Oregon Social Sciences Teacher Update #151

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# 1. 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-registered by February 19th, registration is FREE! and included lunch and a goodie bag. 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).

# 2. Southern Oregon Chinese Exhibit to Open in Mall

The Southern Oregon Historical Society announces that the exhibit ["Courage in the Golden Valley: Southern Oregon Chinese History"](http://sohs.org/node/154804) opened Feb. 6 at the Rogue Valley Mall, 1600 N. Riverside, Medford, and continue through April 17.

Encompassing objects, photographs, and research from both Jackson and Josephine counties, this exhibition seeks to retell the story of the Chinese experience through their own objects and voices as much as possible.

Timed to coincide with the Chinese New Year celebration in Jacksonville, this exhibit draws on new research, including local archaeology, to retell the story of these people. Historians Bennet Bronson and Chuimei Ho note: “...we find ourselves tiring of victim narratives and think that Chinese-American historiography is not greatly in need of more.” Instead the exhibit highlights the lives and accomplishments of Chinese individuals in an historic context, using interactives to encourage a personal connection to history.

“It’s not enough to only look at the history of the Chinese community,” says Debra Lee, president of the Southern Oregon Chinese Cultural Association. “This SOHS exhibit, Courage in the Golden Valley, helps us appreciate the bounty that the valley now enjoys because of Chinese labor. They planted fields and built the railroads we use today and developed new efficiencies to reclaim gold from waste tailings.”

# 3. Oregon Historical Society Events and Resources

**OREGON HISTORY DAY** will be held on Saturday, April 23, 2016, at Concordia University in Portland. Contest details, registration, and a variety of resources for teachers, students, and judges are online at <http://ohs.org/education/oregon-history-day/index.cf>. National History Day is an amazing program in which students learn to become historians by creating quality history projects which they present to an audience. State winners advance to Maryland for the international contest in June. Involvement in History Day provides students with lifelong learning skills at all levels of participation and teachers may select whether or not their students enter the contest component of the program.

* All Oregon History Day participants need to contact the State Coordinator, Kristen Pilgrim, at [kristen.pilgrim@ohs.org](mailto:kristen.pilgrim@ohs.org) to let her know of your participation in advance.
* Volunteers are needed to help with smooth operations and to judge students’ entries in one of the five categories (paper, document, website, performance, and exhibit). Contact Kristen Pilgrim at [kristen.pilgrim@ohs.org](mailto:kristen.pilgrim@ohs.org). The judges are essential to validating the students’ work and providing critical feedback to further students’ learning. Judges include, but are not limited to, teachers, professors, historians, librarians, and museum staff. Additional assistance is needed to register and direct students and help with general set-up, take-down, and event assistance.

**SPRING EXHIBITS** include Oregon My Oregon (Oregon history from time immemorial to 1950s); Oregon Voices (Oregon history from 1950s to today); Chinese American: Exclusion/Inclusion (immigration and exclusion); Beyond the Gate: A Tale of Portland’s Historic Chinatowns (Portland’s Old and New Chinatowns from 1850 to 1950); and Painting Oregon’s Harvest: The Art of Kathy Deggendorfer (watercolors of Oregon’s agricultural bounty).

* Self-guided and docent-led tours are available free to Oregon students. Tour Request Forms are at <http://ohs.org/education/classroom-and-group-visits/group-tours.cfm>

**TRAVELING TRUNKS** filled with touchable objects and teacher and student resources are available on many subjects, including Chinese Traditions in Oregon, for a nominal fee of $25 per week. To learn more about the trunks, visit <http://ohs.org/education/traveling-trunk-program/index.cfm>. To schedule a trunk, contact Tara Cole at [tara.cole@ohs.org](mailto:tara.cole@ohs.org).

# 4. C-GEO Geography and Outdoor School Workshop

C-GEO is now accepting applications for our summer workshop on Geography and Outdoor School. For a link to detailed information and the application 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. PSU to Co-host Archaeology Field School

Portland State University, Washington State University Vancouver and the National Park Service will host a public field school in historical archaeology this summer at Fort Vancouver National Historic Site. The program will introduce the methods and theories of fieldwork in historical archaeology and is ideal for students entering the field of cultural resources management.

Students will participate in all aspects of field and laboratory work: pedestrian and subsurface survey, laying out excavation units, excavation by shovel and trowel, mapping, drawing, digital photography, and cleaning, identifying, and analyzing artifacts. The project will use tablet computers to digitally record excavations and document grave monuments at Vancouver's Old City Cemetery.

For more information, visit the [NPS field school website](http://www.nps.gov/fova/learn/historyculture/2016fieldschool.htm).

# 6. Chinese Oregon Speaker Offer Extended

The Oregon Historical Society has extended its “Chinese Oregon” speaker series through Sept. 30. The speakers speak on local aspects of Chinese history in Oregon. Programs must take place between April 1 and June 15. Go to the [OHS website](http://www.ohs.org/) for a list of speakers and to download a speaker request form.

# 7. Digitized Modern Heppner Newspapers Available

Twenty-five more years of the Heppner Gazette-Times are now available on the [Historic Oregon Newspapers](http://oregonnews.uoregon.edu/) website. The issues cover the years 1951-1976 and can be read, searched by keyword, downloaded, and saved as a PDF or JPEG file for future perusal – all at no cost to users!

