



Spring 2014

Special points of interest:

- Teaching and Learning Efficacy 2013 Survey Results
- Project Based Learning
- Sea of Japan Debate
- MSDE: New Civil Rights Challenge
- Maryland History Day

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MDCSS Chronicle

MDCSS PERSPECTIVE

Using Accountability and Data as Catalysts to Propel Teaching and Learning Efficacy In Social Studies: The 2013 Survey Results

A major reason the content area of social studies has been marginalized is because it has not been included in the federal government's accountability system¹ or funding priorities² where legislative and policy foci have been on student achievement in reading/language arts, math, and science. Unless and until that changes, whether a social studies education is valued, and how it will be prioritized and supported, will remain mostly a state and local matter. Additionally, the issues surrounding the recognition of social studies in its appropriate and critical academic application are becoming increasing multifaceted, complex, and at times, divisive. Therefore, collecting and using data in a meaningful way that can enable educators and policymakers to define this content area's importance, examine its existing status, confront consistent challenges, and remove the barriers toward the improvement of the teaching and learning of social studies is vital.

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Teaching and Learning Efficacy In Social Studies: The 2013 Survey Results (cont'd)

In response to the cancellation of the Government HSA and as a result of the findings articulated and documented in the *Task Force Report on Social Studies Education in Maryland: The Challenge and the Imperative* (2010), President Miller and Speaker Busch sponsored concurrent legislation in the 2012 Maryland General Assembly session that amended two existing education accountability statutes to make a definitive statement about the importance of social studies as a core content area.³ After unanimous passage, both leaders communicated to education policymakers that the legislative intent behind certain provisions of the statute was to mandate the reinstatement and continuance of the Government HSA.⁴ Amendments to the law were made to statutorily ensure that before graduation, Maryland students could demonstrate an understanding of the underlying principles and workings of American constitutional government and the forces and dynamics that affect it in a historical, contemporary, and global context. Yet, incongruent with statute, and despite a formidable track record of reliability and validity, this social studies assessment at the high school level is not included in the *School Progress Index Achievement and Gaps Indicators*, whereas it was decided that the science high school assessment (Biology) would be factored into Maryland's new accountability system on the premise that, "Science is of equal importance to English/Language Arts and Mathematics to the success of all students."⁵

During the legislative process, the record, which included both oral and written testimony, revealed the diminishing role social studies plays in schools' curricular priorities and the imprudent belief that it is expendable. As a result of this awareness, the General Assembly also revised the accountability statute to require the Maryland State Department of Education (MSDE) to annually survey a representative sample of public schools and teachers so the condition of social studies throughout the State could be better understood, monitored, and corrected when necessary.⁶ Data, therefore, should be collected to address concerns appropriately, described and interpreted accurately, and communicated clearly within the spirit of the statute, not to the letter of the law, to achieve its purpose.

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Teaching and Learning Efficacy In Social Studies: The 2013 Survey Results (cont'd)

Although the social studies community was given the opportunity for input regarding the survey questions and certain parameters for data collection, the organization, description and dissemination of the results remain problematic. This faulty methodology stymies a substantive examination of the condition of social studies as required by the statute and hinders attempts to chart an informed, deliberative, and necessary course for its improvement. Notwithstanding this constraint, an analysis of the data reveals some continuing areas of concern.

Inadequate Instructional Time at the Elementary Level. Assuming the displayed data referred to the elementary level only, roughly half of the teachers, the same as last year, reported that a total of 1-3 hours per week (12-35 minutes per day) or less is being spent on social studies instruction and assessment. The disappearance of social studies from the elementary school can be attributed largely to high-stakes testing that ties rewards and sanctions to student achievement in math and reading, ineffective integration with other content areas, and lack of quality teacher preparation and professional development to teach social studies education at this level.⁷

