



# MDCSS CHRONICLE

## 22<sup>nd</sup> Annual Fall Conference: Choices

*Focus will be on strategies, content, assessment, and literacy in social studies*

On October 17, 2008, hundreds of social studies educators from across the state will converge upon G. James Gholson Middle School in Prince George's County to participate in the 22<sup>nd</sup> Annual MDCSS Fall Conference. The theme of this year's conference, "Choices," will be explored through a keynote address and breakout sessions that will appeal to those who teach kindergarten through those who teach at the post secondary level.

The keynote speaker will be historian and author Dr. Kate Clifford Larson. Dr. Larson will discuss the research that went into her latest book, *The Assassin's Accomplice: Mary Surratt and the Plot to Kill Abraham Lincoln*. Based on long-lost interviews, confessions, and court testimony, the book explores how Surratt, a Confederate sympathizer, defied nineteenth-century norms of femininity, piety, and motherhood. Set against the backdrop of the Civil War, *The Assassin's Accomplice* tells the intricate story of the Lincoln conspiracy through the eyes of its only female participant.



In addition to the keynote address, there will be three workshop sessions during which conference attendees can choose among a wide range of topics including ways of incorporating reading and writing into social studies, using primary sources with students, and increasing student achievement on social studies assessments. Of particular interest in this election year are workshops on the history of voting rights in Maryland, civic responsibility, and helping students to understand representative democracy.

The conference also features an exhibit area where educators can see the latest products and services from vendors and non profit organizations, door prizes, and lunch for the first 250 registrants. Whether a pre service teacher or a 20 year veteran; a first grade teacher or an AP teacher; an American history teacher or an economics teacher the 22<sup>nd</sup> Annual MDCSS Fall Conference will appeal to all social studies educators in the state of Maryland. Register for the conference using the form on page 7.

## MDCSS to Honor Educators at Annual Fall Conference

*Members asked to nominate outstanding Maryland social studies educators*

The Maryland Council for the Social Studies will honor its 2008 Educator of the Year during the Annual Fall Conference to be held on October 17 in Prince George's County. Council members are encouraged to nominate outstanding social studies educators to receive this recognition.

The nominee must be a past or present educator who has made a contribution to social studies in a Maryland educational system. The nominee shall have contributed outstanding service to social studies programs in the state and exhibited outstanding professional qualities in working with students, colleagues, and the community. Awards may be given to elementary, middle, or high school teachers, or to other social studies professionals. Use the form on pages 8 and 9 to nominate an outstanding social studies educator.



## Map the Vote to Rock the Vote

### *Electoral maps in the digital age*

By Todd W. Kenreich, Associate Professor of Secondary Education, Towson University

With the 2008 presidential election around the corner, new geographic tools are providing a dynamic view of the spatial patterns and processes that shape our electorate. The major presidential campaigns know that their strategy must involve data-driven decision-making. For a national campaign, the amount of data about voters and their preferences is vast and overwhelming. There is Census data from more than 3,000 counties and extensive public opinion data from leading pollsters like the Gallup Organization. To make better sense of the data, campaigns use Geographic Information Systems (GIS) and other mapping software to collect, manipulate, and visualize the data.

Increasingly, a smart campaign strategy uses geography to make informed decisions about where to allocate scarce resources like money and staff. No campaign can afford to heavily advertise nationwide. Instead, campaign advisors are studying maps of the 2004 and 2006 elections to pinpoint key battleground states for 2008. Thanks to the “winner-take-all” principle in our Electoral College, presidential campaigns place considerable energy on so-called swing states like Ohio and Missouri. In the end, winning a state may require focusing only on key demographic groups. While geography will not determine the winner, it can help a campaign make strategic decisions about where to invest their greatest resources between now and Election Day.

If you are having trouble imagining how the upcoming election will play out, there is a good reason—actually many reasons. According to statisticians at [270towin.com](http://270towin.com), there are 2.25 quadrillion (or  $2^{51}$ ) patterns of blue and red for the United States electoral map if we assume that each state and the District of Columbia awards its electoral votes to the Republican or Democratic candidate. Yet, for a political geographer, the dualistic “Red State/Blue State” view of the United States quickly gives way to a complex mosaic with many hues. Princeton Professor Vanderbei created his *Purple America* political maps that display many regions as purple where neither red nor blue dominates the political landscape, and *The Christian Science Monitor* has developed a political map that identifies eleven types of communities throughout the United States and displays their geographic distribution.