The [*Heppner-Gazette Times*](http://oregonnews.uoregon.edu/lccn/sn97071042/) has been in print since 1925 and chronicles news in Morrow County and at the state and national levels. The new versions are the result of a partnership with the [Morrow County Museum](http://heppnerchamber.com/history-museum) supported by a grant from the Oregon Heritage Commission, along with copyright permission given from the [*Heppner Gazette-Times*](http://oregonnews.uoregon.edu/lccn/sn97071042/).

# 8. Access OSLIS in Your Classroom

Need access to quality informational text? Want help teaching students how to do research? Then OSLIS is for you. Check out this [flyer](https://drive.google.com/folderview?id=0B8lnGdvYSfCGMExpYjItX2E4VFk&usp=drive_web) (<http://bit.ly/1mNau51>) for ideas about how to use OSLIS in your classroom. For example, your students and you have access to such Gale databases as Opposing Viewpoints and U.S. History in Context. Or, did you know that LearningExpress Library helps students build skills in reading and writing, prepare for AP exams, and explore careers? There's so much more! Oregon's access to OSLIS and its databases is funded by an LSTA grant from the Oregon State Library. Questions? Need logins? Contact your librarian or Jennifer Maurer ([jennifer.maurer@state.or.us](mailto:jennifer.maurer@state.or.us)) at the State Library.

# 9. Classroom Law Project Events and Resources

**We the People Book Club**

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

Join CLP and two master facilitators, Shelley Larkins and Susie Marcus, for lively conversations about books that help 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:

* 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/>.

**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 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 this month.

**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 this month.

**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 us 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 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/>.

# 10. *Oregon Journal of the Social Studies* (Volume 4 Number 1) Now Available

The new issue of the electronic journal *Oregon Journal of the Social Studies* is now online. Access social studies research and practice articles at <http://www.oregonsocialstudies.org/httpwww-oregonsocialstudies-orgwp-contentuploads201210call-for-manuscripts-july-2013-pdf/oregon-journal-of-the-social-studies-inaugural-issue>.

# 11. Call for Manuscripts: Oregon Journal of the Social Studies

**About the Journal**

The Oregon Journal of the Social Studies is a peer-reviewed, electronic journal that provides an outlet for P-16 social studies research, best practices, lesson plans, and reviews.

* Executive Editor: Ken Carano
* Co-editor: Shawn Daley

**Call for Manuscripts**

The editors of the Oregon Journal of the Social Studies, a peer-reviewed electronic journal, issue a call to submit manuscripts for the September 2016 issue.

**Submission Guidelines**

Submissions from all social studies disciplines as well as from interdisciplinary perspectives are welcome. Each submission will be refereed using a double-blind peer review process. Submit manuscripts as a file attachment to the executive editor.

Submit your manuscript with an email message indicating that it has not been published elsewhere, is not under consideration for publication elsewhere, and that copyright will be given to the Oregon Journal of the Social Studies should it be accepted for publication.

To be sent for peer review, manuscripts must be:

* Original, accurate, meet submission guidelines, in good form editorially, and not under consideration elsewhere.
* Submitted in Microsoft .doc or .docx format.
* Submitted in Publication Manual of the American Psychological Association (6thedition) style.
* Manuscripts that do not comply with APA format will be returned without review.
* Formatted in Times New Roman, size 12 font, double spaced with graphics embedded in text in .gif or .jpg file formats.
* From 2,000 to 5,000 words in length,excluding
* All manuscripts must be written in English.
* Submit with an e-mail message (a) identifying the category under which the manuscript should be reviewed (i.e. Practice, Research, or Lesson Plan). Confirm that the manuscript has not been published elsewhere, is not under consideration for publication elsewhere, and that copyright will be given to the Oregon Journal of the Social Studies should it be published in the journal.

Please include: A title page with complete contact information for all authors, including address, telephone, fax, and email.

* Manuscript that is void of author(s) name and institution(s).
* An abstract of 100 words or less following the title page.
* A biographical sketch of each author of 30 words or less at the end of the manuscript.

For any additional questions please contact [caranok@wou.edu](mailto:caranok@wou.edu). Manuscripts should be submitted no later than June **30, 2016** to [caranok@wou.edu](mailto:caranok@wou.edu).

# 12. UO Field School to Focus on Old Cultural Site

The University of Oregon’s Archaeology Field School will focus on its Northern Great Basin Prehistory Project this summer. Working with archaeologist Dennis Jenkins, people can learn field techniques, earn UO credit, and expand career horizons at one of Oregon's oldest cultural sites, the Connley Caves. Composed of eight caves and rockshelters located in the Fort Rock basin, the Connley Caves site has produced evidence of human occupation dating back 13,000 years.

The 2016 field school runs from June 20-July 29. Registration is now open. Learn more at <http://greatbasinfieldschool.uoregon.edu/>.

# 13. Oregon Jewish Museum and Center for Holocaust Education Activities and Resources

**Sala KryszekArt 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.

To learn more about the competition click [here](https://t.e2ma.net/click/qvmyl/ydyteh/ab84jf).

**Important Dates:**

* **Entry Deadline:** Friday, March 18
* **Awards Ceremony:** Sunday, May 1

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 travel to Washington, D.C., to visit the [United States Holocaust Memorial Museum](https://t.e2ma.net/click/qvmyl/ydyteh/6v94jf)**.** Winning entries will be displayed at OJMCHE and potentially other exhibit venues.

The competition is dedicated to the memory of Sala Kryszek, a Holocaust survivor who came to Portland after the Second World War and lived here until her death in 1986. The Jakob Kryszek family generously funds the program.