Secondary Courses Taught By Educators Not Certificated in Content Area. This year, district supervisors were asked for the total number of secondary social studies sections (classes) being taught by teachers *not* certified in social studies. MSDE reported a range, not a specific number as required by statute; 0 – 891 sections for middle school, and 0 – 2,360 sections for high school.⁸ Meaningful analysis of the data necessitates an exact reporting of the number of classes that are being taught by teachers not certified in the subject area as well as those who are certified. This ratio analysis would allow policymakers to know the extent to which educators are teaching classes outside of their fields. There is a growing trend for administrators to staff secondary schools with teachers certificated outside of the social studies content area (s), like the related arts and science, and to assign those educators two social studies classes in their teaching schedule, yet still meet certification compliance found in COMAR.⁹ This practice significantly minimizes the subject's importance, deters best-practices application in the classroom, and impedes students from reaching their educational potential.



Teaching and Learning Efficacy In Social Studies: The 2013 Survey Results (cont'd)

Limited Availability of Resources and Technology. A little over one third (34.2 percent) of educators responded that appropriate resources are not available to them in their social studies classroom. Almost one quarter (22.2 percent) of social studies educators stated that technology is not available either. Further, more than one third (36.1 percent) of social studies teachers indicated that they did not have access to an appropriate quantity of resources needed for instruction. Resource and technology allocation, availability, and utilization offer educators opportunities to enhance the teaching and learning experiences for their students and themselves.

Limited Availability of Appropriate Professional Development. Almost one half (45.4 percent) of secondary school social studies teachers reported that appropriate professional development was not available to them (an increase of 3.5 percent from last year). Teachers must know the subject matter they teach, understand how knowledge in the discipline is created and applied, and master a repertoire of instructional methods and strategies that characterize accomplished educators in the field of social studies. To attain these ends, teachers should engage in continuous, content-specific professional development that enables educators to critically examine their practice and align instruction to new ideas, curriculum, methodology, resources, and assessments so the quality of their teaching and the effectiveness of student learning can be strengthened.¹⁰

In order to enhance data quality, it is important to understand and support the context in which information derived from such data is needed and will be used. Data procurement that is met with trepidation seems counter-intuitive to the purpose of having it serve as an objective and quantifiable measurement of indicators related to learning opportunities and efficacious practice. Collecting and using meaningful data to identify the causes and extent of this academic diminution can lead to implementing solutions to help guarantee that all students have the opportunity to obtain a robust, high-quality, and well-rounded education, which includes critical scholarship in the social studies from K-12.¹¹

The second iteration of the Maryland Science/Social Studies Survey can be accessed at: [http://
marylandpublicschools.org/MSDE/divisions/instruction/](http://marylandpublicschools.org/MSDE/divisions/instruction/)



Teaching and Learning Efficacy in Social Studies: The 2013 Survey Results (cont'd)

¹ No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002). Reauthorization of the Elementary and Secondary Education Act (ESEA).

² Membership." *College Career and Citizenship Education Policy Briefing*. N.p., n.d. Web. 24 Feb. 2014. <http://www.ascd.org/ASCD/pdf/siteASCD/policy/CCCR-programs-budget-comparison.pdf>

³ The *Education Core Content Areas Accountability Program Act* was passed unanimously by both chambers with the bill signed into law on May 22, 2012. This legislative measure repealed, reenacted, and amended Md. EDUCATION Code Ann. § 7-203 (2013), *Education Accountability Program*, to recognize and include social studies and science as core content areas in the State's accountability program and to require school systems to report how they resource, support, and staff social studies/science classes at the elementary and secondary levels. Md. EDUCATION Code Ann. § 5-401 (2013), *Comprehensive Master Plan*, was amended to include social studies in the State's and LEAs' reporting requirements.

⁴ Code of Maryland Agency Regulations (COMAR) 13A.03.02.09. MSDE/MSBE promulgated the statute to reinstate the government HSA, aligned with the course-specific *Core Learning Goals* curriculum, as a graduation requirement for Maryland students beginning with students entering 9th grade in the 2013-2014 academic year. The language in the statute related to the high school end-of course assessment was interpreted to allow students to be tested on the knowledge and skills they gained from a specific course. The middle school comprehensive grade-band assessment, on the other hand, tests overall knowledge and skills of social studies spanning grades six through eight. Both the *Maryland Common Core State Literacy for History/Social Studies* and the *C3 Framework* have standards that are grade-banded in nature.

