

NEWSLETTER

for professionals of the mind

Fall, 2001

editor: Linda McKean Logan

Dateline Columbus . . .

William J. Muthig
Ohio Department of Education

Draft of Social Studies Content Standards to Be Reviewed

A draft of proposed Social Studies Content Standards is being readied for public review. Plans call for the draft version to be available on the Ohio Department of Education web site www.ode.state.oh.us sometime in November. Teachers, administrators, and members of the general public will be able to read and react to the draft standards via the web site.

In addition, various statewide organizations representing teachers, administrators, and community associations are being asked to form focus groups. These groups will have an opportunity for an intensive examination of the draft standards and be able to respond to the draft with Ohio Department of Education personnel. The Ohio Council for the Social Studies will have its focus group meet on November 3.

Am. Sub. Senate Bill 1 Update
Amended Substitute Senate Bill 1 passed the General Assembly and was signed by Governor Taft on June 12, 2001. Extensive information on the provisions of this legislation was shared during the 2001 Fall Regional meetings hosted by the twelve Regional Professional Development Centers. Attendees from the local districts

should have information to share on this education reform measure. A summary of Am. Sub. Sen. Bill 1 is available on the Ohio Department of Education web site. Use www.ode.state.oh.us/legislative/ and click on the icon for "Senate Bill 1 Provisions" to download a pdf file containing the summary.

Test Committees Need Members

Proficiency test committees need to replace members due to retirements, resignations, etc. The Ohio Department of Education will also be creating new committees to address issues related to the new achievement tests and the new Ohio Graduation Tests.

Nominations for members on all committees can be sent to Jan Crandell, Director, Office of Assessment, 25 South Front Street, Fifth Floor, Columbus, Ohio 43215-4104.

Two New Social Studies Consultants Join ODE

Two social studies consultants joined the Ohio Department of Education over the summer. Ed Chism was formerly department chairperson with Hilliard High School. Peggy Rentschler came from Middletown-Monroe City Schools and was department chairperson at the high school. They are presently assisting in the development of the academic content standards for social studies.

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President's Column

Dan Langen

**2001-2002 OCSS
Executive Board**
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This column is traditionally the place where the OCSS president shares with you a summary of what OCSS has accomplished, to discuss legislation, or ODE efforts which greatly impact our profession. Today, however, I am struck by the need to address the terrible tragedy which our nation experienced. The series of events on September 11, 2001, and subsequent days leaves us mourning both as a nation and as individuals for those killed or injured in the attacks. Our students have now experienced an event as momentous as Pearl Harbor and Antietam were to their own generations.

I spoke with several social studies educators this week who felt a personal responsibility to not just help students cope emotionally with a tragedy, but also to help them to put the events into social, historical, and political context. Social studies educators are uniquely positioned to offer that context. This is no small task, but it is the essence of what we do. We help students develop the skills, core knowledge, and habits they will need to analyze an often confusing world.

To paraphrase the NCSS tag line, we create effective citizens. No outcome, standard, or competency will adequately define the connections you made between geography, history, economics, sociology, and psychology in just this one short week. No standardized test will ever measure the full impact you had on students this week. But the lessons from this tragic "teachable moment" which will last a lifetime for your students.

I encourage you to take time to visit web sites and to examine the many resources which fellow educators and professional organizations have compiled to assist teachers in addressing topics related to the recent tragedy. Inside this *Newsletter* you will find a number of those resources

as well as to agencies which are collecting for the relief effort. We can all promote active citizenship by helping students find ways to become involved in their community's efforts.

The weeks and months to come will continue to offer us opportunities to address the nature of democracy and challenges to democratic ideals. Certainly there will be intense emotions and strong opinions related to the course of action America chooses to take in response to the terrorist attack on the Washington and New York. We can help our students recognize that democratic societies permit differing views even in times of crisis. We can help them recognize that jingoistic or xenophobic rhetoric is not the litmus test of patriotism; that upholding democratic ideals such as free speech may well be the surest sign that those who challenge democratic ideals have not won the day.

As a final thought on this topic, I want to share an excerpt from a letter from NCSS president, Adrian Davis:

"...But however we grieve, we can begin to look on the events of September 11 as a significant opportunity to touch and improve the future. As social studies educators, we need to reinforce the ideals of tolerance, equity, and social justice against a backlash of antidemocratic sentiments and hostile divisions. Such a task is neither easy nor clear-cut, but as teachers, it is a challenge we find every day in our classrooms. In the wake of such loss, devastation, and confusion, we owe it to our students to rise to that challenge again..."

