Oregon Social Sciences Teacher Update #150

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# 1. Oregon’s 157th Birthday Celebration

Saturday, February 13, 2016; 10 a.m. – 2 p.m.;900 Court St. NE, Salem, Oregon.

The Event is free and open to the public. Activities and exhibits include:

* Covered wagons on display;
* Live costumed historic interpreters from Oregon’s Champoeg State Park;
* Performances by the Oregon Old Time Fiddlers Association;
* Original State Constitution on display in the Capitol Rotunda;
* Photo opportunities with the Gold Pioneer, Dr. John McLoughlin, wagons and more;
* Birthday cake, while supplies last;
* Kids gift bags, while supplies last;
* Kids activity tables;
* Stake your Oregon land claim game;
* Live period music; and
* “Why I Love Oregon” essay exhibit.

# 2. History Series Starts in Southern Oregon

Jackson County Library Services and Southern Oregon Historical Society will begin their 2016 Windows in Time lecture series this week. The first program will be presented by Ron Brown on “Heroes and a Few Villains: Those Who Made History in the Rogue Valley” at noon Jan. 6 in the Medford Library, 205 S. Central Ave., and at noon Jan. 13 in the Ashland Public Library, 410 Siskiyou Blvd. For more information on the series, visit the [SOHS programs website](http://www.sohs.org/event-list).

# 3. Digitized Oregon Images Posted by Library

The New York Public Library has released some 180,000 out-of-copyright items from its Digital Collections as high resolution downloads. Among the items are hundreds of Oregon items, including stereographs and programs. <http://digitalcollections.nypl.org/>

# 4. C-GEO Annual Conference

C-GEO in now accepting registrations for its annual teachers' conference, now called Geo-Fest. The conference will be March 5th, 2016 at Portland State University. This year if you pre-register by February 19th, registration is FREE and includes lunch and a goodie bag. **So please register as soon as possible.**

Registration fee after February 19th is $20 does not include lunch or goodie bag. All attendees will be eligible for some great prize drawings!

For a link to detailed information and the registration form, see the Professional Development page of the C-GEO website at [http://www.pdx.edu/geography-education/node/94](%20http://www.pdx.edu/geography-education/node/94)

# 5. Oregon Jewish Museum and Center for Holocaust Education Events and Resources

[education@ojmche.org](mailto:education@ojmche.org)

**Sala Kryszek Art and Writing Competition**

The annual Sala Kryszek Art and Writing Competition for middle and high school students encourages youth to evaluate history, foster an awareness of the Holocaust, and broaden their minds in the areas of art, history, civics, sociology, and literature. For the competition, students are presented with a prompt that becomes their cue to create a piece of writing or a work of art.

A Grand Prize Sala Kryszek Award winner will be selected in both the writing and art categories. These two students, along with one of their parents and one of their teachers, will win a trip to Washington, D.C., to visit the [United States Holocaust Memorial Museum](https://t.e2ma.net/click/i54gl/ydyteh/ui3hbf).

Winning entries will be displayed at OJMCHE and other exhibit venues where communities that extend beyond the classroom can celebrate the students’ outstanding achievements.

Important Dates

Entry Deadline: Friday, March 18, 2016. Awards Ceremony: Sunday, May 1st, 2016

**2016 Creative Prompt:**

**To thoughtfully respond to the prompt, carefully consider these questions:**

How could the Holocaust happen in a country like Germany, a country with abundant education and people who achieved great advancements in science art, music, literature and philosophy? Do you think that something like this still happens in the world today? What steps can you take now and in the future to offset these events from taking place?

Using what you have learned about the Holocaust, create a piece of writing or a work of visual art that reflects your response to the above questions.

Visual art submissions require a brief ‘artist statement’ of one or two sentences describing your association between Holocaust history and the artwork you created in response to the prompt.

