



MDCSS CHRONICLE

From the President:

The MDCSS Invites You to Join Us at our Fall Conference and Civic Literacy Summit

The Maryland Council for the Social Studies has been hard at work planning a day of learning, inspiration and civic action for social studies educators throughout Maryland. This year's conference will take place on Saturday, October 23rd at Anne Arundel Community College and will feature addresses by Maryland Chief Judge Robert M. Bell and our keynote speaker, Kathleen Kennedy Townsend, as well as a visit from Maryland State Superintendent of Schools, Nancy S. Grasmick.

This year we will offer an expanded day, which will provide some extraordinary opportunities for participants to engage in conversations with colleagues from across Maryland. We will begin our day with a light breakfast in a space adjacent to our vendors' hall where attendees can mingle, browse through a variety of instructional materials and speak with representatives from some of Maryland's most respected cultural institutions. Next, Judge Bell will kick off the conference with an opening address followed by the first of three instructional breakout sessions.

This year's conference is offered in partnership with the Maryland Commission on Civic Literacy, the Center for Civic Education, Maryland Service Learning and Maryland Campus Compact. By pooling the talents and resources of these outstanding organizations, this year's conference promises to provide exciting and diverse learning opportunities. Yet, this is only the first half of our exciting day. Following a catered lunch, conference participants will move to the Pascal Auditorium for Kathleen Kennedy Townsend's keynote presentation. This address will focus our attention of the value of service learning and social studies education, and will serve as a kick off to the afternoon's Civic Literacy Summit.

The Maryland Commission on Civic Literacy with funding from the Center for Civic Education and the Maryland Council for the Social Studies has commissioned a *Maryland Civic Health Index Report*. Reports such as this have done a great deal to shed light on civic engagement, community participation and the condition of social studies education in other states across America (*See Florida, p. 7*). Participants will work in groups to share perspectives, develop research questions and help to shape a report that will surely impact the Maryland social studies community in a profound way.

Needless to say, the MDCSS Executive Committee and Board are excited about this wonderful event and we are hopeful that educators from across Maryland will clear their schedules for October 23 and join us for an outstanding day of learning and civic engagement. To register for the year's MDCCS Fall Conference, visit our website at www.mdcss.org.

J. Scott. McComb



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PLEASE WELCOME

This past June, we welcomed 25 people onto our newly formed Board which will advise the Executive Committee on how to best advance interests of social studies including teaching, learning, and community organizations. We are thrilled that they have joined us and look forward to working with them in the future.

Jennifer Frieman—Baltimore City, Teaching American History

Rachel Brubaker—Center for History Education at UMBC

Kevin T. Wright—St. Mary's County Public Schools

Sari Bennett—Maryland Geographic Alliance

Ellen Georgi—Frederick County Public Schools

Chauncey Monte-Sano—University of Maryland

Lisa Holly-Robbins—Historic London Town and Gardens

Pat Robeson—Maryland Geographic Alliance

Seth Roberts—Frederick County Public Schools

Abbi Wicklein-Bayne—Chesapeake Bay Gateways, National Park Service

Amanda Kodeck—Walters Art Museum

Georgia Ladd—Anne Arundel County Schools

Rex Shepard—Baltimore County Public Schools

Judy Dobbs—Maryland Humanities Council

Bruce Damasio—MDCSS Past President; Towson University

Shaun Johnson—Towson University

Evelyn Williams—Washington County Public Schools

Sande Dawes—Calvert County Public Schools

Mark Stout—Howard County Public Schools

Jack Tuttle—Charles County Public Schools

David Vocke—Towson University

Ann Kaupp—Smithsonian National Museum of Natural History

Harry Hannah—Frederick County Public Schools

Marcie Taylor-Thoma—Maryland State Department of Education

Deborah Cardin—The Jewish Museum of Maryland



MARYLAND WAR OF 1812 BICENTENNIAL COMMEMORATION

By Abbi Wicklein-Bayne

If you have seen the new Maryland license plates, you are probably aware that the Commemoration of the Bicentennial of the War of 1812 is almost upon us! The Bicentennial offers educators a chance to connect students with a time here in the Chesapeake region when citizen soldiers were forced to stand up against a foreign army to protect their homeland, when the fledgling American democracy was tested and issues of slavery and freedom were debated. The lasting legacy of the War of 1812, a new sense of national identity and the important symbols of this identity, such as the United States flag and the writing of the song that would become our national anthem, offer exciting opportunities for critical thinking and making connections to present day issues and ideas.

