President’s Message

Several weeks ago, I wrote the following statement, printed it, and posted it on the door to my classroom:

American ideals are valued and practiced in this classroom.

Regardless of your national origin, religious beliefs, racial identity, ethnicity, gender, sexual orientation, citizenship status, socioeconomic background, ability, or any other characteristic, you are welcome, safe, respected, supported, and have a voice here.

A colleague of mine, who teaches ELL students, had the message translated in various languages, (see page 4) including Arabic, Spanish, and Chinese. A picture of the signs was posted on Facebook and subsequently shared widely and “liked” hundreds of times. A number of students, colleagues, and community members have since expressed their appreciation for the message. Initially, I did not expect the sentiments conveyed in the statement to resonate so strongly with so many people. Still, given the tenor of our times, I cannot say that I am surprised.

As determined and proud as I am to stand by these principles and to ensure that such beliefs are embraced and carried out in my classroom and school community, I am also dismayed to feel the need to proclaim it. Shouldn’t it be a given that these principles are present and actualized in our public schools and communities? Shouldn’t such an expression of our shared beliefs and the cornerstones of our democracy be understood and

Where to begin? Let’s start with the obvious and the ordinary: we have a NERC in Boston at the Edward Kennedy Library coming up on April 3-4. You may remember Senator Kennedy; he was senator back in the antediluvian days when members of Congress could disagree across the aisle but still build bridges to get legislation done. Now, perhaps more than ever, social studies teachers need to get together to build the best curriculum and arsenal of classroom practices that will inspire thinking and learning. You can find some additional information on NERC on page 6 and at the website www.masscouncil.org. And yet one more NERC reminder: next year – 2018 – NERC comes to Connecticut, in Hartford no less.

A second reminder: the Annual CCSS Awards Dinner on May 18. Every year we push this event and while attendance has grown gradually, far too many of you are missing out on this chance to celebrate excellence among the best of Connecticut’s teachers and those who sustain and support Social Studies. See page 5 for information on the program.

We have several significant articles to share with you, one with some suggestions on how to approach the newly emergent issue of “fake news”, on page 8. The article deals primarily with ELL students but the suggestions and resources are relevant to all. In keeping with the theme of fake news we should advise you – with tongue firmly planted in cheek – that there is absolutely no truth to the rumor that a new certification requirement has been established that will mandate a three credit course in “Alternative Facts” for all social studies teachers. But it’s early days.... And on page 7 we have included a summary of President Trump’s education proposals, as expressed on February 28.

But wait; there’s more. We have a large section on professional opportunities including summer programs (continued on page 2)
President’s Message - continued

upheld by all? I have always felt strongly about the alignment of democratic ideals, the mission of public education, and the work we carry out as social studies educators. This relationship is not a coincidence - public education is the central pillar of a free and fair society, and social studies education ensures its sustainability.

In retrospect, it makes sense that so many people reacted the way they did to the signs on the door. Not only do many feel that American values are threatened in this new era, but many also believe that their individual and group attributes now make them vulnerable and subject to further injustice. These are intriguing and trying times, and the work of educators is critical at this juncture - so that our students are welcome, safe, respected, and supported, and to assure that the fundamentals of human rights and social justice are appreciated and attained beyond the door of the classroom. We know that education is not just the transfer of knowledge; it is the cultivation of skills and dispositions that enable individuals to achieve the promise of life, liberty, and pursuit of happiness. Why should this aspiration be available to some and not to all?

Over the many years of my teaching career, I have always felt that our work is never done. Carrying out schools’ mission statements with fidelity should not be so difficult; yet, in many ways, this is the challenge that defines us as educators and makes this vocation ever more compelling and significant. When so many educators share similar views and a robust sense of mission carried out with passion and compassion, and when so many students look up to us and depend on us, then it is a struggle worth engaging in every day.

Booker T. Washington said, “There are two ways of exerting one’s strength: one is pushing down, the other is pulling up.” Every day, we pull our students up. Every day, we pull each other up.

Finally you might find the call from the National Coalition for History of interest. We all teach history and civics “courses”; indeed they are our raison d’etre. Now we are called to practice what we teach. CCSS President David Bosso has set a standard, described in his president’s message, for the school and classroom atmosphere we want to establish for all our students, all the time. The Coalition calls on all of us to stand up for our profession at what many believe is a critical time. It is always easy to say “this, too, shall pass.” We should be so lucky. See page 11, and if you want to “buy in” they have some suggestions for how to proceed.