**Ruth Gruber, Photojournalist**; March 13 - June 13, 2016

**Opening Reception: Sunday March 13, 12noon – 4pm**; **Free and Open to the Public.**

**Special Screening of the Film,** [*Ahead of Time:*](https://t.e2ma.net/click/qvmyl/ydyteh/2c44jf) **12noon (Limited Seating); Seats offered on a first-come first-served basis.**

Ruth Gruber, Photojournalist celebrates the remarkable life, vision, and heroic tenacity of a twentieth-century pioneer and trailblazer. Once the world’s youngest PhD, Ruth Gruber is now in her 104th year. The photographs in this exhibition span more than fifty years, from her groundbreaking reportage of the Soviet Arctic in the 1930s and iconic images of Jewish refugees from the ship *Exodus 1947*, to her later photographs of Ethiopian Jews in the midst of civil war in the 1980s. A selection of Gruber’s vintage prints, never before exhibited, will be presented alongside contemporary prints made from her original negatives.

This exhibition is on loan from the International Center of Photography.

You can read the [*Hyperallergic*](https://t.e2ma.net/click/qvmyl/ydyteh/i544jf) article about Gruber and the exhibit by clicking [here](https://t.e2ma.net/click/qvmyl/ydyteh/yx54jf).

[**Educators' Open House**](https://t.e2ma.net/click/qvmyl/ydyteh/eq64jf)**; Tuesday, March 15, 2016, 4:30-5:30pm; Free:** [RSVP](https://t.e2ma.net/click/qvmyl/ydyteh/ui74jf) **Required**

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 photojournalist Ruth Gruber's importance to the topics of 20th century history.

[**Holocaust Speaker: Evelyn Banko**](http://www.ojmche.org/experience/talk-2015-03-08-sunday-speaker-evelyn-banko)

Sunday March 6, 1:00-2:30pm; Free and Open to the Public; Seats offered on a first-come first-served basis.

* **Ticket Info:** <http://www.ojmche.org/experience/talk-2015-03-08-sunday-speaker-evelyn-banko>
* [Watch Trailer](http://www.ojmche.org/experience/talk-2015-03-08-sunday-speaker-evelyn-banko)

Evelyn (Evie) Banko survived the Second World War as a child refugee. Born in Vienna, Austria, Evie and her family were forced to flee their home in 1938 because of the Nazi annexation of Austria.

**Echoes and Reflections Training**

* **When:** 03/20
* **Time:** 8:30 am - 3:30 pm
* **Where:** Oregon Jewish Museum and Center for Holocaust Education
* **Sponsored by:** Oregon Jewish Museum and Center for Holocaust Education
* **Registration:**
* To register, contact [office@ojmche.org](mailto:office@ojmche.org) or call 503-226-3600
* For questions and more information, contact: [holocausteducation@ojmche.org](mailto:holocausteducation@ojmche.org)

# 14. Oregon Nikkei Legacy Center Resources and Opportunities

Oregon Nikkei Legacy Center, 121 NW 2nd Avenue, Portland, OR 97209

* **March 28, Minoru Yasui Day** In November 2015, President Obama awarded the late Oregon civil rights activist, Minoru Yasui, the Presidential Medal of Freedom. In 1942, Yasui challenged the curfew imposed on Japanese Americans in the western United States, seeing it as a violation of civil rights. His case went to the Supreme Court. This spring, the Oregon Legislature unanimously approved a bill to designate March 28 of each year as Minoru Yasui Day. We encourage teachers to recognize and learn more about our local hero, by visiting [www.oregonnikkei.org](http://www.oregonnikkei.org) and [www.densho.org](http://www.densho.org). Hood River Middle School students submitted a video letter to President Obama in support of Minoru Yasui’s nomination. Their letter can be viewed at <http://lowellmilkencenter.org/minoru-yasui/>
* **Uprooted: Japanese American Farm Labor Camps during World War II**, through June 19, 2016. During the forced removal and incarceration of Japanese Americans, some 33,000 Nikkei left concentration camps to work as seasonal farm laborers, often in the sugar beet industry. This traveling exhibit features a selection of images from federal photographer Russell Lee’s documentation of farm labor camps in Oregon and Idaho. Through the photographs, new research, and firsthand accounts from farm laborers themselves, the exhibit uncovers the rarely told story of life in the camps. Middle and high school level lesson plans for the exhibit can be accessed at [www.oregonnikkei.org](http://www.oregonnikkei.org) and clicking on the *Uprooted: Japanese American Farm Labor Camps during World War II* in the exhibit description.

The Oregon Nikkei Legacy Center offers an Augmented Reality Museum Tour of the permanent exhibit. By scanning images and artifacts in the museum, visitors can see and hear materials from the Center’s archives. This digital layer of information includes oral histories, examples of WWII era propaganda, film clips, and a web-based version of the Loyalty Questionnaire. Visitors must first download the AURASMA App onto their tablet or Smartphone. A guidebook providing directions and identifying images and artifacts for scanning is available at the front desk.

15. Wholistic Peace Institute - Educating for Peace Announces the 8th Annual Harold **Schnitzer Spirit of Unity Award**

Applications Are Being Accepted Until June 15, 2016; Schools apply for a $500 award.