Over the next several years there will be many opportunities for professional development and the introduction of new classroom materials related to the War of 1812. In early 2010 an assessment of War of 1812 related K-12 resources was completed and is now available in the Resources section of the Maryland War of 1812 Bicentennial Commission website (www.starspangled200.org). Historic sites such as Jefferson Patterson Park and Museum, Bladensburg Waterfront Park and Fort McHenry National Monument and Historic Shrine are developing school and outreach programs, lesson plans and classroom materials; and the Star-Spangled Banner National Historic Trail is working with partners on the state and local level to present professional development for teachers throughout the 2010-11 school year. This fall the Baltimore National Heritage Area will introduce a “How-To Guide” for bringing the War of 1812 to your classroom, with lesson ideas, field trip information, curriculum connections and more. By 2012, Fort McHenry NMHS, in partnership with Maryland Public Television, will have developed a Virtual Resource Center of War of 1812 related materials, with one-stop access to lesson plans, primary sources, video clips and field trip ideas. This is by no means a complete list of War of 1812 resources, all of which will be available on the Bicentennial website (www.starspangled200.org) on an ongoing basis as they are created.



If you need to brush up on your War of 1812 history this is the perfect time of year! There are many reenactments and special programs going on commemorating important dates in the Chesapeake Campaign. On September 11 and 12, Fort McHenry NMHS (www.nps.gov/fomc) will hold their annual Star-Spangled Banner Weekend commemorating the Battle of Baltimore and the writing of the national anthem. On September 18 in Southern Maryland, Jefferson Patterson Park and Museum will hold an 1812 Reenactment and Encampment followed that evening with Tavern Night. You can find a complete list of events under “Things To Do” at www.starspangled200.org.

There are many opportunities for educators to be involved in Bicentennial planning efforts on both the state and local level. If you would like assist with planning, add resources to the list or receive notices of teacher training and the release of new materials, please contact Abbi Wicklein-Bayne, National Park Service, Star-Spangled Banner National Historic Trail for more information. (abbi_wicklein-bayne@nps.gov or 410-260-2483).



Digging History: The Teacher's Role in Museum Education

By Kim Popetz

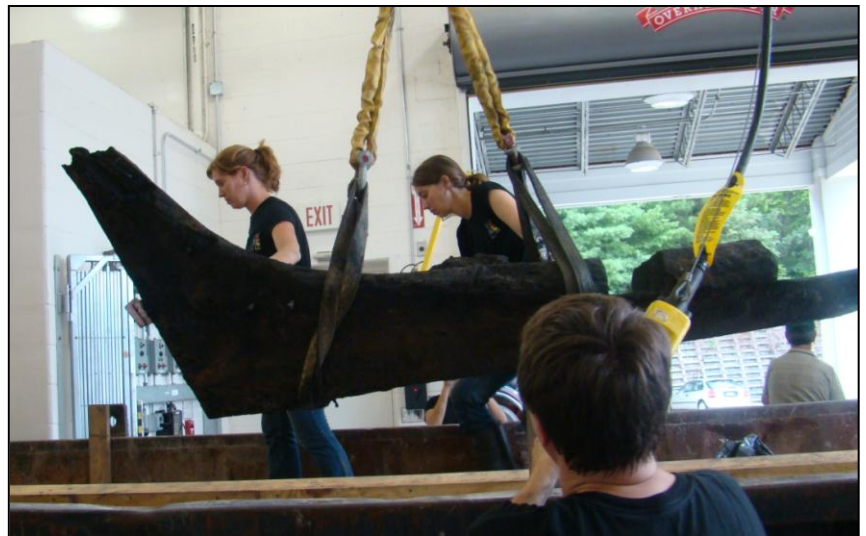
On July 13, 2010 at the World Trade Center site in New York City some archaeologists were standing in a construction pit 20-30 feet below street level when something unexpected poked out of the muck. Maybe they asked the heavy equipment to stop working while they investigated. Or maybe the equipment operator saw the timbers first and alerted them. Either way, a team of archaeologists from AKRF, a contract archaeology firm, uncovered what we now believe to be the remains of an 18th century ship.