See you in Boston in April, and in Hartford in May.
Tim thomas.weinland@uconn.edu
Dan daniel.coughlin@charter.net

Join CCSS: See Membership Form on page 16
State Department Activities

Steve Armstrong with Education Commissioner Dianna Wentzell

There are several upcoming exciting opportunities for social studies teachers and curriculum leaders in Connecticut. Connecticut Council for the Social Studies will be co-sponsoring two four-day social studies institutes this summer. One will be held from June 26-29, the other one from August 7-10, with locations to be determined. Educators at these institutes will learn about exciting new ways to integrate inquiry into everyday social studies instruction. Content sessions will be held for grades 6/7 teachers and Modern World History teachers on themes and content that can be developed in their classes. A special strand of the institutes will be held for elementary school teachers on how to effectively integrate social studies into the elementary school curriculum. We will also be having several sessions on proven methods to effectively lead classroom discussions on controversial issues. Many teachers have noted that this is a problem that they confront: we will have several national experts at the institutes to discuss this issue. Registration information and a detailed schedule for the conference will be available on April 25. For questions contact Connecticut Social Studies Consultant Steve Armstrong at Stephen.Armstrong@ct.gov.

There is a need for more curriculum materials for teachers on teaching the African American experience as it occurred in Connecticut and the teaching of the Hispanic experience as it occurred in Connecticut. The Connecticut Council for Social Studies and the Connecticut State Department of Education are forming a curriculum team that will be creating these materials that will greatly benefit Connecticut’s teachers and students. Several outstanding teachers are already part of this process; if you are interested in being part of the team creating these curriculum documents contact Steve Armstrong at Stephen.Armstrong@ct.gov. We are also in need of teachers willing to write inquiry activities related to the growth of labor unions and the growth of business in Connecticut.

Most social studies teachers have received an email communication related to the John Stedman Award, which is an award given by Connecticut Council for the Social Studies to an outstanding teachers WHO IS NOMINATED BY HIS/HER STUDENTS. Please encourage students in your school to nominate social studies teachers that they think are worthy of this award. If you want more information, contact Steve Armstrong.

PLEASE NOTE:
Yankee Post is Available Only Online at www.ctsocialstudies.org
To receive Yankee Post via email, and notification of a new issue . . . please join CCSS and send your email address to: ctsocialstudies@yahoo.com
American ideals are valued and practiced in this classroom.
Regardless of your national origin, religious beliefs, racial identity, ethnicity, gender, sexual orientation, citizenship status, socioeconomic background, ability, or any other characteristic, you are welcome, safe, respected, supported, and have a voice here.

Ideali americani sono valutati e praticati in questa classe.
Indipendentemente dal tipo di origine nazionale, religione, identità razziale, etnia, sesso, orientamento sessuale, stato di cittadinanza, socio-economico di fondo, la capacità, o qualsiasi altra caratteristica, siete i benvenuti, sicuri, rispettati, sostenuti, e avere una voce qui.

Amerykańskie ideały są cenione i praktykowane w tej klasie.
Niezależnie od pochodzenia narodowego, przekonania religijnego, przynależność rasową, pochodzenie etniczne, płć, orientację seksualną, status obywatelstwa, socjoeconomiczny tle, zdolności, lub jakakolwiek inna cecha, zapraszamy, jesteś bezpieczny, to są przestrzegane, to są obsługiwane, a ty masz głos tutaj.

Ideales americanos son valorizados e practicados en esta clase.
Independientemente de su origen nacional, creencias religiosas, identidad racial, origen étnico, género, orientación sexual, estatus de ciudadania, antecedentes socioeconómicos, capacidad o cualquier otra característica.
Usted es bienvenido, seguro, respetado, apoyado, y tiene una voz aquí.

Ideais americanos são valorizados e praticados nesta sala de aula.
Independentemente de sua origem nacional, crenças religiosas, identidade racial, etnia, sexo, orientação sexual, status de cidadania, antecedentes socioeconómicos, habilidade ou qualquer outra característica.
Você é bem-vindo, seguro, respeitado, apoiado, e tem uma voz aqui.
Spring Social and Awards Dinner

Thursday, May 18, 2017, 4:30 – 8:30 p.m.
Hartford Public Library, 500 Main Street, Hartford, CT

Come celebrate our profession and those we honor this year.

