



Tar Heel News



*North Carolina Council for the Social Studies
Affiliate of the National Council for the Social Studies*

Fall, 2011

President's Comments

THE UPCOMING YEAR IN NORTH CAROLINA SOCIAL STUDIES

Make plans to attend the National Council for the Social Studies 91st Annual Conference which will be held December 2-4, 2011 at the Walter E. Washington Convention Center in Washington, D.C. The NCSS Conference is your opportunity to rejuvenate your teaching strategies and collaborate with some of the leaders in social studies education. Additional information about the Conference can be found at <http://www.socialstudies.org/conference>.

The *Tar Heel News* (THN), the official newsletter of NCCSS, is now published exclusively online beginning with this issue. The North Carolina Council for the Social Studies Board of Directors and Officers voted in April 2011 to move to an online edition of the *Tar Heel News*. Putting the THN online will save printing and postage costs, align our Council more closely with the online publishing of the National Council for the Social Studies' *Social Studies Professional*, and allow for wider distribution and greater accessibility of the *Tar Heel News*.



The NCCSS 42nd Annual Conference will be held February 23-24, 2012 at the Koury Convention Center in Greensboro, North Carolina. The theme is "Dimensions of Diversity." We hope that you are making plans to attend this ultimate gathering of Social Studies professionals from around the state.

We invite you to submit a proposal to present a session at the 2012 Conference. NCCSS is making a dedicated effort to move to all electronic submissions of session proposals. The session proposal forms for the 2012 Conference are available on the NCCSS website <http://ncsocialstudies.org/conferences>. The completed forms can be emailed as an attachment to the Program Committee Chair, Melissa Hockaday melissahockaday.nccss@gmail.com.

The 2012 Conference registration for participants will be an online process using credit cards. Please visit the NCCSS website <http://ncsocialstudies.org/conferences> for information related to registering for the Conference either as an individual or through your school system.

The NCCSS Awards Program recognizes and honors achievements in Social Studies education. Several awards are given at our Annual State Conference in February. A \$1,000.00 scholarship will be given to an undergraduate student in North Carolina who will be student teaching in Social Studies in 2012 or 2013. The Outstanding Social Studies Teacher of the Year program recognizes exemplary teaching in the field of Social Studies at the elementary, middle, and high school levels. Applications for both of these awards are available at <http://ncsocialstudies.org/forms>. The applications are due on or before December 31, 2011.

We invite you to apply for the NCCSS Teacher Grant Program. NCCSS provides grants of up to \$1,000 to help teachers make an even greater impact in their classroom, school district, and community through innovative social studies programs. The application for the grant is available at <http://ncsocialstudies.org/forms>. The application is due on or before December 31, 2011.

The North Carolina Council for Social Studies is seeking nominations for seats on the NCCSS Board of Directors (3) and NCCSS Secretary. If you've ever thought about getting involved with our organization on the state level, here's your chance! Additional information is available at <http://ncsocialstudies.org/call-for-candidates>. Nominations are due by Monday, October 31.

At the NCCSS Conference in February 2011, we kicked off a service-learning campaign in North Carolina schools to raise \$20,000 for a mine detecting dog. The money raised will pay for the purchase and training of a dog that will be deployed in areas of the world where landmines are a hazard to adults and children. Each year thousands of children are maimed or killed by landmines left in the wake of war. A mine detecting dog can save thousands of lives in the region it is deployed. The CHAMPS Kids program is part of the Marshall Legacy Institute. That organization will facilitate collecting donations and the purchase and deployment of the dog. We anticipate that the North Carolina sponsored dog, "Tarheel," will be saving lives and preventing injuries by next year. We plan to continue this initiative at our 2012 Conference. If you would be interested in participating, please visit <http://ncsocialstudies.org/champs-kids> for additional information.

The new Essential Standards for the Social Studies Curriculum go into effect for the 2012-2013 school year. The Essential Standards can be viewed at this site:

<http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

The North Carolina Department of Public Instruction (NCDPI) has created an Instructional Toolkit that is designed to help teachers pattern their instruction and classroom student assessments to the state's newly adopted curriculum. Please use this toolkit in conjunction with state-level and district-level professional development to help you make the transition to the new standards in your classroom. The Unpacking Standards for the Social Studies Essential Standards can be found at

<http://www.ncpublicschools.org/acre/standards/support-tools/#unsocial>.

The Crosswalks for the Social Studies Essential Standards can be found at <http://www.ncpublicschools.org/acre/standards/support-tools/#crsocial>.



