President’s Message

As the end of the school year approaches, the officers and board members are taking stock of our efforts and making plans for the future. Professional development programs have been well attended and well received and our advocacy work is yielding very positive results.

The CCSS Annual Fall Conference at CCSU in November was a very successful event. The focus of the conference was the roll-out of NCSS’s new document “The College, Career, and Civic Life Framework for Social Studies Standards”, the basis for the work to revise our state Framework. In addition, CCSS co-sponsored two successful special-topics workshops with the World Affairs Council. CCSS members who are part of the Framework development have planned two upcoming summer workshops to introduce the document to Connecticut teachers. Our recent Spring Social and Awards Dinner program at the Old State House included an afternoon session on the Amistad trial (in the building where the first Amistad trial took place) followed by dinner and presentations to some very deserving award winners.

We’re building on our work and moving forward. The NCSS National Conference will be in Boston in November – a great opportunity to network and to stay up to date on the latest in social studies education.

(continued on page 2)

Steve Armstrong: the new Social Studies Consultant for the State Department of Education

Getting a new Consultant on board has been a major priority of the CT Council for the Social Studies, and CCSS is glad to learn that the state’s Social Studies community will soon have a resource person and advocate at the SDE.

Steve presently serves as president of the National Council for the Social Studies and is also a social studies department supervisor in the West Hartford public schools. He is also an adjunct instructor of history at Central Connecticut State University. He has served in every leadership position in the CT Council.

Before working in West Hartford, Steve was a long-term teacher and social studies department chair at Manchester High School. He is a past-president of Connecticut Council for the Social Studies, the New England History Teachers Association, and the Connecticut Coordinating Committee for the Promotion of History.

(continued on page 2)
President’s Message continued

This long-sought goal.

Thus, in many ways, this issue is a celebration of social studies. Inside you will read about progress toward completing a state social studies framework (page 3). You will see a pictoral report on NERC (page 4) along with frequent reminders scattered through the issue to remember that this fall’s NCSS Convention is in Boston. It’s never gonna be any closer, so start schmoozing your administrators and department chairs to get one or two days off to join us in Boston for what promises to be a great event: November 21-23.

We have several articles reflecting a range of interests and activities. Two news items from Oklahoma and Virginia speak to the current debate for testing – or not testing – in social studies. (See pages 7-8) We offer a report on the promotion of local history out of New York on page 11. Ever thought of teaching map skills to kindergartners or getting sixth graders engaged in a hotly contested local political issue? (Check out pages 9-10) All this and the usual offerings of professional opportunities – there is still time to sign up for one or more of these if you hurry. (pages 12-13)

Finally a “thank you” to all of you who continue your advocacy for social studies by doing well what you do every day: making history and social studies come alive for your students. Like Terry Jones, you know who and what’s important, and your students and our field are the better for it.

Have a safe and rewarding summer,
Tim   thomas.weinland@uconn.edu

Steve Armstrong - continued from page 1

Steve has been a teacher in residence at the Connecticut State Department of Education and has served as co-chair of the Yale University Yale/Hopkins summer teacher institutes. He has worked with the Rock ‘n Roll Hall of Fame in Cleveland, Ohio and the Bethel Woods Museum for the Performing Arts in Bethel, New York. He has presented numerous workshops at the local, state, regional, and national levels on the teaching of social studies and on using music and film in social studies classes. He lives in South Windsor with his wife and two daughters.
Framework Update

The Framework Writing Committee is still hard at work. There are several almost complete drafts at a couple of grade levels, and more review sessions should be announced soon. The Framework Committee is using the new C3 document published by the National Council for the Social Studies as its guide.

You can learn about C3 and download a free PDF at www.socialstudies.org/c3

NEW Framework Introduction Sessions
June 30 - July 3 and August 11-14

We are working hard to meet deadlines so that the State Board of Education will approve the new CT Social Studies Framework this academic year. With that in mind, we have scheduled the above two workshops to help the state's Social Studies community implement the Framework.

