



# MDCSS CHRONICLE

## From the President:

Scott McComb  
President, Maryland Council for the Social Studies

### School Systems and Students Caught in a Lose – Lose Situation

Over the past decade, social studies educators have lamented the loss of instructional time, professional development for teachers and instructional resources for the social studies. There are essential thinking skills that are well-taught, if not best taught through the content, skills and processes found in social studies classrooms across this state and nation. In this day and age, these learning experiences are often excluded from the instructional experience received by many students. However, what is most disappointing about the loss of time and resources for social studies are the reasons why time has been reallocated and how counter productive this is. In order to provide more time and resources for reading instruction, school systems have routinely removed students from social studies instruction, while simultaneously limiting opportunities for social studies teachers to enhance their pedagogical knowledge and instructional skills. Research is clear that this approach is deeply flawed and establishes a lose – lose situation where students neither improve their ability to comprehend what they read nor learn valuable social studies skills and processes.

According to Dan Willingham, a cognitive psychologist at the University of Virginia, many educators think about reading in a way that is fundamentally incorrect. Dr. Willingham states,

“We think of [reading skills] as transferable, meaning that once you acquire the ability to read, you can read anything. That is true for only part of what it takes to read. It’s true for decoding—the ability to translate written symbols into sounds....But being able to decode letter strings fluently is only half of reading. **In order to understand what you’re reading, you need to know something about the subject matter.** And that doesn’t just mean that you need to know the vocabulary—you need to have the right knowledge of the world.”

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented (Tankersley, 2003).

Historian Barbara Tuchman once said, “Books are humanity in print.” The literature that students study in English and reading/language arts classes offers a commentary on life that is concerned with the very elements of culture that weave themselves into the daily instruction students receive in the social studies. Like any good partnership, the relationship between social studies and reading class depends on a healthy balance and a respect for what each content area has to offer students during the learning process. Further, it is clear that in addition to providing context for comprehending the literature students read, effective social studies



vocabulary instruction offers them rich information about word usage; it also provides many varied opportunities for students to think about and use words as well as develop language comprehension and production (Beck, McKeown, & Kucan, 2002).

In a 2007 interview with *Newsweek* magazine, reading expert Jeffrey Wilhelm of Boise State University explained that, "students need to use a wide range of reading materials-nonfiction and expository writing- and lots of vocabulary words. But in an effort to teach to the test, many schools across the nation are replacing social studies and science with reading instruction in the early years, and that hurts kids. Without this critical base, many kids aren't equipped to do the abstract thinking and learning required of them as they move on."

It is clear that school systems need to rethink their approach to serving the learning needs of their students, as well as to meeting the demands of state reading tests. In order to compete in the global workplace of the 21<sup>st</sup> century, American students will need a more extensive knowledge of the world and its varied norms, values, languages and religions. Students will also need to problem-solve complex problems, such as those found in social studies curriculum. And, students will certainly need to comprehend and make sense of what they read. As Harvey and Goudvis (2000) state, "we must teach our students to access content when they read as well as teach them the strategies they need to better understand text and become more thoughtful readers."

What instructional leaders must come to grips with is that reading comprehension is not a "skill" that can be taught directly. According to Dr. Willingham,

"Comprehension [is often taught] as a series of 'strategies' that can be practiced and mastered, but it really doesn't work that way. The mainspring of comprehension is prior knowledge -- the stuff readers already know that enables them to create understanding as they read. **For millions of poor readers, lack of context prevents consistent comprehension.** The mistaken idea that [if students] practice comprehension strategies, they can read anything may be the single biggest factor holding back reading achievement in the country."

It is time for educational leaders to respond to what the research and sound judgment clearly dictate. Namely that it is critical that school systems restore and work to enhance a partnership between the core academic subjects in preparing students to read, think and succeed.

---

## References

- Beck, I. L., & McKeown, M. G. (1999). Comprehension: The Sine Qua non of Reading. *Teaching & Change*
- Harvey, S. & Goudvis, A (2000) Teaching Strategies That Work: Teaching to Enhance Understanding. Stenhouse Publishing, York, MA
- Tankersley, K. (2003) The Treads of Reading. ASCD Press, Alexandria, VA
- Wilhelm, J. (2007) Fourth Grade Slump. *Newsweek Magazine*, New York, NY
- Willingham, D. T. (2006). How Knowledge Helps. *American Educator*, Washington D.C.