NCCSS provides several forums for its membership to collaborate. With the adoption of the new Social Studies Essential Standards, more than ever before teachers need opportunities to discuss, share ideas, and ask questions. Some of the ways this communication can take place are through our annual NCCSS Conference, the *Tar Heel News*, Face Book, Twitter, and the NCCSS website. We encourage you to visit our social networking sites often. NCCSS on FaceBook

<http://www.facebook.com/group.php?gid=178416836883>

NCCSS on Twitter

<http://twitter.com/@nccss>

I encourage you to email me with your thoughts and ideas concerning Social Studies education in North Carolina. Please let us know how NCCSS can assist you as you go about the important job of creating effective citizens.

Becky Griffith
NCCSS President
Avery County High School

2011 Outstanding Senior Social Studies Awards

The North Carolina Council for the Social Studies, in recognition of excellence in social studies education, announces the 2009 North Carolina Council for the Social Studies Outstanding Senior Social Studies Awards. The Council has sponsored this program for nineteen years. Each student is nominated by the school social studies department chair and/or faculty. The criteria for selection include:

1. Displaying excellence in social studies (90 average or above);
2. Exhibiting leadership skills in class discussion, committee work, and/or debates;
3. Showing enthusiasm for and knowledge of the social studies through readings, use of newspapers, research materials, current periodicals and projects;
4. Showing evidence of service to school and community; and
5. Exhibiting the qualities of good citizenship.

The Council extends its hearty congratulations to this year's award recipients.

City	School	Student Name
Arden	Christ School	Mitchell H. Smith
Barco	Currituck County High School	Amanda Lynn Schaeffer
Cherryville	Cherryville High School	Thomas Beam
Forest City	Rutherford Opportunity Center	Kaitlin Crawford
Gastonia	Hunter Huss High School	Joey Blake
Newland	Avery County High School	Joseph Emmanuell Gragg
Robbins	North Moore High School	Paige Katherine Garner
Washington	Washington High School	Richard Charles Pfeiffer

All North Carolina Secondary School Teachers are reminded that the nomination information for the Outstanding Senior Social Studies Award is now found online at the North Carolina Council for the Social Studies website, <http://ncsocialstudies.org>. Please take advantage of this opportunity to give an award to an outstanding graduating senior in 2012

PROJECT GREAT INFLUENCE AWARD
DON'T LET THAT SPECIAL PERSON GO UNRECOGNIZED

Members of the North Carolina Council for the Social Studies are excited about a project to raise money for the scholarship fund. It is a very meaningful way of expressing a level of appreciation for people who have influenced our lives.

This award program gives teachers, students, and others the opportunity to recognize those who have had a positive impact on their personal or professional lives. The special certificate that the honoree receives will always serve to remind them that they influenced your life in a very positive way. Both the name of the nominator and that of the honoree are recorded in a permanent register with the North Carolina Council for the Social Studies. In addition, the register is displayed at the annual State Conference each year.

HOW TO NOMINATE

Complete and mail the form below, enclosing \$10.00 for each person nominated (you may nominate more than one person on this form and use a separate sheet of paper for additional nominations) to:

Great Influence Award, NCCSS

Janet McElfresh, 107 Jay Trail, Murfreesboro, NC 27855

Make checks payable to Great Influence Award, NCCSS

GREAT INFLUENCE AWARD APPLICATION
(Please Print Clearly)

PERSON TO BE HONORED:

Name: _____

Address: _____

City: _____

State: _____ **Zip Code:** _____

NOMINATOR INFORMATION

Your Name: _____

Address: _____

City: _____

State: _____ **& Zip Code:** _____

Phone Number: _____

Email: _____

The North Carolina Council for the Social Studies
Needs You!

I want you...to consider running in the 2012
North Carolina Council for the Social Studies Elections.



In February 2012, members of the North Carolina Council for the Social Studies will elect three Board Directors, and one Secretary to guide the work of NCCSS. We need extraordinary social studies educators like you to help lead this professional organization. **The typical commitment is 4-5 Saturday morning meetings per year.** Travel expenses are set at the state rate. In addition to serving as an Executive Council member, the Secretary is responsible for recording and distributing minutes of the meetings as well as other matters of record. Board Directors serve the Council in the decision making process as well as chairing standing and ad hoc committees for the Council. Service on the Executive Council is very rewarding, challenging, stimulating, and on occasion, a lot of fun. Please indicate your interest by contacting John Spicer (jspicer@caa.k12.nc.us) by October 31, 2011 in order to receive further instructions. Thanks for answering the call to serve. Please indicate your interest to serve by emailing the information below to John Spicer (jspicer@caa.k12.nc.us) Name, Phone Number, Email Address, Current Position, Current County

NCCSS NEEDS YOU

Your Council operates as a professional organization focused on improving the status and teaching of social studies. The NCCSS Board of Directors solicits your active involvement as a member of one of the Council committees. There are two kinds of committees: Conference committees and Council standing committees. Both need energetic, responsible members.

