February 2012

Volume 1, Issue 3

Kentucky Department of Education

Social Studies Newsletter

Kentucky's John Moore to Serve as NCSS President

John Moore

John Moore, associate professor in the School of Teacher Education at Western Kentucky University, was elected vice-president of National Council for the Social Studies (NCSS). He began his term on July 1, 2010, and serves as president-elect for 2011-12, president for 2012-13, and immediate past president for 2013-14. Founded in 1921, NCSS has grown to be the largest association in the country devoted solely to social studies education. With more than 17,000 members in all the 50 states, the District of Columbia and 69 other countries, NCSS serves as an umbrella organization for elementary, secondary and college teachers of history, geography, economics, political science, anthropology, psychology, anthropology and law-related education.

Moore has served on the faculty of Western Kentucky University for the past 22 years and previously taught middle-level social studies in Lexington and high school social studies in North Dakota. He has served as a member of the NCSS board of directors and in the leadership of the Kentucky Council for the Social Studies (KCSS) as secretary, vice-president and president. During the fall 2011 annual KCSS conference, he received the Lifetime Achievement in Social Studies Award. The Shirley and Drewry Meece KCSS lifetime achievement award is given to an individual who has demonstrated advocacy and dedication to the organization over time. Moore has been a member of KCSS since 1983.

As National Council for the Social Studies president-elect, Moore was invited to participate in the summer 2011 Korean Studies Workshop with 33 American social studies educators. The workshop is sponsored by Korea University and the Korea Foundation (for more information, go to koreasociety.org). The specific objectives of the Korean Studies Workshop are as follows:

a) the development of extensive Korean studies-related syllabi for overseas scholars

b) the development of Korean studies teaching and research materials on Korean Studies for overseas scholars

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February is Black History Month

February is nationally recognized as Black History Month, and each year social studies teachers prepare lessons to focus on African Americans who have contributed to the culture and history of America. It gives students opportunities to be exposed to our multicultural past while recognizing African-American history, culture, contributions and achievements in American society and the world.

Carter G. Woodson

Black History Month originated from an idea of NAACP leader, educator and historian Carter G. Woodson, who established a one-week focus on African-American history in 1926. Woodson selected the week in February because it was the birthday month of Abraham Lincoln and Frederick Douglass, two men who had fought for the freedom of slaves in America. The week-long emphasis on African American history became Black History Month in 1976.

As an interesting side note, Woodson has Kentucky ties, as he worked in the coal mines of eastern Kentucky and graduated from Berea College before going on to earn a Ph.D. at Harvard University.

Upcoming Events

- ⇒ **February:** Black History Month
- ⇒ **March:** Women's History Month
- ⇒ **April:** Holocaust Remembrance Week

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Kentucky Literacy Network for History/Social Studies

The Kentucky Department of Education (KDE) is preparing for the Literacy Pilot Networks for History/Social Studies to be fully operational beginning in February 2012. Each of our eight educational cooperatives will provide three school district teams to participate in the Pilot Networks. A team will consist of one middle school and one high school social studies teacher.

The Pilot Networks will be located at Western Kentucky University (WKU) and Morehead State University (MSU). Educational co-op teams will attend the network site that is closest to them geographically.

The WKU network meeting dates will be February 24 and April 20. The MSU network meeting dates will be February 17 and April 20. Teachers will come together at these network meetings to work on the Literacy Design Collaborative (LDC) modules that have been funded by the Gates Foundation and utilized by the literacy networks already operational in Kentucky.

The LDC modules created by teachers will eventually be uploaded onto the new Kentucky KDE database system known as the Continuous Instructional Improvement Technology System, or CIITS. Here teachers will be able to log in and download these LDC modules and many more instructional resources for use in classroom instruction.

The Kentucky Literacy Network for History/Social Studies also will have network meetings scheduled for the summer of 2012 and the 2012-13 school year.

For more information concerning how your district may participate, contact your educational cooperative.

