



# NEWSLETTER

for professionals of the mind

January 2002

editor: Linda McKean Logan

## Dateline Columbus . . .

William J. Muthig, Ohio Department of Education

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### First Public Review of Draft Social Studies Standards Over

Public review of the current draft of the Social Studies Academic Content Standards over the Ohio Department of Education web site has concluded. Summaries of the public reaction to the draft standards are being prepared. Members of the Social Studies Standards Writing Team will be able to use these summaries at their next meeting. (See the article beginning on page 2 for more information about the Draft Social Studies Standards.)

This was the first of two planned public reviews of the draft standards. The next review will be conducted in the spring of 2002.

### Testing Contract Proposals under Review

The Ohio Department of Education, in conjunction with the Ohio Department of Administrative Services, is currently reviewing contract proposals for new assessments. Proposals for the K-5 grades and the Ohio Graduation Tests are being studied.

### Transition in State Testing Programs II - Achievement Tests (Grades 5 & 8)

In the last issue, this column began a review of the transition in Ohio’s testing programs brought about by the passage of Amended Substitute Senate Bill 1. That discussion

focused on the elimination of competency-based education requirements and the institution of diagnostic assessments. Another major change involves the phasing out of Proficiency Tests and the institution of Achievement Tests.

The new law gradually replaces Proficiency Tests with Achievement Tests for reading, writing, mathematics, social studies, and science. School districts must continue to administer all required Proficiency Tests until the Achievement Tests become available. This transition takes place over different years for each of the tested areas.

In the area of social studies, the last administration of the Fourth-grade Citizenship Proficiency Test will be in the 2004-2005 school year. That test will be replaced with a Fifth-grade Social Studies Achievement Test. The Achievement Test will be administered for the first time during the 2005-2006 school year. The last administration of the Sixth-grade Citizenship Proficiency Test will be in the 2005-2006 school year. That test will be replaced with an Eighth-grade Social Studies Achievement Test. The Achievement Test will be administered for the first time during the 2006-2007 school year.

The Social Studies Achievement Tests will be based on “benchmarks” to be included as part of the Social Studies Academic Content Standards. The tests are to be developed with the assistance of educators, “other school

## Dateline Columbus

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personnel,” and “parents.” In addition, a fairness sensitivity review committee will be used to ensure that test questions do not promote or inquire as to an individual’s moral or social values or beliefs. The law requires the State Board of Education to establish four ranges of scores for the Achievement Tests administered to grades 3 through 8. The score ranges are advanced, proficient, basic, and below basic.

The law also changes the administration of Proficiency Tests. It allows the State Board to designate test dates when the total number of tests administered in grades four or six exceeds three so that all tests are not administered in the same week.

The Ohio Graduation Tests and end-of-course examinations are also referenced in Am. Sub. Senate Bill 1. They will be addressed in the next *Newsletter*.

## Gold Star Council Award

The Ohio Council for the Social Studies was awarded the Gold Star Council Award at the National Council for the Social Studies Annual Conference in Washington, D. C. in November 2001. OCSS received this award for meeting all seven criteria for a Gold Star Council. Most importantly OCSS increased its NCSS joint memberships to over 200, an increase of almost 20%.

Representing the Ohio Council for the Social Studies in the House of Delegates were Dan Langen, OCSS President; Vicki Knauff, OCSS Vice President; Jim Sheehan, Conference Director; Jim Lane, an OCSS Past President; and Eleanor Yunghans, OCSS Executive Director. The Ohio Council was also joined by Merry Merryfield, NCSS Higher Education Representative.

# More Opportunities for Input

Donna Nesbitt, Ohio Department of Education

Members of the Ohio Council for the Social Studies executive board participated in a focus group on November 3, 2001 to provide feedback on the Fall 2001 draft of Ohio’s new social studies academic content standards. The two-hour meeting provided an opportunity for board members to express concerns that will be included in a report to be used in the next revision of the standards. This meeting was one of several focus groups conducted to get preliminary feedback on the draft of the standards.

In addition to the focus groups, Ohioans have had an opportunity to respond to the standards on the Ohio Department of Education’s web site. The comment page was available during the months of November and December and many people have provided feedback. The comment portion of the web site is now closed so that the data gathered can be summarized and analyzed. However, a copy of the Fall 2001 Draft is available for printing. The writing team will meet again in February to consider the feedback and make revisions to the draft.