## In This Issue...

Message from the President .....	1
MDCSS Annual Conference Summary.....	3
Congratulations .....	4
Middle States Council for the Social Studies Conference Preview.....	7
Spotlight on Social Studies.....	6
Regional Conferences and Workshops.....	9
Calendar of Events.....	17

### Maryland Council for the Social Studies 23<sup>rd</sup> Annual Conference: “A Great Way to Spend the Day”



Once again the Maryland Council for the Social Studies 23<sup>rd</sup> annual conference proved to be a great learning experience for all those who attended. Conference evaluations gave the day’s program high marks and the majority of evaluators found the conference met their needs “very well” and all thought the organization of the program was outstanding. One teacher commented that it was a “great way to spend the day.”



Mary Beth Tinker speaking at the  
MDCSS annual conference

The Council was pleased to present Mary Beth Tinker of *Tinker v. Des Moines*, now a nurse in Prince George’s County, as the conference’s keynote speaker. Ms. Tinker devoted much of her talk to discussing the way in which her upbringing in a Methodist household informed her world view, and her perspective on the connection between her current work and her statement of protest many years ago. Raised to believe one should work to reduce suffering, Ms. Tinker also reflected on her mother’s adage that one must “comfort the afflicted, but also afflict the comfortable.” Tinker’s parents were heavily involved in the civil rights movement, even working in Mississippi during Freedom Summer. Tinker’s family came to Des Moines in 1963, after her father, a Methodist minister, was removed from his church for inviting an African American friend to join the congregation. It was this spirit that motivated Ms. Tinker and her siblings’ protest the Vietnam War in 1965. Although called unpatriotic, Ms. Tinker said she felt that she was “being patriotic toward the Constitution,” and explained that she reminds students that “if you use a little bit of courage to speak up for what you believe in, you’ll be amazed at the results.”

Ms. Tinker spends a great deal of her time talking with young people about her experiences, and believes that “kids have a natural desire to grow themselves and the world.” A motivating factor in her speaking is to “help make school a place students want to be” and to motivate students to advocate for their rights. A believer that students want to be involved and engaged, she went on to share several examples of recent student activism,



including the recent case of Sarah Boltuck, a teenager from Potomac, Maryland. Sarah discovered that in Maryland young people who were seventeen at the time of a primary election were not allowed to vote even if they would be eligible to vote by the time of the general election. In a wonderful example of civic action, Sarah successfully lobbied the General Assembly to change the policy for Maryland's primary. Ms. Tinker's comments were an important reminder of the importance of social studies education. As she correctly noted, "you can't stand up for your rights if you don't know them."

In addition to this year's outstanding keynote speaker, conference break out sessions were also exceptional. Sessions included the Interfaith Conference of Metropolitan Washington presentation on comparative religions; the Maryland Archeological Laboratory; the Maryland Council on Economic Education, a variety of museums including the Walters Art Museum, the Jewish Museum of Maryland, the Calvert Marine Museum; and the Maryland Geographic Alliance, which previewed a session to be presented this month at the National Council for the Social Studies conference.

The Maryland Council for the Social Studies thanks all of the conference attendees and hopes for an even larger turnout at *next year's conference!*

### **Congratulations!**

During the conference, the Maryland Council for the Social Studies also recognized three outstanding educators for their contributions to social studies education.

#### ***The 2009 Maryland Council for the Social Studies Educators of the Year are:***

##### **Secondary (High): Dennis Jutras, Baltimore Polytechnic Institute (Baltimore City)**

Mr. Jutras, who was recently appointed a social studies teacher fellow in the Baltimore City Office of Humanities, has ten years of experience in social studies education and has received numerous including four National History Day awards and Teacher of the Year for Baltimore City. His ability to inspire students is seen in numerous awards his students have earned, high AP and HSA scores, as well as the comments of his colleagues. Said one fellow instructor, "I personally felt like I was not my best as a school librarian until I began working with Dennis 8 years ago..."

##### **Secondary (Middle): Christina Doepel, Gholson Middle School (Prince George's County)**

Ms. Doepel has twelve years of experience in social studies. Ms. Doepel is president of the Prince George's County Council for the Social Studies, a delegate to the National Council for the Social Studies, and department chair for social studies at Gholson Middle School. In addition, she has led a curriculum writing team and developed field trip and local history programs to enrich the curriculum. In her nomination, Ms. Doepel was described as "dedicated to the cause of effective social studies instruction in the classroom."

