

Oregon Social Sciences Teacher Update #125 January 2, 2014

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1. Nominate a Colleague for National History Teacher of the Year

The National History Teacher of the Year Award, a \$10,000 annual prize, recognizes outstanding American history teachers from elementary school through high school. Fifty-three winners—one from each state, the District of Columbia, Department of Defense schools, and US Territories—receive a \$1,000 award and an archive of books and historical resources presented to their school library. From these fifty-three winners, one is recognized as the National History Teacher of the Year. The award is co-sponsored by the Gilder Lehrman Institute of American History, HISTORY®, and Preserve America.

Elementary school teachers (grades K–6) and middle and high school teachers (grades 7–12) are honored in separate categories in alternate years. **The 2013 award honored elementary teachers (K–6). The 2014 award will honor middle and high school teachers (7–12).** Teachers can be nominated for either award throughout the year.

Qualifying Criteria

- All K–12 nominees will be evaluated on the following criteria:
- At least three years of classroom teaching experience
- A demonstrated commitment to teaching American history (including state and local history)
- Evidence of creativity and imagination in the classroom
- Effective use of documents, artifacts, historic sites, oral histories, and other primary resources to engage students with American history

Eligibility: Any full-time educator of grades K–12 who teaches American history (including state and local history). American history may be taught as an individual subject or through social studies, reading, language arts, and other subjects.

- Nominees must be planning to teach for at least one year following the award year.
- Past state and national winners are not eligible.

- Self-nominations are not accepted.

Award Process

- **Nominations:** All teachers must be nominated on the Gilder Lehrman website, which accepts nominations for any K–12 teacher throughout the year. Nominations can be made by a student, parent, colleague, principal or other administrator familiar with the teacher’s work. A teacher must be nominated by **February 1** to be considered for the current year’s award. All nominees will be notified with full instructions for submitting supporting materials to complete their nominations. [To nominate a teacher, please click here.](#)
- **Supporting Materials:** All nominees will be invited to submit the following supporting material to be considered for the award:
 - A current resume/curriculum vitae
 - One letter of support from a supervisor, colleague, or other education professional familiar with the nominee’s work
 - A one-page statement of the nominee’s philosophy of teaching and how it relates specifically to his or her instruction of American history (**one page**)
 - A sample lesson plan that can be completed in one to two class sessions, demonstrating the use of primary sources (**no more than five pages**)
 - A sample extended student project, demonstrating the use of primary documents, artifacts, historic sites, oral histories, and other primary resources (**no more than fifteen pages**)

All supporting materials for the current year’s award must be submitted by **March 15**. Incomplete or late applications will not be considered.

The nomination form is available at:

<http://www.gilderlehrman.org/programs-exhibitions/national-history-teacher-year-nomination-form>

2. National History Bee and Bowl Oregon Tournaments

The National History Bee and Bowl is holding a number of upcoming history quiz tournaments in Oregon. Students are invited to participate. Questions reward a deep understanding of historical concepts, not random trivia. They are written to reflect state and national standards to help encourage students to excel inside and outside the classroom. For high school students, the Oregon History Bee and Bowl will be held at Rainier Jr./Sr. High School in Rainier on Saturday, January 25. See www.historybowl.com/regionalsite/jan-2014-oregon/ for details and to register. The Oregon site for the US History Bee (US History only) will be at Rainier on Wednesday, January 15 after school (see www.ushistorybee.org). Additionally, the sign up period for the Elementary and Middle School History Bee runs through mid-January--see www.historybee.com for more information and to register. For further questions, please contact Executive Director David Madden at director@historybowl.com.

3. 2014 Archaeology Basic Training Sessions Set for January-March

Are you looking to learn more about archaeology basics, or do you need a refresher on the history of the Pacific Northwest? The Oregon Archaeological Society (OAS) will offer its successful OAS Basic Training (also known as Archaeology for the Curious) beginning on Jan. 25 and followed by six sessions running on Saturdays through March 8 at the Portland Community College, Rock Creek Campus.