How did a ship wind up underneath the footprint for the new World Trade Center complex? A look back through historic documents, especially maps, of Manhattan reveal that many buildings in today's New York sit on what used to be the Hudson River. As happened in many parts of the country, exploding population brought the need for more land and shallow sections of the river were filled in to create that land. Much of what we experience as land in Manhattan, Chicago and San Francisco, among others, is actually landfill. One of the easiest ways to create that landfill in the past was to use garbage, often in the form of old or damaged ships and piers, mixed with dirt as the base on which new structures could be built. Over time, the "land" gets used and rebuilt upon so often that people cease to remember that it was once part of a waterway.

When the archaeologists exposed the ship timbers to the fresh air, the race against the clock began. The cocoon of ooze that had kept the ship safe for over two centuries was no longer in place and if the wood were allowed to dry out, it would likely begin to crumble into nothing. Enter the conservation team from the Maryland Archaeological Conservation Laboratory

or MAC Lab at Jefferson Patterson Park and Museum (JPPM). On July 26th, MAC Lab conservators arrived on site to assist with the removal and packing of the ship timbers. Two large containers completely filled with 200 hundred year old wood arrived at JPPM on August 2nd where conservators, curators, archaeologists, other staff and a handful of trained volunteers began the process of cleaning, photographing and placing the timbers into large tubs of water to start the stabilization process. Stabilization and conservation of this important find will likely take three to four years. Yes, years!

The amazing part of this discovery is not that it was made, or that the wood survived, or even that laws exist which required archaeologists to be in place to find the ship timbers. As an archaeologist, what impresses me is that a group of forward thinking archaeologists, conservators and politicians came together to create the cultural institution able to take on the work of saving this discovery and learning from it—and then continued to support it over time. JPPM was created in 1983 because the landowner, Mrs. Jefferson Patterson, felt that it was important to conserve and learn from the 70+ archaeological sites located on the property. In 1998, the MAC Lab was completed, not only for conservation and preservation purposes, but also to house Maryland's



Conservators, Nichole Doub and Caitlin Shaffer, unloading the largest ship timber.



archaeological collections—over 7 million artifacts to date and expanding—so that researchers will be able to go back and study those artifacts as new questions about our past arise and new techniques are developed for researching those questions.

The wealth of material provided by the MAC Lab makes for some pretty exciting programming for educators. At JPPM, my staff and I can offer programming to schools and the public on Native Americans, colonial times, African American life post bellum, and the War of 1812 in Southern Maryland among others. We have archaeological sites on the property, one of which is currently under excavation, relating to these time periods, and we have the experts on hand to interpret them. We offer on site programming, a traveling trunk, classroom outreach, and teacher trainings. We do our best to get this information out into the public domain so that it becomes part of our common history, illuminating the darker corners of our shared past.

This is the task of all cultural institutions. But like every other segment of society, the current economy has us under siege. I would conjecture that a survey of any cultural institution this year would reveal much belt tightening if not an outright cut in services. This is where you come in. Teachers are our best and most influential partners. It's our mission to provide content in a usable format for integration into the student experience. So let us know what you need! Have you always wished that a museum near you would address a particular topic in their on-site programming? Have you been hankering for a more hands-on, in-class, experience to communicate the importance of a particular time period? Contact the most appropriate cultural institution near you and let them know what your needs are so they can tailor what they do to best serve their constituents.