Educating for Peace, the Wholistic Peace Institute is so fortunate to offer this Harold Schnitzer Spirit of Unity Awards for the 8th consecutive year through a grant provided by the Schnitzer CARE Foundation to our Student Peace Education & Leadership Program. Applications for Student clubs or projects that focus on Nobel Peace Laureates as leadership models; that focus on conflict resolution, mediation to resolve conflict, or peacemaking skills; that promoted or will promote human rights and civil rights; that reduced or will reduce bullying or gang violence in schools; and that embrace diversity and promote tolerance have all won in past years. All you need to provide to apply for this prize is the following information in a 12 pt. double-spaced narrative format:

**APPLICANT/CONTACT INFORMATION**

* Name Of The School (Applicant):
* Teacher & School Contact Information:
  1. Teacher Name & Phone: Work Phone; Cell Phone; FAX
  2. Teacher Email:
  3. School Mailing Address:
* Name and Contact Information for the Student Peace Leader(s):

**PROJECT INFORMATION**

* Specific Name of the Project or Club
* What Your Project Intends To Accomplish (Goals, Purpose):
* Budget for Your Project (Specify General Categories Such As Printing, Event Costs (what type); etc.):
* For Existing Programs: When Did It Start? How Many Students Are Involved? Please provide some photos.
* For New Programs: How Many Students Will Be Involved? Will It Last More Than One School Year?
* What Will Be Your Final Product/Program/Report Or Event? How Will You Evaluate Your Peace-making Effectiveness?

**WHO’S ELIGIBLE?** Awards are for K-12 Schools or school-affiliated, student-led school initiatives on peace, human and civil rights, Nobel Peace Laureates or humanitarian service activities that make our schools, communities or world a better place.

**SUBMIT TO:** Educating for Peace *aka* Wholistic Peace Institute; PO Box 597 West Linn, Oregon 97068; or by email to: [nancy@wholisticpeaceinstitute.com](mailto:nancy@wholisticpeaceinstitute.com)

Any Questions? Please contact Nancy 503-701-9987 or Gary 503-314-5955

Nobel Peace Laureate Partners: President Kim Dae-jung and His widow Madam Li (2000); President Lech Walesa (1983); President Oscar Arias Sanchez (1987); President F. W. De Klerk (1993); His Holiness the 14th Dalai Lama (1989); Al Gore (2007); Betty Williams (1976); Adolfo Perez Esquivel (1980); Jody Williams (1997); Amnesty (1977); PSR (1985); European Union (2012)

# 16. “The Vietnam - Oregon Initiative: Building Bridges for the Future”: peace lecture and lunch

March 18th; 12 noon TO 1:30 pm.

Featuring Mr. Phil Keisling, Director of the Center for Public Service at Mark O. Hatfield School of Government, Portland State University

Come Meet and Talk with Phil Keisling, Director of Center for Public Service and new Board Member at Wholistic Peace Institute, Educating for Peace. As the convener of the Vietnam-Oregon Initiative (VOI) which in the Vietnamese language, VOI means “go together”, Phil will report on the first two years of this first of its kind U.S. “State” to Asian “Country” collaborative network to “go together” to achieve mutual benefits between Vietnam and Oregon. <http://www.pdx.edu/vietnam-oregon-initiative>

The values of Mark O. Hatfield, who was the co-founder of the Wholistic Peace Institute, Educating for Peace, referred to as the “Hatfield Way” drives he conception and operation of VOI. Senator Hatfield was moved to life in public service by his initial visit to Hai Phong harbor immediately following World War II. The Hatfield Way includes the following core values:

* Do what is right in interaction with diverse others;
* Be fair and promote social justice;
* Allow space for the voice of under-represented humans and natural resources;
* Participate in the formation of innovative institutions in service of the common goods;
* Be mindful of, and balance, competing public values; and
* Resolve conflicts and aggression peacefully.

These values are compatible with many of the core values of Vietnamese society. One additional value that VOI will embrace, grounded in our experience with successful cross-cultural partnerships, is that working together should be serious in nature and also involve enjoyment of the human spirit – what we call “serious fun”.

* Cost: $25/person RSVP by March 16th to [nancy@wholisticpeaceinstitute.com](mailto:nancy@wholisticpeaceinstitute.com) [503 701-9987](tel:503%20701-9987) or payable online at [www.wholisticpeaceinstitute.com](http://www.wholisticpeaceinstitute.com)
* Location: Village Inn Restaurant 1621 NE 10th Avenue Portland, OR 97232

# 17. A Historical Perspective on the Arab-Israeli Conflict and Peace Process Summer Institute

$300 Attendance Stipend, June 28 – 30, Portland State University

The [Institute for Curriculum Services](http://www.icsresources.org/) invites high school social studies teachers to attend a dynamic 3-day workshop, *A Historical Perspective on 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 stipends available. Please [complete the ICS Summer Institute application](https://docs.google.com/forms/d/1WktsYmIm9CAwOFXuubbtiOCptJcucBybEk4w9eNGmJs/edit?usp=sharing) to begin the enrollment process. This workshop is sponsored in part by the Library of Congress Teaching with Primary Sources Western Region Program, coordinated by Metropolitan State University of Denver. Contact Jacqueline Regev, [jregev@icsresources.org](mailto:jregev@icsresources.org), for more information.

# 18. Joyce Gaffin: A Maritime Retrospective—New Exhibit at the Pacific Maritime Heritage Center

The Lincoln County Historical Society is hosting a retrospective of Joyce Gaffin’s original maritime work at the Pacific Maritime Heritage Center from March 3rd to September 4th, 2016. Many of the thirty works in this exhibit were lent to the Historical Society by private parties and collectors and have never been publicly exhibited.

