



The Ohio Council for the Social Studies

NEWSLETTER

Educating Tomorrow's Citizens

November, 2002

editor: Linda McKean Logan

2003 NCSS Great Lakes Regional Conference
**Celebrating and Commemorating
Milestones in History**

Hosted by the Ohio Council for the Social Studies

April 10-12, 2003

The Hyatt Regency Cincinnati
at Hyatt-Saks Fifth Avenue Center
151 West Fifth Street
Cincinnati, OH 45202
(513)579-1234

Room rates:
\$99 for single or double
(rates do not include tax)

Conference costs:

	<u>Student/ Retired</u>	<u>Member</u>	<u>Non- Member</u>
PRE-REGISTRATION DISCOUNT	\$165	\$175	\$200
PACKAGE: (includes Conference Registration and includes luncheon Friday, banquet Friday, breakfast Saturday, and lunch Saturday)			
Pre-registration: Conference Only	\$85	\$95	\$120
Late Registration (after April 1, 2003)	\$95	\$105	\$130
One Day only (choose Thur/Fri/Sat)	\$35	\$45	\$55
Spouse	\$25		

Meals:

Friday Lunch	\$21	Saturday Breakfast	\$16
Friday dinner	\$30	Saturday Lunch	\$21

(choose one: Chicken Florentine,
Filet Mignon, Atlantic Salmon)

Official registration forms will be available on-line after Thanksgiving.
Check the OCSS web page at

WWW.OCSS.ORG

President's Message

Daniel Langen

I had the good fortune this week to observe a World History lesson delivered by a veteran 7th grade teacher in my district. He selected an effective simulation demonstrating social class issues in Rome as part of a well-planned unit on the Roman republic. This teacher clearly knew his content, and made certain all the props and handouts were prepared and ready to go when needed. What made the lesson truly effective, though, was the combination of his enthusiasm that motivated the students (not easy after lunch), and the devotion to helping his students construct meaning from the content and activities. The questions and observations made by the students made it clear that this lesson achieved its objective.

It is exciting to watch quality teaching and learning take place. Fortunately, it is not a rare thing in Ohio. I am sure you know a number of colleagues who bring that same level of planning, devotion, and enthusiasm to class on a regular basis. I encourage you to nominate one of them, or all of them, for an OCSS award. Awards are presented yearly in the elementary, middle school/junior high, and high school teacher categories, and in the social studies professional category for non-K12 classroom teachers who contribute positively to social

studies education in Ohio. You may also nominate an effective student teacher for the OCSS President's Award. You may find the award nomination forms and additional information on the OCSS web site (www.ocss.org) beginning in November.

Though it may not be nearly as exciting to watch as an excellent World History lesson, the process for developing the new Ohio Social Studies Content Standards is nearing completion. The State Board of Education announced an "intent to adopt" the current draft standards at the December meeting. Have you or has your department begun preparing for the changes the standards and the revised Ohio Graduation Test will bring in the next two years? OCSS wants to help you with that process. This Spring, we will be distributing to all members a resource that will assist you in implementing the new standards. You will also have the opportunity next Spring to attend the NCSS Great Lakes Regional conference in Cincinnati. There you will find a number of sessions focused on the standards, and effective strategies for preparing your students for the OGT. We look forward to providing these services for our members.

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.

Dateline Columbus . . .

William J. Muthig

State Board Reviews Draft Social Studies Standards

At its October meeting, the State Board of Education passed a resolution of intent to adopt the draft Social Studies Academic Content Standards. Public comment on the draft standards will be received at the Board's meeting on November 12. The standards are scheduled for adoption at the Board's December meeting.

State Board of Education members have agreed on a few minor revisions to the standards. These revisions are being made by Ohio Department of Education staff members. Updated versions of the standards are being posted on the ODE Web site (www.ode.state.oh.us) as they are completed.

Printed and CD-ROM versions of the standards will be available in the spring of 2003.

Consultant Openings at ODE

The Ohio Department of Education has two social studies vacancies to fill. Information about applying for the positions can be obtained from the Office of Human

Resources at (614) 466-3763.