The next opportunity to comment will occur in April. The revised standards, indicators and benchmarks will be available for feedback. There will be a larger round of focus group meetings which will include sessions for teachers in each of Ohio’s twelve Regional Professional Development Center (RPDC) regions, as well as meetings with professional organizations. Amended Substitute Senate Bill 1 requires that the social studies standards be adopted by the State Board of Education by December 2002.

### 2001-2002 OCSS Executive Board

Executive Director  
Eleanor Yunghans  
President  
Daniel Langen  
Vice-President  
Vicki Knauff  
Treasurer  
Abbejean Kehler  
Past-President  
Tom Shreve

## OCSS Educator Awards

Recognizing outstanding social studies educators.

**Teacher of the Year** nominees should be Ohio classroom educators currently teaching in the grade level for which they are nominated. Nominees should exemplify excellence in the teaching of social studies skills and content, and their colleagues should recognize them as exceptional social studies practitioners. Deadline for submissions is February 22, 2002.

**Professional Educator of the Year** nominees may be administrators, college educators, or other social studies professionals who have made a significant contribution to the field of social studies, and who are recognized by their colleagues as outstanding statewide leaders. Deadline for submissions is February 22, 2002.

**President's Scholarship** is for outstanding junior or senior level college students who will be teaching social studies. Deadline March 22, 2002.

For more information about these awards, visit the OCSS web page at [www.ocss.org](http://www.ocss.org) and click on awards. If you do not have access to the Internet and would like a copy of the nomination forms, please contact Linda McKean Logan at 614/527.9079.

## Great Lakes Regional Conference

The Great Lakes Regional Conference of 2002 will be held in Indianapolis, Indiana, from April 17-20, 2002. The conference title is **Social Studies, Putting the Pieces Together.**

The two main keynote speakers are James Loewen, author of *Lies My Teacher Told Me*, and Walter Parker, author of *Deliberation as a Means of Instruction for Social Studies in Elementary Education*.

Rooms are available at the Hyatt Regency, Embassy Suites, Westin, and the Marriott. These are all within walking distance of the Convention Center. There is also a mall in the downtown Indianapolis area with inexpensive parking.

Tours are also planned of the Indianapolis Speedway, the Brickyard 400, the Conner Prairie Living History Museum, Eiteljorg Museum of American Indians and Western Art, and the NCAA Hall of Champions.

For more information, contact Lynn Nelson, Executive Director, President Elect, 1442 LAEB, Purdue University, West Lafayette, IN 47907; e-mail [lnelson@purdue.edu](mailto:lnelson@purdue.edu) or call 765/494.2372.

## Web Editor Position Available

The Ohio Council for the Social Studies is looking for a creative Social studies educator to serve as our web editor. This position does **not** require extensive experience with web page construction. Most of the work for this position can be completed as plain text documents (Word or ClarisWorks) and sent to another person who will generate the HTML code.

The ideal person would :

- identify and summarize key resources and social studies related web sites
  - ensure posted information is current and correct
  - work with the board to develop new features and additional site functionality
- attend quarterly executive board meetings

# Socratic Seminars for All

John Ludy

*The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.* -John Dewey

John Ludy is the 2001 "Hoosier Educator of the Year." A full-time social studies and English teacher, he is a nationally-recognized Socratic seminar trainer and adjunct professor of education at Indiana University-South Bend. Ludy has developed the Omnilog Framework, a progressive synthesis of classroom "best practices" including Socratic seminars, jigsawing, and "Literature" circles. He can be reached at [jfludy@dmci.net](mailto:jfludy@dmci.net).

Four years ago the high school in which I teach switched to block scheduling. Like many other teachers, I struggled to reinvent my classroom. While casting around in the limited professional literature at my disposal, I ran across an article about Socratic seminars.

The name itself was probably the first thing that attracted me. It sounded intellectual and Ivy League. So I followed the article's suggestions and failed miserably.

I probably would have written off the Socratic seminar as a well-intentioned but unworkable classroom strategy, had I not come across a flier indicating that there was going to be a four-day Socratic seminar training at a nearby school.

That was the beginning of a wild, exhilarating, and ultimately great professional renaissance that has gained momentum and intensity as the years have passed.