An opening reception will be held at the Maritime Center on Newport’s historic bayfront, Friday, March 11th from 5:00 to 7:00 pm. Admission to this special event is free for Historical Society members and $5 for non-members. The artist will be present and light refreshments will be served.

Joyce Gaffin settled in Newport, Oregon in 1973, and began her career as a professional watercolorist on the docks where she painted commissioned works of commercial fishing boats at the Port of Newport and up and down the Pacific Coast. Gaffin continued to paint and exhibit her work throughout the Northwest during the 80s, 90s and 2000s up to the present. She taught watercolor workshops sponsored by the Oregon Coast Council for the Arts in Newport until 1995 and private plein aire classes for the following 10 years. She has taught art classes for children and adults through the Hatfield Marine Science Center, and classes for educators through the Lincoln County School District. Before coming to Newport she studied watercolor at the Cleveland Institute of Art and graphic arts at the University of Cincinnati, and received a Bachelor of Science degree in Visual Design from the Institute of Design at Illinois Institute of Technology in Chicago.

For more information, call 541-265-7509 or visit [www.oregoncoasthistory.org](http://www.oregoncoasthistory.org).

The Lincoln County Historical Society is a nonprofit organization that preserves and shares Lincoln County’s history. Visit the Burrows House Museum, 545 SW Ninth Street in Newport, and the Pacific Maritime Heritage Center, 333 SE Bay Blvd. in Newport. Burrows House admission is by donation. Pacific Maritime Heritage Center is $5 for adults, children 12 and under admitted free. Both museums are open 11 am to 4 pm Thursday through Sunday.

# 19. Korean War Digital History Project Teacher Conference

Orlando, FL, June 21-23, 2016

**Now accepting applications for attendees and presenters. All expenses paid for those accepted.**  Educators looking to participate in this conference can either submit a lesson plan that utilizes artifacts from the digital archive (www.kwvdm.org) or present on a topic related to the inclusion of veteran stories in the classroom.

**A cohort of teachers from this conference will be selected for an all-expenses paid research trip to South Korea.**

**Who is eligible?** Any educators who can incorporate veteran stories and artifacts from the digital archive (www.kwvdm.org) into their classroom, regardless of age or subject area. Media Center Specialists are also welcome. For more information, go to www.kwdhproject.org/teacher-conference

Thank you to the Korean War Legacy Foundation (www.kwvdm.org) for making this a free opportunity for committed educators.

# 20. Time-Lapse Weather Video

***A video of the weather for 2015*** – This eight-minute time-lapse video shows the earth’s weather for all of last year, including the development of a gigantic storm:

<http://www.scientificamerican.com/article/watch-all-of-2015-s-weather-in-a-time-lapse-video/>

“Watch All of 2015’s Weather in Time-Lapse Video” by Brian Kahn in *Scientific American*, February 3, 2016

# 21. “Get in the Scrap!” – World War II Museum

Inspired by the scrapping efforts of students during World War II, [**Get in the Scrap!**](http://support.nationalww2museum.org/site/R?i=i2oZjdSVvc9dxYMzHOb4hw) is a national service-learning project for grades 4–8 about recycling and energy conservation.

Students have the power to affect positive change in their community and for the environment, much like students on the Home Front 70 years ago helped secure victory during World War II. [**Get in the Scrap!**](http://support.nationalww2museum.org/site/R?i=1J9V1tub8-BR6JbK_NeI0Q) offers all students a chance to complete fun and educational classroom activities while learning important lessons about environmental stewardship. They'll even earn cool prizes for their hard work. With activities covering history, civics, ELA, art, and STEM, [**Get in the Scrap!**](http://support.nationalww2museum.org/site/R?i=Zb0m_Luy7H6-EW6yWRFIqQ) will empower kids to make their own history.

And if you missed it, be sure to check out on the site the Electronic Field Trip recording of [We're All in this Together! How Students Like You Helped Win WWII](http://support.nationalww2museum.org/site/R?i=cHAkIRZEU9EB7qP2Sf12AQ). It's a great way to kick off the [**Get in the Scrap!**](http://support.nationalww2museum.org/site/R?i=Uu4Q4Q6GMTXX0BB7AxnNUw) project and motivate students by seeing young people in action.

[Watch the introduction video now](http://support.nationalww2museum.org/site/R?i=GxEL8Cn-q8xrM3ml4r5htA) to find out how easy it is to [**Get in the Scrap!**](http://support.nationalww2museum.org/site/R?i=ZH6_ZZFE8__7IVxztCVNzQ)

# 22. Foundation for Teaching Economics (FTE) Programs for Teachers

Three programs are available during the summer of 2016:

* Economics for Leaders
* Economic History for Leaders
* Environment and the Economy.

Programs are offered at multiple sites throughout the country. Go to [www.fte.org](http://www.fte.org) and select “Teacher Programs” from the menu tab. Questions can be sent to [information@fte.org](mailto:information@fte.org). Graduate credit from the University of Colorado, Colorado Springs is available for $102 per unit. Program content is correlated with both the Common Core State Standards and all 50 state standards in economic education. FTE covers the following expenses: lodging, materials, most meals. Participants pay for travel, incidentals, and a nominal administrative fee.

# 23. *Art of the Renaissance* Teacher Institute

The National Gallery of Art invites teachers of kindergarten through grade 12 to apply for a six-day seminar that explores Renaissance art of Italy and the Netherlands. Instructional sessions will integrate art, social history, language arts, and teaching strategies through examination of the Gallery’s collection.

