



# NEWSLETTER

for professionals of the mind

November, 2001

editor: Linda McKean Logan

## 2002 OCSS Annual Conference April 11-13, 2002 Clarion Hotel, Worthington Preparing Tomorrow's Citizens

James Sheehan, Conference Director

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The keynote speaker for the dinner banquet is Dr. Susan Adler, past president of the National Council for the Social Studies. Dr. Adler will share her experiences as a teacher, professor, and leader of NCSS. She will share with us her vision of the role of the social studies in education.

The cost for the Pre-Registration Discount Package (includes Conference Registration and luncheon Friday, banquet Friday, breakfast Saturday, and lunch Saturday) is:

students/retired members \$135; members \$145; non-members \$170.

For the conference only (no meals), the cost is:

students/retired members \$75; members \$85; non-members \$110.

Registration forms will be available in the January *Newsletter*.

Hotel accommodations must be made directly with the Clarion. Room rates are \$77 plus tax. You may make your reservation by calling 614/436.0700. Be sure to mention OCSS when making your room reservation. In order to receive this rate, you must reserve your room by March 10, 2002.

For the most current conference information, check the web page at:

[WWW.OCSS.org](http://WWW.OCSS.org)

# Dateline Columbus . . .

William J. Muthig, Ohio Department of Education

## **Draft Social Studies Standards Available for Review**

The current draft of the Social Studies Academic Content Standards is posted on the Ohio Department of Education web site for public review through December.

Teachers, administrators, and members of the general public may read and react to the draft standards. The ODE web site is [www.ode.state.oh.us](http://www.ode.state.oh.us).

Reaction from educators is particularly important at this stage of the development process. The standards are in a fluid state and suggestions from the public can be readily incorporated as part of the next draft of the document. The grade-level indicators contained in the document will be the basis for benchmarks at certain points in the grade sequence. These benchmarks will inform the development of the achievement tests called for in Amended Substitute Senate Bill 1. Governor Taft signed the bill into law on June 12, 2001. The benchmarks will serve as the basis for item development on the new assessments. What will be assessed on the new assessments is being shaped now by the discussions of the new standards. Anyone interested in what students will be expected to show on state tests should review the proposed standards before the end of December.

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

## **Transition in State Testing Programs – Diagnostic Assessments**

With the passage of Amended Substitute Senate Bill 1, the Ohio Department of Education has begun to plan for the transition to new assessment programs as specified in the law. One of the areas of

transition impacting social studies teachers is the elimination of competency-based education requirements and the institution of diagnostic assessments.

The new law immediately eliminates the requirement that local school districts have competency-based education programs and related assessments. In their place, the State Board of Education must provide diagnostic instruments for five subject areas. For social studies, these assessments are required in grades 3 through 8, except for those grade levels in which achievement tests are administered. The Department must make the diagnostic assessments available to school districts at no cost to the districts. All school districts, except those rated as “Excellent” under the school district report card system, must use the same state-developed instruments and the districts must provide intervention to those students diagnosed as needing additional help to meet state content standards.

The law requires the each diagnostic assessment be given at least once in each specified year for every student. School districts will be able to determine when the assessments are administered. The diagnostic assessments may be given more than once a year to determine student progress. Districts will score the diagnostic assessments but are not required to make the results available to the Department or the public. Parents must be provided the results of the assessments and any documents used during the administration of the assessments. The law also requires students who transfer from one building to another in the middle of a school year to be assessed within 30 days of the transfer to help determine the student’s academic strengths and

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### **2001-2002 OCSS Executive Board**

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# President's Message

Dan Langen, Mason City Schools

Who should determine the “essential” content of the social studies curriculum? What should that essential content be? These are deceptively simple questions. I believe that every social studies professional would quickly reply that the teaching professional should be the “who” determining the “what” of the social studies. I have participated in at least 5 local course of study revisions. Each time, the committee wrestled with both the “what” content is essential, as well as the “when” students should learn the information. That is changing in Ohio, as it has in California and other states before us. The “what” and “when” are being determined at the state level with the development of subject area content standards with indicators by grade level. While the standards are being developed in Columbus, they are being developed with teacher input, and you are being called upon to participate in the process.

