



Tar Heel News



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

Winter, 2012

President's Comments

Welcome to 2012—A Leap Year an Exciting Time for Social Studies Teachers!

Civics teachers eagerly anticipate classes filled with discussion and debate over the issues surrounding the Presidential primaries, caucuses, nominating conventions, and general election. Many organizations are offering materials to help students and teachers understand the process of electing a President. Here are just a few of the many resources available.

C-Span Classroom is offering a free Electoral College Map to registered teachers.
<http://www.c-spanclassroom.org/Special-Offers.aspx>

I-Civics offers free online gaming and simulations to help students understand campaigning.

<http://www.icivics.org/games/win-white-house>
The Youth Leadership Initiative provides a free, online, interactive mock election.
<http://www.youthleadership.net/learning-programs/mock-election/>

Information about debates, primaries, and conventions can be found on this website:
<http://www.2012presidentialelectionnews.com/>

The National Archives provides information about the Electoral College.

<http://www.archives.gov/federal-register/electoral-college/about.html>
“270 To Win” has interactive maps for the Electoral College.

<http://www.270towin.com/>
The Bill of Rights Institute has free lesson plans on Presidential Elections.
<http://www.billofrightsinstitute.org/page.aspx?pid=1257>

Rock The Vote <http://www.rockthevote.com> sponsors Election Land which helps students understand voting in their state.

<http://electionland.com>

History teachers look forward to the celebration of the Bicentennial of the War of 1812. The internet is rife with materials to help students understand the significance of this war. Among these websites are the following:

<http://www.visit1812.com/>

<http://www.eighteentwelve.ca/>

<http://www.1812niagaraonthelake.ca/>

<http://www.starspangled200.com/>

This year we will see Queen Elizabeth II's Diamond Jubilee celebrating the 60th Anniversary of her becoming head of the Commonwealth. The London Summer Olympics will bring excitement and anticipation to sports enthusiasts around the world. For those so inclined to believe, 2012 will also mark some sort of cataclysmic event according to the Mayan Calendar, astronomical alignments, and numerological formulae.

As we begin and move through 2012, Social Studies teachers must speak up and advocate for our content to be taught in the public schools. Social Studies instruction is vital to the growth and development of students who understand their past, who have the skills necessary to be productive citizens today, and who are prepared to positively affect our future.

I grieve over the negative impact that Common Core, No Child Left Behind, and Race to the Top have had on Social Studies

instruction. Social Studies has been relegated to a position inferior to the teaching of math, science, and ELA. I hear members of Congress discussing the Harkin-Enzi Bill (Senators Tom Harkin (D-Iowa) and Mike Enzi (R-Wyoming)) <http://help.senate.gov/imo/media/doc/ROM117523.pdf> which would reauthorize ESEA. This bill discusses a “well rounded education” for students and equates Social Studies instruction with the teaching of music, the arts, and physical education. No one is denying the fact that all humans need to be physically fit and have an appreciation of music and the arts. The problem is that the Social Studies—history, civics, economics, law, geography, sociology, psychology—are being marginalized, and in some cases totally omitted, in order to focus on science, Math, and ELA. This is a travesty.

Governor Perdue has advocated for all students to be ready for college and career ready upon graduation. The North Carolina Department of Public Instruction has a website dedicated to this idea:

<http://www.ncpublicschools.org/ccpromise> The U.S. Department of Education even requires states to have a college and career ready plan in place in order to apply for the waiver from NCLB <http://www.ed.gov/esea/flexibility>

Again, no one is arguing with the fact that students should be college and career ready, but we as Social Studies teachers must emphasize a third “c” – Citizenship! Our students are not receiving adequate Social Studies instruction to

ground them in the ideas, values, and virtues that made America great. How do we expect students to be patriots and productive citizens if they don’t know and understand our history and the basics of how the government works?

The National Council for the Social Studies had tee shirts and bumper stickers at the National Conference that read, “I AM! SOCIAL STUDIES.” Let us all take this idea to heart and more than ever before advocate for the teaching of the Social Studies. Let’s take time to contact members of the North Carolina General Assembly and ask them to insure that Social Studies is being taught and given the time it deserves in every classroom across the Ole’ North State!

Please plan to join me February 23-24, 2012 at the Koury Convention Center in Greensboro for the 42nd Annual NCCSS Conference. Networking with our colleagues is critical at this time of change. We have witnessed the elimination of the Civics & Economics and the U.S. History End-of-Course testing. We are preparing for the implementation of the K-12 Social Studies Essential Standards and Measures of Student Learning. I hope to see you in Greensboro where we can learn from and support one another.

Please let me know your thoughts on these issues. Feel free to email me at beckygriffith.nccss@gmail.com with your comments and questions.

Becky Griffith
Avery County Schools
NCCSS President



The North Carolina Council for the Social Studies Will Incorporate in February 2012

The North Carolina Council for the Social Studies has begun the process of becoming incorporated under the laws of the State of North Carolina. As a non-profit 501(c)3 organization, the NCCSS operates under a constitution, but the Council has never taken the steps to formally incorporate. The NCCSS Executive Committee – its officers and Board of Directors – has determined that it is in the best interest of NCCSS to incorporate. The greatest benefit to incorporating is that anyone serving as a Council Officer and/or member of the Board of Directors will never incur personal financial liability as a result of serving on the Council.

Becoming incorporated will not change the mission of the NCCSS, nor will it change the structure of the Council. Our present NCCSS Constitution will be suspended and new By-Laws will be enacted as a part of incorporation. The NCCSS Officers and Board of Directors have reviewed the new By-Laws to ensure that they are in harmony with the current NCCSS Constitution. Additionally, Articles of Incorporation have been written and will be registered with the North Carolina Secretary of State.

You, the members of the NCCSS, will remain the governing body of the Council, and the elected NCCSS Officers and Board of Directors will continue to act for and on behalf of the membership of the NCCSS. Officers and members of the Board of Directors will continue to serve the same terms of office and

elections will continue to be held at the annual Social Studies Conference.

It is the intent of the Council to complete the process of incorporation by the Social Studies Conference in Greensboro on February 23-24, 2012. The NCCSS members present at the luncheon at noon on Thursday, February 23, 2012 will be called into a business session. The new By-Laws of the North Carolina Council for the Social Studies, Incorporated will be presented for consideration by the members present. We will ask for approval from the membership of the new By-Laws, thereby ratifying the proposed incorporation. With the approval of a majority of the membership present and voting at the luncheon, the NCCSS Officers and Board will conduct two meetings following the end of the Conference on Friday, February 24 in Greensboro to complete the process of formal incorporation.

The new proposed By-Laws of the North Carolina Council for the Social Studies will be posted on the NCCSS website 30 days prior to the vote on February 23, 2012. We encourage NCCSS members to read them prior to voting at the luncheon. Copies of the proposed By-Laws will be available at the Conference at the NCCSS tables in the vendor area.

Thank you for supporting this action. We envision incorporation as another step in strengthening the NCCSS and furthering our mission to be the voice of Social Studies in North Carolina.

Editorial Reflection What's Wrong With This Picture?

The National Council for the Social Studies held its annual conference in Washington, DC December 2-4, 2011. On Thursday, December 1 members of affiliate state councils were asked to go 'Up on the Hill' to meet with U.S. Representatives and Senators to talk about the state of Social Studies as a discipline in our schools. Specifically, we were asked to address the reauthorization of ESEA/No Child Left Behind and to ask that the Social Studies be a part of any reauthorization legislation.

NCCSS President Becky Griffith and I met with Members of Congress from two North Carolina Districts and Legislative Advisors for both North Carolina's Senators. Having visited Congressional offices before, we both knew what to expect, and we were greeted cordially and given time to speak. In all the offices we visited that day Social Studies was affirmed as an important discipline and should be taught in our schools. I also realize that our nation faces a myriad of problems, and Social Studies Education is not the highest priority of lawmakers today.

Upon reflecting on that day, what strikes me as most ironic is that it was necessary to go to an elected official to lobby for the importance of Social Studies as a discipline and subject in our schools. How did we get to the point that two teachers need to go to the halls of Congress to "sell" Social Studies? How is it that North Carolina at this time has not one state

standardized test of Social Studies across grades K-12?