Co-sponsored by Portland Community College and the Washington County Museum, the program is a great way to network with other archaeology lovers and to learn how to get involved in the field. Experienced regional professionals from the National Forest Service, BLM, and the University of Oregon will conduct the training. Topics for the first two sessions include archaeology basics as well as information on artifacts, laws and ethics, Northwest archaeology and rock art, site stewardship and volunteering. The remaining four sessions will cover field excavation and laboratory methods, site mapping, cataloging and compass reading.

Visit oregonarchaeological.org/training for further program information. To register for the sessions, email oas.basictraining@gmail.com or call Steve Satterthwaite at (503) 824-2264.

4. Classroom Law Project Opportunities and Events

The Bob and Marilyn Ridgley Classroom Law Project Scholarship

Classroom Law Project announces 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 intend to attend a college or university in the fall. The scholarship awards the selected student \$2000 per year for four years. For more information on the scholarship and application process, please visit <http://www.classroomlaw.org/ridgley-scholarship/>.

Connecting the Standards, Common Core, and the Constitution, oh, my! AND Juvenile Justice & Search and Seizure 101

NW Regional ESD, Hillsboro, 9:00AM-4:00PM

Saturday, February 8: Connecting Standards, Common Core and The Constitution

Saturday, February 22: Juvenile Justice & Search and Seizure 101

If you want to know more about a curriculum for teaching about the Constitution *and* meets Common Core and State Standards, attend the Feb. 8 workshop. Participants will examine the *We the People: The Citizen & the Constitution* (by the Center for Civic Education) and its teaching strategy, simulated hearings. The curriculum will be connected to standards and Common Core.

If you want to know more about the juvenile justice system and search and seizure law, attend on Feb. 22. Guest speakers from the justice system will provide the nuts and bolts, then experienced Classroom Law Project staff will connect content with classroom-ready strategies.

Cost: \$25 non-refundable reservation fee (\$100 stipend for attending). Register at <http://www.classroomlaw.org/february-workshops/>.

We the People Book Club

Tuesdays, 5:00pm-8:00pm, Lucky Lab Brewery, 915 SE Hawthorne Blvd., Portland

Join Classroom Law Project for another series of fascinating books that connect with Constitutional principles and current events. Meetings bring together teachers of all levels from around the Portland-metro area to discuss a variety of topics, network, and learn. Dinner is provided by Classroom Law Project, and 3 optional semester credits are offered through Lewis & Clark. For more information, please visit <http://www.classroomlaw.org/programs/we-the-people/#BkClub>.

- February 25: *Uncle Tom's Cabin, Life Among the Lowly*, Harriet Beecher Stowe
- April 29: *Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy*, Gary May
- May 27: *Peyote vs. The State: Religious Freedom on Trial*, Garrett Epps
- June 17: *My Beloved World*, Sonia Sotomayor

Seeing is Believing: A We the People Workshop for High School Teachers

Classroom Law Project invites high school teachers to the Hatfield Federal Courthouse on Saturday, January 25, for an interactive workshop that combines observing the highly acclaimed *We the People* competition with discussion of the curriculum, and how to get started in your school.

Who: High school teachers using the *We the People: The Citizen & the Constitution* textbook, teachers who wish they were, and teachers wanting to know more.

When: Saturday, January 25, 2013, 9:00am – 4:00pm

Where: Hatfield U.S. District Court, 1000 SW 3rd Ave., downtown Portland

Why: Students begin *We the People* knowing little about the Constitution but leave owning it.

Teams compete in mock congressional hearings posing as experts testifying about the Constitution. They are questioned by state and federal judges, constitutional scholars, and other civic leaders. At the culminating event – the high school competition – the top six classes from across the state compete for the honor of representing Oregon at the national finals in Washington, D.C.

Incentives: \$50 travel stipend for teachers traveling 150+ miles roundtrip (*contact CLP for additional support if travel requires an overnight stay*); Professional Development Units (6

hours). Cost: FREE! A \$20 reservation fee is required to register, but will be refunded after attending the workshop. Lunch will be provided.

For more information and to register online, visit

<http://www.classroomlaw.org/programs/we-the-people/#observation>

Oregon High School Mock Trial Competition – Registration closes January 6!