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>4:30</td>
<td>Hartford History Program</td>
<td>Hartford History Center, 3rd floor</td>
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<td></td>
<td>Social with cash bar and snacks</td>
<td>Center for Contemporary Culture, 1st floor</td>
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<td>6:00</td>
<td>Brief CCSS meeting</td>
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<td>(Election of officers and board members)</td>
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<td>6:15</td>
<td>Dinner and awards presentations</td>
<td>Center for Contemporary Culture, 1st floor</td>
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Parking Information
The Downtown Library has limited free parking on the Arch Street garage ramp. There is also metered parking available on Main, Sheldon and Arch streets surrounding the Library. The public cannot park in any designated municipal employee parking spaces at any time.
There are a number of parking garages in close proximity to Hartford Public Library. One block east of the Hartford Public Library is the Front Street South garage; this is a pay-to-park facility. Additional parking information can be found at: www.hartfordparking.com

Please register by May 3, 2016 online at www.ctsocialstudies.org OR mail $40 check and registration form to:
CCSS § Max Amoh, Treasurer
10 Clark Street, Apt 2
New Haven, CT 06511-3802

REGISTRATION FORM

Name: ___________________________________________ Email: __________________________
Address: ________________________________________ Phone: __________________________
__________________________________________________________________________ __ I am a member of CCSS.
Pre-Registration is Open
NERC47 (April 3-4 2017)
Registration

Register online at www.masscouncil.org through March 26 and save!

IMPORTANT NOTE  On Line registration is intended for those who are prepared to pay for their registration using Paypal or a credit card. You may also download the printable registration forms to be filled out and mailed. A complex registration (requiring additional supporting information) such as pre-service student registration, new teacher registration or district passes shared among two or three people and registrations paid with purchase orders or personal checks will be better accomplished using the paper registration forms in the conference flyer. If you have any questions about your situation, contact June Coutu, conference coordinator before registering. This online pre-registration form will remain valid and active through March 26.

Support Your Profession
Join CCSS and NCSS
See Membership Form on Page 16
President Donald Trump used his first speech to a joint session of Congress Tuesday to frame education as “the civil rights issue of our time”—a line used by other leaders in both parties, including former Presidents Barack Obama and George W. Bush. And he called on Congress to go big on his favorite K-12 policy, school choice, without laying out specifics. He asked lawmakers to “pass an education bill that funds school choice for disadvantaged youth, including millions of African-American and Latino children. These families should be free to choose the public, private, charter, magnet, religious, or home school that is right for them.” The push for school choice is no surprise—it’s the education issue Trump talked about most often on the campaign trail. And Trump picked an education secretary, Betsy DeVos, who spent decades advocating for expanding vouchers and charter schools.

To underscore the power of choice, Trump pointed to Denisha Merriweather, one of a handful of honored guests, sitting with Melania Trump, the first lady. Merriweather struggled in Florida’s public schools, and “failed 3rd grade twice,” according to Trump before taking advantage of the state’s tax credit scholarship program. She used the funds to attend Esprit de Corps Center for Learning in Jacksonville, and became the first member of her family to graduate from high school and college, according to the White House. Now she’s set to get a master’s degree in social work, Trump said. “We want all children to be able to break the cycle of poverty just like Denisha,” Trump said.

It wasn’t clear from the speech just what form the school legislation might take. On the campaign trail, Trump pitched a new, $20 billion program that would allow federal funding to follow students to the school of their choice, including a private school. But that proposal may run into trouble in Congress. The Senate rejected a similar program back in 2015, when Republicans had bigger margins in the chamber, in part because rural Republicans didn’t think it would do much to help fix their schools.

Another possibility: a tax credit scholarship, such as the one Merriweather took advantage of. That would give individuals and corporations a break on their taxes, in exchange for donating to scholarship-granting organizations, now in place in more than a dozen states. Those organizations, in turn, offer money to low-income and other students to attend private schools. The credit could help the Trump administration accomplish its goal of expanding school choice, without cutting federal funds for schools. One possible model: legislation introduced by Rep. Todd Rokita, R-Ind., and Sen. Marco Rubio, R-Fla. The Trump administration could also seek more money for federal programs that bolster choice, including the D.C. Opportunity Scholarship program, which offers vouchers in the District of Columbia, or federal grants for charter schools, which are currently funded at more than $330 million annually.

