspects of the Supreme Court decision, one with which the Chief Justice agreed, to the surprise of many, is that there is no basis for criminalizing the simple fact of being an undocumented alien on American soil. This may come as a shock to many conservatives, but as the essay below shows, this judgment aligns perfectly with the legal and cultural traditions of this country.

America’s First “Hispanics”

Ben Franklin was upset, very upset. His adopted colony was being overrun by the wrong kind of people. Everything he hoped to accomplish now stood threatened by new immigrants who were overwhelming the native English of good stock. Here is how Franklin described the situation in 1751, in “Observations Concerning the Increase of Mankind, Peopling the Countries, Etc.”:

“Why should the Palatine boors be suffered to swarm into our Settlements, and, by herding together, establish their Language and Manners, to the Exclusion of ours? Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us, instead of our Anglicifying them, and will never adopt our language or customs any more than they can acquire our complexion?”

The complexion to which Franklin was referring was that of the English, meaning these Germans could never become one with “us” English people. Franklin specifically referred to “Anglicifying” them lest Pennsylvania become a German colony. Various maladies such as smallpox, dysentery and scurvy became known to Philadelphia residents as “Palatine Fever.” “Palatine Boors” was the disparaging epithet of choice adopted by society’s betters, including Franklin.

Two years later, in 1753, Franklin expressed his concerns in a letter that in time would become a definitive part of the immigrant process. He wrote that the Germans in Pennsylvania generally were “the most stupid of their own nation” and he questioned their ability to cope with the liberty on offer in America. He objected to signs in two languages and to Germans importing their books and producing German-language works in America. He feared that “they will soon outnumber us.”

Thus a pattern had begun at the center of which was the mysterious dynamic of distinguishing between “alien hordes” and Americans-by-choice. In this case matters were resolved fairly quickly when it became clear that German immigrants were willing to put their lives on the line to prove their loyalty. Unlike the enemy Hessians from the American Revolution, these German immigrants were solidly in support of the war for independence and the liberty it promised. . . .

Of course, notwithstanding the glitch that developed during World War I, the Germans succeeded, and in doing so they more or less created the modern mold of inclusion in the American narrative. They succeeded so well that today German-Americans are considered fully American and there is little mention or use of their hyphen. The German-American community produced two American Presidents, Herbert Hoover and Dwight D. Eisenhower, and two of the greatest baseball players, Babe Ruth and Lou Gehrig.

That German-Americans found their place within the American covenantal community was aided no doubt by the fact that they were Christians and, in the main, not Catholic but Protestant Christians. German-American historians helped the process along by praising the German colonial experience, German anti-slavery sentiment and Germans’ patriotic participation in the American Revolution. But suppose an immigrant people can’t replicate these qualities or rely on this history? How do they become part of the American covenant experience? (Continued on page 7)
America's First “Muslims”

Samuel F. B. Morse was upset, very upset. The Hudson Valley was being overrun by the wrong kind of people. Everything he hoped to accomplish was being threatened by the new immigrants who were overwhelming the natives (who now included Dutch and Germans as well as English) of good stock. Here is how the painter and future inventor of the telegraph described the situation in Foreign Conspiracy against the Liberties of the United States (1835) based on a series of articles he had written for the New York Observer:

“Foreign immigrants are flocking to our shores in increased numbers, two thirds at least are Roman Catholics, and of the most ignorant classes, and thus pauperism and crime are alarmingly increased. . . . The great body of emigrants to this country are the hard-working, mentally neglected poor of Catholic countries in Europe, who have left a land where they were enslaved, for one of freedom. . . . [T]hey are not fitted to act with the judgment in the political affairs of their new country, like native citizens, educated from their infancy in the principles and habits of our institutions. Most of them are too ignorant to act at all for themselves, and expect to be guided wholly by others [the priests]. . . . [I]t is a war, and all true patriots must wake to the cry of danger. They must up and gird themselves for battle. It is no false alarm. Our liberties are in danger. The Philistines are upon us.”