<http://www.ojmche.org/educate/education/sala-kryszek-art-writing>

**I Witness Educator's Workshop**

Wednesday, February 10, 5:30 - 8:30pm; [Free: RSVP required](https://t.e2ma.net/click/i19ll/ydyteh/ixieef)

USC Shoah Foundation presents I Witness, Once Voice At a Time. Educators will learn how to teach with testimony and primary source materials through a website that offers students over 1,500 full life testimonies of survivors and witnesses to genocides. This workshop is provided by USC Shoah Foundation's regional trainer, [Robert Hadley.](https://t.e2ma.net/click/i19ll/ydyteh/ypjeef) **RSVP at** [rgh\_776@usc.edu](mailto:rgh_776@usc.edu?subject=RSVP%20for%20I%20Witness%20Teacher%20Training%20at%20OJMCHE) **or through the** [website](https://t.e2ma.net/click/i19ll/ydyteh/eikeef)**.**

**Educators' Open House**

Tuesday, March 15, 2016, 4:30-5:30pm;Free: [RSVP Required](https://t.e2ma.net/click/i19ll/ydyteh/a3leef)

This Educators' Open House is open to teachers and educators from around the region and is a chance to learn directly from OJMCHE staff about renowned journalist and photographer’s Ruth Gruber's importance to the topics of 20th century history, photography, and journalism, especially her photographs of Jewish refugees taken during and immediately after the Holocaust, and in Eastern Europe until the mid-1980s. Included in the exhibit are photographs from trips to Ethiopia and the Arctic.

School Group Tours of [*Ruth Gruber, Photojournalist*](https://t.e2ma.net/click/i19ll/ydyteh/qvmeef)are recommended for all ages and grade levels. Tours that include information about Holocaust history will be offered to school groups in grades 6 and up.

# 6. Classroom Law Project Events and Resources

**We the People Book Club**

Tuesdays: Feb. 23, Apr. 19, May 24, and June 14; Lucky Lab Brew Pub, SE Hawthorne Blvd.

Join CLP and its two master facilitators, Shelley Larkins and Susie Marcus, for lively conversations about books that help us better understand our country’s history and future! Come for one, come for all six. It’s up to you! This year participants will be reading the following books:

* Feb. 23 – *Democracy Reborn: The 14th Amendment and the Fight for Equal Rights in Post-Civil War America*, Garrett Epps
* Apr. 19 – *The Law of the Land: A Grand Tour of our Constitutional Republic*, Akhil Reed Amar
* May 24 – *The Great Dissent: How Oliver Wendell Holmes Changed His Mind – and Changed the History of Free Speech in America*, Thomas Healy
* June 14 – *Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America*, Gilbert Kind

There is still room for the remaining meetings. More information and registration can be found at <http://www.classroomlaw.org/homepage/we-the-people-book-club/>.

**Educators needed to judge the 30th Annual Oregon High School Mock Trial Competition** (no experience necessary)!

Join Classroom Law Project at a courthouse near you (Albany, Bend, Hillsboro, LaGrande, Medford, Oregon City, and Portland) on Saturday, Feb. 27 (regionals) or at the Hatfield Federal Courthouse in downtown Portland on Mar. 11-12 (state finals), to see students make their case with passion and poise. Each year, more than 70 high school teams, totaling some 1,200 students, compete in mock trials at the regional, state and national levels.

This unforgettable experience for students depends on the participation of hundreds of educators, attorneys, and other community representatives who serve as judges at the competition. If you are interested in being a part of this event, please learn more and sign up online at <http://www.classroomlaw.org/mock-trial-judge-registration/> .

**The Bob and Marilyn Ridgley Classroom Law Project Scholarship**

Classroom Law Project is thrilled to announce the Bob and Marilyn Ridgley Classroom Law Project Scholarship! This opportunity is open to high school seniors who have participated in a CLP program and intends to attend a college or university in the fall. The scholarship awards the selected student $2000 per year for four years. Applications are due Friday, March 18, 2016. For more information on the scholarship and application process, please visit <http://www.classroomlaw.org/ridgley-scholarship/>.

**SAVE THE DATE! LAW DAY** -- May 5, 2016, Portland State University

Mark your calendar and join Classroom Law Project on Thursday, May 5, at Portland State University for the 36th annual Law Day Conference for High School Students. This one-day conference at Portland State University features 18 different workshops on legal issues concerning youth including student rights, immigration, gun control and careers in the law. Each year, more than 500 students from Oregon and SW Washington participate and learn from scholars, activists and other experts. Registration will open in the beginning of March.