What follows is a brief annotated list of web resources for teachers and students. With our help, students can visualize historical and recent electoral data through online mapping tools.

#### **270 to Win** [www.270towin.com/](http://www.270towin.com/)

This non-partisan site contains electoral maps of the results for *every* presidential election in U.S. History. Also of interest is the opportunity to use the map to chart a strategy for winning the 2008 presidential race. Students can develop a response to the following scenario: You work as a highly paid campaign consultant. What strategy would you recommend to Sen. McCain (R) or Sen. Obama (D) to win the presidency in 2008? How do maps shape the strategy? What clues do the results of the 2004 and 2006 elections provide? Which swing states should your campaign aggressively pursue? Which states should your campaign largely overlook? Why? Provide reasons for your strategy.

#### **Campaign Finance** [elections.nytimes.com/2008/president/campaign-finance/map.html](http://elections.nytimes.com/2008/president/campaign-finance/map.html)

Part of the larger *The New York Times* coverage of the 2008 election, this page provides a powerful map of the money trail. Compare the maps of campaign contributions to Senator McCain and Senator Obama. How much has been raised and where? What do these maps tell us about each candidate's base of financial support?

(Continued on Page 3)



(Continued from Page 2)

**Real Clear Politics.com** [http://www.realclearpolitics.com/epolls/maps/obama\\_vs\\_mccain/?map=1](http://www.realclearpolitics.com/epolls/maps/obama_vs_mccain/?map=1)

How close is the presidential race? Where are the candidates leading and lagging? This page clearly and concisely lists detailed, up-to-date polling data for McCain and Obama in *all* states.

**Patchwork Nation Map** <http://www.csmonitor.com/patchworknation/>

Chinni, D., & Gimpel, J. (2008). Patchwork Nation Map. Boston: Christian Science Monitor.

Funded in part by the non-profit Knight Foundation, this mapping project identifies 11 community profiles throughout the United States: Monied 'Burbs, Minority Central, Evangelical Epicenters, Tractor Country, Campus and Careers, Immigration Nation, Industrial Metropolis, Boom Towns, Service Worker Centers, Emptying Nests, and Military Bastions. Use these questions to guide discussion: What does this map tell us about voters in the United States? Which of the 11 community profiles is a growing voting block? Which community is a shrinking voting block? What profile best describes our local community? Why?

**Political Maps: Mapping Election Results and Political Trends** <http://politicalmaps.org/>

This hyperlinked site offers a wide array of electoral maps at the state and national level.

**Purple America** <http://www.princeton.edu/~rvdb/JAVA/elections/Multiyear3.gif>

Vanderbei, R. J. (2008). *Purple America: The changing colors of America, 1960-2004*. Princeton, NJ: Princeton University.

Using county-level data, Professor Vanderbei displays electoral maps of all presidential races since 1960. What regions of the United States are more Republican and what regions are more Democratic? What do these maps say about the divisions between red states (Republican) and blue states (Democrat)?



Welcome to Election Year 2008! As part of the Pearson Social Studies products, a **free Online Election Kit** is now available. This online resource contains four color posters that you can download and a Teacher's Guide full of ideas and resource sheets. With the Online Election Kit, you can help your students follow the 2008 election.

**May the best candidate win!**

[www.pearschool.com/electionkit](http://www.pearschool.com/electionkit)



## What We Owe Our Young People

*By Lee Hamilton, Director of the Center on Congress at Indiana University*

You cannot step into an American community today without finding a lively conversation about educating our children. How to boost math and science learning, whether our schoolchildren are reading and writing enough, what constitutes a “quality” education — all of this figures in the national schooling debate and its thousands of local echoes.

Yet with all respect, I believe this debate is missing a fundamental piece: a recognition that a well-rounded education includes the civic virtues. We owe our young people not just a solid grounding in math, science, English and a foreign language, but also an education in democratic citizenship, because in all too many places they're not getting it. Too many youth lack a basic understanding of our representative democracy, and we reap the sour fruit of this in many Americans' disengagement and lost opportunities to contribute to our society.

What would a decent civic education look like? It begins, I think, with a robust account of the American story: the full, unvarnished history of our successes and failures, our ideals and the human flaws that jeopardize them, our progress over the centuries and the detours we've taken along the way. That is the best way to learn how crucial the involvement of ordinary citizens has been in setting the course of our history. It is also the best way to gain an appreciation for how deeply experimental our system remains, with basic questions about the use and allocation of power that were present at the beginning still in play.