We are all aware that Social Studies has been marginalized over the years, especially in grades K-8. Accountability models that measure the success of our schools based on high stakes testing heavily weighted on reading, math and science are part of the problem. Emphasis on math, science and technology seem to relegate Social Studies to a lower status – one of several "soft" disciplines. I am led to ask, rather than have acronym schools and academies – STEM, STEAM, etc. – why don't we simply have SCHOOL, where all subjects and disciplines are valued and seen as essential?

Continuing on this path, where the Social Studies – history, civics, economics, geography, and cultures – are only marginally included in accountability models will only serve to put our students at risk of being ill-informed and unprepared for their role as active citizens. At worst, by neglecting Social Studies we are disenfranchising the next generation of citizens.

Over the years I have asked teachers to "Stand Up for Social Studies" and to make our voices heard. As discouraging as the reality is, we cannot give up. We must continue to get the attention of education decision-makers at all levels and advocate for Social Studies. It is that important. Education is a local, state and federal issue – so let's get out there and speak up.

The opinions expressed in the Editorial Reflection are those of Steve Pierce, Past-President of the North Carolina Council for the Social Studies.

Plan on Attending NCCSS Social Studies Conference

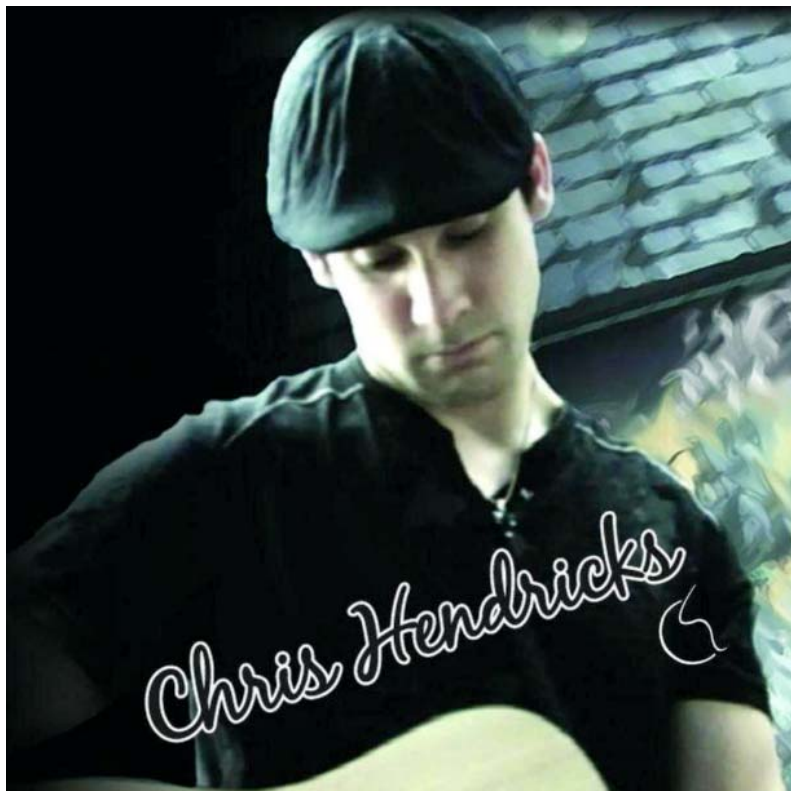
The 42nd Annual NCCSS Social Studies Conference will be held on February 23-24, 2012 at the Greensboro Sheraton/Koury Convention Center. Thursday and Friday will be packed with opportunities for professional growth and celebrations for our passion for Social Studies. Following the National Council for the Social Studies Conference, the theme is Dimensions of Diversity.

Registration information as well as hotel reservations and a list of sessions offered are on the NCCSS Website: <http://ncsocialstudies.org>.

Note: NCCSS Conference Registration deadline is January 31. To get the special Conference hotel room rate at the Sheraton Greensboro Four Seasons, you must make your reservation before January 25, 2012.

Here are some highlights for the upcoming Conference:

Thursday Luncheon Our Luncheon Speaker Is Chris Hendricks.



Diagnosed with cerebral palsy at a very early age, Chris was once told he would never walk. Today, he goes wherever his music will take him.

Chris Hendricks, a native of North Carolina, was born in Durham, the city he still calls home. His musical roots took hold when he began singing at the tender age of four – and he hasn't stopped since.

Chris shares an inspiring message in his "Breaking Down Barriers" program. As a victim of bullying, his anti-bullying message resonates with students and teachers alike.

Breakout Sessions

Once again, the Conference will feature many sessions on Thursday and Friday that cover the range of disciplines of the Social Studies. There are sessions for all grade levels. Of particular interest are:

Essential Standards for Social Studies Strand:

- ✓ Essential Standards for K-2
- ✓ Essential Standards for Grades 3-5
- ✓ Essential Standards for Grades 6-8

Each session will be led by classroom teachers and will focus on the big ideas, themes and activities that develop the concepts in the new Essential Standards for Social Studies that will be implemented in 2012-13.

The Giant Traveling Map of South America



This 35' x 26' map of South America will be on display. Two sessions will offer interactive activities on the map. Take off your shoes and walk the Andes, visit South America's cities, and explore the Amazon River.

Enter the NCCSS Raffle and win Prizes!

The NCCSS will offer a variety of prizes in its annual raffle. Proceeds will go to the NCCSS Scholarship Fund.

Outreach and Awards Programs

Meet our Award Winners

The NCCSS will announce the recipient of the Student Teacher Scholarship, the Social Studies Teachers of the Year, and the Teacher Grant Recipient at the Thursday Luncheon.

Vote in the NCCSS Elections

Candidates for Secretary and three seats on the Board of Directors are up for election. Don't forget to VOTE!

Why Attend the State Social Studies Conference? A Teacher's Perspective

Times are tough. The state coffers are running short. Education seems to be on the back burner. We don't have to look at our current scenario as a glass being half empty. On the contrary, let's look at our glass being half full. Sure times are tough. State and local budgets are stretched to the limits. Many educators are feeling as if their opinions and needs are being overlooked. We all see how education cuts are affecting our classroom and ultimately the most important part of the equation: the children of the state of North Carolina. Why attend the North Carolina Social Studies Conference coming up in February? The real question is, Why not?

Those of you who have been to one of the Conferences over the years probably know what a wonderful opportunity it affords to teachers of the discipline. If you've never attended the state Social Studies Conference, give it a try. I guarantee you'll be impressed and that you will walk away with valuable and useful information. You'll meet lots of new and interesting people to share ideas with and have good discussions. You'll have the opportunity to have meaningful dialogue with leaders of the Social Studies across the state. You'll find new "make and take" lesson plans that you can take right back to your classroom and use. There are dozens of sessions offered for teachers and these sessions touch upon each grade level. Here are just a few of the topics and presentations you will find at February's Conference:

- Teaching Personal Finance
- The Stock Market Game
- Teaching Historical Thinking in Elementary Grades
- Using Online Tools to Teach

- A New Way to Teach the New Standards
- Tricks of the Trade
- Incorporating Music Into the Classroom
- The Secret of Successful Social Studies

For a more comprehensive list of Conference sessions, go to www.ncsocialstudies.org and click on "List of 2012 Conference Sessions" in the top right corner of the webpage. You'll also have the opportunity to visit numerous vendor booths to see what new and exciting materials are out there. In addition, you will have a nice lunch (included with your registration) with your colleagues from around the state!

It's not too late to make your plans to attend. You can register on the NCCSS website (www.ncsocialstudies.org), mail in your registration, or just show up in February and we'll register you on the spot!

Someone once told me, years ago before I ever attended my first Conference, that the North Carolina Social Studies Conference is the "best deal out there." They were right...and it still is! Why attend the Social Studies Conference when times are so tough? Now, more than ever, we need to stick together. We need to be able to talk about the issues that we hold dear to our hearts with like-minded professionals. We need new materials to invigorate our classrooms. We need to come together to express our concerns. We need comradery now more than ever. Don't let the economy and the negative state of affairs get you down. Let's do something positive, together.