Where did this process originate? In 1997, the Ohio Board of Regents formed the Joint Council with the Ohio Department of Education and developed a set of common expectations for grades K-16. Governor Taft established the Governor's Commission for Student Success in 2000 to examine Ohio's academic content standards, assessment, and accountability system. From their recommendations grew provisions found in Senate Bill 1 requiring the State Board of Education to develop “clear academic performance standards” for core subjects, develop a model curriculum based on those standards, and benchmarks which districts must incorporate, and diagnostic and achievement tests to measure success. A full chronology and description of the process can be found on the ODE web site

at: [www.ode.state.oh.us](http://www.ode.state.oh.us).

No doubt, many teachers find these changes unsettling. State content standards with grade level indicators directly impact teacher autonomy and local control of academic content. Some of you, however, have probably wondered for years why students in northwest part of the state should have a drastically different curriculum from students in the southwest or northeast. Whether you come down on the side of complete autonomy, or on the side of a statewide curriculum, Amended Substitute Senate Bill 1, which was signed into law last June by Governor Taft mandates a state model curriculum based on rigorous academic content standards. The position of the OCSS executive board is, and has been, that we need to be engaged in the process in order to ensure, as much as possible, that social studies professionals determine what content is essential for Ohio's students.

OCSS executive board members have been included on the advisory committee and writing team. On November 3<sup>rd</sup>, representatives of the OCSS executive board participated as a focus group to review the draft social studies standards. The end result of the standards development process will be a specific set of content standards for social studies by grade level. While it will not preclude you from teaching specific content, it will establish the “essential” content by grade level.

It is vital that you, the social studies professional, take this opportunity to review the Social Studies Academic Content Standards and provide your input. The “essential” content of social studies education in Ohio is being determined, and you are being asked to be a part of that process. Please take time to review the draft and comment on the grade level indicators.

The public review of the draft standards will take place in November and December at the ODE website: [www.ode.state.oh.us](http://www.ode.state.oh.us) or by going directly to: [www.edohio.org/socialstudiescomment](http://www.edohio.org/socialstudiescomment)

## Dateline Columbus...

*continued from page 2*

weaknesses.

The implementation of diagnostic testing occurs within different time frames for different subject areas. For social studies the timeline is as follows:

- \* Competency-based education requirements end '01-'02 School Year
- \* Third-grade diagnostics begin '05-'06 School Year
- \* Fourth-grade diagnostics begin '05-'06 School Year
- \* No fifth-grade diagnostics

\* Sixth-grade diagnostics begin '06-'07 School Year

\* Seventh-grade diagnostics begin '05-'06 School Year

\* No eighth-grade diagnostics

Another area of transition under the new law is the move from proficiency testing to achievement testing. That subject will be addressed in the next *Newsletter*.

## Get Involved with OCSS!

Want to get involved in OCSS? Now is the time to do something about it. Put your name in the hat and run for an office. Being a part of OCSS is professionally rewarding, personally satisfying, and fun. You attend four Executive Board meetings per year, the annual conference, recruit members among your colleagues and at meetings you attend, and learn more about social studies than you knew existed. The following offices are up for election in April at the annual meeting:

District Representatives let OCSS reach members throughout the state. Each district mirrors the regions set up by the state to provide professional development opportunities to Ohio's teachers. Working with these centers and OCSS is a great way to learn more about how the educational establishment in Ohio functions. These positions have a three year term.

**District 1:** Union, Delaware, Licking, Madison, Franklin, Pickaway Counties

**District 8:** Lorain, Cuyahoga, Lake, Geauga, Ashtabula Counties

**District 10:** Coshocton, Muskingum, Tuscarawas, Guernsey, Noble, Carrol, Harrison, Belmont, Jefferson Counties

**At-Large Representatives** are elected to give different grade levels a voice on the

Executive Board. They also may host a networking session at the annual conference so that members may share relevant information and convey their concerns to the Executive Board. These positions have a three year term: **Primary Representative, Jr. High/Middle School Representative, Higher Education Representative**

Line Officers are at the heart of the OCSS Executive Board. In addition to attending the four Executive Board meetings each year, Line Officers may meet the evening before the Executive Board meeting to plan the agenda and deal with the administration of the organization. The term of office is two years.

**Secretary** - keeps the minutes of all meetings

**Treasurer** - takes care of the organization's finances. Due to the time needed to perform this job, there is a stipend associated with this position.