For more information on the summer Framework sessions go to the CCSS website: ctsocialstudies.org or register at http://events.r20.constantcontact.com/register/event?oeidk=a07e98ipk0203df1d0d&llr=fprcgzlab

This Year - It’s Boston! November 21-23
Conference Date to Remember
November 21-23, 2014
NCSS National Convention
Boston, Mass

NERC 45 - Social Studies in the Balance

Ken C. Davis, speaker (l); with intrepid Yankee Post editor

CCSS President Dan Coughlin (l) with Keith Dauer and Sandy Senior-Dauer
If asked, students will state that they want an easy teacher, no homework and all A’s; but when given time to reflect and answer honestly I would argue students want more. They want a teacher who will challenge them when needed, but give them space to breath. One who is fair and has clear expectations. A teacher who is knowledgeable, but willing to admit shortcomings and learn alongside the student. And perhaps a teacher who is willing to take risks, one who will use tried and true methods but is not afraid to step outside of the box and try something new.

As I reflected on receiving this award, I examined the list of attributes an excellent teacher should possess, the list that my students helped me compile. I came to the realization that I fall woefully short of my own list. I can only hope that as I continue in education, my students will continue to help me to become the teacher I want to be.

*Jennifer Puskarz, Northwest Catholic HS*
As I’ve been thinking about tonight, about what we do and why we do it, and about where we are and where we are going, I’ve thought of two things: Questions and Connections.

Questions: I tell my daughter Erin that asking the right questions is more important than knowing the right answers. Social Studies allows and encourages us and our students to ask questions, to explore, to examine, to question assumptions, to evaluate evidence, and to make meanings out of our answers.

Connections: You do not get to keep this award. You keep it for a year and then hand it back. The names on this plaque, some of them are in this room, are the names of people who have worked for years advocating for social studies. We are building off their work, and our connection to their achievements.

As an historian, I look mainly at our connections to the past. I look to the web of people and ideas and decisions that brought us to this point, this moment, and every moment that is each full of potential and promise. Social Studies helps students see connections and to understand them in context, to question the past in new and unique ways, not simply for the sake of the question, but to understand who we are, how we got here, and most important – to shape who we want to become; to make our ideals a reality.

We do that in every aspect of social studies.

*John Tully, CCSU Addazio Award Winner*
Angie Enger encourages her fifth-graders at Fort Gibson Intermediate Elementary School to slow down and pay attention during a Colonial history quiz game. Most students correctly answer “D” to the question: “Who was Pocahontas? A. English royalty that moved to America. B. Indian guide to the French. C. First teacher in Jamestown. D. Mediator between the English and Indians.” “That’s the only answer that makes sense,” Enger tells the students. “Don’t just read the question. Take time.” Fifth-graders across Oklahoma must answer such questions when they take the state’s U.S. history test this month. The test assesses what students learned about the Colonial period, the American Revolution and the drafting of the Constitution. The test could be history after this year. The Oklahoma Legislature is considering Senate Bill 1654, which proposes to eliminate social studies from state tests for fifth, seventh and eighth grades starting in the 2015 school year. Under the bill, the State Department of Education would not be allowed to administer a test not required by federal law. That would include history tests in fifth and eighth grades and geography tests in seventh grade. The legislation would keep state tests for reading, math and science. The bill does not address high school state End of Instruction history tests. The Senate passed the bill with 44 votes. The House Common Education Committee passed the bill with an 11-8 vote this month.

Opponents of SB 1654 say it diminishes the educational value of history, geography, economics and other subjects. “It takes the history and what our Founding Fathers built and makes it not important,” said Diane Walker, who teaches ninth- and 10th-grade government, Oklahoma history and world history at Muskogee High School. “People say, ‘That’s not tested, so that’s not important,’” Walker said. State Rep. Ed Cannaday, D-Porum, joins supporters on the committee. Cannaday, a former social studies teacher, recalled getting his students involved in such programs as mock trials, Citizens Bee, Model United Nations and simulated congressional hearings. He said his history students sat in the state House chamber and experienced the legislative process. “We did it not because of a test,” he said. “When you are preparing for a test, you are not internalizing knowledge.” Cannaday said Oklahoma teachers no longer get students involved in such programs “because they are spending time preparing students for the tests.”

