



Winter 2011

Special points of interest:

- Positive effects of National History Day
- Breaking News and Opportunities
- Pre-service teachers building community
- A message from the NCSS President-Elect

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MDCSS Chronicle

From the President: Remembering *Vistas, Visions and Voices* Fondly As We Look Forward to NCSS ♦ Washington 2011!

Educators aren't often participants in ritzy conferences with big name headliners and first-class service. These are the typical trappings of corporate excursions. Nevertheless, it is the experience participants find themselves immersed in when they attend a National Council for Social Studies Conference. Having just returned from Denver and the *Vistas, Visions and Voices* Conference, I am pleased to report that NCSS did not disappoint. As I began my conference experience seated for a wonderful kick-off breakfast with NCSS President-Elect Sue Blanchette and our own MDCSS President-Elect Jeff Passe, I



Hugh Ambrose, author of *The Pacific* featured on HBO

stared up at the backdrop of purple mountains in front of a field of brilliant stars and thought to myself, "Wow, this is amazing. I wonder if all the other people in this room feel as valued as I do right now."

These sentiments never waned as I spent the next three days being taught and inspired by

such notables as Stanford Professor Emeritus Sam Wineburg, Hugh Ambrose, author of the best selling book, *The Pacific*, Chinese scholar Da Chen, author of *Colors of the Mountain* and President Obama's sister, Maya Soetoro-Hg. Mind you, these were just some of the speakers. Kareem Abdul-Jabbar, Kenneth C. Davis and Tom Daccord also added their powerful insights that, when combined with over 400 presentations touching on every conceivable topic, made clear that the time that I had carved out to travel to Denver was well worth it.

Continued next page

Teaching an Old Dog New Tricks by David Reck

If someone had suggested to me that in my 30th year of teaching I would be taking courses to improve my content knowledge and teaching style, I would have declared them mentally unstable. But the Teaching American History in Howard County program intrigued and enticed me. It sounded like the perfect way to rejuvenate my career by absorbing new content, experi-

menting with new strategies, and sharing ideas with respected colleagues.

After teaching World Geography for most of my career, I decided to teach American History for the first time in any serious way. The prospect of a new curriculum was daunting, despite having majored in American History at the University of Maryland.

The curriculum had changed in recent years and new focuses on assessment, reading and writing in the content area posed a threat to my success, or so I thought. I saw the TAH program as an opportunity to ease the transition.

I have to admit, I never thought that I could finish

Continued next page



From the President (cont'd)



While I was fortunate to have this opportunity, I realize it is not easy to find the time and resources to attend an experience such as this. It is for this reason, that I am so excited about the opportunity that all Maryland social studies educators have coming up in 2011. The NCSS Conference, *Dimensions of Diversity* is coming to our own back yard. To be held in Washington D.C. December 2 - 4, next year's conference becomes accessible for so many

more of us. As such, please allow me to deliver a ringing endorsement for the experience at this time. Above all else, teachers deserve two things. First, they deserve to be treated as professionals and valued for the vital role they play in our society. I assure you the NCSS scores an A+ in this regard. Based at the Renaissance Washington Hotel and Walter E. Washington Convention Center, participants will once again experience a wonderful environment for learning and collaboration. Secondly, educators deserve the opportunity to continue their own learning and to do so in an environment that allows them to escape all of the typical distractions of their work place. Those participants who attend the 2011 NCSS Conference will undoubtedly have this opportunity. Therefore, I hope that many of you will do as I have and mark December 2-4 on your calendar as an opportunity to be treated to a very memorable professional experience.

Scott McComb, President

Teaching an Old Dog... (cont'd)

three years of an educational commitment at my age and experience level. Although I had completed a Master's Program in Secondary Education, attended professional development seminars, and made presentations at local and national conferences, I realized that I had not taken a history class in 25 years, not written a serious paper in over 10 years, and essentially ceased to learn new things outside of my own classroom. But I did it. I'm 54 now and in my 32nd year of teaching. As I look back over these last three years, I feel a tremendous sense of accomplishment, and the TAH program has been a transfusion of energy for me.