##### **Educational Leadership: Elaine Tubb (Charles County)**

Ms. Tubb has thirty-one years of experience in social studies including middle school teacher, department chair, History Day coordinator, presenter for many professional development workshops, mentor to National Board candidates, lead teacher in a Russian Exchange program, grant coordinator, creator of digital curriculum, and collaborator with MSDE on high school assessments. Her nomination noted that "Elaine has ... taken her passion for the content of social studies into areas that have not only improved her professionally, but also provided direct and indirect benefits to her students and fellow instructors in Charles County."



Maryland Council for the Social Studies  
Supporting Social Studies Education in all of its Forms

## www.mdcss.org: Your One-Stop Shop for Social Studies on the Web

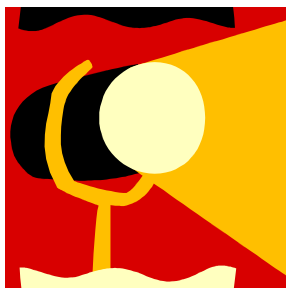
The Maryland Council for the Social Studies is pleased to launch its newly updated website, [www.mdcss.org](http://www.mdcss.org). The site provides social studies educators in Maryland with the information they need, including:

- A calendar of professional learning opportunities
- Archived editions of the MDCSS Chronicle
- Links to museums, historic sites, and organizations that support social studies education in Maryland
- Information about the MDCSS Annual Conference

Stay current on social studies in Maryland—  
check out [www.mdcss.org](http://www.mdcss.org)!



**Visit [www.mdcss.org](http://www.mdcss.org) today!**



***SPOTLIGHT ON SOCIAL STUDIES:  
Baltimore City Public Schools- Office of Humanities***

**By Amy Rosenkrans, Director of Humanities, Baltimore City Public Schools**

*MDCSS has started a new feature in the MDCSS Chronicle, the Spotlight on Social Studies. In this section, we will highlight innovative social studies projects from around the state. If there is a successful project in your district that you would like to share with your fellow educators, please send a description to [ncoquillon@mdhs.org](mailto:ncoquillon@mdhs.org)*

Baltimore City Public Schools (City Schools) has embarked on an exciting new path in its Teaching and Learning (T & L) Office. Divided into STEM (Science, Technology, Engineering, and Math) and Humanities, the T & L Office is focused on encouraging interdisciplinary connections. The Humanities Office encompasses Social Studies, World and Classical Languages, Visual and Performing Arts, High School English and school libraries. Under the direction of Amy Rosenkrans, this office spearheads interdisciplinary activities including curriculum development, professional development, and student activities.

Over the past few months, City Schools' Office of Humanities has partnered with the Maryland Historical Society, the Maryland Humanities Council, the Greater Baltimore Museum Alliance, the Hippodrome Foundation, and the Walters Art Museum. Future activities include projects with the Jewish Museum of Maryland and the Baltimore Museum of Art. Perhaps one of the most successful programs to date is the "One Maryland, One Book" initiative. High school students from across Baltimore City were encouraged to read James McBride's *Song Yet Sung*. Set on Maryland's Eastern Shore in the 1850s, *Song Yet Sung* weaves an intricate and gripping tale of escaped slaves, free blacks, and slave catchers. On October 27, 2009, 200 lucky students were able to attend an event at the Reginald F. Lewis Museum where they were able to discuss the book with James McBride.

*Baltimore City Public  
School students with  
author James McBride,  
October 27, 2009*





# Workshops, Conferences, and Other Opportunities

## MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES

Delaware \* Maryland \* New Jersey \* New York \* Pennsylvania \* Washington, DC

**The 107<sup>th</sup> Middle States Regional Conference on the Social Studies**

***February 25-26, 2010***

**Eisenhower Center, Gettysburg, PA**

***Conference Theme: Learning from the Past and Living for the Future***

For information, please visit [www.mscss.net](http://www.mscss.net)

***MSCSS is looking for nominations for outstanding educators! Nomination categories include:***

### **Harry J. Carman Award:**

Given for outstanding achievement in Social Studies research, teaching, or other recent professional excellence, this medal symbolizes Carman's persistent fight for high standards in every academic area and his personal example of integrity and service. Dr. Carman (1884-1964) was a former Dean of Columbia University and Past President of MSCSS.