⁵ MSDE. "School Progress Index." *Maryland Classroom* [Baltimore] Dec. 2012, Vol.18, No.3 ed.: 2. Print. Additionally, these types of policy decisions may also be exacerbating a paradoxical effect of ESEA's purpose. There is a growing body of evidence showing that the reduction in the amount of time spent on social studies has been the greatest in Title I schools and among Title I subgroups due to the pressure to improve literacy and numeracy amid these populations which is creating inequitable educational opportunities. Hewitt, Damon T. "Reauthorize, Revise, and Remember: Refocusing the No Child Left Behind Act to Fulfill Brown's Promise." 301 *Yale Law and Policy Review* 169 (Fall 2011): Print. See also: *Task Force Report on Social Studies Education in Maryland: The Challenge and the Imperative* (2010).

⁶ Md. EDUCATION Code Ann. § 7-203 (e). Data from the second iteration of the survey were released in February 2014.

⁷ Edited by Fitchett, Paul and Passe, Jeff. *The Status of Social Studies: Views from the Field*. N.p. International Social Studies Forum. Information Age Publishing, Inc, 2013. Print.

⁸ Last year, state supervisors reported that one-third of high school social studies courses are taught by educators who are teaching a majority of classes out of their area of certification.

⁹ COMAR 13A.12.02.02 *Certificate Required for Major Assignment*.

¹⁰ Currently, there is significant discourse in the field of social studies on the different pedagogical approaches to make students' knowledge deeper, nuanced, and most importantly, sustained. This author opines that the student achievement standards found in the *Maryland Common Core State Literacy for History/Social Studies* are more aligned with pedagogy driven by a cognitive constructivist-dominant learning theory. The standards found in the *C3 Framework* seem to be more aligned with pedagogy driven by a social constructivist-dominant learning theory. Although instructional methodologies may overlap quite often, such as inquiry teaching strategies, many times student learning outcomes will vary greatly between the two approaches.

¹¹ The purpose of Title I is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education (ESEA, Title I, Sec. 1001)."



Is it the Sea of Japan or the East Sea?

Democracy, Diplomacy, and the Politics of Mapmaking in Virginia

by Todd W. Kenreich

Professor of Secondary Education, Towson University

This What's in a name? When it comes to places, people often have a deep attachment to one name over another. A recent campaign to change the world maps in Virginia's social studies textbooks illustrates the highly-contested nature of determining some place-names. A few weeks ago the following bill was introduced in the Virginia state house:

"Be it enacted by the General Assembly of Virginia: that all textbooks approved by the Board of Education [after July 1, 2014], when referring to the Sea of Japan, shall note that it is also referred to as the East Sea" (VGA, 2014, p. 1).

For several years, South Korea's government has spearheaded a movement to challenge the use of "Sea of Japan" as the exclusive name for the body of water between it and Japan.

The foreign ministries of South Korea and Japan have attempted to clarify the proper name of the water body in question. Seoul doesn't advocate for eliminating the name "Sea of Japan," but it does push for the concurrent use of "East Sea" and "Sea of Japan" on maps. Tokyo, however, sees the issue differently. It notes that international organizations like the United Nations and the International Hydrographic Organization only use the name "Sea of Japan."



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Is It the Sea of Japan or the East Sea?

Democracy, Diplomacy, and the Politics of Mapmaking in Virginia (cont'd)

The clash of perspectives unfolded in Virginia as the Korean-American community pressed state lawmakers to introduce the bill above. The grassroots effort to influence the legislative process was met by a diplomatic response from the Japanese embassy in Washington. The Japanese ambassador traveled to Richmond to meet with the governor. He sent a letter to Richmond to urge lawmakers to defeat the bill, and he reminded lawmakers of the vital importance of the strong trade relationship between Japan and Virginia. Despite Japan's diplomatic efforts, the Virginia House of Delegates voted 81 to 15 to approve the bill. Now it heads to the state Senate and then perhaps to the governor's desk where Governor McAuliffe has indicated that he would sign the bill into law. Similar bills have been introduced in other states including New Jersey and New York (Wilson, 2014).