**DATE CHANGE! WE THE PEOPLE & PROJECT CITIZEN DAYS**--May 19 & 20, 2016, Oregon Capitol Building

These days at the State Capitol offer students the opportunity to present *We the People* (Thurs., May 19) and/or *Project Citizen* (Fri., May 20) simulated hearings to a panel of civic leaders. Teachers may choose units and questions. Project Citizen portfolios are displayed in the Capitol Galleria and judged by civic leaders. Registration will open in March.

**SAVE THE DATE! SUMMER INSTUTITE**--June 27-30, Portland State University

This year’s Summer Institute will have two foci: *The Political Classroom* and *We the People*. To start off the beginning of the week, Dr. Paula McAvoy will be joining the institute again to discuss how to address controversial issues within the classroom – a perfect fit for election season. The week will finish up with a focus on the James Madison Legacy Project and *We the People* curriculum. More details coming soon, but please get these dates on your calendar now. Please visit [www.classroomlaw.org](http://www.classroomlaw.org) for information on last year’s Summer Institute and details about the James Madison Legacy Project.

**Susie and Tyler’s Current Events**

Are you looking to include current events in your classroom? Classroom Law Project’s good friend, Susie Marcus, and program manager, Tyler Kaltenbach, do the research and lesson development for you every week! Complete with links to articles, questions to consider, lesson plans, standards (Oregon Social Studies content and CCSS), and connections to the *We the People* text. For this week’s current event and our archive, please visit <http://www.classroomlaw.org/resources/susies-current-events/>.

# 7. C-GEO Offering Two Summer Programs for pre-K-12 Teachers

**Teaching with Primary Sources Institute** –(Free); June 20-24, 2015 at Portland State University

Participants will learn to use the TPS geographic analysis tool to create standards-based, content-informed model lessons that integrate primary sources from the Library of Congress. Choice of four graduate credits or a stipend of $400 upon completion of institute requirements. One hundred Professional Development Units (PDUs) are also available. Lodging and parking included.

All Oregon preK-12 teachers and pre-service teachers, regardless of teaching assignment, librarians and media specialists are eligible to apply. Application form available at <http://www.pdx.edu/geography-education/node/94>.

**Geography and Outdoor School Workshop** (Free); August 8 – 12, 2016 at Portland State University

Participants will create a collection of activities and model lessons that can be used in conjunction with an Outdoor School program—either in the field, as anticipatory sets, or follow-up and analysis of field work. Choice of either four graduate credits and a $600 stipend or a $1,000 stipend upon completion of activities and model lessons. 40 PDUs also available upon completion. Lodging and parking included. All Oregon preK-12 teachers and pre-service teachers are eligible to apply, regardless of teaching assignment. Application form available at <http://www.pdx.edu/geography-education/node/94>.

# 8. Teaching the Arab-Israeli Conflict and Peace Process—Fully Funded Summer PD Opportunity

The Institute for Curriculum Services, in collaboration with the Library of Congress and Portland State University, invites middle and high school social studies teachers to attend a dynamic 3-day workshop, *Teaching the Arab-Israeli Conflict and Peace Process* with an emphasis on inquiry based learning using *Teaching with Primary Sources* strategies and content-specific lectures from university scholars. $300 attendance stipend and travel stipend available for first 25 registered participants. Registration opens March 15. Contact Jacqueline Regev, [jregev@icsresources.org](mailto:jregev@icsresources.org), for more information. Please visit [www.icsresources.org](http://www.icsresources.org) to access ICS’s free curricular resources.

# 9. OCEE Announces the National Economics Challenge

The Oregon Council on Economics Education will be participating in the National Economics Challenge in the Wild Card Competition this year. This is a contest to test your knowledge of economics. No formal courses in economics are required to compete in the Economics Challenge. Any team of students interested in economics is encouraged to compete. Schools may enter multiple teams in their qualifying divisions, but a student may be a member of only one team. There is no cost to participate.

Divisions--There are two divisions: David Ricardo and Adam Smith.

