Not a day goes by that I am not reminded of the vital role that social studies education plays in our lives. Whether it is in the classroom, our local communities, or at the national and global levels, social studies educators remain significant figures with powerful, profound, and far-reaching responsibilities. Sometimes, the reminder comes in the form of a question from a student who is beginning to gain a better understanding of the many lessons - both overt and intangible - that we teach each day. Other times, it rushes in full force, as the impact of national and international events reaches into our schools and communities. True educators know that so many lessons go beyond the curriculum and it is inherently impossible to quantitatively assess such a complex human endeavor. When we stop to think about the thousands of students who we each individually influence, it is indeed an amazing obligation that we have - and who better than us? As Shanna Peeples, 2015 National Teacher of the Year, wrote in a recent blog post, “We’re saved by what we love.”

It is for these reasons that CCSS strives to ensure that we provide opportunities for like-minded educators and organizations to learn from each other, support each other, and to celebrate each other. I remain proud and humbled by the dedication, passion, and energy put forth by educators in service to our students each and every day, including my incredible colleagues who comprise the CCSS Board of Directors. We exist and are sustained as an organization because of the very importance of the work we do. To these ends, let’s continue to empower each other to carry out the

(continued on page 2)
noble tasks of teaching, to cultivate critical thinkers and problem solvers, to foster globally-oriented and engaged citizenship, and ultimately, to improve lives.

There are a variety of ways we do this, including highlighting excellence in our field and speaking up for crucial issues in the social studies community. If you have not done so already, please consider nominating a teacher or administrative colleague for one of our CCSS awards, including two new awards that honor and recognize leaders and special projects in the social studies. With this in mind, please join us for our annual spring social and awards event - it is always an inspirational and memorable evening, and it is a wonderful opportunity to not only network with fellow educators, but to pause and reflect on our individual and joint efforts to make the world a better place. Also, consider spreading the good news happening in your classrooms, schools, and communities. Do you have an innovative lesson plan that you would like to share with your fellow social studies educators? Have you advocated for the social studies at the school, local, or state level? Are you presenting at the upcoming NERC in Massachusetts or another conference? Did you attend an event that led to new insights and new learning? We would love to hear about these many successes that occur regularly in our professional settings - and in the spirit of cultivating our collective capacity, we would love to share the good news with our membership and beyond. As always, on behalf of CCSS, thank you for all that you do for your students, colleagues, and communities.

Join CCSS . . .
And be eligible for reduced rates for conferences
See Membership Form on page 13

President’s Message - continued

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Connecitcut teachers to support professional development from the bottom up.

We have an interesting report on the place of women in various state history standards beginning on page 10. You can find Steve Armstrong’s SDE report on page 3 and a series of opportunities for students and teachers is scattered among several pages beginning on page 6.

Please note President David Bosso’s encouragement to share what you are doing, in the classroom or in your community, that impacts social studies and student learning. If that sharing includes a written report, we would be delighted to consider publishing it in a future issue of Yankee Post. Sharing your best makes us all more effective. In that spirit, check out page 8 for Tony Roy’s experience in Sierra Leone.

Finally, we call your attention to the CCSS annual awards dinner to be held in May. Final plans are incomplete but we will soon have specifics and registration materials available on CTSSocialStudies.org. The dinner offers a chance to see the best of our field awarded for their work. We can say that each year we have attended this awards event we have come away inspired with what some of our colleagues have achieved.

Tim     thomas.weinland@uconn.edu
Dan     danielcoughlin@charter.net

Editor’s Note - continued

Ad

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HOLD THE DATE: On Thursday, June 27 the Connecticut Council for the Social Studies and McGraw Hill will be sponsoring a social studies leadership institute for social studies educators in Connecticut. Each district will be allowed to send four educators to the event: there will be no cost to attend. The morning sessions will be titled “Four Years Later: What Works with the Connecticut Social Studies Frameworks and Inquiry Instruction”. The afternoon session will be on creating schools and classrooms that are welcoming to all students. More information to follow.