Standing Committees

Honors and Awards - Solicits and screens nominees for elementary, middle, and secondary Social Studies Teachers of the Year, identifies retiring social studies educators for recognition, suggests nominees for special Council awards. Conducts the Outstanding Social Studies Student Award program and conducts the Great Influence Award program.

Scholarship and Grants - Solicits and screens nominees for Teacher Grant program; solicits and screens for the Social Studies Student Teacher Scholarship program.

Elections - Solicits and screens nominees for NCCSS officer and board of director positions; secures candidate biographies; prepares biographies and ballot materials; oversees elections.

Advocacy - Coordinates the advocacy efforts at the NCCSS Conference. Researches current trends in social studies education. Provides recommendations and input to various stakeholders at the national, state, and local levels in regard to keeping social studies in the forefront of the educational agenda.

Program Planning - Solicits session proposals for the Annual Conference, assists in screening program proposals

and finalizing the Conference program; monitors program sessions during the conference.

Vendors - Solicits vendor applications; screens applications; sets up exhibit area; assists vendors during exhibit hours; monitors exhibit hall.

Registration - Assists during the Conference at the pre-registration and registration desks.

Raffle - Secures raffle prizes; conducts raffle during Conference.

NCCSS Membership Table - Staffs membership table during the Conference; secures volunteers for NCCSS committee service and other activities; conducts membership brokering with National Council for the Social Studies; gathers information from Conference participants to assist the NCCSS board in planning programs needed/desired by the membership.

Name: _____, Address: _____, City: _____, State: _____, Zip: _____

School System: _____ Email Address: _____

Telephone: (____) - ____ - _____ (Home) Grade Level: _K-5; _6-8; _9-12; _13+

Standing Committees

Annual Conference Committees

_____ Website _____ Program Planning _____ Vendors _____ Honors and Awards

_____ Scholarships and Grants _____ Registration _____ Elections _____ Raffle

If you are willing to serve on one of the committees, please indicate your preference, ranking no more than three committees in each category with #1 being your first preference. Please send the form to Becky Griffith, P.O. Box 96, Minneapolis, NC 28652, Email at stevepierce@charter.net.

North Carolina Council for the Social Studies

MISSION

To serve the members of our organization in providing support to social studies educators across this state, by collaborating with other professional groups to enhance social studies connections in North Carolina, publicizing and promoting the importance of the social studies in the curriculum, ensuring that all North Carolina students develop skills and appreciations of social studies from the global to local perspective in order to become productive citizens in today's changing world, uplifting the study and integration of social studies within the curricula for all students, and speaking on behalf of social studies issues.



Join NCCSS Today! To find out more about membership please visit <http://ncsocialstudies.org/> or email beckygriffith.nccss@gmail.com



Friend us on facebook!



Follow us on Twitter!



North Carolina Council for the Social Studies

NCCSS Student Teacher Scholarship

The North Carolina Council for the Social Studies offers a \$1,000.00 scholarship to an undergraduate student in North Carolina who will be student teaching in social studies in 2012 or 2013. **Applications are posted on the NCCSS website (<http://ncsocialstudies.org/>).** **Deadline:** December 31, 2011.

Julie Kinnaird, Board Member
NC Council for the Social Studies
C/O World View, UNC at Chapel Hill
CB 8011
Chapel Hill, NC 27599-8011
kinnaird@unc.edu
919/962-6785

October 1, 2011

Dear Teacher Education Program Director:

The North Carolina Council for the Social Studies is proud to sponsor the **Student Teacher Scholarship** to be awarded on February 24, 2012 in Greensboro, NC. Any student who will be student teaching in social studies in 2012 or 2013 is eligible to apply. The scholarship amount is \$1,000.00 and is paid directly to the recipient.

Please help us in publicizing this scholarship by making the enclosed application form available to students who meet the scholarship criteria. The scholarship will be awarded during the Conference luncheon on Thursday, February 23, 2012.

Scholarship applications must be postmarked no later than December 31, 2011. Applications require an official transcript and letters of recommendation, so please make them available in time for students to complete the application process.

The NCCSS supports social studies education at all levels. The Council extends an invitation to pre-service social studies teachers to attend the Annual Social Studies Conference on February 23-24, 2012 at the Koury Convention Center in Greensboro. We feel it is important for pre-service teachers to become aware of professional organizations such as the NCCSS. A reduced registration fee is extended to all college students.

Thank you for your assistance with this scholarship, and I hope to see you and your students at the Conference in February. If you or your students have any questions, please contact me.