* The David Ricardo division includes teams of students enrolled in one semester (or less) general economics courses or courses which include introductory economic concepts (social studies, business, personal finance, etc.). The course must be taught by a secondary teacher. Students who have never taken an economics course are eligible to compete.
* The Adam Smith division includes teams of students, currently or previously, enrolled in Advanced Placement (AP Micro, AP Macro, or AP Micro and Macro), International Baccalaureate (pre-IB and IB), honors, two-semester, or any other advanced courses in economics (including courses taught by a secondary teacher where students earn college credit). The course must be taught by a secondary teacher.

Teacher registration is now open. To register, please go to; <https://econchallenge.unl.edu/Oregon/Welcome>. Once registered teachers can create their student teams. There is no limit to the number of teams that can participate, and there is no cost to participate. The Wildcard competition will be offered March 1 through April 12, 2016. Teachers may pick one date for their entire class or teams to participate. The Wild Card Competition of the NEC consists of 30-questions online competitions.

The Wild Card competition closes at 11:59PM on April 12. The highest scoring team in each of the two division (David Ricardo division and Adam Smith division) will be invited to advance to the National Economics Challenge Semi-Finals (online April 26, 2016). From the Semi-Finals the top four scoring teams, will receive an all-expense paid trip to compete in New York City at the National Economics Challenge Finals May 20-23, 2016. The National Finals will be hosted in NYC by Steve Liesman, CNBC Economics Reporter.

# 10. Living on the Edge of Empire: Alliance, Conflict and Captivity—NEH Workshop

*Living on the Edge of Empire: Alliance, Conflict and Captivity* is a National Endowment for the Humanities Landmarks of American History and Culture Workshop for K-12 teachers and librarians hosted by the Deerfield Teachers' Center of the Pocumtuck Valley Memorial Association, Deerfield, MA. The workshop will be presented the week of July 10 through July 15 and again the week of July 24 through July 29, 2016. The workshop places the Deerfield Raid of 1704 in the broader context of the history of Colonial New England. The deadline for applications is March 1, 2016. Go to <http://edge-empire.deerfield-ma.org/> for a description of the program and instructions on how to apply. NEH Summer Scholars who are chosen for these workshops will be awarded a $1200 stipend to help defray travel and accommodation costs.

For a century from 1660 to 1760 the bucolic New England village of Deerfield was a crossroads where differing visions and ambitions of diverse Native American Nations and European colonial empires interacted peacefully and clashed violently. During a memorable three-hour span in the early 1700s, the town stood at the center of the struggle to control the continent. The 1704 Raid on Deerfield is a doorway to a fascinating and important part of American history. It was an event rooted in religious conflicts, personal and family retribution, alliance, and kinship ties. The Raid on Deerfield and the colonial world that produced it, helped to create a distinctive American identity and world view that became a backdrop for the American Revolution.

Workshop Summer Scholars will explore global issues while also considering ways in which this history can offer a compelling entry point for teaching the complexities of the early American colonial period and the many cultural groups who comprised it – Native nations, enslaved Africans, and the French and English settlers.

# 11. The National WWII Museum Summer Teacher Institute: *The War in the Pacific*

With Author Richard B. Frank; **July 10–15, 2016 in New Orleans**; **July 9–14, 2017 in Pearl Harbor**

World War II was the central global event of the20th century, and you can now learn how to bring it to life for your students through a 16-month professional development opportunity with The National WWII Museum. Beginning in summer 2016, the Museum's Summer Teacher Institute will enable high school history and social studies teachers to explore the war that changed the world like never before. A cohort of 30 teachers from across the country will spend a week at The National WWII Museum in New Orleans in July 2016 and a week at Pearl Harbor on July 9–14, 2017. Prior to the Institute each summer, selected teachers will participate in preparatory readings and online discussions with Museum staff, WWII expert Richard B. Frank, and each other. During the 2016–2017 school year, teachers will work with Museum educators to redeliver a professional development workshop on the history of World War II in their hometown.