Conferences & PD Opportunities

March

March 1-2: Annual Conference for the International Society for the Social Studies (Orlando, Fla.) - www.theisss.org

March 22-24: National Council for History Education Annual Conference (Kansas City, Mo.) - www.nche.net

KDE Social Studies Update

Social Studies Common State Standards Update

Twenty one state education agencies are collaborating with fifteen professional organizations in the social studies to develop a set of standards. The groups have a shared framework focused on both disciplinary and interdisciplinary ways of thinking about civics, economics, geography and history. The ultimate goal is to produce a set of fewer, higher, clearer standards that prepare all students for college, career, and citizenship. As states continue their conversations, we will share any additional information and updates.

U.S. History EOC Exam

High school U.S. history teachers need to remember the following important points with the U.S. history end-of-course (EOC) exam:

1. Only 10 percent of the multiple-choice questions will come from the time period of Colonization to 1865. Ninety percent of the multiple-choice questions will cover Reconstruction to the present.
2. None of the constructed response questions (analysis and visual stimulus tasks) will come from the time period of Colonization to the present. The analysis task and the visual stimulus task will both come from Reconstruction to the present.

Kentucky's John Moore Serving as NCSS President

(Continued from Front Cover)

c) the exchange of ideas and views and the development of personal contacts between members of participating nations

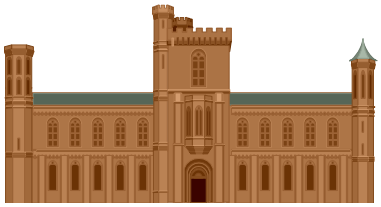
For his middle-level and secondary WKU social studies teacher education students, Moore developed a model instructional plan entitled *Two Case Studies of Women in Colonial America and Colonial Korea*. The instructional plan/lesson can be retrieved from

http://www.wku.edu/ste/international/documents/lesson_plan_korea_society-moore_john.pdf.

Moore is currently chair of the 92nd NCSS Annual Conference Planning Committee. The 92nd annual conference will be held in Seattle, Wash., November 16-18. The conference theme is **Opening Windows to the World**.

Moore believes that it is important that social studies educators have professional growth opportunities and that we continue to argue for the significance of social studies in the curriculum. "As social studies educators, it is our responsibility to remain abreast of innovative ways to prepare students for civic competence. In spite of the economic difficulties that have confronted our school systems, institutions and our professional organizations, it is imperative that we continue to advocate the ideals and purposes of social studies education," he said.

Journey Stories: Smithsonian Exhibit Tells Tales of U.S. History



Journey Stories, a touring exhibition from the Smithsonian Institution, is on view at the Wrather Museum on the Murray State University (MSU) campus through March 10. The exhibition tells stories from American history through images, photographs, artifacts, quotes and sounds. Part of the Museum on Main Street program, *Journey Stories* is available with the support from the Kentucky Humanities Council.

Some specific topics detailed in *Journey Stories* include Native Americans, explorers, slavery, the great river highways, westward expansion, railroads, land grants, immigration, northward migration, wars and expanded mobility through planes, trains and automobiles.

Groups visiting *Journey Stories* also are invited to view a related exhibit at the Clara M. Eagle Gallery on the 6th floor of MSU's Fine Arts Building. *Far From Home: Americans Take to the Open Road* features prints associated with highway travel that skyrocketed in popularity after WWII. This exhibit features paintings by John Baeder and roadside diner postcards from that era.

There is no admission fee to either exhibition, but groups must schedule at least one week in advance by contacting the Wrather Museum manager, Kate Reeves, at kreeves@murraystate.edu or at (270) 809-4771.

Free educational materials are available for school groups. By appointment, MSU Faculty Scholar Constance Alexander can be available to facilitate on-site enrichment activities for school groups.

Journey Stories also traveled to Winchester, Cynthiana, Somerset, Morehead and Fort Thomas.

Remembering the Holocaust

The Holocaust was a tragic historical event that is taught in our world history and U.S. history classrooms each year. There are several initiatives to promote the remembrance of the Holocaust so people will not forget and so we may learn the lessons of our past to prevent another human tragedy in the future.

The international day of remembrance for the Holocaust is January 27, and the Holocaust Remembrance Week designated by the U.S. Congress is April 15-22. The U.S. Congress also created the United States Holocaust Memorial Museum as a permanent memorial site to the Holocaust victims.