Yours truly,

Julie Kinnaird, Chair
Scholarship Committee

NCCSS Outstanding Social Studies Teacher of the Year

The North Carolina Council for the Social Studies recognizes exemplary teaching in the field of social studies at the elementary, middle, and high school levels. **Nomination forms are posted on the NCCSS website (<http://ncsocialstudies.org/>).** **Deadline:** December 31, 2011.

2012 Outstanding Social Studies Teacher of the Year

The North Carolina Council for the Social Studies recognizes exemplary teaching in the field of social studies at the elementary, middle, and high school levels. Teachers may be nominated by an individual; preferably a principal, supervisor, or fellow teacher, or a group. Self-nominations are not accepted. A nominee must be a current member of the North Carolina Council for the Social Studies. The Social Studies Teacher of the Year Awards are presented at the NCCSS Annual State Conference held in February of each year. The 2012 Conference will be February 23-24 at the Koury Convention Center in Greensboro.

SELECTION CRITERIA

The awards are presented to classroom social studies teachers who have demonstrated exceptional ability to:

1. Develop and/or use instructional materials creatively and effectively;
2. Incorporate innovative and/or effective instructional strategies and techniques;
3. Utilize new scholarship from history, the social sciences, or other appropriate fields;
4. Foster a spirit of inquiry and the development of skills related to both domestic and international events;
5. Foster the development of democratic beliefs and values, and the citizenship skills needed for participation in the classroom, school, and community;
6. Demonstrate professional involvement in activities such as workshops, curriculum development, committees, and other associations.

REQUIREMENTS

1. Nominees must be classroom teachers teaching social studies at the time of nomination and a member of NCCSS.
2. Elementary Social Studies Teacher of the Year nominees must teach in grades Pre K – 6.
3. Middle Level Social Studies Teacher of the Year nominees must teach in grades 5 – 8.
4. Secondary Social Studies Teacher of the Year nominees must teach in grades 9 – 12.

NOMINATION PROCESS

Nominations must be submitted on the nomination form provided and must include:

1. A completed nomination form;
2. A letter of nomination **by the nominator** describing the nominee's exemplary teaching in the field of social studies;
3. **The nominee** shall submit a resume, and a brief statement of his or her philosophy of teaching social studies;
4. **The nominee** must submit a letter of recommendation from his or her principal, supervisor, or a fellow teacher. Nominees are allowed up to two additional letters of recommendation.

Nomination materials are reviewed by the NCCSS Awards Selection Committee. After evaluation, one nominee at each level is selected.

TIMELINE

December 31, 2011 – Nominations materials must be mailed and postmarked on or before this date. The selection committee reviews nomination materials.

January 2012 – Award recipients and nominators will be notified by the committee chair.

February 23, 2012 – Awards presented at the NCCSS Annual State Conference.

QUESTIONS ?

If you have any questions about the Social Studies Teacher of the Year program, contact Julie Kinnaird, Board Member, NC Council for the Social Studies

Email: kinnaird@unc.edu

Phone: 919/962-6785

NCCSS Teacher Grants

The North Carolina Council for the Social Studies provides grants of up to \$1,000 to help teachers make an even greater impact in their classroom, school district, and community through innovative social studies programs. **Guidelines and Application forms are posted on the NCCSS website (<http://ncsocialstudies.org/>).**

Deadline: December 31, 2011.

Classroom teachers are essential to the presentation of social studies content and skills to our state's students. The North Carolina Council for the Social Studies (NCCSS) provides grants of up to \$1,000 to help teachers make an even greater impact in their classroom, school district, and community through innovative social studies programs.

Who Can Apply

Grants are available for currently employed, licensed classroom teachers in North Carolina in grades K–12. Applicants must teach social studies as either a subject in a self-contained classroom, on an interdisciplinary team, or as a course in a social studies department. **An applicant must be a current member of the NCCSS.**

Funding Priorities

The NCCSS is particularly interested in supporting social studies education efforts in the following areas:

- Classroom programs that are usually not funded by regular funding sources
- Innovative, experiences related to social studies directly involving students and teachers
- Projects in social studies encouraging community awareness and participation

Ineligible Requests

Teacher Grants may not be used for administrative overhead, air travel, capital or deficit expenses, scholarships, or travel fellowships. The purchase of classroom materials and equipment must be justified as essential to the project.

How to Apply

Applications must be mailed and postmarked no later than December 31, 2011. Awards will be announced at the NCCSS State Conference in February 2012. Send 4 copies of the application to:

Julie Kinnaird, Member NCCSS Board of Directors
c/o World View, UNC at Chapel Hill, CB 8011, Chapel Hill, NC 27599-8011

Questions?