50th ANNIVERSARY: This is the 50th anniversary of the Woodstock Festival. From July 14-17 the National Council for the Social Studies in partnership with Central Connecticut State University will be sponsoring an educator’s institute entitled “Woodstock at 50: The 1960s and the Transformation of American Society”. Most of the sessions will be held at Central Connecticut State University; we will also be traveling on one day to the Woodstock Museum in Bethel Woods, New York, the site of the original Woodstock Music Festival. Academic credit for attending this workshop will be available from Central Connecticut State University. For additional information, go to: https://www.socialstudies.org/professional-learning/institute/ncss-summer-institute-woodstock-50-1960s-transformation-american

Please considering taking part in one of more of the programs below that will recognize either your school or individual students:

**The Red, White and Blue Schools program**, co-sponsored by the CSDE and the Secretary of State’s office, honors schools that work to teach civic education. This year’s theme is local connections, focusing on the history and background of local towns and cities.

**The Certificate of Global Engagement Program**, co-sponsored with the World Affairs Council, honors high school students who demonstrated a high level of engagement with global engagement. Students are asked to demonstrate this through coursework, extracurricular activities, and a project-based activity.

**The Veterans Recognition Program**, co-sponsored with the Department of Veterans Affairs, honors schools that work to teach about veterans through classroom activities and ceremonies.

For more information on any of these programs, go to: [https://portal.ct.gov/SDE/Social-Studies/Social-Studies-Frameworks-and-Resources](https://portal.ct.gov/SDE/Social-Studies/Social-Studies-Frameworks-and-Resources)

If you have any questions on any of the above, contact Steve Armstrong, Department of Education Social Studies Consultant, at (860) 713-6706 or [Stephen.Armstrong@ct.gov](mailto:Stephen.Armstrong@ct.gov).
THIS YEAR’S THEME IS “E PLURIBUS UNUM: OUT OF MANY, ONE”


Social Studies is a large academic field that includes history, geography, economics, civics and government, archaeology, and the behavioral sciences such as psychology and sociology. Collectively, Social Studies is intended to prepare students to hold the “Office of Citizen” and is essential for responsible citizenship in areas such as history and government, geography, economics, sociology, and communication. Social Studies creates opportunities for students to apply critical thinking and content knowledge to analyze information on complex issues and to seek solutions to real-world problems.

PLEASE NOTE: MORNING COFFEE & PASTRIES AND LUNCH ARE INCLUDED!

Workshop descriptions and program events can be found at the Mass Council Website Masscouncil.org
The Two Codes Your Kids Need to Know

Thomas Friedman, Feb 13, 2019       The New York Times

A few years ago, the leaders of the College Board, the folks who administer the SAT college entrance exam, asked themselves a radical question: Of all the skills and knowledge that we test young people for that we know are correlated with success in college and in life, which is the most important? Their answer: the ability to master “two codes” — computer science and the U.S. Constitution.

Since then they’ve been adapting the SATs and the College Board’s Advanced Placement program to inspire and measure knowledge of both. Since the two people who led this move — David Coleman, president of the College Board, and Stefanie Sanford, its chief of global policy — happen to be people I’ve long enjoyed batting around ideas with, and since I thought a lot of students, parents and employers would be interested in their answer, I asked them to please show their work: “Why these two codes?”

Their short answer was that if you want to be an empowered citizen in our democracy — able to not only navigate society and its institutions but also to improve and shape them, and not just be shaped by them — you need to know how the code of the U.S. Constitution works. And if you want to be an empowered and adaptive worker or artist or writer or scientist or teacher — and be able to shape the world around you, and not just be shaped by it — you need to know how computers work and how to shape them.

With computing, the internet, big data and artificial intelligence now the essential building blocks of almost every industry, any young person who can master the principles and basic coding techniques that drive computers and other devices “will be more prepared for nearly every job,” Coleman and Sanford said in a joint statement explaining their initiative. “At the same time, the Constitution forms the foundational code that gives shape to America and defines our essential liberties — it is the indispensable guide to our lives as productive citizens.”

