



Critical Times for Social Studies in Ohio

On July 17th, Governor Ted Strickland signed the state's two-year budget, also known as Amended Substitute House Bill 1, into law. The law introduces several significant changes to Ohio's education program. OCSS has studied the legislation, has sent letters to the Governor's office, and is in the process of meeting with key Ohio Representatives and Senators to voice our deep concern about the last minute changes to the bill and how it directly affects social studies, most notably the suspension of the 5th and 8th Grade OAT tests and the omission of a World History end-of-course exam. Much of this edition of OCSS Newsletter is dedicated to helping our members understand the sections of Amended Substitute House Bill 1 that are related to or specifically pertain to Social Studies. You can also visit the OCSS web site (www.ocss.org) to receive the most up-to-date information and for ways that you can make your voice heard.



Gov. Ted Strickland ceremonially signed the state's two-year budget at Thrugood Marshall High School in Dayton on Friday July 17.

OCSS Advocacy Efforts

In January of this year, an ad hoc committee was formed to examine the Governor's education plan and the impact of other recent legislation, including Senate Bill 311. The findings of this committee were reported back to OCSS executive Board and recommended action by OCSS (*see page 7*). During the spring and early summer, these recommendations were put into action and were communicated in written form with each member of the Ohio General Assembly, correspondence with the Ohio Department of Education, personal contacts with several legislators, and face-to-face meetings with members of the House Education Committee. At the same time, OCSS engaged in advocacy efforts to prevent devastating budget cuts to the Ohio Historical Society.

In July, it became clear that painful and difficult decisions were made in order to meet Ohio's balanced budget requirement, and Social Studies education was a victim of the biennial budget process. The final version of HB 1 suspended social studies assessments at grades 5 and 8, and at the high school level, only U.S. history and Government were the only social studies courses identified to have end-of-course exams, not World History. Since that time, OCSS has written the governor and began meeting with state legislators and ODE administrators in an effort to bring attention to our concerns and positions.

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OCSS

The Ohio Council for the
Social Studies

Spring, 2009 Newsletter

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Federal Legislative Update

On March 19, 2009, Senator Lamar Alexander of Tennessee introduced the *Improving the Teaching and Learning of American History and Civics Act of 2009*. In his remarks on March 29, 2009, the Senator commented that “the *No Child Left Behind Act* may have had the unintentional effect of reducing the focus on U.S. history.” He continues by saying, “that it is appropriate and necessary to improve and expand state and local efforts to increase the understanding and awareness of American history” by expanding Presidential Academies for teachers and Congressional Academies for students. Entities and organizations, like the National Parks, Library of Congress, Smithsonian Museum (as well as others), National Archives, and prominent historians would be full partners in helping grant program administrators bring traditional American history to life. Additionally, he proposes that funding for the Senator Byrd’s Teaching American History Grant Program be increased “from \$100 million to \$200 million, so that it can serve even more than the 20,000 teachers it serves today.”

This bill would create a new part E (American History and Civics Education) under title II of the Elementary and Secondary Education Act of 1965 (ESEA), under which are placed the existing Teaching of Traditional American History, Civic Education (including We the People), and Close Up Fellowship programs. If passed, the new law would expand the Nation’s report card (NAEP) by directing the Commissioner for Education Statistics to give priority to conducting national assessments of student achievement in history at least once every four years in grades 4, 8, and 12; and conduct trial state academic assessments of student achievement in U.S. history and civics in grades 8 and 12.

Lastly, states would be required to develop and implement challenging academic content and student achievement standards in U.S. history, beginning in the 2011-2012 school year and to measure the achievement of students against such standards at least one time during grades 3 through 5, grades 6 through 9, and grades 10 through 12, beginning in the 2012-2013 school year.

Source www.Govtrack.us and the transcript Senator Alexander’s March 19, 2009 remarks



Ohio Social Studies
Supervisors Network

On September 28, 2009, Social Studies Supervisors from across the state will meet at the Northgate Staff Development Center in Columbus. The group will receive updates from stakeholder organizations, discuss the SupNet Website, analyze OAT/OGT items and scores, and learn more about the standards revision process.

Submitted by Adam Motter and Corbin Moore, Co-Directors of OCSS SupNet

OCSS Mission Statement

The Ohio Council for the Social Studies serves as the premier voice for social studies professionals in Ohio. We advocate for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction. Our conferences and publications provide a network of services to members throughout the state.

Education Reforms Impact Social Studies Programs

Amended Substitute House Bill Number 1 (budget bill) was enacted by the General Assembly earlier this summer. Several provisions in the bill necessitate revisions to the K-12 academic content standards for social studies, revisions to testing and graduation requirements, and include other provisions affecting social studies programs. The following are sections of the Ohio Revised Code (ORC) that were amended by Am. Sub. H.B. 1 and that have particular relevance for social studies.

Sec. 3301.079 – academic content standards for K-12 social studies must be adopted by the state board of education by June 30, 2010 (and at least once every five years thereafter). These are to be followed by a model curriculum for instruction which is aligned to the standards. The model curriculum is to “demonstrate vertical articulation and emphasize coherence, focus, and rigor” as defined in this section of the ORC. The model curriculum must be adopted by the state board of education by March 31, 2011. School districts may use the state standards and model curriculum to “ensure that students have the opportunity to attain the academic standards.” The academic content standards and model curriculum must be presented to the education committees in both houses of the General Assembly forty-five days prior to the deadlines for adoption. Following these developments, the state board of education is to develop achievement assessments aligned with the academic standards and the model curriculum. The social studies assessments are to measure the level of social studies skill expected at the end of the fifth grade and the eighth grade. There will be three skill levels designated: advanced, proficient, and limited. The Ohio Graduation Test in social studies is to continue until replaced by a new system of assessments (see Sec. 3301.0712). Standards for “financial literacy and entrepreneurship” are to be developed after the social studies standards have been completed.