* **WHO CAN PARTICIPATE:** The Summer Teacher Institute is open to any high school social studies or history teacher at an accredited public, charter, private, or parochial school who has at least two years of experience as of July 2016 and who will be teaching during the 2016-2017 school year. Media specialists, librarians, curriculum coordinators, and academic coaches are eligible provided they spend at least half of their time providing direct instruction to students. Applications will be evaluated through a competitive process that will include information on teaching experience, three short written statements, and two letters of recommendation. The Museum seeks to recruit a diverse cohort of teachers.
* **COST:** There is no cost. Teachers will receive free room and board in New Orleans and Pearl Harbor,\* a travel stipend, and all seminar materials free of charge.
* **Learn more and access the application** [here](http://support.nationalww2museum.org/site/R?i=tD7AlP9rwpmVluKojUZFeg)**.**
* \*Location for 2017 is subject to change; alternatives include sites like Normandy, France, and Warsaw, Poland.

# 12. History’s Going Digital—These Maps Show History in a New Way

In a collaboration between the Digital Scholarship Lab at the University of Richmond and Stamen Design, American Panorama combines United States history, geographic mapping, and individual narratives to create a visual atlas of history.

In a collaboration between the Digital Scholarship Lab at the University of Richmond and Stamen Design, [American Panorama combines United States history, geographic mapping, and individual narratives](http://dsl.richmond.edu/panorama/) to create a visual atlas of history.

They currently cover four topics — forced migration of enslaved people, overland trails, foreign-born population, and canals — with one map and chart interface for each. Each also uses a time component that lets you see changes by year. The first two are the most interesting though. They couple geographic data with personal stories that lend an important context, which tends to get lost as with time.

See more at: <http://historynewsnetwork.org/article/161595#sthash.7lYTELE3.dpuf>

# 13. Check Out This History Web Site

***A history website*** – Chronas <http://chronas.org> is a new site (in beta stage) with text, graphics, and interactive maps orchestrated by Dietman Aumann.

# 14. WWII Museum Pacific Academy for College Students: 4-Week Summer Educational Experience in Hawaii

June 11–July 9, 2016; **prices starting at $5,825**

How would you like to earn six college credits in one of the world's most beautiful and culturally rich island cities, learning about America's role in the Pacific Theater of World War II—at the very place where America was plunged into this global struggle? At [Pacific Academy](http://support.nationalww2museum.org/site/R?i=jxvEOeZRdTdU7FpxRvCT4w) in Honolulu, up to 100 college students from across America will spend one month learning about the attack at Pearl Harbor and other subjects related to World War II and Asia-Pacific history, while taking advantage of Oahu's famous beaches and tropical setting. Courses feature top faculty, including featured professor Allan R. Millett, PhD, who will share their expertise and passion for the study of World War II and the history of Hawaii.

Learn more about the [course offerings](http://support.nationalww2museum.org/site/R?i=W47C8r3t3hLxEiu8b07MKw).

**Questions?** Call the travel experts at 877-813-3329 x 514 or request more information [here](http://support.nationalww2museum.org/site/R?i=K9aONkzbaVisFjijk2rRmA).

# 15. NCTA at the Program for Teaching East Asia 2016 Summer Institutes

**These summer programs, sponsored by the National Consortium for Teaching about Asia (NCTA) and the Program for Teaching East Asia at the University of Colorado are open to secondary teachers nationwide. Teachers selected for the programs will receive a travel stipend, room and board, and resource materials. Participants in “Japan’s Olympic Challenges” qualify for a Summer 2017 study program in Japan. Full details and application information are provided in the linked flyers. Application deadline for both institutes is March 18, 2016.**