Call for Committee Members

As the standards development process winds down, new assessment and model curriculum projects based on the standards will begin. Just as educators from across the state aided in the development of the draft social studies standards, they will also be vital contributors to this new work.

Committee descriptions and nomination forms for serving on committees related to the new assessments are now available online at www.ode.state.oh.us/proficiency. Selections for the Ohio Graduation Test committees are currently underway. Selections for committees to work on the achievement and diagnostic tests will be made at a later date. People interested in on particular grade levels can indicate their interest on the form under "Area of Expertise".

The model curriculum project will identify resources for teachers, outline best practices, and provide vignettes of instruction addressing the standards. Committee nomination forms for the model curriculum will be available later this fall online at www.ode.state.oh.

Intelligent Design

Recently, there was an attempt by at least one member of the State Board of Education to insert wording about "Intelligent Design" into the Social Studies Content Standards. This move grew when it appeared that ID would be excluded from the Ohio Science Content Standards. In short, Intelligent Design is the belief that the complexity of life Darwin attributed as evidence of natural selection is, instead, evidence of design by a higher being. The proponents of ID want it placed in the Science curriculum, but at least one member of the Ohio Board of Education suggested

teaching it in a social science context.

The OCSS executive board drafted a response explaining that ID could be taught as a controversial issue in many places within the new content standards, but that requiring the language of ID to be inserted in the standards was misguided at best, and ignored the process of public review used to develop the standards. An OCSS was present at the State Board of Education meeting and was prepared to speak, but the Board did not choose to insert the language in the social studies standards..

OCSS Educator Awards

Recognizing outstanding social studies educators.

www.sunvision.com is a website for American Muslims and provides insights into the lives and concerns of Muslims in the U.S. Some articles that have been posted on the site include advice on traveling post 9/11, marriage, American schools, attending conferences.

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 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.

Model United Nations

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.

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 for more information and on-line registration. You may also call 734-426-2713.

Create Your Own Web Page

Web pages are a great way to reach outside your classroom to connect with people and resources around the globe. There are many good reasons to build school or class web pages, including introducing visitors to activities, work, and sharing local curriculum and information. Thousands of teachers around the world have developed web sites. This easy to

use web site explores some of these web sites and examines how these educators are their pages to support teaching and learning. The web site also links to numerous free web hosting services for teachers. Access the web site at: eduscapes.com/sessions/brick/index.htm

Census Bureau Lesson Plan Contest

memory.loc.gov/ is the American Memory web page which is a gateway to primary source materials relating to the history and culture of the United States. More than seven million digital items from more than 100 historical collections are available.

In 1999, as part of its outreach and education initiative for the 2000 Decennial Census, the U.S. Census Bureau launched its Census in Schools Program. Through the involvement of educators, the program helped classrooms use Census 2000 data and increased public awareness. Over the past year, the U.S. Census Bureau has recognized the need to include the use of both its economic and demographic data in the existing program. To kick off this expansion effort, the bureau is sponsoring a nationwide lesson plan contest. The contest is designed to solicit ideas from educators to generate teaching materials that will use bureau statistics. A panel will evaluate lesson plan submissions. Selected lesson plans will be tested in classrooms across the nation prior to choosing the final winners for the following categories: elementary (K-5), middle (6-8), and high school (9-12) grade levels. Contest winners will receive a certificate of recognition from the director of the U.S. Census Bureau and a teacher's kit containing samples of the bureau's data products and promotional items. A profile of the winners, their lesson plans, and participating schools will be featured on the bureau's web site. The deadline for submitting entries is December 1, 2002. The U.S. Census Bureau is the premier source of information about the American people and its economy. It produces information that shapes policy decisions and improves the nation's social and economic conditions. It is the bureau's belief that this information can be a useful tool and resource in educating young people about our nation and the economy. For more information, visit www.census.gov/mcd/lesson.html.