Classroom Law Project invites high schools from across Oregon to compete in the 28th Annual Oregon High School Mock Trial Competition. This year's case, *Perez v. Dempsey*, involves death by excessive drinking of water. Could it be criminal? Registration still open.

If you have one team, consider expanding to two or three and take advantage of discounted registration fees. If you do not have a team, Classroom Law Project will help find local attorneys to assist your team and pair you with an experienced mentor coach. CLP will even waive the \$250 registration fee for schools entering for the first time or after a four or more year hiatus. Competition dates are March 1 for regionals, and March 14-15 for the state finals.

For more information and to register, visit <http://www.classroomlaw.org/homepage/mock-trial-competition/>

SAVE THE DATE! LAW DAY

May 1, 2014, Portland State University

Mark your calendar and join Classroom Law Project on Thursday, May 1, at Portland State University for the 34th annual Law Day Conference for High School Students. This one-day conference at Portland State University features 18 different workshops on legal issues concerning youth including student rights, immigration, gun control and careers in the law. New workshops this year include digital crimes, and the NSA and Edward Snowden. Each year, more than 500 students from Oregon and SW Washington participate and learn from scholars, activists and other experts. Registration will open in April.

5. Hood River Museum Kicks Off “What if Heroes Were Not Welcome Home?” Exhibit

The History Museum of Hood River will host “What If Heroes Were Not Welcome Home?” from Jan. 2 – Feb. 26 at 300 E. Port Marina Drive, Hood River (I-84 at exit 64). Curated by Linda Tamura and Marsha Matthews, the exhibit will continue on tour at other locations through the Oregon Historical Society.

During World War II, the community of Hood River, Oregon gained national notoriety for discrediting Japanese American war heroes. Japanese Americans born and raised in Hood River, served heroically with the United States Armed Forces in the South Pacific and in Europe. At the same time, many of their family members found themselves unjustly incarcerated in concentration camps on American soil. When these soldiers returned home to Oregon at the end of the war, the welcome they received was anything but heroic. Residents removed the names of Japanese American GIs from their community honor roll and proposed a Constitutional amendment to deprive them of their citizenship. In the face of this overwhelming community sentiment, a small number of selfless and courageous individuals stepped forward. Facing a tide of pressure and prejudice, they were subject to public censure themselves. Yet, these ordinary citizens demonstrated principles of justice and decency.

The museum will hold a special “Heroes Unheralded” event at 2 p.m., Jan. 12 to recognize those who stepped forward on behalf of Japanese Americans during those challenging times. Linda Tamura, will share stories from her book, “Nisei Soldiers Break Their Silence” and present history related to the “unheralded heroes.”

This exhibition uses first-hand accounts, photos, letters, and historical documents to show how wartime events brought national notoriety to the small community of Hood River. Visitors will have the opportunity make meaningful connections between the past and present – exploring the promise and reality of American democracy and equality.

For further information email [Connie Nice](mailto:Connie.Nice@hoodrivermuseum.org) or [Linda Tamura](mailto:Linda.Tamura@hoodrivermuseum.org); or call the History Museum at (541) 386-6772.

6. Nominations Open for America's 11 Most Endangered Historic Places

Do you know of an important site that could benefit from the national spotlight that only the 11 Most program can deliver? The National Trust for Historic Preservation's office of Public Affairs is now accepting nominations for the 2014 list of America's 11 Most Endangered Historic Places. When evaluating a potential site for inclusion on the list, a range of factors are considered, including its significance, whether a local group is engaged in its preservation, the urgency of the threat the site faces, and potential solutions to that threat.

The deadline to submit nominations is March 3, 2014. If you have worked with or heard about a threatened site that you think would make a good 11 Most listing, [take action today and nominate the site](#). If you have questions call (202) 588-6141 or send an [email](#).

7. Parks Film Shows Oregon in the 1950s

A film made in 1957 and recently made available shows many of Oregon's state parks in that year. Some of those places are no longer state parks. Put together by the Travel Information Division of the old State Highway Department, [the film](#) provides a grand tour of Oregon culture and nature just before the state's centennial.