Susan Griffin, executive director of the National Council for the Social Studies, said the national council supports state-mandated history tests. “What we find is that in a state where social studies is not tested, there is a reduction in instruction time, especially in the lower grades,” Griffin said. “If schools are evaluated on how well they do on tests, they are going to concentrate on those subjects.” The Oklahoma Council for the Social Studies also opposes the legislation. Putnam City Schools’ social studies curriculum coordinator, Brenda Chapman, the council’s treasurer, said schools would cut back on teaching history if the state tests are stopped. “In elementary schools, social studies would not be taught at all,” she said. Enger said the absence of a state-mandated test would not change how much social studies she teaches. “I would say I’d spend the same amount of time teaching it because there are state objectives for social studies,” Enger said. “Some of the social studies standards at the end of the Common Core are not on the test, but we still teach them.”

On its website, the Oklahoma State School Boards Association called SB 1654 “a first step towards alleviating the burden of over-testing on teachers and school districts.” “This bill puts the local district and teachers back in control of their classrooms — able to teach to the subject matter and not just teaching to pass the test,” according to the OSSA’s legislative alert. Chapman said she has heard comments that the mandated history tests adds undue stress. She disagreed, noting that the state also tests reading, math and science. “That’s not the test students are stressing out about,” Chapman said, referring to the history test. “And if you cut all the testing in history, you have no EOIC predictor in how a student would do,” she said. Walker said she looks at state eighth-grade history scores to see whether her freshmen students are proficient in certain areas. “I can change how and what I teach based on the tests,” she said. “They (the scores) help you know what students are learning and what the students need help with.” Walker said she takes regular benchmark tests of her students. “I do the same thing with my tests,” she said. “I’m the foundation the 11th-grade EOI teachers depend on.”

Fort Gibson Intermediate Elementary Principal Sherry Rybolt said the school gives a test at the start and end of each year to gauge student performance in social studies. She said she believes the local tests are more accurate than the state test. The Oklahoma Department of Education has mandated standardized history tests in fifth and eighth grades since 1997, assistant communications director Tricia Pemberton said. The state seventh-grade geometry test began in 2005. The EOI history test began in 2001, she said. Oklahoma is one of 23 states that have a state social studies test, according to a website for the Center for Information and Research on Civic Learning and Engagement.

Reach Cathy Spaulding at (918) 684-2928 or cspaulding@muskogeephoenix.com.

http://www.muskogeephoenix.com/local/x360408725/SUNDAY-EXTRA-Social-studies-tests-in-cross-hairs
Va. social studies teachers request more time to develop new tests

By Michael Alison Chandler, Published: April 30

Virginia social studies teachers are requesting more time to roll out new assessments meant to replace Standards of Learning tests.

Cathy Hix, president of the Virginia Consortium of Social Studies Specialists and College Educators, sent a letter to the state Board of Education requesting a one-year delay so they can develop the new tests and train teachers.

“Our organization stands ready to help the state and its teachers address these new measures, but we do need time to get the work done,” said the association’s past president Bill Brazier in an e-mail to The Washington Post this week.

New alternative tests are required because of an SOL reform law passed by the General Assembly this year that reduced the number of tests Virginia students are required to take from 22 to 17. Three of the eliminated tests are social studies tests.

The social studies teachers’ group endorsed the reform legislation, and its leaders are enthusiastic about the potential for alternative assessments to provide a more accurate measure of what students know and how they are thinking about key concepts.

But many are concerned about the lack of state funding to support the transition, as well as the rapid turnaround. The law is scheduled to go into effect July 1. A budget amendment would have directed $2.9 million in cost savings associated with eliminating tests to help districts develop new assessments failed.

A curriculum committee for the association has designed some sample performance assessment tasks and developed suggestions for how the curriculum should be changed to emphasize thinking and problem-solving skills, Brazier said. And teachers have begun to organize regional meetings to design performance assessments that they can share with their colleagues across the state.