### **Distinguished Service Award:**

This award is presented to those who over the years have lent significant service and support to the advancement of Social Studies in the Middle States area.

### **Award of Honor:**

Recipients are traditionally those who have served the Council as a member, committee head, or officer with thorough dedication, and who have given unstintingly of themselves to the advancement of the Council's objectives and goals.

### **Teacher-to-Teacher Networking Grant:**

Instituted by the Middle States Council for the Social Studies in 1986 as part of its program to encourage teachers to make known and share with their colleagues their imaginative and creative classroom projects. The grant is funded by MSCSS from income generated at its Annual Conference.

### **The Collins-Skinner Award:**

Named for two past members of the Middle States Council, this award is presented annually to an outstanding elementary teacher in the Middle States region who emphasizes Social Studies instruction in the classroom.

**The Cohen-Jordan Award:**

Named for past Presidents, Bernard Cohen and Sister Ann Jordan, this award is presented to a teacher in the Middle States region who sets high standards for Social Studies instruction in the middle or high school classroom.

**MSCSS PROGRAM CERTIFICATES****Outstanding Newsletter:**

This certificate is presented to a local or state council in the Middle States region which uses its newsletter to:

1. Publish articles of interest to social studies educators at all levels,
2. Stimulate thinking,
3. Present various points of view,
4. Highlight innovative and successful Social Studies teaching methods;

*\* Newsletters that are posted on a council's website and newsletters that are circulated as non-paper formats are eligible for this certificate.*

**Social Studies Programs of Excellence Certificate:**

This certificate recognizes a school or institution whose Social Studies program explores emerging ideas, controversial issues, and investigates various points of view.

**Technology in the Social Studies Classroom Certificate:**

This certificate recognizes the teacher who has developed and implemented innovative strategies or methods for using technology in the Social Studies Classroom.

*Nominations for the above recognition certificates may come from classroom teachers, supervisors, principals, as well as local or state council members in the Middle States region.*

***To Nominate a Colleague for 2010***

Contact **Mary Davis**

For awards information and application forms.

Mary Davis

1720 Saint Paul Street

#205

Baltimore, MD 21202

[Celts99@yahoo.com](mailto:Celts99@yahoo.com)

Also available on the MSCSS website:

[www.mscss.net](http://www.mscss.net)



# We the People

## THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

### Maryland

#### Professional Development Opportunities and Events

- Saturday, November 21**      **We the People Training**  
Baltimore City Teachers  
9:00 a.m. -3:00 p.m.  
Location: TBD
  
- Tuesday, November 24**      **Project Citizen & RDA Training**  
Carroll County High School Teachers  
8:30 – 3:30  
Location: TBD

#### 2009 - 2010 Competition Dates & Trainings

- Friday, November 20**      District 2 We the People Simulated Congressional Hearing\*
- Thursday, December 10**      District 5 We the People Simulated Congressional Hearing\*
- Friday, December 18**      District 6 We the People Simulated Congressional Hearing\*
- Friday, February 12**      We The People Simulated Congressional Hearing State Competition\*\*
- Wednesday, June 2, 2010**      2010 Maryland Project Citizen Showcase\*\*
- July 7-10, 2010**      We the People Summer Institute, Montpelier, Virginia
- July 11-14, 2010**      We the People Summer Institute, Montpelier, Virginia

\*Winning team advances to We the People State Finals on February 12, 2010  
 \*\*Winning class advances to the annual National We the People Final on April 24-26, 2010.  
 \*\*\*Winning portfolio advances to the annual Legislative Summit at the National Conference of State Legislatures on July 25-29, 2010.