8. Summer Program on the Civil War: Physical and Human Geography

The Center for Geography Education in Oregon is offering a 10-day program on the physical (earth science) and human geography of the Civil War. Participants will travel to Civil War sites from Pennsylvania to southern Virginia. Airfare, lodging, tours, and most other expenses are all covered by the Center. Costs to participants are \$125 for FOUR graduate credits in Geography or C&I, plus some meals. Details and application forms can be found at: <http://www.pdx.edu/geography-education/programs>. Applications are due February 1st.

9. Summer Program in Italy: Sustainable Agriculture and Hill Towns

The Center for Geography Education in Oregon is offering a two-week program in Italy, comparing sustainability practices in the hill towns of Tuscany with sustainability practices in Oregon. Airfare (up to \$1500), lodging, tours, and most meals will be paid by the Center. Cost to participants are \$125 for FOUR graduate credits in Geography or C&I, travel insurance (about \$40), airfare above \$1500 and a few meals. Details and application forms can be found at: <http://www.pdx.edu/geography-education/programs>. Applications are due February 1st.

10. Oregon Historical Society's Education Manager Offers to Come Speak at Your School

Oregon Historical Society's Education Manager Denise Brock is extending an opportunity to all teachers throughout the state to have her come speak about free programs and resources available from the Society's museum and research library, as well as promote participation of 6th-12th grade teachers in the Oregon History Day contest to be held in Portland on April 12, 2014 (bus assistance will be available). She is designing a "road trip" beginning on January 8 in Sisters, and is open to invitations from points further south before she heads back north. Please contact her ASAP if you are interested in having Denise share with your students, faculty, or community members via an interactive presentation where the entire audience will be involved and engaged. Her email is denise.brock@ohs.org

11. Teaching Arab Culture through Literature and Film

Saturday, February 22, Portland State University

During this workshop, participants will be introduced to Arab Culture through Literature and Film, a five-unit high school curriculum to increase knowledge about Arab culture. Through this curriculum, students study life and culture in the Arab world, spanning from Morocco in the west to the Gulf countries in the east, by engaging with primary sources including films, short stories, and poems. Giving voice to the Arab people and putting human faces on the Arab world will increase understanding and tolerance in the American classroom. This workshop is presented with funding from the Qatar Foundation International. For more information and to register, [click here](#).

12. Our Humble Heroes: Stories of Service and Sacrifice during WWII

Ends January 5, 2014; Oregon Nikkei Legacy Center: A Japanese American History Museum, Portland, Oregon

[Our Humble Heroes](#) honors the Nisei, or second generation Japanese Americans, who bravely served their country during World War II. Beginning with the attack on Pearl Harbor to the final occupation of Japan, this exhibit traces the journey of the 100th Infantry Battalion, the 442nd Regimental Combat Team, and the Military Intelligence Service. Along the way, Nisei also served in other U.S. Army units such as the Women's Army Corps or aided the war effort as civilians. On the battlefields of Europe and the Pacific, to the incarceration and training camps here on the home front, these courageous men and women fought against suspicion and intolerance to gain the trust and respect of the nation. They are our humble heroes. These are their stories.

13. Samurai!

Ends January 12, 2014; Portland Art Museum

Travel back in time and discover remarkable objects that illuminate the life, culture, and pageantry of the samurai, the revered and feared warriors of Japan—from one of the finest and most comprehensive collections in the world. *Samurai! Armor from the Ann and Gabriel Barbier-Mueller Collection* presents a treasure trove of battle gear made for high-ranking warriors and daimyo (provincial governors) of the 14th through 19th centuries. The exhibition illustrates the evolution of the distinctive appearance and function of samurai equipment through the centuries and examines their history.

