



Autumn 2011

It's the start of a new school year and the possibilities seem limitless. Dive into this edition to find some of the opportunities available to Maryland's teachers!

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MDCSS Chronicle

Join Us for the 25th Annual MDCSS Conference!

We'll have three sessions packed with information on engaging your students with the knowledge and skills needed in the 21st century, a vendors hall and plenty of opportunities to meet and interact with other teachers from around the state. We hope to see you there!

Social Studies: Creating Global Thinkers for the 21st Century

When: October 21, 2011

Starts: 7:30 am check-in

Ends: 2pm

Opening address: Senator Thomas V. Mike Miller,
Senate President

Keynote Speaker: Civil War Historian, Lester Brooks

Where: Bates Middle School, Annapolis

To **register** please visit www.mdcss.org

or complete the form on the following page.



Senator Miller



ANNUAL FALL CONFERENCE

25th Annual Fall Conference - October 21, 2011
Bates Middle School, Annapolis

CONFERENCE REGISTRATION FORM

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

Name _____

Primary Phone _____ Secondary Phone _____

Email (required) _____

School System _____

School/Office _____

Position _____

School Address _____

City _____ State _____ Zip _____

The conference fee includes \$20 membership in MDCSS for the 2011-2012 year, materials, and breakfast and luncheon at the conference.

MDCSS Members:

Conference Fee (Includes membership renewal) \$30

Non-MDCSS Members:

Conference Fee & Membership \$45



Make your check payable to MDCSS. **Register online** at www.mdcss.org or send form and payment to:

Amanda Roberts, Membership Secretary
613 Stone Mill Court
Abingdon, MD 21009

If you are a **pre-service** teacher please visit www.mdcss.org for your registration form.

For Office Use Only

Amount enclosed with registration: _____ Check #: _____ Purchase Order #: _____



A Message from the President



Teachers sometimes inform me that they are not members of the Maryland Council because they already belong to NCSS, the national council. Other times, I hear the opposite. Yet, the two organizations are different in several ways.

The best analogy I can offer is one familiar to social studies teachers – our state and federal governments. Just as states are, by design, best suited to address local, parochial needs, so is MDCSS. Our council seeks to impact state policies set by MSDE and the legislature. Our national council could never achieve the same goal, even if it tried, because it is the local expertise of Maryland social studies teachers that enables the Council to be heard. Similarly, our conferences and professional development opportunities are specifically suited to Maryland teachers.

Our national organization, NCSS, seeks to coordinate the efforts of state and local councils as it addresses the ever-increasing federal role in educational policy. During my term as NCSS president, I represented the nation’s social studies teachers before groups as diverse as the American Bar Association, the Council of Chief State School Officers, and leaders of our sister organizations in Science, Mathematics, and Reading.

I emphasize this issue because the NCSS conference will be held in nearby Washington D.C. December 2-4., just six weeks after our October 21st state conference in Annapolis. **Most of the people I know will be attending both.** Why? Because the Maryland meeting has presentations by those educators who best know the Maryland curriculum. Plus, it is very inexpensive. The NCSS conference, by contrast, includes a vast array of presenters, including several national figures that would only appear before larger conferences. The huge exhibit hall, alone, is worth the registration price.

Your schedule may not allow you to attend both conferences, but you can still support your colleagues who have volunteered to represent you. Our state dues are only \$20. Encourage your fellow teachers to sign up at http://www.mdcss.org/membership/membership_form.php. (I have often given state memberships as gifts to graduating student-teachers!) NCSS dues are only \$66. What a bargain for all of the great benefits that are received.

The health of our field depends on both state and national organizations, just as the health of our democracy requires citizenship at both levels. Please join me in trying to maximize our clout!

Jeff Passe, President

The Maryland Council
for Social Studies
Executive Committee
2011-2012

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Towson University

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Communications
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The Friends of Fort
McHenry

If you have any questions, comments or
submissions, please contact the Editor at
kpopetz@mdp.state.md.us.