If you are interested in running you must be a member of OCSS. Contact Tom Shreve for details or to submit your name for an office.

work phone 216-831-8600 ext 2437  
home phone 330-425-8584  
email tshreve@yahoo.com

# Teaching Together:

## School University Collaboration to Improve Social Studies Education

*Teaching Together: School University Collaboration to Improve Social Studies Education* is the new NCSS Bulletin that describes how teachers and professors are working together across the U.S. to strengthen social studies. The volume features 16 case studies on such topics as service learning, social action, connecting family and state histories, economics, oral history, civic education, social issues, global education, and technology. Chapters are divided into elementary (for example, Chapter 1: Teaching Primary Grade Students about Cultural Universals), middle school (Chapter 6: Students Reclaim their Community's History: Conducting Interdisciplinary Research with Technological Applications), and high school sections (for example, Chapter 11: School Schedules: A Key to Time and Team Teaching in the American Social History Project).

Edited by OCSS members Jim Norris and Mary Christenson (Columbus Public

Schools) and Marilyn Johnston (Ohio State), the book highlights outstanding contributions of several social studies educators in Ohio, including Keith Barton (University of Cincinnati) and Leslie Kreimer (Cincinnati Public Schools) who wrote "Teaching Social Studies in an Urban Elementary School: Collaboration for Integration and Inquiry Learning", Merry Merryfield (Ohio State University) and Steve Shapiro (Reynoldsburg Schools) on "Implementing the Reforms of the Coalition of Essential Schools Through "World Connections," Nancy Mallory (Bexley Schools) and Steve Miller (Ohio State) on "Collaborating on High School Economics," and William Wilen (Kent State University) and Larry Picicco (Kent City Schools) who wrote "Preserving Oral Historical Resources through a Community, University and School-Based Collaboration." 198 pages, available through the National Council for the Social Studies, [www.socialstudies.org](http://www.socialstudies.org).

## World Cultures On-Line Course Offered

During the first five weeks of Summer Quarter 2002, Ohio State University's Social Studies and Global Education program will be teaching a totally online course entitled "Teaching World Cultures and Global Issues" that will bring the latest scholarship from the U.S. national resources centers on African Studies, East Asian Studies, Latin American Studies, Middle East Studies, and Slavic and East European Studies and resources from around the world into the hands of social studies teachers. Teachers will be able to browse and choose content from over 60

online modules (each with 30-50 print, visual and web-based resources) to find the best and the most current content and connections on these regions, their countries and cultures, histories, politics, literature, and issues.

If you are interested in the course, email Merry Merryfield at [merryfield.1@osu.edu](mailto:merryfield.1@osu.edu). Registration begins in February. If you have expertise in one or more of these world regions and are interested in evaluating modules for the course during April and May for a small honorarium, also email Dr. Merryfield.

# Teaching About Tragedy

Peggy Rentschler, Ohio Department of Education

Ms. Peggy Rentschler is a Cincinnati native who earned her undergraduate degrees from the University of Cincinnati. She began her teaching career with the Middletown Schools while completing her graduate degree in Educational Leadership at Miami University. After taking time off to raise three children, Ms. Rentschler returned to the Middletown Schools. At Monroe High School she became the department chair and also served as an adjunct professor at Miami University. In August of 2001, she joined the Ohio Department of Education as a social studies consultant in Curriculum and Assessment.

Since the tragic events of September 11 we have all struggled to make some sense of such devastating loss. Those of us who are students of history have knowledge that should give us some level of understanding, yet we too are numbed by the enormity of human suffering inflicted on our nation and the world. If we have difficulty focusing, concentrating, and attending to our routine, the children we serve are experiencing the same reactions with less knowledge and fewer coping skills. It is now that we must reassure those who enter the classrooms across Ohio and the nation that they are safe and that their way of life will survive this moment in history.

It is history itself that we turn to for guidance. This is a time to create a unit on heroes of the United States and the world. As we keep in mind the level of understanding that is appropriate to each grade we can investigate the qualities of a hero. Not only those who are well known but also those who quietly serve humanity should be discussed and their contributions examined. We have certainly seen that heroes come to us with gray hair, brown faces, feminine voices, they are ageless, they have no particular ethnicity, they are wholly human. Think of the power of a class photo album of heroes. Making connections to the past and to those whose faces they may only have gleaned from yesterday's newspapers can create a new culture whose members choose their heroes more selectively.

The age appropriateness of this project is easily adjusted and fits comfortably in all grade levels of the Social Studies: Ohio's Model Competency-Based Program. Examine the ideas that connect civilizations and their heroes. From such inquiry students can recognize that courage and sacrifice have been asked of all peoples in all eras of

recorded history. Sharing humanity is reassuring, we feel less alone. Recognizing that others have faced the darkness with grace and nobility is important to a child's personal and national identity.