Indeed, understanding that we continue to evolve as a nation, I'm convinced, is the strongest spur not just to participating in local and national civic life, but to appreciating the skills democracy imposes on us: consensus-building, compromise, civility, and rational discourse. The only way to learn them intimately, of course, is through experience: the hard but rewarding work of face-to-face engagement with political leaders and our fellow citizens. But learning how crucial they are to making our system work, both in the trenches and at every level of government — that is something our schools can teach.

So, too, we need to teach that citizenship carries with it certain responsibilities: staying informed, volunteering, speaking out, asking questions, writing letters, signing petitions, joining organizations, finding common ground on contentious issues, working in ways small and large to improve our neighborhoods and communities and to enrich the quality of life for all citizens.

Civic education can help young people feel a part of something larger than themselves by connecting them to the splendid traditions of American democratic involvement, and by showing them how to make the most of their talents to leave their communities better places than they found them.

Withholding civic education, on the other hand, means denying the people who will build our future the means to help them do so. The 21st century is bringing with it some very tough challenges: terrorism; nuclear proliferation; declining energy resources; global warming; a rapidly changing economy; competition from China, India, and nations still emerging as global players; immigration; new diseases; fundamental questions of governance. Our young people cannot hope to be successful in confronting those challenges if they have no idea how to get along together in an open and democratic society.

(Continued on Page 5)



(Continued from Page 4)

In the end, then, a good civic education has to include not just history and the skills demanded by democracy, but the qualities that undergird collaboration and engagement:

- mutual respect, so that results of lasting consequence can be achieved;
- tolerance, so that our citizens know how to navigate a diverse world and to value differences rather than fear them;
- deliberation and consultation, so that open debate can lead us to consensus rather than conflict;
- empathy, so that we can understand the worries and motivations of others;
- civility, so that we can disagree and still find common ground;
- humility, so that we keep in mind that we might be wrong and are open to learning from others;
- honesty, so that our common deliberations are open and straightforward;
- and resolve, so that we can overcome setbacks and surmount challenges.

These are not matters for classroom education alone, of course. For the most important quality a democracy must possess is the ability to transmit its needs and values through the experience of participating in it. Our families, our communities, our political system as a whole — all serve as teachers.

We adults have been given the great opportunity of political freedom, and we have a heavy obligation to pass on the knowledge of where it came from and how to sustain it. But teaching our civic virtues has to start somewhere, and I would argue that a key place is in our schools.

*Lee Hamilton was a member of the U.S. House of Representatives for 34 years.*

## SAVE THE DATES!

### NOVEMBER

SU	M	T	W	TH	F	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	National Council for the Social Studies					

## HOUSTON CONFERENCE



## Integrate the Arts into your Social Studies Curriculum with the Walters Art Museum

Are you looking for ways to integrate the arts into your social studies curriculum? The Walters Art Museum has just launched the third module of their interdisciplinary K-12 educational website which will help you with this challenge!

**Integrating the Arts: Mummies, Manuscripts, and Madonnas** is a website designed for middle school teachers and students, but is adaptable to all ages and grades. The resource was designed to allow you to use selected Walters' art objects in mathematics, language arts, science, and social studies instruction. Visit the website at [www.thewalters.org](http://www.thewalters.org) and choose Education then choose Interactive Media

The first installment, which launched in 2006, featured medieval works of art. The second installment, focusing on the ancient world, launched in 2007. The third module, launching this fall, highlights the Renaissance. Walters Art Museum has received a generous grant to proceed with developing a module focusing on Asian art to be launched in the 2009-2010 academic year.

The activities featured on this site are perfect for classroom use or to foster a home-school connection. For example, if you are teaching a lesson using primary sources as evidence, you can log onto the site and participate in "A Proverbial Game." Students are challenged to use their reasoning to match the illustrations from a manuscript of proverbs to the text that accompanies the pictures. Another activity asks students to act as an art historian and use critical thinking and sequencing skills to reassemble an altarpiece of the life of Saint Sebastian. Before they can reassemble the altarpiece, they have to travel virtually around the world to find the missing parts of the altar. The deductions made by the students are then compared to those of an expert art historian.

Other features of the site include two videos, medieval manuscripts that you can view page-by-page, and an opportunity to restore ancient works of art back to their original color using chemistry skills. Additionally, teachers and students can find printable lesson plans that relate to math, science, language arts, and social studies.

*Integrating the Arts* is the result of collaboration with teachers and administrators from the State of Maryland who worked with the Walters Art Museum to select the images and content found on the site. Educational experts helped assure the information presented is relevant to the curriculum and adheres to the Maryland State Standards.