For the full text of Adrian Davis' speech, please see www.ncss.org/resources/moments/

Resources

for information about dealing with and teaching about tragedy

American Red Cross

www.redcross.org/

Spanish Information: 1-800-257-7575

Blood Donations: 1-800-448-3543

Financial Contributions: 1-800-HELP- NOW

Volunteer Medical Services: 1-800-801-8092

Victim Information: Call Your Local Red Cross Chapter

Salvation Army:

www.salvationarmy.org

Financial Contributions: 1-800-SAL-Army

New York City Firefighters

Status Information Line: 1-718-999-2541

United Way of America

Send donations to United Way

September 11th Fund

Two Park Avenue

New York, N.Y. 10016

(212) 251-4035

Web sites: www.uwnyc.org or
national.unitedway.org

National Organization for Victim Assistance

http://www.try-nova.org/fund_html.htm

International Organization of Firefighters

https://secure.iaff.org/master_admin/WTC_Donations/default.asp

The Roots of Muslim Rage

www.theatlantic.com/issues/90sep/rage.htm

Two staff members of the National Geographic Society were on board the plane that crashed into the Pentagon on September 11, 2001. Joe Ferguson and Ann Judge were traveling with three teachers and three students to a conference. In honor of their service the **National Geographic Society** has established a fund to honor and celebrate the lives of Joe Ferguson and Ann Judge and their tireless commitment to the Society's mission of education, exploration, research, and conservation.

The fund will be designated to support geography education, including continued opportunities for students and teachers to learn about and interact with the natural world.

Gifts of all sizes are welcome and are tax-deductible to the extent allowed by law.

Please send a check, made out to the National Geographic Society, with a note indicating the Ferguson/Judge Fund to: National Geographic Society Development Office, 1145 17th Street NW, Washington, D.C. 20036.

A tribute and further information is on the National Geographic's web page at:
www.nationalgeographic.com

Teaching About Islam

<http://www.islamicity.org/>

Education Week Links to resources

<http://www.edweek.org/ew/newstory.cfm?slug=03resources.h21>

PBS - America Responds

<http://www.pbs.org/americaresponds/educators.html>

Teaching Tolerance

<http://www.tolerance.org/teach/index.jsp>

Public Review of Draft SS Content Standards

Donna Nesbitt
Ohio Department of Education

Social studies educators are urged to provide feedback to this draft via the Ohio Department of Education website, www.ode.state.oh.us

Work on the development of the social studies academic content standards is progressing according to schedule. The first public draft will be available for review in November. This draft will include the over-arching standards and indicators of progress at each grade level from kindergarten to grade twelve. Social studies educators are urged to provide feedback to this draft via the Ohio Department of Education website, www.ode.state.oh.us.

The website will contain an interactive database that will collect reaction to the standards and grade-level indicators. It will also provide space for comments. The data collected will be analyzed so that the writing team knows which indicators educators in the field want to have revised and the comments will be used to guide that revision. In addition to the feedback via the website there will also be a series of focus group meetings to allow discussion of the draft by social studies professional organizations.

It is very important that all social studies educators take advantage of this opportunity to express their opinions of the draft. You will be able to respond to as much or as little of the document as you wish. Your input is valuable. This work can only be successful if social studies professionals participate actively in the development of the standards. Even though Ohio social studies teachers are now providing students with a variety of quality programs, there is a need for a common understanding of what students should know and be able to do in social studies at each grade level.

Educators will want to check the draft standards to make sure that they provide a

comprehensive program in social studies for all students. The standards should reflect the over-arching ideas that serve as an organizing framework for the social studies program at each grade level. Please let the writing team know if the statements for each standard reflect the goals that students should attain as a result of their K-12 education.

The indicators should represent a reasonable amount of content for which students are responsible at each grade level. The writing team has attempted to narrow down all of the possible content and include the most essential topics and skills. Teachers should be able to look at the indicators and know exactly what students must learn. Each indicator should be worded clearly so that teachers will be able to assess whether each student has met the indicator. The indicators are designed to move students beyond minimum competency. They are being written with the assumption that all students deserve the opportunity to learn material that is interesting and challenging.

Indicators shown at a particular grade level, may not reflect the content that is currently taught in some school districts. There is variety in scope and sequence across the state. It is important to react to the grade-level indicators, not on the basis of the current scope and sequence in one school district, but on the basis of what might be the best structure for all students in the state in the future.

The writing team needs to know what educators throughout the state think of the draft.

continued on next page

Program Reviewers Needed

Become a Nationally
Trained Social Studies
Program Reviewer for
Ohio

The Ohio Department of Education is seeking NCSS/OCSS members who are interested in being trained by NCSS to become social studies program reviewers for the state of Ohio. Programs submitted by colleges and universities for the preparation of social studies teachers must be reviewed by qualified persons, based upon a thorough understanding and application of NCSS standards.

