Oregon Social Sciences Teacher Update #152

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# *1. Coming Soon* – Applications for the Oregon Social Sciences Content and Assessment Advisory Panel

The Oregon Department of Education will again be establishing the Social Sciences Content and Assessment Advisory Panel to provide the important educator and stakeholder voice in standards and assessment review, revision, and development. The 25-30 member panels will be constructed to engage all Oregon geographic regions, all grade levels, and all Social Sciences content areas (economics, geography, economics, history, and financial literacy). Participants are encouraged to make a 3-year commitment, although to establish a rotation on and off the panel, some initial appointments may be shorter. Former panel members are encouraged to apply to serve as historians.

A separate announcement will be released in the next few weeks with details regarding the application process and materials.

# 2. Schoolchildren Asked to Help Restore Oregon Constitution

Did you know that the gold man on the top of the Oregon State Capitol building is gold because of the hard work of schoolchildren? It’s true: In 1984, Oregon students raised over $37,000 in coins – mostly dimes – to make our gold man shine bright.

In that spirit, Secretary of State Jeanne P. Atkins is asking Oregon’s schoolchildren to again be part of history by helping to restore and display Oregon’s Constitution. **It’s called the** [**Oregon Constitution Challenge**](file://odefs/home/MorganA/Social%20Science%20Organizations/Teacher%20Update%20Newsletter/sos.oregon.gov/constitutionchallenge).

Oregon’s Constitution from 1857 is weathered and in serious need of repair. Because this, the Constitution is kept locked away from public view except on rare occasions. By participating in the Oregon Constitution Challenge, students can again help preserve Oregon history and make the Constitution available for everyone to see. As a bonus, every school that raises a total of $250 or more toward the Constitution Challenge goal this year will have its school name engraved on a plaque displayed with the original Constitution.

**Secretary Atkins is excited to announce that she is visiting participating schools around Oregon.** To arrange a visit, or to find out more about the challenge, contact [Oregon.sos@state.or.us](mailto:Oregon.sos@state.or.us) or visit [sos.oregon.gov/constitutionchallenge](http://sos.oregon.gov/constitutionchallenge).

# 3. Ashland Teacher Earns WWII Study Fellowship

An Ashland High School social studies instructor is among teachers chosen nationally to study World War II and develop better methods of teaching about the war in the classroom.

Paul R. Huard is one of the winners of a fellowship that will support his involvement in a teacher’s institute sponsored by the National World War II Museum in New Orleans. More than 250 teachers applied for the institute. The museum selected 28 educators for the program, which is in its first year.

Beginning in July, Huard will attend a summer workshop at the museum to study content knowledge, instructional techniques and creative and engaging curriculum materials needed to teach World War II history.

While there, he will also study with historian and author Richard B. Frank, whose books include "Downfall: The End of the Imperial Japanese Empire" and "Guadalcanal: The Definitive Account of the Landmark Campaign." He will continue to study on-line with museum staff and scholars through the summer.

During the course of the next school year he will also develop a continuing education opportunity for fellow teachers, create lesson plans that will be distributed by the museum, and prepare for additional travel to important World War II historical sites in Europe during the summer of 2017.

In addition, he will have an opportunity in 2017 to present at the museum’s annual International Conference on World War II and to serve as an advisor to new program participants.

Huard receives complete financial support for his involvement from the museum.

<http://www.ode.state.or.us/superintendent/priorities/faq-for-interdistrict-transfer-formatted.pdf>

# 4. Umatilla High School Teacher Awarded Colonial Williamsburg Scholarship

A Umatilla high school teacher has received a scholarship to bring Colonial Williamsburg to his students. Chris Early, English Language Learners (ELL) and social studies teacher at Umatilla High School, was awarded a scholarship to attend the Colonial Williamsburg Teacher Institute, a six-day interdisciplinary course where teachers exchange ideas with historians, meet character interpreters and examine interactive teaching techniques.

Early was inspired to apply for the program because of his passion for American government.

“I have long been fascinated how our Constitution has led to expanding opportunities for more and more of our citizens over time,” Early said. “I am excited to be learning more about the time and place from which many of the ideas in our Constitution came.”

The high school sessions for the Teacher Institute study civics through the lens of American history. Teachers will made connections to past and preset-day issues during visits to Jamestown, Williamsburg and Richmond, Va.

“This is an exciting opportunity for one of our high school teachers to gain teaching strategies and interactive methods to make history more exciting for students in the Umatilla School District,” Heidi Sipe, Umatilla School District superintendent, said. “We are pleased that Chris was chosen and look forward to him sharing what he learns.”

<http://www.eastoregonian.com/eo/local-news/20160331/umatilla-teacher-receives-colonial-williamsburg-scholarship>

# 5. Seeking Oregon’s Next Teacher of the Year

State opens nomination process for 2017 Teacher of the Year

Every year, the Oregon Department of Education honors teachers and their impact on students’ lives through the Oregon Teacher of the Year award. The award recognizes an outstanding teacher as a representative of all of the amazing educators in our state and gives Oregonians an opportunity to share information on teachers who are making a difference in their communities. Nominations are now being accepted for the 2017 Oregon Teacher of the Year award.

“In classrooms all across the state, outstanding educators are inspiring students to learn, lead, collaborate, invent, discover, and explore,” said Deputy Superintendent Salam Noor. “A great teacher instills a lasting love of learning, opens doors to future possibilities, and helps to prepare students to be the leaders of tomorrow. The Teacher of the Year award is one small way to say thank you to our outstanding teachers for the work they do every day on behalf of Oregon kids.”

Anyone can nominate a teacher for the award, but teachers may not nominate themselves. Candidates should be exceptionally dedicated, knowledgeable, and skilled teachers who have the respect and admiration of students, parents, and colleagues. They should inspire students of all backgrounds, play an active role in their community and school, and be poised and articulate representatives of all Oregon classroom teachers.

Do you know an outstanding educator you believe deserves recognition? Make a nomination today! Nominating has never been easier using our improved online form on the new Teacher of the Year website. To nominate an educator for the 2017 Oregon Teacher of the Year, [**click here**](http://oregonteacheroftheyear.org/). The deadline for nominations is May 13, 2016 and the award will be announced later this fall.

The Oregon Department of Education is proud to partner with the Oregon Lottery to honor Oregon teachers through the Teacher of the Year award. Once selected, the Teacher of the Year and his or her school are each awarded a $5,000 cash prize. Two runners up also each receive an award of $2,000.