NOTE: The process to revise the social studies academic content standards has begun. For more information see the entry on the standards revision process.

Sec. 3301.0710 – transfers authority for designating dates for the administration of the achievement assessments and the Ohio Graduation Tests from the state board of education to the superintendent of public instruction and repeals certain restrictions on the administration dates and times.

Sec. 3301.0711 – stipulates that the Ohio Graduation Tests shall not be a public record.

NOTE: The annotated release of items from the spring 2009 administration of the Ohio Graduation Tests is available on the “Statewide Testing Web Site” link from the ODE Web site (www.education.ohio.gov). It represents the final release of annotated OGT items.

Sec. 3301.0712 – “a system of college and work ready assessments” is to be created which will replace the Ohio Graduation Tests. This includes a “nationally standardized assessment” for subjects other than social studies; end-of-course examinations for subjects including social studies; and a senior project (the service learning requirement was dropped from the bill). The determination of these components, along with their scoring rubrics and an overall composite score required for successful completion, will be made under the direction of the superintendent of public instruction and the chancellor of the Ohio board of regents. Not later than thirty days after the adoption of model curricula (see above), the state board of education must begin the process to align the standards, model curricula, and state assessments (including end-of-course examinations). The board must also adopt rules prescribing a timeline and plan for implementing the new assessment system. The assessment system must be presented to the education committees in both houses of the General Assembly forty-five days prior to the board’s adoption of the rules regarding the new assessments.

NOTE: as of the date when this column was prepared, no decision had been reached as to the “nationally

Dateline Columbus

September 2009



standardized assessment,” the number of end-of-course examinations in social studies, the courses subject to end-of-course examinations, or the timeline for implementation.

Sec. 3301.0721 – a curriculum for college and career readiness and financial literacy is to be created. This is for grades seven through twelve, unless the superintendent of public instruction directs the addition of other grades. Any district may use the curriculum once developed.

Sec. 3313.60 – local boards of education may waive the requirement of one year’s study of American history for promotion from the eighth to the ninth grade for “academically accelerated students” who “demonstrate mastery of essential concepts and skills of the eighth grade American history course of study.”

Sec. 3313.602 – in adopting a policy regarding recitation of the pledge of allegiance, no board of education “shall prohibit a classroom teacher from providing . . . reasonable period of time” for such recitation. Teachers who do so cannot require any student to participate in the pledge of allegiance. The words of the pledge of allegiance cannot be altered from the words specified in United States code.

Sec. 3313.603 – schools can base the study of economics and financial literacy that is now required for high school graduation on the social studies academic content standards or on the financial literacy and entrepreneurship standards once they are developed. If a high school permits students below the ninth grade to take advanced work, it must award high school credit for successful completion of such work

Sec. 3313.605 – community service education can now be included within the education programs of community schools and STEM schools provided existing requirements are met (this was previously permitted for public schools). The superintendent of public instruction shall develop guidelines for a rubric to evaluate community service education projects and rules for granting recognition to students who successfully complete such projects.

Sec. 3313.6015 – boards of education have to adopt resolutions for their districts describing how college and career readiness and financial literacy shall be addressed in grades seven and eight as well as any other grades designated by the boards.

Sec. 3313.61 – the new high school assessment system is made part of the diploma granting requirements. The previous exemption from attaining the applicable score on the OGT social studies test for non-citizens and non-permanent residents may also apply to the social studies end-of-course examinations in the new high school assessment system if the state board of education adopts such a rule.

Sec. 265.20.18 – notwithstanding any other provisions of the Ohio Revised Code, the social studies achievement assessments at grades five and eight will not be administered during the 2009-2010 or 2010-2011 school years, “unless the Superintendent of Public Instruction determines the Department has sufficient funds to pay the costs of furnishing and scoring those assessments.”

NOTE: The social studies achievement assessments at grades 5 and 8 have not been eliminated, but have been suspended contingent upon the availability of funding.

The preceding summaries do not reflect all of the details in each of the sections cited. The complete text of the Ohio Revised Code sections can be found at www.house.state.oh.us/ by clicking on the “Find Legislation” pop-up under “Legislation” in the masthead. Use Bill Number 1, click on “House,” and click on “128th General Assembly (2009-2010).”

As this legislation was just recently passed, many of its provisions are still in the process of being implemented. The work on revising the social studies standards, developing the model curriculum, and aligning assessments will take place over a number of years.

Standards Revision Makes Progress

The process of revising Ohio's academic content standards began this spring in anticipation of Amended Substitute House Bill Number 1's passage. A preliminary draft was constructed drawing upon the current standards. The number of standards was reduced from seven to four; grade-level indicators were used to construct a reduced number of content statements; and high school course frameworks were drafted.

These broad-stroke changes were presented to three different groups. The first meeting was with teachers and curriculum directors on June 30. Some key ideas emerged from this discussion. These included calls for:

- A reduced amount of content (this was in concert with Am. Sub. H. B. 1's requirement for focus in the standards).
- Clarity and detail in the standards document.
- Clear connections between content strands within each grade level.

Discussions over scope and sequence alternatives for the middle school were held, but no consensus was reached. Concerns about testing content across grade bands were also expressed.

On July 13, an advisory committee composed of representatives from social studies stakeholder groups (including OCSS), provided guidance on a series of questions regarding scope and sequence, particularly in grades 4 through 6 (e.g., a proposed shift in the focus at grade 5 from North America to the Western Hemisphere). It also addressed the issue of what high school courses should be included.