Even without the nitty-gritty details, Trump’s school choice rhetoric won praise from Rep. Virginia Foxx, R-N.C., the chairwoman of the House education committee. “We don’t want students left behind because of where their parents live,” she said in a quick interview after the speech. “It’s a very warm and loving thing he said.” And Rep. Luke Messer, R-Ind., a long-time school choice fan, said it was “very exciting” to hear the issue get such high-profile play. “No president has spoken about school choice on a national stage like President Trump did.”

But the top Democrat on the panel, Rep. Bobby Scott of Virginia, noted that, even with some federal assistance, not all kids will have access to a high-quality private school. “The private school may choose you,” he said after the speech. “But the idea that people can choose private schools is misleading.” And Rep. Jamie Raskin, D-Md., a member of the anti-voucher House Public Education Caucus, pledged to fight any attempt to take money away from public schools, which he called, “the lifeblood of American democracy.”

. . . Trump’s education secretary, Betsy DeVos is a billionaire GOP donor and school choice advocate, who went through a rocky confirmation process, with Vice President Mike Pence ultimately having to break a tie on her nomination. Since taking the helm of the department, she has had a tough time establishing credibility with some parents and educators, who note that she doesn’t have professional experience working in public education, or at a university.
Ideas for E.L.L.s: Finding Reliable Sources in a World of ‘Fake News’

By LARRY FERLAZZO

JANUARY 26, 2017

All month we’re publishing news-literacy lesson plans devoted to helping students determine why, how and where to find reliable information at a time when “fake news” is headline news. You might begin with our broadest lesson, Evaluating Sources in a ‘Post-Truth’ World: Ideas for Teaching and Learning About Fake News, which contains scores of activities and questions that can be adapted for almost any audience.

We’ve also published a STEM-specific lesson, ‘Chocolate Found to Stave Off Death!’ Analyzing the Scientific Evidence Behind Health Headlines.

The ideas in this lesson are specifically for English-language learners and their teachers since, though sorting “fake news” from real news is increasingly difficult for all of us, for E.L.L.’s, the language barrier adds an additional layer of complexity. The strategies and tools below, therefore, do not depend so much on understanding the nuances of the English language as they do on common sense and critical thinking. Let us know how you approach current events in your E.L.L. classroom by posting a comment.

Part One: Why Should Our Students Keep Up With The News?

Begin by asking students: “Is it important to keep up with the news? If so, why? If not, why not?”

Wait time is important for all students, and particularly so for E.L.L.s. Give students a few minutes to think about your question and have them write down their responses. The Common Core Standards emphasize collaboration, which can mean having students work on their own, share their work to receive feedback from classmates, and then revise it to make it better.

Apply this concept in the lesson by having students share what they wrote in small groups. You might also provide them a few question-starters they can use to “dig deeper” (I’m confused when you say ________. Can you elaborate?). As students revise after their discussions, invite them to share while you compile their responses on the whiteboard or document camera.

You might get answers like the ones I heard from my students:

“We need to know so we sound smart.”

“The world affects us, so we need to know so we’re prepared.”

“We want to be good citizens, so have to know what’s going on.” (Note: For follow-up lessons based on this response, teachers might want to explore two previous Learning Network posts for E.L.L.s, “Ideas For E.L.L.s: Civics and Citizenship” and “Ideas For English Language Learner: What Does It Mean To Be A Citizen?”)

“Our friends will be impressed we know so much.”

It’s unlikely you’ll get responses saying it’s not important — especially after going through the process of collaboration. However, if you do, just list it along with the other positive ones. For many American E.L.L. students, since they are immigrants or have families that include immigrants, you may get a response, as I did, like “They’re trying to get rid of us. We need to know so we can protect ourselves.” They may also realize that keeping abreast of the news is an important real-world skill when criminals often take advantage of those with language difficulties and lack of familiarity with U.S. laws via scams like these.

In addition, fake news can be used to inaccurately make immigrants targets of political blame — for example, the falsehood that there were three million illegal votes in the 2016 presidential election.
What these teens learned about the Internet may shock you!

Can digital media literacy contend with bogus news?

Tech Smart  Column by CHRIS BERDIK

December 21, 2016

When the AP United States history students at Aragon High School in San Mateo California, scanned the professionally designed pages of www.minimumwage.com, most concluded that it was a solid, unbiased source of facts and analysis. They noted the menu of research reports, graphics and videos, and the “About” page describing the site as a project of a “nonprofit research organization” called the Employment Policies Institute.

