

Ohio Social Studies Signal

May 2016

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OHIO COUNCIL FOR THE SOCIAL STUDIES IS ACCEPTING SESSION PROPOSALS AND AWARD NOMINATIONS FOR FALL CONFERENCE.

The Ohio Council for the Social Studies 60th Annual Conference will be held Sept. 25-26 at the Embassy Suites in Dublin, Ohio. The theme of this year's conference is *Celebrating and Elevating Ohio Social Studies: Embracing the Active Citizen*. The council is now accepting session proposals and award nominations for the fall conference. Click here (<https://ocss.org/conferences/annual-ocss-conference/>) for more information on the conference, to submit a proposal or nominate someone for an award.

FINANCIAL LITERACY TRAINING OFFERED

Ohio JumpStart is hosting a fully sponsored teacher training conference for educators who teach dedicated stand-alone courses in financial literacy (personal finance). The conference will be held Aug. 3-5 in Columbus. Thanks to the generosity of its partners (<http://ohiojstta2016.weebly.com/event-partners.html>), breakfast, lunch, snacks, lodging (if required) and conference materials are free for attendees. The coursework (<http://www.jumpstart.org/>) was developed by JumpStart National (<http://www.jumpstart.org/home.html>) and focuses on delivering personal finance content. It closely aligns with Ohio's Financial Literacy Academic Content Standards (http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Financial-Literacy/FinancialLiteracyStandards_HighSchool.pdf.aspx) and the recently adopted Financial Literacy Model Curriculum (<http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Financial-Literacy/FINAL-Financial-Literacy-MC-2-16.pdf.aspx>).

Training will be delivered by leading financial literacy experts (<http://ohiojstta2016.weebly.com/about-us.html>). College credit and/or certificates for contact hour options will be available. A \$100 registration fee is required with applications, and is fully refunded upon completion of the conference. Space is limited and will be awarded on a first come, first served basis. Participants are required to complete pre-work and a post-conference correlation research study managed by the University of Cincinnati ECER. Attendees also will receive a \$150-\$200 prepaid card after meeting the research requirements. Click here (<http://ohiojstta2016.weebly.com/>) for the application and further information. Please visit ohiojstta2016.weebly.com/ (<http://ohiojstta2016.weebly.com/>) for further details and application information.

SUBMIT A LESSON FOR THE 2017 NCSS BULLETIN

Dr. Brad Maguth, University of Akron, and Gloria Wu, Toledo Public Schools, are looking for teachers to submit lessons for the 2017 National Council for the Social Studies *Bulletin*. The title is "Global Learning with the C3 Framework in the K-12 Social Studies Classroom." This *Bulletin*, brings together a diverse array of educators to showcase lessons, activities, and instructional strategies that advance inquiry oriented global learning. All published lesson must directly align to the College, Career, and Civic Life (C3) Framework. It will showcase ways in which an inquiry oriented approach to global learning can seamlessly be interwoven into the disciplines of history, economics, geography, civics, psychology, sociology or anthropology. Drawing from scholarship in social studies and global education, the publication will provide research-based instructional materials, resources, and strategies, all aligned to the C3 Framework, for use by teachers, teacher educators, pre-service teachers, curricular specialists, and professional development supervisors looking for global learning instructional tools. Click here (<https://docs.google.com/forms/d/1YhgwNDMTreh-plb1opWi0nyrg9a02fyMRqDtC6jLns4/viewform>) to learn more about this project or to submit a lesson plan idea for review.

GEORGE WASHINGTON TEACHER INSTITUTE FALL RESIDENTIAL PROGRAMS

The George Washington Teacher Institute Fall Residential Programs are 4-day immersive professional development experiences designed to support K-12 educators who teach about the life, leadership, and legacy of George Washington and the 18th-century world in which he lived. The 2016 fall residential programs will highlight the founding of the U.S. government with Dr. Denver Brunsman from the George Washington University from Oct. 27-30, and George Washington at War with Dr. Christopher Pearl of Lycoming College from Nov. 10-13. Click here (<http://www.mountvernon.org/education/for-teachers/teaching-institutes-professional-development/residential-programs/fall-residential-programs/>) for additional details, including the online application. **Application deadline is May 16.**

C3 TEACHERS INQUIRY CHALLENGE IS OPEN

Submissions are now being accepted for the **C3 Teachers Inquiry Challenge**. The purpose of the challenge is to support and reward social studies educators using the Inquiry Design Model. This challenge is co-sponsored by C3 Teachers and the Social Studies Assessment, Curriculum, and Instruction (SSACI) Collaborative, which is part of the Council of Chief State School Officers.