Community Outreach Program

The National Geographic Channel and the National Geographic Education Foundation have launched GeoTrips—a new community outreach program for grades four to eight. The mission of this new middle school educational initiative is to “help children explore the world beyond their classroom.” Future plans include the on-air participation of GeoTrips students on the National Geographic Channel. Starting this fall, grants of up to ,000 per school will be awarded to select school districts in approximately 32 locations nationwide. A curriculum-based teacher's guide available in print and on-line will support this effort along with on-line resources, opportunities for sharing ideas, and success stories. Application guidelines are available at nationalgeographic.com

Choices

Choices for the 21st Century Education Program at Brown University's Watson Institute for International Studies has developed curricular materials that address the September 11, 2001, attacks, as well as issues that have arisen over the past year. These resources are designed to help high school teachers raise the issue of terrorism in a constructive context, provide background information about the issues involved, and promote open dialogue about future policy direction. Features include historical background information, a role-play centered on alternative policies, primary source materials, and detailed lesson plans and study guides. This one-week reproducible unit can be ordered on-line at www.choices.edu for \$ 15 or downloaded in PDF for \$ 12. For more information, call 401-863-3155.

Study In Japan

The Fulbright Memorial Fund Teacher Program is a unique opportunity for US Primary and secondary school teachers and administrators to participate in a fully funded three-week study visit to Japan. The FMF program, sponsored by the Japanese government since 1997, has enabled 3,100 educators to travel to Japan and study the culture and educational system. This year, 600 more American educators will be selected to participate in the program. In addition to overall professional qualifications, a primary factor in selecting award recipients is the teacher's ability to share their experiences with students and colleagues upon returning to the US. Application deadline is **December 10, 2002**. More information about this program and other international educational opportunities is available on-line at www.iie.org

Teacher Newsletter Published by Vietnam Veterans

The Vietnam Veterans memorial Fund published a newsletter of resources and information for educators. The free newsletter and last summer's Teach Vietnam Teachers Network conference in Washington, D.C. are part of the Fund's efforts to promote educating students about the important legacy of the war.

A list of the 87 participants in the first Teachers' network and other information can be found at the web site www.teachvietnam.org To be added to the education mailing list, contact the Vietnam Veterans Memorial Fund, 1023 15th St. NW, 2nd Floor, Washington, D.C., 20005; or call 202/393.0090.

PRE-COLLEGIATE SUMMER PROGRAM in EARLY AMERICAN HISTORY

July 1-July 27, 2002, the Pre-Collegiate Program in Early American History: The National Institute of American History and Democracy, a joint project of The College of William and Mary and The Colonial Williamsburg Foundation, announces a new summer program for high school juniors, seniors, and 2002 high school graduates. Students will earn four hours of college credit at The College of William & Mary for a freshman-level course that will teach early American history through the use of historic places. Instructors will use archaeology sites, surviving period structures, historic landscapes, and a series of museums to guide students in a search for the American past. We will begin where the "old world" societies of Europe and Africa collided with the "new world society" of Native Americans on the banks of the nearby James River early in the seventeenth century. We will follow the American saga another two hundred years through the Revolutionary Era at the end of the eighteenth century.

The class will include a high degree of interaction with people actively engaged in researching and presenting the early American past. There will be special talks and performances by interpreters, behind-the-scenes tours with curators and archaeologists, and conversations with historians and other scholars.

APPLICATION DEADLINE: MAY 31, 2002.

Address all inquiries to:
Telephone: 757-221-7652
Email: PRECOL@WM.EDU

Web site:
www.wm.edu/niahd

Dirksen Center Updates

Professional Development Opportunity

Do you have a lesson plan idea? The Dirksen Center currently offers a library of lesson plans posted on CongressLink — www.congresslink.org/LessonPlanIntro.htm and is seeking new lessons to publish and expand its library. The Dirksen Center will pay between \$100 and \$350 to teachers who submit approved lesson plans using CongressLink resources and features and who follow a few guidelines.

If you are interested in creating a lesson that teaches about federalism or have other lesson plan ideas, contact Frank Mackaman at: <mailto:fmackaman@dirksencenter.org>.