But then their teacher, Will Colglazier, demonstrated how a couple more exploratory clicks—critically, beyond the site itself—revealed that the Employment Policies Institute is considered by the Center for Media and Democracy to be a front group created by lobbyists for the restaurant and hotel industries. “I have some bright students, and a lot of them felt chagrined that they weren’t able to deduce this,” said Colglazier, who videotaped the episode last January. “They got duped.”

Or, as one student put it, loudly, “fudge nuggets!”

The exercise was part of “Civic Online Reasoning,” a series of news-literacy lessons being developed by Stanford researchers and piloted by teachers at a few dozen schools. The Stanford initiative launched in 2015, joining a handful of recent efforts to help students contend with misinformation and fake news online—a problem as old as dial-up modems, but now supercharged by social media and partisan news bubbles. The backers of these efforts warn that despite young people’s reputation as “digital natives,” they are woefully unprepared to sort online fact from fiction, and the danger isn’t just to scholarship but to citizenship.

Stanford’s myth busters, led by education professor Sam Wineburg and doctoral student Sarah Cotcamp McGrew, have field-tested 15 news-literacy tasks of varying difficulty, with about 50 more in the works. Can middle-school students spot “native advertising” (ads masquerading as articles) on a crowded news website? Can high-school kids check the authenticity of an alarming image posted on Facebook? Will students investigate the sources of controversial claims? Will they seek corroboration? By and large, according to a report the group published last month, the answer in each case is no. “Overall,” the report concluded, “young people’s ability to reason about the information on the Internet can be summed up in one word: bleak.”

The news literacy initiative is based in the Stanford History Education Group that Wineburg founded in 2002 to train teachers how to use primary sources and help students critically evaluate historical claims. The group also created a free, digital curriculum called “Reading Like a Historian” that’s been downloaded more than three million times, according to Wineburg. “We live in a world where our library begins with G,” Wineburg said, for Google, and the Common Core’s push for evidence-based reasoning falls flat if students trust everything that pops up in their Google search results.

Even before a deluge of fibs and fakery swamped our recent election cycle, Wineburg and company realized that readers of online news need many of the same skills used by a good historian, such as identifying the sources of claims and asking questions about their evidence. After all, what shows up in your Twitter or Facebook feed can come from anywhere, and a post-election BuzzFeed analysis suggested the fake stuff spreads faster than real news, thanks to hyper-partisan readers blindly sharing sensational headlines. “This isn’t just a problem with kids,” said Wineburg. “Reliable information is to democratic functioning what clean air and water are to public health.”

Fortunately, long-neglected civics education seems to be on the rebound in many states, which has helped groups like the Center for News Literacy at Stony Brook University get their message into K-12 classrooms. The Center has run a course for undergraduates since 2007 and has since expanded into secondary schools by hosting summer teacher-training workshops and making course materials available online through its Digital Resource Center. In January, they plan to launch a massive online open course (aka a MOOC) called Making Sense of the News: News Literacy Lessons for Digital Citizens.

One early K-12 adopter of the Center’s news-literacy lessons was Janis Schachter, a social studies teacher at Northport High School

continued on page 10
on Long Island. Schachter took one of the Center’s first summer trainings and has taught Northport’s news-literacy course since 2011 as an elective that meets New York State’s “participation in government” graduation requirement. “My students are all about social media. They’ve never known life without it, and it’s where they get all their information,” said Schachter. “Whether that information is from a news organization or from your uncle, it all looks the same to them.”

Gradually, Schachter’s students learn how to sort through it all—to check for multiple, informed and named sources, and for claims backed by evidence they can independently verify. “I tell the kids, it’s not fair that we have to do all this work, but the reality of the Internet is that we do,” said Schachter, who also stresses that students only need to verify news they plan to act on, whether by voting, protesting or just spreading the story by sharing it.

Still, learning news literacy skills is one thing, and the motivation to use those skills is another. If that tantalizing headline in our Facebook newsfeed fits our political outlook, why do the digging that might undermine it? The fact that so many of us now get our news in partisan online echo chambers sets up “a perfect storm for fake news,” according to Joe Kahne, an education professor at the University of California, Riverside.