The politics of mapmaking has a long history (Monmonier, 2006, 2012), and the debate in Virginia provides a unique opportunity to teach our students about the contested nature of place-names. Let's explore multiple perspectives about the Virginia bill to help students develop what I call "critical geographic literacy" (Kenreich, 2013) in which students deeply understand how power struggles can shape our maps. For contrasting viewpoints and more information on this issue, check out the following resources.

Resources

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Tokyo, Japan: Author. Retrieved from <http://www.mofa.go.jp/policy/maritime/japan/pamph0903.pdf>.

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Monmonier, M. (2012). *No dig, no fly, no go: How maps restrict and control*. Chicago, IL: University of Chicago Press.

Monmonier, M. (2006). *From squaw tit to whorehouse meadow: How maps name, claim, and inflame*.

**MSDE...****The New Civil Rights Challenge: The Demise of Social Studies****By Marcie Taylor-Thoma, PhD.**

Civic education and social studies has been the heart and soul of our nation from the very beginning. “A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country” (George Washington, 1779). When Thomas Jefferson conceived a public education system, he argued that America’s capacity to survive as a democracy would rely not only on free public education but on the kind of public education that prepares people with the intellectual skills that render them capable of free and independent thought. Horace Mann extended that belief, arguing that the “State” should assume responsibility for teaching American youth moral and ethical values, and responsible citizenship, as well as the knowledge and skills necessary for the economic prosperity of a new nation (Taylor-Thoma, 2009). Most Americans still believe that all children are entitled to a quality education that provides knowledge and skills in academic subjects, as well as the opportunity to live, prosper, and participate in a democratic society. At the Congressional Conference for the Civic Mission of Schools (2005), the survey report conducted during the conference was summarized as follows: most Americans believe civic education should be a central purpose of schools, 9 out of 10 believe civic education should be taught to adequately prepare students for participating in a democracy and that policymakers should foster civic education. Most realize that the social studies curriculum is the obvious place to teach this content knowledge, skills and dispositions (Maryland State Curriculum in Social Studies, 2006). And yet, sadly so, just recently a research report, *All Together Now: Collaboration and Innovation for Youth Engagement: Report of the Commission on Youth Voting and Civic Knowledge* (CIRCLE, 2013), reports similar concerns as the previously published reports.

“Research conducted for this report does not by any means rule out the benefits of some existing policies, such as mandatory courses and tests or convenient voter registration...the data collected and previous studies suggest that none of the state policies has an impressive effect. Certainly, the current policies in states and major school districts do not come close to achieving the goals of civic education which are to provide all young people with the knowledge, skills, and dispositions they need to be active responsible citizens. Either the policies are misconceived, the quality of implementation is inadequate or both” (p. 7).

I believe it is both. I had high hopes with the Common Core State Standards in English Language Arts Disciplinary Literacy Standards in History/Social Studies but my dreams of the revival of history, civics, economics and geography have fizzled in the interpretation or rather misinterpretation and the teachers’ practice.

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**MSDE...****The New Civil Rights Challenge: The Demise of Social Studies (cont.)**

I realize there needs to be enormous shifts in practicing teachers' professional learning, pre-service teachers' pedagogical content knowledge, administrators' priorities, and appropriate materials and curriculum. As a life-long social studies educator, it baffles me and other like-minded policyholders why parents, teachers, and stake-holders are not "storming the Bastille" in protest. Civic education and likewise, social studies, is a fundamental element of the public education system's core mission and constitutional responsibility. The Code of Maryland Regulations (COMAR) require that such education must be included in the social studies curriculum for grades pre-kindergarten through high school. Yet, the marginalization and devaluing of social studies and in particular civic education in the aftermath of No Child Left Behind (NCLB) Act of 2001 continues with national and state policies that prioritize mathematics, reading English language arts and STEM over social studies (Maryland Social Studies Task Force Report, 2009).