Oregon’s Teacher of the Year will continue to teach in the classroom and will have opportunities the National Teacher of the Year conference, and the National Teacher of the Year Recognition Week in Washington, D.C. where he or she gets to meet the President at the White House.

To learn more about the Teacher of the Year program or to make a nomination today, go to: <http://oregonteacheroftheyear.org/>.

# 6. Portland’s Chinese History Told in New Exhibit

Unbeknownst to many Oregonians, Portland in 1900 was home to the second largest Chinatown in the nation. While many locals have walked through the gates leading into Northwest Portland, few know the history of Portland’s two historic Chinatowns and the stories of those who made their home here.

Now on display at the Oregon Historical Society through June 21, the exhibition “Beyond the Gate: A Tale of Portland’s Historic Chinatowns” features that history.

After gold was discovered in 1848, Chinese miners, laundrymen, cooks, gardeners, merchants, and doctors migrated to California and the Northwest. Immigrants who settled in Oregon established “Old Chinatown” (1850-1905) which was centered on SW Second and Front Avenues. After the 1905 Lewis and Clark Centennial Exposition and Oriental Fair brought hundreds of thousands of visitors and sparked a building boom, many Chinese merchants left the community they had built south of Burnside and reinvested in Northwest Portland near Union Station, creating “New Chinatown” (1905-1950). Chinese in Oregon were deeply impacted by federal exclusion laws, but they nevertheless built homes, commercial enterprises, and families whose legacies continue today.

Curated by Jacqueline Peterson-Loomis in collaboration with scenic designer Carey Wong and Chinese community members, this exhibition draws on oral history interviews, photographs, business directories, maps, and historic artifacts. This exhibition brings to life the robust sights and sounds of places of business, education, and entertainment, offering visitors a glimpse of life beyond the gate. The Oregon Heritage Commission made a grant to assist the exhibit’s development.

# 7. Young Entrepreneurs Business Week Dates Set

**University of Portland:** July 10-July 16; **Oregon State University:** July 24-July 30; **University of Oregon:** Aug. 7-Aug. 13

During this immersive, week-long camp, learn about business through hands-on curriculum, activities and competitions.

* **Business Week is available at all three campuses.** The first-year program is open to all students who have never experienced YEBW before.
* **Investing Week takes place at University of Portland and Oregon State University.** The second-year program is for students who have completed Business Week.
* **Entrepreneur Week is only at University of Oregon.** The third-year program is best for students who have completed Business Week and Investing Week.

Register at <http://yebw.org/registration/>. Refer a student to [troy@yebw.org](mailto:troy@yebw.org). Learn more about the program at <http://yebw.org/programs/>.

# 8. SAVE THE DATES -- Financial Beginnings’ Financial Literacy Conference

The third annual Financial Literacy Conference will be held October 14th and 15th at Chemeketa Eola at Chemeketa Community College in Salem, OR. Of last year's attendees,

* 75% attest to now teaching a financial lesson or concept to their students at least weekly, and
* 94% of educators have been participating "more proactively or responsibly in their own finances since attending the conference."

Financial Beginnings is looking forward to another successful event and hope to see you there. Registration details forthcoming.

# 9. The 2016 Oregon Heritage Conference

The Oregon Heritage Conference takes place May 4-7 this year in the state’s Capitol Building. The conference will bring together hundreds of people who love and work with Oregon's heritage. Designed to be interdisciplinary, the conference focuses on all sectors of heritage, such as historic preservation, museums, archives, libraries, and local and state government. By bringing everyone together in one place, we can begin to realize that our work in heritage is all interconnected, that we have similar problems, and, together, can create better solutions.

The Heritage Conference also includes workshops, tours, and breakout sessions that are equal parts innovation and practical advice. You can register for these special activities online, too. Preliminary descriptions of each session are now available at the [conference’s website](https://www.oregon.gov/oprd/HCD/OHC/Pages/Conference.aspx).

The conference theme is “16 Going on 20, 50, 100: Reflecting on the Past, Capitolizing on the Present and Building the Future.” The theme highlights several major heritage anniversaries, including the 20th anniversary of the first meeting of the Oregon Heritage Commission and the 50th anniversary of the National Historic Preservation Act.

Bob Beatty, the chief operating officer of the American Association for State and Local History, and historian Reiko Hillyer of Lewis and Clark College in Portland, will be the keynote speakers. Oregon Heritage, a division of the Oregon Parks and Recreation Department, is organizing the conference.

# 10. 31st Annual Sheep to Shawl at the Willamette Heritage Center

Salem, May 7th, 10:00 – 4:00.

Sheep to Shawl is a celebration of our handmade traditions, with sheep shearing and demonstrations of all the textile arts taking the wool to a finished garment. Other heritage demonstrations will be blacksmithing, flint napping, bee keeping, backyard chickens and dutch oven cooking, with tasting. Hands-on activities for kids will be rope making, weaving, dyeing and creating a 15 foot long Sheep to Shawl mural. New this year are heritage breeds of animals, rare or unusual animals that have survived from our past. The day includes a lot of animals, storytelling, food, music, living history, exhibits and self-guided tours of the Thomas Kay Woolen Mill established in 1889.

This is a free family event.

Willamette Heritage Center 1313 Mill St SE Salem, OR 97301 503-585-7012 [www.willametteheritage.org](http://www.willametteheritage.org).

# 11. Chinese Topics Presented in Pendleton, Ashland, Medford

R. Gregory Nokes, a speaker from the Chinese Oregon Speaker Series, will visit Tamástslikt Cultural Institute, Pendleton, at 1 p.m. April 30 to speak on "Chinese in Eastern Oregon: The Forgotten Population".

The Chinese American population began immigrating to Oregon during the mid-19th century.  Nokes will discuss the history of Chinese emigration to the mining and railroad communities throughout eastern Oregon, how they built thriving communities, and why they disappeared, including stories of violence and bias against Chinese, such as the 1887 Hells Canyon massacre.

The next speaker in the series to visit Tamástslikt Cultural Institute will be Helen L. Ying who is speaking on "The Untold Story: Chinese American History in Oregon" on 1 p.m. May 21. May is Asian American Heritage Month in Oregon. For more information about Ying’s presentation, go to  [www.tamastslikt.org](http://www.tamastslikt.org).

“Chop Suey For All: Chinese Cooks in Oregon” will be presented by Richard Engeman at 1 p.m. April 2 at the Ashland Public Library and at 1 p.m. April 3 at the Medford Public Library. Chinese restaurants were common in Oregon towns and cities beginning in the late 19th century. Usually advertising both Chinese and American dishes, they catered to the basic needs of single working men as well as to diners who were attracted by the exotic and the foreign.