The reason for all of this is simple....Socratic seminars work for ALL students at ALL grade levels. I say this not as an "expert" but as a working teacher who has seen classrooms routinely transformed into learning communities through their regular use.

A brief description of Socratic seminars might be helpful. Socratic seminars trace their origin back to ancient Athens and the Platonic *Dialogues*. However, the modern, educational Socratic seminar was proposed in Mortimer Adler's 1982 book *The Paideia Proposal*.

The Socratic seminar is an inquiry-based instructional method based on several interconnected ideas:

- \* Students learn best when they are actively involved in the learning process.
- \* Civil discourse is a crucial life-skill that all students can and should "learn."
- \* Inquisitive teachers foster inquisitive classrooms.
- \* Students should be exposed to varied materials, viewpoints, and teaching methods

- \* Students should be empowered to take responsibility for their own educations.

- \* Students should routinely be challenged to think deeply.

- \* Open class dialogue is usually better than lecture monologue.

- \* The teacher should seek ways to join the educational process as a lead-participant.

- \* Real learning is unpredictable and grounded in the present.

- \* The process of learning is more important than the individual facts learned.

- \* Successful classrooms are not "student-centered" or "teacher-led." Instead, they are "community-based."

Actual seminars are individual yet share several commonalities. In general they follow three or four simple steps.

1. Students are first given a work to experience (i.e., read, view, hear, etc.).
2. After they have completed this pre-seminar study, they then seminar over the work.
3. Finally, they reflect on the seminar process they have just experienced.
4. Often, this reflection includes a written reflective assessment component.

Socratic seminars are effective in all social studies classes. For instance, I am currently using seminars in civics, current issues, and world geography. I find them particularly valuable when studying primary texts.

Thanks to an invitation by Dan Langen, I will be doing a presentation on the use of Socratic seminars in the social studies classroom at the OCSS spring conference in April. I am excited about this opportunity to share my experiences with Ohio social studies educators. My ongoing professional experiences have convinced me of Socratic seminars' value for students and their teachers.

## Ohio's Historical Markers: A Teacher Resource Guide

*Ohio's Historical Markers: A Teacher Resource Guide* is a joint project of the Ohio Council for the Social Studies, the Ohio Historical Society, and the Ohio Bicentennial Commission.

This book will benefit teachers, students, librarians, visitors, local historians, and others. This book will include information on 26 historical markers. Each lesson will have historical information about the marker, suggested activities, primary source documents (if available), detailed resources (primary and secondary), maps, links to other sites, and recommended children's literature. There will also be information about how to apply for a marker in your community.

The markers, which have been chosen for the book are representative of different areas of the state and follow the categories of the Ohio Bicentennial Commission. The markers selected are also closely related to the categories of the Ohio Memory project, an on-line project of the Ohio Historical Society. This project will benefit the Ohio Bicentennial and the State of Ohio by providing resources not currently available about Ohio's Historical Markers. Prior to the Longaberger initiative, there has not been adequate historical information and documentation available to the public about Ohio's Historical Markers. This project will enable teachers, students, librarians, visitors, local historians, and others to utilize their community or region's historical markers.

The book will be distributed to school librarians, resource teachers, or social studies teachers in each school building in Ohio. There will be a presentation at the OCSS Annual Conference with books distributed to the attendees.

## Governor's Teacher Advisory Board

The Governor's Teacher Advisory Board, facilitated by Teacher in Residence Jayne Berger, is composed of public and non-public teachers from across Ohio, representing diverse regional and educational interests. This group is charged with improving communication between teachers and Governor Bob Taft by advising the Governor about the experiences and views of classroom teachers.

OCSS is privileged to have a seat on this board. Each Board member must be a current classroom teacher. President Dan Langen has appointed Past President Tom Shreve to represent OCSS.

The first meeting was held on October 16 at the Riffe Building in downtown Columbus. Among the agenda items were an address by Dr. Bob Bowers, Associate Superintendent of the ODE who spoke on the implementation of Senate Bill #1. Governor Taft then arrived and held an open discussion with the Board about his expectations. Next came Elizabeth Ross, Executive Assistant for Education, who addressed the Board about the Governor's Commission for Teaching Success. She solicited information from to help set the Commission's agenda. Dr. Jane Fullerton, of the Ohio Board of Regents, completed the agenda by providing information and updates from her group.

