We say it every issue; and we continue to mean it: you cannot read the newspaper, watch television news, or (gasp!) follow twitter and not realize the critical importance that social studies literacy (or illiteracy) plays in the contemporary local, national and international scene. That literacy extends far beyond the calls for increased study of government – the apple of every politician’s eye when they want to emphasize their commitment to an educated citizenry. (Indeed, if you will forgive a loaded comment, what politician really wants the public to fully grasp the political machinations that actually go into making legislation – the current tax bill being the most recent example? That old joke comparing the making of sausage and legislation comes to mind)

We maintain that social studies literacy extends to understanding the historical context of events past and present, the economics embedded in the political debates of the moment, and the geographic and sociological impact on current events and proposals. Add to this literacy, the ability to read, digest, interpret and filter the “data” that comes at each of us every day. No question that teaching and teaching social studies is “not for the faint of heart.”

For the first time in a decade, New England and Northeast social studies is coming to Hartford, Connecticut. This spring’s NERC 48 conference - April 12-14, 2018 - offers an opportunity for each of us to emphasize the importance of our teaching and the content and skills that lie at the heart of what we
believe to be the development of an informed citizen. It is also an opportunity to share our best work, explore and evaluate new ideas, approaches and materials and re-energize our commitment to our profession. This issue of Yankee Post is loaded with information about the NERC conference. Read it, register and be there.

But there is more. Starting on page 10 we have several pages on summer activities and workshops including one on the Bill of Rights to be held in Washington. Is that timely or what? And, related to our earlier comments about reading we have an interesting article on what we need to be doing to engage students in the very act of reading. Does Social Studies have a central role to play? See page 5 and find out. And another article describes an exciting program to engage students in real citizen activity - an alternative approach to teaching government (page 7).

Finally, see page 6 for a list of awards presented by CCSS to outstanding teachers and social studies advocates at our Awards Dinner at NERC in April. If you have someone you want to nominate, now is your chance. Note also that one of the awards is student nominated.

And lest we forget: have a safe, relaxing and enjoyable holiday.

Tim and Dan

Join CCSS . . .

And be eligible for reduced rates for the NERC Conference

See Membership Form on page 14
Join the Connecticut Council for the Social Studies as we host the 48th annual Northeast Regional Conference on the Social Studies (NERC 48), where we will explore the “Power of Place” from April 12th to the 14th, 2018. With the city of Hartford, Connecticut as its backdrop, educators will examine social studies topics relevant to their practice, explore the role of place, and discover innovative ideas and strategies for classroom application. This event is an excellent opportunity for elementary and secondary teachers, college and university professors, museum educators, and organizations to come together to engage in a deep inquiry about the unique and transcendent qualities of place. In addition to an exciting slate of pre-conference institutes and conference sessions, we are honored to be joined by keynote speakers, Larry Paska, NCSS Executive Director; Kathy Swan, Project Director and Lead Writer of the C3 Framework; and Bob Bain of Big History Project.

In addition to exploring “place,” educators will engage best practices and sound social studies pedagogy when we will gather at the Hartford Marriott Downtown. The hotel is minutes from the banks of the Connecticut River and is walking distance from Front Street, the Science Center, the Old State House, the Wadsworth Atheneum, City Hall, and the historic Hartford Times Building, the new downtown home of UConn. This location alone illustrates the power of place in history, civics, economics, and geography. In addition to the conference sessions and speakers, we are planning several networking events and social outings. These three days will surely improve your practice and expand your network among educators from throughout the Northeast. We look forward to learning with you!