14. Interactive Game on Westward Expansion

A Cheyenne Odyssey is a free game for middle-school students created by Mission US to support the study of westward expansion in the US history curriculum. Students take on the role of Little Fox, a fictional member of the Northern Cheyenne tribe, and interact with traders, railroad workers, soldiers, and settlers. The unit includes maps, visuals, artifacts, and vocabulary-building exercises: <http://www.mission-us.org/pages/landing-mission-3>. Mission US has also created two other interactive games, one on the Revolutionary War and one on slavery: www.mission-us.org

"Bulletin Board" in *Principal Leadership*, December 2013 (Vol. 14, #4, p. 6-7)

15. CCSS Webinars Sponsored by Arizona DOE

- **January 15 Webinar: Academic and Domain Specific Vocabulary in the Social Studies Classroom.** This training is an overview of vocabulary strategies for Social Studies. The first 30 minutes will be a review of the literacy standards from phase I CCR.
- **January 22 Webinar: Text Dependent Questions and Primary Sources in the Social Studies Classroom.** This is a phase II training for K-12 Social Studies. 30 min prior to the training, will be an overview of the standards. The webinar is one hour in length. The focus of the training is on the development of text dependent questions for primary sources.
- **February 12 Webinar: Argument in the 6-12 Social Studies Classroom.** This training is geared for 6-12 Social Studies teachers. Participants will receive resources to bring back to their classrooms to implement argument strategies. Participants will be able to explain the role of argument writing and debate in the social studies classroom and the basic elements of argument.
- **February 12 Webinar: Argument in the K-5 Social Studies Classroom.** This training is geared for K-5 Social Studies teachers. Participants will receive resources to bring back to their classrooms to implement argument strategies. Participants will be able to explain the role of argument writing and debate in the social studies classroom and the basic elements of argument.

These have already happened and are posted:

- Argument K-5 S.S. <https://student.gototraining.com/3sk65/recording/6240444624079976960>
- Close Reading (and the tail end of the intro to the standards) <https://student.gototraining.com/3sk65/recording/2816111317696358656>
- Text Complexity <https://student.gototraining.com/3sk65/recording/7252840847040485120>
- Argument 6-12 S.S. <https://student.gototraining.com/3sk65/recording/8924554818585583104>

16. Three Great Museums at Your Fingertips

In a *Knowledge Quest* article, Jennifer Yount Baker (Pamlico Schools media director), sings the praises of Pinterest and recommends three museum sites:

- The Louvre in Paris: www.pinterest.com/museedulouvre
- The Metropolitan Museum of Art in New York City: www.pinterest.com/metmuseum
- The International Spy Museum in Washington, D.C.: www.pinterest.com/intlspymuseum

“Beyond Death By Chocolate: Using Pinterest Professionally” by Jennifer Yount Baker in *Knowledge Quest*, November/December 2013 (Vol. 42, #2, p 74-77)

17. AASLH Launces Home for History Website

AASLH recently launched its new website: Home for History. The site offers an exciting and innovative way for history professionals to engage and learn about the field. In addition to finding traditional information about the services and programs AASLH offers, the Home for History website offers fresh content from the field, a place to locate resources and tools, and creates an online place for history professionals to engage and network.

Home for History also includes the StEPs Clearinghouse, which responds to the call for an online site to help history organizations find high-quality resources, training opportunities and other tools. Made possible by the Institute of Museum and Library Services, the Clearinghouse offers a myriad of solutions from sample bylaws or social media policies to the latest thoughts about storytelling in exhibitions and tips for recruiting volunteers.

Visit www.AASLH.org to learn more.

18. Using Authentic Historical Texts to Implement the Common Core

In a forceful article in *Education Week*, Sam Wineburg (Stanford University) says that one of the best ways to teach the nonfiction English language arts Common Core standards is through the social studies curriculum. But *not* using “that 1,000-page behemoth known as a history textbook,” he says. The following Common Core standards suggest a very different approach:

- Students must learn to “integrate and evaluate content presented in diverse media and formats.”
- Students should “assess the strengths and limitations of sources.”
- They need to “attend to and interrogate the date and origin” of information.
- Students should learn to evaluate authors’ claims by “corroborating or challenging them with other information.”

