



MDCSS CHRONICLE

From the President:

WHY OUR STUDENTS MUST LEARN SOCIAL STUDIES

“Any subject of study needs justification: its advocates must explain why it is worth attention. Most widely accepted subjects—and history [and Social Studies] are certainly among them—attract some people who simply like the information and modes of thought involved. But audiences less spontaneously drawn to the subject ... need to know what the purpose is.”

Dr. Peter Stearns, Historian

In the wake of its omission from the *No Child Left Behind Act* and subsequent removal from the programs of study of many elementary students across the United States, it has become obvious that social studies educators need to redouble their efforts to justify why students need to learn the skills and content they teach. It is also apparent that social studies has a crisis of identity and articulation that has led a subject that has been considered one of the four core subjects for more than a century of American education to the status of a second tier elective in the minds of many. It is the goal of this article to articulate a compelling argument regarding the value of high quality social studies education for all children.

REASON ONE: HISTORY AND SOCIAL STUDIES HELP STUDENTS UNDERSTAND PEOPLE AND SOCIETIES

“History must serve as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.”

Dr. Peter Stearns, Historian

Dr. Stearns’s analogy of the laboratory in this instance is a powerful one. When a scientist steps into a laboratory he does

A NATIONAL SURVEY OF SOCIAL STUDIES TEACHERS SET TO BEGIN

Dr. Jeff Passe, Director, Dept. of Secondary Education, Towson University, former NCSS President, current MDCSS Executive Committee Member

As state educational leaders confront budget cutbacks, there is a danger that social studies education will be severely damaged, with grievous effects on student performance for years to come. The resultant impact on citizenship knowledge and behavior is a great threat to our democratic system of governance.

A first step in counteracting that trend is to determine the actual status of social studies education in Maryland and across the country. Up until now, policy makers have only heard anecdotes about who is teaching social studies, what is taught, and how it is taught. Empirical data is needed to support arguments for resources to support citizenship education.

A fifty state anonymous survey of social studies teachers at all levels, will address that need. It will be conducted throughout 2010, with most of Maryland’s school districts participating. If enough teachers complete the survey, the profession will finally be able to study itself in a methodical way.

With data in hand, policy makers, researchers, the general public, and social studies teachers themselves, will have a solid data base of information that may serve as a foundation for wise decision-making.



so having formulated a hypothesis to be tested. The scientist predicts what will be the outcome of a series of steps then tests his theory. If his experiment fails then he knows that his hypothesis was flawed and takes a different course. Statesmen have no laboratory where they can test their hypothesis. Nevertheless, statesmen formulate hypothesis regarding the potential outcome of their policies all the time...and the stakes if they are wrong can be extremely high; involving even life or death. While there are no perfect repeats, history provides no shortage of examples of how similar results stem from similar catalysts, motivations and circumstances. If decision makers do not consult history, they make decisions without all of the facts. Furthermore, it is essential that we remember that while not everyone is a statesman, we are all decision makers each day of our lives.

REASON TWO: HISTORY AND SOCIAL STUDIES HELP STUDENTS UNDERSTAND CHANGE AND HOW THE COMMUNITY, NATION AND WORLD WE LIVE IN CAME TO BE

Integral to utilizing history to aid in decision making is adding the social studies elements of understanding and appreciating difference and diversity. Each person's world view is shaped by individual experiences, as well as the experiences of the group to which he or she belongs. If we are ignorant of the contemporary and historical experiences of a variety of cultures, then we cannot hope to understand why people, communities or nations behave the way they do or make the decisions they make. The simple, undeniable fact is that understanding history and social studies improves judgment. More specifically, understanding history and social studies arms each of us with the necessary tools to make good decisions and wise choices.

REASON THREE: STUDYING HISTORY AND SOCIAL STUDIES IS ESSENTIAL FOR GOOD CITIZENSHIP

"A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom."

A Nation at Risk Report, 1983

The cornerstone of democracy is the informed citizen. Solutions to social problems require the insights that emerge from diverse perspectives and experiences. Citizens learn the skills of democracy just as they learn to read or compute. They learn through experience, training and practice. Effective social studies classrooms teach students each of the following essential democratic skills:

- to actively listen, evaluate competing points of view and formulate independent points of view.
- to engage in public dialog. Public dialog requires citizens to think through their own point of view and ask, "Why do I think as I do and what do I hope to achieve?"
- to effectively resolve conflicts. Because people are different, conflict is inevitable. Negotiating interests is a major part of conflict resolution. Negotiation means moving beyond pre-set positions, knowing what one is willing to compromise, what one is not willing to compromise and being able to reach win-win solutions that meet the shared interests of all parties.
- to exercise good public judgment by hearing other points of view, thinking through the clash of values and perceiving the ground from which differences come. All citizens are motivated to a great extent by self interest, but society functions most effectively when citizens exercise cultural tolerance, social empathy and a sense of responsibility for the well-being of their fellow citizens.