“The Chinese in Oregon and the Chinese Exclusion Act Case Files” will be presented by Trish Nicola at 1 p.m. April 9 at the Ashland Public Library and at 1 p.m. April 10 at the Medford Public Library. The National Archives branch in Seattle holds thousands of Chinese Exclusion Act files on the Chinese living in Oregon. All contain biographical information, most have photos, and some contain affidavits from witnesses-Chinese and Caucasian

For more information on the Chinese speaker series, visit the [Oregon Historical Society website](http://www.ohs.org/museum).

# 12. Independence, Monmouth Newspapers Added to Digital Repository

Several runs of historic newspapers in Independence and Monmouth have been added to the online [Historic Oregon Newspapers](http://oregonnews.uoregon.edu/) digital collection. The Independence newspapers include the West Side, the West Side Enterprise and the Independence Enterprise. The Monmouth Herald also was added. The additions were the result of cooperative efforts by the Monmouth and Independence libraries, their friends groups, the Polk County Cultural Coalition and the University of Oregon Libraries.

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

The [Institute for Curriculum Services](http://www.icsresources.org/) cooperatively with Portland State University’s Graduate School of Education and grant-supported by the Library of Congress’s Teaching with Primary Sources Program, invites you to register for our summer institute, *A Historical Perspective on the Arab-Israeli Conflict and Peace Process*, June 28 - 30. This dynamic 3-day workshop emphasizes inquiry based learning using Teaching with Primary Sources strategies and content-specific lectures from university scholars. Attendance stipends ($300) and stipends to offset travel expenses (not to exceed $300 per participant) are available for up to 25 participants. Professional Development Units (1.8 PDUs), issued by Portland State University, will be available for purchase for $38 (paid to Portland State University). Please [complete the ICS Summer Institute application](https://docs.google.com/forms/d/1WktsYmIm9CAwOFXuubbtiOCptJcucBybEk4w9eNGmJs/edit?usp=sharing) to begin the enrollment process. Contact Jacqueline Regev, [jregev@icsresources.org](mailto:jregev@icsresources.org), for more information.

# 14. Wholistic Peace Institute – Educating for Peace Announces the 8th Annual Harold Schnitzer Spirit of Unity Award

Applications Accepted until June 15, 2016

Peace leadership can change a student’s life. 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 & civil rights, Nobel Peace Laureates or humanitarian service activities that make the 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.

15. May 9th – 23rd, “Never Again” Exhibit from Ground Zero Museum in Hiroshima Japan Detailed provocative descriptions and images photographs and videos of the “Never Again Exhibit” 70 years after the bombing of Japan to end the most tragic war of all time.  Mr. Ed Kawasaki, a bomb survivor, Hibakusha will give a lecture date/time TBD at the Treasure Valley Community College.

Presented by Educating for Peace, the Wholistic Peace Institute and hosted by Treasure Valley Community College, Ontario, Oregon May 9 – 23rd, 2016.

Call Nancy 503-701-9987 or email [nancy@wholisticpeaceinstitute.com](mailto:nancy@wholisticpeaceinstitute.com) **for details or if your group would like to host** this educational exhibit about the history of the War, devastation by the bomb, America’s response, forgiveness, reconstruction, and the reconciliation that has occurred between Japan and America.

# 16. World Affairs Council’s Young Leaders in Action

**Do you know high school students interested in global issues? Do they want to take action and have their voice heard?** Have them **apply now for Young Leaders in Action!**

The World Affairs Council’s [**Young Leaders in Action**](http://worldoregon.us1.list-manage.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=9c94d01757&e=42da567fa5) brings together 20 high school students from across the Portland area for global issue workshops, leadership training, and community service projects with an international impact. Any Portland-area high school student with a graduation year of 2017 or later is eligible to apply. There is **no fee** or other cost to participate.

Young Leaders in Action meet the second Saturday and fourth Sunday of each month from June 2016 to April 2017, taking part in:

* **Workshops on global issues** shaping our world like climate change, poverty, women’s empowerment, international conflict, and more.
* **Leadership training** focused on skills to take action in the community, including fundraising, project planning, and political advocacy.
* **Community service activities**with the World Affairs Council and other local nonprofits addressing international issues.
* **Networking opportunities** with leaders from Portland and around the world.

Young Leaders in Action also receive:

* **Free admission** to World Affairs Council lectures and events.
* Mentorship and advising on **study abroad scholarships, and college and career opportunities** in the field of international affairs.
* Guidance in creating an **action project** on a global issue.

**All applications are due Sunday, May 1, 2016.**

**Download a Young Leaders in Action application** [HERE](http://worldoregon.us1.list-manage2.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=2a223ba61e&e=42da567fa5) **and outreach fliers** [HERE](http://worldoregon.us1.list-manage.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=ed4c7a8c9e&e=42da567fa5)**. Get more information at** [www.worldoregon.org/youngleaders](http://worldoregon.us1.list-manage.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=3854b76568&e=42da567fa5).

# 17. Classroom Law Project Events and Resources

**Tried and True Professional Development Opportunities:**

* PROJECT CITIZEN: Friday, April 15, Willamette Valley ESD (Salem) Registration can be found at <http://www.classroomlaw.org/professional-development/pcworkshop/>
* WE THE PEOPLE: Friday, April 29, Southern Oregon Community College (Medford) Registration can be found at <http://www.classroomlaw.org/professional-development/wtp-workshop/>
* SEARCH & SEIZURE/JUVENILE JUSTICE 101: Friday April 29, Bend Registration can be found at <http://www.classroomlaw.org/juvenile-justice-and-search-seizure-101/>
* MOCK TRIAL: Friday & Saturday, June 17-18, Portland. Registration can be found at <http://www.classroomlaw.org/professional-development/mock-trial-ms-workshop/>

**REGISTRATION IS OPEN FOR LAW DAY**

May 5, 2016, Portland State University

Mark your calendar and join Classroom Law Project on Thursday, May 5th, 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 activism, gun control, the 50th anniversary of Miranda v. Arizona, 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. To register or more information, please visit <http://www.classroomlaw.org/programs/law-day/> .

**We the People Book Club**

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

Join CLP and our 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 we 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. Join us! More information and registration can be found at <http://www.classroomlaw.org/homepage/we-the-people-book-club/>.