Dr. Jessica Elfenbein of the University of Baltimore presented us with a diverse collection of content rich history, primary source documents, historical fiction, oral histories and creative writing. I supplemented my unit on the *Growth of America* by sharing excerpts from Patterson's *Lyddie*, Bender's *Toward an Urban Vision*, Hindle and Lubar's *Engines of Change*, Rockman's *Scraping By* and Anbinder's *The Five Points*. Nelson's *Pharsalia*, Blasingame's *Slave Testimonies*, and Jeffrey's *Abolitionists Remember* have enhanced my teaching of the Civil War.

Dr. Elfenbein challenged the cohort to increase our historical content knowledge, and to consider ways we can enhance our classroom instruction and inspire our students. She structured the readings and analysis papers to present a diverse interpretation of the sources, theories, and styles. I found myself thinking like a student as well as a teacher, and this has really been uplifting.

In year two, we read and discussed Dolores Hayden's *The Power of Place*, a study of how urban and social history had been researched and presented to communities as a way of promoting the stories of working class citizens. Our resource teacher Bob Coffman gave us creative and captivating

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Teaching an Old Dog... (cont'd)

strategies to improve content reading and comprehension/analysis. Some of the resources he shared were invaluable. Gloria Neubert's *Putting It All Together*, Janet Allen's *Reading History*, and Donna Ogle's *Building Literacy in Social Studies* offered countless techniques for enhancing classroom learning.

I developed several Power Point presentations that presented difficult topics and concepts in a creative, visual way – a critical need for average and special needs students. In my own social studies team, I have used my training to enhance instruction.

Our visits to Hampton Mansion, the Maryland State Archives, Howard County Historical Society, Enoch Pratt Library, Green Mount Cemetery and Lower East Side Tenement Museum, combined with speakers on oral histories and research representatives from the archives encouraged me to seek unconventional sources for my classroom that are both interesting and fruitful for my students.

Year three was devoted to the writing of history, with specific emphasis on the primary source/document based inquiry. Program founder and author, Chip Brady presented a series of training sessions that demonstrated the value and flexibility of the D.B.Q., and these strategies have changed my outlook on teaching. Presenting students with a critical question and providing primary source documents that initiate critical thinking has transformed my classroom into a history laboratory, and my students now understand concepts that I once considered too sophisticated for middle school.

While reading, writing and thinking appeared to be the focus of the program, the true end product is the renovated technique of teaching history that is best for kids. This “new way” of teaching will ultimately be the model that is used nationwide . . . or should be. The commitment of Dr. Mark Stout, Dr. Dan Ritschel and Dr. Bruce Van Sledwright gives the program credentials and legitimacy, and their devotion cannot be underestimated.

The most fulfilling part of this program though is the time that I have spent with my fellow teachers in the cohort. They are the best and the brightest that our profession has to offer, and as a “senior” statesman, I have learned so much from these young, devoted historians.

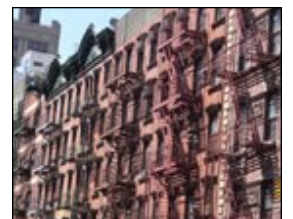
The challenge before me now is to make a concerted effort to make my experiences an integral part of my teaching style for the future. I look forward to building on the concepts and producing several truly useful “tricks” that the system can implement. Regardless of my role, I hope to make the TAH part of my legacy in Howard County. I am grateful for having had this wonderful opportunity.

Dave Reck teaches social studies at Burleigh Manor Middle School in Howard County.



**Hampton Mansion
Towson, MD**

“I realized that I had not taken a history class in 25 years, not written a serious paper in over 10 years, and essentially ceased to learn new things outside of my own classroom.”



**Lower East Side Tenement
Museum, New York**



National History Day—Impact beyond the Classroom by Joanna Guy

An article I read about the “Night of Terror” first sparked my interest in American suffragist Alice Paul. I was appalled to learn how prison guards brutalized women arrested for peacefully picketing the White House in 1917. The account evoked the abuses of Abu Ghraib prison in Iraq, and motivated me to understand why such atrocities occurred. In researching the life and legacy of Alice Paul, I learned that she founded the National Woman’s Party, spearheaded passage of the 19th Amendment, and authored the Equal Rights Amendment—but was not as well known as earlier suffragists. My respect for Paul’s cause, conviction, and courage inspired me to develop an individual performance about her for National History Day.