Social studies teachers are already developing new tests, Brazier said; they just need more time. The law calls on districts to develop “authentic performance assessments.” Such an authentic assessment could be an essay, speech or project. It also could be a collection of academic work over time.

http://www.washingtonpost.com/local/education/va-social-studies-teachers-request-more-time-to-develop-new-tests/2014/04/30/1f77a514-d072-11e3-b812-0c92213941f4_story.html

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Yet One More Reminder: Mark Your Calendar

NCSS National Convention
Boston November 21-23
What is it about a map? I remember losing myself in the atlas in my father’s office - the oversized thick pages filled with muted colors and enigmatic symbols, exotic names and faded blue oceans with lots of lines in every direction. A map arouses our imagination, fills us with wonder, humbles us in the small place we stand to look out at the great big world.

So I was delighted when Ms. Phelan and Mrs. Maiorano, teachers at Presumpscot Elementary School in Portland, Maine, asked me to help them design a project for their kindergarten students - making a map of the school. Many map lessons are more about map conventions - how to use a key, interpret map symbols, locate specific places - than about visual literacy and higher order thinking. In fact, in many classrooms, students - even older students - primarily interact with maps simply by coloring in states or countries with colored pencils. Map conventions are important, but we wanted to explore how maps can build deeper understanding, and what map-making in a deeper learning context might look like in kindergarten.

Deeper learning in kindergarten (maybe in every grade) begins with wonder. Adults have seen thousands of maps, enough at least, that we don’t wonder anymore how amazing it is to fit the whole world on a single sheet of paper. We can’t take for granted the amazing idea that we can represent the three-dimensional world on a two-dimensional piece of paper. The goal of our mapmaking activity was to provide experiences and introduce concepts that would build the schema for conceptual understanding throughout the grades. In the Presumpscot map-making project, we focused on four concepts: representation, point of view, scale, and position.

The idea of representation is a concept that prepares the way for deeper learning. Making a map is one example. What makes representation deep is that it has the possibility of growing over the years in complexity and application. Opportunities for visual representations of data are unlimited. As they grow, students will explore many ways to represent all kinds of data beyond physical location, for example traffic patterns, molecular structure, or the relationship between poverty rates and literacy around the world. To help kindergartners grasp the concept of representation, we asked them to sort a variety of drawings - houses, trees, cartoons, abstract expressions, etc. By doing this, they noticed the difference between drawings that represent something they can see and touch, from ones that come from the imagination of the artist (like the literary distinction between non-fiction and fiction.)

Point of view is a big idea that opens the window to deeper learning because of its broad manifestations and complex implications. Kindergarteners can experience it in a simple drawing activity, but can grow with it their entire lives. At Presumpscot, we asked students to sit in a circle and individually draw the object in the center. Surprise! How could representations of the same thing have such different shapes and colors? It depends on your point of view. We learn the language for different points of view: front, side, back, above, below, etc. When there is a conflict during play, we see how it might be interpreted from different points of view.

To introduce the complex concept of scale, kindergarteners need a carefully sequenced journey beginning with drawings of one-to-one correspondence. First, we represented a box of Mr. Sketch markers. The drawing was the same size as the actual object. Another concept arose here-that of position. We wanted to put the markers in our drawing in the exact place that they are in the box. We mapped our lunch tray on a larger piece of paper to practice representing the position of all the items on the tray. Then, we were ready for a perplexing challenge. The markers fitted on our piece of paper. The lunch tray fitted on a larger piece of paper. But what if we wanted to make a map of our room? Would we need a piece of paper as big as the room? “Believe it or not, I can fit this whole room on a piece of paper!” I showed a map of the room. “Now, would you believe I could fit the whole school on a piece of paper?” I showed them the map of the school. I showed them how to fit the whole city on one piece of paper...the state...the country...and finally: “Would you believe I could fit the whole world on one piece of paper? Well, here it is!” We would not expect kindergarteners to calculate specific ratios, but by introducing the idea of scale in this concrete way, we provide the experience, the schema for more complex mathematical applications.