The Walters Art Museum will hold two professional development workshops focused on this website. *Revive, Contemplate, and Integrate* is a four-part workshop for arts, language arts, social studies, math, and science teachers focusing on collaboration between interdisciplinary pairs of teachers as they develop arts integrated lessons based on objects from the Walters. A one day workshop focused on arts integration and how to use the website will be held in November. For more information on these professional development opportunities, visit [www.thewalters.org](http://www.thewalters.org) and click on Teacher Professional Development or contact [akodeck@thewalters.org](mailto:akodeck@thewalters.org) for more information.



## NCSS Summer Leadership Institute

### *Delegates from state councils gather for training*

by Richard Bernhard

The 2008 NCSS Summer Leadership Institute took place at the Liaison Capitol Hill Hotel in Washington, DC from July 16-19. 80 delegates (one of the largest groups in recent years) attended from 33 state and seven other organizations. After a brief presentation on the Partnership for Twenty-First Century Skills Social Studies Map, the main speaker for the opening evening, Joel Westheimer, discussed the importance of renewing civic education.

At the start of the second day, NCSS staff guided the participants from the Hotel to the Rayburn House Building along a scenic route that included the Capitol Building and the Supreme Court Building. At the Rayburn delegates were briefed on making the best use of congressional meetings by Washington Partners, LLC, as well as by Representatives Betty McCollum and Tim Walz of Minnesota and Harry Mitchell of Arizona, former social studies teachers all. Afterwards, the delegates met with their state's representatives and senators.

Friday's programs began with an exploration of the National History Education Clearinghouse, an on-line resource that connects educators with thousands of American History resources. NCSS President Michael Yell demonstrated an exciting lesson that he uses as a middle school teacher in Wisconsin. Using information on the famous "Iceman," students draw historic inferences. Paula Fraser of Washington State talked about the importance of critical thinking.

Joel Packer, Director of Educational Policy and Practice for the National Education Association talked about the importance of altering No Child Left Behind to better meet its goals, including reflecting the importance of social studies. At the roundtable sessions, Keith George discussed rejuvenating councils, talking about the experiences of the Social Studies Council of Alabama. Terry Trimble of the Florida Council of the Social Studies talked about membership recruitment and retention.

On the final day, Terry Cherry and Tina Heafner led delegates in a workshop on the resolution process. After examining samples of well-written and poorly-written resolutions, attendees developed several resolutions to be presented to the House of Delegates at the National Conference in Houston in November. If passed there, the resolutions will go before the NCSS Executive Board for final approval.

## Calling All Leaders

### *Become involved in your state social studies council*

The Maryland Council for the Social Studies will hold elections for officers later this fall. All members are encouraged to become involved in the Executive Board, share ideas, and help guide the future of MDCSS. Elections will be held for the offices of president, president elect, vice president, membership secretary, and members-at-large. If you are interested in running for one of these offices please contact Amy Rosenkrans at [ARosenkrans@bcps.k12.md.us](mailto:ARosenkrans@bcps.k12.md.us) for more information. Make sure your voice is heard: join the MDCSS Executive Board!

# MARYLAND COUNCIL FOR THE SOCIAL STUDIES ANNUAL FALL CONFERENCE



22<sup>nd</sup> Annual Fall Conference – October 17, 2008

G. James Gholson Middle School  
Prince George's County, Maryland

FALL 2008

## CONFERENCE REGISTRATION FORM

Please complete one registration form per individual. Please print or type.

Name \_\_\_\_\_

Primary Phone \_\_\_\_\_ Secondary Phone \_\_\_\_\_

email (required) \_\_\_\_\_ MDCSS Membership Number \_\_\_\_\_

School System \_\_\_\_\_

School/Office \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

The conference fee includes \$10 membership in MDCSS for the 2008-2009 school year, materials, and luncheon at the conference for the first 250 registrants.

### MDCSS Members:

Conference Fee (Early Registration- Postmarked on or before 10/9/08)	\$25
Conference Fee (Postmarked after 10/9/08)	\$30
Conference Fee (Walk-in Registration)	\$35

### Full Time Students:

Conference Fee & Membership – (Postmarked on or before 10/9/08)	\$20
Conference Fee & Membership – (Postmarked after 10/9/08)	\$25
Conference Fee & Membership	\$30

### Non-MDCSS Members:

Conference Fee & Membership (Postmarked on or before 10/9/08)	\$35
Conference Fee & Membership (Postmarked after 10/9/08)	\$40
Conference Fee & Membership (Walk-in)	\$45

Make your check payable to MDCSS. Your cancelled check serves as your conference confirmation.