“Teaching students to contend with this complexity by using the homogenized prose of the textbook is like training swimmers to survive a raging sea but never letting them out of a wading pool,” says Wineburg. “That approach sets them up to drown... Traditional pedagogy prepares students to meet the challenges of a world that no longer exists.” He believes that social studies teachers can no longer hand off literacy responsibilities by saying, “I’m not a reading teacher.” In fact, there are three ways reading high-quality historical material can contribute to the laudable goals of the Common Core:

- *Rich variety* – An important key to adolescent literacy is exposing students to a well-chosen, varied diet of texts, mixing topic, genre, style, and levels of difficulty. “Adolescents become fluent readers when their horizons are broadened,” says Wineburg. “The documentary record – a trove of letters, diaries, secret communiqués, official promulgations, public speeches, and the like – confronts readers with varied styles and textures of language that push the bounds of literacy. It is this rich textual fare that students most need.”

- *Close reading* – When reading historical texts, students need to slow down. “Decoding a 17th-century lyric poem by John Donne requires the toolbox of symbolism, rhyme scheme, inversion, and theme,” says Wineburg. “But different tools are needed to parse the Lincoln-Douglas debates.” For example, Lincoln’s statement that “the Negro is not my equal in many respects, certainly not in color, perhaps not in moral or intellectual endowment...” leads superficial readers to accuse him of racism. But a close reader notices the word “perhaps.” In an era in which the innate inferiority of African-Americans was commonly accepted, Lincoln’s “perhaps” signaled that he was open to a different interpretation. “History demands that we think about the meaning of words not to us 150 years later, but to the people who actually uttered them,” says Wineburg.

• *Judgment* – Now that “any kook with an Internet connection claims historical expertise, separating truth from falsehood is not a luxury, but an essential quality for discharging the duties of citizenship,” says Wineburg. “Today, when information bombards young people from all sides, the question is not where to find it, but once found, whether it should be believed.”

“Steering Clear of the Textbook” by Sam Wineburg in *Education Week*, Dec. 11, 2013 (Vol. 33, #14, p. 36, 30), www.edweek.org

19. Teaching Tolerance Issues National wide Call to Teachers for Award

The Southern Poverty Law Center’s Teaching Tolerance project is accepting applications for its 2014 Teaching Tolerance Award for Excellence in Teaching – an award that recognizes five teachers from across the country who excel at promoting respect, acceptance and appreciation for the nation’s growing diversity.

“This award celebrates the values we promote every day in the Teaching Tolerance program,” said Maureen Costello, director of Teaching Tolerance. “In an increasingly diverse society, it is important that students know how to get along with others and how to work with others for social justice.”

All K-12 teachers within the United States are invited to apply for the award at www.tolerance.org. The deadline for applications is Jan. 12. To qualify, educators must demonstrate excellence in research-based classroom practices aimed at reducing prejudice, improving intergroup relations and creating an equitable school environment.

The awards will be presented in July during a three-day event in Montgomery, Ala. Each winner will be awarded \$2,500. Teaching Tolerance will film these teachers in their classrooms, allowing them to share their teaching methods with educators across the nation. The winners will also participate in an intensive workshop in Montgomery and work together on a collaborative project to be shared with the nation’s teachers.

As one of the nation’s leading providers of anti-bias education resources, Teaching Tolerance reaches hundreds of thousands of educators and millions of students annually through its *Teaching Tolerance* magazine, multimedia teaching kits, online curricula, professional development resources and classroom-friendly social justice documentaries. These materials are provided to educators at no cost.

The Southern Poverty Law Center, based in Alabama with offices in Florida, Georgia, Louisiana and Mississippi, is a nonprofit civil rights organization dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society. For more information, see www.splcenter.org.

20. Present a Session at the 2014 NCSS Annual Conference in Boston

Join social studies educators from around the world in Boston in next November to explore the civic mission of schools in the 21st century. The 94th NCSS Annual Conference will showcase the following powerful practices and initiatives aimed at preparing all students for college, career, and civic life:

- Teaching Social Studies as Inquiry
- Promoting Civic Learning's Six Proven Practices
- Taking Informed Action
- Supporting Disciplinary Literacy
- Building 21st Century Skills

Presentation Types You may propose a presentation in any of the following formats:

- Session (1 hour): Presentations that include opportunities for audience participation. All sessions will be presented on Friday and Saturday.
- Workshop (2 hours): A more intensive format with time for hands-on experiences. All workshops will be presented on Sunday morning.
- Poster presentation (1 hour): An opportunity for presenters to illustrate an innovative lesson, teaching strategy, or research results in a less formal setting. All poster presentations will be offered on Friday and Saturday.
- Pre-Conference Clinics: Ticketed half-day or full-day explorations of specific topics. All clinics will be held on Thursday prior to the main conference program.