In some good news, a new study Kahne co-authored, based on a national survey of young people ages 15 to 27, found that self-reported media-literacy training did make people significantly less likely to believe a factually inaccurate claim, even if it aligned with their political point of view. Kahne plans to study news-literacy efforts to discover what specific strategies get young people to value facts, whether they bolster their existing beliefs or contradict them. For now, one popular suggestion by news-literacy educators is to tap teenagers’ instinctive aversion to people telling them what to think.

“One of the messages we’ve tried to stress more and more lately with the rise of fake news is this: Do you want to be fooled?” said Jonathan Anzalone, assistant director of the Center for News Literacy. “Wouldn’t you rather make up your own mind?”

This story was produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education. Sign up for our newsletter to get a weekly update on blended learning.
Urge Congress to Support Funding for K-12 History and Civics Education

The Every Student Succeeds Act (ESSA) was enacted in 2015, reauthorizing the nation’s law governing K-12 education. Most importantly for many of NCH’s constituent groups, the law restored designated funding streams for history and civics. To learn more about these programs click here. Even though ESSA authorized money for the programs, now we need to ensure Congress provides appropriations for those grants and we need your help!

We are seeking funding for the following three programs in the law:

- **American History and Civics National Activities**: $6.5 million
- **American History and Civics Academies**: $1.815 million
- **Student Support and Academic Enrichment Grants**: $1 billion (history, civics, economics and geography are among eligible subjects for funding under this program)

The federal government is currently operating under a temporary funding bill for FY ‘17 that expires in April. In addition, Congress will also start considering the FY ‘18 budget once it is submitted by the Trump administration in the late-spring. So we are advocating for funding in BOTH the FY 2017 and FY 2018 Labor, HHS and Education Appropriations bills. Currently, only the House version of FY ’17 Labor, HHS and Education bill includes the funding levels noted above.

Most Hill offices have a mid-late February deadline for constituents to make appropriations requests. As a result it is critical that you act NOW to ensure these programs get funded this fiscal year and next.

We need you to call or email the legislative assistant who handles appropriations for your two U.S. Senators and your House of Representatives member, to ask that the Congress appropriate resources for quality education in history and civics. There are three ways to do this:

1. Go to the National Council for the Social Studies (NCSS) website to the Voter Voice link: [http://www.socialstudies.org/advocacy/actioncenter](http://www.socialstudies.org/advocacy/actioncenter). We have prepared a message that you can send to your two Senators and your Representative by entering your name and zip code. If you wish, you can edit the letter before you hit send. This is quick and easy – it takes less than five minutes. You don’t have to be a member of NCSS to use Voter Voice.

We have drafted a letter (click here) that you can personalize and send directly to the staff people who advise your Senators and Representative on education funding. This takes a little longer, but ensures that the proper person sees your message. Follow these easy steps:

   If you don’t know who your Representative is, go to [www.house.gov](http://www.house.gov) and enter your zip code in the box for the name of the Congressperson who represents you. You can look up your Senators at [www.senate.gov](http://www.senate.gov).

2. Call the U.S. Capitol switchboard at 202-224-3121 and ask to be connected to your Representative’s or Senator’s office. Ask the receptionist for the name of the staffer who handles education appropriations. Then ask for the email address of that staffer. If they don’t want to provide it, ask to be connected to their voice mail and leave a message.

   Adapt the draft letter with your name, zip code, and any personal information about how history education affects your life and/or those of your children who are K-12 students. Then email it to the education appropriations staffers for the Members of Congress who represent you.

   If the Congressional office says you need to fill out an appropriations form ask to have it sent to you and follow the instructions. Need help filling out the form? Let NCH know and we’re happy to assist.

3. Every Senator and Representative has a “Contact Me” button on their homepage. You can go there and cut and paste the letter you have already written. However, given the overwhelming amount of emails Members of Congress have been receiving since the new president took office this is your least effective option.

Don’t wait for the deadline to make your request – and then share the link to Voter Voice with your colleagues, on your Facebook account, or through Twitter – you can make a difference!
AFRICA AND THE WORLD:
LITERATURE, POLITICS, AND GLOBAL GEOGRAPHIES
A Summer Institute for Educators
June 14 - 17, 2017

African countries are often negatively portrayed in Western media and only make an occasional appearance in countless social studies textbooks in U.S. schools. Even fewer K-12 and community college curricula demonstrate the cultural riches and diversity of the continent. But literature is arguably one of the most powerful tools educators could use to broaden students’ understanding of African cultures and societies.