Send form and payment to:

MD Council on Economic Education – C/O Dan Pierce  
98 Crosswind Drive  
Shrewsbury, PA 17361

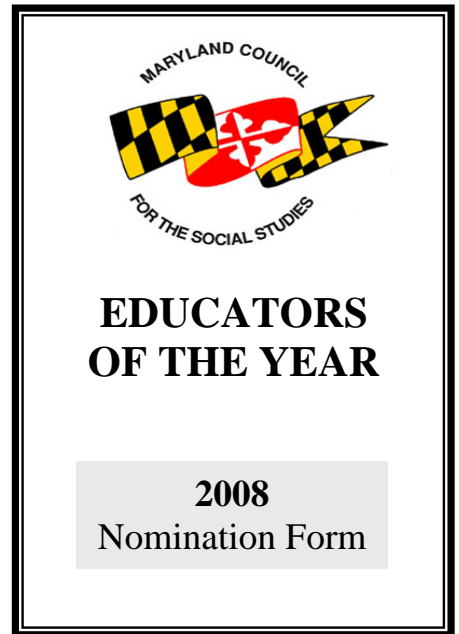
# Maryland Council for the Social Studies

**Eligibility for Consideration** – The nominee must be a past or present Educator who has made a contribution to social studies in a Maryland educational system and must not have previously received this Award.

**Criteria for Recognition** – The nominee shall have contributed outstanding service to social studies programs in the state. The nominee shall have exhibited outstanding professional qualities in working with students, colleagues, and the community. Awards may be given to Elementary, Middle, High School, or other social studies professionals.

**Procedures for Nomination** – An educator may submit nominations. The nominator must describe, on this form, the nature of the achievements of the nominee. Nomination forms must be received by **October 10, 2008 to Scott McComb, Calvert County Public Schools, Division of Instruction, 1305 Dares Beach Road, Prince Frederick, MD 20678**

**Awards** – The educator selected for this award will be appropriately honored at the MDCSS Fall Conference on October 17, 2008 at G. James Gholson Middle School in Prince Georges County, Maryland.



Nominations must be received by October 10, 2008. Educators will be honored at the MDCSS Fall Conference.

## COMPLETE THE FOLLOWING – Please type or print.

The educator named below has displayed excellence in working in the educational system of Maryland.

Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Business Phone \_\_\_\_\_ e-mail \_\_\_\_\_

School System \_\_\_\_\_ School/Office \_\_\_\_\_

Position \_\_\_\_\_ Years Experience in Social Studies \_\_\_\_\_

Level:  Elementary  Middle  High  Other SS Professional

### The educator is being nominated by:

Name \_\_\_\_\_ School System \_\_\_\_\_

Address \_\_\_\_\_

Business Phone \_\_\_\_\_ e-mail \_\_\_\_\_

Home Phone \_\_\_\_\_ Position \_\_\_\_\_



**Briefly describe in the space below the reasons for this nomination.**

1. Specific achievements and/or outstanding service to students and/or social studies programs in the state of Maryland.

---

---

---

---

---

---

---

---

---

---

2. Outstanding professional qualities.

---

---

---

---

---

---

---

---

3. Display of leadership abilities and contributions to the profession through curriculum development, teaching other professionals, participation in professional organizations, etc.

---

---

---

---

---

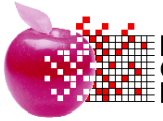
---

---

---

---

---



Maryland  
Council on Economic  
Education

## A PICTURE IS WORTH A THOUSAND WORDS 2008-2009 Poster Contest

The Maryland Council on Economic Education's annual economics poster contest for Maryland students in grades 1 through 8 was developed to help teachers stimulate interest in learning basic economic concepts by giving students an opportunity to creatively demonstrate their understanding of one of the following concepts: *scarcity; natural, human and capital resources; opportunity cost; specialization and interdependence; producers and consumers; or goods and services.*

Sixteen state winners will each receive a \$50 Series EE- savings bond and recognized at the Maryland Council's annual awards program in May, 2009.

Winning posters will be made into a September, 2009-December, 2010 calendar printed and distributed through the generosity of the Baltimore Branch of the Federal Reserve Bank of Richmond, and the Consumer Credit Counseling Service of MD and DE.

The deadline for entries is April 3, 2009.

For more information visit the MCEE website at [www.econed.org](http://www.econed.org).