Perhaps, I was overly optimistic with the latest reforms focusing on disciplinary literacy in history and social studies, science and technological subjects, however, my naiveté drove me forward to believe the best. The Social Studies Office recruited a group of talented writers from across the state to write lessons, lesson seeds, and develop exemplary professional learning experiences, not nearly enough, but at least it was a beginning. However, social studies educators continue to feel like the red-headed step children fighting for time in the curriculum. I am excited when I think of the great work that the Professional Learning Team is planning for this summer and I pray school administrators understand the importance of teachers' need for an in-depth continuous professional learning experiences as they practice using Disciplinary Literacy (DL) with the latest national document *College, Career, and Civic Life, C3 a State Framework for Social Studies* (www.ncss.org) The primary purpose of the document is to provide guidance to states on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life. C3 is our saving grace....and I look forward to having it implemented at the state and local levels.

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**MSDE...****The New Civil Rights Challenge: The Demise of Social Studies (cont.)**

However, I am still concerned as I visit elementary classrooms where the teachers are reading what they believe to be an appropriate non-fiction text about railroads without providing the historic, geographic and economic significance of railroads in Maryland. Social studies is the discipline that can make those connections in reading, writing, and yes, STEM effortlessly. Some school systems have now virtually eliminated social studies instruction from all of their elementary schools, and some middle schools instructional time has also been impacted. Many students are not getting social studies instruction until the 9th grade. Teacher-educators have discovered that elementary school pre-service candidates are not having an opportunity to observe or practice social studies teaching, especially in schools where teachers are required to spend more hours on reading and math (Pace, 2007).

By now, you might be wondering what's up with the title of the article. My research and others (Gimpel, 2007; Center on Education Policy, 2006; King & Zucker, 2005; Taylor-Thoma, 2009) have suggested that those students in the lowest performing school systems receive the least amount of social studies instruction. Just think about that for a moment. Shouldn't all students have the same opportunities to learn their basic legal and civic rights? It is no secret by now that since 2002 social studies instruction has been greatly diminished and yes, we have a few heroes amongst us. These heroes are the members of the Social Studies Advisory Council and in particular, Senator Mike Miller and President Michael Busch who jointly sponsored legislation (HB 1227 and SB 293 Core Content Areas Accountability Program) to renew social studies importance in the minds of schools, teachers, and local and state policymakers.

Hopefully, you are reading this article and wondering what else you could do in support of social studies. You can begin by joining the Maryland Council for the Social Studies (mdcss.org), get actively engaged, talk to others, seek your own professional learning and attend state, regional, and national conferences. Volunteer at social studies events, such as History Day this spring (www.mdhc.org) or participate, judge or observe at an elementary constitutional event at the Howard County Schools Simulated Congressional Hearings (www.sch.hcpss.org) We need all of you! The leadership at the MDCSS has developed an advocacy link on their website. Think outside of the box and stand up for social studies and the next generation of students' civil rights.

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**MSDE...****The New Civil Rights Challenge: The Demise of Social Studies (cont.)**

OUR GREATEST HOPE....which helps me get out of bed in the morning and drive to Baltimore is that Maryland has been a part of something MARVELOUS for over 3 years now. *College, Career, and Civic Life, C3 a State Framework for Social Studies* published by NCSS on Constitution Day, 2013 will finally bring us back into the limelight. C3 addresses the challenges in *Reimagining Citizenship for the 21st Century: a Call to Action for Policymakers and Educators* ([wwwP21.org](http://www.P21.org)). The Partnership for 21st Century (P21) Skills is a national organization that analyzes and supports education policies for every student. P21 advocates for local, state, and federal education policies that support the same approaches that a comprehensive social studies program includes. Everything in this report screams for more social studies in the schools and that is a call to action we can all support!

Resources

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Reimagining Citizenship for the 21st Century: a Call to Action for Policymakers and Educators. (2014) ([wwwP21.org](http://www.P21.org)).



Web Tools for Teachers

#sschat

Have you ever heard of [#sschat](#)? It's basically a weekly twitter chat that happens on Monday nights that's all about social studies. The chats happen at 7pm in hopes of getting the most teacher involvement.