- to access the tools of democracy. In order to effectively participate in their democracy, citizens must know their rights and responsibilities. They need to understand how to register to vote, how to contact lawmakers and how to gather and wield influence.

When citizens of a democracy are deprived of an effective social studies education it places both the citizen and the democracy at risk. Democratic illiteracy is no less destructive than reading illiteracy. One of the most important factors in the fall of republics throughout history has been when citizens no longer felt connected to their government and became disinterested in what that government was doing.

“Citizens are not born capable of ruling. They must be educated to rule wisely and fairly. They must be drawn out of the egotism of childhood and the privacy of their homes into the public world of democratic reasoning, deliberation and consensus. This requires not only civility, but knowledge and skill.”

Thomas Jefferson, President of the United States

REASON FOUR: HISTORY INSPIRES US

Perhaps the least appreciated and among the most important roles played by social studies education is the power of inspiration. It is in social studies classrooms that students learn that a single individual with great convictions or a committed group can change the world. It is also in the social studies classroom that students learn the words and deeds of men and women, such as Mohandas Gandhi, Sister Theresa, Elie Wiesel, Rachel Carson and Martin Luther King, Jr.

“It is from numberless acts of courage that human history is shaped. Each time a person stands up for an ideal, or acts to improve the life of others, or strikes out against injustice, he or she sends forth a tiny ripple of hope, and those ripples build a current that can sweep down the mightiest walls of oppression and resistance.”

Robert F. Kennedy (adapted)

The pen is mightier than the sword, words can move nations and in each of us is the power to change the world.

REASON FIVE: SOCIAL STUDIES TEACHES STUDENTS ESSENTIAL THINKING SKILLS

It is in social studies that students learn skills ranging from reading a map to framing an argument, and it is also in these classrooms that students learn how to assess the validity of evidence, evaluate conflicting points of view and apply facts to making decisions and articulating compelling arguments. These are the skills of the real world.

Literacy and numeracy are essential for success in the modern world, yet now more than at any other time in the history of the world, students must receive a thorough liberal arts education, as well. We live in the era of globalization, where American economic, political and security interests are tied to diverse cultures from across the globe. Citizens of foreign lands can name our political leaders and describe our system of government. American children are not so well equipped. Students sitting in the classrooms of our global competitors are required to learn the English language and study American values and beliefs. Additionally,



they are exposed to the representations of American culture through a prolific, although sometimes unflattering mass media. Conversely, America produces leaders who are often monolingual, largely ethnocentric and have limited exposure to objective portrayals of people in other parts of the world. In light of these facts, the belief that American children will be prepared to compete globally in the 21st century solely because they can demonstrate effective reading comprehension skills and compute at a high level, appears to reject reason and is certainly inconsistent with numerous historical examples to the contrary.

"The student who [learns] history will unconsciously develop what is the highest value of history: judgment in worldly affairs. This is a permanent good, not because "history repeats" - we can never exactly match past and present situations - but because the "tendency of things" shows an amazing uniformity within any given civilization. As the great historian Burckhardt said of historical knowledge, it is not to make us more clever the next time, but wiser for all time."

Jacques Barzun, Historian

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3. Stearns, Peter. *Meaning over Memory: Recasting the Teaching of History and Culture*, UNC Press, Chapel Hill, N.C., 1993
4. Stearns, Peter. *Why Study History*, American Historical Association <www.historians.org/pubs/Free/WhyStudyHistory.htm> 1998*

* The language used in reasons 1, 2 and 3 are drawn directly from *Why Study History*, by Dr. Peter Sterns.

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Growing the MDCSS to Serve You

During its January board retreat, the MDCSS Executive Committee voted to develop a Board of Directors comprised of representatives from each of Maryland's school systems and up to 30 at-large members. MDCSS truly wants to represent all regions of the state and promote the interests of museums and cultural institutions as well as social studies educators from kindergarten through the collegiate level. By developing a broad and diverse Board of Directors, the MDCSS intends to better understand the diverse needs of its current and future members and serve those interests well.