The classroom teacher has to become the frontline of defense in the effort to reassure the nation's children that democracy is as strong today as it was on September 10. For middle school students the choices for making content curriculum meaningful are found in the Ohio Model. Lessons that involve looking at world geography as a means of identifying and understanding the location, culture, and governments of the countries referred to in news reports. A unit on the religions of the world would be appropriate for this age group. An important concept for these students is to understand perspective and to apply this knowledge to culture. Seeing the world from more than one vantage point makes it easier to understand how conflict is born. There are of course in this situation events, ideas and behaviors that are difficult to discuss. Inviting community members into the class to share experiences and knowledge that address culture and struggle is powerful. Keeping journals and creating class displays can bring order to what may otherwise seem chaos.

For the high school student the emotions are probably spilling over. The violence that they have been exposed to in the media over their lifetime has not prepared them for the powerful images that are now reality. As with the younger students, it is important that these students be allowed to talk to each other and to the teacher about the events, their sorrow, their fear, their anger, and all of the confusing emotions that they are experiencing. This is a time for Socratic seminars. Students

## Teaching About Tragedy

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Resources: Help for implementing lessons about terrorism

Talking and Thinking with Children About the Terrorists Attacks: [www.ed.gov/inits/september11/adults.html](http://www.ed.gov/inits/september11/adults.html)  
Meeting the Needs of Students [www.ed.gov/inits/september11/educators.html](http://www.ed.gov/inits/september11/educators.html)  
Eric Clearinghouse for Social Studies/Social Science Education [www.indiana.edu/~ssdc/91101.htm](http://www.indiana.edu/~ssdc/91101.htm)  
Constitutional Rights Foundation: [www.crf-usa.org](http://www.crf-usa.org)  
Education Development Center Inc. [www.edc.org](http://www.edc.org)  
National Council for the Social Studies [www.socialstudies.org](http://www.socialstudies.org)  
Choices for the 21<sup>st</sup> Century Education Project at the Watson Institute for International Studies at Brown [www.choices.edu/sept11/top.html](http://www.choices.edu/sept11/top.html)  
Frontline [www.pbs.org/wgbh/pages/frontline/shows/binladen](http://www.pbs.org/wgbh/pages/frontline/shows/binladen)

can examine past historical events that demonstrate man's inhumanity to man as well as other moments when the winds of war threatened. These students may also need to feel the need to help, to do something meaningful. Explore the possibility of a celebration of democracy and diversity that could be written, produced, and staged for the school and the community. Words and images from the past, from the great voices, thinkers, and writers can bring unity and promote optimism. Visits to retirement homes for conversation and interviews about past experiences, fears, and triumphs can create new friendships and build bridges.

Above all know that your students need to talk, they need to understand, and to share. This is not the time for the silent classroom, for individual deskwork. Cooperative learning and constructivist lessons where students interact and create knowledge are important pedagogical tools and fit the Best Practices model. This may be the greatest challenge we as educators will face during our careers. Remember that you can change hearts and minds, that teaching in a democracy is a privilege, and that parents honor you by entrusting you with the minds and spirits of their children.

**References:** From the Social Studies: Ohio's Model Competency-Based Program that provide potential links for lesson ideas.