The Newseum in Washington, DC recently hosted a chat about integrating museum resources into the classroom. Other chats they list on the site are about things like helping pre-service and first year teachers find their way, teaching the State of the Union and using social media in the classroom. The folks who created these chats also host more targeted chats on other nights: #ushistchat, #hsgovchat, etc.

If you try to stop thinking about your class by 7pm or don't do twitter, you can access the archived chats at <http://sschat.ning.com/>. The web page not only has old chats and a schedule of upcoming chat topics but they also host a social studies blog and have chat forums. The ones that caught my eye were about flipped classrooms, Edmodo and sharing resources on Nelson Mandela.

The best thing about #sschat is the volume of resources shared by educators of all stripes from around the world. It gives teachers a chance to get out of the echo chambers of their school or district and find out how social studies educators elsewhere are tackling our common issues.



What is sschat?

SSCHAT is the most frequently used hashtag on twitter for social studies educators around the world. It is a place where social studies teachers, administrators, college professors, preservice teachers, corporate and non-for profit companies discuss innovative teaching methods, and create a collaborative professional learning community.

Collaborate Today!



How can I participate?

1. Join in a live chat on twitter every Monday night 7-8 PM EST by following and using the sschat hashtag
2. Read archived chats or join in a discussion on sschat.ning.com
3. Join the Facebook Group [facebook.com/socialstudieschat](https://www.facebook.com/socialstudieschat)
4. Ask a ? or share a resource on the sschat twitter hashtag 24/7



If you know of other great sites that you'd like to share, please let us know about them! Contact Cindy Waugh at chroniclesubmissions@gmail.com.

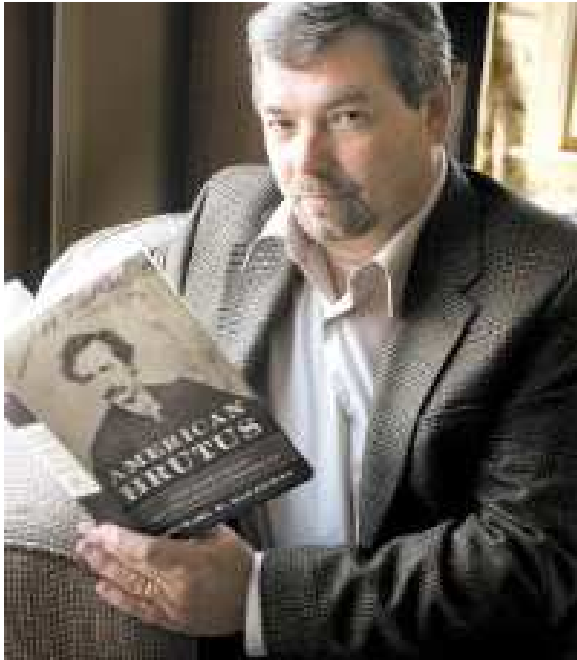
**READING LIKE A HISTORIAN:****Using Primary Sources to Critically Research and Write**

Photo by Jan Henson

Last year, my wife was taking a course, *Reading and Writing in the Content Area*, as part of her graduate studies program in education, and mentioned to me that the Maryland Common Core State Literacy for History/Social Studies Framework requires students to become accustomed to the use of primary source documents and close reads. This was very good news, as I have always advocated using primary sources. I believe that any writer or researcher who doesn't go straight to the original source is in serious risk of repeating misinformation, and that is one of the most pervasive problems with historical writing and news reporting today.

Every time a person uses another person's information without checking its validity, he is, in effect, vouching for the integrity, judgment, and research skills of the original writer. And in the quickened pace of modern life, we are often tempted to look to the Internet for information, and to accept and repeat whatever we may find there. Students should be taught at a young age not to blindly accept information merely because it

is in print or online. Historical inquiry requires an interpretative analysis and it is important that evidence be situated in context, interrogated, and logically synthesized so an accurate account of the past can occur.