So rather than have SAT exams and Advanced Placement courses based on things that you cram for and forget, they are shifting them, where they can, to promote the “two codes.”

In 2016, the College Board completely revamped its approach to A.P. computer science courses and exams. In the original Computer Science course, which focused heavily on programming in Java, nearly 80 percent of students were men. And a large majority were white and Asian, said Coleman. What that said to women and underrepresented minorities was, “How would you like to learn the advanced grammar of a language that you aren’t interested in?”

Turned out that was not very welcoming. So, explained Coleman, they decided to “change the invitation” to their new Computer Science Principles course by starting with the question: What is it that you’d like to do in the world? Music? Art? Science? Business? Great! Then come build an app in the furtherance of that interest and learn the principles of computer science, not just coding, Coleman said. “Learn to be a shaper of your environment, not just a victim of it.”

The new course debuted in 2016. Enrollment was the largest for a new course in the history of Advanced Placement, with just over 44,000 students nationwide.

Two years later The Christian Science Monitor reported, “More high school students than ever are taking the College Board’s Advanced Placement (A.P.) computer science exams, and those taking them are increasingly female and people of color.”

Indeed, the story added, “the College Board reports that from 2017 to 2018 female, African-American and Hispanic students were among the fastest growing demographics of A.P. computer science test-takers, with increases in exam participation of 39 percent, 44 percent and 41 percent, respectively. … For context, in 2007, fewer than 3,000 high school girls took the A.P. Computer Science A exam; in 2018, more than 15,000 completed it.”

The A.P. U.S. Government and Politics course also was reworked. At a time when we have a president who doesn’t act as if he’s read the Constitution — and we have a growing perception and reality that college campuses are no longer venues for the free exchange of ideas and real debate of consequential issues — Coleman and Sanford concluded that it was essential that every student entering college actually have command of the First Amendment, which enshrines five freedoms, not just freedom of speech.

Every student needs to understand that, as Coleman put it, “our country was argued into existence — and that is the first thing that binds us — but also has some of the tensions that divide us. So we thought, ‘What can we do to help replace the jeering with productive conversation?’”

It had to start in high school, said Sanford, who is leading the “two codes” initiative. “Think of how much more ready you are to participate in college and society with an understanding of the five freedoms that the First Amendment protects — of speech, assembly, petition, press and religion. The First Amendment lays the foundation for a mature community of conversation and ideas — built on the right and even obligation to speak up and, when needed, to protest, but not to interrupt and prevent

continued on page 6
others from speaking.”This becomes particularly important, she noted, “when technology and democracy are thought of as in conflict, but are actually both essential” and need to work in tandem.

One must observe only how Facebook was abused in the 2016 election to see that two of the greatest strengths of America — innovation and free speech — have been weaponized. If they are not harmonized, well, Houston, we have a problem.

So the new A.P. government course is built on an in-depth look at 15 Supreme Court cases as well as nine foundational documents that every young American should know. It shows how the words of the Constitution give rise to the structures of our government.

Besides revamping the government course and the exam on that subject, Coleman and Sanford in 2014 made a staple of the regular SAT a long reading comprehension passage from one of the founding documents, such as the Constitution, or another important piece of democracy, like a great presidential speech. That said to students and teachers something the SAT had never dared say before: Some content is disproportionately more powerful and important, and if you prepare for it you will be rewarded on the SAT.

Sanford grew up in Texas and was deeply affected as a kid watching video of the African-American congresswoman Barbara Jordan arguing the case against Richard Nixon in Watergate. What she remembered most, said Sanford, was how Jordan’s power “emanated from her command of the Constitution.

“Understanding how government works is the essence of power. To be a strong citizen, you need to know how the structures of our government work and how to operate within them.”

Kids are getting it: An A.P. U.S. Government and Politics class at Hightstown High School in New Jersey was credited in a Senate committee report with contributing content to a bill, the Civil Rights Cold Case Records Collection Act, which was signed into law last month.