* **Japan’s Olympic Challenges: 20th-Century Legacies, 21st-Century Aspirations. July 10-15, 2016. As it prepares to host the 2020 Olympics, Japan is focused on national renewal, even as it continues to negotiate postwar legacies that impact how Japanese people and the world see that nation.** Open to secondary social studies teachers nationwide, this 5-day institute on the CU-Boulder campus will consider how the past and the future intersect as Japan prepares to showcase its accomplishments to the world. The institute will explore the impact of enduring issues on contemporary Japanese society, government, global and intra-Asian relations, and Olympic goals and aspirations. Go to for detailed flyer and application, available now at <http://www.colorado.edu/cas/tea/ncta/downloads/Japan_SI2016_application.pdf>. For questions, contact [lynn.parisi@colorado.edu](mailto:lynn.parisi@colorado.edu).  2017 study in Japan: As a follow-up to this institute, participants will have the opportunity to apply for a 10-day residential seminar in Tokyo in July 2017, pending funding.
* **Korea's Journey into the 21st Century: Historical Contexts, Contemporary Issues. July 24-28, 2016.** In this 4-day residential summer institute, secondary teachers will consider modern and contemporary South Korea's distinct history, geography, intra-peninsular and international relations, and transnational cultural transmissions (e.g., K-pop, film, and design). Participants will work with specialists to learn about the Korean peninsula beyond the media coverage, drawing on Korean narratives and texts to enrich their teaching about contemporary South Korea in the classroom. Click <http://www.colorado.edu/cas/tea/ncta/downloads/KSI2016App.pdf> for detailed flyer and application, available now. For questions, contact [catherine.ishida@colorado.edu](mailto:catherine.ishida@colorado.edu).

These programs are made possible through the generous funding of the Freeman Foundation to NCTA, the US-Japan Foundation through TEA’s “Olympic Opportunity” project, and the Korea Foundation.

# 16. Annual Supreme Court Summer Institute

Street Law, Inc. and the Supreme Court Historical Society will sponsor two sessions of the annual [Supreme Court Summer Institute](http://www.streetlaw.org/en/events/CalendarEvent/151/2016_Supreme_Court_Summer_Institute_for_Teachers#Tab=Overview), June 16-21 and June 23-28, 2016. The Institute is open to secondary level social studies teachers and supervisors, who will spend six stimulating days on Capitol Hill and inside the Supreme Court learning about the Court, its past and current cases, and how to teach about them from top Supreme Court litigators and educators. Participants will also be in the Court to hear the Justices announce the final decisions of the term and attend a private reception at the Court. The program encourages teachers in large communities of color, teachers in urban schools or on Native American reservations, and those newest to the teaching profession to apply. For full information and to apply online (under the “Registration Info” tab), go to [www.streetlaw.org/scsi\_apply](http://www.streetlaw.org/en/events/CalendarEvent/151/2016_Supreme_Court_Summer_Institute_for_Teachers#Tab=RegistrationInfo). The application deadline is **March 14, 2016**.

# 17. Core Practices for Inquiry-based History Teaching

**Course Description:** Working with materials from the Stanford History Education Group’s Reading Like a Historian curriculum and Beyond the Bubble assessments, this introductory workshop focuses on four instructional practices central to inquiry-based history instruction. These include:

* Modeling historical thinking
* Facilitating classroom discourse
* Supporting students to develop evidence-based claims
* Assessing students’ historical thinking skills

Throughout the workshops sessions, teachers will have opportunities to experience and practice instructional activities in large and small groups. Additionally, teachers will work collaboratively to adapt and develop materials for their own classrooms.

**Keywords:** history, reading like a historian, SHEG, core practices, facilitating discourse, evidence-based claims

**Audience:** Designed for middle school and high school History teachers and also suitable for those who teach Social Studies methods courses

**Dates:** August 1 - 5; See [Festival Schedule](https://cset.stanford.edu/pd/festival/schedule) for times

**Format of Course:** In-person at Stanford University, part of the [Stanford Teaching Festival](https://cset.stanford.edu/pd/festival)

**Cost\*:** $550 - groups of 3+ paid by school, and international participants; $600 – individual

**Units:** 2

**Status:** Registration opens February 1

**\*Please note:** The cost for this course includes parking, a light breakfast, lunch, and reception. This cost does not include lodging or transportation. Please see the [Festival Location, Lodging, & Transportation](https://cset.stanford.edu/pd/festival/location-lodging-transportation) page.

**Course Facilitators:**

**Joel Breakstone** directs the Stanford History Education Group. He received his Ph.D. from the Stanford Graduate School of Education. Along with Mark Smith and Sam Wineburg, he led the development of SHEG's assessment website, [Beyond the Bubble](http://beyondthebubble.stanford.edu/). He received the Larry Metcalf Exemplary Dissertation Award from the National Council for the Social Studies in 2014. He holds a B.A. in history from Brown University and a M.A. in Liberal Studies from Dartmouth College. After graduating college, he taught high school history in Vermont. His research focuses on how teachers use assessment data to inform instruction.