Money Well Spent

MDCSS members can be assured that their dues represent money well spent. Over the past year, MDCSS has committed significant resources to developing a vastly improved website (www.mdcss.org). Updated weekly, this website serves as a clearinghouse for professional development opportunities throughout Maryland and the mid-Atlantic region. In addition to sharing learning opportunities, the MDCSS website also provides the convenience of an online registration and payment system for membership, the MDCSS conference and seasonal workshops. MDCSS hopes that the MDCSS website will become a one stop shop for social studies resources and learning opportunities.

In addition to its website, the MDCSS also provides high quality, low cost workshops and an outstanding annual conference. Providing professional development for social studies educators is a core mission of the MDCSS and making these opportunities affordable will continue to be our priority.

MDCSS also spends wisely to advocate for and promote the interests of social studies. This may take the form of donating to the Maryland History Day contest or working to advance a better understanding of the importance of a quality social studies education among school and community leaders, as well as our elected representatives.

An investment in the MDCSS is a wise investment in the interests of social studies in Maryland.



Franklin Roosevelt at the Fifth Regiment Armory, October 1932

Teaching the Great Depression during the Great Recession **Dustin Meeker, Maryland Historical Society**

The current economic crisis provides a unique opportunity for social studies teachers to explore the Great Depression with their students. Comparing and contrasting the two events, particularly the causes, debates regarding the role for government in the economy, and the federal government's attempts to address the crises, can serve as an excellent teaching strategy, making the historical content timely and relevant to students. Recognizing this educational potential, the Maryland Historical Society (MdHS), the Maryland Council on Economic Education and the Federal Reserve Bank of Richmond,



Baltimore Branch, collaborated to develop a Depression-themed workshop for social studies teachers.

Karen Kokernak of the Federal Reserve presented an interactive lesson on household budgeting during the Great Depression. Janet Weller of the Maryland Council on Economic Education provided teachers with a lesson and materials that will challenge students to evaluate critically the New Deal's impact on the economy, and whether or not it lengthened the Depression. For information on these lessons please email karen.kokernak@rich.frb.org or jan@econ.org.

MdHS developed a lesson plan exploring the Depression's social and economic impact on the people and institutions of Maryland using primary sources from MdHS's archival collections, including speeches, campaign literature, newspaper articles, and various firsthand accounts. The lesson's introductory activity asks students to read two firsthand accounts from individuals who endured joblessness and financial hardships during the Depression. In one of the documents, an excerpt of an oral history, Mrs. Lee Silver recalls, "It had gotten so bad that I couldn't pay [my] milk bill, and I left a note in the bottle telling the man to stop delivering because I couldn't afford to pay him." In addition to grabbing students' attention, individual accounts like this make historical events much more tangible and personalize historical narratives. The human suffering of the Depression as told through a textbook account may seem perfunctory and abstract to a 21st-century student, far removed from a world with significantly less material wealth and no social safety net. By including personal stories, however, teachers can make history more real and compelling for students.

The second activity requires students to analyze the competing economic philosophies that defined Depression-era political discourse, utilizing speeches from two icon figures in Maryland's Democratic Party – Governor Albert Ritchie and Senator George Radcliffe. In a speech executed in April 1932, Governor Ritchie warned that elected officials must not "try out new and unsound panaceas, or rush headlong into the ways of Communism, Socialism or Sovietism, or embrace un-American practices like public ownership or...adopt Government unemployment insurance." The adept student will recognize the striking parallels between Ritchie's speech and current conservative rhetoric regarding the role for government in the economy. In 1936, Senator Radcliffe, a self-described "ardent New Dealer" and admirer of Franklin Roosevelt, offered a radically different perspective, extolling Federal relief efforts and New Deal programs for their impact in Maryland: "People have never been permitted to starve in our country and never will they....something had to be done and done immediately." Juxtaposing these divergent perspectives in a document-analysis activity provides the opportunity for vigorous classroom debate and allows students to explore the nuances of laissez faire economic philosophy and New Deal liberalism.