On August 12 and 13, a working group of teachers, professors, and supervisors (again including OCSS representation) met to refine and edit the draft standards. They worked on each grade level (pre-kindergarten through grade 8) on the first day and the high school courses on the second day. This group is scheduled to meet again in September to check the vertical alignment from grade to grade within each strand of content.

Once the revisions have been incorporated, plans call for the draft standards to be shared via an on-line review process, meetings with focus groups, and a review by national experts in the various fields of study encompassed by the social studies. These opportunities for input will take place later this fall. The ODE Web site can be checked for updates and availability.

Plans still call for the revised social studies academic content standards to be a Web-based version as opposed to a print document. The standards will also address the changes brought about by the passage of Am. Sub. H. B. 1.

2009 State Test Results Available

Information about the results from this spring's administration of the Ohio Achievement Tests (OAT) and the Ohio Graduation Tests (OGT) is now available. Statistical Summaries and Item Analysis Reports can be found on the Ohio Department of Education (ODE) Web site (www.education.ohio.gov). Use the pop-up menu under "Data" on the home page masthead and click the cursor on "Technical Data on Testing." On the next page, click the cursor on "[Statistical Summaries and Item Analysis Reports.](#)"

Annotated test items from this spring's testing will not be found the ODE Information Management System as was the case with earlier administrations. Item annotations will only be included on the "Statewide Testing Web Site." This can be found at the bottom of the ODE Web site under the "Families" icon. This is the last year that OGT items will be released. Language included as part of Am. Sub. H. B. 1, which was passed this summer, stipulates that the Ohio Graduation Tests shall not be a public record.

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Social Studies in Peril

By OCSS President—Bill Harris

Special pull-out feature article

As I am writing this the status of Social Studies in Ohio is being severely threatened. By now you know that the 5th Grade and 8th Grade portions of the OAT have been postponed for the next two years due to a state budget crisis. While some may be celebrating one less test this spring, the lack of a Social Studies assessment means that even less time and focus will be placed on teaching history, cultures, geography, economics, government, and citizenship.. Social Studies is one of the four core disciplines according to state law, but due to these recent developments, Social Studies is considered less than equal with the other disciplines, and there is no guarantee that these portions of the test will resume in two years. The social studies are an essential part of elementary and middle school experience, but now teachers are put in a quandary about what to teach and how much time is to be given to each subject; especially those subjects not to be assessed.

At the high school level, Social Studies testing may be downgraded from what is presently being done. Current law states that a “nationally standardized assessment that measures science, mathematics and English Language Arts” be given to all high school students. We can all see that as the ACT or SAT, neither of which contain any Social Studies portions. The newly enacted “end-of-course exams will most likely include only American History and Government. This is a serious step backwards from the current OGT that assesses Modern U.S. and World History.

Social Studies, when taught well, covers most of the criteria for 21st Century skills so often repeated in the Governor’s education address, the new law, and in the media. We are the subject area of the core curriculum that addresses many of these skills. Specifically, we effectively address global awareness, financial and economic literacy, and civic literacy; plus we teach and reinforce such skills as creativity, problem solving, critical thinking and information, media and technological literacy.

We certainly applaud Governor Strickland’s efforts to improve education in Ohio. He has introduced many paradigm-shifting ideas. We also believe that it was not his intent to reduce the emphasis on social studies. Nevertheless, in an increasingly globally connected world, citizens require an understanding of the varied cultures, history, and geography of this interconnected world. Social Studies is the one curriculum that on a day-to-day basis accomplishes this.

The Executive Board of OCSS has not been sitting idly by. We have been in contact with Ohio Department of Education, talking with members of the Ohio Legislature, and getting our views out in the public. We also have several members of the Executive Board (including myself) serving on the Ohio Department of Education committee and advocating for effective revisions to the standards But that is not enough. We need your help! We need you to call or write your state senator and representative, the state superintendent, the state Board of Education,, the Governor, and write letters to the editors of your papers. We need to express our concerns over the marginalization of Social Studies. Go to our website (www.ocss.org) to view talking points for your letters and conversations. We, as an Executive Board, will continue to be vigilant and active members advocating the necessary and equal status of Social Studies, but a collective effort can be more effective. Together, we can ensure that the Social Studies remain a vital part of the education of Ohio’s children.

Bill Harris is the President of OCSS and Ohio High School Social Studies Teacher. He may be contacted at: ocss_president@hotmail.com



The Ohio Council for the Social Studies

Educating Tomorrow's Citizens

Position Statement and Action Agenda From The Ohio Council for the Social Studies

The Ohio Council for the Social Studies is the premier social studies professional organization in Ohio. We serve our members through advocacy, professional development opportunities, and educational resources so that they may offer engaging, research-based classroom practices to prepare students for the challenges of citizenship in the 21st century. We applaud the Ohio General Assembly and Governor Strickland for education reform efforts and stand ready to assist in implementing true education reform. While we embrace reform, we also understand the realities of the existing system under No Child Left Behind (NCLB) where funding and classroom time are allocated to subject areas that are assessed by state testing. For that reason we want to bring to your attention the deleterious effects of Amended Substitute House Bill 1 (H.B. 1) and recommend positions that will ensure that civics, history, geography, economics are not left behind in Ohio.