Kindergarten: American Heritage #4, #5, & #6 pg. 25

First Grade: World Interactions #1, #3, #4, & #5 pg. 30

Citizenship Rights and Responsibilities #2 & #3 pg. 31

Second Grade: People in Societies #1, #2,

#3, and #4 pg. 34

World Interactions #1 pg. 34

Third Grade: People in Societies #3 pg. 39

World Interactions #4 pg. 40

Democratic Processes #3 & #4 pg. 41

Fourth Grade: World Interactions #1 pg. 45

Citizenship Rights and Responsibilities #1 & #4 pp. 48-49

Fifth Grade: American Heritage #1 pg. 51

Democratic Processes #1, #3 & #5 pg. 55-56

Sixth Grade: American Heritage #1, #2, #3, and #5 pg. 59

World Interactions #5 pg. 60

Democratic Processes #1, #2, & #3 pg. 62

Citizenship Rights and Responsibilities #1, #4, and #5 pg. 63

Seventh Grade: American Heritage #3 & #4 pg. 65

People in Societies #1 & #2 pg. 66

Eighth Grade: American Heritage #1, #2, #3, #6, #8, and #10 pg. 71-72

World Interactions #3 pg. 73

People in Societies #1 pg. 73

Ninth Grade: American Heritage #1, & #6 pg. 78

People in Societies #1 pg. 79

World Interactions #5 & #6 pg. 81

Tenth Grade: American Heritage #1, #2, and #3 pg. 85

People in Societies #1 pg. 86

World Interactions #1 pg. 87

Democratic Processes #1 & #3 pg. 89

Eleventh Grade: American Heritage #1, #2, and #4 pg. 92

World Interactions #1 pg. 93

Twelfth Grade: American Heritage #1, #2, #3, #4, and #5 pg. 98

People in Societies #1, #2, and #3 pp. 98-99

World Interactions #1, #2, and #3 pg. 99

Democratic Processes #1, #2, and #3 pg. 99-100

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# Strategic Plan Update

The OCSS executive board began a long-term strategic planning process to examine the mission of the organization and to establish goals for the next several years. Much has changed in social studies education since the board last held a retreat, and the board felt a need to examine our mission in light of these changes. In just the past few years, we have seen the implementation of proficiency tests, the development of new Ohio Graduation Test and subsequent postponement of that test, development of new academic content standards by grade level, as well as new licensure procedures.

The process began with a board retreat in June that included a series of discussions led by strategic planning consultant, Michael Ring. Board members Chad Doll and Teresa Mengerink drafted a mission statement based on those discussions and the board will take action on that statement at the September meeting. Mr. Ring issued a follow-up report which the board discussed at its meeting on September 22.

The next step in the process will be to draft an action plan which will guide the organization over the next several years. This action plan will outline key program priorities which the board will use to develop member services and programs. A task force comprised of board members will present a proposed action plan to the entire board later this school year.

We invite you to be a part of the strategic planning process as well. We are interested in what member services and programs you would like to see OCSS develop. Are our current member services and programs meeting your needs? Do you see a significant need which is not being addressed? Please join us by taking part in the process.

How can you get involved? Fill out the survey online at [www.ocss.org](http://www.ocss.org). Offer your input to the Action Plan Task Force.

Or, contact Dan Langen directly by e-mailing him at: [langend@mason.k12.oh.us](mailto:langend@mason.k12.oh.us) or by calling 513/459.9694.

## 2002 Great Lakes Regional Conference

will be held at the Indiana Convention Center in Indianapolis on April 17-20, 2002. An overview of the conference, presentation proposal forms, registration forms, and hotel information is available at the following GLRC Web site:

[www.bsu.edu/web/dcantu/glrweb/  
glrccover.htm](http://www.bsu.edu/web/dcantu/glrweb/glrccover.htm)

# Model United Nations Program

## The Stock Market Game

A Great Learning  
Opportunity for Students  
Feb 25, 2002 - May 3,  
2002 For more  
information, go to  
[www.cba.uc.edu/econed/  
smg.html](http://www.cba.uc.edu/econed/smg.html)

The Mid-American Global Education Council sponsors three conferences each academic year for students. The conferences are simulations of the United Nations and provide a unique hands-on learning experience. Model United Nations are student-driven conferences in which delegates take on the roles of countries around the world and debate the most pressing issues facing our world leaders.

Students in grades 9-12 are welcome to attend. Schools normally put together “delegations” of students that range in size from 1-6 members, depending on which conference they attend. Schools can bring as little as one delegation, but most bring 4 or 5. Some bring up to 15. Prior to all the

conferences, students engage in research so that they can adequately represent their assigned country in the debate. During the debates, students learn problem solving, diplomacy, and critical thinking.

All of our programs carry a very small price tag. Fees for students range from \$20-\$40. Housing costs range between \$15 and \$25 per night per student.

Many students who have participated in Model United Nations consider it the highlight of their high school academic experience.

Please visit our website at [www.mamunonline.com](http://www.mamunonline.com) for more information and on-line registration. You may also call 734-426-2713.

## First Encounters

The new educational CD-ROM, “First Encounters: Native Americans and Europeans in the Mississippi Valley,” is now available free-of-charge to educators. The CD makes use of an extensive collection of primary and secondary source materials, including historical texts, maps, art works, and artifact images to teach the history of this time period. The CD also includes modules in French and Spanish to provide foreign-language instructors with a unique resource for strengthening reading, writing, and listening skills. The software is arranged for several skill levels

and is appropriate for students from middle school to college levels.

The CD was developed by the Arkansas Archeological Survey and the University of Arkansas-Fayetteville Department of Foreign Languages, with funding in part from the National Endowment for the Humanities through their “Teaching With Technology” program.