Apprentice Reviewer Training will be available at the annual meeting in Washington, D.C. in November. The two-part training begins with a pre-conference session on Wednesday, November 14, from noon to 6:00. Register for **Clinic #92, "Preparing to meet the NCSS/NCATE National Standards."**

The second part of the training

consists of "shadowing" national and senior trainers as they conduct the review process for programs submitted to NCSS for national approval. This session will be on Friday, November 16, from 8:00-5:00. To register for the shadowing, or for additional information, contact:

Debra Mallonee

Education Consultant

The Ohio Department of Education

614-466-4231

debra.mallonee@ode.state.oh.us

Both sessions of the Apprentice Reviewer Training must be completed to be considered for the Ohio review process. If you are interested in this process, but cannot attend the November training, contact Debra Mallonee to receive information about future training opportunities.

Public Review

continued from previous page

Your feedback will be valuable to the writing team as they work to develop a set of comprehensive standards that will provide all students in Ohio with the opportunity to learn the knowledge and skills that they need to become participating citizens.

The writing team will meet again early in 2002 to consider the feedback and make revisions. During the spring the revised indicators as well as benchmarks will be presented again for comment. Focus group meetings in the spring will reach a wider audience than the first set of meetings in the fall. Final revisions will occur during the summer. The draft standards will be presented to the State Board of Education for adoption by December 2002.

Country Facts

A database designed for students in grades 1-9, SIRS Discoverer Deluxe has updated its collection of Country Facts from A to Z with current population figures and recent major events. Young researchers can locate a variety of facts about the nations of the world, US states, and Canadian provinces. An encyclopedia, biographies of US Presidents, and many other resources are included.

For more information, contact SIRS Mandarin at 1-800-232-7477 or visit www.sirs.com.

Mark your calendars now!

2002 Annual Conference

April 11-13, 2001

Location: The Clarion Hotel
Worthington, Ohio (just north of Columbus)

Do you have ideas to share with colleagues? Outstanding lesson plans? Specific knowledge of a topic? Consider sharing with your peers. Use the form on the next page or submit a conference proposal on-line! Just go to www.ocss.org

For the most current conference information, check the web page.

2002 OCSS Annual Conference Proposal Form

Session Title (please print):

Session Description: Attach a separate page with a one paragraph (approximately 100 words) description of your proposed presentation. Please indicate handouts, free materials, AV use etc.

- *This is the actual paragraph which will be printed in the conference program.*

Presenters: You must be a member to present and all presenters must register for the conference and pay the registration fees.

Presenter #1

Name: _____.

E-mail address: : _____.

Title/Professional Institution: : _____.

Address: : _____.

City/State/Zip: : _____.

Day Phone: () _____ . Evening Phone: () _____ .

Member of OCSS? No (send membership form) Yes Membership valid through (see card)

Presenter # Name: _____.

E-mail address: : _____.

Title/Professional Institution: : _____.

Address: : _____.

City/State/Zip: : _____.

Day Phone: () _____ . Evening Phone: () _____ .

Member of OCSS? No (send membership form) Yes Membership valid through (see card)

Equipment Requests: Every room will have an overhead projector and screen. We cannot guarantee that OCSS will be able to pay for other equipment for your presentation.

Please indicate which other equipment you would like to have, if available:

Presentation Requests: Every attempt will be made to accommodate a preference, but this may not be possible. Thursday is an all-day pre-conference session; this form does not apply to Thursday. If you want to submit a preconference session, e-mail Vicki Knauff at knauffv@greatoaks.com.

Please check those of the following that are applicable: *Friday, April 12:* AM ___ PM ___

Saturday, April 13: AM ___ PM ___

Audience: ___ Primary, ___ Intermediate, ___ Middle/Jr. High, ___ Secondary, ___ Higher Ed, ___ General

Send session proposals to: Dan Langen, 1303 Anthony Lane , Mason, OH 45040; work phone 513-336-7367 FAX 513-336-7688

e-mail: langend@mason.k12.oh.us

Positions Available

The **OCSS Executive Board** is seeking an OCSS member to serve as **Web Editor and Technology Coordinator**. The ideal candidate will have prior web page and web site construction experience and a desire to lead the organization's efforts to serve members through Internet applications. She or he will also assist the Program Director for the OCSS Annual Conference in securing and organizing a technology room at the conference.