I conducted extensive research, both at the local library and over the internet, using primary sources such as newspaper accounts, photographs, interview transcripts, and writings by Paul and her contemporaries—friends, rivals and critics. I incorporated quotations and anecdotes from Paul’s life and placed the action in historical context by examining the social and political dynamics of the time. Finally, I attempted to make the women’s suffering and sacrifice more personal by describing the Night of Terror and graphically recounting the arrests, beatings, and brutal force feedings that Paul and other women endured—as punishment for simply exercising their First Amendment rights of free speech and assembly.

Every phase of preparation was interesting—from research to script writing to costume design and rehearsal—but the most exciting part of History Day for me was competing! I was thrilled to win first place at Maryland History Day and to advance to the national competition. It was a memorable experience and it led to other opportunities. I was invited to perform, along with professional scholar/actors, at the “Rights and Reformers” Maryland Chautauqua festival at Garrett College. Participation in History Day also undoubtedly strengthened my college applications. Now attending Cornell University, I find that the skills and knowledge I gained from History Day projects are enhancing my academic success. When it comes to research, I know how to locate and evaluate sources, and I now approach large projects and term papers with confidence rather than trepidation.

I was vividly reminded of the most significant impact this project has had on my life when I cast my ballot as a first-time voter in the recent mid-term election. With a sense of pride and reverence I recalled Alice Paul’s relentless drive to secure passage of the 19th Amendment. The suffragettes’ legacy is a lasting gift that American women should not take for granted. In telling Alice Paul’s story at History Day I tried to share and honor that legacy.

Joanna Guy, is a graduate of Southern Garrett High School and sophomore at Cornell University. Watch Joanna's Alice Paul performance at www.youtube.com/watch?v=bTjrmBYorgg. Maryland History Day is a program of the Maryland Humanities Council. More information can be found at <http://www.mdhc.org/programs/maryland-history-day/>.



Joanna Guy in character as Alice Paul.



On the second day of the Greensboro sit-in (1960), Joseph A. McNeil and Franklin E. McCain are joined by William Smith and Clarence Henderson at the Woolworth lunch counter in Greensboro, North Carolina. (Courtesy of Greensboro News and Record).

Powerful Lessons from the Greensboro Four by Carrie Kotcho

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.

On February 1, 1960, four African American college students—Jibreel Khazan (formerly Ezell Blair Jr.), Franklin McCain, Joseph McNeil and David Richmond—sat down at the segregated [Woolworth lunch counter](#) in Greensboro, North Carolina, and politely asked for service. Their request was refused. When asked to leave, they remained in their seats. Their passive resistance

and peaceful sit-down demand helped ignite a youth-led movement to challenge racial inequality throughout the South.

On February 4th, 2010, nearly 300 students filed into the museum's auditorium to participate in a special program: [Youth Town Hall with the Greensboro Civil Rights Pioneers: Commemorating the 50th Anniversary of the Woolworth Lunch Counter Student Sit-In](#). As they did so, thousands more were taking their seats in classrooms, auditoriums, and homes all over the country to take part in the event via live webcast. The surviving members of the Greensboro Four and their families had come to Washington, D.C., the night before to [receive the James Smithson Bicentennial Medal](#) for their important contributions to the Civil Rights Movement.

Most of the students at the Youth Town Hall were about the same age as the Greensboro Four when they changed history by sitting at the lunch counter, a section of which is on display at the museum, and asking to be served. As I looked across the auditorium and saw the faces of the students and interacted with those online, I wondered what they would take away from this day. How would their experience listening to and interacting with the Greensboro activists impact them?

I decided to follow up with students who attended in person and who watched the webcast to find out.

"I think students today could learn from the students of the Civil Rights Movement. To act upon an issue without violence and to be able to stand up for themselves when they think something or someone isn't fair or right. The Greensboro Four didn't come up with a plan to destroy or kill or harm anyone they just walked into the the store then sat at the counter and asked nicely to be served.



Members of the Greensboro Four and museum staff at the Youth Town Hall (2010).

Continued next page



Powerful Lessons (cont'd)

They didn't act in a violent way and this began a movement for civil rights."

- 8th grade student, Stuart-Hobson Middle School, Washington, D.C.

Live Audience Member

"I learned that if something is not fair or is not equal you should fight for that right to have and if you just stand by looking at the problem and not do anything about it you are worse than the person who caused the problem."