The place of African writers in the primary and secondary classroom is typically limited to short explorations of a single author, often treated as representative of the entire continent. But in the post-secondary level, African literatures broadly defined should engage questions of what it means for a body of creative work to be framed as regional, national, “postcolonial”, or “world” in a globalizing context. In collaboration with the African Literature Association’s (ALA) annual conference, the institute will offer a four-day intensive program for K-12 and community college educators who are passionate about using creative literary works to explore Africa’s complex social histories, politics, and cultural identities. The institute may be of particular interest not only to English/Language Arts educators, but to Social Studies and other Humanities teachers looking to creatively incorporate literature, poetry, or drama into their curriculum.

Participants will have access to notable African authors and leading literary scholars who will present on themes of migration and creative writing, the teaching of canonical African texts, film in the classroom, and poetry and performance. Participants will also have the opportunity to attend select events within the larger ALA conference.

The institute will offer a broad range of resources for teachers interested in integrating this content into their classroom curriculum. These include pedagogical workshops on how to analyze and teach literary sources from Africa, as well as how to utilize materials from the Yale Beinecke Rare Book and Manuscript Library and the Yale University Art Gallery.

A Curriculum Advisor will also form an integral part of the program to assist participants in authoring their own curricular units, which can potentially be published on PIER’s website as resources for outside educators.

Please note participants will be accepted on a rolling basis until registration is full. Final date for applications is 4/16/2017.

To complete the online application, visit pier.macmillan.yale.edu

Sponsored by PIER and the Councils on African Studies and Middle East Studies at the MacMillan Center, with generous support from the Title VI National Resource Center Grants from the United States Department of Education.

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“A great way to foster stronger writing skills”

Margarita Curtis, Ph.D., Head of School, Deerfield Academy

“My coach was absolutely fantastic...I believe her feedback and comments were invaluable. [She] knew exactly where I was in terms of writing a research paper, and guided me forward to where I needed to be. She was very detail-oriented, and I feel that I have gained a lot of confidence and creative input to prepare my paper. I am extremely grateful to her for sharing her time and experience.”

The Concord Review
Academic Coaching Service
Training Young Minds to Compete
tcr.org/coaches

“[My coach] was absolutely fantastic...I believe her feedback and comments were invaluable. [She] knew exactly where I was in terms of writing a research paper, and guided me forward to where I needed to be. She was very detail-oriented, and I feel that I have gained a lot of confidence and creative input to prepare my paper. I am extremely grateful to her for sharing her time and experience.”

The Concord Review
Academic Coaching Service
Training Young Minds to Compete
tcr.org/coaches

Please Pass It On
If you have enjoyed this issue and found it useful, please pass it on to a colleague. If you have suggestions for improving Yankee Post, please contact the editor at thomas.weinland@uconn.edu

Professional Opportunities

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.

Register now at tcr.org/summer

“The writing lessons were invaluable, covering material and strategies I had never learned in school.”
- Ryan Chung, Sophomore, Manhasset High School, Long Island, NY

Preparing Students for College, Career, and Civic Life

Please Pass It On
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Professional Opportunities
**Engineering Earth:**
Learn how Earth’s natural resources affect our past, present, & future

Learn how the future of green and clean construction has a quite literal dirty origin with Engineering Earth, now open at the Connecticut Science Center through August 2017. Through interactive exhibits, this hands-on experience invites visitors to understand the composition of earth’s natural resources, to study the behavior of the granular material, and to discover ancient and contemporary construction techniques using earth materials. From ancient examples such as China’s Great Wall and Iran’s Bam citadel to progressive models, Engineering Earth presents a perfect balance of science, history, and art exploring the past, present, and future of building with the earth.

Engineering Earth is supported by Connecticut Business Systems and was created by La Cité des sciences et de l’industrie in Paris and produced by Imagine Exhibitions.

Contact bmontmeat@ctsciencecenter.org

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SUMMER 2017 TEACHERS INSTITUTE
Montréal and Ottawa: June 25-30

Registration is now open:
www.umaine.edu/teachingcanada/2017-summer-teachers-institute/

2017 marks the 375th anniversary of the founding of Montréal, and the 150th anniversary of Canada’s Confederation!

On behalf of the Northeast National Resource Center on Canada with support from the U.S. Department of Education, we are delighted to extend an invitation to you and to the teachers in your region to participate in the Summer Institute for K-12 Professionals held this summer in Montréal and Ottawa, Canada, from June 25th-30th.