Specific Duties of the Technology Coordinator/Web Editor include:

- *Maintain existing web pages and develop new pages as needed.
- *Update the web site at least once per month.
- *Serve as Internet leader for the organization by seeking information to post on the site and informing the Executive Board of new capabilities available for our initiative.
- *Advise the Executive Board on hardware and software purchases.
- *Maintain the OCSS domain name and records.
- *Serve on the Executive Board.
- *Assume responsibility for securing and coordinating a computer/technology room for presentations at the Annual Conference.
- *Report regularly to the Executive Director.
- *Other duties as assigned by the Executive Director

ODE Social Studies Position Available

The Ohio Department of Education is seeking a qualified individual to serve as a K-12 social studies consultant. This person will facilitate the development and implementation of academic content standards and curriculum models, work with contractors on state assessments, advise teacher licensure programs, and assist in other department initiatives. This position also provides technical assistance to Ohio's school districts and educators, and serves in a liaison capacity to professional organizations.

Candidates need to have expertise in the area of social studies and a minimum of 5 years of experience, of which three years are supervisory in public/private education or higher education. An advanced degree (Master's or above) is required.

To apply: Submit a cover letter; resume showing work history and education, and three letters of recommendation. Applications should be mailed to: Ohio Department of Education, Office of Human Resources, 25 South Front Street, First Floor, Columbus, Ohio 43215-4183 or call (614) 466-3763

James Madison Foundation Fellowships

Fellowships of up to \$24,000 are available to secondary school teachers of American history, American government, or social studies to undertake a master's degree program emphasizing the roots, principles, framing, and development of the US Constitution.

Fellowships pay the actual cost of tuition, fees, books, and room and board. For information and applications, Call James Madison Fellowships at 1-800-525-6928 or check out their web page at: www.jamesmadison.com

OCSS Strategic Planning Process

Make your opinions count! Let the Executive Board know how to better serve the membership!

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 addresses? Please join us by taking part in the process.

How can you get involved? Fill out the survey below, or online at 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 or by calling 513/459.9694.

Please take a moment to share your thoughts and insights with the OCSS Executive Board so that we may better serve you, the members.

Fill out the following survey and return it to: Dan Langen, 1303 Anthony Lane, Mason, OH 45040. Or, e-mail Dan at langend@mason.k12.oh.us or call 513/459.9694.

Name(optional) _____

Address(optional) _____

City _____ State _____ Zip _____

e-mail(optional) _____

Please use a separate sheet of paper for your responses to the following questions:

1. What do you think the three major goals of the OCSS should be?
2. What services would you like to see the OCSS offer?
3. What services do you most value from the OCSS?
4. Any thing else you would like the Board to know?

Thank you!

History Day

History Day is an exciting co-curricular program that encourages young people to explore a historical subject related to an annual theme. Students make history come alive as their research leads to imaginative exhibits, original performances, media documentaries and papers in junior and senior divisions of seven different categories. History Day demonstrates that students learn history when they do history.

History Day is a highly regarded national academic challenge; more than 700,000 students participated nationwide in 2001. National History Day in Ohio is coordinated by the Ohio Historical Society and funded in part by Honda of America, Mfg., Inc. and the Martha Holden Jennings Foundation.

The program's goal is to promote the study of history by engaging students and teachers in the excitement of historical inquiry and creative presentation. History Day fairs reinforce classroom teaching by rewarding students of all abilities for their scholarship, individual initiative and cooperative learning.

Students in grades 6-12 participate in History Day fairs at the district, state and national levels. Historians, educators and professionals in related fields evaluate students' work at each stage. Award-winning entries at the statewide Ohio History Day held on April 27, 2002 are eligible to participate in the National History Day event held in June.

With imagination and investigation, students will gain a new perspective on studying history that can complement information from textbooks. History Day fairs place students in the role of teacher as they share their discoveries with peers, parents and advisers.

For more information, contact Sara Bendure at the Ohio Historical Society by e-mail at sbendure@ohiohistory.org or by calling 614/297.2300.

Visit the National History Day in Ohio web page at:
www.ohiohistory.org/historyday

Visit National History Day's web page at
www.thehistorynet.com/NationalHistoryDay/index.html

Visit the Model UN web site at
www.mamunonline.com

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.

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

The Stuff Of History Goes Online

“HistoryWired: A Few of Our Favorite Things” offers a new virtual tour to the Smithsonian Museum’s storage bins, where millions of objects are kept.

Designed in collaboration with SmartMoney.com, the Web site <http://HistoryWired.si.edu> uses a grid model developed for investment and personal finance sites.