My book, *American Brutus: John Wilkes Booth and the Lincoln Conspiracies*, was written using primary sources exclusively and is the result of my historical investigation of Abraham Lincoln's assassination. I have always depended on primary sources, and in using them, have discovered some interesting things. The one people seem to find the most interesting, however, is the location where John Wilkes Booth broke his leg. Anyone who knows anything about the assassination of President Abraham Lincoln knows that, after he shot Lincoln, Booth jumped from the box, caught his spur on the American flag, fell to the stage, and broke his leg. It is one of history's great ironies: The Stars and Stripes enabled justice to be served by slowing the assassin and enabling his eventual capture and death. However, when one looks at primary sources, a different story emerges. The evidence reveals Booth's leg was not broken at Ford's Theater, but at a later point in his escape, when his horse stumbled and fell on him.

In the late 1970's, as I was looking through the eyewitness accounts, I noticed something: Not a single eyewitness reported seeing Booth limp as he fled across the stage after he shot President Abraham Lincoln. In fact, eyewitnesses to the assassination said Booth ran across the stage. As John Wilkes Booth escaped into the April night, authorities had no idea that he had broken his leg.

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**READING LIKE A HISTORIAN:*****Using Primary Sources to Critically Research and Write***

Below are various pieces of evidence that support my historical argument:

- ~ Eyewitnesses at Ford's Theatre gave no indication of the accident, except to say that the assassin landed on the stage off-balance after leaping from the Presidential Box. The more specific accounts say that Booth fell on his right hand and knee, though it was the left leg that was broken.
- ~ When Booth mounted his horse in Baptist Alley (and had trouble with the skittish mare), his left leg bore all the weight of his body, yet he indicated no pain at the time and later doctors did not report seeing signs of trauma to the injury.
- ~ During his escape, Booth told about a dozen people he had broken his leg when his horse stumbled and fell on him. He even said this to some people (such as John Lloyd) who knew about the assassination.
- ~ David Herold backed up the stumbling horse story, adding that he himself was there and helped Booth mount up again right after the accident.
- ~ Sgt. Cobb at the Navy Yard Bridge, who saw Booth 20 minutes after the shooting, noted that the assassin's voice was smooth and that he appeared at ease. Everyone else, from Surrattsville down (after the horse falling incident), said that Booth's voice was cracked in pain.
- ~ Dr. Mudd once said that Booth's pants were muddy when he arrived on the morning of April 15.
- ~ Thomas David, a farmhand at Dr. Mudd's, told detectives that Booth's mare had a badly swollen left front shoulder and a fresh cut on its leg. Davis fed and cared for the horse during Booth's visit.

No one suggested Booth had broken his leg on the stage until after Booth's death, when the diary he had kept during his escape came to light. Booth had written "In jumping broke my leg." The diary entry, however, is exaggerated on other points such as a claim to have pushed through thousands of Lincoln's friends to get to Lincoln. However, this one, somewhat unreliable, bit of information has superseded the hundreds of eyewitness accounts given at the time. Perhaps, in the end it seemed more glamorous that the American flag was the undoing of Booth rather having his horse fall on him.

Michael W. Kauffman is an author, historian, journalist, and television network manager. He is regarded as one of the leading authorities on the Lincoln assassination and has appeared in more than twenty television and radio documentaries, including programs on A & E, the Learning Channel, the History Channel, National Geographic Channel, and the Discovery Channel. The companion documentary to his book, *The Hunt for John Wilkes Booth*, is featured regularly on the History Channel and an informative book/ CD package called *The Footsteps of an Assassin* has been released to commemorate, next year, the 150th anniversary of Lincoln's death.



How Project-Based Learning Can Enhance Student Academic Motivation

By Keith Adams

Introduction

Twenty-first century students are coming into an exciting period in social studies education. With the increase focus on social studies content across the country, students have a chance to explore their natural curiosity about the ever changing and complex world we live in. This excitement also provides social studies teachers the opportunity to develop, create, and design lessons and activities that stimulate student interest in the social studies.