Radcliffe's speech trumpeting the successes of government relief provides a transition into the final part of the lesson, in which students, working in groups, explore a collection of documents related to particular New Deal programs. Each group is responsible for exploring one of four New Deal programs and reporting their "case study" to the class. Topics include: the Resettlement Administration's construction of Greenbelt, Maryland; the Civilian Conservation Corps; the Works Progress Administration; and the Public Works of Art Project and Federal Art Program (WPA). Like other portions of the lesson, each document relates to a work-relief project in Maryland, thus making the activity culturally relevant to students, who may be surprised to find that Greenbelt was the result of New Deal social engineering or that a WPA mural embellishes their local post office. Local connections such as these are crucial for an effective, meaningful history lesson. Otherwise, the study of history devolves into an endless death march of dates and abstract facts.



Feedback from the workshop was exceedingly positive, leading MdHS to collaborate with the Office of Humanities of the Baltimore City Public School System in offering a third workshop for English teachers. MdHS's Great Depression lesson serves as an excellent complement to the Depression-era works of John Steinbeck, himself a beneficiary of the WPA's Federal Writers Project. In addition to providing historical context and illuminating parallels between geographic regions, the lesson plan offers English teachers several dynamic activities that incorporate themes from Steinbeck's *The Grapes of Wrath* (1939) and *Of Mice and Men* (1937). The "WPA Theatre Activity" seeks to teach historical content and encourage critical reflection, while accounting for the diversity of learning styles represented in every classroom:

*The **Federal Theatre Project**, a component of the WPA, employed tens of thousands of playwrights, actors, producers and directors between 1935 and 1939. WPA theatre companies produced thousands of shows in 31 states for tens of millions of Americans, many of whom had never before experienced theatre. Approximately 78% of audience members were admitted without charge to these performances. Theatre companies produced well-known and classic plays, newly written works, and **living newspapers**. Playwrights created **living newspaper** performances by dramatizing a newspaper article about a significant or provocative event. Like WPA public murals, living newspaper performances often reflected the class and racial tensions of the period.*

*In groups of 3 to 5, students will dramatize a significant moment in *The Grapes of Wrath* or *Of Mice and Men* and provide an 8-10 minute performance for the class. The students must incorporate at least two symbols from the novel associated with the featured characters or event. The performance should include a short introduction from a narrator to establish context for the audience. Following the performance, the group should provide a brief conclusion in which they interpret the featured symbols and explain their reasons for choosing the event and characters. As a group, the students should submit a typed script citing the sections of the novel that they utilized in developing the performance, and each individual should submit a one-page essay explaining the significance of the event they chose to portray.*

Alternative Activity: Students will produce a living newspaper performance based on a document from the lesson plan, a Depression-era event described in their textbook, or a newspaper article from the Great Depression. Like the other theatre activity, a narrator should begin the performance by providing context and sufficient background knowledge. The group should hand in a script, and each student should write a 1.5- to 2-page essay explaining the group's rationale for choosing to dramatize the event, and the events significance in the broader context of the Great Depression.

"Maryland during the Great Depression" is one of many lesson plans and workshops that MdHS's education department offers. If you are interested in more information about MdHS's workshop offerings or obtaining the Great Depression lesson plan and document packet, contact Dustin Meeker at 410-685-3750 (x 346), or dmeeker@mdhs.org.

Look for an essay by Dr. Andy Bauer of the Federal Reserve Bank of Richmond comparing the Great Depression and current recession in the next issue of the MDCSS Chronicle!



Student Essay

In this section, MDCSS brings you essays on social studies issues written by Maryland students. Encourage your students to participate! To submit items, please email ncoquillon@mdhs.org

Geography is Human. Geography is Mumbai.

By Shaj Mathew



The quintessential Indian car, the Hindustan Ambassador has remained popular despite an influx of new foreign imports.

Um...is that cow going to move?

The engine of the Toyota Innova (think Sienna lite) stutters to a low growl, providing an ambient backdrop in the few seconds of peace. Then a succession of high-pitched, squeaky horns arrest me, and I'm subject to the whimsy of my driver, whose vertiginous lane-changes (every few seconds at least), predilection for honking (often for no apparent reason), and blatant disregard for the few traffic

regulations (which may or may not actually exist) make your average Grand Theft Auto player seem like an overly cautious motorist. The cow moves; we veer back on the road; I close my eyes.

Dear God, I don't want to die young - really.

I landed in Mumbai, India on Christmas Day 2009 for my brother's wedding, before later traipsing about the states of Gujarat and Kerala. These travels helped me realize that geography is more than the capitals marked by stars inscribed in circles on the globe; more than the yellow dotted flight plan that marks my progress on the flight; more than the varying hues of blue that indicate deepness of the water, the yellows and greens on the map that show elevation.