The virtual approach solves several of the sprawling museum’s dilemmas. Less than 5 percent of American History’s 3 million objects are on display. Some of its exhibits have bare-bones labeling with no referrals to in-depth materials. The museum has also been criticized for its crazy-quilt traffic pattern and the absence of cohesive orientation. There is no timeline of American history, for example.

The Web site map allows people to explore by subject area as well as historical period. It also allows exploration by subject and ethnic group, such as military objects related to American Indians. It allows people to see items that aren’t on display. The Web site starts with 450 items, with more to come. It can give much more information about specific objects as well as contextual links.

For example, the Web display of the Indian Peace Medal of Lewis and Clark points to materials on those explorers as well as to Thomas Jefferson, westward expansion and the Smithsonian’s numismatic collections.

Some of the artifacts have been drawn from the National Portrait Gallery. A

look at pre-inaugural photographs of John F. Kennedy by Richard Avedon includes the expected digest of the Kennedy presidency and the photographer. But it also includes a recording of JFK’s campaign song, taken from the Smithsonian Folkways archives.

In addition, said Judy Gradwohl, the museum’s Web director, the site gives the virtual visitor another kind of passport and information.

“One of our goals here is to keep a conversational tone,” she said. “The visitor can pretend they are standing with a curator and getting a unique viewpoint.”

As an Internet destination, the traditional electronic pages of the Smithsonian’s exhibits attracted 24.5 million visitors last year. Thirty-one million people visited the Smithsonian museums in person.

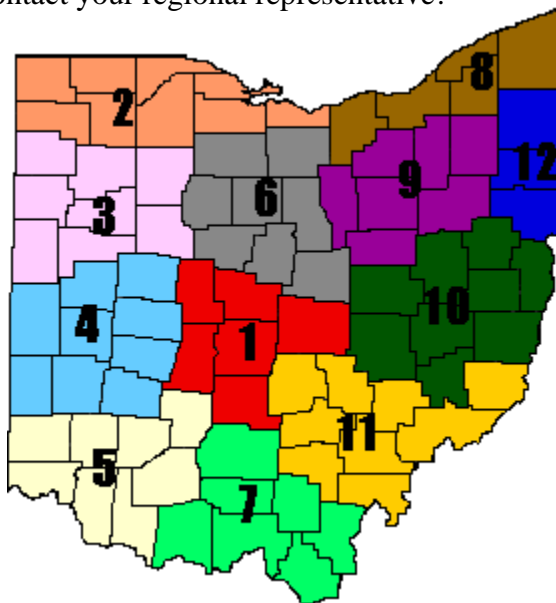
Other artifacts now on virtual display include the shoes of salsa queen Celia Cruz, an 1893 anatomic model, the “Yellow Cloud” electric guitar of Prince, original engravings from an Audubon book on American birds, Benny Goodman’s clarinet and field equipment carried by the Buffalo Soldiers, the famous 19th-century black cavalry unit.

During a testing period the curators found that the public was more interested in popular culture than any other subject. The two most popular items with test audiences were a Kermit the Frog puppet and the Scarecrow costume from “The Wizard of Oz.”

<http://HistoryWired.si.edu>

Regional Representatives

Have a great idea that you want to share? Want to get more involved in your district or with OCSS? Have a question? Contact your regional representative!



Region 1
Matt Stowell

614.761.5820
Delaware
Franklin
Licking
Madison
Pickaway
Union

Region 2
David Balzer

419.537.1663
Defiance
Fulton
Henry
Lucas
Williams
Wood
Erie
Ottawa
Sandusky

Region 3
Chad Doll

419.394.4011
Allen
Auglaize
Hancock
Hardin
Mercer
Paulding
Putnum
Van Wert

Region 4
Jan Swartzbaugh

937.854.6369
Champaign
Clark
Darke
Greene
Logan
Miami
Montgomery
Preble
Shelby

Region 5
Clyde Chapman

513.771.7462
Brown
Butler
Clermont
Clinton
Fayette
Hamilton
Highland
Warren

Region 6
Robin Hren

614.393.5900
Crawford
Huron
Knox
Marion
Morrow
Richland
Seneca
Wyandot

Region 7
Ruth Tootle
740.642.1278

Adams
Gallia
Jackson
Lawrence
Pike
Ross
Scioto

Region 8
Rob Grossman

440.899.5800
Ashtabula
Cuyahoga
Geauga
Lake

Region 9
Pat Clayton

Ashland
Holmes
Medina
Portage
Stark
Summit
Wayne

Region 10
Bob Jenkins

740.453.0335
Belmont
Carroll
Coshocton
Guernsey
Harrison
Jefferson
Muskingum
Noble
Tuscarawas

Region 11
Jeanne Rice

740.374.6510
Athens
Fairfield
Hocking
Meigs
Morgan
Perry
Vinton
Washington

Region 12
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330.788.2481
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Trumbull