- 8th grade student, Stuart-Hobson Middle School, Washington, D.C.

Live Audience Member

"We were surprised that some older white people supported the sit-in and how young the protesters were. We learned that not all African Americans supported the Greensboro Four. The best part of this was the opportunity to interact with real figures from history."

- 8th Graders from the Susquenita Middle School History Club, Harrisburg, Pa.

Live Webcast Viewers

If you missed the Youth Town Hall you can view an archived version and a wide variety of multimedia resources about the Greensboro Sit-in on our [Stories of Freedom and Justice page](#). The Smithsonian is also pleased to announce our **National Youth Summit on The Freedom Rides** taking place Wednesday, February 9, 2010 at noon. Join a nationwide virtual gathering as the Smithsonian commemorates the 50th anniversary of the Freedom Rides. Historian Ray Arsenault hosts a discussion with Freedom Ride veterans Diane Nash, James Lawson, and Jim Zwerg, and Stanley Nelson, director of the American Experience documentary *Freedom Riders*. Panelists will take questions from Summit participants via facebook, twitter, email, and the conference portal. Free preparatory materials include movie clips, lesson plans, and follow-up activities.

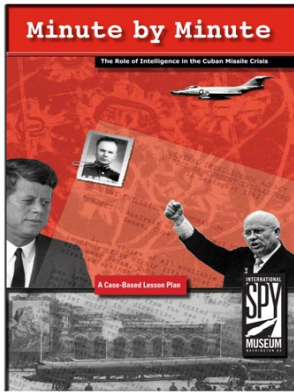
Carrie Kotcho is the education technologist at the National Museum of American History.



A student asking a question during the live webcast.



Teachers and Students Explore the Secret History of History at SPY! by Jacqueline V. Eyl



“Since spying is considered ‘the second oldest profession,’ teachers can rest assured that there is no period of history without a good spy story.”

The story of intelligence is woven through recorded history in every corner of the globe. Without some semblance of an intelligence capability, countries would lie helpless before their enemies. However, until recent times, the methods by which governments collected and used intelligence were shrouded in secrecy. The public filled the gap in their knowledge about this critical capacity of government by turning to fiction: the enticing world of books, television, and movies. Therefore, misinformation abounds. Who doesn't immediately think “James Bond” when they think of spying?

But how are we currently preparing our young people to become responsible citizens who can provide reasoned public oversight of our government's intelligence community? **The International Spy Museum** located in downtown Washington, DC contains the largest collection of espionage-related artifacts on public view in the world. In its eight years of operation, the Museum has been providing the public with a glimpse into the shadow-world of spying. However during the past three years the Museum's education department has turned its attention toward students and educators and has developed a variety of tools and resources designed to bring the “secret history of history” to life in the classroom.

One such resource, *Minute by Minute: The Role of Intelligence in the Cuban Missile Crisis*, a 123-page publication, provides teachers with all the tools necessary to conduct a simulation that places their students in the shoes of an all-source analyst at the CIA in October, 1962. Students analyze declassified CIA documents and U-2 photographs and make recommendations at different stages of the crisis. The outcome of the crisis lies in students' hands: will their analysis provide President Kennedy with the information he needs to avoid nuclear catastrophe?

This simulation can also be conducted on-site at the Museum as part of a series of student workshops that the Museum introduced last year. In addition to the *Minute by Minute* program, teachers can choose from a variety of Spy Museum student programs including *Operation Code Cracker*, a workshop designed to meet national mathematics curriculum standards, and *The Spy's Eye View* in which students can meet and “interrogate” a real former spy.

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Secret History (cont'd)

The Museum has also been conducting educator workshops both onsite at the Museum and off-site. Educator workshop topics and formats have ranged from a sweeping overview of *The Secret History of American History* to *The Science of Spying*. Addressing over 1,200 teachers last year alone, the workshops have met with tremendous success because in addition to new content, they offer practical ways to apply that new content in the classroom through lesson plans and activities, many of which utilize primary documents. Teachers have been thrilled to have new and exciting ways to examine their traditional curriculum standards. Since spying is considered “the second oldest profession,” teachers can rest assured that there is no period of history without a good spy story. Using spying as the entry point into any period of history provides an intriguing and exciting hook for students.

