Oregon Social Sciences Teacher Update #147

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# 1. Oregon State Archives Launches New Exhibit

 The Oregon State Archives opens a new exhibit “I found it in the Archives.”Intriguing stories abound in the records housed in the Oregon State Archives. The exhibit highlights some of the records unearthed by researchers, volunteers and staff that illustrate the more unique records, as well as the ways that these records have been used. Family history researchers, academics and the media have tapped into the resources available online and in the holdings to explore facets of Oregon’s history that illuminate common and not-so-common

experiences.

 The State Archives is located at 800 Summer St. NE, Salem.

# 2. UNA-USA Portland Chapter Announces the 2015 High School Essay Competition on the United Nations

 The Topic for 2015 is **Universal Declaration of Human Rights**. *The Declaration of Human Rights contains 30 articles. Which article(s) is (are) most significant to you? Why? Please explain using examples from current events.*

 Helpful websites to get you started:

* [www.un.org/en/documents/udhr](http://www.un.org/en/documents/udhr) ;
* [www.humanrights.com](http://www.humanrights.com/) ;
* [www.una-portland.org](http://www.una-portland.org/) – read past essay winners.

**Essay Requirements**: Essay must be 250 – 600 words and be double spaced; Students must use their own words; References must be used for borrowed material; A Submission Form with student, teacher, & school information must accompany essay; **Essay deadline is Monday, November 16, 2015**.

**Awards:** The First Prize winner will receive $100. In addition, the First Prize Winner and his or her teacher will receive tickets to the World Affairs Council of Oregon’s International Speaker Series. The Second Prize and Third Prize Winners will receive $75 and $50 respectively. The Seven Honorable Mention winners will each receive $20. All competitors will receive a Certificate of Merit.

 **Please email your essay and submission form as Word Documents to Karen Ettinger, K-12 Global Classroom Director, World Affairs Council of Oregon at** **karen@worldoregon.org**.

 To learn more about the World Affairs Council please go to [www.worldoregon.org](http://www.worldoregon.org). **For info on UNA-USA Portland Chapter and to find flier and submission form copies please go to** [**www.una-portland.org**](http://www.una-portland.org/)

# 3. Classroom Law Project Events and Resources

**We the People Book Club**

Tuesdays: Dec. 15, Feb. 23, Apr. 19, May 24, and June 14

Lucky Lab Brew Pub, SE Hawthorne Blvd.

 Join CLP and 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 they will be reading the following books:

* Dec. 15 – *Shays’s Rebellion: The American Revolution’s Final Battle*, Leonard Richards
* Feb. 23 – *Democracy Reborn: The 14th Amendment and the Fight for Equal Rights in Post-Civil War America*, Garrett Epps
* Apr. 19 – *The Law of the Land: A Grand Tour of our Constitutional Republic*, Akhil Reed Amar
* May 24 – *The Great Dissent: How Oliver Wendell Holmes Changed His Mind – and Changed the History of Free Speech in America*, Thomas Healy
* June 14 – *Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America*, Gilbert Kind

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

**REGISRATION OPEN: Oregon Civics Conference for Teachers**

Friday, December 4, 2015, 8:30am–4:15pm, State Capitol Building, Salem

Classroom Law Project invites teachers of grades 5-12 to the State Capitol on Friday, December 4, for an insider’s view of Oregon government. From those who make laws to those who interpret them, this conference features officials from every branch. It is a day filled with everything you ever wanted to know about Oregon government from the mouths of the folks elected to office.

 Participants will return to schools knowing more about the Oregon Constitution and initiative system, key landmark cases from Oregon courts, and the elected officials and what they do. Teachers will also receive an armload of lessons, materials, and ideas that can be put right to work in classrooms.

Learn more at <http://www.classroomlaw.org/programs/oregon-civics-conference/>.

**Interested in We the People? How about a free set of textbooks and $1000?**

January 8, 9, 16; February 5, 6; Portland area (location TBC)

 Classroom Law Project is one of 46 sites around the country to be a part of the James Madison Legacy Project. Thanks to a federal grant received by the Center for Civic Education, an intensive 5-session professional development series for middle and high school teachers has been developed by Classroom Law Project. What do you get for that much professional development? How about a free set of textbooks and $1000? And that’s just the beginning! For more information please visit [www.classroomlaw.org](http://www.classroomlaw.org) .

**We the People team and Mock Trial team registration open!**

 Please check the CLP website for registration for the following events:

* We the People regional competitions: January 7, Lake Oswego High School. Registration can be found at <http://www.classroomlaw.org/we-the-people-team-registration/>
* Mock Trial regional competitions: February 27, locations around the state. Visit <http://www.classroomlaw.org/programs/mock-trial/> for more information and registration.

**Susie and Tyler’s Current Events**

 Are you looking to include current events in your classroom? Classroom Law Project’s Susie Marcus and 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 the archive, please visit <http://www.classroomlaw.org/resources/susies-current-events/>.