If you have any questions about the Teacher Grants Program, contact:

Julie Kinnaird, Member NCCSS Board of Directors
Email: kinnaird@unc.edu Phone: 919/962-6785

Completing a Teacher Grant Application

Applications should be submitted by a single teacher, or in the case of a group project, by the team leader. Each application must include:

- **Completed cover page;**
- **Letter of support** from the applicant's principal or superintendent;
- **A typed proposal** describing the project and budget.

Please respond to the following topics in your proposal:

1. What are the project's objectives?
2. Identify the number of students and/or teachers who will benefit from the project.
3. What activities are planned?
4. Identify expected outcomes and indicators of project success.
5. Include a budget for the project.
6. Although not required, evidence of community support will enhance a project's potential for success. Support should demonstrate community outreach and involvement, and can be in the form of matching funds from another source such as your local school or PTA, community organizations, or local businesses. Volunteer time and inclusion of local resources may also be included.

Project Timeline

Awards will not be given for projects that are already in progress. All projects should be scheduled to begin after the award of the grant and end within two years of the start date.

Reporting Requirements

A brief narrative report describing the project's accomplishments and an accounting of expenditures will be required at the completion of the project. Recipients may be asked to write a brief article about the project for the NCCSS newsletter or to present a session at the NCCSS State Conference.

Hibriten High School's
Southern Cultures Class
Second Annual
Visiting Lecturer Series

presents

ELIZABETH ECKFORD

OF THE

LITTLE ROCK NINE



Ms. Eckford, of the Little Rock Nine and the recipient of the Congressional Gold Medal, will speak about her experiences during the historic integration of Little Rock High School in 1957.

Friday, December 2, 2011

7:30 pm

Hibriten High School Theatre

Reception for Ms. Eckford prior to 7:30 talk

Cost: \$10

(Includes the 7:00 reception for Ms. Eckford at the school)

For tickets or further information:

Contact a member of Hibriten's Southern Cultures class, or
John Spicer at jspicer@caldwellschools.com, 828-758-7376.

Eleven Guilford County Teachers Selected to Participate in International Program

Freedom of speech is an essential component of a healthy democracy. Exercising this right by deliberating complex issues, can help young citizens be more informed and engaged community members who make better decisions. Schools have the potential to be powerful sites for such democratic exchanges by providing students with the skills and opportunities to have meaningful discussions of current events and controversial issues. **Deliberating in a Democracy Americas (DDA)**, a program of the Constitutional Rights Foundation Chicago (CRFC), the Constitutional Rights Foundation in Los Angeles (CRF), and Street Law, Inc., was designed with this potential in mind. The goal of DDA is to promote the teaching and learning of democratic principles and the skills of civic deliberation among a new generation in the United States and in Latin America. And the program is coming to a North Carolina school near you!

This year, the **North Carolina Civic Education Consortium** (www.civics.org) was chosen as one of seven American sites to participate in the DDA program. The Consortium has partnered with Guilford County Schools for the exciting initiative. Teachers and students throughout the district will work with teachers and students from California, Colorado, Illinois, Maryland, Minnesota, and Virginia as well as four international partners—Columbia, Ecuador, Mexico, and Peru—as they learn and deliberate about pressing issues in our democracies.

Eleven Guilford County teachers began their work with the program by participating in an international training in Lima, Peru, July 31 – August 4, 2011. Teachers spent the week learning about the DDA deliberation process, exploring the lesson plans that they will use with their students, and planning future collaborations with teachers from Guayaquil, Ecuador (North Carolina's international partner site.) Specifically, the teachers planned videoconferences and discussed setting up blogs that would allow students from North Carolina and Ecuador to exchange international perspectives on the deliberation topics. While in Peru, participants also had a few evenings to learn more about the vibrant Peruvian culture and history through visits to various historic sites, including Peru's Congress.



After several long days of conference work, teachers participated in trips to historical sites in Lima, such as Huaca Pucllana (pictured), ruins dating back to 6th century A.D that are situated in the midst of city life.

As teachers begin to implement the deliberation lesson plans into their curriculum this school year, educators from North Carolina and Ecuador will also participate in an exchange program in which North Carolina teachers will visit classrooms in Guayaquil, Ecuador and likewise, Guayaquil educators will visit classrooms in Greensboro, NC. During these exchanges, teachers will visit DDA classrooms; meet and plan with other educators, officials, and scholars; attend professional development seminars on democracy; and continue developing a global perspective on current issues facing our democracies.