I realize that this sounds like asking a pauper to produce gold, but teacher and school involvement in our programming allows us to expand our reach in new and exciting ways, encourages development of dynamic programs and collaborations, elevates our stature in the community, and demonstrates our relevance to important funding agencies. All of these things work in conjunction with one another, but this last piece is what we need most right now so that we can be here for our communities once we recover economically.

In three to four years, once all stabilization and conservation work has been completed on the ship remnants found under the World Trade Center site, studies will have started building a picture of the history of the ship. We may even have the answers to the big questions surrounding the ship: the who, what, where, why and how questions. I hope that cultural institutions up and down the Atlantic coast will be here to share that history.

Kim Popetz is the Director of Education at Jefferson Patterson Park and Museum (JPPM). She has spent her career trying to balance her work as an archaeologist with that of an educator—and thinks she may have finally figured it out! If you would be interested in learning more about the educational opportunities at JPPM visit www.jefpat.org or contact kpopetz@mdp.state.md.us or visit the Museum on Facebook to keep abreast of the work on the ship.

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



More civics education needed, advocates say...

Florida lawmakers are listening and may require more classes - and testing on the subject

March 15, 2010|By Leslie Postal, Orlando Sentinel

More than a decade ago, Florida social-studies teachers started lobbying to make their subject part of a statewide testing program. If it wasn't, they feared, then classes in civics, geography and history would be shoved aside in favor of tested subjects such as math and reading.

Their fears were well-founded. Today, the time to devote to such courses has been cut, and social studies is often the class interrupted when everything from school pictures to career days needs scheduling.

But now some state lawmakers are supporting these advocates, as the Legislature considers making civics a required — and tested — subject.

Florida's "civic health," they say, is among the worst in the nation. And, to combat that, school kids need a regular dose of lessons on government, civic responsibility and key historical documents such as the Declaration of Independence.

It is a high-profile and bipartisan effort that mirrors national civic-education drives but is also controversial and very similar to efforts that failed previously.

The "Justice Sandra Day O'Connor Civics Education Act" bills (SB 1096, HB 105) would make civics a required seventh-grade course and civics the subject of a new high-stakes, middle-school test. The Senate bill also would make "civics-related content" a required part of language-arts materials for all grade levels.

Eventually, students would have to pass the new statewide civics test to be promoted out of middle school, and schools' annual A-to-F grades would be based in part on those civic test scores.

"I think this is an investment that, frankly, the state needs to make," said former U.S. Rep. Lou Frey, an Orlando attorney. "When you're as bad off as we are in Florida, we've got to take steps to make a difference."

Frey, a Republican, teamed up four years ago with Democrat Bob Graham, a former Florida governor and U.S. senator, to promote civics education in Florida.

"It's amazing how people don't know what our government is," Frey said.

The Florida Joint Center for Citizenship issued its second "civic health index" last fall, reporting that "Florida has a weak civic culture ... one of the worst in the nation."

Floridians are ranked low when it comes to voting, volunteering and taking part in community meetings, the report found. Frey said education is key to changing that, meaning that civics lessons cannot be an "afterthought" and must be part of state testing program.



SOCIAL STUDIES: Pathways to Civic Engagement



Center for
Civic Education



CAMPAIGN
TO PROMOTE
CIVIC EDUCATION



Maryland | Campus Compact



**MARYLAND COUNCIL FOR THE SOCIAL STUDIES
Annual Fall Conference and Civic Literacy Summit**

October 23, 2010

Anne Arundel Community College
101 College Parkway ♦ Arnold, Maryland

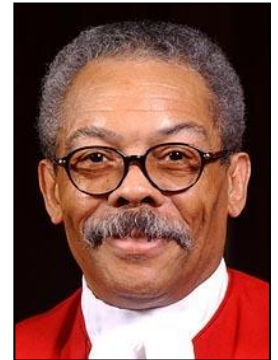
The Maryland Council for the Social Studies Conference, will feature traditional social studies pedagogy and content sessions as well as an expanded day, which will provide some extraordinary opportunities to engage in conversations with colleagues from across Maryland during the state's first Civic Literacy Summit.

For more information or to register for the MDCSS Conference, visit www.mdcss.org and click on the **Annual Conference** tab.