# 4. Book Your Field Trip to Lan Su Chinese Garden for the Year of the Monkey

 Lan Su Chinese Garden in downtown Portland is an amazing place for students to connect with the study of Chinese culture, celebrations, history, art and language throughout the school year. Chinese New Year is a wonderful time for schools to experience the Garden and those field trips spots fill early. Book your field trip early so as not to miss the Year of the Monkey, February 8-19, 2016. Lan Su has developed new school tour offerings during the 2 week festival for K-12th grade classes featuring New Year traditions, foods, stories, and ending with students participating in a parade or a calligraphy activity. For more information on school programs go to [www.lansugarden.org/schooltours](http://www.lansugarden.org/schooltours) or contact Katie Hill, Group Tour Director, Katie@lansugarden.org, or 503-228-8131 x1001.

 Lan Su Chinese Garden will be closed for renovation from November 23, 2015 – January 24, 2016. Administrative staff will be working to schedule your visits and answer questions.

# 5. C-GEO 2016 Summer Institute

“Geography of Southern Iberia – Portugal and Spain,” July 6- July 22, 2016

During this institute, participants will travel across Southern Iberia— from Lisbon to Madrid—examining the physical and human geography of the region.

 Graduate Credit and PDUs: Each participant will, upon successful completion of the institute requirements, receive five graduate credits in Geography or Curriculum and Instruction at a reduced rate of $100 per credit. One hundred Professional Development Units (PDUs) are also available. All participants must register for graduate credit.

 Scholarships available—see application form.

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

# 6. “Fleeing the Middle East and North Africa: European Border Crisis” Panel Discussion

Tuesday, Nov. 3; 6:30 p.m., College of Urban and Public Affairs, Second Floor Gallery**, Portland State University**, **506 SW Mill St., Portland, OR.**

***Synopsis***: Individuals are fleeing the Middle East and North Africa (MENA) in record numbers. Growing unrest, poverty, and oppression in this region drives people to seek a new way of life. The proximity to MENA and Europe’s relative economic stability has made it a desirable location for individuals fleeing nearby regions. Massive waves of individuals entering Europe’s borders have stressed country security and established backups of migrants seeking refuge within Europe. This panel will address the refugee crisis unfolding in the countries of the Middle East and North Africa and its impact on the neighboring countries and Europe.

**Panelists**:

* Prof. Birol Yesilada. Dr. Yeslida is a Professor of Political Science and Director of Middle East Studies Center and Center for Turkish Studies at Portland State University.
* Dr. Peter Bechtold. Dr. Bechtold is an Adjunct Professor of Political Science and former director of Middle East Studies Center at Portland State University.
* Jamie Surface is a doctoral candidate in the Public Affairs and Policy program at Portland State University. Her dissertation research focuses on refugee and migrant affairs in the European Union.

***Co- Sponsors***: Middle East Studies Center, Center for Turkish Studies, Department of Political Science, Department of Global and International Studies, Department of History and Conflict Resolution Department.

**This event is free and open to the public.**

# 7. Oregon Nikkei Legacy Center Teacher Workshop: Identity Curriculum

November 5; 4-6 PM; Oregon Nikkei Legacy Center,  121 2nd Ave,. Portland 97209

 Are you looking for social studies curriculum for students in **grades 3-5** that is tied to the Common Core Standards? This workshop will provide you with a copy of the Identity Curriculum, which connects the history of Japanese Americans with a specially designed student tour of the Oregon Nikkei Legacy Center.

 At this workshop you will receive:

* IdentityCurriculum guide with classroom ready lessons and other resources such as Augmented Reality and iBooks
* Professional Development Unit Certificate
* Light snacks and drinks

 Schedule a student tour of the Oregon Nikkei Legacy Center and receive a 10% discount if booked the day of this workshop.

Sign up to info@oregonnikkei.org or call 503-224-1458.

# 8. Invitation to the Wholistic Peace Institute’s Student Peace Education and Leadership Summit

Friday, November 20th; 1:20pm to 2:20pm; Baker Prairie Middle School; 1859 S Township Road; Canby, Oregon; 97013

 All teachers, students, and the press are invited to the Harold Schnitzer Spirit of Unity Award Ceremony and WPI Student Peace Education and Leadership Summit. Keynote Speaker: Professor & Author Robert J. Miller of the Sandra Day O’Connor College of Law will speak to the students about the importance of peace education; the need for a National Student Peace Society and about his book “Native America, Discovered and Conquered”

 Each of the 10 student peace leaders from the ten school peace clubs will give a 2-3 minute speech about their peace projects and why they feel they will make their communities and the world a better and more peaceful place

 The 7th Annual Harold Schnitzer Spirit of Unity awards are being awarded to student peace leaders at a number of Oregon middle and high schools for the outstanding work of their students in initiating peace and service projects programs and clubs in their schools and their communities-to make our world both a safer and a better place for all.

 This year the selection of award recipients was especially poignant in the shadow of the Roseburg tragedy. The Institute holds to the belief that the solution to school gun violence is multifaceted. We are concerned that no one is advocating the importance of peace education in our schools as an aspect to the solution. The Wholistic Peace Institute believes it is time for a “National Student Peace Society” in our nation’s schools where the teaching of conflict resolution skills; of creating a culture of peace; projects that embrace diversity and promote tolerance; pursuing projects that focused on Nobel Peace Laureates as leadership models; projects that focus on mediation to solve conflict; and the teaching of peacemaking skills.