Prior to 2009, social studies was assessed in 5th grade, 8th grade and 10th grade. The 5th and 8th grade tests were suspended by H.B. 1, leaving schools no incentive to teach social studies prior to 8th grade. National studies and a 2008 study of schools in Ohio conducted by Bowling Green State University, Miami University and Ohio University indicate that social studies instruction in grades K-3 was cut up to 40% once NCLB assessments were implemented only in math and reading. It is possible that this negative impact will be repeated in grades 4-8 with the elimination of the 5th and 8th grade OAT in Social Studies. OCSS recommends:

- **Reinstatement of the 5th and 8th grade Ohio Achievement Tests in Social Studies until new, revised assessments can be developed**
- **Inclusion of social studies assessments in a revised assessment program in Ohio**

Governor Strickland's education reform plan calls for end-of-course assessments and a nationally-normed standardized assessment, such as the ACT. The ACT places an emphasis on only three of the four "core" subject areas: English, Science, and Math. There is a danger of marginalizing social studies in the high school even as 21st century learning, including economic literacy, cultural literacy, civic literacy and global awareness has become the focus of Ohio's education reforms. It is imperative that Ohio recognize the crucial role of social studies education in preparing students for 21st century challenges. OCSS recommends:

The end-of-course-exams in social studies reflect the integrated nature of the social studies standards rather than a single content area, such as a history assessment.

The exams selected include at least the freshman and sophomore social studies program, ensuring that schools will maintain a rich American studies and world studies program. If ODE chooses to assess an additional course, we recommend that American Government be selected as it is specified in the Ohio Revised Code.

ODE develop end-of-course exams that reflect critical thinking and analysis, provide choice in constructed-response items, and include components such as DBQ's, and performance-based assessments. The New York Regents exams offer one model for revising Ohio's assessments.

ODE ensure flexibility within the end-of-course exam program. Schools or districts that effectively integrate world and American studies courses or employ the program models developed by ODE should be able to continue delivering effective programs while meeting the requirements of the exam program.

Curriculum

The 2007, Ohio Board of Education Subcommittee on Education in the Global Economy (EDGE) identified global awareness, and cultural understanding (including history, economics and geography) among their top ten list for reforming education in Ohio. To accomplish this, the new academic standards in social studies must go beyond a curriculum focus on Western Civilization with tangential study of non-Western cultures. The revised standards must draw more fully from the research and strategies related to global education and multicultural education.

Professional Development

Effective, accessible, on-going professional development and availability of education resources are essential components to any curriculum implementation process. OCSS recommends:

- The Ohio General Assembly and the Ohio Department of Education fully fund and deliver the professional development necessary to prepare every Ohio social studies teacher to successfully implement the new academic standards as they enter the classroom in the 2011-2012 academic year and support additional professional development opportunities in subsequent years
- The Ohio Board of regents and the Ohio Resource Center recognize social studies as an equal core subject with Math, English, and Science and provide comparable web resources to social studies educators.



Letter Sent to Governor Strickland

To: The Honorable Governor Ted Strickland
From: The Ohio Council for the Social Studies
Date: August 21, 2009
Re: The future state of social studies education in Ohio

Dear Governor Strickland,

The Ohio Council for the Social Studies (OCSS) serves as the premier voice for social studies professionals in Ohio. Together with the National Council of Social Studies we help "Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy." [www.ncss.org] We advocate for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction.

We acknowledge and commend you for the emphasis that you and the state legislature have placed upon 21st century skills and knowledge in Amended Substitute House Bill 1 and other education reform efforts. As defined by The Partnership for 21st Century Skills and other leading groups, 21st century learning must ensure that students develop competencies in critical thinking and problem solving, communication and collaboration, information literacy, and media literacy, among others. All of these skills are taught and practiced in social studies classrooms. It is important to note that **five of the twelve content areas identified by The Partnership for 21st Century Skills are social studies content areas, and at least two others are continually supported in social studies instruction.**

We are also pleased to see a new emphasis was placed on financial literacy. In 2006, the National Endowment for Financial Education and USA TODAY launched a study of the twenty-something generation titled "Young & In Debt," which found that young adults are facing significant challenges in managing their money and their debt. Social Studies Education in Ohio teaches students fundamental market economy principals, how economic decisions are reached, and the role of the consumer, business and government in the market economy across grades K-12. **These principles are articulated only in the social studies and spiral in complexity over the grades.** Adding personal finance will better prepare our young citizens to compete and be responsible citizens in our great state.

Mandated testing is a difficult subject for all educators. Assessments do not always capture the true learning that takes place, and they force teachers to balance creative research-based instruction against a more simplistic preparation for a standardized assessment. On the balance, however, we recognize that what gets assessed gets taught. National studies have illustrated that instructional time for social studies grades K-3 was cut significantly when NCLB mandated testing only in Mathematics and Language Arts. A 2008 study in Social Studies Research and Practice titled "The State of K-12 Social Studies Instruction in Ohio" found that 69% of elementary teachers spend less than 2 hours per week on social studies instruction. It is clear that to remain a vital core subject area, social studies must be part of the assessed curriculum.

Provisions of Amended Substitute House Bill 1 have jeopardized social studies instruction in Ohio. Our specific concerns are as follows:

While we are aware that currently the state budget does not allow for an Ohio Achievement Test at grades Five and Eight in Social Studies for the next two years we have been given no guidance as to what these tests will look like or entail in the 2011-2012 school year. If the Ohio Department of Education keeps the current configuration of a grade level banded assessment at these grades our current third grade and sixth grade students across the entire state will be responsible for an assessment that the Ohio Department of Education has not yet identified or communicated to teachers.