The most effective strategy to encourage engagement and deeper quality work is having an authentic audience. With our kindergartners, we asked them, “Is there anyone who comes to the school who doesn’t know where to go?” They responded that new students, parents and visitors might come to the school and not know where to go. So they need a map!

“Who will make a map for them?” we asked.
“WE WILL” they shouted.

The experience with these kindergartners showed that deeper learning isn’t just about the project of making a map, but of using the process of making a map to introduce important concepts, vocabulary and meaning that can grow with the children as they mature. To read more about Presumpscot’s kindergarten map-making expedition click here. Do you have examples of using maps or other ways to introduce deeper learning concepts in the classroom?

The conventional wisdom is that all politics are local, but many civics classes don’t get that message.

Geneva Jorgenson, a sixth-grade teacher at Route 66 Elementary School, is working on changing that. While her civics block is filled with the essentials — such as teaching her students about the three branches of the federal government — Jorgenson has spent the past several weeks on a project that has more local implications. The students have been studying the Moriarty-Edgewood School District’s proposal to reorganize, which would lead to the closure of two elementary schools and moving sixth-grade students out of the remaining elementary schools and into middle school.

“This isn’t just about the emotions involved, but hopefully teaching the students to think critically and look at all sides of a debate,” Jorgenson said. Jorgenson said she came up with the project as part of her own education to get certification as a master teacher through the National Board for Professional Teaching Standards.

On Monday, students were divided into four groups and expected to come up with arguments for and against reorganization based on what one of four groups might think. Those groups included: parents from a closing school, teachers from any school, city representatives from Edgewood and fifth-grade students. The students researched the issue using local media stories.

Jorgenson said that while the students’ parents might have strong feelings about the reorganization plan, the kids themselves have shown a willingness to look at all the factors. There is an expectation students should be able to argue both sides of the issue. “I like how fair children are,” Jorgenson said. “They showed they clearly understood the issues and could see both sides.”

While students in the district were looking at the issue of reorganization, the district itself is moving forward in a two-pronged effort to implement the reorganization plan. Superintendent Tom Sullivan said Monday that the district has been meeting with state Public Education Department officials in regards to a denial of the district’s January application for reorganization and a new application the district submitted last month.

However, the district is moving forward with a lawsuit it filed on March 18. Sullivan said the MESD Board of Education had voted to give the superintendent and board President Todd McCarty the authority to move forward with a lawsuit if necessary at a March 13 special meeting. McCarty said on March 14 that the district wasn’t planning a lawsuit, but it was filed before the next regular meeting on March 18.

Sullivan said that no one with the district was trying to mislead the public, but that circumstances had changed between March 14 and March 18. He said he could not elaborate on what had changed. Sullivan said the district will continue to work with PED on the reorganization plan as well as move forward with the court case.

“It’s not unfair to say we’re not hedging our bets,” Sullivan said.

http://www.mvtelegraph.com/2014/04/03/students-explore-school-closures/
The high school local history conference is something I recommend every county should do. For the past two years, Rockland County has held such a conference. I attended both conferences and spoke briefly at the first one. This post is dedicated to some of the lessons I learned from the conference.

First, the Historical Society of Rockland County and the County Historian are to be congratulated for organizing the conference and for the people who did attend. The list includes the County Executive, the County Clerk, the County District Attorney, the County Legislative Chair, along with various town supervisors and municipal historians. One never knows where one will find history. For example the District Attorney, who in this case followed in his father’s footsteps, may have tales to tell about prosecutions which became part of the fabric of county history. Certainly the presence of these officials delivered a powerful message in support of local history.

Second, the plenary address related directly to a key event in county history. In this case, Travis Jackson, a retired high school teacher, was one of the students who helped desegregate an elementary school in the 1940s. His entrance into the local school in the 4th grade was a case in which Thurgood Marshall participated on his path to becoming a supreme court judge. Interestingly, Jackson’s father had attended an integrated school because back then the district couldn’t afford segregated schools. His first-person story of this change in Rockland County serves as a reminder that there are stories to tell in the schools themselves. These stories may range from students who attended them to how the school got its name. In any given county, there are bound to be plenty of stories to tell as part of the legacy to be handed down to younger generations.