# 9. Student and Teacher Travel Opportunities

 **Eager to see the world beyond Oregon's borders? Applications are now open for several high school leadership exchanges fully-funded by the U.S. Department of State. Broaden your horizons with these opportunities:**

* **U.S. Youth Ambassadors Program with Brazil**; April/May 2016. Nine high school students and one adult educator from the U.S. will participate in this three-week international leadership exchange. The group will visit Washington DC, Brasilia, Rio de Janeiro, and two host communities in Brazil. [Learn more here.](http://worldoregon.us1.list-manage.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=aa0f545234&e=42da567fa5)
* **U.S. Youth Ambassadors Program with Argentina & Chile;** April/May 2016. Eight high school students and two adult educators from the U.S. will participate in this three-week international leadership exchange. The group will visit Washington DC, Santiago, Buenos Aires, and two host communities in Chile and Argentina. [Learn more here.](http://worldoregon.us1.list-manage1.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=dbbdb344dc&e=42da567fa5)
* **U.S. – Iraqi Young Leaders Exchange Program**; July 11-August 9, 2016. Thirty-seven high school students from the U.S. and Iraq, and three adult mentors from Iraq, will participate on a four week leadership exchange based in the U.S. Oregon participants will travel to Vermont, Chicago or Louisville, and Washington DC. [Learn more here.](http://worldoregon.us1.list-manage2.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=66e7175648&e=42da567fa5)
* **No Boundaries: High School Travel & Study Abroad Fair – FREE**; 6:30-8:30 pm, Thursday, November 5th; Portland Community College - Cascade Campus. Learn more about these and other opportunities to travel and study abroad in high school and college. Exchange staff and alumni will be on hand to answer your questions and share how students can travel to over 30 countries on full scholarships. [Learn more and RSVP here.](http://worldoregon.us1.list-manage2.com/track/click?u=38ebd78b87d5a04d5e78d1ab9&id=faca81748d&e=42da567fa5)

# 10. Applications Sought for the Federal Reserve Bank of San Francisco 2016 Education Advisory Group

 The Federal Reserve Bank of San Francisco Economic Education & Outreach Group (FRBSF Econ Ed) is now accepting applications for its 2016 Education Advisory Group (EAG). The EAG works with FRBSF Econ Ed staff throughout the year on content ideas, teaching activities, the use of technology, and best practices related to teaching about the Federal Reserve and the U.S. economy. EAG Fellows will be provided tools, resources, and professional development to enhance their leadership skills.

 We invite you to apply for a position with the EAG by submitting an application **by 11:59PM (Pacific) Friday, November 13, 2015**. Selected EAG Fellows will attend a 2-day orientation in San Francisco January 21-22, 2016 to kick off their term.

**Who is eligible to apply?** High school and community college economics, business, and/or social studies teachers; social studies curriculum directors; language arts teachers; math teachers; online economics teachers.

**During the 2-day conference, you will:**

* Work in collaborative teams to discuss your role as an educational leader within your school/district/subject matter area in terms of the Common Core and educational policy issues (e.g. literacy, student engagement, college attendance)
* Network with Federal Reserve staff and educators
* Tour the vault and Fed Center museum

**Compensation**

* Round-trip airfare
* Hotel accommodations
* Meals
* $100 travel stipend to cover transportation costs to and from the airport and any incidentals
* $150 for substitute teacher pay, for up to two days
* $500 stipend for full participation in all required activities (payable in early 2017)

**Your work with the EAG throughout the year will include:**

* Pre- and post-test of your knowledge of economic content and the Federal Reserve
* Quarterly virtual meetings with other EAG Fellows
* Four teacher-led feedback focus groups with students
* Four teacher feedback surveys on FRBSF education resources
* Two presentations to colleagues about FRBSF economic education resources
* Monthly participation in an online discussion board

 **Application** – **Submission deadline** **is 11:59 PM (Pacific) Friday, November 13, 2015**. [**Please click here to complete and submit a 2016 EAG application.**](http://cts.vresp.com/c/?FederalReserveBankof/d827cb20ba/dbffc1d1c8/b42753a959)

 Those selected for the Education Advisory Group will be notified no later than December 11, 2015.

 **If selected, EAG Fellows will agree to:**

* make themselves available to attend and participate in all sessions of the two-day conference to held in San Francisco on January 21 and 22, 2016 (arriving in San Francisco on January 20)
* serve a one-year commitment (through December 2016)

# 11. The Harlan Institute and ConSource Host Fourth Annual Virtual Supreme Court Competition

 [The Harlan Institute](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/2c8238f602) and [The Constitutional Sources Project](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/400a31ffe3) (ConSource) announce their Fourth Annual Virtual Supreme Court competition. This 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 [Fisher v. University of Texas at Austin (II)](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/c7b64de37c), exploring whether race conscious affirmative action is consistent with the Fourteenth Amendment to the United States Constitution.