Sanford cites it as a great example of her mantra: “Knowledge, skills and agency’ — kids learn things, learn how to do things and then discover that they can use all that to make a difference in the world.”

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2019 Connecticut High School Geography Challenge

Registrations are now being received for the 2019 Connecticut High School Geography Challenge, a statewide interscholastic academic team competition to be held at Central CT State University in New Britain on Wednesday, May 22, 2019.

High school teams of 3--5 students in grades 9--12 will compete in map reading, modified orienteering, a problem-solving activity, and a geography quiz bowl. All events will focus on this year's theme of GLOBAL HEALTH AND DISEASE.

Teachers may register a team at https://registration.xenegrade.com/ccsu/courseDisplay.cfm?schID=1107. For additional information contact Dr. Cynthia Pope at CCSU’s Department of Geography, popec@ccsu.edu or Kathleen Ryan at Ryanenko@aol.com.
Maine Educators, Free Speech Advocates Decry Proposal to Limit ‘Obscene’ Books In Public Schools

By ROBBIE FEINBERG • FEB 4, 2019 MAINE PUBLIC RADIO

A bill proposed by a state lawmaker from New Gloucester could limit the distribution of books and other materials in public schools that are judged to be “obscene.”

The measure drew opposition Monday morning from a host of free-speech advocates, teachers and librarians, who say they worry that it could have a “chilling effect” on what schools are allowed to teach.

The original version of Republican state Rep. Amy Arata’s bill would have removed public schools from the list of institutions in Maine that can distribute “obscene” materials, to minors, for educational purposes. It would have effectively banned certain books and other materials in schools.

But at a hearing before the Legislature’s Criminal Justice and Public Safety Committee, Arata offered an amended version that she says would instead require students and their parents or guardians to give written consent before receiving any “obscene” materials distributed by a school. Arata told the committee that she feels the legislation would protect students from possible harm from the materials, particularly those who may have suffered abuse in the past.

“This commonsense, bipartisan bill will give minors and parents the respect and dignity of choosing what is appropriate for them and their family. So that they do not have to feel embarrassed, harassed, or traumatized,” she says.

The amended wording of the bill drew supporters to the hearing, mostly parents and representatives of religious groups, such as Mike McClellan of the Christian Civic League of Maine. “I think parent input is invaluable to ensure the health and safety of their child in these matters,” he says.

Yet free-speech advocates, teachers and librarians voiced serious concerns about the effect of the law on free-speech rights and academic freedom. Cathy Potter, a school librarian from Falmouth, questioned how obscene materials would be defined, and expressed concern that several classic works, including books by Toni Morrison, Maya Angelou and Margaret Atwood, might be put into that category.

She also wonders about what the bill would mean for school librarians, and whether she might have to send home permission slips for students seeking to check out certain books. “Who is going to decide what is obscene? Who is going to police this law in all of our schools across the state?” she says.

The bill would also amend the state’s criminal statutes, which some lawmakers and teachers worried could make teachers and schools potentially subject to prosecution and create a “chilling effect” on what is taught. “The problem is that what is obscene to one person or group may be judged to have artistic or social merit to another. Criminalization of literary choices is a detriment to academic freedom,” says Claudette Brassil, a retired high school English teacher from Brunswick. Other educators say they worry about the effect of the bill on other subjects, including sexual education.

And Vicki Wallack, the director of communications and government relations for the Maine School Management Association, says that there already is a process at the local level for residents to challenge materials that are used in the classroom. She says local school boards are ultimately the ones who balance the “learning value” of the material with the needs of the school, students and community. “We believe this process is fair, inclusive, sensitive to local norms, and allows the public to raise concerns while protecting academic freedom,” she says.