We are aware that the Ohio Revised Code articulates high school course work only in American History and American Government and not in World History. At a time when we should be expanding world studies and ensuring that the content standards provide for a less Eurocentric approach, modern world studies has been de-emphasized. Previously, student growth and understanding of world studies was assessed through the 8th grade OAT and the OGT. This is no longer the case because the 8th grade OAT has been suspended without clarification, the OGT will be phased out for a nationally-normed assessment (Likely the ACT, which does not measure student performance in the social studies), and ODE has announced that the end-of-course exams will only be for American History and American Government. World studies, while previously required by districts to ensure students are prepared for the OGT, is being relegated to elective status. As a result, it is entirely possible that students can complete the requirement of 3 social studies credits and graduate without a basic understanding of early modern and modern world events, trends, and patterns.

Looking at these actions collectively, it is clear that State of Ohio has no effective way of assessing whether students are prepared to enter the 21st century workforce, compete in a global economy, be more globally aware and culturally competent, and lead in an interdependent world. **We fear they will be less prepared than current students as a result of Am. Sub. H.B. 1.**

The Ohio Council of Social Studies recognizes your personal commitment to developing engaged, educated citizens who are prepared for the challenges of dynamic, interdependent world and we stand ready to assist you and the Ohio Department of Education in that goal. We wonder, however, whether that goal will be undermined by the unintended consequences of Amended Substitute H.B. 1. Taken together, the suspension of 5th and 8th grade assessments, the lack of immediate guidance to schools about assessments in the 2011-2012 school year, the devaluation of world history and global understanding, and the lack of social studies component on the "nationally standardized assessment" will have a devastating effect on social studies in Ohio's schools. In fact, some high schools have already reallocated funding for professional development and supports for instruction and assessment in the area of social studies.

We are asking that you help clarify for us so that we may clarify for our members how Amended Substitute House Bill 1 will positively impact social studies education in Ohio and better prepare students for leadership in the complex, interdependent world they will inherit. We further ask that you join us in pressing the Ohio Department of Education to provide immediate guidance to schools regarding the social studies assessments they will face in two years. This is essential in order for schools to plan and implement programs for student success. Finally, we call upon you to exercise your influence to ensure that contemporary world studies is not marginalized at the high school by including it in the courses assessed through end-of-course exams.

Sincerely,

The Ohio Council for the Social Studies Executive Board



We empower our students with the skills and knowledge for active citizenship. Now let's show them how it is done!

- 1. Contact all of the leaders below to let them know that social studies is essential for students to compete in the global economy. Use information from this newsletter to craft a personal message regarding your students and their learning. Discuss what is most important to you, from requiring a high school end-of-course exam in world studies or restoring the 5th and 8th grade social studies assessments in 2011 to concerns regarding reduced social studies instruction time.**
- 2. Talk with your colleagues and community leaders about these issues. Ask them to contact these leaders too. Write a letter to the editor.**
- 3. Plan to join the Ohio Historical Society, the Ohio Council for Social Studies, and hundreds of concerned citizens at the statehouse in March to meet with Ohio legislators to share with them the importance of social studies.**

Senator Gary Cates, Senate Education Chair
(614) 466-8072 SD04@senate.state.oh.us

Representative Brian Williams, House Education Chair (former teacher)
(614) 644-5085 district41@ohr.state.oh.us

Contact your own state senator and representative
<http://www.legislature.state.oh.us/>

Deborah Cain, Ohio School Board President
(330) 699-3492 deborah.cain@ode.state.oh.us

Contact your own state school board member
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=574&ContentID=70918&Content=73715>

Governor Ted Strickland
Web form <http://governor.ohio.gov/Contact/tabid/153/Default.aspx>
(614) 466-3555

Deborah S Delisle, Superintendent of Public Instruction
(614) 466-7578

The Interactive Social Studies Classroom

Historical Thinking

Ask a student to describe what they do in history class and you're likely to hear something about boring lectures, taking notes, and cramming for tests. The work of real historians has little to do with memorizing names, places, facts, and dates or answering questions at the end of the chapter section. Like the popular PBS show, historians are actually *History Detectives*. They research, analyze evidence, and study the works of other historians (historiography) in order to make inferences and draw conclusions about a particular historical topic or question. So how does a discipline that embraces research, problem solving, and discovery learning end up being a class of recalling facts? In part, it is due to a lack of teacher training, the pressures of covering all of the standards, and an apprehension about doing historical investigations and other student-centered learning activities in class.

The idea of doing historical investigations, document-based questions, and Socratic seminars in the classroom is not a new idea, and these practices are a fundamental part of most Advanced Placement and Honors History courses. The challenge is how to build a PreK-12 social studies program where all students regularly do the work of historians and are an active part of their learning. With more students exposed to the process of historical thinking, schools will increase the amount of students prepared for CP and AP classes, college courses, and the 21st century job market. The process starts with having the right tools, training, and methods in place to get the job done.

One of the first historical thinking skills students need to learn and master is primary source analysis. Typical Social Studies textbooks often have "Primary Source" sections interspersed throughout their pages, but often times the questions provided don't go deep enough or have little to do with the main idea of the chapter. Using the National Archives Document Analysis Sheets (see <http://www.archives.gov/education/lessons/>) is a good place for teachers and students to start, because they individual sheets for a variety of primary source types, which helps students frame and understand what they are looking at (teachers can modify the sheets as necessary to meet student needs). The Library of Congress has a lesson on the analysis of primary sources that includes two important rules—the Time and Place Rule and the Bias Rule (see <http://memory.loc.gov/learn/lessons/psources/analyze.html>). This helps students evaluate the reliability and credibility of sources. Once students have a solid understanding of the process, then a more generic sheet like APPARTS can be used, because students will have a better idea of what to look for and the amount of detail to include for each prompt (see http://apcentral.collegeboard.com/apc/public/repository/ap07_ushist_apparts_wksht.pdf). Analyzing a primary source is also a great preview activity or discussion starter, and with the appropriate document analysis sheet completed (or at least started), students will be coming to the group or class discussion with something in writing (evidence of their thinking).