#### ***Attention High School Teachers:***

***American Government Governor’s Academy coming this summer to Baltimore City and a county TBD. Be on the lookout for the official announcement!***

**For information on these events or on the *We the People* program, please contact Marcie-Taylor Thoma, Ph.D. at [mthoma@msde.state.md.us](mailto:mthoma@msde.state.md.us)**

**Smithsonian American Art Museum**

To register, visit <http://www.americanart.si.edu/education/dev/>

***The Clarice Smith National Teacher Institutes*** at the Smithsonian American Art Museum

Monday, December 28–Thursday, December 31, 2009

Monday, June 28–Friday, July 2, 2010

Monday, July 19–July 23, 2010

Join colleagues from across the country for a unique opportunity to collaborate with art experts and leading technology professionals. Through gallery talks, lectures, discussion groups, and hands-on activities, you will learn to incorporate technology to enliven your core subject teaching. As part of an interdisciplinary team, you'll share models for integrating art across the curriculum using Web 2.0 applications, such as podcasts, wikis, and blogs. To participate, complete and submit the online application form at <http://www.americanart.si.edu/education/dev/#smith>. *The Clarice Smith American Art Education Initiative is supported by a generous gift from the Robert H. Smith Family Foundation.*

***Black History Month***

Date: Saturday, January 23, 2010

Time: 10:00a.m.-1:00p.m.

Cost: \$10

Celebrate Black History Month at the American Art Museum. This workshop will provide you with resources and ideas for Heritage Month programming. We will explore works by African-American artists such as Joshua Johnson, Jacob Lawrence, and Sam Gilliam. Each teacher will also receive an *African-American Artists: Affirmation Today* kit for their classroom.

***Teaching History Through Art (with Primary Source Learning.org)***

Date: Saturday, February 20, 2010

Time: 10:00a.m.-3:00p.m.

Cost: \$10

Learn how to use artworks as primary sources in your classroom to teach American history and critical thinking. We will spend the morning in the galleries exploring strategies for incorporating American art into your curriculum. During the afternoon session, teachers will learn how to navigate *Primary Source Learning*, an online resource that helps educators quickly find and use primary sources, deepening student understanding of the curriculum and equipping learners with Information Age literacy skills. Teachers who have already participated in history workshops at the American Art Museum, including *Art as a Primary Source*, *Young America*, *Lure of the West*, and *Teaching American History Grant* workshops, should attend only the afternoon session.



*East Asia: Ancient Cultures & Global Economies*  
*A Seminar for K-12 Teachers of World Cultures, World History, Geography,*  
*Economics, Art and Literature*

**WINTER/SPRING 2010 SEMINAR PROGRAM AT UMBC**  
**Deadline for application is Tuesday,**  
**December 19, 2009**

**When:** Eight Saturday mornings from January 30 - April 24, 2010

**Where:** University of Maryland, Baltimore County (UMBC)

This seminar will provide you with the content and resources to implement the study of East Asia in your curriculum. No previous background in Asia is assumed. Teams of teachers are strongly encouraged to apply. This is a "no-cost" professional development opportunity.

**The topics to be covered include:**

- Introduction to the Geography, Early Civilizations, and Philosophical Underpinnings of East Asia (1/30)
- Western Expansion into East Asia: Qing Dynasty, Opium War, and Territoriality (2/6)
- Japan's History through Meiji (2/13)
- Art in East Asia (2/27 at Walters Art Museum, Baltimore)
- East Asia, World Wars & Aftermath (3/6)
- Growth of Mao and Post-Mao China (3/27)
- Recent History of Korea (4/10)
- East Asia and the Global Economy (4/24)

Teachers will receive instructional resources, seminar materials and stipend. Participants will attend 30 hours of seminars in Winter/Spring 2010 and two follow-up workshops in Fall 2010 and develop an implementation plan. Other benefits include a free one-year subscription to *Education About Asia* magazine and eligibility for NCTA East Asia Study Tours in Summer 2011.

For more information and an application: [www.umbc.edu/che/ncta](http://www.umbc.edu/che/ncta) or [che@umbc.edu](mailto:che@umbc.edu)

*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 National Consortium for Teaching about Asia (NCTA). The University of Maryland, Baltimore County Department of History (UMBC) and UMBC Center for History Education present the Maryland NCTA Seminar Program.*



*The Glenn L. Martin Maryland Aviation Museum* in Middle River, Maryland

*The Glenn L. Martin Maryland Aviation Museum* is observing Black History Month on Saturday, February 20th from 11:00am - 3:00pm. The Museum is located at Martin State Airport, Hangar 5, Suite 531. Admission is free although donations are accepted. Parking is free. During January through March, the Museum's outreach program is available to visit schools in Maryland and the surrounding region. Grades 2 – 5: Program includes the musical "Right Place, Right Time, Wright Brothers", the story of Orville and Wilbur Wright including an aircraft assembly line activity. Middle and High School: Programs include a musical "Rosie" a salute to the Rosie the Riveters and a workshop for class-size sessions on researching, interviewing and presenting oral history projects. For fee information and to schedule a visit, contact the Museum's Director of Education at [GLMMuseumPR@aol.com](mailto:GLMMuseumPR@aol.com).