The committee will take up some of these concerns next Monday, when it holds a work session on the measure.
To Sierra Leone and Back

Anthony Roy,  Connecticut River Academy

This past Winter Break I was fortunate enough to travel to Sierra Leone with a cohort of social studies teachers selected by the The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. I, with 10 other educators, applied for and was accepted to participate in a program entitled “Post-Conflict Reconstruction in the United States, South Africa, and Sierra Leone: An International Teachers Workshop.” This is a long name for a truly intimate experience. This process began back in 2017, when 20 teachers from the Northeast were selected to participate in the program. Over a number of months the U.S. teachers met at Yale to prepare for our excursion. Ten of these teachers opted to travel to South Africa and the remaining ten selected to visit Sierra Leone. The teachers in the Sierra Leonean and South African cohorts were paired with a history teacher from their respective destination. Prior to leaving for our trip we communicated with our teacher cohorts via WhatsApp a social media/texting application used heavily overseas for its relatively low costs for data.

Prior to our trip, the communication via WhatsApp was cordial. Once we arrived, the the floodgates of brotherly love were swung open. The ten United States teachers and ten Sierra Leonean teachers formed warm and collegial bonds. Each morning we started our day with a 3 hour lecture hosted by preeminent scholars from Freetown. Then, our afternoons were open to explore the city and culture. Finally, at the close of each day the US and SL teacher pairs shared a hotel room. For such a short trip, this was a really immersive experience. On one particular day, I ventured out with another American and two Sierra Leoneans for the afternoon. We visited the oldest boys school in Sub Saharan Africa. We met with the principal there and discussed how they are in the process of moving from a teacher-centered to student-centered approach to teaching. We also had the opportunity to tour the campus and view empty classrooms as they were on break. The most advanced technology this school had in the classroom were whiteboards although there were plans to update each classroom with computer technology.

On the final two days, we ventured out to Kabala province in the northeastern section of the country. We visited a village there and met with the chief of the community. We brought an offering of Kola Nuts and were greeted with a traditional ceremony and a hike to the top of the sacred mountain. This was a vigorous march and I was winded when we reached the top where generations of kings were buried. When the entire community reached the top of the mountain we celebrated our accomplishments with hugs and photos. Cautiously, we descended the mountain and attended a dinner in our honor. With all sincerity, the people I met on this trip, both Sierra Leonean and American, have become some of my closest colleagues. For the past several weeks, I have been in contact with several of the Sierra Leoneans to share classroom techniques, current events, and historical understanding to inform my practice. As a part of the program, we are challenged to develop international learning opportunities for our students. My teaching partner and I are developing a project to collect oral history and share it amongst our students. Our intent is to develop the skills of a historian and empathy among our students.
Latest bill to require high school students take citizenship test raises similar support, concerns

MARGARET REIST Lincoln Journal Star Jan 29, 2019

The state senator who introduced a bill to update the 1949 Americanism statute — and require that students take the civics portion of the U.S. citizenship test — said she tried to address concerns of opponents of a similar bill last session.

But the arguments for and against LB399 raised during a three-hour hearing Tuesday fell along similar lines to past years: supporters who think the test is necessary to ensure students learn the fundamentals of and appreciate the U.S. government and its founding documents; and those who don’t think another test is a way to accomplish that and have concerns about important history it doesn’t cover.

Last year, Sen. Lydia Brasch convinced her fellow lawmakers to pull her bill overhauling the Americanism law governing civics education to the floor of the Legislature after the Education Committee failed to advance it, but it went no further.

Audrey Worthing, a high school student in Arthur County who attended Elm Creek schools, said she’s been coming to legislative hearings for the past four years to argue for increased civics education. “You should know during three-plus years of debate in this room the number of states that have passed some kind of civics initiative has reached more than 30,” she said. “It’s time to move forward.”

John Worthing, her father and a member of the Elm Creek school board, said the decision to give Elm Creek students the test acted as a springboard to other improvements and civic involvement. He said he sees the latest bill as a good compromise, and although the citizenship test isn’t perfect, it’s a baseline.