VOTING AND ELECTIONS: THE EXPANSION OF SUFFRAGE

It is a citizen's responsibility in a democratic society to vote in elections. Large numbers of Americans were denied this right for many years. If you are looking for resources that will help your students track the expansion of voting rights in America, you will want to visit The Dirksen Center's Web site www.dirksencongressionalcenter.org.

The Constitution specifies responsibility for setting residency requirements and other qualifications for voting to the states. In the late 18th century, for example, some states limited the right to vote to white male property owners - poor white men, women, and slaves were excluded.

Amending the Constitution would be one way to change suffrage requirements. How does one go about doing that? A CongressLink lesson plan - "Amending the Constitution" — www.congresslink.org/lessonplans/amends.html will give you good ideas.

In the late 19th century, such leaders as Susan B. Anthony and Elizabeth Cady Stanton started the long campaign for **women's suffrage** which culminated in the 19th

Amendment (1920). Find "Charters of Freedom" on AboutGovernment at: www.aboutgovernment.org/electionsvoting.htm.

The Women's Suffrage Movement highlighted a time in America when women spoke up and demanded the right to vote. Test your knowledge about the suffrage movement era from 1848 to 1928 by taking one of three different online multiple-choice quizzes. Find "Suffrage Movement and the Amendments" at:

www.congressforkids.net/games/amendments/2_amendments.htm.

The **Civil Rights Act of 1964** completed another chapter in the struggle to guarantee the right to vote to all citizens. For a summary, see "A Case History: The 1964 Civil Rights Action - Historical Pressure for Legislative Action at:

www.congresslink.org/civil/essay.html#history.

Senator Robert Byrd, the unofficial historian of the Senate, described the tactics used in the unsuccessful filibuster against the Civil Rights Act of 1964, an effort to restrict the right to vote for minorities www.congresslink.org/notes.html#byrd.

The **Voting Rights Act of 1965** took further steps. Read a brief overview of the circumstances leading to the passage of the act, including links to historical documents found in Everett Dirksen's Papers at: www.congresslink.org/voting1965.htm.

Possible Essay Question on voting rights:

In the 1820s, America is often referred to as an age of mass democracy. Why? Is universal manhood suffrage better than having property qualifications for voters? State your best case for property qualifications. Have you considered other qualifications such as age, literacy, citizenship, and residency? Do you believe that everyone should have the right to vote (e.g., convicts, drug dealers)? Why?

TO SUBSCRIBE to the Communicator, please follow these instructions: Send an e-mail to <mailto:ckoeppel@dirksencenter.org> with the phrase - "subscribe Communicator" - in the body of the message. Your e-mail address will be added to our mailing list.

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.

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 meets to plan the agenda and deal with the administration of the organization. The term of office is two years.

The office of **Vice President** is up for election this year. This person will serve two years as Vice President, then take over the Presidency for two years.

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 Representatives in districts 2, 3, 6, 7, and 9 are up for election this year.

District 2: Counties Served - Williams, Defiance, Fulton, Henry, Lucas, Wood, Ottawa, Sandusky, Erie
District 3: Counties Served - Paulding, Van

Wert, Mercer, Putnam,
 Allen, Auglaize, Hancock, Hardin

District 6: Counties Served - Seneca, Wyandot, Marion, Huron, Crawford, Morrow, Richland, Knox

District 7: Counties Served - Ross, Pike, Adams, Scioto, Jackson, Lawrence, Gallia

District 9: Counties Served - Ashland, Medina, Wayne, Holmes, Summit, Portage, Stark

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.

The **At-Large Representative** for the **Intermediate** level is up for election this year.

Please consider this a call to fulfill your professional obligations as a Social Studies educator. The ballot will be closed on December 31, 2002. Anyone wishing to run after this date must run as a write-in candidate.