The groups will award five \$500 Inquiry Design Model Grand Challenge Awards and five \$200 Inquiry Design Model Awards of Merit. **Submissions are due by June 1** and winners will be announced by July 1. A complete inquiry must address all components of the Inquiry Design Model Blueprint. Inquiries will be submitted through the *Inquiry Design Model Blueprint Generator*TM (<http://www.c3teachers.org/generator/>). Entries may be submitted individually or as educator teams. Winning inquiries will be published on C3 Teachers and shared using a creative commons license with teachers across the U.S. and world. Click here (<http://www.c3teachers.org/inquiry-challenge/>) to register. After registering, teachers can visit the *Inquiry Design Model Blueprint Generator*TM (<http://www.c3teachers.org/generator/>) Web page to get started.

SECOND ANNUAL IDM SUMMER INSTITUTE OFFERED

The Inquiry Design Model (IDM) Summer Institute sponsored by C3 Teachers and the University of Kentucky will feature hands-on opportunities for teachers to develop materials for use in their classrooms and to join a larger community of educators who share an interest in invigorating their classrooms through inquiry teaching and learning. The institute will feature the Inquiry Design Model, a unique approach to creating curriculum and instructional materials while relying on teacher expertise and experience.

At the institute, participants will develop a *blueprint* that begins with a compelling question and moves to the elements necessary to support students as they address that question in a thoughtful and informed fashion. Sessions are designed to actively engage participants in the construction of an inquiry by focusing on its key elements: questions, tasks, and sources. In doing so, participants will understand the conceptual foundations of inquiry and how to create additional materials on content topics that resonate with their students. It will take place June 27-29. Click here (<http://www.c3teachers.org/institute/>) for more information.

THE CENTER FOR HOLOCAUST AND HUMANITY EDUCATION OFFERS GRADUATE COURSE

The Center for Holocaust and Humanity Education in partnership with Xavier University presents *The Roma and Sam Kaltman Holocaust Studies for Educators* graduate level course. This week-long course is dedicated to equipping educators with the tools and resources to effectively teach about the Holocaust and its lessons. The course provides 34 contact hours or an optional two hours of graduate-level credit for an additional fee. The Roma and Sam Kaltman Holocaust Studies for Educators features:

Presentations by experts on Holocaust education, tolerance education, and religious studies;

Local educators sharing creative and exciting resources and strategies;

Engaging dialogue with survivors of the Holocaust and other eyewitnesses;

Course content applicable to Ohio, Kentucky, and Indiana learning standards;

Participants receiving *Echoes and Reflections* multimedia curriculum and interdisciplinary resources.

It will be held June 20-24 at The Center for Holocaust and Humanity Education in Cincinnati. **Registration deadline is May 29.** Click here

(<http://www.holocaustandhumanity.org/programs/holocaust-studies-for-educators/>) for registration materials. For more information, contact Alexis S. Morrisroe, director of Educational Outreach at (513) 487-3055 or astorch@holocaustandhumanity.org (<mailto:astorch@holocaustandhumanity.org>).

26th Annual Law & Citizenship Conference Proposals

The Ohio Center for Law-Related Education is now accepting proposals from interested presenters for the 2016 Law & Citizenship Conference, held Sept. 18- 19 at the Crowne Plaza Columbus in Dublin. This year's conference theme is "Democracy in Action" and will focus on teaching students about elections and the democratic process. Accepted presenters will receive one free day of registration for the conference. Click here

(<file:///C:/Users/tiffany.lincoln/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/IWBZMIFM/26th%20Annual%20Law%20&%20Citizenship%20Conference%20Proposals>) proposal application form or contact Ryan Suskey at rsuskey@ocle.org (<mailto:rsuskey@ocle.org>) or (614) 485-3506.

PROFESSIONAL DEVELOPMENT OFFERED FOR GOVERNMENT TEACHERS

Government teachers participating in the Ohio Center for Law-Related Education's *We the People James Madison Legacy Project* can gain valuable professional development on the United States Constitution, authentic assessments in the government classroom, and incorporating primary source documents into the classroom. Grant funds allow participants to be a part of a five-day summer institute, immersing them in content and pedagogy. Follow up professional development during the school year will continue the learning process. Click here (<http://www.ocle.org/we-people-james-madison-legacy-project>) for more information, including an application form, or contact Tim Kalgreen at tkalgreen@ocle.org (<mailto:tkalgreen@ocle.org>) or (614) 485-3515).