Morse’s ire against a supposed great papal conspiracy was, if not a majority opinion at the time, very popular. . . . As already noted, Morse by no means was alone in his views about the threat to America. The Know-Nothing Party arose in large part out of anti-Catholic bigotry, and it had non-trivial support in its day. But it also had its detractors, and against these Morse also took aim. Writing in 1835, Morse characterized the media as saying his chosen war was “the fruits of an intolerant, bigoted, fanatical spirit, and the revival of ancient prejudices”, but he would have none of it: “We have fallen on strange times, indeed, when subjects of the deepest political importance to the country may not be mooted in the political journals of the day without meeting the indiscriminating hostility and denunciations of such journals.”

America’s Greatest President

This next group is one not often associated with the immigration movement to America. Let’s begin with the third dead white English-American male speaking in a debate with Stephen Douglas on July 10, 1858, in Chicago [and referring to the recent 4th of July celebration.]

“In every way we are better men in the age, and race, and country in which we live for these [July 4th] celebrations. But after we have done all this we have not yet reached the whole. There is something else connected with it. We have besides these men—descended by blood from our ancestors—among us perhaps half our people who are not descendants at all of these men, they are men who have come from Europe—German, Irish, French and Scandinavian—men that have come from Europe themselves, or whose ancestors have come hither and settled here, finding themselves our equals in all things. If they look back through this history to trace their connection with those days by blood, they find they have none, they cannot carry themselves back into that glorious epoch and make themselves feel that they are part of us, but when they look through that old Declaration of Independence they find that those old men say that ‘We hold these truths to be self-evident, that all men are created equal,’ and then they feel that that moral sentiment taught in that day evidences their relation to those men, that it is the father of all moral principle in them, and that they have a right to claim it as though they were blood of the blood, and flesh of the flesh of the men who wrote that Declaration, (loud and long continued applause) and so they are. That is the electric cord in that Declaration that links the hearts of patriotic and liberty-loving men together, that will link those patriotic hearts as long as the love of freedom exists in the minds of men throughout the world.”

For Lincoln, one did not need to be a blood-descendant of the American Revolution to be one with the spirit of the event. Through adherence to the principles of the Declaration of Independence every American stood as one with those who had fought and died for America’s birth. The new Republican Party that Lincoln had joined was the immigrant party (except maybe not so clearly the party of the Irish), the party whose political interests were served by reaching out to newly arrived and would-be Americans. By disavowing immigrant restrictions it succeeded in holding on to a fair share of the foreign-born vote, especially among younger Protestant voters. These immigrants from Scandinavia, France and Cornwall, among other places, supported Lincoln, Union and America. . . .

Schools were a legendary part of the process by which immigrants became Americans-by-Choice, Americans-in-Spirit. As the Common Core Curriculum revises the K-12 curriculum throughout the land, what will the role of social studies be in future? What will be taught about immigration? How will the newcomers to this country develop a sense of place, a sense of belonging, a sense of community in their new homeland? These are the questions being discussed or ignored in secrecy as schools wrestle with these issues. Just because immigrants succeeded in becoming Americans in the past doesn’t mean they will succeed in the future. There is nothing automatic about the process.
Dear History Education Colleagues,

I am very happy to join this Board to help promote the interests of History Education in Illinois! Like most of you, I have seen too many curricular fads come and go. I’ve seen too many bandwagons make a lot of noise and move on. Reform movements tend to package a narrow set of answers to a narrow set of questions. Those who beat the drums the loudest for reform tend to be those least committed to the academic integrity of a particular subject area or to a particular group of human beings. The Illinois Council for History Education is dead-eyed focused on the quality of historical knowledge that our students develop. The ILCHE stands against pedagogical flim-flam artists who sell the latest snake oil as a cure all.

As a teacher in the state (Texas) that first implemented state-wide standardized testing, I learned very quickly what “teaching the test” meant when my building Principal told our history department that we needed to set aside more classroom time to teaching the benchmarks and test-taking skills. This was not what I was passionate about so I got the heck out of Texas and moved north.

Historian David McCullough, a founding member of our National Board, describes the heart of good history teaching that standardization leaves behind: “we…bring…the lab technique to the classroom. [WE] Don’t just preach to them. [We] just don’t require rote answers. [We] make the detective work of history, the excitement of the hunt, the thrill of discovery be a part of their experiences as students. That’s when the love of learning takes hold.”