Teaching September 11: History or current event? by Naomi Coquillon

Editor's note: This post was originally published on the National Museum of American History's "O Say Can You See?" blog <http://blog.americanhistory.si.edu> and is republished here with permission. The post is part of a series exploring the 10th anniversary of September 11. [Learn about the museum's commemoration.](#)

Last fall, as the museum's education team began thinking about our plans for the 10th anniversary of September 11, we started a conversation with the [Thinkfinity online community](#) about how teachers approach September 11 and what materials they need to discuss it with students. We received a number of interesting responses, including this one:

"[t]his year's 9th graders were in kindergarten in 2001—and know very little about the day's events . . . Even though it is a 'current event' for me, it is 'history' for them."

While there were also many requests for basic information about the events of the day, this issue remained an essential one: for teachers, September 11 may still be a raw experience, whereas for students, it may barely be a faint memory. So we tried to think about how to bridge teachers' personal experiences with September 11 with students' understanding of the event. What lessons can we draw about an event just ten years out, and how do we recognize the different perspectives of the day? This touched upon something we as educators and as historians must grapple with: when does something become "history"? When have we achieved enough distance from an event to consider it "historically"?



Through our conversations with teachers, we decided to develop a two-day online conference, *September 11: Teaching Contemporary History*, with fellow educators at the [National September 11 Memorial & Museum](#), the [Pentagon Memorial](#) and the [Flight 93 National Memorial](#) to both address the events of the day and to think about how we interpret it as time goes on. The conference will include a roundtable discussion with content experts and an educator on "The Past, Present, and Future of September 11," and another with two child psychologists and two family members of September 11 victims on "Discussing Difficult Topics with Young People." Individual conference sessions will include examinations of classroom materials at each site, an introduction to memorials as storytellers, a discussion of the work of curators with a special focus on collecting recent history, and more. To view the full program, visit the [website](#).

In response to the educators who requested information about the events of September 11, the conference website includes [frequently asked questions about September 11 and timelines from each memorial site](#), along with [related educational materials](#). We hope this will turn into a "one stop shop" of useful, accurate materials about September 11.

For those unable to participate on August 3 and 4, and recognizing that some teachers may discuss this in September while others may teach it at other times of the year, the program will be archived and available on the [conference website](#). You may contact us or continue the conversation in the [Thinkfinity Community groups](#) specifically designed for discussions about teaching September 11. We look forward to discussing this important topic with you.

Naomi Coquillon is an education specialist at the National Museum of American History.



GILDER LEHRMAN AMERICAN HISTORY TEACHER OF THE YEAR 2011

The Gilder Lehrman Institute of American History awards the National History Teacher of the Year Award to recognize outstanding American history teachers from elementary school through high school and to highlight the crucial importance of American history education. State winners are selected in each of the fifty states, the District of Columbia, Department of Defense schools, and U.S. Territories. From these finalists, one honoree is recognized as the National History Teacher of the Year. The 2011 award honored an elementary teacher.

The Maryland recipient of the 2011 award is Danielle Taylor from Church Creek Elementary School, Belcamp, in Harford County. Danielle was selected by a team of judges who evaluated the finalists on criteria that included having at least three years of classroom experience in teaching social studies with a focus on American history (including state and local history). Judges also looked for creativity and imagination in the classroom and effective use of documents, artifacts, historic sites, oral histories, and other primary sources.

As the Maryland winner, Danielle received a certificate of recognition, a \$1,000 award and a collection of classroom resources presented in her name to the school library. Additionally, Church Creek Elementary School will become a Gilder Lehrman Affiliate School. Harford County social studies coordinator George Toepfer is working with the Gilder Lehrman Maryland state coordinator Donna Olszewski, of the Maryland State Department of Education, to plan a recognition ceremony at Danielle's school this fall. Congratulations Danielle on being Maryland's 2011 History Teacher of the Year!

A panel of judges comprised of former national winners, renowned historians, professors, and teachers will read and evaluate all state winner applications and select the National History Teacher of the Year. The winner will be announced in early fall 2011 and will receive a \$10,000 award and a trip to the national award ceremony along with two of his or her students.