For the 2010-2011 school year, Spy Museum staff will be focusing on the role of intelligence during the Civil War and developing a curriculum publication that will provide lesson plans, background briefings and activities to commemorate the Civil War Sesquicentennial. Additionally, as we approach the tenth anniversary of the 9/11 event, the Museum will be working on a publication to support teachers and students in their examination of the role of intelligence or lack of intelligence in the events leading up to and on 9/11.

To find out more about the International Spy Museum and the resources available to educators and students visit the Museum’s website at www.spymuseum.org and click on the “For Educators” link to learn more about workshops and resources. Become a fan on Facebook and click on our “Educators” tab.

Jacqueline V. Eyl, Youth Education Director can be contacted directly at jevl@spymuseum.org.

Breaking News!

The Maryland Council for the Social Studies (MDCSS) is excited to announce the release of the first ever Maryland Civic Health Index Report. The Maryland report is part of a push to examine the country's civic strength at the national and local levels. The Maryland Civic Health Index Report was produced through a partnership of a number of outstanding organizations and MDCSS is proud to have been a part of this important effort. We are also proud of our sponsorship of the Maryland Civic Literacy Summit that took place earlier this year and was an important part of this effort. The Civic Health Index Report will certainly highlight the value of the social studies and civic education, as well as the work that is left to do in improving Maryland's civic health performance.

To view the report, click on the following link: Maryland Civic Health Index Report 2010 <<http://ncoc.net/mdrelease2010>>. To view an article about the report, visit Baltimore Sun - Maryland Civic Health Index Article <<http://www.baltimoresun.com/news/maryland/bs-md-civic-health-report-20101207,0,1766113.story>>.



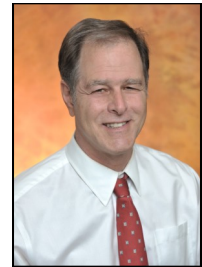
Election News

In March of the coming year the MDCSS Executive Committee will see some changes. The titles of President and President-Elect will be passed onto individuals committed to the improvement and growth of the Council. Please join us in welcoming them.

2011 President, Jeff Passe

Dr. Jeff Passe, President-Elect of the Maryland Council for the Social Studies Executive Committee, will take over the reigns in March 2011 from Scott McComb, who has ably led the organization over the past year and a half.

Jeff is Professor and Chair of the Department of Secondary Education at Towson University, and his scholarly interests are current events instruction, curriculum integration, and the marginalization of citizenship education. He is currently on the Executive Board of the Middle States Council for the Social Studies and has served as President of the National Council for the Social Studies, the West Virginia Council for the Social Studies, and was a member of the Executive Board of the North Carolina Council for the Social Studies.



Jeff Passe

2011 President-Elect, Mary Davis

Mary Davis has been elected to succeed Jeff Passe in 2013 as President of the Maryland Council for the Social Studies board and will hold the office of President -Elect until that time. Mary has been in the Office of Social Studies, Anne Arundel County Public Schools since 2006. She started her career as a sixth grade teacher and Gifted/Talented Coordinator and later taught in elementary school classrooms in grades two through five. Mary is enrolled in the Masters in Historical Studies program at the University of Maryland, Baltimore County and is an active volunteer in civic organizations and historic sites. She is currently President-Elect of the Middle States Council for the Social Studies where she is interested in building leadership and active involvement of elementary social studies educators. Mary looks forward to continued work with the Maryland Council and welcomes new teachers who can bring a new vision and background of experiences- at all levels.



Mary Davis



Did you know?

AnthroNotes: A Free Anthropology Publication by Ann Kaupp

For over 30 years, the Smithsonian's Anthropology Outreach Office has produced a 20-page international publication for K-12 and informal educators—*AnthroNotes*, A National Museum of Natural History Publication for Educators. *AnthroNotes*, free of charge, is published twice a year, spring and fall, and includes articles by leading specialists that focus on current developments in archaeology, cultural and physical anthropology, and applied anthropology. *AnthroNotes* received the 2002 Society for American Archaeology Award for Excellence in Public Education “for presenting archaeological and anthropological research to the public in an engaging and accessible style, and for encouraging the study of these disciplines in the classrooms across the nation.”