The next level of document analysis involves examining several related historical sources in a variety of forms in order to find connections and draw conclusions. This is more commonly known as a document-based question (DBQ), which has been a staple for the New Regents Test and AP History Courses for years. Like a research paper, DBQ's require students to interpret primary and secondary sources, evaluate sources, consider multiple points of view, use historic evidence, and develop and support a thesis (see <http://www.edteck.com/dbq/testing/dbq.htm> and <http://www.upstatehistory.org/services/DHP/DBQ.html> for more on DBQ's). Completing a DBQ is in direct alignment with Ohio's current benchmarks under the Social Studies Skills and Methods Standard, which require students to students to "present a position and support it with evidence and citation of sources" for the 6-8 grade-band and to "evaluate the reliability and credibility of sources" for grades 9 and 10. Hopefully, the revised Ohio standards and future assessments for social studies will include and promote performance-based activities, like primary source analysis and DBQ's.

Shifting the focus in the social studies classroom from the teacher presentations to the work of the students definitely calls for training and professional discussion and reflection. "Doing history" in the classroom does take some work up front, but the rewards come during and after the class. To help in this effort, Sam Wineburg and Daisy Martin from Stanford University have created a website called *Historical Thinking Matters* (<http://historicalthinkingmatters.org/>). It is designed to teach students how to critically read primary sources and how to critique and construct historical narratives. In addition to directions and helpful hints for students and teachers,



The Interactive Social Studies Classroom

the website also provides four online historical investigations for the classroom, as well as a section and interactive video that explains why historical thinking matters.

Wineburg and Martin's most recent collaboration is an article in the September 2009 *Social Education Journal*, entitled "Tampering with History: Adapting Primary Sources for Struggling Readers." The article gets at one of the major obstacles to implementing primary source analysis into the regular routine of social studies teachers—a student's reading ability. Even though it may offend some purists, they suggest that teachers modify and adapt primary sources, so that all students can experience the process of analyzing primary sources and expressing their conclusions orally or in writing. The Stanford professors have outlined three principals to guide adaptations of primary source documents, including focusing or the use of excerpts, simplification of the language, and presentation in a larger easy to read font. Adding labels or using excerpts of longer documents is nothing new when it comes to using primary resources or DBQ's with students. This has been done with maps, pictures, and documents on New York Regents Test items for years. The difference here is taking the extra step and changing what is written, the type, and font size to make documents more readable for struggling readers.

To a certain extent, textbooks make historical information more accessible to students, but the interpretation and final conclusions have been made for them already. When textbooks and lecture notes are used as the sole guide to the study of history, even the most gifted classroom storytellers will not reach all their students. Analyzing documents and completing DBQ's give the students a chance to get into the minds of the people who lived through the events they are learning about. Scaffolding the document analysis process and mixing-it-up with various literacy strategies will help more students make connections and think critically, which are essential skills they will need during their time in school and in life.

Literacy Strategies for the Social Studies Classroom

Readingquest.org began as classroom project at the University of Virginia in 1998 and has evolved over the past decade into a comprehensive website with easy to use strategy guides and templates for use in the Social Studies classroom. Author, Raymond C. Jones, wanted to offer free resources that helped teachers make their instruction more engaging and student-centered. Many of the same strategies outlined at Readingquest.org were featured in Ohio's State Institutes for Reading Instruction (SIRI), where lessons are broken up into "Before, During, and After" activities.



On the Foundations page of the Reading Quest Website, Dr. Jones, explains the importance of assessing prior knowledge and building background knowledge. Research shows that the greater a student's background on a topic, the easier it is for him/her to grasp and have success with new content. The teacher's job is to build upon the knowledge that students bring to the table by previewing and thoroughly investigating text and material before entering the main part of a lesson. During the lesson, Jones advocates active engagement and interaction, where the focus is on what the students are doing, not what they are passively receiving. Lastly, students need to reflect on what they just learned. In the "after" or metacognition stage of a lesson, students self-evaluate what they understand and make adjustments to increase performance.

The following is a complete list of the Strategies for Reading Comprehension available at www.readingquest.org:

ABC brainstorm Carousel Clock buddies Column notes Comparison-Contrast CD map Graphic Organizers	History Frames Inquiry Chart K - W - L Opinion-Proof Power Thinking Problem-Solution QARs	Questioning the Author Pattern Puzzles RAFT Papers Reciprocal Teaching Underlining Semantic Feature Analysis Story Maps	Summarizing Thesis-Proof Think-Pair-Share 3-Minute Pause 3 - 2 - 1 Venn Diagrams Word Maps
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Museum Spotlight