Sincerely,

David Bosso
President, Connecticut Council for the Social Studies
Schedule at a Glance

**Thursday, April 12th**
All-day: Pre-Conference Workshops (ticket sold separately):

- Working with Primary Sources – Mark Twain House and Museum/Harriet Beecher Stowe Center
- New Approaches with the C3 – with Frameworks authors, Kathy Swan and John Lee

4:00-6:00pm: Opening Reception

**Friday, April 13th**
7:30-8:45am: Registration | Exhibits
8:45-9:45am: Opening Keynote: Kathy Swan, C3 Framework Project Director and Lead Writer
9:45-10:00am: Break | Exhibits
10:00-11:00am: Concurrent Sessions
11:05am-12:05pm: Concurrent Sessions 2
12:05-12:20pm: Break | Exhibits
12:20-1:20pm: Lunch | Luncheon Keynote: Larry Paska, NCSS Executive Director
1:20-1:35pm: Break | Exhibits
1:35-2:35pm: Afternoon Keynote: Bob Bain, Big History Project
2:40-3:40pm: Concurrent Sessions 3
4:00-6:00pm: CCSS/NEHTA Reception and Awards

**Saturday, April 14th**
7:30-8:30am: Registration | Breakfast | Exhibits
8:30-10:30am: Concurrent Clinics
10:30-10:45am: Break | Exhibits
10:45-11:45am: Panel Discussion: Current Issues in Journalism
11:45am-12:00pm: Break | Exhibits
12:00-1:00pm: Lunch | Exhibits
1:00-2:00pm: Concurrent Sessions 4
2:10-3:10pm: Concurrent Sessions 5
3:10pm: Close

Registration Rates

| Pre-Conference Institute (Thursday, April 12th) | $99 |
| Regular Admission – Member (Friday, April 13th and Saturday, April 14th) | $219 |
| Regular Admission – Non-Member (Friday, April 13th and Saturday, April 14th) | $249 |
| Regular Admission (Friday only) | $169 | Regular Admission (Saturday only) | $109 |
| Student (Friday, April 13th and Saturday, April 14th) | $189 | Student: Member | $159 |
| Retiree (Friday, April 13th and Saturday, April 14th) | $189 | Retiree: Member | $159 |
Americans are not good readers. Many blame the ubiquity of digital media. We’re too busy on Snapchat to read, or perhaps internet skimming has made us incapable of reading serious prose. But Americans’ trouble with reading predates digital technologies. The problem is not bad reading habits engendered by smartphones, but bad education habits engendered by a misunderstanding of how the mind reads.

Just how bad is our reading problem? The last National Assessment of Adult Literacy from 2003 is a bit dated, but it offers a picture of Americans’ ability to read in everyday situations: using an almanac to find a particular fact, for example, or explaining the meaning of a metaphor used in a story. Of those who finished high school but did not continue their education, 13 percent could not perform simple tasks like these. When things got more complex — in comparing two newspaper editorials with different interpretations of scientific evidence or examining a table to evaluate credit card offers — 95 percent failed.

There’s no reason to think things have gotten better. Scores for high school seniors on the National Assessment of Education Progress reading test haven’t improved in 30 years.

Many of these poor readers can sound out words from print, so in that sense, they can read. Yet they are functionally illiterate — they comprehend very little of what they can sound out. So what does comprehension require? Broad vocabulary, obviously. Equally important, but more subtle, is the role played by factual knowledge.

All prose has factual gaps that must be filled by the reader. Consider “I promised not to play with it, but Mom still wouldn’t let me bring my Rubik’s Cube to the library.” The author has omitted three facts vital to comprehension: you must be quiet in a library; Rubik’s Cubes make noise; kids don’t resist tempting toys very well. If you don’t know these facts, you might understand the literal meaning of the sentence, but you’ll miss why Mom forbade the toy in the library.

These examples help us understand why readers might decode well but score poorly on a test; they lack the knowledge the writer assumed in the audience. But if a text concerned a familiar topic, habitually poor readers ought to read like good readers.

In one experiment, third graders — some identified by a reading test as good readers, some as poor — were asked to read a passage about soccer. The poor readers who knew a lot about soccer were three times as likely to make accurate inferences about the passage as the good readers who didn’t know much about the game.

That implies that students who score well on reading tests are those with broad knowledge; they usually know at least a little about the topics of the passages on the test. One experiment tested 11th graders’ general knowledge with questions from science (“pneumonia affects which part of the body?”), history (“which American president resigned because of the Watergate scandal?”), as well as the arts, civics, geography, athletics and literature. Scores on this general knowledge test were highly associated with reading test scores.