Deadline: February 18, 2014. To learn more, go to <http://www.socialstudies.org/ncss2014proposals/openconf.php>.

21. 2014 Scholarships Available for the Teacher Institute in American History

Join Colonial Williamsburg next summer on location in Williamsburg, VA and nearby historic sites. Six-day summer sessions are available to meet elementary, middle, and high school American history and English/Language Arts curriculum standards. Participating teachers will:

- engage in an authentic interactive learning environment
- exchange ideas with historians
- meet character interpreters portraying people of the past
- expand their knowledge of our nation's founding principles and their role in developing citizenship skills
- explore American history from multiple perspectives, including European, Native American, and African American
- analyze primary sources
- participate in historical simulations
- learn museum techniques that actively engage students in history

For more information on the Colonial Williamsburg Teacher Institute, [click here](#).

Sessions Available for Elementary, Middle and High School Teachers:

- Elementary School sessions focus on the colonial and the early nation period, exploring content from 1607 through the end of the Revolutionary War
- Middle School sessions focus on the emerging American identity from 1607 to 1865
- High School sessions use a thematic approach to American history in which teachers explore content from 1607 to the Vietnam War and examine how issues in American history have been under constant debate

Fully funded scholarships are available for all grade levels!

22. World of 7 Billion Contest

Bring technology and creativity into your high school Social Studies classroom by incorporating the World of 7 Billion video contest into your syllabi. Challenge your students to create a short (60 seconds or less) video illustrating the connection between world population at seven billion and one of the following: climate change, global poverty, or water sustainability. Students can win up to \$1,000 and their teachers will receive free curriculum resources. The contest deadline is February 21, 2014. Full contest guidelines, resources for research, past winners, and more can be found at www.Worldof7Billion.org.

23. Exploring the Past: Archaeology in the Upper Mississippi River Valley

Walking beside thousand-year-old burial mounds, flaking raw stone into tools, learning how potsherds tell us about human behavior, and understanding how humans adapt to complex, ever-changing environments—the 2014 NEH Summer Institute features all this and more.

The Mississippi Valley Archaeology Center at the University of Wisconsin—La Crosse will offer a three-week NEH Summer Institute on July 14–Aug. 1, 2014. This dynamic learning experience for K-12 teachers will explore how Native Americans and Euro-Americans have adapted to the Upper Mississippi River Valley over the past 13,500 years, and how archaeology leads to an understanding of how human cultures change and adapt through time.

The Institute will feature a one-day excavation experience, field trips to archaeological sites, hands-on laboratory and workshop activities, demonstrations, and classroom activities. Individual projects will help participants tailor the content to their own teaching areas. NEH Summer Scholars receive a \$2,700 stipend to help offset their expenses.

Application and other information on the Institute is available online at <http://www.uwlax.edu/mvac/neh.htm>. The deadline for applications is March 4, 2014.

24. 2014 Study Canada Summer Institute for K-12 Educators--A Capital View of Canada: Nations within a Nation

June 26-July 1, 2014 in Ottawa, ON (3N) and Montréal, QC (2N), Canada; \$600 Registration Cost – Travel Support Available; visit: <http://www.k12studycanada.org/scsi.html>

Registration is now open to participate in "STUDY CANADA", a 3 quarter credit/40 clock hour professional development course offered by Western Washington University that provides teachers with an excellent foundation for teaching about our northern neighbor. For the past 35 years, teachers, librarians, social studies supervisors and education faculty from across the U.S. have attended this renowned program to develop a better understanding of Canada, gain global perspectives of civic issues, and receive numerous resources for curriculum development.

The program's subtitle, "A Capital View of Canada: Nations within a Nation", reflects the 6-day workshop's special focus on multiculturalism and its location in Canada's capital, Ottawa, and the country's second largest city, Montréal. Participants will not only learn from distinguished faculty and government officials but also experience Canada's culture, history and environment through unique activities not possible through regular tourism. The registration cost includes tuition for credits/clock hours (if needed), instruction, 5 nights' hotel accommodation, breakfast daily, most course activities and one-way transportation from Ottawa to Montréal, Quebec.