**Brad Fogo** is the Director of Curriculum and Professional Development for the Stanford History Education Group. A public school history teacher for nine years, he holds a Ph.D. in Curriculum and Teacher Education from Stanford. He has been involved in the research and development of several SHEG projects and has worked with teachers throughout the country with the Reading Like A Historian curriculum. His B.A. in history is from the University of Wisconsin-Madison, and he holds an M.A. in history from the University of Montana.

More information is available at <https://cset.stanford.edu/pd/courses/inquiry-based-history-teaching>.

# 18. Performance Assessment Resource Bank

The site offers an expanding collection of curated [resources for performance assessment](http://www.performanceassessmentresourcebank.org/), including sample social studies tasks developed by Stanford Center for Assessment, Learning and Equity and Asia Society. Available tasks and other resources will continue to be added. Creating a free account will provide you with access.

# 19. Hans Rosling Film on Ending Extreme Poverty in 15 Years

In this one-hour film, Swedish data guru Hans Rosling uses a variety of graphic displays to show the decrease in absolute poverty worldwide since 1800, plays film clips of what poverty looks like in several developing countries, and ends with a hopeful message about meeting the new United Nations goal – to eradicate extreme poverty by 2030: <http://www.gapminder.org/videos/dont-panic-end-poverty/>

“Don’t Panic – End Poverty” by Hans Rosling, October 7, 2015

# 20. Radio Stories

The Listen Current site has a wide variety of radio stories in science, social studies, ELA, and current events: [https://listencurrent.com](https://listencurrent.com/)

“Listen Current,” January 2016

# 21. Cold War Home Front: An NEH Landmarks Workshop

[**http://www.cla.csulb.edu/projects/NEH/**](http://ucdavis.us9.list-manage.com/track/click?u=c45349a532e9c877bfa607fdf&id=3abfdc0bed&e=4887feebcd)

Sponsored by [The History Project at CSU Long Beach](http://ucdavis.us9.list-manage.com/track/click?u=c45349a532e9c877bfa607fdf&id=af682c6437&e=4887feebcd), CSU Long Beach, Department of History, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601.

Southern California, a region known for palm trees, sunny beaches, automobiles, and Hollywood, owes much of its growth to aircraft production for the federal government. The Cold War Home Front in Southern California workshops explore the history and culture of aerospace production, a topic of immense importance for understanding the United States in the twentieth century.

The development of the “Sunbelt”—aerospace-driven economic growth, rapid demographic and suburban expansion, white cultural dominance in the midst of ethnic diversity, and expanding public higher education—is a national story. Postwar military-industrial production drove the US economy for several decades. No region experienced these trends as intensely as Southern California. Thus, the region offers the archetypal model of aerospace development and its attendant social and cultural patterns.

Chronologically, Cold War Home Front begins in 1941, addressing the crucial World War II roots of Sunbelt dynamics. Most of the workshop focuses on the classic Cold War space age of the 1950s. The workshop concludes in 1981, with the development of a reusable orbiter “space shuttle,” which represented the zenith of government-industry partnership and aerospace technology.

Thematically, the workshop moves from political and economic considerations of the aerospace industry to cultural and social implications. Cold War Home Front begins with a discussion of the aerospace industry both locally and nationally, and then moves to consider the experiences of engineers, managers, and factory workers with particular attention to issues of race, class, and gender. It then turns to the impact of the industry on demographic and housing patterns, as well as popular culture.

This workshop provides a model of professional development combining these elements:

* lecture-discussions by prominent historians
* discussion of important readings in history
* visits to key World War II and Cold War Sunbelt sites and regional museums
* exploration of outstanding digital primary source materials.

Participants receive a $1200 stipend to help cover travel expenses to and from the project location, books, and living expenses. $420 will be automatically deducted for housing costs.