Our Special Guests

Opening Address: Chief Judge Robert Bell

Robert Mack Bell graduated from Dunbar High School in 1961. While finishing his senior year at Dunbar in 1960, he, along with eleven other students, participated in a sit-in at Hooper's Restaurant where they were refused service and were subsequently arrested and convicted for trespassing. Bell led an appeal of the verdict in the landmark civil rights case *Bell v. Maryland*. The case was eventually argued before the U.S. Supreme Court and ended *de facto* racial segregation in Maryland. Bell received his law degree from Harvard University and in 1975, became a judge on the District Court of Maryland for Baltimore City. After several judgeships, in 1996, Bell was appointed as Chief Judge of the Court of Appeals, the state's highest court. With this appointment he became Maryland's first African American chief jurist.



Keynote Address: Kathleen Kennedy Townsend

Kathleen Kennedy Townsend, founder of the Robert F. Kennedy Human Rights Award, taught at the University of Pennsylvania and the University of Maryland before becoming the Lieutenant Governor of Maryland. Ms. Townsend founded the Maryland Student Service Alliance and was instrumental in making Maryland the first state to require school students to complete community service. She was the former chairperson of the Robert F. Kennedy Memorial Foundation and is on the board of the John F. Kennedy Library Foundation.



In addition to an outstanding slate of speakers, attendees can browse a variety of instructional materials from noted publishers and speak with representatives from some of Maryland's most respected cultural institutions in our vendor's hall. Following lunch, colleagues will have a chance to share perspectives with one another and shape the development of the *Maryland Civic Health Index Report* which will be critical in influencing the future direction of social studies in Maryland. A light breakfast, full lunch and MDCSS membership or renewal are all included in the registration fee.



Professional Development in August

Maryland Council for Social Studies and Jefferson Patterson Park & Museum
co-sponsor Native American Workshop

On August 4th, Maryland educators participated in a workshop that had a special focus on two important aspects of North American Indian history. One focus of the workshop was the life-ways of native peoples pre-contact. A visit and discussion at the recreated village started the day. The second focus of the workshop involved teachers analyzing primary sources to discover the types of interactions that took place between European explorers and colonists with various native peoples in Maryland and along the eastern seaboard. A round-table discussion that revealed the history, culture, and current news of the Piscataway and Nanticoke groups was truly the highlight of the day. A traditional lunch was enjoyed and was followed by a visit to the Maryland Archaeological Conservation Laboratory (MAC Lab). The teachers were treated with quite a site at the MAC Lab- a first-hand look at the recent arrival of parts of the ship recovered from Ground Zero. In addition, participants observed and handled several indigenous and European artifacts. In evaluations, attendees gave the day high marks with everyone responding that they received valuable information and that it was an enjoyable and worthwhile workshop.



Smithsonian
Institution

What does it take to become an anthropologist and what do anthropologists do? Meet six Smithsonian anthropologists and learn what inspired them to go into the field and why they love what they do. View the online video interviews at

http://anthropology.si.edu/video_interviews.html

We are grateful for a Web Advisory Group (WAG) grant that made this project possible.

For more information:

P. Ann Kaupp, Head

Anthropology Outreach Office

National Museum of Natural History

kauppa@si.edu

(202) 633-1917

<http://anthropology.si.edu/outreach/outrch1.html>



ECON HAPPENINGS

As the new school year begins, so does a new year of economics educational opportunities. The Maryland Council on Economics (some of you still remember us as “CEEM”) is sponsoring and co-sponsoring a variety of venues.

Join us and our partner the Federal Reserve Bank of Richmond, Baltimore Branch on Thursday, October 25th from 4:30 – 6:30 p.m. as we kick-off a second year of *A Night at the Fed*. The evening starts off at the Federal Reserve Bank building (502 South Sharp Street) with time to network over delicious hors d'oeuvres followed by speakers addressing a timely topic. The October 25th topic is “Personal Finance.” The evening will cover information important to you as a classroom teacher and as a consumer in your own right. Security at the Fed requires that all participants pre-register for this event. If you are interested in joining us for this free opportunity for conversation and information, please email Dawn Baker (dbaker@towson.edu) for registration materials.