OCLE SEEKS TEACHERS TO HELP WRITE MIDDLE SCHOOL MOCK TRIAL CASES

The Ohio Center for Law-Related Education is creating a new case for its Middle School Mock Trial program, and is looking for teachers to be a part of the case writing committee. Teachers should have a basic understanding of the legal process and the state standards for grades 6-8 for English/language arts and social studies. Interested teachers should contact Tim Kalgreen tkalgreen@ocle.org (<mailto:tkalgreen@ocle.org>) or (614) 485-3515).

MOCK TRIAL PIN DESIGN

The Ohio Center for Law-Related Education is now accepting submissions for the 2017 Ohio Mock Trial pin design. Ohio students in grades 6-12 may send the center their designs for the student pin, which will be distributed to more than 3,500 students annually. Designs must incorporate the words "2017 Ohio Mock Trial," "OCLE" and use the colors in the center's logo (red and blue) with other colors, if desired. Colors must be solid block, no gradients. Submissions will be accepted by postal mail or e-mail to csmith@ocle.org (<mailto:csmith@ocle.org>). Click here (<http://www.ocle.org/programs/HSMT>) for more information.

HIGH SCHOOL MOOT COURT OBSERVERS

Interested observers are invited to join the Ohio Center for Law-Related Education for the third annual Ohio Moot Court Competition on May 20. As 2016 marks the 50th anniversary of the *Miranda v. Arizona* decision, judges will evaluate students' oral arguments about what *Miranda* means today, and how the decision translates to juveniles. The morning rounds will be at the Capital University of Law from 8:30 a.m.-noon and the afternoon rounds will be at the Supreme Court of Ohio from 12:30 to 4 p.m. The final round will take place at 4:15 p.m. For questions or interest in observing the program, contact Caitlyn Smith at csmith@ocle.org (<mailto:csmith@ocle.org>) or (614) 485-3507.

TEXT, TALK, VOTE PROGRAM

The National Institute for Civil Discourse is looking for Ohio teachers of senior students to pilot a new *Text, Talk, Vote* program. The program is a text message guided discussion that engages students in conversations about political candidates, the electoral process, and issues in politics. Interested teachers should contact Georgia Hollister Isman at georgia.hollister.isman@gmail.com (<mailto:georgia.hollister.isman@gmail.com>).

GLOBAL EXPLORATION FOR EDUCATORS ORGANIZATION OFFERS TRAVEL PROGRAMS FOR TEACHERS

Travel the world, earn professional development credit, and bring global understanding into your classroom. Founded in 2007, Global Exploration for Educators Organization is a 501c3 nonprofit organization that has sent more than 1300 teachers abroad on adventurous travel programs. Educators can earn professional development credits while seeing the world. The trips are seven to 21 days and are designed and discounted to be interesting and affordable for teachers. In addition to amazing tour leaders, many of the programs are accompanied by university faculty that are experts on the destination. Teachers are provided with educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators, administrators, and retired educators, as well as educators' guests.

Here are the travel programs for 2016: Bali/Lombok, Bangkok to Hanoi, China, Costa Rica, Eastern Europe, The Galapagos Islands, Greece, Iceland, India/Nepal, Southern India, Ireland, Israel, Italy, Jamaica, Morocco, Myanmar (Burma), Peruvian Amazon, Peruvian Andes, Portugal/Spain, Heart of the Silk Road, Southern Africa, Sri Lanka, Turkey, Vietnam/Cambodia, Western Balkans, Israel (Spring Break), Moorish Spain (Spring Break), and Morocco (Spring Break).

The **registration deadline is June 1**, but space is limited and many programs will be full well before the deadline. Click here (<http://www.geeo.org/>) for detailed information about each trip, including itineraries, costs, and travel dates. The Global Exploration for the Educators Organization can be reached seven days a week, toll-free at 1-(877) 600-0105 between 9 a.m.-9 p.m.