As an educational publication, each *AnthroNotes* issue also includes a teaching activity or information on new teaching resources. Unlike most issues, the Fall 2009 and Spring 2010 issues had one a particular focus. The fall issue explored human impact on the environment, and an expanded spring edition focused on human origins in commemoration of the new *David H. Koch Hall of Human Origins*, which opened in the National Museum of Natural History in March 2010.

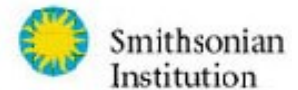
Fall 2009 articles included: “Towards a Greener Future: Archaeology and Contemporary Environmental Issues,” “Teachers Corner: Does our Background Shape our Thinking About Environmental Issues?” “Simulating the Past to Explore the Future,” “Teaching High school Anthropology in the Digital Age,” “Changing Cultures and Climates in the Arctic: Prehistory to Modern Times,” and “Online Professional Development Opportunity: Knowing Shelter—Knowing People” (upper elementary curriculum).

Spring 2010 articles included: “What does it mean to be human?” “Presenting Human Evolution to the Public,” “Teachers Corner: Resources from the SI Human Origins Program,” and “New Perspectives on the Evolution of Bipedalism.”

Other topics recently featured in *AnthroNotes* include cross-cultural studies of autism, Charles Darwin, obesity, Shi'a and Sunni Muslims in Iraq, Mali, forensic anthropology, origins of the great pueblos, Plains Indian pictorial art, the American Anthropological Association's Race exhibit, Rastafari culture, and Chile's Monte Verde archaeological site. *AnthroNotes* also has covered such topics as cultural relativism and universal human rights, refugees, and body art.

Recent teaching activities and resources presented in *AnthroNotes* have focused on teaching evolution websites, educational ethnographic films relating to Afghanistan and the Navajo, how to use primary sources in teaching about Lakota winter counts, teaching and learning about the great apes, collaborative ethnography, and how artifacts help students interpret the past.

Ann Kaupp is the Head of the Anthropology Outreach Office at the National Museum of Natural History and also serves on the MDCSS Advisory Board. She can be reached at kaupp@si.edu.



A compendium of the best lead articles from *AnthroNotes*, *Anthropology Explored: The Best of Smithsonian AnthroNotes, Revised and Expanded* was published in 2004 (Smithsonian Books). A free *Instructor's Guide* to this edition is available online at

www.nmnh.si.edu/anthro/outreach/anthropology_explored.htm

Teachers can receive a 50 percent discount (\$10.97) on *Anthropology Explored* (ISBN #9781588340931) and free shipping by going to www.randomhouse.com/academic/examcopy

If you have already adopted this book as required reading, go to: www.randomhouse.com/academic/deskcopy

To sign up for *AnthroNotes* or to view back issues, visit <http://anthropology.si.edu/outreach/outrch1.html>



Growing a Community by Nicole Townsley

Shaun Johnson, professor of elementary education at Towson University worked with a small group of students and one other faculty member from fall 2009 to spring 2010 to establish a community vegetable garden on campus as a way to connect to the larger urban agricultural movement in the Baltimore metro area. As a social studies instructor, Professor Johnson saw this as an excellent local opportunity to offer pre-service undergraduates an “apprenticeship” on service learning and civic engagement that they might eventually incorporate into their schools in the future. The focus was not primarily on gardening. Student service included writing grants, holding fundraisers, advertising, and establishing social networks. Nicole Townsley, one of the Towson University student participants, describes the experience.



Towson University Students working on the community garden.

Every day many children across the nation are deprived of the basic human right of having access to nutritional fresh food. These children frequently come from low-income urban environments and live in what are called food deserts: neighborhoods where fresh, nutritional foods are sparse, leaving people to excessively depend on fast fatty foods as their core source of nutrients. Many of these children don't know the value of fruits and vegetables or how to produce their own food. This is clearly a dilemma that needs attention because all children should have access to fresh food so that they can grow and flourish in order to achieve in school.

Many organizations are working to resolve this issue through the urban agriculture movement. This sounds like an oxymoron, but in fact it can be very successful and beneficial for urban children. Urban agriculture is just what it sounds like, creating sustainable gardens in urban areas to provide residents of these communities with fresh nutritional foods. But they can also offer something much more valuable: the tools people need to produce some of their own food. Urban agriculture can introduce people to good eating habits, something that many Americans have lost. And coming together to achieve a common goal can instill civic pride as well as create community spirit.