The CD may be ordered by filling out the order form on the First Encounters web site at [www.uark.edu/depts/contact/](http://www.uark.edu/depts/contact/)

For those wishing to preview the CD before ordering, sample modules are on the web site.

# Teaching About Congress

## from the Dirksen Congressional Center

Our families help shape our first political beliefs, although most families rarely talk about politics. Casual remarks made by parents can have an impact. In Everett Dirksen's case, his memoir makes clear the impact of his family on his future career.

Read "The Carefree Halcyon Days" at: <http://www.pekin.net/dirksen/emdbio.htm#Carefree>.

According to experts, students typically display an appalling lack of knowledge about Congress despite the time they spend in American government and history classrooms. Former Congress member Lee Hamilton, currently Director of the Woodrow Wilson Center for International Scholars, offers ten lessons he hopes scholars will teach their students. You can read his feature, "What I Wish Political Scientists Would Teach about Congress," posted at: <http://www.congresslink.org/HamiltonFeature.htm>.

Much of our political information comes from the mass media: newspapers, magazines, radio, and television. The media helps students learn about Congress by providing news and analysis. The media also addresses important issues in the political arena that affect students' ideas and beliefs. Teachers, you can get your students involved in the media, too. Your students can create an advertisement persuading people that representative government is the best form of government. Using our

highlighted CongressLink lesson plan, "Lessons from the Roman Republic," students will learn about the influences of the Roman Republic on our government today. You can download this lesson and a handout at: <http://www.congresslink.org/lessonplans/HCRomanRepublic.htm>.

Teenagers know all about peer pressure. But do they know that members of Congress are subject to peer pressure, too? There, it takes the form of constituent pressure, or lobbying. The AboutGovernment Web site includes a "hot link" to an online Infoplease.com encyclopedia article offered by Learning Network, explaining pressure groups and their relationship to lobbying. Visit: <http://www.aboutgovernment.org/politics.htm>.

Hilary Conklin, who teaches social studies to middle school students, shows how to trace the connections between family, schools, the media, and peer groups when teaching about Congress. She received a Robert H. Michel Civic Education Grant of \$3,000 for her project entitled "Understanding Representative Government." This project is designed to engage middle school students in a 10-week unit of creative and multi-disciplinary activities that will help them understand representative government. You may find information about this project and others at: <http://www.pekin.net/dirksen/grantmichelciviced.htm#2001>

Check out the Dirksen Center's Web Site at: [www.dirksencongressionalcenter.org/](http://www.dirksencongressionalcenter.org/)

Learn more about "Congress in the Classroom" at: [www.pekin.net/dirksen/progcongressinclassroom.htm](http://www.pekin.net/dirksen/progcongressinclassroom.htm).

# NARA Summer Institute

The National Archives and Records administration announces its twenty-third annual institute for educators in the summer of 2002. **Primarily Teaching: Original Documents and Classroom Strategies** will be held at the National Archives in College Park, MD, (Washington, DC, area) June 24-July 3, 2002.

**Primarily Teaching** is designed to provide access to the rich resources of the National Archives for educators at the upper elementary, secondary, and college levels. Participants will learn how to research the historical records, create classroom materials based on the records, and present documents in ways that sharpen students' skills and enthusiasm for history, government, and the other humanities.

Each participant will search the holdings of the National Archives for documents suitable for classroom use and develop strategies for using these documents in the classroom or design professional development activities to help

classroom teachers use primary source documents more effectively.

The National Archives preserves and makes available to the public the permanently valuable records of the United States government. Although the best known of these are the Declaration of Independence, the Constitution, and the Bill of Rights, there are millions of textual documents, maps, drawings, photographs, films, sound recordings, and computer tapes in the National Archives holdings that record the American experience of government from 1774 to the present.

The cost of the institute, including all materials, is \$100. Graduate credit from a major university is available for an additional fee. For more information about the institute and other services offered to teachers, contact the Education Staff, NWE, National Archives, 8601 Adelphi Road, College Park, MD 30740 or e-mail [education@nara.gov](mailto:education@nara.gov) An application for the institute is available online at [www.nara.gov/education](http://www.nara.gov/education)

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:  
January 4, 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 \_\_\_\_\_  
Fax/Internet \_\_\_\_\_  
e-mail \_\_\_\_\_

**Send check payable to OCSS to: Linda McKean Logan  
3258 Scioto Farms Drive  
Hilliard, OH 43026**



**Ohio Council for the Social Studies**

Linda McKean Logan, Newsletter Editor  
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Hilliard, OH 43026

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