**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. For more information and registration, please visit [www.classroomlaw.org](http://www.classroomlaw.org) .

**REGISTRATION OPEN! 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/>.

# 18. Inspiring Action and Igniting Justice

Saturday, April 23, 2016, World Trade Center, Portland, 121 SW Salmon, Portland, OR 9720

9am-4pm

Join us for a symposium to inspire action and ignite justice for all. Morning and afternoon breakout sessions will include:

* Lawyers for Social Justice
* Cross Cultural Activism and Civic Engagement
* Minoru Yasui: From Roots to Results (curriculum focus).

There will be a Keynote Speaker and the documentary *Never Give Up! Minoru Yasui and the Fight for Justice* will be previewed. Lunch will be provided to attendees.

In November 2015, President Obama awarded the Presidential Medal of Freedom to the late Oregon civil rights activist, Minoru Yasui. In 1942, Min 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. Minoru Yasui’s life shows how one person can make a difference.

This symposium is presented by the **Oregon Nikkei Endowment** and **the Minoru Yasui Tribute Project.**  Register online at [www.oregonnikkei.org](http://www.oregonnikkei.org).

# 19. Reimagine Oregon Education – Every Student Succeeds Act (ESSA) Opportunities

**The Every Student Succeeds Act (ESSA)** replaces No Child Left Behind (NCLB) and affords states greater flexibility. ESSA encourages states and schools to innovate, while at the same time maintaining a focus on accountability, an emphasis on state and local systems of improvement, and a more balanced assessment system.

ESSA establishes a framework for preparing Oregon’s students for life beyond K-12, whether that is attending college or pursuing a career. A prepared graduate should have the knowledge and skills necessary to succeed in college, technical, or trade schools, or enter directly into the workplace without having to take remedial or developmental courses. Additionally, graduates should be able to apply their knowledge and skills to real-world situations. The Federal law acts as newly-obtained leverage to improve the educational landscape in Oregon and reflects many of our state’s educational priorities including:

* Ensuring students graduate high school ready for college and the workplace
* Reducing gaps among student groups in achievement, opportunity, and graduation
* Supporting and improving struggling schools
* Expanding access to high-quality early learning opportunities for our youngest learners
* Keeping the focus on high-quality classroom instruction through professional development and meaningful feedback for educators

**Where to learn more:**

For a PowerPoint overview of changes to the law and the implementation timeline, [click here](http://www.ode.state.or.us/opportunities/grants/final-essa-overview--1-14-16.pdf) PDF

The PowerPoint comparing NCLB and ESSA is currently being updated, and will be reposted soon.

For a handout on the State Plan Development timeline, [click here](http://www.ode.state.or.us/opportunities/grants/project-timelines-summary-1-12-16.pdf) PDF.

For a two pager on the key elements of ESSA, [click here.](http://www.ode.state.or.us/opportunities/grants/ode-essa-summary-1-14-16.pdf) PDF

For additional resources, [click here](http://www2.ed.gov/policy/elsec/leg/essa/index.html).

**ESSA Town Hall Meetings**

[Click here](http://www.ode.state.or.us/superintendent/priorities/or-education-forum-listing---copy.pdf) PDFto access a handout of the Town Hall schedule this spring.

* Thursday, March 31, 2016, [Milwaukie (Clackamas County)](http://www.ode.state.or.us/superintendent/priorities/town-hall-participant-agenda-3-31-16.pdf) PDF, 6:00 p.m., at [Wichita Center for Children and Families](http://www.nclack.k12.or.us/Domain/2986)
* Monday, April 11, 2016, Pendleton (Umatilla County), 6:30 p.m., at the [Pendleton Early Learning Center](http://pelc.pendleton.k12.or.us/)
* Wednesday, April 20, 2016, Medford (Jackson County), 6:00 p.m., at [Medford School District’s Education Center Board Room](http://www.medford.k12.or.us/domain/95)
* Monday, April 25, 2016, Redmond (Central Oregon, Deschutes County), 6:00 p.m., at [High Desert ESD (Board Room)](http://www.hdesd.org/contact-us/)
* Thursday, April 28, 2016, Salem (Marion and Polk County), 6:00 p.m., at [Claggett Creek Middle School](http://claggettcreek.salkeiz.k12.or.us/contact)
* Monday, May 2, 2016, Ontario (Malheur County), 6:00 p.m., at [Four Rivers Cultural Center (River Rooms)](http://www.4rcc.com/index.php/information/contact-us)
* Tuesday, May 10, 2016, Eugene (Lane County), 6:00 p.m., at [South Eugene High School (Cafeteria)](http://sehs.4j.lane.edu/driving-directions/)
* Thursday, May 12, 2016, Portland (Multnomah County), 6:00 p.m., location pending
* Monday, May 16, 2016, Portland (Multnomah County), 6:00 p.m., location pending
* Monday, May 23, 2016, Coos Bay (Coos County/South Coast), 6:00 p.m., [Southwestern Oregon Community College (Lakeview Rooms in Hales Center/Empire Hall)](http://www.socc.edu/directions)
* Wednesday, May 25, 2016, Hood River (Hood River and Wasco County), 6:00 p.m., [Best Western Hood River Inn (Columbia Room)](http://www.hoodriverinn.com/)

# 20. 2016 Ninth Circuit Civics Contest – 50 Years After the Miranda Decision

How Federal Courts Defined the Rights of the Accused: An essay and video contest open to high school students in the western United States.

Contest rules, entry instructions and other information are available at [http://www.ca9.uscourts.gov/civicscontes**t**](http://www.ca9.uscourts.gov/civicscontest)**.**

In 2016, the nation marks the 50th anniversary of the United States Supreme Court decision in Miranda v. Arizona. In that 1966 case, the court ruled that someone taken into police custody must be informed – prior to questioning – of their Fifth Amendment right against self-incrimination. Now referred to as a “Miranda Warning” or a recitation of “Miranda Rights,” police must advise persons in custody of their right to remain silent and their right to an attorney.

The 2016 Ninth Circuit Civics Scholarship Contest asks high school students to consider how Miranda Rights came to be defined, how they are safeguarded by the federal courts and why they are so important to our system of justice.

**The contest has two components: 1) Individual students can express their thoughts and ideas in an essay of 500 to 750 words, and 2) Individual students or teams of up to three students may submit a 2-3 minute video presentation on the theme. Students may participate in one or both competitions.**

The contest is open to sophomores, juniors and seniors living in the nine states and two Pacific Island jurisdictions that comprise the Ninth Circuit (see map). The contest begins **January 1, 2016,** and ends on **April 15, 2016**. Contest rules, entry instructions and other information are available at

http://www.ca9.uscourts.gov/civicscontest.