As your representative to this group, Tom asks you to please feel free to contact him with any concerns and/or questions you have regarding social studies education, or teacher concerns of a more general nature. The Board's next meeting is February 8.

You can contact Tom the following ways:  
email: [tshreve@orange.k12.oh.us](mailto:tshreve@orange.k12.oh.us)  
office phone: 216-831-8600 ext 2437  
or mail: Tom Shreve, 3156 Elisha Lane,  
Twinsburg, OH 44087

The Dirksen Congressional Center's "Communicator" is a web-based e-newsletter providing educators with news and ideas to enhance civic education and improve the understanding of Congress  
[webcommunicator.congresslink.org/](http://webcommunicator.congresslink.org/).



# OCSS Election Information

The following people are running for an OCSS position. You may vote with the ballot located on page 9 or vote at the conference.

## Secretary - this position is open

### Treasurer - Abbejean Kehler

*Biography*-I am currently President of the Ohio Council on Economic Education, located on the campus of the Ohio State University. I have been involved in Ohio programs since 1986, OCEE President since 1991. I also serve as Director of the Central Ohio Center for Economic Education - providing programs to schools and teachers in central Ohio on Economic and Financial Literacy education.

*Position Statement*-As a manager of two not-for-profits (OCEE and COCEE) and in two terms as Treasurer for OCSS I believe I am able to contribute both management and fiscal assistance to serve both the Line Officers and the Executive Board and provide oversight to the wise use and careful management of OCSS's dollars on behalf of the membership at large. I would be pleased to continue to serve should the membership so desire.

### Primary School Representative - Linda Graham

*Biography*-I am a Library Media Specialist in the Cleveland Municipal Schools. I received my bachelors degree from Miami of Ohio, Masters in Educational Administration from Cleveland State University, and Masters in Library Science from Kent State University. I have been an active member of OCSS, and have served on the Executive Board as Primary Representative. I have presented at both national and state conferences as well as conferences for the Ohio Council of Teachers of English and Language Arts. I was appointed to serve a three year term on the NCSS Children's Book Council Committee, which selects the Notable Books in the Field of Social Studies. I am also currently the Ohio Representative to The American Promise.

*Position Statement*-I believe that Social Studies is a vitally important part of the curriculum. As citizens of the world and of our country, our children must be informed. We must teach them about our country's history, its diverse cultures, and our place in the world. In Kindergarten and the Primary grades, developmentally

appropriate Social Studies concepts can be integrated into reading, Language Arts, Math and the Arts. Reading good children's literature can introduce even the youngest child to history, economics, and social concepts. Well done and historically accurate illustrations are an invaluable aid to understanding both for the older child as well as the young. The use of maps while discussing setting helps students geographic sense. Using stories and simple timelines and comparing and contrasting life long ago to today, also begins to build understanding of Social Studies concepts at a young age. If we want our students to become our well informed citizens of the future, we must begin to show our children at an early age that Social Studies is fun, exciting, and not at all boring.

### Jr. High/Middle School Rep - Matt Stowell

*Biography*-I have served OCSS as Miami Council President, Executive Board Parliamentarian, and Central District Representative. I have taught 8th Grade Social Studies for the past eleven years in the Dublin School District.

*Position Statement*-I intend to use the position of Middle School Representative to utilize more of the Council's resources to augment the teaching of social studies at the middle school level. In addition, I will represent the needs and concerns of Middle Level teachers to the executive board of OCSS.

### Higher Ed Rep - Jim Shively

*Biography*-Jim Shiveley is an Associate Professor and currently Acting Chair in the Department of Teacher Education at Miami University where he has taught social studies methods and supervised student teachers for the past ten years. In the area of social studies education, his teaching, research, and service activities have been concentrated on citizenship education for a democratic society and has also worked in recent years on the development of school/university partnerships. He received his doctorate from The Ohio State University in the area of Global and Social Studies Education. He has been a member of NCSS and OCSS since 1991 and has presented at one or both of these annual conferences each year. He has been a member of the Executive Board for the Ohio Council for the past year.