Deliberating in the Democracy in the Americas is funded by the U.S. Department of Education (grants (#Q304A040003 and #Q304A070005). To learn more about DDA, and to access the free lesson plans online, please visit: <http://www.deliberating.org/>. If you would like more information regarding the Civic Education Consortium, an innovative provider of free lesson plans and professional development opportunities for NC teachers, visit www.civics.org or contact Christie Hinson at hinson@sog.unc.edu.

*Christie Hinson
NC Civics Education Consortium
Chapel Hill, NC*



Guilford County teachers present an informative session on American democracy in Lima, Peru. Pictured left to right are: David Frye, Dudley High School; Matthew Harder, Smith High School; Ken Gordon, Western High School; Lateshia Hawkins, Northeast High School; Justin Scarbro, Page High School; Diana Becker, Middle College at Guilford Technical Community College-Greensboro; Jamie Davis, 9-12 Social Studies Specialist for the district; Stacie Wood, Grimsley High School; Lindsay Dehart, Southeast High School; Kate Connor, Northwest High School; and Julianne Hollingsworth, Eastern High School

CONTENT AND ACTIVITY IDEAS FOR THE CLASSROOM

Technology for Engaging the Learner

Technology is becoming an increasingly important part of the social studies classroom. Our young learners are generally more tech-savvy than we are! New technologies can provide meaningful and interesting learning experiences for our students. The number of new tech strategies and applications can be overwhelming. Many of these technology applications are free and available to any teacher. All of these applications are easy to use, even for the novice and most require no downloads. Let's examine some of the more interesting applications.

www.voki.com – Voki allows you to make personalized speaking avatars. Just select your character from among many and type what you would like the avatar to say. The selection of characters is awesome...from President Lincoln to animals.

www.wordle.net – Wordle allows you to create “word clouds” or word posters from text that you provide. You (or the student) can tweak the clouds with different fonts, layouts, and color schemes.

www.prezi.com – With Prezi, you can make interesting and interactive presentations that put PowerPoint to shame! You can use text, photographs, and other graphics to create really wonderful productions.

www.animoto.com – Take your photographs, videos, and music clips and turn them into a multimedia show that everyone will love. Animoto is really easy to use and requires no special knowledge of editing video.

www.glogster.com – Glogster allows you to create a kind of poster made up of text, images, and/or video. As with the other tech tools

discussed here, both students and teachers would enjoy this application.

www.zooburst.com – With this digital storytelling tool, you can create interesting 3-D pop up books with photos, text, and voice.

www.fotobabble.com – I know you've heard the phrase, “A picture is worth a thousand words.” With fotobabble, you can record a narrative onto any photograph. It's a great way to tell a story or to get kids interested in a new topic.

www.blabberize.com – Blabberize is a really fun tool that allows you or your students to make a talking photograph by adding a moving mouth to a still photo. Kids can make George Washington come alive...or even use photographs of themselves!

www.playlist.com – Students love music in the classroom. With playlist.com, you can listen to free music and create your own playlist to share. You can embed the free player in a website, or simply access the player using a link.

www.quizlet.com – Quizlet is an on-line learning tool that allows you to create flashcards and other quick reviews. The teacher can create the review with key vocabulary or questions and students can access the review from any computer.

All of these tech tools are easy to learn and quick to use. Go ahead, try some of these applications in your classroom this year. Kids will love them!

*John Spicer
Hibriten High School
Lenoir, NC*

A Pedagogical Shift: A Beginning Teacher's Exposure to Expeditionary Learning

“If money were no option, what would be the one thing you would want to do with your life?” This was one interview question that I had not prepared for. I paused for a moment and gave the honest response: “travel.” Little did I know that simple answer would help propel me into a teaching job that would question the very foundations of my pedagogical beliefs. The school at which I was hired is an Expeditionary Learning (EL) school. Then that term meant little to me; today, I am a steadfast believer in EL as a pedagogy that is effective, in that it promotes hands-on learning, and is student oriented.

Expeditionary Learning is an organization aimed at inspiring student motivation to learn by engaging students in new levels of focus and effort through real-life, hands-on educational experiences. In partnerships with school districts and charter boards, EL both opens new schools and facilitates transitioning existing schools in the implementation of its founding educational philosophies. This is accomplished by providing a variety of professional development, curriculum resources and administrative resources to cultivate a curriculum that encourages student engagement and collaborative learning experiences. Curriculum and instruction in an EL school centers on experiential project-based learning where students participate in original research and create high-quality products as evidence of learning. Through participation in experiential project-based learning, students are able to develop critical thinking skills which prepare them for life beyond high school. The high-quality products created by the students are shared with members of the community and local governments. Much of what students are required to do in the classroom include inquiry

based learning, critical thinking, and creativity. Research conducted by students is original, spanning a wide spectrum of academic disciplines. Philosophically, EL believes, “student success is based on three indicators: academic achievement, quality of student work, and evidence of engagement.” The validity of this methodology is easily evidenced in the success of EL schools across the country. Schools that implement this pedagogical approach routinely outperform district averages on state-mandated tests. The high rate of success among African American and Latino students is also indicative of the benefits of EL.