During the Holocaust, Nazis implemented a systematic method of killing more than six million Jews and more than five million non-Jews. By the end of World War II, Allied forces were able to liberate the concentration camps and save thousands of lives. Nearly 700,000 Jews left Europe from the late 1940s to the early 1950s to settle in the newly created country of Israel.

You may find more information on the Holocaust at http://www.ushmm.org.

Pictured above: A rail car used by Nazis to transport Jews to concentration camps. This car is part of the permanent display at the United States Holocaust Memorial Museum.

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Camp Nelson, Kentucky: The Path to Freedom

This article was provided by Tim Talbott of the Kentucky Historical Society.

Camp Nelson was established in Jessamine County, Kentucky in June of 1863 by Maj. Gen. Ambrose Burnside. The camp was founded in effort to provide a forwarding supply base for Burnside's campaign into East Tennessee. Since the beginning of the Civil War President Abraham Lincoln had expressed his concern for the large Unionist population in East Tennessee and wished something could be done to help them. Camp Nelson became a beehive of activity during the summer and fall of 1863 as the Union army sought to capture Knoxville and Chattanooga and prepare to move toward Atlanta. The camp continued to serve as a supply base after the capture of East Tennessee, but its significance changed with the issue of the Emancipation Proclamation, which allowed African-American men to serve as soldiers in the Union army. Camp Nelson eventually became the largest recruiting and training center for black soldiers in Kentucky and one of the largest in the United States.

Camp Nelson was named for Maj. Gen. William "Bull" Nelson, a native Kentuckian, and was chosen for its defensive position. It was located on a steep bluff in a sharp bend of the Kentucky River, about 20 miles south of Lexington. Although a railroad did not connect Camp Nelson to Lexington and Louisville, a rail line ran to Nicholasville, about six miles distant, and supplies were then brought by wagon to Camp Nelson.

Camp Nelson was usually garrisoned by anywhere from 3,000 to 8,000 soldiers and it employed over 2,000 civilians. The civilian employees were carpenters, leather workers and blacksmiths and filled other necessary roles to support the army population. The camp had a prison brig that jailed unruly Union soldiers, troublesome civilians and captured Confederates that were being held before being transported to prison camps in the North. Camp Nelson also had a hospital, a school, dormitories, dining halls, barracks, a commander's quarters and numerous other support structures such as blacksmith forges, laundries, bakeries and barns.

President Lincoln intentionally excluded Kentucky from the Emancipation Proclamation since it had not seceded, and he purposely delayed recruiting African Americans in the commonwealth to appease the slaveholding border state. Finally, in the spring of 1864, when authorization was given to recruit and train black soldiers in Kentucky, they not only brought themselves, they also brought their families. These so-called "contraband," many of them local runaways, saw Camp Nelson as their first step toward breaking the bonds of slavery. One black soldier exclaimed, "Canada [freedom] used to be 500 miles from Lexington … now its only sixteen miles. Camp Nelson is our Canada." Camp Nelson became so heavily populated with soldiers' kin that camp commander Gen. Speed Fry in the late fall of 1864 ordered the families out of Camp Nelson. Many, without anywhere else to go, died of exposure. The order was later rescinded when black enlistments dipped due to Speed's harsh order. In fact, this incident at Camp Nelson was largely the reason that Congress passed an act to free the family members of men serving in United States Colored Troops regiments. Berea College founder John G. Fee was instrumental in helping the freed people at Camp Nelson. He lobbied the army and worked with missionary associations for supplies, medicine, housing and educational opportunities to help assist the freedmen in making the transition from slavery to freedom.

Camp Nelson functioned as part of the army until 1866. It now contains a military cemetery, and due to the efforts of a determined group of individuals and with support from Jessamine County, Camp Nelson now has an impressive interpretive center and conducts educational programs to help the public better understand the important role it played during the Civil War.

March is Women's History Month

In the U.S. the month of March is recognized by the U.S. Congress as National Women's History Month. The purpose of the month is to focus on the significant historical women and their contributions to American history and culture.

Teachers may get more information on Women's History Month at the following sites:

- http://womenshistorymonth.gov
- http://www.nwhm.org

Did you know?