 The competition is endorsed by the [Center for Civic Education’s We The People Program](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/8de308d2cd). Robert Leming, Director of the We the People Program believes found that the “Competition is relevant for high school students studying the Constitution and Bill of Rights.”

 ConSource Executive Director Julie Silverbrook believes “the Competition is an excellent opportunity for high school students to develop core civic and constitutional literacy skills. Students are required to read the text of the Constitution, explore the history behind a contemporary constitutional dispute, and construct persuasive arguments. We know that experiences like the Virtual Supreme Court Competition leave a lifelong impression on participating students and encourages them to stay informed and engaged throughout their lives.”

 The members of the 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 2016. Winners must be at least 18 years old at the time of the trip (it is no problem if the student has already graduated high school in September of 2016, so long as he or she was in high school during the competition). This offer is open to U.S. residents only. Members of the runner-up team will each receive an iPad Mini. Members of the third and fourth place teams will each receive a $100 Amazon.com Gift card.

 Josh Blackman, President of the Harlan Institute, champions the Virtual Supreme Court, which provides an “unprecedented opportunity for high school students to engage in the highest level of appellate advocacy. They research the issues, write briefs, and make oral arguments before our judges. The strong caliber of the winning teams last year really impressed us. We can’t wait to see how the teams perform this year!”

 Teachers interested in participating should sign up on [FantasySCOTUS](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/39c3e337eb) at HarlanInstitute.org, add an account, read the problem, and get started.

 Please send any questions to info@harlaninstitute.org or info@consource.org.

 [ConSource is a 501(c)(3) non-profit organization.](http://cts.vresp.com/c/?ConSourceInc./202b042498/a123fff275/806f89f7b1/code=SiteHeader)

# 12. Video on Minard Map of Napoleon’s Invasion of Russia

 This short video by James Grime <https://www.youtube.com/watch?v=3T7jMcstxY0> walks us through the 1862 infographic by Charles Joseph Minard that includes six separate streams of data on Napoleon’s disastrous invasion of Russia in 1812 on a single page. Minard’s creation is considered one of the best visual displays of quantitative information ever – as well as a powerful anti-war statement.

“The Best Ever Infographic – Numberphile” by James Grime, April 3, 2014

# 13. 2015 Great Thanksgiving Listen

 Imagine preserving the voices and stories of an entire generation over a single holiday weekend. That’s the hope, as Facing History and Ourselves partners with StoryCorps for the [**2015 Great Thanksgiving Listen**](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW183cPx7wzN8hW8xqz9H660z3S0/5/f18dQhb0Sjvd8XJbWjW6yJRV02YX2vdW7lbwvx7v6_DkW74C5GS2zHMkcW6vp1yH47xkDLW3K8S2k2pDl1sW2_fV7-2TVmrWW2HBhYz4tlybYW518MD03C4TlSW4twfHF3sWZhsW3M6Vr45QcCLrW2HVTVL4DqHq). Facing History and Ourselves is working with teachers like you to encourage your students to interview a grandparent or elder over the 2015 Thanksgiving holiday weekend and record their story with the [StoryCorps mobile app](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW3Z7P4j4GK4N_W3h25Nc2-Y5qr0/5/f18dQhb0S8398XJ9pKW6yJRV02YX2vdW7lbwvx7v6_DkW74C4V92zHMkcW6vp1yH47xkDLW3K8S2k2pDl18W6dW8NG2HVTVLW4DqHqz6dgmw3W4yv2r03MlV2WW1Df0XL6yBPHzW1ddcKh3bPyFLN3Cbd-dZf-pF).

 How can you participate? Download the [Teacher's Toolkit](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW7RRZQ28XKCbYV-87kH6xWDlp0/5/f18dQhb0Sjvd8XJbWjW6yJRV02YX2vdW7lbwvx7v6_DkW74C5GS2zHMkcW6vp1yH47xkDLW3K8S2k2pDl18W6dpv0Y4DqNlgW2HBhYz4tlybYW518MD03C4TlSW4twfHF3sWZhsW3M6Vr45QcCLrW2HVTVL4DqHqz) that provides you with information on how to incorporate the assignment into your fall activities including lesson plans, follow-up activities, permission slips, suggested interview topics, tech support, and more.