If you are interested, please contact:
 Tom Shreve
 Orange High School
 32000 Chagrin Blvd.
 Pepper Pike, OH 44124
 work phone 216-831-8600
 fax 330-425-8501
 home phone 330-425-8584 (after 5 PM)
tshreve@orange.k12.oh.us

A Century of Character and Change

The 82nd NCSS Annual Conference

November 22-24; Phoenix, Arizona

For further information, check the NCSS web page at
www.ncss.org/

Facing History

Defining Our Universe of Obligation: Confronting Issues of Collective Violence

Date Wednesday November 13 2002
 Time 4:00-7:00 PM
 Location John Carroll University
 Cost There is no cost to attend; a lite dinner will be provided for those who RSVP by November 11, 2002
 RSVP Dawn Wooten at (216) 321-9220 or dawn_wooten@facing.org

A Problem from Hell: America and the Age of Genocide

Our Universe of Obligation is made up of the individuals and groups, whom we feel responsible, And whose injuries call for amends. At this special workshop for educators, Samantha Powers, a former war correspondent in the Balkans. She will begin the workshop with an in-depth discussion of some themes raised in her book *A Problem from Hell: America and the Age of Genocide*. In the second half, we will discuss how we as a nation have defined our Universe of Obligation and how to integrate issues related to those themes in the classroom. Samantha Power will speak again after the workshop to the talk about her book with the community.

Date Wednesday November 13 2002
 Time 7:30-9:00 PM
 Location John Carroll University
 RSVP Dawn Wooten at (216) 321-9220 or dawn_wooten@facing.org

Voter Turnout

Today, voting is easier than ever, but there is still a significant percentage of Americans who choose not to cast their ballots. In voter participation among the countries of the world, the United States ranks near the bottom.

In midterm elections, voter turnout has hovered around 35 percent for the past several years. This means that slightly more than one-third of eligible voters actually turn out at the polls and vote in midterm elections. Teachers, to help your students understand voting as a form of political participation introduce the following online activities posted on Congress for Kids: Political Participation and Voting: Expressing the Popular Will:

- * Crossword puzzle —
www.congressforkids.net/games/houseofrep/2_legislativebranch.htm
- * Self-assessment multiple-choice and true/false quizzes —
www.congressforkids.net/games/senate/2_senate.htm
- * Redistricting simulation -
www.congressforkids.net/games/senate/2_senate.htm

Political scientists have analyzed voting patterns and have found that older people with more education and higher income tend to be very active politically. The group aged 18 to 21 years old has the lowest voting percentage despite the passage of the Twenty-sixth Amendment. Why is it important to vote? Steve Frantzich, Professor of Political Science at the U.S. Naval Academy, answers this basic question in the selection at:
www.congresslink.org/whyvote.htm

Register to vote on-line:
www.aboutgovernment.org/electionsvoting.htm

ad-full page

Economic Education Quick Takes

Announcing the **ECONOMICS CHALLENGE** - mark your calendars - *tentative* competition date February 25, 2003. For more information and to get a brochure which will be available soon, call 614.292-1178 or email: michaelrgrinch@juno.com

*Looking for great teaching ideas on economics? Check out: www.econedlink.org there you can find lessons at all grade levels, review the national standards and link to the MarcoPolo site which is, in a word, a fabulous resource.

*Looking for a Stock Market experience? Try out www.ohiosms.com you will compete in your own region, have a shot at cash prizes and experience nearly "real time" transactions - with only a 15-20 minute delayed price, not the closing prices - as well as explore for investing stocks as well as mutual funds. Teacher workshops are available around Ohio.

*Teachers in 9-12 - ever dream of winning \$25,000 for your best teaching? Yes, it is possible. Be thinking now of what you might choose to enter in the NASAQ National Teaching Awards Program - check out deadlines and details - www.ncee.net or www.ncee.net/nasdaq

*Are you teaching about Monetary Policy? The Fed Challenge might be an exciting opportunity for your students - the competition leads to a national event - with significant cash awards along the way - check out www.clev.frb.org/FedChallenge.htm Registration Deadline is January 31.

*Creative students? The Federal Reserve Bank in Cleveland is launching the "Once Upon a Time in Economics" Essay contest. Essays are due February 3, 2003. Students take a myth, a fairy tale, fable, folktale and writes an essay on how it illustrates an economic principle. Fun and challenging! Contest rules - www.clev.frb.org/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

Deadline for submissions for the next OCSS *Newsletter*:

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**



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