The inventor of the gas mask and the three-light traffic signal was a Kentuckian named Garrett Morgan. Morgan was born in 1877 in Paris, Kentucky, and his parents were former slaves. Morgan spent his childhood and early teen years farming with his family in Kentucky.

As a teenager, Morgan moved to Cincinnati to find work and later became a sewing machine repairman in Cleveland. Morgan gained a reputation as an inventor with sewing machine equipment and eventually went on to own and operate various businesses.

Morgan invented a gas mask that was adapted and used by the U.S. army during World War I. He also invented a three-light traffic signal that included a light for go, stop and all traffic stop for pedestrian crossing. Morgan's traffic light was used until it was replaced by the modern traffic signal in use today with red, green and yellow lights.

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KCSS Update

Mark the Dates

Please join us October 3-4 for the Kentucky Council for the Social Studies Annual Conference. The conference will once again be held at the Sloan Convention Center/ Holiday Inn University Plaza in Bowling Green. Please check our website for updates about room reservations, sessions and other professional development opportunities.

Call for manuscripts

Got a great one-page lesson plan you would like to share with others? Why not publish it in the *Southern Social Studies Journal*, the official publication of the Kentucky Council for the Social Studies. We are looking for lessons, action-research findings and extended units of study that engage students, enhance the use of technology and/or bring social studies alive for all students. Got questions or want to submit an article? Contact Corrie Block Orthober, Ph.D. at corthober@bellarmine.edu or Kimberlee Sharp, Ed.D. at k.sharp@moreheadstate.edu.

The KCSS needs your support

If you are not a member of the KCSS, please join us today! Membership includes a one-year subscription to the journal and the newsletters. The membership fee is $15. Make check or money order payable to Kentucky Council for the Social Studies. Mail it with the form below to:

Kentucky Council for the Social Studies
Malana S. Salyer
McConnell Center
University of Louisville
Louisville, KY 40292

Name_____
School_____
Address_____
City _____State_____ Zip_____

Kentucky Council on Economic Education: Integrating Economics into History

If teachers are looking for supplemental resources that can help integrate economics into your history lessons, they may find them from our Virginia partner organization, Econ-Fun, at http://www.econ-fun.com/adventures.htm.

Economics and US History

Volume 1: Colonial America

This book contains 15 hands-on lessons including topics such as Indian economies, the resources of the Pilgrims, the Virginia Company as an investment, the role of trade, comparison of the New England, Middle and Southern colonies, colonial money, a study of the economic opportunities of women, slaves, artisans, farmers and large landowners in colonial times. Many of the lessons are based on children's literature, including books by popular writers such as Jean Fritz and Don Hall. All lessons include handouts and activities such as games, simulations or songs. (138 pages) Grades 4-8

Volume 2: A Young Nation

This book contains sixteen hands-on lessons including topics such as: exploring the economic relationship between the colonies and England; looking at the trade-offs made in writing the Constitution; exploring the role of Eli Whitney's invention in the spread of cotton plantations across the South; study of the demand for cotton created by the manufacturing North; the Gettysburg Address and a cost-benefit analysis of the Civil War; decision-making of those who chose to be pioneers; and the movement from an agricultural society to an urban society. Many of the lessons are based on children's literature including book by such popular writers as Jean Fritz, Deborah Hopkinson, and Peter and Connie Roop. All lessons include reproducible handouts as well as games, simulations or songs. (152 pages) Grades 4-8

Volume 3: The Twentieth Century

This book contains sixteen hands-on lessons including topics such as: the incentives of immigrants; the costs and benefits of industrialization; the unintended consequences of prohibition; the costs of the Stock Market Crash of 1929; costs of bank failures of the Great Depression; the unemployed in the Great Depression; families in the Dust Bowl; migrant workers with Cesar Chavez; Martin Luther King and civil rights; globalization and why people trade; plus lessons about people such as Eleanor Roosevelt, Rosie the Riveter, Henry Ford, Thomas Edison and Madam C.J. Walker. All of the lessons have literature links, reproducible handouts as well as games, simulations or songs. (169 pages) Grades 4-8

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Kentucky Geographic Alliance Has Geography Resources Available for the Classroom

The Kentucky Geographic Alliance (KGA) would like to remind teachers that it has resources on hand that can be used in the classroom. KGA offers several maps free to teachers that can be used to make geographic relations to various disciplines. One of KGA's goals is to help teachers enhance the geographic awareness of their students, and these maps can be a big part of that. KGA has listed a few of the maps that are available; all maps are published by the National Geographic Society.