**social studies** *n.pl.*: 1: the integrated study of the social sciences and humanities to promote civic competence 2: a school program that provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences 3: a program whose primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.



## East Asia: Ancient Cultures & Global Economies



THE NATIONAL CONSORTIUM FOR TEACHING ABOUT ASIA  
a multi-year initiative supported by the Freeman Foundation to encourage and facilitate teaching and learning about Asia in world history, geography, social studies, and literature courses in the U.S.

**A Seminar for Middle and High School Teachers of World Cultures, World History, Geography, Economics, Art, and Literature**

**Winter/Spring 2009**

Applications are now being accepted at [www.umbc.edu/che/ncta](http://www.umbc.edu/che/ncta). Application deadline is December 12, 2008. Space is limited.

When: 8 Saturday mornings from January 24 through April 25 (30 hours total) and 2 follow-up workshops in Fall 2009

Where: University of Maryland, Baltimore County (UMBC)

This seminar will provide the content and resources needed to implement the effective study of East Asia. No previous background in Asia is assumed. Teams of teachers are strongly encouraged to apply.

### Seminar topics:

- Introduction to the Geography, Early Civilizations, and Philosophical Underpinnings of East Asia
- Western Expansion into East Asia: Qing Dynasty, Opium War and Territoriality
- Japan's History through Edo Japan
- East Asia, World Wars & the Aftermath
- The Art of East Asia: Discussion and Tour of the Hackerman House, Walters Art Museum, Baltimore
- The Growth of Mao and Post-Mao China
- Recent History, Politics, and Economy of Korea
- East Asia in the Global Economy

### Program Benefits:

- Opportunity to earn \$500.00 in stipends.
- Free one-year subscription to *Education About Asia* magazine.
- Eligibility for the NCTA East Asia Study Tour in Summer 2010.
- All seminar materials, including books and DVDs.

### Participants Say:

*"Best class I have taken since college! I gained a maximum amount of knowledge in an unbelievably short time. My school is not only benefitting from the knowledge I gained but also from the materials provided to us."*

*"Resources, resources, resources...So many different resources that I could put to immediate use in the classroom."*

**For more information and an application: [che@umbc.edu](mailto:che@umbc.edu) or 410-455-2046.**

This national program is funded by the Freeman Foundation, in association with the Asian Studies Center, University Center for International Studies of the University of Pittsburgh, and the National Consortium for Teaching About Asia (NCTA). The NCTA seminar program is presented by the UMBC Department of History and Center for History Education.



### **Do you have your MDCSS Gear?**

The MDCSS logo is available at Land's End. Follow the directions below to order products with the MDCSS logo.



1. Go to Land's End Business Outfitters at <http://ocs.landsend.com/corpsales>.
2. Click on "Register" button. Provide registration information and create YOUR OWN username and password.
3. Input MDCSS logo # 0682081W and customer #4165112.
4. Log in with username and password. Order your product!!!

## **MDCSS Chronicle**

The Maryland Council for the Social Studies publishes the MDCSS CHRONICLE each year in the spring and fall.

Members who would like to have items published in the spring issue of the MDCSS *Chronicle* should submit them to:

**Tina Nelson**  
tnelson@bcps.org  
by March 1, 2009

### **THE MARYLAND COUNCIL FOR THE SOCIAL STUDIES: EXECUTIVE BOARD, 2007-2008**

#### **President**

**AMY ROSENKRANS,**  
Baltimore City

#### **Vice President**

**SCOTT McCOMB,**  
Calvert County

#### **Recording Secretary**

**TINA NELSON,**  
Baltimore County

#### **Membership Secretary**

**DAN PIERCE,**  
Baltimore City

#### **Treasurer**

**MARY ANN HEWITT,**  
Maryland Council on Economic Education

#### **Historian**

**MARIA TREMENTOZZI,**  
Montgomery County

#### **Past President**

**BRUCE DAMASIO**

#### **MEMBERS-AT-LARGE**

Rachel Brubaker, Center For History Education  
DeAnna Burke, Harford County  
Mary Davis, Anne Arundel County  
Tina Davis, Queen Anne's County  
Todd Kenreich, Towson University (Faculty)  
Brien Kinkel, Towson University (MAT)  
Linda Kuczynski, Washington County  
Georgia Ladd, Anne Arundel County  
Joe MacDonald, Cecil County  
Leanne Meisinger, Calvert County  
Toni Richardson, Howard County  
Seth Roberts, Frederick County  
Jodie Spears, Baltimore County  
Mark Stout, Howard County