While my exposure to EL was a baptism of active participation as I filled a mid-year opening in the 10th grade, I was delighted when our principal graciously sent me and two teachers to an EL workshop last summer. As our plane began to make its midnight descent into Boston, I began to reflect on my experiences thus far with EL. I had taught at the school for a semester already, and had yet to implement many of the protocols of EL. We eagerly looked forward to learning how to effectively develop and facilitate an expedition for our students. We were to spend five days in downtown Boston; participating in an expedition as though we were high school students. In other words, we were going to learn how to design and lead an expedition by experiencing one firsthand.

Upon arrival, we had a group community meeting and divided into two groups, social studies and math/science. The math/science group would participate in an expedition that studied the life cycle of lobsters. The social studies group would study the first Red Scare in the 1920s by analyzing the Sacco and Vanzetti case. The purpose of an expedition, or case-study, is to help the student

understand a large umbrella topic by studying a much smaller piece of that topic. For example, we used our newfound knowledge of the Sacco and Vanzetti case to better understand the plight of immigrants in America during the Red Scare of the 1920s. The majority of the trip centered on Building Background Knowledge, or BBK. This is an essential skill that can be molded to fit any secondary history classroom. The steps, which can be adapted for any lesson, are as follows:

- Place students in groups of 4-5 and give each student a copy of the hook. (The hook is any sort of relevant picture, cartoon, song, or text that students analyze together.) They are to make basic observations on the piece before they begin to infer meaning. This will serve as the introduction to the lesson. Have students record their observations and questions on a piece of chart paper.
- Next comes a “gallery walk.” Arrange artifacts, books, timelines, quotes, etc. pertaining to the topic around your room. Students are to walk around and interact with these materials. They should have a note-catcher of some sort to record their findings, and to serve as a basis for group discussion. Again, have students record any new information found and new questions on their chart paper.
- Step three is a common text. Each student should receive the same text, which will provide vital background information and may answer some of the questions that students have already developed.
- After this is complete, each group will receive an “expert folder.” This folder

should have a variety of texts that pertain to the topic being studied. These texts could range from newspaper articles to biographies to primary source documents. Students will do a jigsaw within their groups using the given texts.

- Finally, students will create a chart to summarize their findings during the BBK. They will display these charts around the room for their classmates to view.

After completing this process, students should have a solid foundation to catapult their comprehension of a certain topic.

Once a BBK is completed, teachers take the students to relevant geographical sites that help students conceptualize the topic being studied. Our investigation into the Sacco and Vanzetti case, led us to North End in Boston where we were able to observe places that we had discussed in our earlier study. We saw the Defense Headquarters for the duo, and the funeral home which agreed to have a service for the condemned criminals. We were also afforded the opportunity to visit other historically influential sites such as the Old North Church and the high-water mark for the Molasses Flood. Our expedition leaders managed to arrange access for the group to the Sacco and Vanzetti collection at the Boston Public Library. Items such as the ashes of the men, their death masks, and a myriad of primary source documents were available for us to explore.

After all of the research was done, the walking tours complete, we began to work on our culminating project. Our expedition leaders instructed each group to compose a ‘reader’s theater’ that exemplified the plight of Sacco and Vanzetti and how it mirrored the plight of all immigrants during the Red Scare of the 1920s. We were given about two hours to complete the task. On the last morning, we

presented our reader's theater to the math and science participants. The presentations were a resounding success. Each member was eager to present their projects and show off their learning. Expeditionary Learning is a great way to get students excited about the topics that they are studying.

Though the research of the effectiveness of EL is compelling, it takes a dedicated teacher to implement these procedures. Much of the planning and work for these expeditions occurs on the teacher's own time. Primary documents must be located, a gallery must be assembled, and reservations for facilities must be made. For those who are willing to put forth

the effort, this strategy could dramatically change the culture of your classroom and the students you teach. In the words of Professor Victor Weisskopf, "People cannot learn by having information pressed into their brains. Knowledge has to be sucked into the brain, not pushed in. First, one must create a state of mind that craves knowledge, interest and wonder. You can teach only by creating an urge to know."