Remind your participating students to tag Facing History ([@FacingHistory](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AM_jl-F-sSldW1JG4bx7YcmX-0/5/f18dQhb0SmhQ8YXN4dW6yJRV02YX2vdW7lbwvx7v6_DkW74C2BX2zHMkcW6vp1yH2H-q8DW2HTdRq49X0wHW3jl7TK3sqfp-W47xkDL62xlFpW41_Wbv3SQgn2W3_CV3g3V_TcnW5bnH9Y2w15NMW3M3Kx560RkcxW)) in their submission. We will be featuring student content on our [Facing Today blog](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW7K9RrG5NwfvcW95GrLs30FCKt0/5/f18dQhb0SmhS6BGf5tW2sWkJz51Rl80W7v4Kc27H_4X3W8tY3Zs2HCtNQW6ZTpp049KW5dW2J0s4v62hj-QW2Wp8Mz47xkDLW62htNB6RsWRDW2HVTVL4DqHqzW6dgmw34yv2r0W3MlV4B4-TPrsW2KQ2YY6lD20) and on social media.
 Help spread the word! Follow [@FacingHistory](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW56d3hs1Z745zV1b-L15r0Jdq0/5/f18dQhb0SmhQ8YXN4dW6yJRV02YX2vdW7lbwvx7v6_DkW74C2BX2zHMkcW6vp1yH2H-q8DW2HTdRq49X0wHW3jl7TK3sqfp-W47xkDL62xlFpW41_Wbv3SQgn2W3_CV3g3V_TcnW5bnH9Y2w15NMW3M3Kx560Rkcx) and [@StoryCorps](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW1Z_7Cw240q4bW8VB6X-6-bw6g0/5/f18dQhb0Smh-8XJ9j-W6yJRV02YX2vdW7lbwvx7v6_DkW74C4JJ2zHMkcW6vp1yH2H-q8DW2HTdRq49X0wHW47xkDL3K8S2kW2pDnM12HVTVLW4DqHqz6dgmw3W4yv2r03MlV2WW1Df0XL6yBPHzW1ddcKh3bPyF) and use the hashtag #TheGreatListen. Be sure to read our latest interview with [StoryCorps founder David Isay](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AW71-gn74jZqTGW8JkTH84NrhZs0/5/f18dQhb0Sjv46BGf5tW2sWkJz51Rl80W7v4Kc27H_4X3W8t-_gT2HCtNQW6ZTpp049KW5dW2J0s4v62hj-QW5dMKbl47xkDLW62htNB6QtvXkW5cYVVx4Ng9qdW7b5jCJ7vfSbFW9bTNXY953-jPW5ZpycS57-ZB)!

 [StoryCorps](http://info.facinghistory.org/e1t/c/%2AW3xX9q98-twDKW3RZjp61Lxwr_0/%2AV4pQSm2y3xqFW95_0RT3z1b2X0/5/f18dQhb0S8358YXMbRW6yJRV02YX2vdW7lbwvx7v6_DkW74C1my2zHMkcW6vp1yH47xkDLW3K8S2k2pDl1sW2_f-P93SLYcbW47YlYy4bfcHbW47Xx4z3C8dd2W5-GNDd3VKVtLW6nGl8C2r5Kr4W2HT8mr6ktN--) is America's oral history project. Since 2003, StoryCorps has collected more than 60,000 interviews with over 100,000 participants from all backgrounds - the largest single collection of human voices ever gathered. Recordings are archived at the American Folklife Center at the Library of Congress so that future generations can hear the stories–and the voices–of today.

# 14. Scholarships Available for the 2016 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.

* **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**](http://r20.rs6.net/tn.jsp?f=001H_hZQw-rkzRnPel9oZH0d8l3z15VBqY_1lIaGiwG1DDys1v-GNNqItdpljiQDsZIiGSFY54eQovEk6LSRKg53cZGBQxKFKUdRQVuCpQlo5aYy0W-XC9CNwgZIXbBqlwm9wTcMKSJSXfuZuZX180HTXoMbW4EZMzp_RwZxo1A3OLJuU6jCyZsQUvQYluNgQJ2nLfQDMwzcHhTyMOR9pmRCewAqjCDIwNb&c=hzpQXZCXIoWmzdSLE-Yi56BEhs3c0zXkbjB8KXQGFXAxIkO7Pqi3FQ==&ch=_9HjtCAXkh8ucO1PTl9qnuawDffUE88QCYhXk1we3cVIcgDcNUb3mQ==) are available for all grade levels! Scholarship applications must be postmarked by 12/31/15

 **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**](http://r20.rs6.net/tn.jsp?f=001H_hZQw-rkzRnPel9oZH0d8l3z15VBqY_1lIaGiwG1DDys1v-GNNqInAPyO0NID4xYtHDOhP25JTXyvF5EnlVosxIOP524wg3pmwl7O3aL4UgLtW39ZnpkrAouNk7ayCj8vCa_ZcVAl2R7EmAw6PAiyMKDkX6n_aIsq8W4lcJCZjTkikEgUctyz6f5sm110dvLvG2sR9o7_33ICgx8bFbKA==&c=hzpQXZCXIoWmzdSLE-Yi56BEhs3c0zXkbjB8KXQGFXAxIkO7Pqi3FQ==&ch=_9HjtCAXkh8ucO1PTl9qnuawDffUE88QCYhXk1we3cVIcgDcNUb3mQ==)**.** Questions? Call

757.565.8417 or teacherdevelopment@cwf.org.