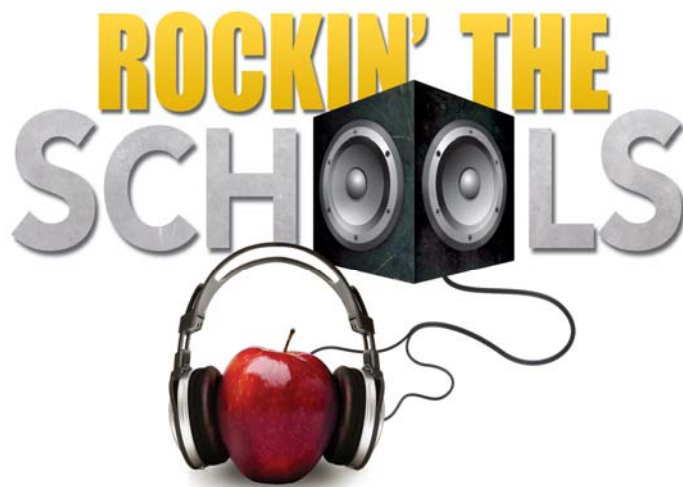
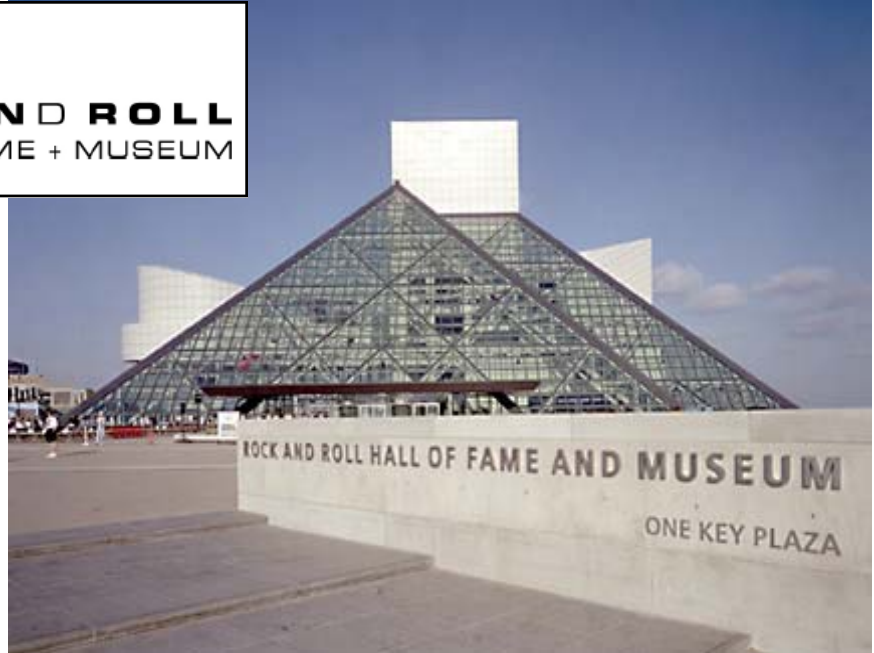


NE Ohio



ROCK AND ROLL
HALL OF FAME + MUSEUM

When it comes to teaching popular culture in the 20th century in the classroom, exploring the resources available from the Rock and Roll Hall of Fame and Museum is a definite must for Ohio's social studies teachers and students. The museum's educational programs serve about twenty-five thousand students each year at the museum and via video conferences. In fact, the Rock and Roll Hall of Fame and Museum educates visitors, fans, scholars, and students in Ohio and around the world about the role that music has played in some of the most important social, cultural and political issues in modern history.



The Rock and Roll Hall of Fame and Museum is at the forefront of bringing popular culture into the classroom with programs specifically designed to teach across the K-12 disciplines. At <http://www.rockhall.com/student/rockin-the-schools/> teachers and students can select, schedule, and attend one of the museum's unique on-site K-12 interdisciplinary educational programs called *Rockin' the Schools* (RTS). Each RTS program actively engages students in meeting and exceeding Ohio academic content standards in the arts, social studies, and other core subject areas. These entertaining classes include demonstration, performances, musical examples, videos, multimedia presentations, printed materials, and student participation. Participating Northeast Ohio schools and their students also receive free admission to the museum and are permitted to explore related exhibits before and after the scheduled class using special in the museum maps or student activity guides.

The Rock and Roll Hall of Fame and Museum also provides professional development for teachers through several programs, including *Teachers Rock*, *Electrifying the Classroom Summer Institutes*, and a *Northeast Ohio Education Association Teacher Workshop*. *Teachers Rock* is a professional development workshop series for K-12 teachers and administrators interested in integrating popular music into core curriculum teaching. It is a monthly series offered free of charge from 4:30—6:00 p.m. on the second Wednesday of most months at the Rock Hall. During the summer months, the Rock and Roll Hall of Fame and Museum holds a one week institute that is available for graduate credit. Lesson plans from this experience are available for teachers at <http://www.rockhall.com/teacher/sti-lesson-plans/>. This year's NEOEA one-day *Teacher Workshop* will be held on October 16th from 9:00 a.m.—3:30 p.m. at the museum. For more information, these programs please contact education@rockhall.org or call 216.781.ROCK.





The **Ohio** Council for the Social Studies Annual Conference

April 15-16, 2010
Holiday Inn Worthington

Ohio Schools in a Global Setting

Session proposal forms are available at www.ocss.org/annual_conference.htm
Deadline for proposals: November 1, 2009

Additional information can be found online and in our winter newsletter.
Conference questions may be directed to Linda Logan at llogan@columbus.rr.com



ATLANTA Join us at the 89th
NCSS Annual Conference
November 13-15, 2009

Dreams and Deeds
The Civic Mission of Schools
NCSS 2009 Atlanta

Join more than 3,000 of your peers from across the U.S. and around the world to share the most current knowledge, ideas, research, and expertise in social studies education. With the theme "Dreams and Deeds: The Civic Mission of Schools," the conference will highlight the central role of social studies in our schools: preparing young citizens to make a better world.

As the cradle of the Civil Rights movement and heartbeat of the New South, Atlanta is steeped in history, culture, and new ideas, making it the perfect setting to explore 21st-century social studies education. The 89th NCSS Annual Conference is the social studies professional development conference you cannot afford to miss!