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## OCSS Elections

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### **District 1 Representative Bill Bates**

*Biography*-I am a “new” teacher. I have been working in mental health for the past 25 years working with difficult to manage adolescents. I am a licensed professional counselor (LPC) having worked in central Ohio with many of the local school systems. I decided to change careers after the infusion of managed care into the mental health field. I have just obtained my teacher certification in History. I earned certification through Ashland University, Columbus branch. I have been substituting for the Worthington Schools for the past two years. I have been a long term sub for Worthington Kilbourne Middle School (Social Studies), Worthingway Middle School (Special Education) and The Worthington Campus School (Math and Language Arts). I plan on continuing my education, after finding a full-time teaching position, and working toward certification in comprehensive Social Studies.

*Position Statement*-I would like to represent central Ohio teachers on the OCSS because I am a good communicator, a good representative and, being new to the field, I have a fresh interest in Social Studies. I am also experienced in other professional organizations having participated in several associations within the mental health field throughout my career.

### **District 1 Representative Lori Davis**

*Biography*-Lori has taught at Dublin Coffman High School for 15 years and is the Social Studies Department Chairman of 17 department members. Currently Lori is team-teaching American Studies (11) with the American Literature teacher and US Government (12). Lori is also a member of the district Social Studies Council which is responsible for the development and implementation of social studies curriculum grades K-12. Lori is also a member of the Franklin County Curriculum Forum which was created to coordinate changes in state model curriculum with districts throughout Franklin County. Lori is an Executive Board Member at the Mershon Center and teacher advisor to John Glenn Institute at The Ohio State University.

*Position Statement*-I believe that in this time of great and frequent change in our subject area that we have as many classroom teachers involved in the process as much as possible. The new state standards and the professional

development requirements for social studies teachers will impact our profession and we need to be a part of the change process, not just react to it.

### **District 8 Representative - Samantha Schaedler**

*Biography*-As a member of the Orange School District faculty since 1995, I have been involved in many professional and extra curricular activities. I am a National Board Certified teacher with certification in Early Adolescence/Social Studies. I have attended five National Social Studies conferences and many Ohio Council Conferences. I have presented at the state and local level. I have attended countless workshops on global perspectives, National Certification, computer processing, teaching inclusion and discipline. I was the advisor for the Model United Nations program for many years. I have coached both track and cross country and am the ski club advisor. For the past 5 years, I have planned and implemented the 8th grade trip to Washington D.C.. I have traveled to over 40 countries and use this knowledge and the experiences in the classroom. I currently am the secretary for the Greater Cleveland Council for the Social Studies. I believe I would be a dedicated addition to the Ohio Council and the Social Studies Board.

*Position Statement*-I am dedicated to providing students a well balanced education. I believe it is important for the students to develop physically, emotionally and socially to the highest capable level. Education should expose children to a broad variety of disciplines, experiences, philosophies and social attitudes. I believe a social studies program should help students develop a concept of self worth and importance. I believe students should develop an appreciation and an understanding of other people and cultures. This appreciation can be achieved through community service projects, interdisciplinary curriculum and multi cultural activities. It is important too provide students with opportunities to use critical thinking, inquiry, research, teamwork, decision making, vocabulary development, written and verbal communication skills. I believe that education should prepare students to actively participate and be successful in a global society.

### **District 10 Representative - Bob Jenkins**

*Biography*-I have been married to Jan Jenkins, Second Grade teacher, father of two children, Mark and Catherine. I have a B.S. in Ed. (Comprehensive Social Studies) Kent State University 1972 and an M.A. in

Social Studies Ed. from the Ohio State University 1977 I also have 50 Additional Semester Hours of Study at Miami University, Ohio University, the College of Mt. St. Joseph, Muskingum College and Ashland University. I have been a classroom teacher at Zanesville High School since 1972. I currently teach Social Studies and have been Department Coordinator for 20 years at ZHS. Since I normally have 5 or 6 classes I am much more of a teacher than an administrator. I have worked with the Ohio Department of Education on the 9th Grade Proficiency test and on the Ohio Graduation test.

*Position Statement*-I have been a member of NCSS and the OCSS for almost thirty years. I have been very active in my local education association serving as a President, Secretary, and Chair of Negotiations Committee for several contracts. I have also attended the last three NEA conventions as a local delegate. I believe the role of the Ohio Council for the Social Studies is to assist teachers in better preparing their students for their various futures, including College, the Ohio Graduation test, and the role of Citizen of Ohio and the United States. I have served as a district representative for the past three years and have been an active participant on the OCSS Executive Board.