# 15. Asia Society Global Learning Newsletter Grants and Opportunities

For Teachers and Administrators

* **The Fulbright Distinguished Awards in Teaching (DA) Program** has opened an online application for K–12 teachers. Teachers may travel to Botswana, Chile, Finland, India, Israel, Mexico, Morocco, Netherlands, Palestinian Territories, Singapore, South Korea, Taiwan, and Vietnam. Deadline: [November 4](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=0735336cb1&e=c8f6e1f9ba).
* **Albert Einstein Distinguished Educator Fellowship Program:** STEM teachers may participate in an 11-month fellowship sponsored by the U.S. Department of Energy to contribute their knowledge and experience to education policy efforts. Deadline: [November 19.](http://asiasociety.us1.list-manage2.com/track/click?u=a9f6c180278a62e01d817ae4b&id=9583db31fd&e=c8f6e1f9ba)
* **Mini-grants for Classroom Materials**: Apply for up to $500 for a global classroom project or set of global maps from returned Peace Corps volunteers. Deadline: [December 1](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=77006229b1&e=c8f6e1f9ba).
* **IIE AIFS Foundation Generation Study Abroad Enrichment Grants Program** will award up to $1,000 to teachers so they can conduct any learning activity in the US or abroad that enhances their international outlook and global experience. Deadline: [December 1](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=65d7e52f74&e=c8f6e1f9ba).
* **Laura Bush Foundation for America's Libraries:** School libraries can receive up to $7,000. Deadline: [December 14](http://asiasociety.us1.list-manage2.com/track/click?u=a9f6c180278a62e01d817ae4b&id=5ba114c486&e=c8f6e1f9ba).
* **International Student/Teacher Essay Contest:** The Carnegie Council for Ethics in International Affairs has opened a competition to teachers and students anywhere in the world. Essay topic: Propose specific measures for your country (or region or city) to reach one of the United Nation's new Sustainable Development Goals (SDGs) in the next 15 years. Deadline: [January 5, 2016](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=ddd4610309&e=c8f6e1f9ba).
* **The 2016 Paul Gagnon Prize** will be presented to either a K–12 history teacher who exhibits exceptional historical scholarship or an individual or group that has made a significant contribution to the promotion of history education. Deadline: [January 8, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=59a6286b29&e=c8f6e1f9ba).
* **The International Literacy Association** will award $2,500 to an elementary classroom teacher dedicated to improving the teaching and learning of reading and writing, across the curriculum in real world contexts in grades K–6 (ages 5–12). Deadline: [January 15, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=78388155f2&e=c8f6e1f9ba).

**For Students**

* **Prudential Spirit of Community Awards** honors students in grades 5–12 who have engaged in a community service project during the last 12 months. Winners receive $1,000 and an all-expense paid trip to Washington, DC. Deadline: [November 4](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=c3999293d6&e=c8f6e1f9ba).
* **The Kennedy-Lugar Youth Exchange and Study (YES) Abroad Program** offers scholarships to American high school students to spend the 2016–17 academic year in countries that may include Bosnia and Herzegovina, Egypt, Ghana, India, Indonesia, Macedonia, Malaysia, Mali, Morocco, Oman, Philippines, South Africa, Thailand, and Turkey. Deadline: [December 1](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=ac191bd1df&e=c8f6e1f9ba).
* **International Student/Teacher Essay Contest:** The Carnegie Council for Ethics in International Affairs has opened a competition to teachers and students anywhere in the world. Essay topic: Propose specific measures for your country (or region or city) to reach one of the United Nation's new Sustainable Development Goals (SDGs) in the next 15 years. Deadline: [January 5, 2016](http://asiasociety.us1.list-manage2.com/track/click?u=a9f6c180278a62e01d817ae4b&id=c634710e11&e=c8f6e1f9ba).
* **Toshiba/National Science Teachers Association ExploraVision Program**: The ExploraVision program challenges teams of students to research the technologies and scientific principles that could have great impact 20 years from now. Winning teams will receive savings bonds and an expenses-paid trip to Washington, DC. Projects are due [February 1, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=43fa0ffa5f&e=c8f6e1f9ba).
* **The Global Citizens Youth Summit** is a nine-day program for young leaders ages 16–19. During the program, they have the unique opportunity to learn from Harvard University faculty and participate in discussion groups led by Phillips Exeter Academy faculty. [February 1, 2016](http://asiasociety.us1.list-manage.com/track/click?u=a9f6c180278a62e01d817ae4b&id=e22ccb1b0f&e=c8f6e1f9ba).
* **David L. Boren Scholarships and Fellowships:** Boren Awards provide unique funding opportunities for US undergraduate and graduate students to study in Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations. [Deadlines vary by campus](http://asiasociety.us1.list-manage1.com/track/click?u=a9f6c180278a62e01d817ae4b&id=2750268636&e=c8f6e1f9ba), ending in February 2016.

# 16. We the Students Essay Contest

 This year, students are asked to weigh in on the ongoing debate between liberty and security. Here's the prompt: *Our Founders believed that the Bill of Rights should guarantee your individual liberty. But how has our government compromised on your rights in the name of security?*

 [Students who answer this question in a 500-800 word essay](http://cl.s4.exct.net/?qs=591b2f05d9bbfe001ea49d4d2b03319fadfaa6e612803c8f65331eb02b5a383702eddfa96f9ed5cc) will have a chance to win the grand prize of $5,000 and a scholarship to the annual summer event for students in Washington D.C. There are also a number of cash prizes for runner-ups.