Sen. Julie Slama, who was appointed by Gov. Pete Ricketts in January and introduced the bill, told the Education Committee it updates language in the law and eliminates the criminal penalty for not complying with the law, leaving enforcement to the Nebraska Department of Education.

Students should be able to correctly answer 60 percent of the citizenship test, Slama said, and the grade would only be shared with parents. The bill also would require the school district committees on American civics meet at least twice a year, that their meetings be public and they accept testimony at least once. The bill also would require schools’ social studies curriculum be readily available to the public.

Doug Kagan, with Nebraska Taxpayers for Freedom, said his organization usually opposes mandates to local governments but not in this case. “Current lax social studies standards in our K-12 public schools is one reason I believe we are losing our nation’s heritage,” Kagan said. “Those who intend to destroy our way of life depend very much on the ignorance of our youth to create future generations of automatons ready or even eager to embrace alien or oppressive ideologies.”

Opponents said they worry the law would encourage indoctrination and discourage teaching the darker sides of U.S. history such as slavery, that the state shouldn’t be dictating curriculum, and that developing critical thinking is the most effective way to teach social studies and history.

“I think we’re beginning to realize the exclusion of the more unsavory part of our history,” said community member Julie Nichols. “I don’t think patriotism comes from reciting the Pledge of Allegiance or singing songs or paying lip service to abstract ideals ... from my perspective it is the activities of the students and the way we engage the students.”

The Nebraska Department of Education opposed requiring the civics test, saying it’s not an appropriate measure of civic readiness and isn’t aligned with the state’s social studies standards. Dee Tonack, a longtime educator, said the key is to develop critical thinking and to get students involved in activities that encourage civic engagement. “I don’t think all of you (senators on the Education Committee) are sitting around this table because you took a test,” she said.

Did You Miss It on Page 3 ? - Two New Conferences Available!

Connecticut Council for the Social Studies will be sponsoring a one-day institute for social studies leaders on Thursday, June 27. A maximum of four individuals from each district will be invited to attend this institute: There will be no cost. Topics of the institute will be “The Connecticut Social Studies Frameworks and Inquiry Instruction Four Years Later: What We Know and How Can We Use What We Know”, “Culturally Responsive Teaching Practices” and others.

The National Council for the Social Studies will be hosting a four day Summer Institute - Woodstock at 50: The 1960s & the Transformation of American Society from July 14, 2019- July 17, 2019. The institute aims to explore the cultural, social, and political impact of Woodstock and the 1960s and how it continues to impact the United States today. Hosted at Central Connecticut State University, educators who attend will be able to visit Bethel Woods in New York on Day 3 to explore the grounds. https://www.socialstudies.org/professional-learning/institute/ncss-summer-institute-woodstock-50-1960s-transformation-american
What Schools Teach About Women’s History Leaves a Lot to Be Desired
A recent study broke down each state’s educational standards to see whose ‘herstory’ was missing

By Anna White   SMITHSONIAN MAGAZINE   MARCH 2019

In the introduction to her 1970 anthology *Sisterhood Is Powerful*, author and activist Robin Morgan wrote that the women’s liberation movement was “creating history, or rather, herstory,” coining the popular term that second-wave feminists used to highlight the way in which women were consistently overlooked in historical narratives.

Though women have made strides in countless arenas, breaking glass ceilings everywhere, the canon of American history, at least as it is taught in public schools, still has much room for reexamination and advancement.

About two years ago, authors with the virtual National Women’s History Museum analyzed the K-12 educational standards in social studies for each of the 50 states and Washington, D.C. They published their findings in *Where Are the Women?*, a 2017 report on the status of women in the standards that dictate who and what is taught in classrooms. Their report found just how few women are required reading in America’s schools.

According to *Smithsonian’s* calculations, 737 specific historical figures—559 men and 178 women, or approximately 1 woman for every 3 men—are mentioned in the standards in place as of 2017. Aside from the individuals explicitly named, many references to women feel like an afterthought, grouped in with other minorities as they are in the Florida standard for high school social studies, which prompts educators to teach their classes about significant inventors of the Industrial Revolution, “including an African American or a woman.”