NATIONAL ENDOWMENT FOR THE HUMANITIES OFFERS SUMMER TEACHER WORKSHOP

The National Endowment for the Humanities *Landmarks in American History and Culture Workshop for Teachers* entitled "Graffiti Houses: The Civil War from the Perspective of Individual Soldiers," will be offered in two sessions: Session 1: June 26-July 1; and Session 2: July 31-Aug. 5. Participants will learn how to use the history of ordinary individuals to personalize the history of the Civil War and make it powerful to students. They will explore the Civil War through the lives of soldiers who left their mark in Northern Virginia landmarks now known as "Civil War Graffiti Houses." During the week, participants will:

Visit Blenheim House, Ben Lomond Historic Site, and Graffiti House (Brandy Station), as well as the cemeteries, monuments, and battlefields of Gettysburg;

Research the life of one graffiti soldier at the National Archives;

Learn from leading scholars in the fields of Civil War history and digital history;

Participate in hands-on workshops in photography, digital mapping, and online exhibit building; and

Develop strategies to bring these experiences back to the classroom.

Click here (<http://graffitisoldiers.org/>) for more information.

FACING HISTORY OFFERS SUMMER WORKSHOPS AND SEMINARS

A New Approach to Teaching To Kill a Mockingbird: This workshop introduces *Facing History's* new resource and incorporates civic education, ethical reflection, and historical context into a literary exploration of Harper Lee's beloved novel. The workshop offers a unique approach that integrates multimedia, historical sources, and literacy strategies that deepen students' understanding of the novel and illuminate fundamental questions of human behavior. It will be held June 13-14 at the Rocky River Board of Education, Rocky River, Ohio. Click here (<https://www.facinghistory.org/calendar/wq2016clv2-new-approach-teaching-kill-mockingbird>) for more information.

Race and Membership in American History: The Eugenics Movement: In the early 1900s, many people believed that eugenics, or "race science," was a progressive solution to social problems. Followers of eugenics argued that protecting "racial purity" was essential in creating a healthy nation. In the United States and around the world, eugenics had a profound impact on educational and public policies. This seminar will use *Facing History's* resource book *Race and Membership in American History: The Eugenics Movement* to explore how Americans defined citizenship and membership in the early part of the 20th century and the echoes and legacies of this movement today. It combines online and face-to-face learning and will begin online June 17-27 and meet in-person June 28-29 at the Education Service Center of Cuyahoga county, 6393 Oak Tree Blvd., Independence, Ohio. **Participants must attend both online and face-to-face sessions.** Click here (<https://www.facinghistory.org/calendar/s2016clv2-race-and-membership-american-history>) for more information.

Holocaust and Human Behavior: How is history shaped by hatred, indifference, and denial, as well as by caring, compassion, and responsibility? Using *Facing History's* interdisciplinary approach to citizenship education, participants will examine the range of choices that led to the failure of democracy in Germany and ultimately to the persecution of millions of Jews and other targeted groups. The seminar will move from thought to judgment to participation as participants confront the moral questions inherent in a study of violence, racism, anti-semitism and bigotry. This seminar combines online and face-to-face learning. It will begin online July 25-31 and meet in-person Aug. 1-3 at John Carroll University, University Heights, Ohio. **Participants must attend both online and face-to-face sessions.** Click here (<https://www.facinghistory.org/calendar/s2016clv3-holocaust-and-human-behavior>) for more information.

RESOURCES

ProCon: The Leading source for Pros and cons on Controversial Issues

[procon.org](http://www.procon.org/) (<http://www.procon.org/>)

Conflict Resolution Education Connection

[creducation.org/cre/teachers/](http://www.creducation.org/cre/teachers/) (<http://www.creducation.org/cre/teachers/>)

The National History Education Clearinghouse

teachinghistory.org/teaching-materials (<http://teachinghistory.org/teaching-materials>)

Internet Modern History Sourcebook

legacy.fordham.edu/halsall/mod/modsbook.asp (<http://legacy.fordham.edu/halsall/mod/modsbook.asp>)

Finding World History

chnm.gmu.edu/worldhistorysources/whmfinding.php (<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>)

Ten Pictographic Organizers for Historical Thinking Skills

[21socialstudies.com/blog/10-pictographic-organizers-for-historical-thinking-skills-help-yourself-to-the-png-files](http://www.21socialstudies.com/blog/10-pictographic-organizers-for-historical-thinking-skills-help-yourself-to-the-png-files) (<http://www.21socialstudies.com/blog/10-pictographic-organizers-for-historical-thinking-skills-help-yourself-to-the-png-files>)

SEND COMMENTS/QUESTIONS TO:

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