Most of us do our best to teach this kind of historical thinking despite what state or district requirements demand. We teach research, writing, document analysis, debate, discussion skills, and cooperative learning skills. We teach the very skills that employers want to see among potential employees. We teach young people to sort through facts and documents to answer complicated questions that solve problems. We teach our students how to frame effective arguments. No other discipline does this, and yet there is political pressure to teach only what is essential, only “the facts” that fit cheaply assessed standards. Texas, for example, has recently decided to stop teaching “critical thinking.” The core of the History curriculum, teaching research and writing, requiring students to become historians, is similarly under threat in many states. Analytical writing is simply too expensive to assess in many states.

If we want to preserve and advance History teaching in Illinois we have got to come together to create collaborative support networks. Every teacher has something to share. Seasoned veterans have much to learn from recent graduates who bring new knowledge and idealism to our profession. We veterans, on the other hand, have developed, shared, or stolen what we do, and we have learned the tricks of long-term survival in our buildings. We need to mentor each other. Old thieves like me have much to learn from the young guns.

We need to take more time to support each other beyond our buildings and districts. I propose that we explore new ways to come together as History colleagues who work in sub-regional areas. I would like to begin building a network of History teachers that bring together teachers in the Hyde Park, Kenwood, and Woodlawn areas of Chicago. I plan to reach out to history teachers from the Kenwood and Hyde Park Academies; The University of Chicago affiliated charter schools, and the Ariel Charter School. My goal is to connect the University of Chicago History Department and History graduate students with the history teachers in the area and to explore future avenues of cooperation. I will let you know how things evolve.

I challenge you to seek out collaboration that you think might be meaningful. Start small and keep it close. Build a cadre of support that links your building with other buildings. We need to bridge the divides between charter schools and public schools, between rural and urban schools, between secular and religious schools, and between teachers in underserved areas and teachers in well-funded suburban areas and Independent schools.

I also think that when so many of our Federal and corporate education reform dollars are going to improving Science, Technology, Mathematics, and Engineering Education we need to do a better job of reaching out to private donors who could help us promote better History teaching and institutions of higher learning that might be willing to assist us. We must strengthen ties to universities and colleges that are responsible for the pre-service training of History teachers. We also need to build strong networks with professors and graduate students of History as well as with History methods professors and their students. (continued on page 9)
Another goal we need to work toward would be to strengthen History teaching in the primary grades. Primary teachers tend to be generalists, and although many primary districts have developed Social Studies standards, they tend to neglect developing what we might call “historical habits of mind.” Many primary students are fascinated by history and ask brilliant questions. Remember the impact of “Liberty’s Kid’s?” We need to learn more about what our exemplary primary teachers are doing to develop “historical thinking” and write and promote some historical thinking standards for the primary grades.

Please share your ideas. Top down “reform” does not work. Bandwagons create some excitement, but they don’t stick around. The Music Man’s fraud always reveals itself. We need to create a strong collaborative culture and learn to work together. We have many potential allies. Let’s make a stand for History teaching before we are further marginalized, digitalized, outsourced, or forgotten. Let’s fight for History together!

All the best,

Paul Horton, History Instructor, University High, The University of Chicago Laboratory Schools, State Liaison, Illinois Council for History Education 8-17-2012

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**Professional Opportunities**

**INTERNATIONAL SOCIAL STUDIES CONFERENCE 2013**

**International Social Studies Conference-Fez, Morocco**

**Education for Democracy and the Arab World**

An NCSS International Conference in the Kingdom of Morocco

June 25 – July 1, 2013

Understanding the Near East and the dramatic events of the Arab Spring are important content for today’s social studies classrooms. Whether it is the democratic revolutions in Egypt, Libya and Tunisia or the push for reforms in Morocco, the people of these North African countries have taken a stand for freedom and democracy. This is just the latest chapter in the centuries-old history of human occupation of these lands that stretch back before the Roman Empire.

Join NCSS, in partnership with Maryville University of St. Louis and the Moroccan Center for Civic Education, in Fez, Morocco next summer for Education for Democracy and the Arab World to get a first-hand understanding of the issues and region. http://www.socialstudies.org/morocco2013

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- 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.

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