Elementary teachers (grades K-6) and middle and high school teachers (grades 7-12) are honored in separate categories in alternate years. The 2012 award will honor middle and high school teachers, and the 2013 award will honor elementary teachers. Teachers can be nominated for either award throughout the year. For information on past recipients in Maryland go to http://www.gilderlehrman.org/institute/state.php?state_code=MD and for information on nominating a teacher for the 2012 Gilder Lehrman American History Teacher of the Year go to http://www.gilderlehrman.org/education/htoy_overview.php. For information contact Maryland state coordinator, Donna Olszewski dolszewski@msde.state.md.us.



Get Ready for Maryland History Day 2012!



It's time to begin planning for History Day 2012, and the Maryland Humanities Council is ready to give you the resources you need to get started.

Maryland History Day is a year-long educational program through which middle and high school students conduct in-depth research about a topic of their own choosing that relates to the 2012 theme "Revolution, Reaction, Reform in History." Students showcase their research in the form of an exhibit, documentary, performance, website, or paper, and compete in school, district, state, and national competitions.

Maryland History Day is a state affiliate of National History Day (NHD), based in College Park, Maryland. A recent national evaluation of NHD found that students who participate in the program perform better on high-stakes tests, are better writers, more confident and capable researchers, and have a more mature perspective on current events and civic engagement than their peers. Participants also show a greater ability to collaborate with peers, manage their time and persevere – all skills employers say are lacking in today's workforce.

For information, check the Maryland History Day website <http://www.mdhc.org/programs/maryland-history-day/>, where you will find:

- Contest rules
- 2012 theme and suggested topics
- District contest contact information
- Sample projects
- How to request a presentation from the Maryland History Day Outreach Coordinator
- And much more – keep checking back, since we will regularly be adding new information and material.



Mary Cary of MSDE with Junior Group Documentary award winners
Sophie Goron, Meena Sengottuvelu, and Athena Kan



Opportunities

Teacher Workshop:

War of 1812 Curriculum to be introduced to teachers on October 8 in Havre de Grace, MD

Although Baltimore's and Fort McHenry's roles in the War of 1812 are rightly receiving a lion's share of attention in preparation for the bicentennial of the War, the waterfront town of Havre de Grace has its own story to tell from the conflict. Teachers from Harford County, Cecil County, and Baltimore City Schools will be introduced to Havre de Grace's story on Saturday, October 8 at a Teacher's Workshop focused on the War of 1812.

Harford County Executive David Craig, who is also a local historian, will begin the day with a Keynote Address explaining how Havre de Grace was burned to the ground for flying the American flag on the morning of May 3, 1813 by the British fleet under the command of Rear Admiral George Cockburn. Teachers will then split into workshop groups by grade level and spend two hours becoming acquainted with War of 1812-specific lesson plans, "The Defense of a Nation: Maryland's Role in the War of 1812," produced by the Baltimore National Heritage Area. These workshops will be led by educators who have spent the summer developing ways to integrate the 1812 curriculum into the Maryland State Curriculum.

After lunch on their own, teachers will be able to visit the five Heritage Museums of Havre de Grace for free during the afternoon. The Concord Point Lighthouse and Keeper's Dwelling, the Havre de Grace Maritime Museum, the Susquehanna Museum at the Lockhouse, the Havre de Grace Decoy Museum, and the Skipjack Martha Lewis have agreed to waive admission fees for the day so teachers can visit the museums and explore field trip ideas that tie in with the 1812 curriculum offerings.

This Teacher's Workshop is being offered for free, and teachers and Social Studies Coordinators from across the state are invited to attend.

Saturday, October 8, 2011

Location:

Havre de Grace High School Auditorium

700 Congress Ave, Havre De Grace, MD, 21078

(https://www.edline.net/pages/Havre_De_Grace_High_School)

9 a.m. - 10 a.m. Keynote by County Executive David Craig

10 a.m. - 12 p.m. Curriculum workshops

1 p.m. - 4 p.m. Visit the Heritage Museums of Havre de Grace Museums

This project was made possible by a grant from the Maryland Humanities Council, through support from the National Endowment for the Humanities.