Deadline to submit application is **March 1, 2016.**

# 22. Opportunities from the Asia Society Center for Global Education Global Learning Newsletter

**For Teachers and Administrators**

**Qatar Foundation International (QFI)** is pleased to offer Teacher Fellowship grants for current or prospective K–12 teachers to become certified in Teaching Arabic as a Foreign Language. Applications due: [February 15, 2015.](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=122dcd94fb&e=c8f6e1f9ba)

**Professional Development from the Choices Program**: Led by local teaching fellows, introductory workshops around the country are designed to introduce teachers to Choices curriculum units and their approach to engaging students on international issues. [Learn more](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=62808cb42b&e=c8f6e1f9ba).

**For Students**

**David L. Boren Scholarships and Fellowships:** Boren Awards provide unique funding opportunities for US undergraduate and graduate students to study in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations. [Deadlines vary by campus](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=ea78cfa903&e=c8f6e1f9ba), ending in February 2016.

**World of 7 Billion Video Contest**: Students must highlight a global issue dealing with either deforestation, public health, or water scarcity, explain why the issue is important, and provide at least one idea for a sustainable solution in order to be considered. Prizes include up to $1,000 for students and free curriculum resources for teachers. Deadline: [February 25, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=5e11cca487&e=c8f6e1f9ba).

**Global Citizen Year**: Each year a group of high school graduates is selected to spend a year abroad as fellows in Africa, Latin America, and Asia. Fellows are immersed in a culture different from their own, living with a host family and working locally. Rolling admissions; deadline: [March 1, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=0e4d85b0bb&e=c8f6e1f9ba).

# 23. ODE Resources (in every issue)

**Past editions of *Social Sciences Teacher Update***: <http://www.ode.state.or.us/search/page/?=1707>

**Social Sciences Announcements:** <http://www.ode.state.or.us/search/results/?id=24>

**Social Sciences Performance Standards:** <http://www.ode.state.or.us/search/results/?id=223>

**Current Social Sciences Standards (adopted August 15, 2011):** [http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/oregon-social-sciences-academic-content-standards.pdf.](http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/oregon-social-sciences-academic-content-standards.pdf.%20)

**Oregon Social Sciences Standards Crosswalk:** [http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/oregon-social-sciences-standards-crosswalk-2011.pdf](http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/oregon-social-sciences-standards-crosswalk-2011.pdf%20)

**Common Core State Standards for Literacy in Science and Technical Subjects:**

<http://www.ode.state.or.us/teachlearn/real/newspaper/newspaper_section.aspx?subjectcd=ELA>

**Oregon Social Sciences Standards Review:** <http://www.ode.state.or.us/search/page/?=2429>

**FAQ:** <http://www.ode.state.or.us/search/page/?id=1808>

**Review and Revision of the Oregon Social Sciences Standards information**: <http://www.ode.state.or.us/search/page/?=2429>

**Social Science Analysis Scoring Guide:** <http://www.ode.state.or.us/search/page/?=32>

**State Adopted Instructional Materials for Social Sciences:**

**To see the list of adopted materials 2012-2018, go to** <http://www.ode.state.or.us/teachlearn/instructionalmaterials/or-ss-adop-list-2013-10_21_11.pdf.>

**For publisher representative information 2012-2018, go to** <http://www.ode.state.or.us/teachlearn/instructionalmaterials/reps-contact--soc-sciences-10_21_11.pdf>

**For a list of materials viewing sites**, go to <http://www.ode.state.or.us/search/page/?id=1823>

**ODE Social Sciences web pages:**

**Social Science “landing” page:** <http://www.ode.state.or.us/search/results/?id=24>

**Curriculum:** <http://www.ode.state.or.us/search/page/?id=1738>

**Assessment:** <http://www.ode.state.or.us/search/results/?id=241>

**Resources for Educational Achievement and Leadership (REAL):** <http://www.ode.state.or.us/teachlearn/real/>

**Oregon Diploma:** <http://www.ode.state.or.us/search/results/?id=368>

**Civics and Financial Literacy Task Force:** <http://www.ode.state.or.us/search/page/?=1836>

**ELL Resources:** <http://www.ode.state.or.us/search/results/?id=106>

**Contact the State Specialists:**

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*\*\*\*\*Disclaimer--The materials contained in the Oregon Social Sciences Teacher Update produced by Oregon Department of Education are drawn from both internal and external sources and inclusion of external materials does not necessarily indicate Oregon Department of Education endorsement.\*\*\*\**