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Building Deliberation into Democracy: The Structured Academic Controversy Model

If recent news events have told us anything about the state of our national government, it is that we have reached ideological gridlock. As witnessed by the recent debt-ceiling haggles, Republicans and Democrats seemingly cannot come to terms on anything. Partisanship in America has reached an all-time high, embroiling partisan fanatics resembling Duke vs. UNC men's basketball rivalry. The result has been damaging for both the United States economic future and international reputation. While pundits argue the obvious, "how did we get this way?" A more appropriate question should be, "how do we get out of it?"

As a social studies teacher, researcher, and advocate, I would like to think that we as a profession have a substantial right and responsibility to teach young people how to "do the job" of being citizens in a democratic society. Beyond advocating the importance of paying taxes, knowing your Bill of Rights, and the importance of Smoot-Hawley Tariff of 1930 (just kidding), K-12 social studies offers learners the opportunity to engage in discourse over substantial historical and current

controversial issues. However, for many teachers, discourse amounts to teacher and student Q/A or improvised questioning. For others of us (I tended to fall into this camp as a high school teacher), we organize winner-take-all debates on controversial public issues such as abortion rights and gun control or controversial historical positions such as was the Civil War really about slavery and were bombings of Hiroshima/Nagasaki justified. For those teachers in the former camp, discussion tends to lack inclusiveness or the questions might not encourage higher order thinking. Teachers in the latter create instructional scenarios that are overtly competitive, adversarial and polarizing (Hess, 2004). Thus, an important skill of the democratic citizen is frequently underrepresented in social studies discussion—deliberation.

Social studies educator and political scientist Walter Parker (2003) suggests that deliberation is a mode of discourse focused on how "we", the community, will solve a problem. Deliberation encourages the articulation of ideas, active listening, and above all else, compromise. One approach toward

teaching deliberation is through the use of a Structured Academic Controversy Model (SAC) (Johnson & Johnson, 1988). SAC, as I have interpreted from Johnson and Johnson (1988) and Parker (2003), requires the following steps:

Choose a controversial issue. A controversial issue (either historic or current) is an issue that is original and has differing perspectives (Hess, 2009). Engaging students with a questions such as, “Does a woman have the right to terminate her pregnancy?” is not controversial. However, asking students, “Should a woman have the legal right to choose to end her pregnancy?” is a controversial topic.

Prepare materials. Provide students with primary and/or secondary sources outside the textbook that support the multiple positions. Be sure the chosen documents are from reliable sources.

Organize students. Break students into groups of 4. Within each group, a pair will be responsible for presenting each of the opposing sides. Johnson and Johnson (1988) suggest that groups should be of mixed ability to better facilitate discussion.

Deliberation Process. The deliberation process is as follows:

1. Each pair of two will read all of the documents from their position’s perspective, taking notes along the way.
2. After reading, pair one will present. Pair two will listen, only allowed to ask clarifying questions. The process is then repeated by the second pair with pair one asking clarifying questions. The key to this component is listening. Emphasize the role of active listening among your students.
3. Next, the group of four is asked to drop their pair-assigned perspective to deliberate; looking for common ground between the two positions.

4. Finally, the group is required to write a paragraph detailing their deliberation. If consensus could not be reached, it is important to write about the obstacles toward compromise.

Students report. Each group of four presents to the class how their group came to consensus regarding the controversial issue.

**A link to SAC materials regarding the controversial issue,” Was Abraham Lincoln a racist?” can be found here: <http://teachinghistory.org/teaching-materials/teaching-guides/21731>

The SAC method for deliberation will not eliminate ideological roadblocks to the democratic process, nor will it change the political punditry culture of cable news television. Yet, it does offer social educators a method for teaching young people how to approach controversial and polemic issues. It also builds upon the notion of consensus-making an important element to living and contributing in a democratic society; a social studies lesson our current Congress should learn.

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WRITING ARTICLES FOR THE TAR HEEL NEWS

Most of us have found the North Carolina Council for the Social Studies to be stimulating, exciting and fun. NCCSS plans to keep in touch with its members through the Tar Heel News and would like to include announcements and content and skill ideas and activities. If you would like to share one of your teaching ideas or activities, please use the following format to describe them.

- 1) Activity Title
- 2) Grade Level
- 3) Objectives
- 4) Necessary Materials
- 5) Outline of Directions for Implementation
- 6) Include Appropriate Pictures, Charts, Graphs, or Other Visuals Necessary for the Activity
- 7) Any Assessment Methods for the Activity
- 8) Listing of Possible Follow-Up Activities
- 9) Your Name, School, and LEA

Please mail your activity ideas to:

Virginia S. Wilson/James A. Litle
Editors, *Tar Heel News*
NCSSM, P.O. Box 2418
Durham, NC 27715

Or by email to wilson@ncssm.edu

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