QUANTUM LEAP:

DATE AND TIME

Friday, September 16, 2011
2:00 – 4:30 PM

LOCATION

National Museum of the American Indian
Room 4018, 4th floor
4th Street and Independence Ave., SW
Washington, DC

Live webcast at
www.americanindian.si.edu/webcasts

FREE AND OPEN TO THE PUBLIC

Metro: L'Enfant Plaza, Maryland Avenue/
Smithsonian Museums exit

To RSVP or for further information,
please contact NMAI-SSP@si.edu

This program is part of the Smithsonian-wide conversation about race. The exhibition *RACE: Are We So Different?* will be at the National Museum of Natural History June 18, 2011 – January 2, 2012.



DOES "INDIAN BLOOD" STILL MATTER?

Unlike other ethnic minorities in the United States, American Indians are defined not solely by self-designation but by federal, state, and tribal laws. Blood quantum—originating from archaic notions of biological race and still codified in contemporary policy—remains one of the most important factors in determining tribal membership, access to services, and community recognition. This concept, however, is not without debate and contestation. This symposium will feature Native scholars who approach this important and complex topic from various perspectives. Sociologists Eva Marie Garroutte (Boston College) and C. Matthew Snipp (Stanford) will join historian Malinda Lowery (UNC Chapel Hill) and anthropologist Kimberly TallBear (UC Berkeley) as the panelists at the program moderated by National Museum of the American Indian historian Gabrielle Tayac.



Eva Marie Garroutte C. Matthew Snipp Malinda Lowery Kimberly TallBear



Smithsonian
National Museum of the American Indian

PHOTO CAPTION: Installation shot of "The Faces of Native America," a wall featuring photo portraits of contemporary Native Americans in *Our Lives: Contemporary Life and Identities*, one of the inaugural exhibitions at the Smithsonian's National Museum of the American Indian in Washington, DC. Photo by Katherine Fogden, NMAI.



FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

Spring/Summer 2012

Closing Date: October 25, 2011

The Fulbright-Hays Seminars Abroad Program provides opportunities for overseas experience. The program is open to educators and administrators with responsibilities for program or curriculum development in fields related to humanities, languages, and area studies. Topics and host countries of the seminars vary from year to year. All seminars are in non-western European countries. Seminars are designed to provide a broad and introductory cultural orientation to a particular country (ies). The program is geared towards those educators with little or no experience in the host country (ies) who demonstrate the need to develop and enhance their curriculum through short-term study and travel abroad. There are ten seminars being offered for summer 2012 with 14-16 positions per seminar, subject to the availability of funds. For more information, please see the Web site at <http://www.ed.gov/programs/leppssap>.

Country seminars to be offered in 2012 include:

Elementary Seminars
Colombia & Mexico

Secondary Seminars
Brazil & Uruguay
India

Postsecondary Seminars
China
Oman & UAE

Presidents, Vice Presidents and Provosts
India

TERMS OF THE AWARD INCLUDE: • round-trip economy airfare • room and board • program-related travel within the host country (ies). Participants are responsible for a cost share of \$450.00.

THOSE QUALIFIED TO APPLY TO THE FOUR- TO SIX- WEEK SEMINARS:

- Elementary School Teachers in the fields of social sciences, humanities, including languages
- Middle or High School Educators in the fields of social sciences, humanities, including languages
- Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages;
- Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages; and
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to the social sciences, humanities, languages and/or area studies.
- Presidents, Vice Presidents, and Provosts who are responsible for establishing and/or refining the institutional vision and agenda for international education.

BASIC ELIGIBILITY REQUIREMENTS FOR THE FOUR- TO SIX- WEEK SEMINARS AND THE TWO-WEEK SEMINAR:

- Citizenship - must be a citizen or a permanent resident of the United States.
- Academic Preparation - must hold at least a bachelor's degree from an accredited college or university.
- Professional Experience - (1) must have at least 3 years of full-time experience by the time of departure for the seminar; (2) must be currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency, State Education Agency, library, or museum. Teaching as a graduate, teaching assistant or student teacher is not applicable toward the three years of required full-time professional experience; (3) must be currently employed full-time in a teaching or administrative position at the level for which the candidate is applying.
- Health -The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participant's readiness for travel.
- Those individuals who have participated previously in short-term Fulbright awards such as the Fulbright-Hays Seminars Abroad Program or the Fulbright-Hays Group Projects Abroad Program may become eligible to participate again two years after completion of a previous program. Please be sure to check with the Fulbright-Hays office concerning your eligibility.