The 2016 Ninth Circuit Civics Scholarship Contest is organized by the Ninth Circuit Courts and Community Committee. U.S. district courts within the circuit are cosponsors and some may hold local contests with winners moving on to the circuit competition. Circuit contest winners will be announced in June. Cash prizes will be awarded to the top three finishers in both the essay and video competitions.

**Cash Prizes in both contests 1st place: $2,000 + Travel to Big Sky, Montana\* 2nd place: $1,000 3rd place: $500** *\*See contest website for details*

For more information, please contact the Ninth Circuit Office of the Circuit Executive, (415) 355-8973 / [civicscontest@ce9.uscourts.gov](mailto:civicscontest@ce9.uscourts.gov).

# 21. Oregon Jewish Museum and Center for Holocaust Education Presents *The Pianist of Willesden Lane*

Portland Center Stage**,** April 14, 7:30pm**, Location**: 128 NW 11th Ave, Portland.

[Ticket Info:](https://t.e2ma.net/click/qfaam/ydyteh/ytedpf) **$75 includes a $27 tax-deductible donation to OJMCHE**

Based on the book *The Children of Willesden Lane* by Mona Golabek and Lee Cohen. Adapted and directed by Hershey Felder.

Set in Vienna in 1938 and in London during the Blitzkrieg, *The Pianist of Willesden Lane* tells the true and inspirational story of Lisa Jura, a young Jewish musician whose dreams are interrupted by the Nazi regime. In this poignant show, Grammy-nominated pianist Mona Golabek performs some of the world’s most stunning music as she shares her mother’s riveting true story of survival. *The Pianist of Willesden Lane* is infused with hope and invokes the life-affirming power of music.

**Tickets must be purchased by Monday, April 4**

# 22. Governor Appoints Elizabeth Woody to be Poet Laureate

Governor Kate Brown has named Elizabeth Woody of Warm Springs and Portland to a two-year appointment as Poet Laureate of Oregon. Woody will be Oregon’s eighth poet laureate since 1921. She succeeds Peter Sears, who has held the post since 2014.

“The energy of Elizabeth Woody's words bring to life the landscapes, creatures and people who make Oregon special," Governor Brown said. "As Poet Laureate, she will be a great asset to our state, using vivid storytelling to help us understand who we are as a larger community."

Woody was born on the Navajo Nation reservation in Ganado, Arizona, but has made her home in Oregon for most of her life. An enrolled member of the Confederated Tribes of Warm Springs, she has published poetry, short fiction and essays, and also is a visual artist.

“Committee members from all parts of the state pointed to the power of Elizabeth's poetry, the energy and dignity she would bring to the position, and the resonance of her voice,” said Adam Davis, executive director of Oregon Humanities. “Her love of this place should find a perfect outlet in the position of Poet Laureate, and the position of Poet Laureate will be honored by having her in the role.”

“The power of language in poetry, song, story and legacy has kept Oregon's communities vibrant,” said Woody. “The literature of this land is the sound of multiple hearts and the breath of many listened to while forming as individuals in this world. It is an honor to be Oregon’s poet to serve our state’s communities in the next two years and reflect upon their strength.”

The Oregon Poet Laureate fosters the art of poetry, encourages literacy and learning, addresses central issues relating to humanities and heritage, and reflects on public life in Oregon. A 20-person committee of writers, poets and cultural leaders reviewed nominations in February and made its recommendation to the Cultural Trust and its statewide partners - Oregon Arts Commission, Oregon Historical Society, the Oregon Heritage Commission, Oregon Humanities and the State Historic Preservation Office. The Governor approved the committee’s recommendation this week. Woody will assume the Poet Laureate role the last week of April.

# 23. The Oregon Department of Education (ODE) is seeking nominations in the Oregon Digital Learning Advisory Committee

Please consider nominating someone to participate in the Oregon Digital Learning Advisory Committee.  You are welcome to nominate yourself.  Nominations must be made by completing the [**Nomination Form**](http://goo.gl/forms/D8PBN6mgT2)**.**

**The Work Ahead**

The Oregon Department of Education is forming a Digital Learning Advisory Committee that will make recommendations to the Department as we develop a State Digital Learning/Technology Plan. The plan will include the expansion of the Oregon Virtual School District, the #GoOpenOregon Initiative, enhancements to the Oregon Educator Network and statewide implementation of professional development for educators and digital learning opportunities for all Oregon students. The Digital Learning Advisory Committee will also be making recommendations for new Oregon Digital Learning/Technology Standards.

We are charged with building a clear, shared vision for digital learning and statewide strategies for:

* Improving student academic achievement through the use of technology
* Ensuring that every student has the opportunity to use digital tools and resources for learning including teachers that have digital instruction competency
* Integrating technology into curriculum and instruction through high quality professional development based on relevant research and Oregon’s Digital Learning Standards
* Improving broadband connectivity and other technology related projects

**In the end, we will have:**

* A written Oregon Educational Technology Plan that will connect to the Information Technology Business Plan and provide direction for equitable access to Digital Learning across the state
* A Policy Option Package (POP) to present to the 2017 Legislature designed to support schools and districts as we implement the State Plan for Digital Learning
* Oregon K-12 Digital Learning/Technology Standards that are aligned with the International Society for Education’s Technology National Educational Technology Standards and the International Technology Education Association’s Standards for Technological Literacy

The first meeting of the Digital Learning Advisory will be held **Friday, May 20th** in Salem.

If you have any questions about the Oregon Digital Learning Advisory or the work to be done, please contact [carla.wade@state.or.us](mailto:carla.wade@state.or.us) or call 503.947.5631.

# 24. Freedoms Foundation at Valley Forge Free Professional Development for Teachers

[Freedoms Foundation at Valley Forge](http://www.freedomsfoundation.org/) has opportunities for accredited graduate level professional development [programs for summer 2016](http://www.freedomsfoundation.org/Grad-Classes). They have scholarships from the Murdoch Charitable Trust available specifically for teachers from the Pacific Northwest. Scholarships cover tuition, room and board on the campus in suburban Philadelphia on a 75 acre property adjacent to Valley Forge National Historic Park. They have some additional travel stipends available to help defer the cost of travel. Teachers hear from prominent scholars from such institutions as Harvard University, University of Pennsylvania, Rutgers University, Cornell University, and City University of New York amongst others. For some programs teachers hear from living Medal of Honor recipients and other veterans, and former members of the military, diplomatic and intelligence communities. Depending upon the program field trips to places such as Independence Hall and Historic Philadelphia, the 9/11 Memorial and Washington, D.C. are included. See the link above for summer 2016 programs for specific details or contact Dr. Gene Halus at [ehalus@ffvf.org](mailto:ehalus@ffvf.org) or 610-933-8825 x242.