Rather, I discovered, geography is human. It is the diffusion of culture, thought, ideas--globalization. Landscape isn't strictly topographic, mind you. It is the flow of ex-pats in the city, the (mostly peaceful) intermingling of Hindus, Muslims, and Christians, the intersection of spectacular wealth and even greater poverty, history and present, and of course the requisite terrifying driving experience. It is Mumbai, India.

Look up and see Mukesh Ambani's \$2 billion high-rise apartment towering over the penniless, crumbling slums of Mumbai that Danny Boyle's *Slumdog Millionaire* made famous. Glance at the wizened beggar lying listless on dirt in front of a garish Rolls Royce dealership. Ponder the silver satellite dish that springs up from a destitute Mumbai slum dotted with trash.

Or consider the juxtaposition on the road: the occasional white Audi regally processes along seemingly nameless streets, indifferent to the adjacent dusty, decades-old auto-rickshaws literally overflowing with wiry passengers. They huddle together as the door-less ten horsepower contraption--one that makes the Mini Cooper seem colossal--huffs and puffs alongside the scooters, over the ruts, and through the denizens of the city.



Left: A typical street in Rajkot, India. **Right:** This goat--like the cow mentioned in this piece--takes a casual stroll around the streets of Rajkot, India.

Geography has facilitated the rise of this burgeoning city; while it has recently attained status as the financial capital of India, Mumbai has its economic roots in the port and shipping industry--possible only because of its peninsular location on the Arabian Sea and Thane Creek. Unfortunately, geography's role is not always salutary--the surrounding water also facilitated the arrival of the cabal of terrorists responsible for last year's heinous Mumbai attacks.

I am happy to report, however, that the two targets of the attacks, the palatial Taj Hotel and the more austere Trident-Oberoi, stand upright, teeming with trademark elegance, and--more importantly--guests.

Geography, as I've come to realize, comprises a panoply of different things; cities and culture, as well as cows and crazy drivers, collectively create a landscape that's both physical and intangible, concrete and ineffable.

Shaj Mathew is a seventeen-year-old high school senior from Maryland. When he's not in school, he reads The New Yorker and talks soccer on his [website](#). He was most recently published in the online literary magazine, [The Millions](#). You can reach him at shaj.mathew@gmail.com.



Spotlight on Social Studies: Montgomery County Public Schools Oral History Project

One of the perks of being a social studies educator is being involved in partnerships between the school system and local organizations dedicated to preserving history, culture, and other remembrances. In the past decade, many World War II veterans groups have begun to advocate more strongly for inclusion in curriculum, participation in community events, and opportunities for sharing their stories about the war. One of these groups is the Japanese American Veterans Association (JAVA). JAVA is an educational and historical organization whose purpose is to remember the contributions of Japanese American veterans of WWII, the Korean War, the Vietnam War, and the Gulf Wars.



In 2008, JAVA approached school officials in Montgomery County, Maryland in hopes of providing resources for teachers about the contributions of WWII Japanese American Veterans. As part of the partnership that has developed over the last two years, one of the products created for teachers is a DVD, *Japanese-Americans & WWII: Fighting for Freedom at Home and Abroad* that describes the experiences of Japanese Americans during WWII. This DVD was produced in collaboration with JAVA and the Smithsonian Museum of American History and includes chapters on the experiences of those in internment camps as well as those who chose to serve in the US military. Those interviewed are residents now living in the Washington, DC area and include Japanese Americans placed in internment camps as well as those who served in the famous 442nd Regimental Combat Team of the US Army. Their recollections of Pearl Harbor and its impact on them and their families provides a uniquely personal historical perspective. This video will be posted on the MCPS website.

For more information on this project, please contact Maria Tarasuk, PreK-12 Program Supervisor, Social Studies (301) 279-3312 or maria_1_tarasuk@mcps.org

Update from the Maryland Humanities Council

Join us at Maryland History Day 2010!



Over 550 winners from county-level competitions held in February and March will advance to the state competition on Saturday, April 24 at the University of Maryland, Baltimore County. Social studies teachers who would like to judge at this event may contact Judy Dobbs jdobbs@mdhc.org at the Maryland Humanities Council.