Program Officer: Carly Borgmeyer – Carly.Borgmeyer@ed.gov
Program Contact: Demetria Glasco – Demetria.Glasco@ed.gov

The application package will be available starting September 6, 2011.
You may apply online at: www.g5.gov



JUNE 22-26, 2012

30TH ANNIVERSARY  SUMMER CONFERENCE

THE CIVIL WAR IN 1862



LECTURES & PANEL DISCUSSIONS:

- Civil War Tactics in 1862 ~ Race and the American Military Tradition
- The War in the West ~ River Operations in the Western Theater
- Images of McClellan & Lee ~ Fredericksburg 's Civilian Experience
- Debating Self-Emancipation ~ The Rise of Hood 's Texas Brigade
- Contraband Camps and Emancipation ~ The Rise of Hard War
- Creating a Confederate Kentucky ~ The 1862 Campaigns of U.S. Grant

BATTLEFIELD TOURS:

- Gettysburg
- Antietam
- Maryland Campaign
- Fredericksburg
- Second Manassas
- 1862 Valley Campaign



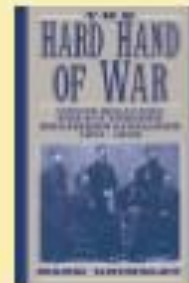
CIVIL WAR INSTITUTE

at Gettysburg College

FACULTY INCLUDE...

- | | |
|----------------|--------------------|
| Ed Bearss | Carrie Janney |
| Keith Bohannon | Jennifer Murray |
| Tom Clemens | Brooks Simpson |
| Dennis Frye | Mark Snell |
| Mark Grimsley | Craig Symonds |
| Scott Hartwig | Amy Murrell Taylor |
| John Hennessy | Susannah Ural |
| Harold Holzer | |

PLUS A SPECIAL TRIBUTE TO THE LEGACY OF BRIAN C. POHANKA



CONFERENCE BOOK:
MARK GRIMSLEY, *THE HARD HAND OF WAR: UNION MILITARY POLICY TOWARD SOUTHERN CIVILIANS, 1861-1865* (CAMBRIDGE UNIVERSITY PRESS, 1996).

Peter Carmichael, Director

The Civil War Institute
Gettysburg College
300 N. Washington Street
Gettysburg, PA 17325
717-337-6590
civilwar@gettysburg.edu
www.gettysburg.edu/civilwar/institute

Follow us on [FACEBOOK](#) and [TWITTER](#)



**Scholarship Application
Civil War Institute, Gettysburg College**

June 22 – 26, 2012

Campus Box 435
300 N. Washington Street
Gettysburg, PA 17325

Phone: 717-337-6590
Fax: 717-337-6596
Email: civilwar@gettysburg.edu

The Civil War Institute (CWI) at Gettysburg College presents a conference each summer which consists of lectures, group discussions, battlefield tours, films, and other special activities. The CWI has sponsored this Institute since 1983, and over 250 to 300 people attend every year.

SCHOLARSHIP INFORMATION

Scholarships to attend the annual Civil War Institute are available for high school sophomores and juniors (preference will be given to rising seniors) and primary and secondary teachers (preference will be given to teachers who teach U.S. history). A full scholarship covers a shared air-conditioned dorm room, board, and tuition. Transportation costs are **NOT** covered by scholarship funds. Preference will be given to first time applicants.

STUDENTS who have completed at least one year of U. S. history and have a genuine interest in the Civil War may apply for a scholarship by including the following with the form below:

1. Two letters of recommendation (one from your history teacher and one from your guidance counselor)
2. A letter describing your interest in the Civil War and why you feel the CWI would benefit you

TEACHERS who wish to apply for a scholarship must teach full-time with at least two years of experience. CEUs are available. They should be prepared to share ideas/lessons associated with teaching Civil War studies and should submit the following with the form below:

1. One letter of recommendation from a teaching colleague, department chair, or principal
2. A letter describing what you hope to learn from, as well as contribute to, the CWI

APPLICATIONS MUST BE RECEIVED BY MARCH 15.