For information and an online application, visit [www.nga.gov/teacherinstitute](http://www.nga.gov/teacherinstitute). Application deadline: March 30, 2016.

24. Facing History and Ourselves’ Student Voices : To Kill a Mockingbird in Today’sWorld – Student Scholarships and Prizes and Educator Classroom Awards

Will one of your students be the winner of the 2016 Facing History Together Student Essay Contest? The contest invites U.S. 7th-12th grade students to reflect on the themes, characters, and settings from Harper Lee's classic American novel, To Kill a Mockingbird, in order to make connections to their own experiences. By responding to the prompt, students will explore conversations about justice, about goodness, about living in a divided society, about making difficult choices, and about the possibilities of social change.

One graduating high school senior will win a **$2,500 Upstander Scholarship** and five U.S. 7th-12th grade students will win a **$500 Upstander Award**. Educators of all winning students will also receive a **$250 Classroom Award**! Share the prompt with your students today!

Submissions will be accepted until 5 p.m. EST on March 16. Finalists will be announced on April 6 and public voting to help select our winners will open. Winners will be announced later that month.

# 25. Article: Three Teachers Radically Revamp Their Curriculum Units

In this article in *Phi Delta Kappan*, Kristina Doubet (James Madison University), Jessica Hockett (a consultant in Illinois) and Catherine Brighton (University of Virginia/ Charlottesville) report on a three-year research project whose theory of action was that instruction and results will improve if teachers follow these principles:

* Focus curriculum and instruction on authentic, discipline-based content.
* Use questioning techniques that allow for multiple interpretations.
* Tailor instruction according to evidence collected from formative assessments that tap into students’ skills and thinking.

Doubet, Hockett, and Brighton describe three case studies of primary-grade teachers in high-poverty schools who followed these principles to revamp curriculum units they’d been teaching for some time.

* ***Ms. Ball’s kindergarten social studies unit* –** For many years, this teacher’s approach to the required unit on Pocahontas and the Jamestown Settlement was to show the Disney film “Pocahontas” and have students discuss what they learned. Ball wasn’t thrilled with this approach but believed it gave all students access to the content and was especially helpful for students who had recently moved to the United States. Ball’s questions were typically along these lines: *Who is Pocahontas? What do you know about Jamestown?* Although she frequently assessed students’ reading levels and used the data to move them in and out of reading groups, she didn’t systematically assess students’ thinking.

Ball began to rethink this unit by defining three key understandings: (a) Historical stories often combine fact and fiction; (b) We can distinguish between fact and fiction by using our minds (reasoning); and (c) We can also tell fact from fiction by consulting outside (non-fiction) sources. Students spent several days studying Pocahontas through read-alouds, audio texts, and other sources, sang songs about some of the important ideas, and watched each other putting on mini-performances. Students then viewed the Disney film, pausing it at several points to discuss particular scenes, and then talked about how accurately it presented historical information and completed a class “movie review.”

Ball’s questions in the revamped unit were: *What’s the best story you’ve ever been told? Why? Who told you that story? Was it real or made up? Why do we tell stories? How can we tell if a story is real or make-believe?*

To check for understanding, Ball made a T-chart on poster paper with Fact on one side and Fantasy on the other. She gave students pairs of pictures to stick on the appropriate side of the chart – a rabbit and a picture of Bugs Bunny; a photo of an iguana and a picture of the dragon from “Shrek”; and a portrait of the historical Pocahontas and a picture of the Disney version. As students placed the pictures on the T-chart, they discussed the difference between fact and fantasy and how they could tell one from the other. Ball noticed that students who grasped the conceptual difference had difficulty with the academic skills – and vice versa.

“Ms. Ball was surprised by how engaged students from varied cultures were in the historical inquiry process,” report the researchers. “The representation of information in text, pictures, performances, and especially songs, made complex ideas accessible to everyone.”

**• *Mrs. Grand’s kindergarten math unit*** – Measurement was not this teacher’s favorite topic – she found it dry and disconnected from the rest of her curriculum. In the past, she read Rolf Myller’s story, “How Big Is a Foot?” and had students measure several classmates as they lay on the floor. Grand’s questions were typically like these: *Who can tell me what this is (holding up a ruler)? How is it divided up? How many inches in a foot?* Like Ball, Grand used reading assessments to group students by level but didn’t assess their conceptual understanding in any depth.

Rethinking the unit, Grand reflected on how she used measurement in the real world and established her key understanding: Measurement helps people communicate and make decisions. The class’s first activity was measuring the length of various animals, conducting a “meeting of scientists,” and reporting their findings. Then students decided which snack to choose by weighing out three grams of several different snacks. Students concluded with a mini news report about what they had discovered through measurement. Grand’s revamped questions were: *Why might we use these tools (displaying a ruler, tape measure, bathroom scale, and thermometer)? What does it mean to “measure” something? When have you or someone in your family measured something? Why do we measure things?*

For assessment, Grand began with a pre-assessment of students’ understanding of measuring units and different measurement tools. This revealed very different groupings than her regular reading assessments, which meant that when she grouped students for the measurement tasks, there were different reading levels in each group. Grand was able to differentiate support according to students’ understanding of rulers, inches, inch blocks, and other manipulatives.

All students achieved or exceeded the lesson’s objectives. “Mrs. Grand reported surprise at how talented some students were in math,” report the researchers, “even though they struggled with language (and vice versa).”