- A World Transformed – an early map of the U.S. Atlantic coast with information on Jamestown
- The Dividing Link: Mexico & Central America - references this part of the world as a land bridge
- Changing Climate – a world map of surface temperature change
- World Map - a topographical map on one side and a geopolitical map on the reverse
- Iran: Born at the Crossroads - a map of Iran with information on the Persian Empire

For a complete list of maps and other resources or to request a map, e-mail the KGA at kga@wku.edu. Teachers may request up to 10 copies of a map.

CIITS Update

Kentucky's Continuous Instructional Improvement Technology System (CIITS) continues to grow and become a more powerful tool for classroom teachers. It connects and supports the Unbridled Learning work in which we are all engaged.

CIITS is an integrated system that brings together implementation of new standards, engaging student learning experiences, assessments *for* learning, data-driven decision-making and differentiated instruction to meet individual student needs and maximize student learning growth and achievement. This technology platform supports highly-effective teaching and learning for every student, in every classroom throughout Kentucky.

If you haven't delved into CIITS or visited for a while, now's the time. You can access CIITS if you have a valid school e-mail address in Infinite Campus.

Go to the CIITS website at https://ciits.kyschools.us and follow the prompts to receive your login credentials. Once you log in, there are self-directed training materials and videos on the left side of the homepage to help you get started. Don't wait any longer. Give CIITS a try today!

We're on the Web!
www.education.ky.gov

If you are part of a social studies organization and you have an upcoming event, workshop or conference, please provide us with the dates so we can publish it in our next newsletter.

The Kentucky Department of Education's social studies consultant is part of the Academic Core Branch of the Division of Program Standards in the Office of Next-Generation Learners.

The social studies consultant will provide support services to school districts and schools on educational topics and issues relative to Kentucky social studies education.

Social studies teachers will be notified of social studies events, trainings, news, initiatives and more via our quarterly publication of the *Social Studies Newsletter* and update postings on the Social Studies Listserv.

Questions or comments? Contact Social Studies Consultant Charles Hall today.

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Mission 2: "Flight to Freedom"

This article was provided by KET Education Consultant Cynthia Warner.

It's finally here, and it's worth the wait! Mission 2: "Flight to Freedom" takes students back in time to the year of 1848, and provides an historical perspective of the social, political, and economical conflicts that led to the Civil War. In the game, students will play the role of "Lucy," a 14-year-old slave on a plantation right here in Kentucky. Lucy is accused of starting a fire, runs away from the plantation, joins the abolitionist movement in Ohio and tries to free her family. The 1850 Fugitive Slave Act creates a challenge for Lucy and other African Americans in the north. Players are in control of Lucy's fate. Will she find freedom? Every decision made by the player has a cause and effect, that determines the procession of historical events and makes for a unique experience. Go to the Mission US website to play the game and learn more.

As with Mission 1: "For Crown or Colony," Mission 2 is free and includes lesson plans, primary source materials and a supplemental quick recall game. Check out the "Flight to Freedom" trailer here. Your KET Education Consultant is more than happy to work with you and your teachers as you utilize this free, powerful and unforgettable resource in the classroom.

Mission US [produced by THIRTEEN in association with WNET] is a multimedia project featuring free interactive adventure games set in different eras of U.S. history. The first game, Mission 1: "For Crown or Colony?,'" puts the player in the shoes of Nat Wheeler, a 14-year-old printer's apprentice in 1770 Boston. As Nat navigates the city and completes tasks, he encounters a spectrum of people living and working there when tensions mount before the Boston Massacre. Ultimately, the player determines Nat's fate by deciding where his loyalties lie. To learn more, go to the Mission US site. Mission 1 has been a big hit among teachers and students in Kentucky, and we believe the trend will continue with Mission 2.

Check out the Mission US Facebook page. There are plenty of hints, tips and teasers being added every day.