*John Spicer
Hibriten High School*

Lenoir, NC

42nd Annual North Carolina Social Studies Conference Tentative Program Titles

- "I can read it, but I don't get it": Integrating Literacy throughout the Social Studies Curriculum
- 1:1 Learning and the Social Studies Classroom
- 19th, 20th, and 21st Century Economic Crises
- A New Way to Teach the New Standards
- A Teacher's Hands-On Guide to the European Union
- Actively Engage Your Students in the Humanities with the NC Civic Education Consortium
- African American History In Film
- Batteries Not Included: Learning to Think with Dry Erase Ink
- Bob the "Note" Builder: Can We Build It? Yes We Can!
- Changing Perspectives: How travel abroad opened our eyes...
- Children as Historians: Teaching Historical Thinking in the Elementary Grades
- China: The Next Superpower?
- Comparing Educational Systems: The US v. South Korea
- Creating History Walks for Differentiated Instruction
- Creating Self-Conscious Historians
- Critical approaches in Civics
- Deliberating in a Democracy - How to Teach Students to be Critical Readers, Thinkers & Speakers
- Democratizing the DBQ: US and World Mini-Qs, Grades 4-12
- De-mystifying the Middle Grades Social Studies Essential Standards
- Differentiation for the Mixed Ability Classroom
- Digital History in the Classroom: How LEARN NC can help connect your classroom to the Common Core and NC Essential Standards
- Disrupting and Expanding the "Single Story" in Our Classrooms
- Elementary Students Can Do Primary Source Research
- Empower grades 4-12 students with a secure financial future using an active-learning, multidisciplinary unit
- Engage Your Students with "Real World" Civics: The Civic Action Project
- Engaging Students in NC's African-American History Essential Standards for Social Studies for Grades 3-5
- Essential Standards for Social Studies for Grades 6-8
- Finding the Economics in *Cloudy with the Chance of Meatballs*
- Fostering Rich Content Knowledge among Middle Grades Learners Through Multimedia Projects
- From "Bubbling In" to "Bubbling Over": Two teachers' odyssey into inquiry-based learning in the post-EOC era
- Geocaching & Geography: Connecting Social Studies to Science, Technology, Engineering and Mathematics (STEM)
- George Washington: Timeless Leadership
- Getorix's World* and the Roman Republic: Using historical fiction to teach the lessons of history
- Give your students a P.A.S.S!
- History as Mystery: The Story of the H.L. Hunley
- History's Mysteries - Effectively Introducing and Incorporating Primary Sources
- How Can the North Carolina Geographic Alliance better serve the needs of NC Teachers?
- iCivics - Teaching Civics in a Digital Age through Games
- Implementing the Common Core ELA/Literacy Standards in Social Studies Using Literary Nonfiction
- Incorporating music into the high school Social Studies curriculum
- Integrating Language Arts in the Social Studies Classroom
- Introducing Students to Environmental Justice: A North Carolina Case Study
- It's A Disaster!: Teaching about Natural Disasters with materials from the NCSA
- Journey to South America on the Giant Traveling Map!
- Kremlinology in the Age of Social Media
- Learn about George Washington through online primary sources
- Lessons from SE Asia: Fulbright Hayes to Thailand and Vietnam, 2011
- Long Vacation in a Tropical Paradise: \$8,000 +, Mental Health Therapy: \$100/hr, Time to Teach: Priceless
- Making Connections: Integrating the Common Core Literacy Standards for History into your Classroom
- Mock Trial Mania!
- Money Habitues: Understanding the Foundations of Personal Finance

[More Than Just Voting: How to Engage Your Student in the 2012 Election and Beyond](#)
[NC Digital Collections & NCPedia: Free primary and secondary resources for educators & students](#)
[NCDPI Essential Standards Update](#)
[New Course at the NCEducation Portal: Grade 6 Social Studies Primary Artifact Questions \(PAQs\)](#)
[New Education Initiatives from Archives and History](#)
[New Strategies for Teaching the Great Depression News addresses core values and core standards](#)
[News In Education, Use the Newspaper as a resource to meet your class objectives](#)
[Opening a Student Run Bank-Financial Literacy Skills](#)
[Psychology for Virgins: Content, Strategies, and Resources for teaching psychology to high school students](#)
[Pushing Past Picture Books: Teaching Social Studies through the Four Domains of Literacy](#)
[Quilting the Underground Railroad](#)
[Reading Strategies in the Content Areas!](#)
[Removing the Negative Nostalgia of Video Days: "You're showing Avatar, The Wizard of Oz, Rocky IV in a US History Class?"](#)
[Research Made Simple! Helping Students in Grades 5-9 Master the Research Process with Individualized Prompts](#)
[SARASWATI's WAY - Inspiration and Challenges of Writing a Book set in India](#)
[Social Studies and the Interactive Notebook](#)
[Social Studies Resources...No Textbook Necessary](#)
[Social Studies: The Blending Learning Approach](#)
[Student Journals: Building Content and Relationships](#)
[Supporting Rigor through Vocabulary Acquisition](#)
[Supporting Rigor through Vocabulary Acquisition](#)
[Teacher Action Research for Powerful Social Studies](#)
[Teaching about North Carolina American Indians through LEARN NC's Online Curriculum Guide](#)
[Teaching Elementary Social Studies through Children's Literature](#)

[Teaching the Middle East: A Region of Diversity](#)
[Teaching the Wilmington Race Riots](#)
[Teaching Using Free Social Studies Primary Sources from The Library of Congress](#)
[The Classroom Mini-Economy](#)
[The Core: Literacy, Leadership, and the 2012 Election](#)
[The First Japanese Embassy to the US: Focus on Diverse Perspectives Past and Present](#)
[The North Carolina Jewish Experience: An Immigration Story](#)
[The Secret of Successful Social Studies](#)
[The Standards are Unpacked, What Now?](#)
[The Stock Market Game](#)
[Tricks of the Trade V](#)
[Understanding Economics in Civics and Government](#)
[Using digital literacy to tell family stories prompted by family artifacts](#)
[Using Interdisciplinary Units and Learning Centers in Upper Elementary Classrooms to Address NC Essential Standards for Social Studies](#)
[Using Online Tools to Teach Psychology \(or any other class\)](#)
[Using Primary Sources to Teach the American Revolutionary Era](#)
[Voices of American Law: Exploring the Relevance of the US Supreme Court](#)
[Wake Them Up and Keep them Awake!](#)
[Was Abraham Lincoln a racist? Using Structured Academic Controversy to teach deliberation](#)
[What Does the Lion King have to do with Government?](#)
[What Economics Is About: A Simple, Logical Approach to a Difficult Subject](#)
[What Personal Finance Is About: A Beginner's Guide to Teaching Saving and Investing](#)
[What's REALLY Essential About Social Studies?](#)
[Why Diversity is wrong: an exploration of genocide in world studies](#)
[Writing Literacy-Infused Social Studies Units: From University Classroom to Elementary Classroom](#)

North Carolina Council for the Social Studies Elections 2012

Board of Directors (Choose 3)

Laura Hunter



Brunswick County Schools

Laura Hunter, NC NCCSS High School Teacher of the Year 2010-11, works to encourage life-long learning. To accomplish this she experiments with inquiry based learning both in and outside of her US History classroom at South Brunswick High School. Last year she developed a series of videos to be used in Exceptional Children's classroom countywide bridging the NCSCOS and OCS Social Studies curriculums. Her accomplishments include: National Board Certification, SBHS and NCCSS Teacher of the Year and Social Studies Department Chair.

Wayne Journell



UNC Greensboro

Wayne Journell is an assistant professor of secondary social studies education at the University of North Carolina at Greensboro. Prior to entering academia, Wayne taught high school U.S. History, U.S. Government, and World History in Roanoke, VA and was one of five finalists for Roanoke County's Teacher of the Year award in 2006. In addition to being a member of NCCSS, Wayne is a member of NCSS and the American Educational Research Association. His scholarly work has been published in a variety of social studies journals. Wayne is also currently serving as the president-elect of the North Carolina Professors of Social Studies Education.

Bonnie Laughlin-Schultz Appalachian State University



I am an assistant professor in the history department at Appalachian State University. I work closely with our secondary social studies majors at all stages in the program, advising students early in the program, and working with our student teachers who are placed in social studies classrooms throughout western North Carolina. I taught both American and world history at schools in rural Illinois and St. Louis, Missouri. I am running for the NCCSS board because of my wonderful experiences in high school teaching, my commitment to history education at the university level, and my desire to work with social studies teachers statewide to better improve social studies education.