### Economics in the Middle School Classroom

The Maryland Council on Economic Education is sponsoring a graduate-level course **designed for middle school social studies teachers** over 5 Saturdays in January and February. The goal is to prepare teachers with the economics knowledge and practical applications needed to be successful in the classroom. The cost for this 3-credit graduate course is \$50. For further information and/or a registration form, please contact Debbie Batchelor at [dbatchelor@towson.edu](mailto:dbatchelor@towson.edu).



**THE FEDERAL RESERVE BANK OF RICHMOND**

RICHMOND ■ BALTIMORE ■ CHARLOTTE



**Maryland  
Council on Economic  
Education**

### *A Night at the Fed*

Please join us for a wine and cheese reception in celebration of International Week on *November 19th, 2009, from 4:30pm-6:30pm*. This event is free to educators and cosponsored by the Federal Reserve Bank of Richmond, Baltimore Branch, and the Maryland Council on Economic Education. Special guest speakers include Alex Wolman, Ph.D., Senior Economist and educator, Bertha Knight. Dr. Wolman will be discussing the impact of the global recession from a world perspective. Ms. Knight will be detailing her experiences in South Africa as a visiting educator. To register, please contact Dawn Baker, [dbaker@towson.edu](mailto:dbaker@towson.edu)



## LEARN TO TEACH BOTH MACROECONOMICS AND MICROECONOMICS

UMBC, EDUC489/698: Pedagogy and Principles of Economics

*An economics class designed for educators!*

This class was created to prepare educators to teach economics in the classroom. Basic economic concepts will be explored from a pedagogical point of view. Students will share their investigations with each other both online and in person. Students will be prepared to teach a basic economics course and the economics portions of the State Curricula with emphasis placed on the HSA Government economics content. The class will be taught by Seth Roberts who has taught AP economics, Macroeconomics, Microeconomics and has coached Fed Challenge teams for over a decade. Mr. Roberts is currently the Social Studies Teacher Specialist for Frederick County Public Schools. He earned his bachelors degree in Secondary Social Studies Education at Westchester University in 1998 and his Masters in Community and Economic Development from Penn State in 2006. **This is a Hybrid class during the Spring Semester 2010 that meets at the UMBC Campus the first two weeks and every other week after that. Meetings will be Thursdays 4:30-7:00 PM.** This is a joint venture of the Economics and Education departments. For more information contact: Seth A. Roberts at 301-644-5103 [seth.roberts@feps.org](mailto:seth.roberts@feps.org) or Dr. Linda Oliva at [oliva@umbc.edu](mailto:oliva@umbc.edu)

### Open Workshops at the Maryland Historical Society

To register for the Westward Expansion or Great Depression workshops listed below, please call 410-685-3750 ext. 336 or email [ncoquillon@mdhs.org](mailto:ncoquillon@mdhs.org) and leave your name, school, phone number, and the grade level you teach. **All workshops are free and will be held at the Maryland Historical Society, 201 W. Monument St., Baltimore, 21201.**



MARYLAND  
HISTORICAL  
SOCIETY

#### *Westward Expansion*

**Saturday, January 23, 2010, 9:00 am-12:00 pm\***

Join the *Maryland Geographic Alliance, Maryland Council on Economic Education, and the Maryland Historical Society* for a workshop on westward expansion. Teachers will receive lesson plans from each organization and will be *eligible to win door prizes, including a free field trip to the Maryland Historical Society (transportation included).* **For eighth grade teachers.**

\*Snow date Saturday, January 30, 2010, 9:00 am – 12:00 pm



#### *Great Depression*

**Saturday, February 27, 2009 9 am-2:15 pm**

Join the *Federal Reserve Bank of Richmond, Baltimore Branch, the Maryland Council on Economic Education, and the Maryland Historical Society* for a workshop on Maryland in the Great Depression. Participate in lessons on the economics of the New Deal, comparisons between the current recession and the Great Depression, and Maryland life in the 1930s. Lunch and a light breakfast are included.