25. Summer Institutes: Teaching the Humanities through Art

Smithsonian American Art Museum; June 23–June 27, 2014 OR July 28–August 1, 2014.

Be inspired this summer at the Smithsonian American Art Museum, as you join colleagues from across the country for an exciting exploration of the connections among American art, technology, and your curricula. Attend one of our week-long institutes in the nation's capital, Washington, D.C. Core subject teachers for grades 6-12 may apply as individuals or as part of a team. Priority will be given to social studies and English/language arts teachers. Applications are due Monday, March 31, 2014.

Registration Fee: \$200 per participant. For more information and the application please visit:

<http://americanart.si.edu/education/dev/institutes/>.

26. There's Still Time to Register and Participate in the Harlan Institute-ConSource 2014 Virtual Supreme Court Competition

The Harlan Institute-ConSource Virtual Supreme Court Competition offers teams of two high school students the opportunity to research cutting-edge constitutional law, write persuasive appellate briefs, argue against other students through video chats, and try to persuade a panel of esteemed attorneys during oral argument that their side is correct. This year the competition focuses on National Labor Relations Board v. Noel Canning Corporation. Submissions are due on **February 28, 2014**.

The competition is endorsed by the Center for [Civic Education's We The People Competition](#).

- **The Question**--Resolved: [What is the scope of the President's recess appointment power?](#)
- **The Rules**--This competition has two stages, which mirror the process by which attorneys litigate cases.
- **Stage One: The Briefing**: A team of two students will be responsible for writing an appellate brief arguing for one side of the topic. This brief will be posted on their class's FantasySCOTUS. Blog posts will be due by February 28, 2014. Completed briefs will be awarded the ConSource Badge. You can see the winning briefs from 2013 [here](#).
- **Stage Two: Oral Arguments**: The Harlan Institute and ConSource will select the top four briefs taking the affirmative position, and the top briefs taking the negative position, and seed them for oral arguments. All eight teams will compete in a virtual oral argument session over Google+ Hangout judged by staff members at the Harlan Institute and ConSource. Only teams that submit briefs that fully comply with all of the [rules](#) will be considered for oral argument. The first round of oral arguments, the District court, will match up the top eight teams, in March of 2014. The four teams that advance will meet up in the second round of oral arguments, the Court of Appeals, in April of 2014.
- The top two teams that advance will meet in the final round of oral arguments, the Supreme Court, in May of 2014. These two teams will compete virtually in front of a panel of prominent appellate attorneys. You can see the video from the 2013 Competition [here](#). The winners will be crowned the Solicitors General of FantasySCOTUS, and win an amazing prize.
- **The Prizes**
 - **Grand Prize**– The Solicitors General of FantasySCOTUS

- The members of grand-prize winning team, the Solicitors General of FantasySCOTUS, will receive a free trip, including airfare and one night of hotel accommodations, to Washington, D.C. to attend the ConSource Constitution Day celebration in September 2014. Winners must be at least 18 years at the time of the trip (it is no problem if the student has already graduated high school in September of 2014, so long as he or she was in high school during the competition). This offer is open to U.S. residents only.
- **Second Prize:** Members of the runner-up team will each receive an iPad.
- **Third Prize:** Members of the third and fourth place teams will each receive a \$100 Amazon.com gift card.
- **Instructions:** [Sign up your class](#) on FantasySCOTUS (all high school students can participate), add an account, [read the problem](#), and get started.
Please send any questions to info@harlaninstitute.org or info@consource.org.

27. Annenberg Learner Update

<http://www.learner.org/about/news/updates/january14.html>

28. 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>.

Oregon Social Sciences Standards Crosswalk:

<http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/oregon-social-sciences-standards-crosswalk-2011.pdf>

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/rep-contact--soc-sciences-10_21_11.pdf

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

ODE Social Sciences web pages:

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

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

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

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

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

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

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

Contact the State Specialists:

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