Current education practices show that reading comprehension is misunderstood. It’s treated like a general skill that can be applied with equal success to all texts. Rather, comprehension is intimately intertwined with knowledge. That suggests three significant changes in schooling.

First, it points to decreasing the time spent on literacy instruction in early grades. Third-graders spend 56 percent of their time on literacy activities but 6 percent each on science and social studies. This disproportionate emphasis on literacy backfires in later grades, when children’s lack of subject matter knowledge impedes comprehension. Another positive step would be to use high-information texts in early elementary grades. Historically, they have been light in content.
Second, understanding the importance of knowledge to reading ought to make us think differently about year-end standardized tests. If a child has studied New Zealand, she ought to be good at reading and thinking about passages on New Zealand. Why test her reading with a passage about spiders, or the Titanic? If topics are random, the test weights knowledge learned outside the classroom — knowledge that wealthy children have greater opportunity to pick up.

Third, the systematic building of knowledge must be a priority in curriculum design. The Common Core Standards for reading specify nearly nothing by way of content that children are supposed to know — the document valorizes reading skills. State officials should go beyond the Common Core Standards by writing content-rich grade-level standards and supporting district personnel in writing curriculums to help students meet the standards. That’s what Massachusetts did in the 1990s to become the nation’s education leader. Louisiana has recently taken this approach, and early results are encouraging.

Don’t blame the internet, or smartphones, or fake news for Americans’ poor reading. Blame ignorance. Turning the tide will require profound changes in how reading is taught, in standardized testing and in school curriculums. Underlying all these changes must be a better understanding of how the mind comprehends what it reads.

Daniel T. Willingham (@DTWillingham) is a professor of psychology at the University of Virginia and the author, most recently, of “The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads.”

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Scholarship Awardee Letter

My name is Daniel Allen and I am a teacher at San Rafael High School. I was fortunate to receive the scholarship to the NCSS conference you sponsored. To say that I am thankful for the opportunity is an understatement. I have never participated in a more useful professional development. After the initial sensory overload and paralysis caused by so many interesting topics, I dove in. I attended a number of extremely useful lectures and had an opportunity to talk to dozens of organizations on the convention floor. I am currently using a lesson I modified on the Influenza Pandemic of 1918-1919. In addition, I am also very excited about the chance to work with/learn from teachers around the nation. All the scholarship recipients are part an email group and plan to keep in touch and share ideas/strategies. Thank you so much for this amazing opportunity, there is no way I would have been able to attend without your generous donation.

Sincerely,

Daniel Allen, San Rafael High School

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CCSS Awards- Call for Nominations
Nominate an outstanding social studies professional!


Excellence in Social Studies Education (Two Awards: Grades K-8 & Grades 9-12) Nomination Form
Bruce Fraser Friend of Social Studies Award Nomination Form
CCSS Service Award Nomination Form
Pre-Service Teacher Award (Two Awards: Grades 4-8 & Grades 9-12) Nomination Form
Louis Addazio Award (Selection by previous Addazio award recipients)
John Stedman Passion for Social Studies Award Nomination form available soon.

Award descriptions and links to the nomination forms are on the CCSS website at http://www.ctsocialstudies.org/.
Civics program shows students they can make a difference

By Lisa Kashinsky lkashinsky@eagletribune.com  North Andover Eagle Tribune

METHUEN — With each election cycle comes that familiar push to get out the vote, particularly among the nation’s youth. But it’s not always successful. In 2014, a year without a presidential contest, youth voter turnout hit a record low. To help reverse that trend, educators are constantly looking for ways to get students involved not just with national politics during election cycles, but with day-to-day local civics as well. “What can we do to show not only can they make change, but do it right here in their hometown?” said Timothy Osgood, a social studies teacher at Methuen High School. Osgood seems to have stumbled across one solution: Generation Citizen, a program he is piloting with fellow social studies teacher Brendan Cripps this year, which provides a curriculum to inspire students into civic participation through working on issues important to them.