**For high school teachers.**



Maryland  
Council on Economic  
Education



THE FEDERAL RESERVE BANK OF RICHMOND  
RICHMOND • BALTIMORE • CHARLOTTE



## Workshop at the Jewish Museum of Maryland

Echoes and Reflections  
Holocaust Teacher Training Workshop  
Monday, December 14, 8:30-2:30



A joint project of The Anti-Defamation League, The USC Shoah Foundation Institute, Yad Vashem  
Presented by The Anti-Defamation League, Baltimore Jewish Council, Jewish Museum of Maryland

Jewish Museum of Maryland (15 Lloyd Street, Baltimore, MD 21202)  
Led by Deborah Baptiste of the ADL

*Participants will receive a complimentary copy of the Echoes and Reflections multi-media curriculum. Breakfast and lunch provided. Registration: free and open to all educators.*

To register, contact Khava Avshalumova at the Baltimore Jewish Council  
/ 410-542-4850 / [kavshalumova@baltjc.org](mailto:kavshalumova@baltjc.org)

### Integrating the Arts: Technology Workshop

**February 6, 2010**

**Time: 9:30 AM - 4:00 PM**



#### **Receive a stipend while learning about arts integration.**

- Focus on the new module of our education website, *Integrating the Arts*,
- Includes an introduction to arts integration, gallery tours, and time to create an arts integrated lesson seed.
- Make better use of technology in your classroom
- Participants should apply in interdisciplinary pairs (arts teacher with a non-arts teacher)
- Accepted participants receive a stipend, lunch, and parking.
- Limited to 20 teachers.

February 6, 2010, 9:30 a.m. – 4 p.m.

**Free (Application Required, Due on January 10, 2010)**

**Visit [teachers.thewalters.org](http://teachers.thewalters.org) to download an application**



## *Traces of the Trade*

### *National Museum of African American History and Culture*

A three-hour program designed for educators who teach in Washington, D.C., Maryland, and Virginia will begin with a screening of the abridged classroom version of the Emmy-nominated film *Traces of the Trade*, followed by a panel discussion led by National Museum of African American History and Culture (NMAAHC) Director Lonnie Bunch and featuring filmmaker Katrina Browne, co-producer Juanita Brown, and *Inheriting the Trade* author Thomas DeWolf. Participants will then break into three groups—to be facilitated by Katrina, Juanita, and Tom—where the balance of the workshop will focus on challenges and strategies for effectively teaching about historic slavery and its lingering impacts today in the elementary, middle, and high school classroom. **Saturday, November 21, 2:00 – 5:00pm, Carmichael Auditorium, National Museum of American History, 14th Street and Constitution Avenue, NW, Washington, D.C. NOTE: only 100 seats available. RSVP to: [NMAAHCeducation@si.edu](mailto:NMAAHCeducation@si.edu).**

Get into the holiday spirit and visit the *Fire Museum of Maryland's Holiday Train Garden* Saturdays, November 28, December 5, 12, 19, 25, and December 26 through 29, from 10 a.m. – 4 p.m. Have your photograph taken at no charge with Santa in a real fire department sleigh on Opening Day, November 28.

The picture is free with regular paid admission or with your membership card. Admission is \$10 for adults, \$8 for firefighters and seniors, and \$5 for children 2-18. Children under 2 are free.

[www.firemuseummd.org](http://www.firemuseummd.org)





**REGINALD F. LEWIS MUSEUM**  
of Maryland African American  
History & Culture

## Programs and School Events for February 2009

**Reginald F. Lewis Museum of Maryland  
African American History & Culture  
830 East Pratt Street, Baltimore, MD 21202  
443-263-1800; Group Reservations, 443-263-1831**

### School Programs

#### **Freedom Hour: Pre-School**

**Ages 2-5**

**Let's Make A Quilt**

**February 11, 25, 10:30 a.m.**

Listen to a story about quilts and explore how quilts are made. Children will create their own Underground Railroad quilt squares after viewing a quilt about Harriet Tubman.

Admission fee is \$3 per person. Space is limited to 40 children.

#### **Heritage Stories for Children**

**Grades K-3**

**Janice the Griot**

**February 3, 2010**

Join Janice Griot on a freedom journey from Africa to America. Heritage tales include a traditional Nigerian tale of separation, a slave folktale, and a legend about a freedom quilt. Admission fee is \$5 per person.