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Jenna Thomas

Legislative Liaison

Ruth Tootle

District 7 Representative
rtootle@scoca.k-12.org

Eleanor Yunghans

Executive Director
eyunghans@aol.com

Teaching the Presidency in History

Check out this Web site that advocates building on their sociocultural resources in creating advanced, flexible, and diverse environments for learning. <http://www.crede.ucsc.edu/Standards/standards.html>

On October 19-20 **NCHE**, along with the other Partnership for History Education organizations (*Smithsonian's National Museum of American History Behring Center, National History Day, and Colonial Williamsburg Foundation*), The History Channel, BANKFIRST Corp. and The White House Historical Association, will sponsor a special conference on *Teaching the Presidency in History*. It will highlight successful content, strategies, and tactics for teaching this powerful office and some of its occupants in a variety of settings. The conference will be held in the Smithsonian's National Museum of American History Behring Center in Washington, D.C. 600 school educators, historians, museum/historical society personnel, and administrators are expected to attend the 30 sessions with special access to the Museum's new Exhibit : *The American Presidency: A Glorious Burden* and additional tours of the White House, Ford's Theater, and the Presidential Monuments.

Participants will include school history teachers, college and university scholars, authors and publishers, and educators from museums and historical sites/societies. The conference will be a chance to "rub elbows"

and network with history educators from many settings. At the Friday evening Reception participants can mingle.

Most sessions will be held in the National Museum of American History (NMAH). Planned sessions include: first person reenacting, the literature/history connection, how primary sources enliven history, how the Internet will impact history education in the future, historians outlining new research and writing, how to "do" history in the classroom, assessment in history education, teacher preparation, presentation by National History Day students and more.

Registration Friday morning and General Sessions will be held in the Baird Auditorium of the National Museum of Natural History, right across the street from the NMAH

To register for the conference, go to the NCHE web page and return it to the NCHE Office (26915 Westwood Rd., B-2, Westlake, OH 44145). If you are paying by credit card you may phone in or FAX in your registration form (voice: 440-835-1776) (FAX: 440-835-1295).

Geography Action! Rivers 2001

It is time to get involved with National Geographic's Geography Action! Rivers 2001. This is the new direction of National Geographic's educational outreach program and this year the focus is on our rivers.

Log on to the web site www.nationalgeographic.com/geographyaction and see what Rivers 2001 is all about. Then take action. Make copies of the newsletter and give it to other teachers or anyone who may be interested in water or our rivers.

Most importantly, report anything you do with your students that involves water or rivers. It doesn't matter how big the lesson or project is, report it. If other groups in your community do water or river activities, report their actions.

If you would want a workshop presentation on rivers, posters to pass out, or other Geography Action! literature, contact Barb Myers at the OGA office at myers.37@osu.edu

Friends of Freedom

The sixth annual Ohio Underground Railroad Summit will be held Oct. 19-21, 2001, at the Muskingum Valley Conference Center at the Holiday Inn in Zanesville, Ohio. The Summit is sponsored by The Friends of Freedom Society and its research arm, The Ohio Underground Railroad Association.

“A Tell of Two Cities” includes Saturday morning sessions on the role of the Presbyterians in the underground railroad in Ohio, creating an underground railroad program in the Ohio Hill Country Heritage Area, and the story of slave Nelson T. Gant presented by his descendants.

Saturday afternoon’s box lunch tour of Historic Putnam, Ohio, includes a tour of the Putnam Presbyterian Church manse, a walking tour ending at Stone Academy, a vignette of the 1835 Ohio Anti-Slavery Convention, and an abolitionist speech at Putnam Church by Frederick Douglass.

Another Friends of Freedom Society historical marker will be dedicated. Participants will have time to visit Buckeye Stoneware before the bus returns to the conference center in late afternoon. In the evening, dinner will be followed by guest speakers, awards, an auction, and musical selections.

A variety of exhibit booths will be set up. Participants may register for the full weekend Summit of all meals, programs, and activities, including informal events Friday evening and Sunday morning, for a total fee of \$80.00. Partial session registrations are also an option. Room reservations are made directly with Holiday Inn.

Program details and registration forms are available on our web site at www.fofs-oura.org or by contacting Friends of Freedom Society President Cathy Nelson, 614/868.1246 or Summit Chair Connie Quarles, 740/455.0607. Registrations will be accepted until spaces are filled.