For those of you who teach at the elementary level, MCEE and the Fed are co-sponsoring an event tailored specifically for you: *KidSize Economics*. Mark your calendar for December 7th and plan to join us as we look at economics concepts and skills through the lens of the elementary teacher. For additional information and registration materials contact Debbie Batchelor (dbatchelor@towson.edu).

Interested in a program that integrates economics, mathematics and technology, comes with grade-band level (4-5, 6-8 and 9-12) lessons aligned to the Maryland State Curriculum, includes free ancillary materials, has real-world application and, at the same time, is fun? If so, then the *Stock Market Game*TM (SMG) is for you and your students. Do you hesitate because you don't know much about stocks and the stock market? Never fear! MCEE conducts free teacher-training that provides a comfort-level for educators prior to introducing the simulation in their classrooms. Free Fall 2010 teacher trainings currently are scheduled in the Baltimore and Columbia areas. Check out the MCEE website (www.econed.org) for dates, times, locations and registration information.

And speaking of the MCEE website, have you checked out the newly updated www.econed.org? You'll find PreK-12 lessons aligned to the Maryland State Curriculum for social studies, Webquests, information on the 2010-11 Poster Contest, a variety of links, program registration materials and more.

If you would like to be added to our Listserv in order to find out more about MCEE and the programs that we offer throughout the year, please contact Dawn Baker via email at dbaker@towson.edu.

As the year progresses, we hope to see many of you at system-wide trainings throughout the year.



Congratulations!!!



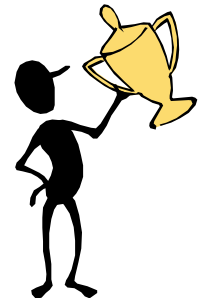
Bates Middle School Wins Project Citizen Showcase in June, 2010!

Congratulations to Rachel Long and her 6th grade students for their win at the state competition held in Annapolis. This was the first year for Bates Middle School to compete at the district level and the teams that advanced were very competitive. The winning team's project advanced to the national level and was viewed by legislators at the National Conference of State Legislators (NCSL) annual conference in July. A special thank you to the Anne Arundel County Office of Social Studies and the We the People Coordinators for their support.



MDCSS would like to congratulate Catherine Troup and her teacher Sara Romeyn for winning a special prize for Outstanding Entry Tied to a Historical Site in the National History Day contest: **The Brooklyn Bridge: A World Wonder**. Ms. Troup attended Bullis Schools in Potomac, Maryland. We would also like to send congratulations to Noah Donahue from Northern Middle School in Owings, MD for having the Most Outstanding Entry from Maryland with his contribution **Radar – Tracking and Making Tracks in History**.

Joseph Anderson, a history teacher at Carver School in Baltimore County is this year's Gilder Lehrman Institute of American History's Maryland History Teacher of the Year! Mr. Anderson will be recognized at this year's MDCSS Fall Conference. Read his winning letter on the next page.





"A child without knowledge of history, of his history, is a child without a reflection."

-Joseph Anderson

I remember the first time my son found his reflection. He was sitting before a full-sized mirror leaning inward and innocently examining the freckles on his face. He gazed, deep in thought while twirling a strand of red hair around his finger. I wondered as I watched him, what was it that he saw? Did he witness only his mirrored likeness shimmering back at him, or could he make out the faces of the past, of his American past? He giggled to himself in a voice that was not his own, but that of his eighty-six year old great-grandmother who at his age would dance on the tables of a Pennsylvania coal miner's bar to make her father happy after a long, dark day in the tunnels underground. I wondered if he could, at the tender age of four, perceive what I did when I looked at him. Could he see his red-headed grandmother who was once married to a sea captain? Did he notice the face of the glassblower, the soldiers, the butcher, or the schoolmarm? Would he embrace the impact of the efforts of those who came before him to pave the way for the betterment of his own future, though they could never meet except through his mirrored past?