**Please complete this form and include with your application materials.
CEUs are available for participants.**

Name: _____ Age: _____

Address: _____ City/State/Zip: _____

School: _____

Home Phone: () _____ Work Phone: () _____

Email: _____ Cell Phone: () _____

Please circle: Male or Female • Please circle: Teacher or Student

If a student, year/grade in school: _____

SCHOLARSHIP RECIPIENTS WILL BE NOTIFIED BY EMAIL OR TELEPHONE AFTER MARCH 31.

 LIBRARY OF CONGRESS **TEACHING** *with* PRIMARY SOURCES

The Library of Congress' Teaching with Primary Sources (TPS) Eastern Region Coordinator (<http://tps.waynesburg.edu/eregion>) is currently accepting applications for the development of local TPS projects on a rolling deadline.

You are invited to develop and submit a grant proposal to initiate and implement a TPS program for pre- or in-service K-12 educators and/or librarians. **Grants between \$5,000 and \$20,000 will be awarded.** The grant application is available online at: <http://tps.waynesburg.edu/eregion>. Descriptions of successful TPS Eastern Region projects are listed by state and are also available at: <http://tps.waynesburg.edu/eregion/participants>.

Teaching with Primary Sources (TPS) (<http://www.loc.gov/teachers/tps/>) was initiated to develop the skills of K-16 educators in using the digitized primary source documents available through the Library of Congress (<http://www.loc.gov>) in order to deepen students' understanding of American history and develop higher level thinking skills through the analysis and interpretation of primary source materials. The TPS program was launched in October 2007 and **the Library plans to eventually reach educators in all 50 states.**

Proposed projects must be completed by December 2013 for this TPS Eastern Region Grant Program. Send completed proposals (<http://tps.waynesburg.edu/eregion/>) or inquire about this opportunity to:

Barbara Kirby, Coordinator
bkirby@waynesburg.edu
724-852-3388

Teaching with Primary Sources
Waynesburg University
51 W. College Street
Waynesburg, PA 15370

** Institutions and consortiums within the TPS Eastern Region are eligible to apply. Those outside this region are encouraged to contact the Regional TPS Partnership in their area (<http://www.loc.gov/teachers/tps/about/consortium.html>). Preference will be given to proposals that include existing or new partnerships between institutions and/or agencies across educational levels and that target audiences not currently served by ongoing TPS projects.

Sue Wise
Associate Director
Teaching with Primary Sources Eastern Region
Waynesburg University
swise@waynesburg.edu
(724)852-3377



www.mdcss.org

MDCSS is dedicated to supporting social studies education in all of its forms in order to promote an educational experience for young people that encourages cultural understanding and a fundamental respect for human dignity, while preparing students for success in the 21st century.

Goals:

- To promote and support social studies education in Maryland and the United States
- To build a community of social studies educators in the state of Maryland
- To advance cultural understanding through social studies instruction that teaches respect for human differences and an appreciation of diversity
- To provide high quality professional development and instructional resources for Maryland social studies teachers
- To recognize excellent social studies teachers and programs at the elementary, middle, and high school levels

Calendar of Events

September 2011:

September 5 - Labor Day

September 8 - [Stock Market Game Teacher Training](#), Towson, MD

September 16 - [Quantum Leap: Does Indian Blood Still Matter](#), National Museum of the American Indian

September 24 - [1812 Re-enactment and Tavern Night](#), Jefferson Patterson Park & Museum

October 2011:

October 2 - [Educator Open House](#), International Spy Museum, Washington, DC

October 8 - War of 1812 Teacher Workshop, Havre de Grace

October 15 - [American Indian Heritage Day](#), Jefferson Patterson Park & Museum

October 16 - [Lost and Found: The Secrets of Archimedes](#), Walters Art Museum, Baltimore

October 21 - [MDCSS Annual Conference](#), Bates Middle School, Annapolis

November 2011:

November 24 - Thanksgiving

For even more events go to <http://www.mdcss.org/opportunities.php>.