“We talk about politics at the national level, but where’s the appeal for a young person if they don’t see the connection?” Cripps said. “Where they can make change is the local level.” Generation Citizen is also being supported by state Rep. Linda Dean Campbell, who is working with the organization and several other stakeholders, including the Department of Elementary and Secondary Education, to implement a substantive civics requirement for all students graduating from Massachusetts public schools.

Campbell, a Methuen Democrat, visited classes at Methuen High on Tuesday to see the program in action. She discussed with students how the very issues they were focusing on -- mental illness and substance abuse -- are handled at the state level through budgeting and lawmaking, and detailed how legislators decide to spend money on certain matters. “When I’m looking at how to spend money, I have to go to the root issues,” she said. After speaking with the first group of students Tuesday afternoon, Campbell said their “level of understanding is phenomenal.” “We’re very encouraged,” she said about the efforts to bring a civics program to fruition statewide.

Generation Citizen is being piloted in four Methuen social studies classes: two taught by Osgood, and two by Cripps. Osgood's classes are focusing on teen mental illness and opioid abuse as their respective issues, while Cripps’ classes are focusing on mental health and road infrastructure, respectively. Students have been working on their projects since just after the start of the school year, raising awareness and promoting improvements for their issue areas through a variety of methods including surveys, petitions and calling local officials. Some students from Cripps’ class focusing on mental health have even joined the Methuen Mental Health Parent and Student Advisory Council.

Osgood said it’s “empowering” for students to do the leg work on their civic issues and begin to see results. Cripps said the program is laying the groundwork for students to remain involved in civics, giving them the skills to continue tackling community issues long after they leave high school. “If we are showing students that yes you can make that change, maybe they’ll get involved in the voting process,” he said.

Students on Tuesday readily engaged with Campbell as she spoke about the legislative processes affecting how state lawmakers handle issues like mental health, including getting more funding for education and providing more access for treatment. They spoke knowledgeably of the topic, from how it can take months to get into treatment for mental health issues like depression, to how depression and anxiety can be triggered by anything from stress to chemical imbalances.

For many of the students, topics like mental health and drug addiction are personal; they have connections to those dealing with one or both of those issues. Sophomore Ashley Heisler, 15, lives with her grandmother, who suffers from depression. She said her grandmother sometimes chooses not to take her medication, “so I see the effect depression has on her.”

Going through Generation Citizen and listening to Campbell, Heisler said she “learned that a lot of things we do might not seem significant to us, but it is” when it comes to raising awareness on issues. Classmate John Simmons, 17, a junior, also seemed passionate about the cause, rattling off reasons why mental health needs to be improved. “We’re trying to attract attention to the problem,” he said. “It is a very real issue.”

Campbell was proud of the students, reminding them they can “make an enormous difference by being thoughtful,” collecting data and getting people to sign petitions for change. “Already as students you’ve had an impact on mental health care at the high school, and that’s amazing,” she said.

As they wrap up work on their projects in class, some students will be headed to the Statehouse next week to give presentations on their efforts. Given the seeming success of the pilot program thus far, Roger Lenfest, head of the social studies department at Methuen High, is hoping to expand the program next school year to include more classes and a schoolwide civics day. Lenfest was enthused about how the program has spurred students to reach out to the community and get involved. “Rather than teaching students about citizenship, they’re being citizens,” he said.
An Author’s Request

I am hoping that Yankee Post and the CCSS membership might be interested in reviewing my Middle Grade historical novel, Martha and the Slave Catchers for use in middle grade social studies classrooms. The plot centers around two children brought up in the fictional town of Liberty Falls, just a stone’s throw from Brooklyn and Pomfret and whose lives are greatly affected by the Fugitive Slave Law of 1850. I believe that Martha and the Slave Catchers is the only book about this subject for young readers which takes place in Connecticut. Here is a brief synopsis of the plot:

Danger lurks in every corner of almost fourteen-year-old Martha Bartlett’s life---and all because her mama and papa, agents of the Underground Railroad in Liberty Falls, Connecticut, decide to claim as their own the light-skinned orphan of a runaway slave who died in their attic hideaway. They name him Jake.