Emily Long



UNC Pembroke

My name is Emily Long and I have taught social studies in several states at all levels of the public school continuum. Currently, I teach both undergraduate and graduate elementary social students methods at University of North Carolina at Pembroke. My service to our profession includes membership in Tennessee Council for the Social Studies where I served on their board, chaired West Tennessee's Social Studies Teacher of the Year Committee, and presented at many of their state conferences. Now living in North Carolina, I have continued serving our profession. I have also been a member of NCCSS and NCSS for years and have presented at both our state's conferences and NCSS conferences.

Matt Love

Cleveland County Schools



Mr. Matthew Love is serving as an appointed member to the Board of Directors of the North Carolina Council for the Social Studies. He holds a Bachelor's Degree in History, Secondary Education from Appalachian State University and a license in Secondary Education. Matthew currently serves as the social studies department chair at Cleveland Early College High School. Throughout his career, he has worked collaboratively with the North Carolina New Schools Project as well as Expeditionary Learning. He would welcome the opportunity to continue to serve on the Executive Committee for the North Carolina Council for the Social Studies in order to be an advocate for the importance of social studies education at the state level.

Ted Mitchell

Elizabeth City State University



Ted R. Mitchell, Ph.D., is assistant professor of History and the Social Studies Education Coordinator at Elizabeth City State University. In addition to teaching courses in U.S. and world history, Dr. Mitchell teaches the secondary and middle grades social studies education methods course, observes and advises students during their clinical practice, and sits on numerous university education committees. Dr. Mitchell served as the Teaching Liaison Coordinator in Michigan State University's Center for Integrative Studies in Social Science. Before graduate school, Dr. Mitchell taught middle school social studies at the Kazoo School in Kalamazoo, MI and in the Chicago Public School system at Farragut Career Academy High School.

Stacy Moore

Union County Schools



Mr. Stacy Moore currently serves as the Social Studies Curriculum Coordinator for Union County Public Schools. In this role he works with both Middle School and High School teachers to provide support and help advance the field of Social Studies. He has collaborated with the Churchill Society of North Carolina, the Berlin Airlift Historical Foundation, the Charlotte Museum of History, and numerous other organizations to help bring history to life in Social Studies classrooms. Mr. Moore also teaches World Civilizations courses at Central Piedmont Community College and US History courses for the North Carolina Virtual Public School.

LaTonya Smith

Durham Public Schools



As Assistant Principal of Neal Middle School, LaTonya Smith develops professional development and support for social studies educators on topics including history, content literacy & classroom management. Prior to becoming an Assistant Principal in 2010, LaTonya taught 7th and 8th grades social studies in Durham Public Schools. She has served as a participant in History Alive! & The Embodied Presidency Teaching Grant, & has served on the Kids Voting Durham Advisory Board, as well as holds a teaching license in Social Studies. Throughout 11 years in social studies education, LaTonya has been constantly inspired by the innovative ways social studies teachers engage students with the stories of our past and present.

Christina Tschida East Carolina University



Throughout my 20+ years in education, I have been committed to helping my students develop critical thinking, knowledge, and skills to become active and productive citizens. Whether working with third graders to examine ways they can make a difference in their local community, fourth graders learning new facts about their home state, or college students correcting misconceptions about content and learning techniques for teaching, I have always had a passion for teaching social studies. As an advocate for the social studies, I would love the opportunity to serve on the Executive Board of NCCSS and continue the work of serving social studies educators and promoting the importance of social studies at the state level.

Ereka Williams NC A& T University



Dr. Ereka R. Williams is an Associate Professor in the Department of Curriculum and Instruction at North Carolina Agricultural and Technical State University. Dr. Williams, a native North Carolinian, is a licensed former elementary teacher with a broad range of experience across grades K-12th. She's worked with teachers nationally as a consultant for the National Urban Alliance and has a sincere passion for equity education. Dr. Williams has served in a variety of roles locally, regionally, and nationally including the Chair of the National Elementary Social Studies Teacher of the Year Committee for the National Council of Social Studies from 2008-2010. She holds membership in several national/international professional organizations and honor societies.

Secretary (Choose 1)

Ellie Wilson Hickory Schools



My name is Ellie Wilson and I am running for the office of secretary for the NCCSS. I have taught seventh grade social studies at Grandview Middle School in Hickory, NC for the past 19 years. At Grandview, I am the social studies department chair, BETA Club sponsor, mentor and co-coach of the cross-country team. I have been a member of the NCCSS board and I also serve on the board of the North Carolina Geographic Alliance. As your secretary, I feel that I will be able to represent and support our organization, members and fellow officers in a manner that is expected of a representative. Education is the key to the future and the responsibility to improve it lies with all of us. If elected, I look forward to working with you and for you. Thank you for your support.

Paul Fitchett UNC Charlotte



Paul Fitchett is an assistant professor of Education at UNC Charlotte where he teaches social studies methods courses. He has served on the North Carolina Council for the Social Studies Board of Directors for the last three years.

A Well-Rounded Curriculum in the Age of Accountability

**Remarks by U.S. Secretary of Education Arne Duncan
at the National Council for Social Studies Annual Conference
December 2, 2011**

Contact: Press Office, (202) 401-1576, press@ed.gov
<http://www.ed.gov/news/speeches/well-rounded-curriculum-age-accountability>

Good morning and thank you for having me here today.

I'm fortunate to have several social studies teachers on my staff. One is a former history teacher from Chicago and I also have a current history teacher from New Mexico who is part of our fantastic Teaching Ambassador Program. She is spending a year out of the classroom—and working with us to help shape our policy issues and on outreach with teachers.

Now I'm not going to kid you. They both warned me about Social Studies teachers. They said—with considerable pride—that social studies teachers are quite often the troublemakers in their schools—challenging authority—questioning everything—and gleefully poking holes in arguments.

But they also pointed out that if it wasn't for troublemakers—America would still be an English colony.

And if it wasn't for troublemakers—slavery might still exist—and women wouldn't be allowed to vote—and students with disabilities wouldn't get the extra support they need—and returning veterans and low-income students wouldn't get help to go to college.

If it wasn't for troublemakers, so many examples of social progress might not have happened—so I would like to begin by saluting America's social studies teachers and to thank you for all the trouble you have caused. Please give yourselves a big hand.

And given who you are—I fully expect some probing questions about our policies. I look forward to your questions.

In my remarks, I want to raise a fundamental question for you to think about today. I want to offer one answer—and then I want to hear your thoughts. The question is this:

How can we promote both a well-rounded education with rich offerings across all subjects—civics, geography, economics and history, the arts, foreign languages, physical education, the sciences etc.—and simultaneously create a system of real and meaningful accountability that doesn't lead to narrowing of the curriculum?

Going a little deeper—how can we build an accountability system that helps all teachers shape and improve instruction and strengthens the teaching profession by providing the kind of real-time feedback that students, teachers and administrators need and value? How can we do this in grades and subjects where there are no good assessments?

How do we measure student performance in subjects like history and art and how do we relate that to a school system's overall performance across a variety of other indicators—like attendance, graduation and college enrollment rates?

Teachers I talk with all across the country—whether they are art educators, physical education instructors or social studies teachers—insist that their work directly contributes to success across every measure—including test scores—and I absolutely agree.

It's both common sense and confirmed by research—that a strong social studies program will help boost reading performance—and that the numerical aspects of music contribute to a better understanding of math.

It is not surprising that success in one subject often breeds success in others. And it's beyond debate that engaging students in subjects and activities that they like will help them get through the ones they don't like quite as much.

And yet—over and over again, I hear people saying that a well-rounded education and a good system of accountability are mutually exclusive. They say that test-based accountability is driving real learning out of the classroom.

They cite examples of schools that have steadily reduced the amount of time students spend studying non-tested subjects. They talk about the pressure to boost test scores.

They lament No Child Left Behind's performance targets that label more and more schools as "failing"—triggering prescriptive federal mandates that eat up resources and divert schools from their core mission.

Add with budget pressures facing states and local districts today, and it's clear that something has to give. All too often that something is history, foreign languages, the arts or physical education—important subjects that contribute to a well-rounded education.

According to a recent report from the Fordham Institute, social studies now accounts for less than eight percent of instructional time. Federal data shows that by 2003, elementary school students got four weeks less of social studies instruction a year than in 1987. None of this is good for children.

Recent NAEP history results show modest gains in 4th and 8th grade history, but no gains for 12th graders. Less than half of them scored at NAEP's basic level in history.