As a teacher and a lover of American history, I see my son in the countenances of his past, for the mirrors of our American histories reveal more than a singular reflection. The mirror of our history reveals more than one face; it echoes a multitude of viewpoints and experiences. A child, my child, once sat before a mirror, noticing his face for the first time while I stood behind him and thought to myself,

"A child without knowledge of history, of his history, is a child without a reflection."

I remember the first time my father taught me the significance of exploring my own reflection. At four years old, he taught me to embrace the pulse of my own blood, coursing through the battlefields of Gettysburg. That day I added a fresh visage to the one who looked back at me. I learned then to look into and to appreciate the mirror of my own past history. Now that I'm older, my likeness is accompanied by a new appreciation for Thomas Jefferson's fiery red hair, for the bulbous nose of J.P. Morgan, which peeks back at me, at times outshining the "old blue lights" of Stonewall Jackson's eyes that were said to have glowed in battle. My image of self is clouded now with the whispering faces of the past and their constant reminders of what we could not have been without them.

When I teach, I teach so my students will remember to examine and to learn from the freckles of their own past, of their own history. I teach so not only do they see a multitude of reflections: the heroes, the villains, the common man—everyman—but also to help them embrace and learn from the lessons of the past—of *their* past. History, our history, makes us who we are, shapes our possibilities for our future, and begs to be reborn again and again so as not to be forgotten. The lessons of the past are personal. They are our lessons and the lessons of future generations of Americans. What is it about that one choice that someone made years ago, the results of which we can still feel today? What is it about our history that makes it so personal? History shapes our perceptions, molds our beliefs, and creates our opportunities for the future.

Looking out at my students, I use this aged viewpoint to remind them of the importance of standing before their own mirrors and remembering to examine the beauty and the blemishes in the faces of their American history. I teach history so my students will remember that while her arms welcomed the promise of a new life, her lips were also curling in mockery as she scoffed at the plight of the immigrant. I smile when I talk about the twinkle in her eye, the hopes for a better future—for not only new Americans, but for the generations to come. I teach them to examine the freckles of her past and to know the possibilities revealed in her truths. I teach so my students will develop the capacity to look at themselves and at others without judgment so that they, like their forefathers, can learn from their mistakes, value their experiences, and continue to reshape the face of America. I teach so my students won't turn their heads in avoidance of the battle scars, shrink from the ugliness of prejudice and abuse, or simply celebrate the successes and the forward movements. I teach so they will appreciate the lessons learned from the past that formed wrinkles for the future, so they will come to understand the gentle natures and perceptions of those who came before us and who—like we do today—formed opinions, made mistakes, had successes and suffered failures, but not so their history would go on trial against contemporary standards, but so it will be understood, embraced, learned from, and personalized.

Too often mirrors reveal the truth, and at times that truth isn't pretty. But it's the flaws in us that make us beautiful. It's the mistakes we make that allow us to learn. It's the choices we make to hope for a better life that provide a hopeful future to the next generation. If you look at America like a face, sometimes it's the blemishes that make us beautiful. History isn't only for the famous, it's about the everyday man, at times a singular and seemingly insignificant figure that creates a ripple so large that it extends to present day, often times in ways we could have never imagined.

I remember the first time my son found his reflection. Just as I once stood behind my son, I now stand before my students, confident that these children will *not* be children without knowledge of history—of *their* history. They will not be children without a reflection.



OPPORTUNITIES



George Washington- FREE Professional Development

As a 2010 participant of the prestigious Mount Vernon Teacher's Institute, I want to cater a one-two hour workshop related to George Washington. Workshop topics may include but are not limited to: GW- the farmer and entrepreneur, GW – embattled slave owner, GW - personal connections with family & friends, and GW – the first Executive. Please contact **Mary Davis** at Celts99@yahoo.com to discuss your school's or team's interests and to schedule a 1-hour workshop session.