Urban agriculture is often involves the creation of a sustainable garden by community members. This can include school communities, where students learn how to construct and maintain a garden. Through this process students discover the value of gardens and fresh healthy foods that they produce. School gardens also help develop cooperative working skills when students work together to reach a common goal of producing a successful garden. Students also develop a sense of pride in their accomplishments and in their food.

Another possible function of a community garden is to grow food that will be donated to families in need. It can be very empowering for low-income communities when residents don't have to depend on cheap



Growing a Community (cont'd)

unhealthy food from commercial establishments. Through Towson University's Community Vegetable dens, Towson students have created a community garden on the urban campus that donates its produce to a local outreach program. One of the best ways to give back to one's community is through healthy foods and making your community aware of the abundant benefits of these gardens. This could be something that local school gardens can do as well, using them as a service learning project to teach children the value of fresh healthy foods and of giving back to their communities.

It is our responsibility as educators, parents and other members of the community to insure that our children get the best possible food that nature can provide. However, we must not only provide our children with fresh produce, but also give them the tools and knowledge needed to grow their own food and develop healthy eating habits. It is important for children to understand that not only are they supplying themselves with nutritional food, they are also taking a stand against food industrials by becoming less dependent on them. Community gardens are a step in the right direction towards reaching these goals. Like the old proverb says, "give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime."

For more information about the Urban Agriculture and Community Gardens check out these websites:

- <http://tuveggiegarden.wordpress.com/>. This is an informational blog about Towson University Community Vegetable Garden
- <http://www.realschoolgardens.org/>. This website provides you with a lot of resources for school gardens and how you and your school can get involved.
- <http://afsic.nal.usda.gov/>. This website is the official government website for the National Agriculture Library.



Towson University students constructing a hoop house.



MDCSS Educators of the Year!



The MDCSS Awards Committee had the difficult task of selecting two recipients this year. Many worthy and exemplary teachers competed for the award but two educators were finally selected. The elementary educator of the year award recipient is **Rebecca Bland of Washington County Public Schools**. Despite the many challenges Rebecca faces in her elementary school, she strives for excellence. According to her assistant-principal, Ms. Kuczynski, Rebecca, “is a strong advocate for social studies” and “strategically plans her lessons to incorporate social studies into all content areas.” Ms. Bland is active in professional development and shares new pedagogy and content with her colleagues. Most impressive is the fact that Rebecca is a “crusader for Social Studies!” Thank you for your support and exemplary service to Social Studies, Ms. Bland. We are proud to recognize you as the MDCSS Elementary educator of the year for 2010.

The secondary educator of the year award recipient is **Tim Rodman of Montgomery County Public Schools**. Tim has more than proven himself as an educator who provides outstanding service to students and/or social studies programs. For example, Mr. Rodman has served as a Fellow for the U.S. House Program, served as a tour participant to the Republic of South Africa, and developed blogs in response to his work as a Fellow and his study tour. In addition, Tim has been an active participant in the Teaching American history program in Montgomery County and surrounding counties, completed the AP U.S. Government and Politics teacher training for College Board, and took part in the Center for Civic Education’s We the People Summer Institute. These examples are but a few on a long list that provide evidence of Tim’s exemplary service as an educator. His work is so popular and far-reaching that one of his students even nominated him for this award. Thank you for your support and exemplary service to Social Studies, Mr. Rodman. We are proud to recognize you as the MDCSS Secondary educator of the year for 2010.



Opportunities

Project Archaeology Investigating Shelter Online!

When: Beginning January 17, 2011 for 8 weeks (4.5 self-directed hrs/week)

Where: online

Who: Upper elementary teachers (3rd - 6th grades)

Cost: \$175.00; includes curriculum guide (2 University credits are available from Southern Utah University for an additional \$30)

Interested? Contact Madlyn Runburg at 801.671.7713 or mruburg@umnh.utah.edu by January 12, 2011. Space is limited!