**• *Ms. Holden’s first-grade science unit*** *on animals adapting to their environment* – In the past, this teacher read a book about animal habitats, questioned students about the story, and had them draw pictures of their favorite animals and their habitats. Typical questions: *What is your favorite animal? Where does this animal live? What special feature does this animal have?* In terms of assessment, Holden had never tried to determine individual students’ readiness to tackle this unit – or their conceptual understanding afterward.

The rethought unit started with students discussing how their own bodies adapted to their environment. Then students chose an animal from a menu of options and researched (from print and non-print resources) how it was adapted to its environment. Finally, they used their findings to create reports (words and pictures) for zookeepers illustrating how to help these animals survive if they were brought to the zoo. Questions: *How do our bodies help us survive? What body parts or special features help us meet our basic needs (food, water, shelter) and keep us safe? How does your animal’s body help it survive? What special features does your animal have that help it meet its basic needs and stay away from danger?*

Holden kicked off the unit with a whole-class introduction to the unit and then did a pre-assessment, asking students to draw and label a picture (or talk one-on-one with her) showing how their bodies helped them survive. She was shocked to see wide variation in conceptual readiness, from students who hadn’t understood anything from her mini-lecture to a student who was able to draw an accurate diagram of how humans take in air and distribute oxygen through the body. This information helped Holden guide students to choose animals from the menu at the appropriate level of complexity and challenge. Holden brought in the school librarian to provide the right books and materials for each student, and all students engaged eagerly in researching their animals.

“Ms. Holden at first thought the research project would be too difficult for many students,” say the researchers. “Because students were genuinely motivated by choice and supported in their research, she found that they were able to accomplish much more than she expected.”

Each of these upgraded curriculum units took more class time than previously, conclude Doubet, Hockett, and Brighton. However, “teachers made up for that time by asking students to wrestle with key ELA standards in the context of required content. Furthermore, each unit built toward imaginative yet authentic performance tasks that were relevant to students. This, in turn, increased student investment and achievement, as every child was able to investigate and create rather than simply remember and regurgitate… Notably, some of the students who challenged these teachers’ expectations most were from economically disadvantaged backgrounds different from those of their teachers. In addition to their practices, then, the teachers had ‘made over’ their thinking about which students were capable of mastering standards.”

“A Teaching Makeover Improves Learning for Diverse Students” by Kristina Doubet, Jessica Hockett, and Catherine Brighton in *Phi Delta Kappan*, February 2016 (Vol. 97, #5, p. 64-69), [www.kappanmagazine.org](http://www.kappanmagazine.org/); Doubet can be reached at [doubetkj@jmu.edu](mailto:doubetkj@jmu.edu).

# 26. Global Exploration for Educators Organization (GEEO) International Teacher Travel

"I will talk about these trips all year in my classes. For so many of my students, my description of my travels will be the only exposure they will have to other countries and other ways of life."- Social studies teacher Michael Baldwin, whose first time traveling abroad was with GEEO.

Travel the world, earn professional development credit, and bring global understanding into your classroom!

Founded in 2007, Global Exploration for Educators Organization (GEEO) is a 501c3 non-profit organization that has sent over 1300 teachers abroad on adventurous travel programs. With GEEO educators can earn professional development credits while seeing the world. GEEO's trips are 7 to 21 days in length and are designed and discounted to be interesting and affordable for teachers. In addition to amazing tour leaders, many of the programs are accompanied by university faculty that are experts on the destination. GEEO also provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and university educators, administrators, retired educators, as well as educators’ guests.

GEEO is offering the following travel programs for 2016: Bali/Lombok, Bangkok to Hanoi, China, Costa Rica, Eastern Europe, The Galapagos Islands, Greece, Iceland, India/Nepal, Southern India, Ireland, Israel, Italy, Jamaica, Morocco, Ethiopia, Myanmar (Burma), Peruvian Amazon, Peruvian Andes, Portugal/Spain, Heart of the Silk Road, Southern Africa, Sri Lanka, Turkey, Vietnam/Cambodia, Western Balkans, Moorish Spain (Spring Break), Morocco (Spring Break), Morocco (Winter Break), The Philippines (Winter Break) and Mt. Kilimanjaro (Winter Break). The registration deadline is June 1st, but space is limited and many programs will be full well before the deadline.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at [www.geeo.org](http://www.geeo.org/). GEEO can be reached 7 days a week, toll-free at [1-877-600-0105](tel:1-877-600-0105) between 9 AM-9 PM EST.

# 27. Asia Society Center for Global Education Newsletter Resources

**For Teachers and Administrators:**

* **Presidential Awards for Excellence in Mathematics and Science Teaching** (PAEMST): The nation's highest honor for teachers of mathematics and science, recipients of the PAEMST serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education. Nomination deadline: [April 1, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=e771190494&e=c8f6e1f9ba)
* **Academic Enrichment Grants**: The McCarthey Dressman Education Foundation offers Academic Enrichment Grants designed to develop in-class and extra-curricular programs that improve student learning. The Foundation considers proposals that foster understanding, deepen students’ knowledge, and provide opportunities to expand awareness of the world around them. Deadline: [April 15, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=e1e9f53cc0&e=c8f6e1f9ba).
* **Global Leadership Week** (GLW) is a weeklong convening of virtual and face to face events designed to celebrate leadership through global action in K–20 education. GLW is an opportunity for education leaders to learn from one another and share effective principles in leadership, particularly within the context of an interconnected, global age. Dates: [April 25–29, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=a3f84e1926&e=c8f6e1f9ba).
* **Voya Unsung Heroes Awards Program**: Each year, the Voya Unsung Heroes Awards Program selects 100 educators to receive $2,000 to help fund their innovative class projects. Three of those are chosen to receive an additional $5,000, $10,000, and $25,000. Deadline: [April 30, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=591107c76c&e=c8f6e1f9ba).