“The standards don’t reflect the breadth and depth of all women’s contributions to history,” says Lori Ann Terjesen, the director of education at the museum, which has no physical location but curates online exhibitions and provides resources for educators. Terjesen cautions that data for the study was compiled in 2017, and some states, like Texas, have since updated their social studies curricula.

The standards also fail to reflect the racial demographic of the children they are intended to educate. In 2014, 54 percent of U.S. adolescents were white, and this is estimated to drop to 40 percent by 2050 as the U.S. becomes increasingly multiracial. The demographic of women mentioned in the standards, however, is still 62 percent white, and only one woman of Asian or Pacific Islander descent, Queen Liliuokalani of Hawaii, is named at all. African-American women comprise 25 percent of those named, including Rosa Parks, Harriet Tubman and Sojourner Truth, who are three of the top five most-often cited figures named in the standards.

Among the other most-often cited women are suffragists Susan B. Anthony and Elizabeth Cady Stanton, First Lady Abigail Adams, *Uncle Tom’s Cabin* author Harriet Beecher Stowe, pioneering social worker Jane Addams, abolitionist Ida B. Wells-Barnett, Eleanor Roosevelt and Sacagawea. Perhaps the most surprising of the ten most mentioned is Norma McCorvey, better known as the pseudonymous plaintiff Jane Roe in the 1973 Supreme Court case *Roe v. Wade*.

The report also analyzed the roles of the women most frequently mentioned, showing a breadth of professional roles from activism to the arts to government and exploration. But a closer examination of the subject matters in which women in general are discussed reveals a problematic pattern. Fifty-three percent of mentions of women’s history fall within the context of domestic roles, with women’s rights and suffrage making up only 20 percent of the mentions. According to

continued on page 10
the museum, this emphasis on women’s domestic roles, and exclusion from other important chapters in American history, hits to the core of what they see as the problem. Students who learn by the standards handed down by state education boards fail to see the broader impacts women made on U.S. history.

In the United States, education is viewed as primarily a state responsibility. Though some initiatives, like the 2010 Common Core State Standards, provide consistent education standards for K-through-12 students across the country. Common Core doesn’t cover all subject matters, including history, leaving each state to provide its own guidelines for teaching students about our past.

“All history projects require choices,” write the study’s authors. “Women often don’t make the cut.”

Read more: https://www.smithsonianmag.com/history/what-schools-teach-womens-history-

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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.

PLEASE NOTE:

Yankee Post is Available Only Online at www.ctsocialstudies.org

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ctsocialstudies@yahoo.com
Special Notice on Membership Dues and NERC Registration

Membership in CCSS runs from July 1 to June 30th each year. 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.

Announcing HolocaustCurriculum.nyc — New York’s Holocaust Curriculum

This morning the Museum of Jewish Heritage – A Living Memorial to the Holocaust (curriculum@mjhnyc.org) launched a new educational resource that represents an unprecedented expansion of our mission to educate students about Jewish life before, during, and after the Holocaust. Developed by the Museum with the support of the NYC Department of Education, New York’s Holocaust Curriculum is an innovative teaching resource featuring free lesson plans accessible through our Meilman Virtual Classroom, primary sources, and other resources for middle and high school students and their educators.

Our curriculum incorporates best classroom practices and draws on artifacts from our Museum collection. Our Standards are aligned to the Common Core, as well as the New York City Scope and Sequence for Social Studies and NYS Next Generation Learning Standards.

Please share this online resource with educators, librarians, parents, and students in your community: HolocaustCurriculum.nyc.
CONNECTICUT COUNCIL FOR THE SOCIAL STUDIES
MEMBERSHIP FORM

Membership in CCSS entitles you to:
- Reduced Registration for the CCSS Fall Conference
- Reduced Registration for the Northeast Regional Conference for the Social Studies (NERC)
- 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
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**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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Position_________________________________Level of Instruction_____________________________

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