 **But that's not the best part.** This year, they are awarding the teacher of any winning student a $100 cash prize. And every teacher who nominates 5 or more students to enter the contest will be entered in for a chance to win $50. [Find more details about the We the Students essay contest here.](http://cl.s4.exct.net/?qs=591b2f05d9bbfe00cbd892b4c300e906d9dca62bea5f7c8b46715af683750434647f7fcc51a740b7) The question of liberty vs. security has been an issue our country has debated since the time of our nation’s founding. Even Thomas Jefferson and John Adams disagreed on how to best protect the nation! That's why it's more important than ever for students to consider how our country balances freedom with keeping us safe.

# 17. Primary Source Sets Available from the Digital Public Library of America and the Library of Congress

 Having students explore primary sources helps them develop critical thinking skills, understand multiple perspectives on historical events, and more. The Digital Public Library of America (DPLA) recently developed primary source sets for use with 6th – 12th grade students. Each set includes an overview, ten to fifteen primary sources, links to additional resources, and a teaching guide. So far there are 30 sets, but new ones will be added through spring 2016. Here’s a sample of topics: The Impact of Television on News Media, Mexican Labor and World War II: The Bracero Program, The Lewis and Clark Expedition, The Scopes Trial, The Transatlantic Slave Trade, Visual Art During the Harlem Renaissance, American Indian Boarding Schools, and The Homestead Acts.

* <http://dp.la/primary-source-sets>
* <http://dp.la/info/education/education-collaborations/>

 The Library of Congress has its own version of primary source sets. Each of the 35 sets includes a teacher’s guide that provides “historical context, teaching suggestions, links to online resources, and more” plus access to multiple related primary documents. Some are also available as Student Discovery Sets, which can be downloaded as free interactive ebooks from iTunes. This is a sample of topics: Jamestown, The Inventive Wright Brothers, Maps from the World Digital Library, Thanksgiving, Symbols of the United States, Understanding the Cosmos: Changing Models of the Solar System and the Universe, and Women’s Suffrage.

* <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>
* <http://www.loc.gov/teachers/student-discovery-sets/>

# 18. Investigate U.S. History with Zoom In

 Do you keep an eye out for resources, tools, and ideas for lessons that allow students to work with the content of courses in a lab-type format? [**Zoom In**](http://zoomin.edc.org/), a new, free online platform to help teach U.S. History through inquiry using primary- and secondary-source documents, has proven to be helpful in getting students involved and working with real historical documents <https://www.teachingchannel.org/blog/2015/10/22/zoom-in-edc/>

# 19. National Geographic Bee Registration

 Is your school one of the 11,000 that will compete in the National Geographic Bee this year? Don't miss the chance to test students' knowledge of the world through an exciting competition.

 The 28th annual National Geographic Bee is underway! There's still time to register schools with grades 4-8 to receive contest instructions, materials, and prizes. Hold the competition by the end of January and your school champion can compete for a chance to advance to the state and national levels of the Bee, where $85,000 in scholarships are awarded!

 Register your school today for the National Geographic Bee! Discounts are available for schools with financial need. Learn more at [NatGeoBee.com](http://osixy2.com/p/?_4357-4945/1XDRBQLM0-15/_1._ct&_olinkid_=ac0bafa2-f327-4c2b-afe3-a269ed1af0dc&utm_source=NatGeocom&utm_medium=Email&utm_content=geobee_MDR&utm_campaign=Content).

 Register at: <https://geobeeregistration.nationalgeographic.com/?utm_source=NatGeocom&utm_medium=Email&utm_content=geobee_MDR&utm_campaign=Content>.

# 20. Nominate a Great Teacher for the Fishman

 The [Fishman Prize for Superlative Classroom Practice](http://bunnymail.simplek12.com/t/424055/13080570/1143/5/) aims to change that. A $25,000 annual award given to four extraordinary teachers in high-need public schools, the Fishman Prize spotlights excellence in the classroom, elevates teachers who go the extra mile for their students, and ensures those teachers are recognized and celebrated.

 Applications for the 2016 Fishman Prize are now open, and you can help show an extraordinary teacher they matter by nominating them to apply. As Stephanie Sun, a 2015 Fishman Prize winner, reflects, "I would have never applied if it wasn't for the nomination and push from my instructional coach."

 Nominating only takes a minute, and our first application deadline is November 24, 2015. Final deadline is January 5, 2016. Visit [tntp.org/fishmanprize](http://bunnymail.simplek12.com/t/424055/13080570/1142/7/) to learn more. [**NOMINATE A GREAT TEACHER TODAY**](http://bunnymail.simplek12.com/t/424055/13080570/1143/6/)

# 21. Teaching About the Presidential Election

(Originally titled “The Elephant (and Donkey) in the Room”)

 In this article in *Education Update*, Sarah McKibben discusses whether and how teachers should handle the presidential election as it unfolds in the months ahead. One study of the 2012 election cycle found that one-quarter of civics teachers worried that they would get parent pushback if they got into politics in their classrooms, and only 38 percent believed districts would have their backs. Teachers also feared that student debates might get out of hand because of deep polarization around a number of issues, as well as taking time away from covering the regular curriculum.