## Bill of Rights Workshop

The Bill of Rights Institute will host a workshop, The Bill of Rights and the Founders, Monday, March 18 in Cincinnati, Ohio. The program will run from 8:00 AM to 2:30 PM and will provide further training to 50 Ohio high school Social Studies teachers. The program will explore the U.S. Bill of Rights and the Founders, while addressing Ohio's Civic and History curriculum standards. Attendees of this free workshop will receive complimentary edition of the Institute's Bill of Rights and You curriculum, complete with a 200-page teacher's guide, video series, and unrestricted access to our website. The Bill of Rights and the Founders workshop is designed to train teachers on how to use the Institute's educational and Internet resources, and to help them engage their students with our Founding documents.

For more information, contact Eric Langborgh, Communications Manager, The Bill of Rights Institute, 1001 Connecticut Avenue, NW, Suite 219, Washington, DC 20036 or call 202.822.4622

[www.BillofRightsInstitute.org](http://www.BillofRightsInstitute.org)

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## OCSS Election Ballot

Voting may be done by marking the ballot below and mailing to: Tom Shreve, OCSS Elections, 3156 Elisha Lane, Twinsburg, OH 44087

or

You may vote at the annual conference in April.

Treasurer (term is for two years)

Abbejean Kehler

Write-in:

Primary School (term is for three years)

Linda Graham

Write-in

Jr. High/Middle School Rep (term is for three years)

Matt Stowell

Write-in:

Higher Education Representative (term is for three years)

Jim Shively

Write-in:

District 1 Representative (term is for three years)

District 1 serves the following counties: Union, Delaware, Licking, Madison, Franklin, Pickaway

Vote for 1

Bill Bates

Lori Davis

Write-in

District 8 Representative (term is for three years)

District 8 serves the following counties: Lorain, Cuyahoga, Lake, Geauga, Ashtabula

Samantha Schaedler

Write-in

District 10 Representative (term is for 3 years)

District 10 serves the following counties: Coshocton, Muskingum, Tuscarawas, Guernsey, Noble, Carroll, Harrison, Belmont, Jefferson

Bob Jenkins

Write-in

# Facing History

History is a moral enterprise. Alexis de Tocqueville called democracy “an apprenticeship in liberty.” Deep critical examination of history engages students in discussions about democracy, the responsibility for civic participation, and the moral choices inherent in living in and protecting a democracy. This is the mission of Facing History and Ourselves, to help students find meaning in the past and recognize the need for participation and responsible decision making as well as in the critical discussions and debates of their community and nation. When students examine the complexities of history, the failures as well as successes, they are encouraged to develop a voice in their peer culture in the present.

For more than 25 years, Facing History has engaged teachers and students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of collective violence, students make the essential connection between history and the moral choices they confront in their own lives.

Facing History & Ourselves offers teachers and others in the community occasions to study the past, explore new ideas and approaches, and develop practical models for civic engagement that link history to the challenges of an increasingly interconnected world and the choices that young people make daily. Facing History students learn that apathy and indifference stifle hope. They discover how violence destroys families and nations. They seek opportunities to confront the isolation that fuels the misunderstandings, myths, and misinformation they have about the “other.” Facing History helps students find answers to their questions. How can we prevent violence and end racism and antisemitism? How do we find the courage to protect human rights so that “never again” truly means that we have learned something by studying the events that led to one of the most violent times in the 20th century?

The national office of Facing History and Ourselves is in Brookline, MA, and has grown to include regional offices across the United States, including Cleveland. The Cleveland office is entering its third year servicing the Greater Cleveland area and the state of Ohio. Our primary resource book is *Holocaust and Human Behavior*, which has as its case study an examination of the Holocaust and the events leading to it, taking a deep look at the period of history before Hitler took power and people actually had a choice. The resource readings during the Holocaust itself also examine the choices people had and made, the choiceless choices of many of the victims, and the component of human behavior underlying those choices. Finally, we examine judgment and legacy, and choosing to participate. Our newest resource book, *Race and Membership in America*, is a study of American history, the development of the concepts of race, the eugenics movement, and the legacy of membership today. Additional study guides on histories including South Africa, Los Angeles riots, Japanese Internment, and Ghetto Life 101, a study of the legacy of poverty in America, are available on-line at our website [www.facinghistory.org](http://www.facinghistory.org).