The Jewish Museum of Maryland is pleased to announce the upcoming exhibition opening, A Blessing To One Another: Pope John Paul II and the Jewish People. This exhibition explores Pope

John Paul II's unprecedented efforts to end 2,000 years of painful conflict between Jews and Catholics. The exhibition takes its title from Pope John Paul's 1993 address at the 50th anniversary of the Warsaw Ghetto uprising, when the pope declared Christians and Jews "are called to be a blessing to the world. . . . It is therefore necessary for us, Christians and Jews, to be first a blessing to one another."



The
JewishMuseum
of Maryland

This exhibition offers a valuable educational enrichment opportunity for you and your students. Thanks to the support of the Marion I. and Henry J. Knott Foundation, we are developing a curriculum designed to support the social studies standards of the Maryland State Curriculum. The curriculum includes pre- and post-visit lesson plans, background information, glossary, and bibliography. Activities relate to 20th century world history, Holocaust history, and world religions.

A Blessing To One Another will be on display September 2, 2010 - January 2, 2011. We are currently accepting reservations for field trips. On Tuesday, September 21, from 4:00-6:00 pm, we will be hosting a special educator's evening for teachers to visit the Jewish Museum of MD to preview the exhibition.

For more information about scheduling a field trip, please contact Elena Rosemond-Hoerr at (410) 732-6400 x229 / rosemondhoerr@jewishmuseummd.org



The Walters Art Museum

Don't forget to sign up for a **FREE** field trip to the Walters. All tours have connections to the social studies curriculum. Bus stipends are available for title one schools.

Our fall exhibition, **Walter Wick: Games, Gizmos and Toys in the Attic** opens September 16th. Walter Wick is the co-creator of I Spy and the creator of the Can You See What I See book series. Free guided tours are available for the K-12 audience. And don't miss our Educator Evening featuring this exhibit. Go to thewalters.org/teachers for more information.

Saturday, September 18

10:00 AM - 5:00 PM WAR OF 1812 RE-ENACTMENT
6:00 PM – 10:00 PM AND TAVERN NIGHT!



Step back in time with Jefferson Patterson Park & Museum (JPPM) as they host their annual War of 1812 Re-enactment and Tavern Night. Re-enactors will fill the Park as we commemorate the Battle of St. Leonard Creek, which was the largest naval engagement in Maryland's history. Spectators will enjoy period-camp life, skirmishes, and tactical demonstrations. After a long day on the battlefield, join JPPM for Tavern Night! Live performances by Ship's Company and Hangman's Faire will complement the tavern atmosphere. Beer, wine, and food will be available for purchase. Admission fee. For additional information, visit www.jefpat.org or call 410-586-8501.

Jefferson Patterson Park and Museum is also pleased to announce a new low fee for our **Eastern Woodland Indian Cultures in Maryland Traveling Trunk**. The three-week rental fee for the traveling trunk has been reduced to \$50.00 for on-site pick-up. If you are unable to come and pick it up in person, it is still available at \$175.00 for the trunk to be shipped. It contains nine units and sixteen lesson plans, hands-on activities, and several artifact reproductions to supplement the activities. The lessons were developed to meet Maryland's current Voluntary State Curriculum for the 4th grade, but can easily be adapted to 3rd and 5th grade audiences. Please go to www.jefpat.org/travelingtrunk.html for further details. The trunk is available to all Maryland public and private schools. Teachers should contact the JPPM Education Coordinator, at 410-586-8504, or email kcooper@mdp.state.md.us with questions or to schedule a rental.





Calendar of Events

September

- 16 **Walter Wick: Games, Gizmos, and Toys in the Attic**
opens at The Walters Art Museum, Baltimore
- 18 War of 1812 Re-enactment & Tavern Night
Jefferson Patterson Park and Museum, St. Leonard
- 21 Special teacher's preview of ***A Blessing to One Another***
The Jewish Museum of Maryland, Baltimore

October

- 23 MDCSS Annual Conference!
Anne Arundel Community College, Arnold, MD

November

- 12-14 National Council for the Social Studies Annual
Conference in Denver, Colorado
- 25 State Holiday: Thanksgiving
- 26 State Holiday: American Indian Heritage Day

December

- 25 State Holiday: Christmas

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