# 25. Asia Society Center for Global Education Newsletter Opportunities

For Teachers and Administrators:

* **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=a36ec7631b&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-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=ffe6344e88&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=2f1a328f3e&e=c8f6e1f9ba).
* **Jan Stauber Grant**: This grant awards $500 to K–12 teachers and librarians who develop a teaching project introducing young people to Sherlock Holmes. Deadline: [May 1, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=32feb08315&e=c8f6e1f9ba).
* **2016 Dow Jones News Fund National High School Journalism Teacher of the Year Awards**: The Teacher of the Year Awards program showcases innovation in scholastic journalism and celebrates those teachers who inspire students to go above and beyond to accomplish the extraordinary. Deadline: [July 9, 2016.](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=8e61118aa1&e=c8f6e1f9ba)

For Students:

* **Gloria Barron Prize for Young Heroes**: This prize honors young people ages 8 to 18 who have made a significant positive difference to people and our planet. Each year, the top winners each receive $5,000 to support their service work or higher education. Deadline: [April 15, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=5c027b4dd2&e=c8f6e1f9ba).
* **iWitness Video Challenge**: This challenge asks middle and high school students to use their innovation and creativity to create positive value in their communities by doing something ordinary (or extraordinary), and then asks them to build a video telling the story. Deadline: [May 13, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=d87b424926&e=c8f6e1f9ba).
* **PLURAL+**: PLURAL+ is a youth-produced video festival that encourages young people to explore migration, diversity, and social inclusion, and to share their creative vision with the world. Submission Deadline: [May 29, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=37470042cf&e=c8f6e1f9ba).

# 26. ART21 Educators Professional Development Program

ART21 Educators is a year-long professional development program designed to support K-12 educators in any subject area who are interested in bringing contemporary art, artists and themes into classroom learning and teaching.

[ART21](http://art21.org/) has established itself as the preeminent chronicler of contemporary art and artists through its Peabody Award-winning, PBS-broadcast television series, ART21 Art in the Twenty-First Century, available for [FREE online](http://www.art21.org/videos). ART21 Education Programs engage audiences in dialogue about contemporary art and the artists featured in ART21 films.  Please visit our website to learn about the variety of ways ART21 resources can be used to enhance [Social Studies curriculum](http://www.art21.org/teach/on-contemporary-art/connecting-to-the-national-standards).

The application deadline is **April 3, 2016**.

# 27. The ABOTA Foundation National Teachers Law School at the National Constitution Center

The ABOTA Foundation is hosting the National Teachers Law School at the National Constitution Center in Philadelphia on Sept. 29 – Oct. 1, 2016. This is an all-expense-paid professional development program for social studies administrators from across the nation. The NTLS will provide a crash course in civics from legal professionals, historians, professors and other civic leaders. The target audience is any social studies department chairs, master/lead teachers and/or district level curriculum specialists.

**The application deadline is April 22nd.** Understanding that spring is very busy for educators, they have created a very short application process – contact information, a resume upload, and a brief statement on the state of civics education in the applicant’s state and/or district.

You can find out more about the program and its partners at [www.NationalTeachersLawSchool.org](http://www.NationalTeachersLawSchool.org).

**Register at** [**www.regonline.com/nationalteacherslawschool**](http://www.regonline.com/nationalteacherslawschool)**.**

# 28. Bill of Rights Institute Constitutional Connection and Other Resources

Constitutional Connection is now open! The new debate platform is incredibly popular with students. They have hosted debates on important constitutional topics like gun regulation, immigration, the minimum wage, and free speech. Constitutional Connection is a great classroom tool to get students to think deeply about current events. [Encourage your students to check out Constitutional Connection now.](http://cl.s4.exct.net/?qs=9d326f386edc99de19718a56464b37d7bbe72d3741926cbeb7c6aee6dc8a35cb50192eb8a16f5bba)

**Constitutional Academy**

The application deadline for Constitutional Academy is quickly approaching! Every summer, the Institute hosts over 50 high school students from across the country in Washington, D.C. This annual program brings students together to engage in deep discussions on critical issues, interact with scholars, policy makers, and thought leaders, visit places of historical significance, and a whole lot more! [The deadline for Constitutional Academy is May 1st, so, please, encourage your students to apply today.](http://cl.s4.exct.net/?qs=9d326f386edc99deace9a9381502fccfa6b2201061318ffd5d38627b4dfaf3c9a4a5b2ad6ca10b64)

**Debate Contest Extended Until April 3rd**

The deadline on the online oratory debate competition to April 3rd. The rules for the competition are simple: Students have to produce a short video on whether or not they think political correctness has gone too far. The grand prize winner will receive $2,500 and a trip to Washington D.C.! [Check out the debate competition now.](http://cl.s4.exct.net/?qs=9d326f386edc99dec2b831b79257d8cb4174ef179142d547497858f572030c3a27b811b7de6ebf06)

**Founders Fellowship**

They have received nearly 500 applications which is themost ever! The application review team is pouring over them and willl be in touch with those who applied by mid-April with your status. If you have questions about the program or your application in the meantime, please reach out to [Laura Vlk](mailto:lvlk@billofrightsinstitute.org).

**Constitutional Seminars**

This fall they'll be rolling out two new seminars on the topics of Religious Liberty and the Legislative Branch. [See if they’re holding a constitutional seminar in your area.](http://cl.s4.exct.net/?qs=9d326f386edc99de58a14afe2981bfcfbd62b37320f4228c696e8b9be4fdec5465099325b8893b21)

# 29. Echoes and Reflections Online Professional Development for Teachers New to the Program

**Participate in PD Online.**

This NEW program consists of three interactive learning modules, released over three weeks, taking 6 hours to complete. Proceed at your own pace while engaging with other participants.