And we know those ill-informed high school seniors soon become ill-informed citizens. Today, less than half of Americans can name all three branches of government.

Some educators in non-tested subjects like history have actually called for more tests—believing that if their subject is built into the accountability system—it will be valued and strengthened. They say—what's tested is taught and we treasure only what we measure.

Testing advocates are often outshouted, however, by those who view testing as the problem. They say that testing—especially fill-in-the-bubble, high-stakes standardized testing—is a flawed tool for evaluating students—let alone teachers.

Now it is absolutely true that many of today's tests are flawed. They don't measure critical thinking across a range of content areas.

They are not always aligned to college and career-ready standards. They don't always accurately measure individual student growth.

And they certainly don't measure qualities of great teaching that we know make a difference—things like classroom management, teamwork, collaboration, individualized instruction and the essential and remarkable ability to inspire a love of learning.

So we can all agree that testing—as it is done today in many places—is not working as well as it should for students and teachers. Inevitably, this conclusion leads some people to call for retreat from test-based accountability.

All of you entered this profession to make a positive difference in the lives of children. You work long hours, nights, weekends and over the summer months to prepare your lesson plans. I respectfully ask you to resist this call to retreat from accountability.

As historians, you remember how we got here. You understand that we reached this point in American education after decades of extreme educational inequity, segregation and injustice.

Go back to Brown vs. Board in 1954—the Coleman report in 1966—and A Nation at Risk in 1983. Think about the current state of education—where a quarter of our children fail to finish high school on time and barely four in 10 earn any type of post-secondary degree and for children of color, outcomes are even worse.

The need for a useful, fair and rigorous system of accountability remains as urgent today as it ever was. Our children deserve it, the public demands it, and our system desperately needs it. American education cannot move forward without a system for knowing where we are succeeding, where we are improving, and where we are struggling.

For too long, we swept performance issues under the rug. We celebrated our success and hid from failure. Let's face it—American has been talking about the achievement gap for decades, but we weren't systematically tracking it until No Child Left Behind.

There are many, many problems with that law—but transparency around achievement gaps is not one of them. NCLB has forced a lot of painful but necessary conversations around

achievement gaps and I believe we are stronger because of it.

NCLB falls far too short however, in how it holds states, districts and schools accountable. Rather than demanding college and career-ready standards for all, it perversely encouraged states to lower the bar and lie to children and parents about the quality of education they were providing.

Instead of measuring individual student growth and gain, which recognizes that children bring different abilities, challenges and backgrounds into the classroom, NCLB measures proficiency, which doesn't tell us who is learning well—and who is teaching well.

And rather than giving teachers, principals and administrators the flexibility to address educational shortcomings, NCLB prescribes top-down specific remedies and sets rigid timelines for intervening in underperforming schools.

Now—we're trying to fix it—through our proposal to reauthorize the Elementary and Secondary Education Act—but so far Congress has not acted. And given that we're four years overdue, the President directed us to use our waiver authority to offer states flexibility from NCLB. At least 40 states are pursuing our waiver package. To receive a waiver, states must do three basic things:

First, they have to adopt and implement college and career-ready standards. They don't need to be Common Core standards. They can be unique to each state. But they have to be college and career-ready—affirmed by their state universities. No more dummied down standards, no more lying to children and parents.

Three years ago, none of the so-called experts predicted it, but amazingly, 46 states have already voluntarily adopted college and career-ready standards—so the vast majority of states are well on the path to meeting this requirement.

Second, states must create their own systems of accountability that differentiate between schools at the top, schools at the bottom, schools with large achievement gaps, and schools in the middle.

Current law makes no distinction between a high-performing school with one

under-achieving subgroup and a low-performing school where every subgroup is struggling.

Current law does not look at growth and gain and progress across multiple areas of performance.

Common sense tells you that the improvement plan for one school will not be the same for all schools. And yet federal law dictates the same solution for every school that fails to meet any of its performance targets. We want to give states much more flexibility to intervene as they see appropriate for the vast majority of schools and to reward excellence and improvement in ways that don't exist under NCLB.

We also encourage states to decide on their own if they want to include other subjects in their accountability systems—so those of you who want to see social studies become part of your state's accountability system—you can see that happen.

New York, for example is developing a middle school history assessment. Delaware is developing history assessments. Washington State is looking at a project-based assessment. Other states are drawing on readily available assessments.

At the same time, 49 states and D.C.—every state except Rhode Island—have developed history or social studies standards of their own. Unfortunately, according to some independent analysts, not all of these state history standards are rigorous.

A recent review of state standards by the Southern Poverty Law Center gave 35 states a grade of F for their standards around one of the most important chapters in American history—the civil rights movement. And today, sixteen states currently do not require any instruction about the civil rights movement. That is simply unacceptable.

The National Academy of Sciences also has a new report suggesting that high school social studies standards are not challenging enough.

But there are also real signs of progress. Today, 15 social studies professional organizations and 21 states are working together to develop new social studies standards, assessments and learning resources. They are

scheduled for public comment this summer so that is very promising.

Yet even state standards that set a high bar can fail to guarantee that student learning in social studies will improve in the absence of meaningful accountability.

Today, just thirteen states include history or social studies as part of a high school exit exam, according to the Fordham Institute.

And just eight states are assessing, or plan to assess, social studies or history performance in both elementary school and high school.

Now—I want to re-emphasize that these are local decisions. They are not mandates from Washington. We should watch closely as states develop new accountability systems. We have to get better at this—and there is no single formula for success.

Our hope is that states and districts develop thoughtful metrics that work for teachers like you—portfolios, essays or oral exams—which reflect the critical thinking skills you are teaching your students.

I am also especially encouraged by increasing enrollment in advanced placement classes as one indicator of high school rigor. If you're preparing students for college-level work—and they are passing those exams—then you must be doing something really important—and you should be recognized and rewarded for it. AP success helps so many high school students, particularly first-generation college goers, truly believe that they can make it at the next level.

It strikes me that including AP social studies participation and passing rates in an accountability system directly promotes a well-rounded curriculum.

The last thing we ask of states seeking waivers is to develop a system of principal and teacher support and evaluation based on multiple measures—including student growth.

I really want this to sink in because—no matter how many times we say multiple measures—people say we're just about test scores. Nothing could be further from the truth.

By "multiple measures" we mean that student achievement is just one of several factors in a system of principal and teacher evaluation—

a policy, by the way, that is supported by both national teacher unions.

Our policy says that some measure of student growth and gain should be a "significant" factor but we intentionally leave that undefined—because different states will have different approaches—and different confidence levels in their assessments.

Just to be 100 percent clear—evaluation should never be based only on test scores. That would be ridiculous. It should also include factors like principal observation or peer review, student work, parent feedback. It should be designed locally—and teachers should be at the table to help design it.

But I think it defies logic to suggest that a system of supporting and evaluating principals and teachers should not include any objective measures of student achievement and progress.

It must be a factor—weighed carefully with other factors—and principals and instructional leaders should be trained to support and evaluate their teachers based on these multiple measures.

Again, for social studies teachers, this requires valid measures of student learning. There is promising work under way and over time, I am confident that there will be many good models to choose from.

Now—in exchange for adopting these reforms—states that receive waivers will no longer have to meet the 2014 deadline that requires everyone to be 100 percent proficient. They set their own performance targets that are much more logical.

We also eliminate the mandated interventions for all but the very lowest-performing schools. We also eliminate the requirement to spend 20 percent of Title I dollars on choice or tutoring and let local educators decide how to spend that money. In tough budget times, without much new money, that frees up \$1 billion dollars to be spent more wisely at the school and district level. And we eliminate the teacher quality provisions that focus on certification rather than effectiveness.

It is our hope and expectation that many states will move in this direction. So far 11 states have formally sought waivers and at least 28 others have signaled intention to seek them.

We also hope that when Congress finally gets past its dysfunction and finally gets around to fixing the law—that it will build upon some of these policies like college and career-ready standards—an accountability system that differentiates and rewards success—more flexibility with federal funds—and a system of principal and teacher support and evaluation based on multiple measures and student growth.

With this kind of a law in place and a narrow, more focused federal role built around supporting and replicating good work at the state and local level, I am confident that America will not have to choose between accountability and a well-rounded curriculum.

I know we can have both because you see it in our best schools and districts. Good school leaders know that the way to boost student achievement is not to eliminate history or the arts—but to expand these important subjects that engage their students.