K-12 teachers, curriculum coordinators and administrators with teaching background in social studies, geography, history and/or French, in addition to pre-service teachers, are welcome to apply.

“Québec and the Evolution of Canada” is a unique professional development opportunity providing participants with foundations in history and geography plus contemporary cultural insights through first-hand experience. The content is taught by academic specialists and is designed to meet Common Core, C3, and state standards.

Registration: US$699 covers transportation during the Institute, lecturer fees, admission to educational sites, curriculum materials, double-occupancy at four star hotels, and some meals.

Travel/Study Program

For Teachers and Administrators at the National University of Ireland, Galway

**NUI Galway**
**O’Gaillimh**

Summer 2017
Seminar: Education in Ireland
6 Graduate Credits

A comparative study of the Irish Educational System
Review of Irish Elementary & Secondary Curriculum, Instruction & National Assessments
Special Education Programs & Services, Counseling Support and School Administration

June 29 – July 22, 2017

Ask for your 2017 Brochure
For Information email lilysky@ncia.net
Or call Barney Keenan NUI Galway Coordinator 603-466-2972
Global Exploration

Founded in 2007, Global Exploration for Educators Organization (GEEO) is a 501c3 non-profit organization that has sent over 1600 teachers abroad on adventurous travel programs. With GEEO educators can earn professional development credits and optional graduate credit while seeing the world. GEEO’s trips are 7 to 21 days in length and are designed and discounted to be interesting and affordable for teachers. In addition to amazing tour leaders, many of the programs are accompanied by university faculty that are experts on the destination. The deposit is $250 for each program and then the final payment is due 60 days before departure.

GEEO also provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators, administrators, retired educators, as well as educators’ guests.

**GEEO is offering the following travel programs for 2017:** Bali/Lombok, Bangkok to Hanoi, China, Costa Rica, Eastern Europe, The Galapagos Islands, Greece, Iceland, India/Nepal, Bhutan, Ireland, Armenia/Georgia, Italy, Multi-Stan, Morocco, Myanmar (Burma), Peruvian Amazon, Peruvian Andes, Southern Africa, Vietnam/Cambodia, and the Balkans. The registration deadline is June 1st, but space is limited and many programs will be full well before the deadline.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at [www.geeo.org](http://www.geeo.org). GEEO can be reached 7 days a week, toll-free at 1-877-600-0105 between 9 AM-9 PM EST.

Jesse Weisz
Executive Director, GEEO Teacher Travel Programs
Phone: 1-877-600-0105
Email: jesse@geeo.org Website: [www.geeo.org](http://www.geeo.org)

Population Education

**Earn professional development hours or university credit with Population Education this spring!**

Population Education, in partnership with the University of Missouri-Kansas City, is excited to announce that registration is open for our spring 2017 online professional development course for science and social studies educators (grades 6-12). Discover student-centered learning strategies that use contemporary issues and real-world data to examine the social and environmental impacts of human population growth. For more information and to register, visit [https://courses.populationeducation.org](http://https://courses.populationeducation.org).

Contemporary China

**Critical Issues in Contemporary China. July 10-14, 2017.** This five-day National Consortium for Teaching about Asia (NCTA) residential summer institute on the University of Colorado Boulder campus will explore some of the most critical issues facing China’s leaders and people today, from political reform to environmental issues to foreign policy. Participants will work with China specialists to develop a well-rounded understanding of contemporary China and gain exemplary resources to use in the classroom. This summer institute is offered as enrichment program for NCTA teacher alumni. For teachers new to NCTA, the China institute will qualify as a 30-hour seminar, thus fulfilling the prerequisite for applying for future NCTA study tours to East Asia. Information and application: [http://www.colorado.edu/ptea/sites/default/files/attached-files/china_si17_application.pdf](http://www.colorado.edu/ptea/sites/default/files/attached-files/china_si17_application.pdf)

Application deadline: March 17, 2017.
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_____________________Cell Phone___________Work Phone_____________
Position____________________________Level of Instruction__________________________
Areas of Special Interest____________________________________________________________

CCSS Membership (July 1- June 30) NEW NCSS Membership
_____Regular $20 _____Regular* $69
_____Student $10 _____Comprehensive* $83
_____Retiree $10

*Choose one:
____Social Education
____Social Studies and the Young Learner