The National Conference of State Legislatures (NCSL) has posted online lesson plans for teachers to use for their America's Legislators Back to School Week activities. The online lesson plans are available at: <http://www.ncsl.org/public/trust/lessonplans.htm>

NASDAQ Teaching Awards

The NASDAQ National Teaching Awards are designed to advance economic literacy in our nation’s high schools by recognizing teachers who are helping students in grades 9-12 to think, make sound informed decision, and function well in the economy. Regional and national awards will be presented to high school teachers for their most creative, original, and effectual efforts to apply economic content and reasoning skills to the following: financial markets, the capital formation process, the investment process (either economic or financial), personal finance, entrepreneurship, and market economy. This recognition program was

created through a partnership of the NASDAQ Education Foundation and the National Council on Economic Education. The grand national winner will receive \$25,000 (which will include his/her regional award). There will be 5 regional winners, each receiving \$10,000, and 20 regional semifinalists, each receiving \$1,000. For deadline information and entry forms, applicants can visit www.ncee.net or www.ncee.net/nasdaq. Entries can be submitted on-line. Educators may also contact Donna A. Jones, Associate Director, Development, National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036; 212/730.5659 or djones@ncee.net.

OCLRE Updates

OCLRE Law and Citizenship Conference, October 28-30

Taking an interdisciplinary approach to teaching citizenship and science, as well as sessions with a famed civil rights leader and an expert author on state legislatures are on tap for the annual OCLRE Law and Citizenship Conference. The Conference, in a new three-day format, is October 28-30 at the Dublin Marriott Hotel (northwest Columbus).

“Creating Star Players for Our Democracy: Citizenship, Science, and the Law,” will feature workshops on using scientific evidence, such as that gathered in forensic investigation of crimes, to teach history, law, and government courses and integrated science-citizenship-law activities in K-12.

Famed civil rights activist Morris Dees, whose activist-style lawyering shut down the KKK in Alabama and the White Aryan Resistance group in Oregon, will be the guest speaker at a not-to-be missed gala dinner for conference participants benefiting OCLRE.

Alan Rosenthal, Professor of Public Policy and Political Science at the Eagleton Institute of Politics, Rutgers University, will team with an Ohio Legislator for presentations on democracy, the legislative process, and the Ohio Legislature. Dr. Rosenthal is researching the Ohio legislature for a book on state legislatures.

Case materials of the 2002 Mock Trial, available at the conference, will incorporate ideas from scientific investigation for students to learn as they prepare their case. A major strand of workshops on Mock Trial tips and techniques is slated.

Many new presenters, as well as nationally known speakers popular at previous conferences, will lead hands-on, participatory workshops. The conference will include exhibits of classroom materials

and plenty of free handouts from exhibitors as well as from presenters.

Information and a registration form are available on the OCLRE Website, www.oclre.org, or by calling 877-485-3510 (toll free) or 614-485-3510 (in Columbus).

“We the People...Project Citizen”

Professional educators, are you looking for a new and exciting way to engage your students in learning? Are you looking for a hands-on project that aligns with the **Ohio Proficiency Outcomes in writing as well as citizenship**? Are you looking for a way to involve all of your students in a structured, cooperative learning activity that is guided by the teacher and adult volunteers from the community? Look no further! **We the People...Project Citizen is right for you!**

Project Citizen is a portfolio-based civic education project for grades 6-9, designed to promote competent and responsible participation in state and local government. This user-friendly program, which includes text, is not only free of cost, but teachers will be connected with professionally trained educators available to share ideas and support throughout the process.

Project Citizen engages students in learning how to monitor and influence public policy and encourages civic participation using a five-step process. The students first identify a public policy problem in their community. Past projects have run the gamut from the need to install speed limit signs around schools, to the problem of teen pregnancy. Students then gather and evaluate information on the problem, which leads them to identify alternate solutions to the problem. They then develop a proposed public policy and action plan. At the conclusion, the

continued on the next page

OCLRE Updates

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students develop a portfolio that includes a display board and documentation book.

Finally, the teacher and students may choose to enter the completed project in a district or state competition. The winner of the state competition represents their state at the Project Citizen national finals held every year in conjunction with the National Conference for State Legislators and the Center for Civic Education.

If you are a teacher currently using OCLRE's Youth for Justice Program, Project Citizen is still an option. If your whole class works on a problem outside of the school, Project Citizen provides a great next step, by engaging the students in writing a public policy and an implementation plan. It's a great way to allow your students to put what they've learned into action.

Last year, over 260,000 students around the country were involved in this thorough, easy-to-use program, which provides kids with a practical experience in democracy and civil involvement. For more information on this exciting program, please contact OCLRE program coordinator Suzanne Besanceney at 877-485-3510.