Chautauqua 2010: *Beyond Boundaries*

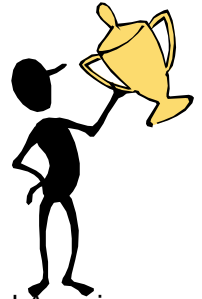
The Maryland Humanities Council's annual summer living history event will feature Thurgood Marshall, Frederick Law Olmsted, and Sacagawea. These free programs take place in July at Garrett College, Montgomery College-Germantown, the College of Southern Maryland, and the Community College of Baltimore County, Catonsville. A complete schedule of events will be available at <http://www.mdhc.org/programs/chautauqua/>.

Your Lesson Here! MDCSS is looking for your favorite social studies lesson for inclusion in the MDCSS Chronicle. If you have a social studies lesson that you think other teacher members might appreciate, please send it to ncoquillon@mdhs.org. We look forward to hearing from you!



Congratulations!!!

CONGRATULATIONS to Baltimore County and Prince George's County Public Schools for receiving Teaching American History (TAH) grants for 2009! Included below is a summary of the Baltimore County TAH project.



Baltimore County to Create "History Labs"

Baltimore County Public Schools received a Teaching American History grant from the United States Department of Education for "History Labs: Inquiry Based Teaching of Traditional American History."

The History Labs program is designed to provide elementary, middle, and high school teachers with the materials and skills necessary to implement guided inquiry in the American history classroom. Each teacher participating in the program will generate a History Lab to be used in their own classroom and then disseminated to the larger community of history teachers.

Each History Lab will be based upon an overarching question that students will address throughout the instructional experience. Overarching questions will be broad and open to interpretation in order to provide students with the opportunity to learn historical content and develop historical thinking skills by formulating answers based on critical analysis of evidence. During the History Labs students will analyze the overarching question, determine the information needed to formulate an answer, and identify possible sources for this information. Students will analyze historical sources for information, context, and subtext. They will also corroborate sources to identify consistent or conflicting perspectives. Students will synthesize all of this information to construct evidence-based responses that address the overarching question and then defend their interpretations and conclusions. Teachers will act as mentors by using guiding questions that help all students pose related focus questions, determine criterion for the selection and interpretation of sources, and increasingly assume the role of historian.



OPPORTUNITIES

Foundation for Teaching Economics Spring and Summer Program Offerings

Graduate Credit Available

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The *Foundation For Teaching Economics* is offering an expanded list of programs this spring and summer with increased offerings of both Economics For Leaders and Economic Forces In American History programs.

The EFIAH program has been revised with an emphasis on aligning the lectures directly with the history standards and the addition of more interactive lessons and engagement by the teacher participants.

Last year the EFL was revised to put emphasis on world poverty and economic development as the organizing framework for teaching fundamental economics. Some new activities were introduced as well as more teacher engagement in afternoon sessions.

All of these FTE programs provide lodging and meals for the participants and graduate credit is available.

#### Economic Issues For Teachers

This program features four Issues units on: *International Trade*, *The Demise of the Soviet Union*, *Is Capitalism Good for the Poor* and *The Economics of Disasters*. Each unit contains 5-7 teaching activities and content background.

| Date               | Site                | City              | Status |
|--------------------|---------------------|-------------------|--------|
| May 27 - 30, 2010  | Key Bridge Marriott | Arlington, VA     | Open   |
| July 13 - 16, 2010 | Bayshore Hotel      | Traverse City, MI | Open   |

#### Environment and the Economy

During these four-day, residential programs, teachers learn how to use economic principles to analyze environmental issues. Participants learn how a rational, economic approach to the environment helps students understand the complexity of these issues. Lesson plans are demonstrated and discussed in order to build confidence in their effectiveness.

| Date                | Site                              | City           | Status |
|---------------------|-----------------------------------|----------------|--------|
| April 24 - 27, 2010 | Cotton Wood Resort                | Scottsdale, AZ | Open   |
| June 2 - 5, 2010    | The New Otani Kaimana Beach Hotel | Oahu, HI       | Open   |



|                      |                               |                  |      |
|----------------------|-------------------------------|------------------|------|
| July 6 - 9, 2010     | Great Divide Lodge            | Breckenridge, CO | Open |
| August 2 - 5, 2010   | The Summit Four Season Resort | Killington, VT   | Open |
| August 10 - 13, 2010 | Montana State University      | Great Falls, MT  | Open |

## Economics For Leaders (\$150 Stipend for participants)

The goal of each EFL program is to provide teachers with lesson plans of simulations and activities, economics content instruction, and a networking opportunity with other teaching professionals. The combination of classroom instruction, question and answer sessions, small group discussion and workshops presents information in a rich and varied format, encouraging active participation.