 But avoidance is a mistake, says Peter Levine of the Center for Information and Research on Civic Learning and Engagement (CIRCLE). His group’s research found that high-school students who learn about elections and other civics topics are “more likely to vote, to form political opinions, to know campaign issues, and to know general facts about the U.S. political system.” Another study found that good civics education helps students build understanding and tolerance of opposing political viewpoints. “The purpose of school should not be to simply reinforce the ideological choices people are making in their homes,” says Diana Hess of the Spencer Foundation. “We want kids to develop as political beings in the most democratic environment we can create.” In that vein, McKibben has several suggestions for teachers:

* *Keep the community context in mind.* For example, a teacher in the Washington, D.C. area found parents particularly sensitive to political discussions because many had jobs that were directly affected by the outcome of a presidential election. When he moved to a New York City high school, parents encouraged him to teach about politics from a radical perspective.
* *Make sure you have support from above*. With a potentially controversial assignment – for example, asking students to argue a viewpoint opposite to their own – it’s wise to check first with the principal or department head.
* *Think through whether to disclose your own political views.* In the study conducted by CIRCLE, 75 percent of civics and U.S. government teachers said they avoided sharing their own positions on elections and current issues. There’s no evidence that teachers sharing their views influences students’ political views, but it’s wise to check in with superiors.
* *Make sure all sides are presented*. Students don’t benefit from a one-sided picture. “If we don’t give multiple perspectives in our classrooms, where are students going to [be exposed] to them?” says Indiana social studies teacher Kevin Zupin. “We have to tackle the controversy.”
* *Avoid treating the election as a horse race*. The ups and down of opinion polls are not the real story; better to talk about candidates’ views on specific issues. Among the best resources are *The Week*, a magazine that summarizes articles from a wide range of publications, and [www.vox.com](http://www.vox.com), which provides background information and policy positions from all the candidates.
* *Structure political discussions*. “The last thing you want is a talk show atmosphere in the classroom when you’re talking about politics,” says Levine. A fishbowl format with clear ground rules and criteria for grading can work well: a group of 5-7 students sits in an inner circle discussing an essential question while the rest of the class observes in an outer circle. Then the two circles switch places. “Even when you’re in a homogenous political community, there’s more ideological diversity than one would expect,” says Hess. “Kids are undecided on many issues.” Here are some discussion grading criteria from the Deliberative Dialogue Rubric developed at Indiana University:
* Ability to support comments – referencing resources discussed in class;
* Questioning skills – asking classmates thoughtful questions;
* Understanding the topic – showing higher-order thinking and multiple perspectives;
* Mindfulness – being respectful of others.
* *Give students first-hand experiences*. This can include watching debates on TV, exploring websites, and, if possible, seeing candidate events in person.
* *Take advantage of teachable moments in other subject areas*. For example, math teachers can explain electoral voting statistics or the facts and figures raised in debates. Science teachers can use debates on budgets, space exploration, or climate change to go deeper into those topics.

“The Elephant (and Donkey) in the Room” by Susan McKibben in *Education Update*, October 2015 (Vol. 57, #10, p. 1, 4-5), available for purchase at <http://bit.ly/1Gt50ps>; the author can be reached at sarah.mckibben@ascd.org.

# 22. FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

Application Deadline: December 9, 2015

2016 Summer Programs Offered:

* Elementary (K-8) Seminar: Exploring the Indigenous Heritage of Peru
* Secondary (9-12) Seminar: Sustainable Development and Social Change in India
* Postsecondary Seminar: Religion and Diversity in Senegal

**ELIGIBILITY REQUIREMENTS:**

* Must be a citizen or permanent resident of the United States
* Must hold a Bachelor’s degree from an accredited college or university
* Must have at least 3 years of full-time teaching or administrative experience by time of departure
* Must be currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency, library, or museum
* Must work at the grade level of the seminar
* Must be physically and psychologically able to participate

**AWARD INCLUDES:**

* Round-trip economy airfare
* Room and board
* Program-related travel within host country
* *Participants are responsible for a cost share of $600.00*

**DIRECT QUESTIONS TO:**

* F-HSeminars2016Peru@ed.gov
* F-HSeminars2016India@ed.gov
* F-HSeminars2016Senegal@ed.gov

**HOW TO APPLY:**

* The Application package will be available on the G5 website starting October 9, 2015.
* If you are a new user, click “Sign Up” on the G5 Homepage (www.g5.gov)
* Once registered and activated, click on “Package Submission” under Grant Setup
* Follow the steps provided, filling out the forms and uploading necessary files
* See the Application package for more detailed directions

**FOR MORE INFORMATION:**

 <http://www2.ed.gov/programs/iegpssap/index.html>

# 23. ODE Resources (in every issue)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ODE Social Sciences web pages:**

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

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

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

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

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

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

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

**Contact the State Specialists:**

* **Andrea Morgan, Curriculum**, andrea.morgan@state.or.us, 503.947.5772
* **Rachel Aazzerah, Assessment**, rachel.aazzerah@state.or.us, 503.947.5835

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