NCSS dates

Nov 16-18, 2001
Marriott Wardman Park Hotel
Washington, D.C.

Nov. 22-24, 2002
Phoenix Civic Plaza
Phoenix, Arizona

Nov. 15-18, 2003
Hyatt Regency Chicago
Chicago, IL

Archives Week

The theme for the Society of Ohio Archivists' (SOA) Archives Week program in 2001 is "celebrating the media." The dates for Archives Week this year are October 7-13.

"Newspapers and the broadcast media play an important role in the daily life of our communities," states George Bain, SOA's Archives Week coordinator and head of Archives and Special Collections at Ohio University's Alden Library. "We are asking archivists, school and public librarians and local historians across the state to feature media resources during the week."

"Nearly all libraries and historical organizations," Bain notes, "have media-related resources in their collections that can be shown. We are hoping high school library and media center staff will exhibit their newspapers and yearbooks during Archives Week this year. And what college or university doesn't have a student newspaper or alumni publication to feature?"

Media resources, Bain points out, local newspapers on microfilm, files or scrapbooks of news articles showing organizational activities, photographs, even obituary files. This can include school newsletters to alumni and parents as well as files of news releases they have prepared and distributed.

SOA will also have an Archives Week poster that features images from the now defunct Cleveland Press whose records are at Cleveland State University. For more information contact Bain by telephone at 740-593-2713 or by e-mail at bain@ohio.edu

Choices

Choices is a nonprofit program of the Watson Institute for International Studies at Brown University that develops materials on current and historical international issues. The Choices approach challenges students to link history to current events, evaluate multiple perspectives, weigh conflicting values and priorities, grapple with difficult policy trade-offs, collaborate with peers, engage in informed debate, articulate coherent policy position, and develop vital citizenship skills. These supplemental units are balanced and objective and contain extensive background reading and day-to-day lesson plans.

Historical topics include the U.S. Constitutional Convention, the War of 1812, Colonialism in the Congo, the war in Vietnam, and others.

Our newest unit is The Cuban Missile Crisis: Considering its Place in Cold War History. Our current topics include units on immigration, trade, foreign aid, Mexico, China, and more.

Choices also offers professional development workshops in many formats, from week-long institutes to shorter in-service programs. Choices materials are also exhibited and demonstrated at many state and national social studies conferences. For more information on our professional development programs, please contact Lucy Mueller at Lucille_Mueller@brown.edu

For more information, contact choices@brown.edu or visit our web site: <http://www.choices.edu>.

Philanthropy News Digest-K-12 Funding Opportunities” K-12 Funding opportunities with links to grant seeking for teachers, learning technology, and more: fdncenter.org/pnd/20000328/funding.html

Global Response

Are you looking for supplementary materials that:

- * bring current world events dramatically into the classroom?
- * connect students with communities and organizations around the world?
- * promote respect, understanding, and collaboration with people of different countries and cultures?
- * offer students service learning opportunities that can have global impact?
- * encourage students to practice responsible citizenship?
- * help meet national and state standards?

Global Response issues Action Bulletins for grades 3-12 that teach students about global environmental issues and tell them how they can help. In each Young Environmentalist’s Action (grades 3-8) and Eco-Club Action (high school), students learn about a specific environmental issue and how local communities are working toward solutions. These local communities ask students to help by writing personal letters to key decision makers.

Global Response keeps students informed about the impact of their letters, and often students receive replies directly from decision makers in governments and corporations.

For more information, visit this website: www.globalresponse.org, or contact Clea Boschert-Zielsdorf, Youth Programs Director, at: clea@globalresponse.org or Tel. 303/444-0306

check us out on the web at:
www.ocss.org

USteach

“School Grants” A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects.
www.schoolgrants.org

The National Clearinghouse for Education is now available at www.USteach.com. It is the largest site with free on-line jobs, tools, and information for people seeking education careers and for education organizations seeking prospective applicants. You are able to manage your search, postings, data, and all careers related efforts.

You will find the educational services you need without the advertisement, or high fees.

Benefits include:

- * Lower cost-per-hire than traditional methods
- * Advanced Resume and Application pre-screening Technology
- * Personal Search Agents - automatic search functionality
- * Instant Delivery of Applications and Resumes Online
- * Unlimited Job and Event postings
- * Real Time Management and Reporting tools

In addition, the Center provides resources and strategies for organizations to improve recruitment and educational marketing. For questions, e-mail usteach@usteach.com

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/

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

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

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**Deadline for submissions for the next OCSS Newsletter:
October 29, 2001**

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