Additional information can be found at <http://www.socialstudies.org/conference/> 



OHIO CENTER FOR LAW-RELATED EDUCATION

LAW AND CITIZENSHIP CONFERENCE
Join the Center Oct. 4-5, 2009 at the Holiday Inn in Worthington for the 19th Annual Ohio Law and Citizenship Conference
For more information visit the OCLRE website at www.oclre.org



**Register
Online**

www.ocss.org



Deadline 2
weeks prior to
workshop

2009 Elementary Social Studies Regional Super-Workshops

- ◆ Using Trade Books to Teach Social Studies Content
- ◆ Hands-on Government and Civic Lessons for Elementary Social Studies
- ◆ Engaging Elementary Economics Lessons
- ◆ Geography in the Elementary Social Studies Classroom

Workshops run from 8:30—3:30

Cost: \$25 (includes breakfast and lunch)

Take home engaging lessons related to the Ohio Content Standards you can implement right away!

Northwest Ohio Saturday, October 3, 2009	Northeast Ohio Saturday, September 26, 2009
Southwest Ohio Saturday, October 24, 2009	Southeast Ohio Satu. CANCELLED 10, 2009



Ohio Council on Economic Education



National History Day in Ohio

This year's annual theme is Innovation in History: Impact and Change. Students are encouraged to pick topics related to the theme that include both elements. Research projects will lead students to explore primary and secondary sources and create historical papers, imaginative exhibits, original performances, media documentaries, or, we sites

Traditionally, National History Day is designed for 6-12th grade students to participate in regional, state, and national events, but in Ohio, 4th and 5th grade students will be invited to participate in Ohio History Day on April 24 at the newly renovated Ohio Union on The Ohio State University campus. 4th and 5th grade students can submit modified exhibits and performances to the

Youth Division and will be judged and awarded prizes alongside the older students.

National History Day in Ohio is presenting two day-long workshops on integrating the program into the classroom and exploring this year's theme: Innovation in History: Impact and Change. The workshop will be offered on October 7th at the Oberlin Heritage Center and on October 21st at the Ohio Historical Center.

To receive more information about National History Day in Ohio or to register for a workshop, go to www.ohiohistoryday.org. To request a teacher packet, send an email with your name, school and address to historyday@ohiohistory.org.



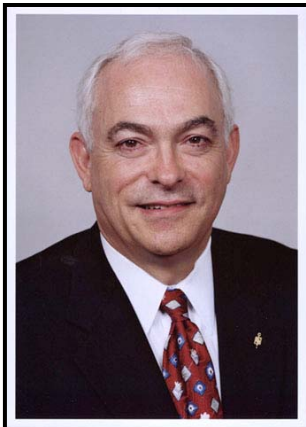
The Ohio Center for Law-Related Education

The Ohio Center for Law-Related Education empowers teachers with relevant professional development programs offering continuing education and graduate credits at a low cost. This fall the Center is presenting several easy and meaningful ways to meet your continuing education requirement:

- Mock Trial professional development for middle and high school teachers - October 3, at the Center offices in Columbus
- We the People professional development for elementary, middle and high school teachers - October 3, at the Center
- OCLRE Law and Citizenship Conference - October 4-5 Holiday Inn, Worthington. Ashland credit available
- Ohio Government in Action professional development for elementary grade teachers - November 17-18 in Columbus. Ashland credit available.
- Youth for Justice professional development for intermediate level teachers - October 24 in Toledo and November 17 in Columbus

For additional information visit the OCLRE website at www.oclre.org. The Center's high quality programs are aligned with state social studies content standards and are sponsored by the Supreme Court of Ohio, the Ohio Attorney General, the Ohio State Bar Association, and the ACLU of Ohio Foundation.

In Memoriam



Bill Laidlaw

COLUMBUS, Ohio)- The Ohio Historical Society's executive director and CEO, Dr. William K. Laidlaw, Jr., is being remembered as a leader and advocate for preserving Ohio's heritage by his friends and colleagues, after his unexpected and tragic death.

"It is with profound sadness that we learned of the passing of our friend and colleague, Bill Laidlaw," said Richard T. Prasse of Chagrin Falls, Ohio, chairman of the OHS Board of Trustees. "The entire Ohio Historical Society family mourns this tragic loss, and our deepest sympathies are with his family and friends during this difficult time."

Dr. Laidlaw came to Ohio Historical Society in August 2003 as executive director and CEO after a career in higher education and nonprofit management. During his tenure at the Ohio Historical Society, he traveled extensively throughout the state advocating for the Society and the value of history, history education and historic preservation.

According to Prasse, Dr. Laidlaw led the Ohio Historical Society to reinvent its business model from one heavily dependent on state support to a future based more on entrepreneurship. He was a change agent for the statewide nonprofit's operations, leading its efforts through a strategic planning process that resulted in the Society's plans for the future - based on three core areas of preservation of historic sites and collections, statewide outreach and providing access for education and research. Under his leadership, the Society made great strides in reaching out to local communities and other statewide organizations to promote history during a time of diminishing state support.

Dr. Laidlaw held an MBA from the University of Pennsylvania's Wharton School and a doctorate in management from Case Western Reserve University's Weatherhead School of Management. Prior to the Ohio Historical Society, he was the director of executive education and interim dean at Case Western's Weatherhead School of Management from 2000 to 2002. While at CWRU, he received the Theodore M. Alfred Distinguished Service Award. For more than two decades before that, he was executive director of the Association to Advance Collegiate Schools of Business, an accrediting agency and service organization for university-based business schools and programs.

A memorial service is planned for Saturday, September 19th at 2:00 pm at the Ohio Historical Center.

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