After the Fugitive Slave Law of 1850 is enacted, two hired slave catchers, Will and Tom, kidnap Jake and take him south to the plantation of Robert Dawes, his supposed biological father and “master.” Always ambivalent about her demanding, mischievous, and learning impaired brother, Martha nonetheless feels guilty about his disappearance. After all, it was her job to watch over him on that very day he was snatched. She pledges to find him and bring him home.

Martha becomes part of an Underground Railroad plan to rescue Jake. That journey takes her away from the safe world she has always known to a world full of danger, bigotry, violence and self-discovery. Missing their connection with famed slave rescuer, Harriet Tubman, Martha and Jake are forced to start their perilous journey north with only each other to depend on. Meanwhile Will and Tom are always close on their heels.

Will they receive help from the Underground Railroad in their escape? Will they make it to safety? Will they ever see their home and parents again? These and other questions are answered by the end of the novel.

The book is receiving excellent reviews, some of which I have excerpted here (ed note: for space reasons, we have reduced the number of reviews)

Kirkus Reviews: “Alonso pens an informative, easy-to-follow adventure story that nevertheless tackles the persistent issues arising from antebellum America, including race and skin color, situational ethics and their devastating consequences, and allyship and using privilege for justice. A tense adventure about interracial adoption that gets to the heart of what’s most important: love.”

Donald Peebles, in School Library Journal: “Alonso and Zunon have both done a masterful job bringing America’s pre-Civil War years to the page. Readers will sit in suspense as Martha risks her life in the Underground Railroad network. . . . The loose ends in this slave narrative leave the door open to a sequel. VERDICT: Fans of Laurie Halse Anderson’s “Seeds of America” series will want to pick this up.”

Melanie Dulaney, on Goodreads: “Author Harriet Alonso writes a gripping piece of historical fiction from a slightly different perspective as other Underground Railroad themed books . . . an excellent choice for students who are interested in Civil Rights, the Civil War, the abolitionist movement, the Underground Railroad and key figures in that historic period. The characters are vivid and the action is fast-paced. I would highly recommend this book to readers in the 5th-8th grade.”

With many thanks.

Harriet Alonso
Professor Emerita of History, City College of New York  http://harrietalonso.com  alonsoharriet@gmail.com

Special Notice on Membership Dues and NERC Registration

Membership in CCSS runs from July 1 to June 30th each year. Many of our members renew their membership at our annual fall conference. Members who are current on their dues for the 2017-2018 year will be sent a discount code for registration for NERC. To be eligible for reduced rates for the NERC conference, please be sure to renew your membership as soon as possible Dues may be sent to CCSS, PO Box 5031, Milford, CT 06460.
There are several very exciting program and activities being planned or sponsored by the State Department of Education. We hope that you will find these interesting.

- **The Red, White, and Blue Schools program.** This program is co-sponsored by the Secretary of State’s office. This is a program that recognizes schools and school districts that do an exceptional job of teaching civic education. This year’s theme is “Student Engagement at the Local Level”. For additional information contact Stephen Armstrong, CSDE social studies consultant, at **Stephen.Armstrong@ct.gov**.

- **The Teaching about Veterans School Recognition Program** is co-sponsored by the Department of Veterans Affairs and is designed to recognize schools that do an exemplary job of teaching about veterans. For additional information contact Stephen Armstrong at **Stephen.Armstrong@ct.gov**.

- **The Global Competencies Certificate Program** is a pilot program designed to recognize students who display the knowledge and skills of a global citizenship as demonstrated through coursework, extracurricular involvement, and the design and development of a project related to a global issue. For additional information contact Stephen Armstrong at **Stephen.Armstrong@ct.gov**.

- The department will be sponsoring several webinars and webinar series during the months of January, February, and March. These will include:
  1. A two-part webinar series for all schools involved in the Red, White and Blue Schools program.
  2. A second webinar on teaching the Holocaust.
  3. A webinar series on teaching history and historical memory, and the difference between them.