Third, time was set aside for the students to meet with their town officials including the town and village historians who were present. At this conference four of the five towns in the county were represented and some but not all of the villages. This is a valuable part of the conference but some work needs to be done on how to organize to maximize the effectiveness and value of the time. It is not enough just to have people sit around a table with the town supervisor leading the discussion or perhaps dominating it. Here is where some upfront planning is needed to better make use of this portion of the program with suggestions on the type of topics to be discussed.

Fourth, each of the eight public school districts plus one parochial school was able to present. Careful readers may not that although there are 5 towns there are 8 school systems. Public school districts and political districts do not coincide in many areas. One important consideration is scheduling. With 9 presentations plus the plenary, the meeting with the municipal officials, and the dignitary talks, the limit of what can be accomplished in a single day was reached. Counties with additional school districts may require concurrent sessions. This will detract from the conference may be logistically unavoidable.

Fifth, the proceedings were taped by the high school students.

The Spring Valley presentation on Civil War veterans was an excellent and fortuitously scheduled followup to the keynote address by Jackson. The students contrasted the stories of two local soldiers, one black, one white, right up to the segregated cemeteries in which they were buried. The student who sang a moving version of the Battle Hymn of the Republic last year sang Amazing Grace to movingly conclude this year’s presentation. Since she is a senior, this will be her last year performing.

In the Ramapo presentation, the students who performed as various famous people from the community’s history were not necessarily of the same race as the figure they represented, a lesson in and of itself.

Tappan Zee used the famous signature sound of Law and Order to present various trials in local history. These ranged from Rockland’s days as a mob dumping ground to the Brinks robbery. The father of the current District Attorney who had just spoken, figured prominently in the development of forensic expertise which was to bear in these trials.

Suffern intriguingly used modern technology in its presentation: students in the audience were asked to text answers to various questions. Naturally, high school students being high school students some of the answers were deliberately off the wall. But it does show with some foresight and planning how social media can be used to create an interactive experience between the presenters and the audience. Psycho made an appearance as well with the art of Edward Hopper and the house he painted which has achieved fame in ways he never anticipated. My notes on the individual presentations tended to die out as the day wore on and I don’t mean to shortchange the presentations by the other schools.

Certain general strengths and weaknesses were readily apparent. As a general rule, the more involved the teacher was in the planning and organizing of the presentation, the better it tended to be. This included a dry-run or rehearsal in the school prior to the conference. In some cases, the first time the students meet collectively appeared to be when they were presenting. It’s as if the weeken each student sat down at the computer, pulled up some texts and pictures, arranged them in a PowerPoint only to find out during the presentation at the conference that another student used the same pictures and facts. Unofficially, it seems that one lesson from the conference for some teachers was that they needed to up their game for the conference next year. And it should be noted that the date for third conference has been set.

Continued on Page 12
Students need to be aware that history is part of current events too. On April 20, the month after the student conference, Susan Filgueras, president of the Stony Point Historical Society, wrote a huge Community View column in the local paper entitled “Canadian Power Line Plan Ignores Industry, History.” The line is designed to cross cemeteries from the American Revolution and the War of 1812. This charge has been denied by Donald Jessome, the CEO, Transmission Developers, who in a followup column wrote that there were public meetings including with the residents of Stony Point who made suggestions which were accepted about the location of the power line. So one point of consideration for the topics for next year is to determine current issues which have an historical element.

Students also should recognize that local history can extend beyond the borders of the county. For example, the Historical Society of Rockland County speaker on May 1 will be Jim Kralik, a founding member of the Rockland County Civil War Round Table and a licensed battlefield guide at Gettysburg. One of Sheriff Kralik’s most important projects with the Civil War Round Table was to secure $250,000 in New York State grant funds to clean and restore 111 New York monuments located in Gettysburg. There are 111 monuments and markers to New York at Gettysburg, the most for any state except Pennsylvania. We often comment on New York being the largest provider of troops to the Union cause but less often talk about what those troops did once they left New York.