A feature of EFL that past participants have found especially useful is the demonstrations: the EFL staff model the activities and simulations with high school students. Attending teachers gain direct experience with the lesson plans before they leave at the end of the week.

| Date                   | Site                           | City               | Status |
|------------------------|--------------------------------|--------------------|--------|
| June 13 - 18, 2010     | University of Texas            | Austin, TX         | Open   |
| June 20 - 25, 2010     | Eckerd College                 | St. Petersburg, FL | Open   |
| June 27 - July 2, 2010 | University of Colorado         | Boulder, CO        | Open   |
| June 27 - July 2, 2010 | University of California       | Santa Barbara, CA  | Open   |
| July 4 - 9, 2010       | Williamsburg Hospitality House | Williamsburg, VA   | Open   |
| July 11 - 16, 2010     | University of Minnesota        | Minneapolis, MN    | Open   |
| July 11 - 16, 2010     | Vanderbilt University          | Nashville, TN      | Open   |
| July 18 - 23, 2010     | Hillsdale College              | Hillsdale, MI      | Open   |
| July 18 - 23, 2010     | University of Washington       | Seattle, WA        | Open   |
| July 25 - 30, 2010     | Babson College                 | Boston, MA         | Open   |
| August 1 - 6, 2010     | Cornell University             | Ithaca, NY         | Open   |
| August 8 - 13, 2010    | University of California       | Los Angeles, CA    | Open   |

## Economic Forces In American History

These widely acclaimed, cross-curricular programs help teachers incorporate economic reasoning into their American history courses. Program instructors provide economic explanations of pivotal historical events.

Participants learn interactive teaching strategies that incorporate the actual circumstances of historical periods of study. With EFLAH lesson plans, teachers can help their students learn by re-living history rather than just reading or hearing about it.

| Date                   | Site                                        | City             | Status |
|------------------------|---------------------------------------------|------------------|--------|
| June 27 - July 2, 2010 | Catamaran Resort Hotel <sup>1</sup>         | San Diego, CA    | Open   |
| June 28 - July 3, 2010 | Williamsburg Hospitality House <sup>2</sup> | Williamsburg, VA | Open   |
| July 5 - 10, 2010      | Holiday Inn Somerville <sup>3</sup>         | Boston, MA       | Open   |
| July 26 - 31, 2010     | Tuscany Suites <sup>4</sup>                 | Las Vegas, NV    | Open   |
| August 2 - 7, 2010     | Prospector Square Lodge <sup>5</sup>        | Park City, UT    | Open   |

<sup>1</sup> Program begins on the evening of Sunday, June 27 and runs through Saturday, July 2.

<sup>2</sup> Program begins on the evening of Monday, June 28 and runs through Saturday, July 3.



- 3 Program begins on the evening of Monday, July 5 and runs through Saturday, July 10.  
 4 Program begins on the evening of Monday, July 26 and runs through Saturday, July 31.  
 5 Program begins on the evening of Monday, August 2 and runs through Saturday, August 7.  
 Visit the MDCSS website for online registration or call Dr. Kenneth Leonard at 206-910-9374

**Events from Jefferson Patterson Park and Museum**  
 For details see <http://www.jefpat.org/>

*Saturday, April 17*

**10:00 AM - 5:00 PM OPENING DAY CELEBRATION**



**Discover Archaeology Day Free Admission All ages**  
 our 26<sup>th</sup> season of activities and education at JPPM. Discover the world of archaeology and the sciences it incorporates. Learn about archaeology through educational walks, activities, and demonstrations. Tour the Maryland Archaeological Conservation Laboratory. Don't forget to stop by the Visitor Center and experience our "FAQ Archaeology" exhibit and more. For additional information call 410-586-8501, or email [jppm@mdp.state.md.us](mailto:jppm@mdp.state.md.us).



*Tuesdays-Saturdays, May-June*

**10:00 AM – 3:00 PM PUBLIC ARCHAEOLOGY PROGRAM No Fee All Ages (Parental supervision required age 14 and under)** Interested in Archaeology? Work with archaeologists excavating an early 18<sup>th</sup> century plantation site on Park & Museum property. Work in the field on Wednesday, Friday, and Saturday, and wash, label, and catalogue artifacts on Tuesday and Thursday. Children 14 and younger must be accompanied by an adult. *Registration required.* Call 410-586-8554, or email [echaney@mdp.state.md.us](mailto:echaney@mdp.state.md.us).