#### **Journey In History Theater**

**Grades 6-12**

**Living History: Josiah Henson**

**February 10, 2010**

Meet Josiah Henson, a former Maryland slave who escaped to freedom and became the inspiration for Uncle Tom's Cabin. Henson will describe the horrors of slavery and his involvement in developing a Canadian settlement for fugitive slaves. Admission fee is \$5 per person.



*Jefferson Patterson Park & Museum (JPPM) is pleased to announce a rate reduction for the use of our traveling trunk on Eastern Woodland Indian Cultures of Maryland!* This program of nine units and sixteen lesson plans was developed to meet Maryland's current Voluntary State Curriculum for 4th graders, but each lesson can easily be adapted for a variety of audiences. The units cover a variety of topics, including cultural lifeways, foodways, trade and transportation, adornment, oral traditions, games and Native Americans in Maryland today.

*We would like to offer a reduced rate of \$50 to educators with the ability to pick up/drop off the trunk from the Park.* For those who need to have the trunk shipped the price remains \$175. This is a wonderful opportunity to receive high quality materials for your students at a minimal cost. For more information, please visit our site at <http://www.jefpat.org/TravelingTrunk.htm>.



## Calendar of Events

### November

- 19<sup>th</sup> A Night at the Fed  
Federal Reserve Bank of Richmond, Baltimore
- 21<sup>st</sup> We the People Training for Baltimore City  
Teachers, Baltimore, Site TBD
- Traces of the Trade Teacher Workshop  
National Museum of American History, Washington
- 24<sup>th</sup> Project Citizen & RDA Training  
Carroll County Teachers, Location TBD

### December

- 14<sup>th</sup> Echoes and Reflections: Holocaust Teacher Workshop  
Jewish Museum of Maryland, Baltimore
- 28<sup>th</sup>-31<sup>st</sup> Clarice Smith National Teacher Institute  
Smithsonian American Art Museum, Washington

### January

- 23<sup>rd</sup> Westward Expansion Teacher Workshop  
Maryland Historical Society, Baltimore
- 23<sup>rd</sup> Black History Month Workshop  
Smithsonian American Art Museum, Washington

### February

- 3<sup>rd</sup> Heritage Stories for Children: Janice the Griot  
Reginald F. Lewis Museum, Baltimore
- 6<sup>th</sup> Integrating the Arts: Technology Workshop  
Walters Art Museum, Baltimore
- 10<sup>th</sup> Journey In History Theater: Josiah Henson  
Reginald F. Lewis Museum, Baltimore
- 11<sup>th</sup> Freedom Hour: Pre-School  
Reginald F. Lewis Museum, Baltimore
- 20<sup>th</sup> Teaching History Through Art  
Smithsonian American Art Museum, Washington
- 25<sup>th</sup>-26<sup>th</sup> Middle States Council for the Social Studies  
Gettysburg, PA
- 25<sup>th</sup> Freedom Hour: Pre-School  
Reginald F. Lewis Museum, Baltimore
- 27<sup>th</sup> Great Depression Teacher Workshop  
Maryland Historical Society, Baltimore

## THE MARYLAND COUNCIL FOR THE SOCIAL STUDIES EXECUTIVE BOARD, 2009-2010

### President

SCOTT MCCOMB  
Calvert County

### Vice President

AMY ROSENKRANS  
Baltimore City

### Recording Secretary

TINA NELSON  
Baltimore County

### Membership Secretary

LEANNE MEISINGER  
Calvert County

### Treasurer

MARY ANN HEWITT  
Maryland Council on Economic Education

### Historian

MARIA TREMENTOZZI  
Montgomery County

### MEMBERS-AT-LARGE

Rachel Brubaker, Center For History Education  
Naomi Coquillon, Maryland Historical Society  
Bruce Damasio, Towson University  
Mary Davis, Anne Arundel County  
Sande Dawes, Calvert County  
Todd Kenreich, Towson University  
Kevin Jenkins, Maryland State Department of Education  
Brien Kinkel, Towson University  
Georgia Ladd, Anne Arundel County  
Leanne Meisinger, Calvert County  
Kim Popetz, Jefferson Patterson Park & Museum  
Toni Richardson, Howard County  
Seth Roberts, Frederick County