All in all, congratulations on a job well done. I look forward to the third high school local history conference next year and encourage other counties to hold similar programs.

Validate your scholars’ achievements in a new way…

Start a Rho Kappa Chapter Today!

RHO KAPPA National Social Studies Honor Society is the only national organization for high school juniors and seniors that recognizes excellence in the field of social studies. Membership in RHO KAPPA is an honor bestowed upon students by a local chapter for accomplishments in social studies and overall academic achievement. Any accredited high school can apply to start a chapter, through which students will be inducted into the RHO KAPPA Social Studies Honor Society.

For more information visit rhokappa.socialstudies.org or call 301-588-1800 x 107 or e-mail at rhokappa@ncss.org.

Preparing Students for College, Career, and Civic Life

National WWII Museum Monthly Education eNEWSLETTER

The National WWII Museum’s Education Department sends out a monthly eNEWSLETTER, Calling all Teachers, which highlights our curriculum and programs, including our award winning Virtual Field Trips, traveling artifact trunks, primary source materials and lesson plans and other great teacher and student resources (including an essay contest for middle and high school students with monetary prizes).

Laura Sparaco, K-12 Curriculum Coordinator
The National WWII Museum 945 Magazine Street New Orleans, LA 70130
Phone (504) 528-1944, ext. 264 Fax: (504) 527-6088 http://www.nationalww2museum.org/
Celebrating the 50th Anniversary of Freedom Summer: Investigating the Civil Rights Movement
July 30 - August 1, 2014
Seattle University, Seattle, WA

This three-day workshop will provide a varied program of civil rights panelists, demonstration of the Freedom Summer Storypath curriculum, and middle and secondary students sharing their learning experiences. Workshop participants will interact with the curriculum while learning from primary documents and civil rights workers about Freedom Summer. Participants will examine how Common Core Standards are authentically woven into the curriculum. Continuing education credit and a complimentary copy of the curriculum are available.

This summer institute is good for educators on all levels. Early registration rates are available until June 27, 2014. Learn More and Register . . .

17th Century Summer Scholars

Are you a secondary school teacher looking for local Colonial and Native primary resources? Join us for our first-ever Summer Scholar Workshop focusing on the 17th century in New England. Pulling from recent ground-breaking research on the Pequot War, join Research Director Kevin McBride as the Pequot Museum offers new perspectives, primary resource materials, and fun hands-on historic programs which integrate math, science and art, linking to the Common Core curriculum themes. This one-day workshop includes:
- Behind-the-scenes at a 17th century archaeological site and the Museum’s research labs
- In-depth Museum exhibit tours
- Visual arts hands-on program: View local monuments and art through a historic lens
- STEM perspectives: Use historic documents, modern technology and science-based inquiries to tell history.

Participation in this program is limited and by application only. A stipend is offered to workshop participants in exchange for complete lesson plans and curriculum development based on workshop content and materials. Applications to participate are reviewed on a rolling basis. This workshop is supported in part by the Institute for Museum and Library Services. Contact mailto:llamarre@pequotmuseum.org?subject=Teacher%20Workshop%20Information for more information.

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Battlefields of the Pequot War
See more at: http://www.pequotmuseum.org/summer_scholars

New downloadable primary sources for teachers

As part of our latest free online learning module, Women, Their Rights, and Nothing Less: The First Amendment and the Women’s Suffrage Movement, there are now 150 downloadable primary sources related to women’s suffrage history available on our Digital Classroom. These primary sources include historical newspapers, photographs, illustrations and pamphlets from the 18th, 19th and 20th centuries. Details about each artifact can be found within its corresponding event in our interactive timeline. If you don’t already have a Digital Classroom account, sign up here — it’s free!
http://www.newseum.org/digital-classroom/
Account/Register

The module, made possible by generous support from AAUW, investigates suffragists’ pioneering use of a free press and other First Amendment freedoms.
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.

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School Name____________________________________________________________
School Address__________________________City__________________State_______Zip______
Home Phone_____________________Cell Phone_______________Work Phone_____________
Position____________________________Level of Instruction_____________________________
Areas of Special Interest________________________________________________________________

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