The core of our training is a week long summer institute held at John Carroll University the last week of June. Dorm facilities are available to those who are outside of the direct vicinity. In addition to the summer institute, we offer day long and after school workshops for teachers at a variety of locations. Topics of our workshops this year include Teaching Art and Memoir of the Holocaust; Confronting Homophobia in History and in the Classroom; Twilight Los Angeles, a look at the riots from the historical to multiple points of view of those involved; and Native American logos in Sports, an historical examination of the treatment of Native Americans and the legacy of that history today.

Visit our website  
[www.facinghistory.org](http://www.facinghistory.org) to  
 examine our program in  
 depth, call the office at  
 216-321-9220, or email  
 the Cleveland program  
 director  
[laurie\\_rodney@facing.org](mailto:laurie_rodney@facing.org)

# Ohio Council on Economic Education Information

## Current Issues 2002

For a sneak preview of iSchoolZone in action, please visit [www.ischoolzone.com/](http://www.ischoolzone.com/) review and log in as GUEST (no password required). Additional information about iSchoolZone including course descriptions and a tour is located on the [iSchoolZone products page](http://www.ischoolzone.com/products) [www.castlesoftware.com/home/prod01.htm](http://www.castlesoftware.com/home/prod01.htm) of our corporate website. Or call us at 1-800-345-7606. Free school-wide trials are available upon request!

Interested in playing the **Stock Market Simulation**? Log on to [www.ohiosms.com](http://www.ohiosms.com) If you don't see a Center for Economic Education located near you, select the Ohio/ other button and we'll get you set up. This is a great activity for teachers and students!

Coming April 8 & 9, 2002, **Economic Challenge**. Students taking economics courses will compete on the 8th and students enrolled in AP Economics courses will compete on the 9th at the Columbus Athletic Club, under written by NFIB-Ohio, Goldman-Sachs Foundation and the National Council on Economic Education. Mark your calendars to join us on one of those days as judge! Come and see some of the best and brightest. Please request a brochure - (614) 292-1178 - the 25 slots for competition in each division will fill quickly.

**Common cents Video Competition** - consumer video contest for middle and high school students - check this out on our web site: [www.ocee.org](http://www.ocee.org)

With renewed attention to international issues, Close Up Foundation's *Current Issues 2002* covers the Bush administrations and foreign and domestic policy topics. Topics range from democracy and human rights, weapons proliferation, and aid to underdeveloped countries to military readiness, social security, and technological advancement to help students understand our world of interdependency and fast paced changes. The publication contains background information, discussion questions, and a debate section. The teacher's guide includes 21 weeks of lesson plans, reproducible handouts, and internet links. The 350 page paperback *Current Issues 2002: Critical Policy Issues Facing the Nation and the World*, ISSN:161-6641, is \$14.25 plus shipping and handling. To order, call Close Up Publishing, code R12, at 800/256.7387 or visit the Close Up web page at [www.closeup.org](http://www.closeup.org).

If you are interested in getting your social studies message to Ohio teachers, consider using our *Newsletter*. The rates are:

Full page:	\$250.00
1/2 page:	135.00
1/4 page:	75.00
Classified:	.50 per word

We reserve the right to refuse advertising which is not appropriate. For further information, contact Linda McKean Logan at 614/527.9079 or e-mail: [llogan@columbus.rr.com](mailto:llogan@columbus.rr.com)

**Deadline for submissions for the next OCSS Newsletter:  
April 29, 2002**

**PLEASE JOIN US!**

_____	Professional Membership	\$25.00
_____	New NCSS Regular/Free OCSS	55.00
_____	New NCSS Comprehensive/Free OCSS	70.00
_____	Full-time Student	5.00
_____	Retired Educator	5.00

New  Renewal

Name \_\_\_\_\_ Home Phone \_\_\_\_\_  
Home Address \_\_\_\_\_ County \_\_\_\_\_  
City \_\_\_\_\_ Zip \_\_\_\_\_  
Institution/School District \_\_\_\_\_  
Position/Grade Level \_\_\_\_\_  
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