  Educators interested in signing up for these webinars should contact CSDE Social Studies Intern Erin Bezzini at **SocStudiesIntern1.CSDE@ct.gov**.

- The department will be co-sponsoring a series of regional conversations, during which students from surrounding high schools can get together to discuss political and social studies issues and topics that are of interest to them. If your high school would be willing to host one of these conversations, or if you want more information contact Stephen Armstrong at **Stephen.Armstrong@ct.gov**.
Global Exploration for Educators

Founded in 2007, Global Exploration for Educators Organization (GEEO) is a 501c3 non-profit organization that has sent over 2000 teachers abroad on adventurous travel programs. With GEEO educators can earn professional development 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 educational materials and the structure to help teachers 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 2018: Argentina and Brazil, Bangkok to Hanoi, Colombia, Camino de Santiago, Eastern Europe, The Galapagos Islands, Greece, Iceland, India and Nepal, Madagascar, Ireland, Armenia and Georgia, Paris to Rome, Multi-Stan, Sri Lanka and The Maldives, Morocco, Peru, Vietnam/Cambodia, and, The Balkans.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org.

Jesse Weisz, Executive Director, GEEO Teacher Travel Programs
Email: jesse@geeo.org Website: www.geeo.org

World of 7 Billion Video Contest

Back by popular demand, the World of 7 Billion student video contest helps you bring technology and creativity into your middle and high school classes. The contest challenges your students to create a short video connecting world population growth and one of three global challenges: Advancing Women and Girls, Feeding 10 Billion, or Preventing Pollution. Students can win up to $1,000 and participating teachers will receive free curriculum resources. The contest deadline is February 22, 2018 – use this lesson plan to get started now! Full contest guidelines, resources for research, past winners, and more can be found at https://www.worldof7billion.org/student-video-contest/.

Facebook post:
The World of 7 Billion student video contest focuses on current global challenges to make a compelling class project. Open to all students grades 6-12, winners receive cash prizes and there are resources available for teachers too. New topics for the 2017-18 school year were just announced so check out the website now! https://www.worldof7billion.org/student-video-contest/

Tweet:
World of 7 Billion video contest from @PopulationEd is back! Students take on global challenges & win prize $$ google/ckrdLp
CALLING ALL STUDENT FILMMAKERS AND MUSICIANS!

ENTER THE SPEAK TRUTH TO POWER VIDEO AND MUSIC CONTESTS

SPEAK TRUTH TO POWER VIDEO CONTEST
In partnership with the American Federation of Teachers and the Tribeca Film Institute, the 8th Annual Robert F. Kennedy Human Rights Speak Truth To Power Video Contest invites middle and high school students to create short videos about the work of a human rights defender.

Commemorating the 50th anniversary of Robert F. Kennedy’s run for president, in 2018 students are asked to make a connection between their chosen human rights defender and RFK, which could be done through the use of a quote, archival footage, or by including a connection in the narration.

The Grand Prize video will premier at the Tribeca Film Festival in April 2018.
Visit www.speaktruthvideo.com for more information.

SPEAK UP SING OUT MUSIC CONTEST
In collaboration with the GRAMMY Museum, Robert F. Kennedy Human Rights invites students to write and produce original songs that speak up against the impunity of sexual harassment and sexual assault.

Submissions should focus on an aspect of the current national conversation about sexual harassment and sexual assault or related human rights abuses. The format is open to any genre of music.

Judges for the 2018 music contest include:
- GRAMMY-nominated producer and songwriter Axident
- Vice President of BMI - one of Billboard’s Top Women in Music Barbara Cane
- Recording artist and songwriter MoZella
- Recording artist and songwriter Bonnie McKee
- President of Unrestricted management Ben Maddahi
- GRAMMY-nominated reggae artist and activist Rocky Dawuni

Visit www.speakupsingout.org for more information.