**For Students:**

* **CSIET Art Cover Design Contest**: The Council on Standards for International Education Travel invites exchange students to showcase their artistic ability by submitting artwork that depicts the importance of international exchanges. The winner will receive $500. Deadline: [April 1, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=fe3076c6df&e=c8f6e1f9ba).

# 28. Council for State Social Studies Specialists (CS4) Assembles Extensive List of Summer Programs for Teachers

The Council of State Social Studies Specialists (CS4) has assembled a [fantastic list](http://click.icptrack.com/icp/relay.php?r=36641176&msgid=272456&act=N1Z9&c=1292534&destination=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F1YqyiKC2GbgmtrhcqyMnckDWNt-XMlYibTdU4lfCmdQ4%2Fedit%3Fusp%3Dsharing) of summer professional development opportunities for teachers. Many of the deadlines for these opportunities are rapidly approaching. Please take a moment to review the list and share it with colleagues. You may have heard of, or participated in, some of these workshops (such as National Endowment for the Humanities) but others might be interesting workshops that are new to you.

The Minnesota Council for the Social Studies also [maintains a list](http://click.icptrack.com/icp/relay.php?r=36641176&msgid=272456&act=N1Z9&c=1292534&destination=http%3A%2F%2Fmcss.org%2Finstitutes) of summer professional development, some of it local to Minnesota, and anecdotes from teachers who have participated.

29. NCTA at the Program for Teaching East Asia, University of Colorado 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.

# 30. ProCon.org Provides Resources on Many Perspectives of Current Issues

Looking for materials that provide side-by-side comparisons of issues and arguments on a variety of controversial topics? Go to [www.procon.org/](http://www.procon.org/). They now provide materials on the 2016 presidential election, including every candidate’s position on a number of issues.

# 31. Rosa Parks Papers now Available from Library of Congress

The Library of Congress [announced](http://blogs.loc.gov/teachers/2016/02/the-rosa-parks-papers-a-powerful-new-resource-for-teachers-and-students/) that it has made the [Rosa Parks Papers](https://www.loc.gov/collections/rosa-parks-papers/about-this-collection/?loclr=blogtea) available on its website. “This collection contains thousands of unique artifacts that shed light on this courageous fighter for social justice.” The papers are on loan for 10 years. The LOC has created a primary source gallery “that showcases highlights from the papers, along with teaching ideas and PDF versions of many of the items. To learn more about the story of these remarkable artifacts, and about their journey to the Library, watch [this Library of Congress video](https://youtu.be/266gn07TUYw).” Subscribe ([RSS](http://blogs.loc.gov/teachers/feed/), [email](https://public.govdelivery.com/accounts/USLOC/subscriber/new?topic_id=USLOC_94)) to the Teaching with the Library of Congress [blog](http://blogs.loc.gov/teachers/) for great ideas about how to use LOC resources with students.

# 32. American Lawyers Alliance Teacher of the Year Contest Deadline March 15, 2016

The deadline for the American Lawyers Alliance Law-Related Education Teacher of the Year contest is rapidly approaching.

One Middle School and two High School teachers will be chosen as the ALA LRE 206 Teachers of the Year. Each winner will be presented a **$1500 cash award** at the Annual Meeting of the American Lawyers Alliance in **San Francisco, California,** in early August 2016. An Additional $500 for hotel and travel expenses will be given to each recipient who attends the Awards Luncheon.

The Application Deadline is March 15, 2016.

Please visit the ALA website [www.americanlawyersalliance.org](http://www.americanlawyersalliance.org/) and click on "Annual Awards" for information about this award. If you have any questions or would like further information, please feel free to contact either Kitty O'Reilley at [kitty.oreilley@](mailto:kitty.oreilley@verizon.net)[gmail.com](http://gmail.com) or Anne Santorelli at [annesanto@aol.com](mailto:annesanto@aol.com).

# 33. New iCivics Game Launched

Running for the presidency isn’t easy, and it’s challenging to teach. iCivics has made upgrades to its popular "Win the White House" game just in time for election 2016 season! Win the White House teaches students in grades 4-12 about the challenges of running for office by empowering them to create and manage their own presidential campaigns. 2016 upgrades include:

* Tablet Compatibility
* Increased Player Agency
* Expanded Primary Experience
* New Content and Look
* Updated Election Guide and Teaching Materials

Join thousands of teachers and their millions of students now through November as they bring the election to the classroom. Use social media to share highlights during our Get Your Game On: Can you beat 270? challenge (details below)!

Go to <https://www.youtube.com/watch?v=1jatSL0Wvvg&feature=youtu.be> and to <https://www.icivics.org/> for more information.

# 34. 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:**

* **Andrea Morgan, Curriculum**, [andrea.morgan@state.or.us](mailto:andrea.morgan@state.or.us), 503.947.5772
* **Rachel Aazzerah, Assessment**, [rachel.aazzerah@state.or.us](mailto:rachel.aazzerah@state.or.us), 503.947.5835

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