Project Archaeology Leadership Academy in Bozeman, Montana, June 20-24, 2011

Be a Leader, Make a Difference! Project Archaeology is offering a select few the opportunity to take the lead in helping to protect our cultural heritage. Social Studies and Science teachers are encouraged to apply for this unique opportunity which will teach them Project Archaeology's acclaimed Investigating Shelter, an inquiry-based Social Studies and Science curriculum, and empower them with educating their peers on how to implement the curriculum in the classroom. Investigating Shelter guides students through a complete archaeological investigation of a shelter which incorporates history, science, mathematics and language arts while emphasizing the importance of our cultural heritage and how to protect it. Academy participants, upon completion of the program, will be certified to teach the Project Archaeology curriculum to their peers through workshops, online courses, Institutes and job-embedded mentoring. The program is free of charge to participants except for the cost of two required curriculum guides at \$37. Two university credits will be available to interested participants for \$30. Successful applicants will receive a stipend for travel. Applications due by April 1, 2011. Interested? Contact Kathy Francisco 406 994 6727 or kfrancisco@montana.edu.

Landmarks of American History and Culture: Workshops for Schoolteachers Funded by the National Endowment for the Humanities

Abraham Lincoln and the Forging of Modern America

Opportunity for K-12 teachers, administrators and librarians:

\$1,200 Stipend!

And No-cost Graduate SIUE Tuition Waiver

(university fees still apply for waiver)

Join us June 20-24 or July 18-22, 2011 for a one week Teacher's Workshop.

Application Postmark Deadline: March 1, 2011. For description and application process see: <http://www.siue.edu/education/neh>.





Mea Culpa to Maryland by Sue Blanchette

Have you ever planned a great lesson, laying things out perfectly and just sure things would be great, only to open your mouth and have the exact wrong thing come out? Then, when you try to fix it, all you do is make things worse? Well, that's what happened to me when I visited the MDCSS conference in October. I could plead exhaustion and injury, which were both a factor, but the reality is that I had a major attack of "foot in the mouth" disease and said something really stupid. I cannot take back a flip remark, but I can and do sincerely apologize.

What I should have done, when the issue of money to attend conferences came up, was to offer the following suggestions. They may not work in your districts, but they might be worth trying.

- If professional development funds are not available, ask about Title I funds. These are often more available and you can usually tweak the application to fit social studies.
- Find a way to insert "literacy" into your request to attend. At NCSS in 2011, we will include sessions on literacy and social studies, both because it makes sense and to help teachers convince their districts to let them attend.
- Put in a presentation proposal for the NCSS conference. Districts will often loosen up on the dollars if you are a presenter [and thus their name is in the program!].
- Volunteer to be a reviewer of NCSS conference proposals. That gets you an automatic discount in conference registration – and a sneak preview at what's coming!
- Join an NCSS committee or work at the conference. Often districts will see participation in conference governance as a positive.
- Volunteer to do a professional development session for your district in return for their support in sending you to the conference.
- Ask your PTA, religious institution or other group of which you may be a member to help defray the cost of your attendance.
- If DC will be your first NCSS conference, apply for a first timer's scholarship. This will cover registration and the primary recipients will be teachers from Maryland, Virginia and DC.

Worst case scenario – Your district still says no. Start saving your nickels and dimes and dollars and hoarding your personal days so that you can come on your own dime next year. When you come back with all sorts of wonderful ideas and materials, it might jump start things for the future.



Sue Blanchette
NCSS President-Elect



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

January 2011:

January 8 - [East Asia: Ancient Cultures & Global Economies](#) seminar will run 8 Saturday mornings through April 30 at UMBC.

January 14-17 - [Birmingham Civil Rights Institute](#) in Birmingham, Alabama.

January 15 - [Learning from the Past: Celebrating Dr. King's Birthday](#) at the Maryland Historical Society.

January 17 - State Holiday: Martin Luther King, Jr. Day

January 17 - [Project Archaeology Investigating Shelter Online](#) 8 week online course. Email mrunburg@umnh.utah.edu for info.

February 2011:

February 9 - National Youth Summit on the Freedom Rides, *National Museum of American History*

February 11-13 - [Introduction to the Constitution](#) weekend seminar at James Madison's Montpelier.

February 21 - State Holiday: President's Day

March 2011:

March 11-13 - [James Madison and the Bill of Rights](#) weekend seminar at James Madison's Montpelier.

March 17-18 - [108th Middle States Regional Conference](#) held at Rutgers University in New Jersey.