Today, the Clayton County School District in Georgia is winning awards for its social studies programs.

In Clovis, California, they are integrating history content and standards into the English curriculum and results are so promising that they have been asked to present their curriculum to schools across California.

At Cleveland Middle School in Bledsoe, Tennessee the students are learning literacy by reading historical primary source documents. In La Joya, Texas, new immigrants use history content to overcome learning disabilities and acquire literacy skills.

The Locke Charter School in Chicago—which is entirely low-income, minority students—has a robust world studies program that is helping close the gap.

Finally in Dunbar, West Virginia, history and the arts are both integrated into the reading and language program—simultaneously strengthening skills in three content areas.

There are many, many success stories and we need more schools building on these models—integrating social studies into the curriculum and the accountability system—so that it accurately reflects your impact in the classroom. And you need to design it and implement it.

Today, you have a chance to help shape policy in ways that were unimaginable until recently. You have a golden opportunity right now as states seek waivers. We required states to seek your input—so I encourage all of you to get in touch with your inner troublemaker and let your states know how you want your schools, your students and yourselves to be assessed.

I'm asking you to do this first because I respect your work and I respect your field. But I'm also asking you to do this because something much bigger is at stake—and that is America's role as the world's strongest economy and the world's greatest democracy.

All of you know we can no longer take either for granted. Global leadership in on both fronts—in terms of economics and democracy—must be earned—and re-earned every year. We earn it in many different ways. We earn it by defending the basic human rights of others—often at the cost of American lives.

We earn it by challenging our trading partners and allies to abide by rules for treating workers with fairness and respect and for treating natural resources with awe and dignity.

We earn our status as global leaders by holding ourselves to a high standard of tolerance—embracing the poor from across the world as they arrive in America with nothing but courage and dreams of a better life for their children through education and hard work.

We earn it by making real the timeless words of equality and freedom in our founding documents—and by pursuing those ideals of truth and justice at the heart of the American experiment.

And ultimately we earn it—everyday in our classrooms—in your classrooms—by teaching our children that the unique American experiment will only endure if we recommit ourselves to the spirit of shared sacrifice and shared responsibility that produced America's shared prosperity.

I know that we can't easily measure civic consciousness or test it or boil it down to a number on a spreadsheet. But we value it and honor it because it is central to our identity as Americans.

More than any other subject, social studies teaches us what it means to be an American citizen—what it means to be part of

this grand experiment. It forces us to think critically of ourselves in pursuit of the more perfect union our founders envisioned.

John Dewey said: "Democracy needs to be born anew every generation, and education is the midwife." It is no exaggeration to say that the future of this fragile but essential thing called democracy rests in no small part on those who teach it, explain it—and yes—sometimes even question it.

And so today, I salute you for your critically important work. And on behalf of your fellow Americans who rely on you to secure the foundations of a great democracy—child by child—day in and day out, I thank you for the remarkable difference you are making in the lives of your students.

Thank you for having me this morning and I'm happy to take your questions.

Top Ten Reasons to Participate in National History Day

I admit I am a History Day junkie, and have been for almost 20 years. From my first district contest at East Carolina, I was hooked. The annual History Day themes coincide nicely with the switch in the new Essential Standards to concept based units of instructions. Our state coordinator (www.nchistoryday.org), along with district coordinators, are great resources. Please check out the website www.nhd.org to get your students started. On that site, you will also find the following reasons to participate in National History Day:

1. Teaches History

Builds an understanding that history is not static and contains multiple perspectives

2. Engages Students

Excites students by asking them to choose a topic and explore resources

3. Energizes the Curriculum

Provides a framework for hands-on, student-centered learning

4. Promotes High Academic Standards

Assists teachers and schools in meeting educational standards by offering a portfolio-building and outcome-based activity

5. Encourages Literacy

Adjusts their reading for different types of print and non-print texts (including fiction and nonfiction, classic and contemporary works)

6. Enhances Assessment

Provides a multilayered performance-based assessment tool

7. Teaches Critical Thinking

Promotes life skills, analytical skills, comparative perspectives and models of critical judgment—essential for work in any field

8. Inspires Curiosity

Ignites student interest in learning about history by integrating social studies, art, sciences, literature, language, and music into their presentations

9. Recognizes the Student Strengths

Allows students to become experts

10. Activates Civic Engagement

Encourages students to become involved in their communities

*Janet McElfresh
Gates County Schools*

A World of 7 Billion

In October 2011 the world's population reached 7 billion. Seven billion is almost an unimaginable number and this number will continue to grow at a rate of about 80 million people annually. In the last 50 years the world's population more than doubled. If everyone on Earth joined hands to form a human chain, it would stretch about 7 million kilometres. The chain would circle the Earth at the equator about 175 times, stretch to the moon and back about nine times, and reach about one-fifth of the way to Mars when it's at its closest point to Earth.*

In our lifetime people all over the world are living longer and healthier lives. However, large inequalities continue to exist and despite major declines in the average number of children per woman, population growth is projected to continue at least until the middle of the 21st century. As less developed, poorer nations are challenged to meet the needs of growing populations, richer nations are concerned about declining fertility and aging populations. The gaps between the rich and poor continue to increase, leaving more people vulnerable to food insecurity, water shortages, and weather-related disasters.

How can educators help students understand their role or place in a world of 7 billion people? Where do we fit in? Students can start by understanding their role in their family, their classroom, their school, and

their community. Then students can see themselves as North Carolinians, citizens of the United States and of the world. A world of 7 billion global citizens starts at home.

In order to understand what is happening around you, and to put yourself in perspective to the rest of the world, UN's Population Fund created [7 Billion and Me](http://www.7billionandme.org) (www.7billionandme.org), an interactive website where your own personal characteristics, such as your sex, age, date and place of birth, as well as current residence relate to the situation of the world's 7 billion people. What number are you? Visit the population calculator (www.bbc.co.uk/news/world-15391515), plug in your birthday and find out what number you are.

Video: 7 Billion and Counting

To understand a world population of 7 billion, Population Reference Bureau created this short video. Global population trends result from varying levels of population growth and decline among countries. This informative video provides a simple and compelling overview of population trends that have created a world of 7 billion people. www.prb.org

Source:

www.cbc.ca/news/technology/story/2011/10/27/f-population-big-numbers.html

WHERE IS EVERYONE?

MOST POPULOUS COUNTRIES			
2011		2050	
COUNTRY	POPULATION (millions)	COUNTRY	POPULATION (millions)
China	1,346	India	1,692
India	1,241	China	1,313
United States	312	Nigeria	433
Indonesia	238	United States	423
Brazil	197	Pakistan	314
Pakistan	177	Indonesia	309
Nigeria	162	Bangladesh	226
Bangladesh	151	Brazil	223
Russia	143	Ethiopia	174
Japan	128	Philippines	150

COUNTRIES WITH THE YOUNGEST AND OLDEST POPULATIONS, 2011			
YOUNGEST	% AGE < 15	OLDEST	% AGES 65+
Niger	48.9	Japan	23.2
Uganda	48.3	Germany	20.7
Mali	47.6	Italy	20.2
Angola	47.3	Greece	18.9
Zambia	46.5	Sweden	18.5
Burundi	46.3	Portugal	17.9
Congo, De. Rep.	46.0	Bulgaria	17.7
Mozambique	45.3	Austria	17.6
Chad	45.3	Finland	17.5
Burkina Faso	45.2	Latvia	17.4

Source: http://www.prb.org/pdf11/2011population-data-sheet_eng.pdf

1 IN 7 BILLION

National Geographic Magazine produced a one year series to look at the world's population reaching 7 billion. Explore this site to find articles, videos, and other resources that take deep dives into specific issues-demographics, food security, climate change, fertility trends, managing biodiversity- that relate to global population. ngm.nationalgeographic.com/7-billion

Video: 7 Billion: Are You Typical? video.nationalgeographic.com/video/player/the-magazine/the-magazine-latest/ngm-7billion-typical.html

ENGAGING WITH THE WORLD

As a member of a global society students CAN make a difference. Help students engage in learning about the world and participating in the global decisions. Students can take part in service learning and fundraising efforts for a global cause. This involvement not only will raise their awareness of global issues and regions of the world, but it also will help them contribute to making a difference. Here are a few examples of programs for students:



FEATURED RESOURCES



CHAMPS: CHildren Against Mines Program and CHAMPS International

The CHAMPS program is focused on raising mine awareness and supporting mine-affected countries through the sponsorship of mine-detection dogs. Students across the U.S.

are hosting campaigns to raise funds to support a dog or to help purchase prosthetic devices for children affected by land mines all over the world. CHAMPS International is focused on survivors' assistance, encouraging American youth to interact with mine survivors their own age across the world. Students all across North Carolina are raising funds to support a Mine Detection Dog named Tar Heel. To learn about and join this campaign, visit

www.champskids.org/

African Library Project

The African Library Project offers a hands-on activity for students to learn about Africa while contributing to African literacy. U.S. schools run book drives for gently used, unwanted books to meet the specific needs of a school in sub-Saharan Africa. The African Library Project partners with Peace Corps Volunteers and African nationals who provide the space, shelving, staffing, training, and community support for a library.

www.africanlibraryproject.org

Heifer International

Heifer International allows a classroom to purchase livestock or other value-providing animals for a needy community on the other side of the world. The animals that classrooms purchase help communities all over the globe who are facing hunger and poverty. The "Chores for Change" program of Heifer International is a volunteer service program for youth.

www.heifer.org

Hunger Banquet

Hosting an Oxfam hunger banquet at your school will give students a first-hand experience to witness inequalities in income distribution and wealth in the world. Hunger banquet guests are assigned varying roles, which represent different levels of income worldwide. The assigned role determines how much food is given at the dinner. Students will see that not all are equal and many people living in poverty will go hungry. For tips on organizing your own Hunger Banquet go to: www.hungerbanquet.org

Learn and Serve K-12 North Carolina

Developed by the NC Department of Public Instruction, this site gives more information about service-learning in North Carolina including what it is, why do it, and how to start a program. NCDPI administers the federal grant from Learn and Serve America. www.ncpublicschools.org/servicelearning

Learning to Give

Learning to give is a non-profit organization that works to educate youth about philanthropy, the nonprofit and volunteer sector, and the importance of giving their time, talent and treasure for the common good. This site provides curriculum resources for teachers who are engaging students in philanthropy. www.learningtogive.org

Malaria No More

Malaria No More is a non-profit, non-governmental organization with a mission to reduce deaths due to malaria. The site provides ideas for fundraising and engaging students and the community. www.malarianomore.org

National Service-Learning Partnership

This is a national organization dedicated to the promotion of service-learning as a core element of the K-12 curriculum. The site has many resources for getting connected to a service-learning project. www.service-learningpartnership.org

Room to Read

Room to Read seeks to transform the lives of millions of children in developing countries by focusing on literacy and gender equality in education. Working in collaboration with local communities, partner organizations and governments, Room to Read develops literacy skills and a habit of reading among primary school children, and supports girls to complete secondary school with the relevant life skills to succeed in school and beyond. www.roomtoread.org

Roots & Shoots

Roots & Shoots, a program of the Jane Goodall Institute, is a youth-driven, global network of thousands of youth in almost 100 countries. Together, youth of all ages are taking action to improve our world through service learning projects that promote care and concern for animals, the environment, and the human community. www.rootsandshoots.org

7 Billion Actions

Along with the 7 Billion and Me project, the United Nations Population Fund started, [7 Billion Actions](http://www.7billionactions.org/), to inspire change that will make a difference by highlighting positive action by individuals and organizations around the world. Everyone has an opportunity and a responsibility to make a world of 7 billion a better place for all of us. [Share your story](http://www.7billionactions.org/) of how you're making a difference, and inspire others to take action. www.7billionactions.org/

TEACHING POPULATION STUDIES

Facing the Future

Facing the Future offers [curriculum resources](#) on global issues and sustainable solutions, including student textbooks, teacher lesson plans, and thematic units that contain both

lessons and student readings. They also offer [professional development and consulting](#) for preservice and inservice teachers, departments, schools, districts, and states, and [action and](#)

service learning information and opportunities.
www.facingthefuture.org

National Geographic

Get activities, maps, videos, and interactives to help your students understand what it means to their lives and to the world that there are seven billion people on the planet.
education.nationalgeographic.com/education/col-lections/population-7-billion/

Population Connection

Population Connection's Education Program is a national population education program with a strong emphasis on teacher training for educators of grades pre-K through 12. The program has age-appropriate curricula to

complement students' science and social science instruction about human population trends and their impacts on natural resources, environmental quality, and human well-being.
www.populationeducation.org/ and World of 7 Billion Teacher Resources:
www.worldof7billion.org/teacher_resources sponsored by Population Connection.

Population Reference Bureau (PRB)

The Population Reference Bureau informs people around the world about population, health, and the environment and empowers them to use that information to advance the well-being of current and future generations.
www.prb.org/

*Julie Kinnaird
World View
University of North Carolina Chapel Hill*

Constitutional Rights Foundation's Civic Action Project Announces an Anti-Bullying Project

What if the people most affected by bullying – students - were the ones whose solutions were implemented to address the problem? What if school, state, and maybe even national policies were created, strengthened, or better enforced to reduce bullying in our schools, communities, and cyberspace? What if you helped this happen?

Bullying is a widespread and serious problem. It is not a phase children have to go through, it is not "just messing around", and it is not something to grow out of. Bullying can cause serious and lasting harm, and newer means of attacks, such as cyberbullying, mean that many students can be harassed both in and outside the classroom walls. According to the School Bullying Council (2011), statistics suggest that over 280,000 students are attacked in secondary schools monthly. Based on the average of the last five years, approximately 90% of children in grades 4 through 8 have reported incidents of being bullied. Approximately 40% of middle school and high school students do not feel they are safe when attending school. And unfortunately, these numbers continue to rise. ([School Bullying Council, 2011](#))



The Constitutional Rights Foundation's Civic Action Project (CAP) has called upon our nation's youth to help solve this issue. CAP is a free, project-based learning model for civics and government courses. It offers a practicum for high school students in effective and engaged citizenship and uses blended learning to engage students in civic activities both in and out of the traditional U.S. government classroom. By using web-based technology and civics-based instruction and activities, students exercise important 21st century skills in digital literacy, critical thinking, collaboration, self-direction, and learning to be an engaged and effective citizen in a democracy. Students also see how the content of a government course can apply to the real world. As students work through the curriculum, they will identify a problem they want to address and create a Civic Action Project. By taking such civic actions, they practice what real citizens do when they go about trying to solve a real policy-related problem. CAP fulfills best-practices in service-learning with an emphasis on public policy.

CAP recently launched their Anti-Bullying Project, in which students are encouraged to create CAP proposals with bullying as the identified issue. By creating, implementing, and then sharing their own projects to address bullying, the Constitutional Rights Foundation hopes that students will understand and practice their own power in improving this problem. Teachers and students choosing to participate in the project can use CAP's interactive web-based features to share their projects with other CAP participants nationwide, resulting in a crosspollination of ideas, and ultimately, actions to reduce bullying.

For more information about the CAP curriculum and to access the free lesson plans, go to <http://www.crfcap.org/>. For more information about the Anti-Bullying Project in particular, go to <http://www.crfcap.org/mod/resource/view.php?id=139>.

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Exploring Geography in the Elementary Grades through the Window Project

Grade Span

K-5

Standards

National Council for the Social Studies
Teacher Standard

Teachers of the early grades can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment.

*North Carolina Standard Course of Study
Goals*

Competency Goal 5, Kindergarten: The learner will apply basic geographic concepts in real life situations.

Competency Goal 5, First Grade: The learner will express basic geography concepts in real life situations.

Competency Goal 5, Second Grade: The learner will understand the relationship between people and geography in various communities.

Competency Goal 4, Third Grade: The learner will understand the relationship between people and geography in real life situations.

Competency Goal 1, Fourth Grade: The learner will apply the five themes of geography to North Carolina and its people.

Competency Goal 1, Fifth Grade: The learner will apply key geographic concepts to the United States and other countries of North America.

Necessary Materials

- A picture frame 8x10 or larger (recycled frames are great)
- A variety of natural materials, recycled materials, and mixed media including: cork, stone, sand, wood, cardboard, glass, paper, plastic, newsprint, aluminum photographs (or copies of photographs), magazine images, fabric, ribbons, mailings or other paper products with images that you can reuse, packaging/boxes that can be reused (think of packages you see in stores, for food products, etc), hand drawings in watercolor, marker, crayon, colored pencil, ink, charcoal, or lead, decorative paper (wallpaper, wrapping paper), greeting card cut-outs, artifacts (or photocopies of artifacts), and paint.
- Different types of adhesives are needed to attach the materials. Heated glue guns are especially helpful if possible.