**Professional Development Classes**

The Reginald F. Lewis Museum offers recertification credits to Maryland educators through a course exploring the curriculum, *An African American Journey: A Resource for Learning the History of African Americans in Maryland and the United States*. Courses will focus on how to utilize the curriculum lessons and strategies for teaching African American history in the classroom. To register, call 443-263-1829. Cost: Free

**The Civil War and Reconstruction**

Dates: July 21, 22, and 23<sup>rd</sup>

Time: 9:00 a.m. to 2:30 p.m.

Participants: Elementary and Middle School Teachers

**Educators will explore African American's involvement during the Civil War and the Reconstruction era. This course will include academic lectures, living history re-enactments and interactive sessions.**



## Jewish Museum of Maryland Summer Teachers Institute for All Educators!

**Issues of the Holocaust:  
Propaganda, Resistance, and Survival**  
August 3 - 5, 2009



Participants are eligible to receive 1 Professional Development Credit from MSDE!

### **Monday, August 3: Jewish Museum of Maryland, 8:30am -3pm**

15 Lloyd Street, Baltimore, MD 21202

Presentation by Dr. Nicole Dombrowski-Risser (Towson University) on the Nuremberg Trials Digitization Project and Deborah Shine, editor of Hidden Letters, which contains Philip Slier's letters describing his labor camp experiences in the Netherlands; learn about community-wide innovative educational resources, and more.

### **Tuesday, August 4: United States Holocaust Memorial Museum, Time TBD**

100 Raoul Wallenberg Place, SW , Washington, DC. 20024. Transportation provided.

View the new exhibition, State of Deception: The Power of Nazi Propaganda, which reveals how the Nazi Party used modern techniques as well as new technologies and carefully crafted messages to sway millions with its vision for a new Germany.

### **Wednesday, August 5: American Red Cross Holocaust & War Victims Tracing Center, 9am - 2pm, 4800**

Mount Hope Drive, Baltimore, MD 21215

Tour the Center and learn about its work tracing lost victims of genocide; listen to a Holocaust survivor; meet survivors of contemporary genocide and learn about tools for engaging students in genocide prevention advocacy

Registration fee: only \$25 for all three days!

Limited space! Send in your registration ASAP to ensure your spot!

Includes: breakfast and lunch on Monday and Wednesday. Bus transportation for Tuesday. Accommodations for individuals with special needs will be made with advanced notice.

*For additional information, please contact Deborah Cardin, education director at the JMM, at 410.732.6400 x236 or [dcardin@jewishmuseummd.org](mailto:dcardin@jewishmuseummd.org).*

*Partially subsidized by the Conference on Jewish Materials Claims Against Germany - The Rabbi Israel Miller Fund for Shoah Research, Documentation & Education, and by Judy and Jerry Macks and Family.*



# CIVIL WAR PRESERVATION TRUST 2010 TEACHER INSTITUTE

Featuring Gettysburg, July 16-18



*Hagerstown, Maryland  
July 16-18, 2010*

*Contact Us:  
202-367-1861  
teacherinstitute@civilwar.org*

## Free professional development on the Civil War

Learn about the Civil War while standing at the location of one of the most meaningful, sorrowful, and teachable battles of all time.

- Continuing education units awarded.
- 10 workshops providing Civil War content and the latest teaching practices.
- Historian lead discussions featuring Dr. Robertson from Virginia Tech.
- National Park Service lead battlefield tours.
- Professional networking.
- Technology focused presentations for teaching the Civil War with web 2.0.
- Resource book including maps, primary sources, lesson plans, and curricula.
- All meals, workshops, and battlefield tours are free to k-12 teachers and librarians.
- Scholarships available.

[www.civilwar.org/teacherinstitute](http://www.civilwar.org/teacherinstitute)



### Calendar of Events

#### April

17 Discover Archaeology Day  
Jefferson Patterson Park and Museum, St. Leonard

#### May-June

Tuesdays-Saturdays Public Archaeology Program  
Jefferson Patterson Park and Museum, St. Leonard

#### July

16-18 Civil War Preservation Trust Teacher Workshop  
Hagerstown  
21-23 Civil War and Reconstruction Workshop  
Reginald F. Lewis Museum, Baltimore

#### August

3-5 Issues of the Holocaust: Propaganda, Resistance, Survival  
Jewish Museum of Maryland, Baltimore

See the listings on pages 8-10 for information on the Foundation for Teaching Economics programs

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