Please Forward

If you have enjoyed this issue and found it useful, please forward this to a colleague. If you have suggestions for improving Yankee Post, please contact the editor at thomas.weinland@uconn.edu
WWW Virtual Library: International Affairs Resources,
A cost-free academic Internet directory that is part of the volunteer-run WWW Virtual Library System, with over 2000 carefully selected, annotated links in 34 international affairs categories. It is frequently maintained, receives worldwide use daily, and is designed for teachers, scholars, students, researchers, diplomats, and the interested public, among others.

This directory is supported by Elizabethtown College, PA, USA and has recently relocated to https://internationalaffairsresources.com. All external links to any former URLs of this site since 1999 will automatically be forwarded to the new URLs.

Users of this Virtual library can identify cost-free, authoritative, reliable, ongoing sources of statistics, information, and analysis in International Studies, worthy of regular consultation, and also benefit from general tips for more effective Internet use in academics and in serious international studies research. Please note the “Tips for Quality Internet Research in International Studies” section on the index page.

The site is linked on thousands of library, university, governmental, military, NGO, and IGO websites, including Oxford University’s Bodleian Library (http://ox.libguides.com/c.php?g=422732&p=2886656) and Sciences Po (http://sciencespo.libguides.com/science-politique/relations_internationales-defense), France’s top Political Science program. With the search term “resources for international relations students,” as well as several others, it is usually in the Top Ten on Google. With the term “international relations resources,” it is ranked Number One on Bing. Individual pages are also well-ranked under their relevant search terms.

Homepage: https://internationalaffairsresources.com/about

Ed Note:  We frequently get an extensive listing of travel and study opportunities from the Center for Middle Eastern Studies at the University of Arizona. The list is extensive – far too long to include here. If you are interested and seek additional information contact the email addresses below. The offerings include a number of programs outside the middle east including Europe, and Asia

Opportunities and Resources for K-12 Teachers and Pre-Service Teachers, a guide to available free/low-cost PD programs and resources for teachers

Adeli, Lisa M - (adeli) (adeli) <adeli@email.arizona.edu>
middle_east_outreach <middle_east_outreach@list.arizona.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.

ENTRY DEADLINE: FEBRUARY 2, 2018

HARRIET BEECHER STOWE PRIZE!

For outstanding writing for social justice

$1,000 for the high school winner
$2,500 for the college winner

Previous winning topics: Juvenile Justice • Women in Leadership • Homelessness • Bullying • Women’s Rights • Racial Justice

2016 STUDENT STOWE PRIZE WINNERS
Nina Sachs, Chicago, IL
Women’s Rights

Martese Johnson, Charlottesville, VA
Racial Justice

APPLY: HarrietBeecherStowe.org

Special Notice on Membership Dues

Membership in CCSS runs from July 1 to June 30th each year. Many of our members renew their membership at our annual fall conference. There will be no fall conference in 2017 as CCSS is hosting Northeast Regional Conference in Hartford on April 12-14, 2018. Members who are current on their dues for the 2017-2018 year will be sent a discount code for registration for NERC. Please be sure to renew your membership by the start of the school year. Dues may be sent to CCSS, PO Box 5031, Milford, CT 06460.

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2016 STUDENT STOWE PRIZE WINNERS
Nina Sachs, Chicago, IL
Women’s Rights

Martese Johnson, Charlottesville, VA
Racial Justice

ENTRY DEADLINE: FEBRUARY 2, 2018

APPLY: HarrietBeecherStowe.org
**MEMBERSHIP FORM**

Membership in CCSS entitles you to:
- Reduced Registration for the CCSS Fall Conference
- Reduced Registration for the Northeast Regional Conference for the Social Studies (NERC)
- Free subscription to the Yankee Post, the CCSS 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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<td>Position</td>
<td>Level of Instruction</td>
</tr>
<tr>
<td>Areas of Special Interest</td>
<td></td>
</tr>
</tbody>
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**CCSS Membership (July 1- June 30)**
- Regular $20
- Student $10
- Retiree $10

**NEW NCSS Membership**
- Regular* $75
- Comprehensive* $89
- New Teacher Reg: $46 Comp.:$56

*Choose one:
- Social Education
- Social Studies and the Young Learner