Situating and Implementing the Project

Prior to creating the Window Project, learners should have an understanding of the grade level goals related to the five themes of geography, and be able to recognize and describe the geographic concepts specific to their grade level. The geographic concepts can be explored together as a class by collecting photographs (either digital or

print) that clearly represent the five themes and provide a medium for student to identify and discuss these geographic concepts together. Creating a simple slideshow of images to explore as a class is one example of an activity that supports learners' understanding of geography. Additionally, a single photograph often depicts multiple themes. Asking learners to bring in their own photographs is another way to use practical sources to explore geography. Also, trade books are a fantastic way to begin a conversation about geographic concepts. For more information about several specific titles for teaching geography in the elementary grades, contact me.

The Window Project

Across the elementary grades, the Window Project is most useful as a culminating project and assessment of learners' understanding of geography. If the project is completed from start to finish in class, learners will need at least 90 minutes of class time (which can be distributed across several days) to plan the layout of their project and assemble it.

Learners use the various materials and mixed media (and also share their supplies with one another) to create a window scene that depicts the geographic concepts specific to their grade level. For example, in fourth grade, learners would develop a scene that demonstrates all five themes of geography within the context of North Carolina.

The scene should be created on the backboard of the window frame. When the project format is an individual project, learners often share materials with one another and talk within their small groups about ways to demonstrate the concepts or add to the existing view. When the project format is a group project, only one window is needed per group (unless the format choice is to show change over time, in

which multiple, correlated windows would be used to demonstrate change). For group projects, learners should be given additional time for planning their window(s).

When the projects are completed and dry, the thickness of the final projects may not allow for the frame's glass to be held in place. Even without the glass, the frame should be secured on the finished project. Additionally, if time permits (or if learners chose to do so before class) learners may decorate their frame to complement the portrayed scene.

Variations of Implementation

Learners may complete the Window Project individually or as a small group. This project may also be completed outside of class.

1. Kindergarten and First Grade focus on geography concepts and real life. Learners may choose to recreate what they see outside of their own window at home or from another place.
2. Second Grade considers geography as it relates to the community. Learners may create a series of window vistas within the school community or the larger local community. The second grade focus is especially fitting for working on the Window Project in small cooperative groups.
3. Third Grade investigates the relationship between people and geography, including the theme of human interaction. This is an ideal place to highlight human interaction with the environment in the window scene.
4. Fourth Grade explores all five themes of geography, making the Window Project an excellent assessment of learners' understanding of the five themes within North Carolina. Here, learners should

clearly depict all five themes of geography in their picture.

5. Fifth Grade extends the five themes of geography to the national and continental perspective. Here, learners have a plethora of options for illustrating key geographic concepts in their window.

Assessment

Multiple variations of assessing the Window Project are possible.

1. Prepare learners to view the Window Projects in a museum style format, leaving questions for the artists to then answer for the whole group.
2. Learners may complete a scavenger style hunt while viewing the projects through a museum format.
3. learners can present the projects to classmates in small or whole groups, focusing on their favorite aspect of the project.
4. In small groups, learners can create a short narrative paragraph that describes the view.
5. For group projects, learners who worked together can create a narrative that unites the multiple scenes and explains the change that takes place over time.

Additional Information

For more information on the NCSCOS goals, visit:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

To access the NCSS Teaching Standards, visit:

<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

The American Revolution in Indian Country: Crisis and Diversity in Native American Communities

A Review

The American Revolution was a passionate battle of governmental ideologies, ultimately resulting in a brutal war that sided colonist against colonist. However, the thought that the colonials and British were the only people affected by the American Revolution is not only ignorant, but also profoundly untrue. Few historians have ventured to examine the effects of the fighting on the indigenous Indian population. Colin Calloway, in his book *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*, breaks the silence surrounding American Indians during the Revolution. Calloway examines eight different Indian communities, explores how the war divided entire tribes and how it effected the Indians struggle for independence.

The American countryside was inhabited by a vast number of Native American communities, each with its own cultural customs, moral values and ways of life. Calloway, in order to avoid an all-encompassing generalization of the effects of the American Revolution on Indians, instead presents the reader with eight case studies of different tribes. Ultimately, Calloway proposes that one cannot fully comprehend the effects of the Revolution on Indian country without first understanding the history of the Indian communities and the societal changes that resulted from the conflict. Calloway spends ample time discussing the history of each tribe in order to provide the reader with a better perspective of the effects of the American Revolution on the Native Americans. Both armies, in order to gain support for their cause, solicited Native American tribes. The Native American people were fighting not only for the independence of the colonies, but for their own independence as well. Calloway presents the Native Americans involvement in the Revolution as

predominately involuntary. In many cases, neutrality led to destruction, forcing tribes to support one side of the Revolution with the hopes of equal treatment at the conclusion of the fighting. This led to political and cultural divisions within the various tribes, producing a factionalism that collapsed many communities before they were pillaged and burned. The majority of indigenous Americans supported the monarchy, providing scouts and warriors to join the British ranks. Calloway also emphasizes the importance of the destruction of villages on the Native American populations. One common occurrence during the war was the burning of thousands of acres of prime Indian farmland. Although crop burning was primarily done to hinder supplies to the enemy lines, the Native American populations suffered greatly and were thus forced to resort to hunting and gathering. Calloway proposes that the American Revolution had a profoundly negative impact on Native American communities, paving the way for future policy aimed at extinguishing Native American populations. Calloway does well to examine the political changes of the individual communities, providing the reader with a stark dichotomy between the pre and post war Native American ways of life.

Calloway provides a detailed depiction of the intricate political and diplomatic affairs in a conflict that once seemed black-and-white. Many historians discount or refuse to consider the importance of Native American diplomatic relations on the Revolution. The topic is rarely discussed in the modern classroom. However, Native Americans have maintained diplomatic relations with Europeans since their arrivals, but never to the extent that the American Revolution required. After the outbreak of the war, tribes were appealing to congress for provisions and protection, but to little or no avail. The Native American tribes were

forced to choose sides in the Revolution, but being stripped of everything regardless of which side they chose. Calloway does well to examine the importance of Native American diplomacy and continues showing the ultimate effects of forced westward migration. Calloway provides a glimpse into the lives of the common Indian, noting the changes in lifestyles that arose from the American Revolution.

Although Calloway presents a well-supported and articulated argument on the impact of the changing political structures of the tribes, he spends little time on the treatment of the Indians while in the military. A study of the treatment of the Indian soldiers in the armies, and the effect of new weaponry, such as the musket, on Indian warfare could have added to the discussion of post war changes in the Indian communities. In addition, the constant changing of tribes, although well organized by chapter, made the information difficult to

comprehend. The location and geographic features discussed requires the reader to constantly refer to the maps provided in order to fully understand the movements of certain Indian communities. The book, however, is a well-organized and well-articulated presentation of the effects of the American Revolution on the Native American communities.

Calloway, through his examination of the eight different Indian communities, is successful in supporting his thesis that the American Revolution played a vital role in the lives of Native Americans. He presents a well-argued and well-supported account of a once neglected and forgotten history. Calloway's work is groundbreaking in its depiction of Native Americans during the Revolution. Colin Calloway successfully shined light on the forgotten history of Native Americans during the revolutionary era, portraying the long-term effects of the fighting on their communities and lifestyles.

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Cleveland County*

A Few Resources to Share: Historiography and Concept-Based Instruction

Many high school social studies teachers have noticed that the new essential standards focus a great deal on historiography. Standard 1 for the required World History, American History 1, and American History 2 courses all focus on analyzing primary sources and other forms of historical thinking. World History and American History teachers may, consequently, be interested in reviewing the Library of Congress (<http://www.loc.gov/teachers/usingprimarysources/>) and George Mason University's *History Matters* sites (<http://historymatters.gmu.edu/browse/makesense/>). These sites are both oriented toward United States History. World History teachers are, however, also encouraged to review the guides and materials both sites present to help students learn how historians analyze the past.

*Chris Monte
Granville County Schools*

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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