* Gain classroom-ready comprehensive print and online resources
* Learn sound pedagogy for teaching about the Holocaust
* Explore strategies for incorporating a range of primary sources, including visual history testimony, in your classroom instruction

**FREE Online PD Begins 4/4.**

**Teaching about the Holocaust – Online Learning for Teachers**

**Released over three weeks: April 4 – April 25, 2016**

**This program introduces learners to:**

* Classroom-ready comprehensive print and online resources
* Sound pedagogy for teaching about the Holocaust
* Instructional pathways to help students learn about the complex history of the Holocaust
* Background information on the history of antisemitism
* Strategies to incorporate a range of primary sources, including visual history testimony, to classroom instruction

**All the Details:**

* Approximately 6 hours to complete in total – at no cost.
* Proceed at your own pace, be supported by an instructor, and enjoy interaction with other educators.
* Optional: prepare an activity or mini-lesson for your classroom (additional 3 hours).
* Receive a certificate of completion and copy of the Echoes and Reflections Teacher’s Resource Guide, and join a network of educators teaching about the Holocaust and genocide.

Echoes and Reflections delivers value to both experienced Holocaust educators who are supplementing their curricula and for teachers new to Holocaust education.

Register at <http://echoesandreflections.org/events/online-professional-development-3/?utm_source=OPD%20April%202016&utm_medium=email&utm_campaign=OPD%20April%204>.

# 30. 2016 Fulbright Distinguished Award in Teaching Short-Term Program

Through the Fulbright Distinguished Awards in Teaching Short Term Program, U.S. K-12 teachers and educators can apply for grants to engage in 2-8 week collaborative projects abroad. Participants consult with and support projects with schools, non-profit organizations, teacher training institutions, and other educational organizations in Botswana, India, Mexico, or Vietnam.

The U.S. Department of State and IIE are committed to recruiting qualified primary and secondary teachers.

**Click to see the** [**informational flier**](http://r20.rs6.net/tn.jsp?f=001C-mzh8jgFLgR8vWwFsZRBmLRnjDYBA76oKvYrvGanUAdDIK9kExzeowApirTiMcTeGUk3lITPahK0aIfapsBDNPYurYuS4zqq7fy-SATelZPtdP-d_1Ku3ZXPOIc7g7TpAksEIwaX15acAcNdSe0C6Nqo1Htmj--NSeK7TipkRcgdWRbJkTxHbZ0bzp_V4QBb4IVK0bNyylI2NS3yE-e5O9ozfRw_hm510Zk9L-ETKss15z-VMYqcGZrjU6XaBBXvK7190MxGj9xeADcJLzDDQ==&c=sy40Y_LQBtv9r4Q08zSSBta2-V7f7yZwZQJSPOsHo3XeUL0MhxeNeg==&ch=Fd8Q_2Lqndc9zDCEmtVWD6pZW775ojq0GKqPTwVvKv65dHBf7yB3FQ==)**.**

[Fulbright Distinguished Awards in Teaching Short-Term Program](http://r20.rs6.net/tn.jsp?f=001C-mzh8jgFLgR8vWwFsZRBmLRnjDYBA76oKvYrvGanUAdDIK9kExzeowApirTiMcTJkDSXc_0UpfnB72qCvtRO6F_HweM9j9pOD-G4EONcjuFgYn64EQOeRzGDXpX196AR_5JOBEW3gdQUqVMpAPhXkWxNWiPvTj51qPZazy1PKmkz87cbz1sBCOk4uyZp_TWEk5PQhkppaTffWwuWlAM1A==&c=sy40Y_LQBtv9r4Q08zSSBta2-V7f7yZwZQJSPOsHo3XeUL0MhxeNeg==&ch=Fd8Q_2Lqndc9zDCEmtVWD6pZW775ojq0GKqPTwVvKv65dHBf7yB3FQ==)

# 31. Veterans National Education Program Adds Video on France and Belgium to Global Awareness Map

Last weekend the Veterans National Education Program added 30 video clips on France and Belgium to our Global Awareness Map. This happened as the Belgium police captured the main suspect in the Paris attacks in November. Monday morning at least 30 people were killed by attacks in Brussels. You can click both France and Belgium below to see the videos. They are also laying out and re-evaluating our plans for our Global Map Migration Initiative.

The most successful project to date is the Global Awareness Map Initiative [www.globalawarenessmap.org](http://www.globalawarenessmap.org/) – an online, interactive tool that has grown to offer 600+ video clips for exploration on more than 40 countries. Our project-based style of learning encourages middle school and high school students to actively explore real-world problems and challenges and thus acquire deeper knowledge.

Along with sites like National Geography Education and the National Constitution Center, they were excited to be called a “Social Studies Super Hero” by the Texas Council for the Social Studies. In just the four days that followed the terrorist attack in Paris, the insightful video clips on ISIS and religion were sought out and played throughout the country. Susan Griffin, the Executive Director of the National Council for the Social Studies, which represents some 15,000 teachers, recently said “these videos are remarkable indeed … the historical and security context they provide is compelling … these will be rich classroom resources.”

Working with the Foreign Policy Research Institute, they recently decided to produce compelling video clips and classroom discussion points that focus on the current migrant/refugee crisis in Europe. The goal will be to flesh out the role that religion is playing in this mass exodus and migration, as well as the challenges it is creating within the nations of the EU.  History, security, society, government and politics are all being influenced.

V-NEP has also developed a relationship with the Pew Foundation (Pew Research Center) to explore ways that they can utilize the Pew-Templeton special research reports in 2010, 2012 and 2015 on religion and migration, to include France ([France Global Awareness](http://www.globalawarenessmap.org/CountryDetail.aspx?id=36)) and Belgium ([Belgium Global Awareness](http://www.globalawarenessmap.org/CountryDetail.aspx?id=40)). In the past two weeks they produced more than 30 film clips on France and Belgium (see videos above). Their next steps are to produce film clips on Germany, U.K. and Italy followed by lesson plans on each country.

V-NEP has reached out to Departments of Education in 21 states mostly through the offices of their LT Governors. As we produce more videos on countries where our military has served the departments forward them to their social studies specialists. The Pennsylvania Department of Education plans to feature our Immigration Initiative on their statewide site which has more than 200,000 subscribers (PDESAS).

Today, V-NEP has an opportunity to rise to new heights as it challenges students to better understand and assess the ever-changing geopolitical issues in the world. The website is [www.v-nep-org](http://www.v-nep-org).

# 32. Helping Students Be Critical Media Consumers in an Election Year

“Being informed today requires being more vigilant and critical than ever,” says Stergios Botzakis in this *Journal of Adolescent and Adult Literacy* article. Students need to get outside the cocoon of sympatico views and evaluate what they see and hear in the media. Some helpful questions:

* Who made – and who sponsored – this message, and what is their purpose?
* Who is the target audience and how is the message specifically tailored to that audience?
* What are the different techniques used to inform, persuade, entertain, and attract attention?
* What messages are communicated (and/or implied) about certain people, places, events, behaviors, lifestyles, and so forth?
* How current, accurate, and credible is the information in this message?
* What is left out of this message that might be important to know?

Botzakis suggests the following resources to help hone students’ critical skills. These are especially helpful in a raucous election year.

* *The Living Room Candidate* [www.livingroomcandidate.org](http://www.livingroomcandidate.org/) - This site has TV commercials from every U.S. presidential election since 1952, with background information on each one, a visual display of how each electoral college vote turned out, and suggested lesson plans.
* FlackCheck.org [www.flackcheck.org](http://www.flackcheck.org/) - A compendium of resources on the techniques used in political advertising, including a section on “Patterns of Deception.” There’s also an analysis of the 1844 campaign pitting Abraham Lincoln against George McClellan, posing the question, “Could Lincoln be reelected today?”
* Settle It! [www.politifact.com/settleit](http://www.politifact.com/settleit) - Produced by the fact-checking website PolitiFact, this site has a section titled The Argument Ender, a searchable collection of political statements about a variety of issues, with a full analysis of why they are true, mostly true, false, and outrageously false.

“Visual and Digital Texts” by Stergios Botzakis in *Journal of Adolescent and Adult Literacy*, March/April 2016 (Vol. 59, #5, p. 599-601), available for purchase at <http://bit.ly/1SqJPpX>

# 33. Bill of Rights Institute Lesson: “Going Negative” and Dirty Politics

Dirty campaigning is so commonplace that many Americans believe that recent elections have been the most negative political contests in American history.  In reality, dirty campaigns are as American as apple pie, baseball, and the Bill of Rights—even early leaders like Adams and Jefferson attacked one another openly and viciously. This eLesson takes students on a whirlwind tour of American political history and reveals the negative campaigns of the past, while challenging them to think about the role of “dirty politics” in the present. [View the eLesson here.](http://cl.s4.exct.net/?qs=744514f6b39d226180a1bfb26471ad245953ac0b3602e2d1172d9cbecc8c5a4c83aa17470c94ec9e)

# 34. Genocide Awareness Month – Echoes and Reflections Resources for your Classroom

**April, Human Rights and Genocide Awareness Month, offers an important opportunity to engage with students about our collective role in ensuring genocide prevention today and in the future.** The following resources are designed to support educators as they teach about this complex topic and to inspire students to take action toward building a better future.

* [**Human Rights and Genocide - Where Do I Begin?**](http://r20.rs6.net/tn.jsp?f=0015P6IBrzzRm2vGzdCsBY9efTIcLJWM_QH4I57rEgdNlnZ1bIIDaW5APnYpHSL95wtEEf5mAbGLsohKJom-BLWk1iFN7wxetnOYgkhzqKF8-DXAGnNHMOfaGkG02hwXQzp5s8k_t4jdXPXnw_m_wraChmCJr48rCGJbRP2ZXzPkY3_eNnDzwozFPNGU6maMZJ7NOcN5V4xm80Gbh9yXn-fRlODOOPy9sBAievI36uLHYPhJUxMnZtUETM6yV7MKnqQ-c5WOpvbZGxIPtjb-jkZSatZgKnln2XhBnxFqCD1-MKK_lVi74PQ5TKearZeCjJkGGXAbid-gvcEKPWISOnSWG6tctqZfI-Eex2XHJAdiPHxYsUdy2mkcu803Hfhyk9CqJ75z98uEg3x6hS0_PSO41W_icv2jDnhC7HQ1j4aMJ_HQRKzWp3Y33xTr-47LyIMIgQvnUDaID4MICGlMlDT-JjCqVZOFfoSmjXgNBe6smQ=&c=2EPTHbQCiMe9ymvfoQJ2FX-JtgOChjOO4b9CgbSeaO59LVuIWFnbtQ==&ch=91vzIAvmLg3hmhJXaTSKt0om9UD8kirOBavlxPQ6Kla5CmipjdhftA==) - Educators Tyrone Shaw and Kelly Bales share their years of experience and classroom-tested strategies for approaching this complex topic with students.
* [**Utilize 8 these resources**](http://r20.rs6.net/tn.jsp?f=0015P6IBrzzRm2vGzdCsBY9efTIcLJWM_QH4I57rEgdNlnZ1bIIDaW5APnYpHSL95wtIV0YfuV0NhndU2_zwAnF1Oce_QkeUKR46Cho4j6FwDFmpoHaopP578HaQwdyQjDajzqHAkjIFXnr8vRc35ZEoR5mTjBeJ6Xe0rJhzd_k0FCNsi9bbMW05VrPurDS3iAbFS5ikrQnwHcSnWJyyvB6ngCz89NcHyeExF9BjZOsJRKj5tBBKbACSdjuamZmr_jsjb7H55I92jnNiboiAn6gs5pzyUrWhbaScl8q3cWj3jlEJ171g1Jz145bZkm6RSrZ7shn7BWk4j5jeMtj-BD91i5NglIbTYsUKzKjMqVoohou5AZNUDw3EliiUATDKsR2JgZnNVczn7G_hibQj2Cb_3VIBpo8bNSRhYEwH7m2S5a2rke54mNg4Elbt9yO9D0kidHJ90mAM-lsZ9Z0MQ-ZQ8HJI1hMcEiud3eH4mcC_Gg=&c=2EPTHbQCiMe9ymvfoQJ2FX-JtgOChjOO4b9CgbSeaO59LVuIWFnbtQ==&ch=91vzIAvmLg3hmhJXaTSKt0om9UD8kirOBavlxPQ6Kla5CmipjdhftA==) to guide conversations with your students about human rights, genocide awareness and prevention, and understanding the implications of individual choices in our world today.

# 35. [Acronym helps transform students' written responses to text](http://r.smartbrief.com/resp/hyovCiyooYozgeoMfDnYescNUMtT?format=standard)

The acronym RACE -- restate, answer, cite the source, explain/examples -- is helping students improve their written responses to text, third-grade teacher Meghan Everette writes in this blog post. She offers several examples and tips to help teachers use the approach, which is being implemented throughout Everette's school in Alabama.

[Scholastic.com](http://r.smartbrief.com/resp/hyovCiyooYozgeoMfDnYescNUMtT?format=standard) (3/31)

# 36. 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>

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