The C3 Framework

The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* was developed to assist social studies teachers in strengthening their social studies programs. By enhancing rigor, creating opportunities for students to critically think, developing problem-solving skills, as well as aligning academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies schools and districts have the ability to improve student engagement in the social studies.

The C3 Framework provides students the opportunity to acquire and apply the knowledge learned from their classes to help them prepare for college, career, and civic life based on the following Four Dimensions:

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Tools and Concepts

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Actions

John F. Kennedy High School Students experience Project Based Learning Experience

Project-based learning is an approach to teaching in which students explore real-world problems and challenges. These types of activities promote active student learning because students are inspired to obtain deeper knowledge about a given topic. By having students engage in the learning process, they develop a greater understanding of the subject material that promotes lasting learning.

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How Project-Based Learning Can Enhance Student Academic Motivation (cont.)

Students at John F. Kennedy High School in Silver Spring, Maryland in partnership with the CKA SAVE Project, a non-profit organization designed to assist students and the people who work with them through educational and professional development had the opportunity to participate in project based semester exams. For their semester exam, students in Economics, Entrepreneurship, and Psychology classes researched a variety of student-generated topics ranging from improving school spirit to student motivation to student financial concerns about paying for college during the first semester of the school year.

The students met weekly with their teacher Mr. Keith Adams to refine and develop their thoughts and ideas. In addition, students had the opportunity to meet with local business and community leaders, former students, as well as other educators to assist them in navigating through the research process. The results were student-created strategic plans presented to a panel of independent judges for feedback. This activity encompasses the ideals of the "Teaching with an Athletic Mindset" concept of the CKA SAVE Project, which promotes high levels of communication, collaboration, and high levels of accountability from both students and teachers. This concept also follows the SDS concept of giving students Structure (Boundaries), Discipline (Accountability), and Support (continual guidance and feedback throughout the process). Students also had opportunities throughout the semester to improve on their public speaking skills as well.

Judges included members of the Montgomery County Public School System Board of Education and Central Office staff, faculty and staff members of the John F. Kennedy High School, as well as extended members of the community. Each judge volunteered to spend at least 90 minutes of their time with the students as they presented their findings. Student presentations lasted between five to ten minutes, followed by one to two minutes of judges' feedback. Following the presentations, students have the opportunity to use judges' feedback to continue their research throughout the next semester and present their updating findings at a later time.

The judges provided students with valuable feedback that students would use to continue to improve their ability to critically think and write. Students will use their feedback to continue their research as well as complete their community activities. Several judges have also committed to provide ongoing feedback to the students.

Student Feedback to Project Based Learning:

At the conclusion of their presentations, students had the opportunity to reflect not only on the judges' feedback, but on the overall project based learning experience as well.

"The feedback was well thought out and it wasn't too critical nor was it too optimistic. It was fair and I agreed with most comments they gave to presentations. The feedback was also plentiful in its content and relevance."

"The judges genuinely seemed interested in what we were researching and were open to everyone's ideas."

"The judges reinforced that we were doing college level work"

"Being able to experience the judging from top positions in our school system was great because of getting professional judging."

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How Project-Based Learning Can Enhance Student Academic Motivation (cont.)

Students' Thoughts on Participating in a Project Based Learning Exam:

"The exam experience not only taught us about how to put together a nice, detailed presentation that could be presented in five minutes, but also a lot about public speaking skills.

"The exam experience tested the skills we had worked on all semester.

"Being able to pick a topic that I was interested in made the project worthwhile. Although the process is time consuming, this exam forced me to understand the importance of time management."

Discussion

This project-based assessment does not want to eliminate the traditional paper/pencil testing method; instead, it enhances the student learning experience. Over 70 students in three different classes (Economics, Entrepreneurship, and Psychology) participated in this semester long activity, with over 88% of the students meeting standard in completing the activity. The students remained engaged throughout the process and gained valuable experience.

In addition, the project-based assessment gave students the opportunity to work not only with teachers of different content areas in the building, but also members of the board of education, employees from central office, feeder schools, as well as other community members. Students and staff all enjoyed the ability to interact on a professional academic level.

Conclusion

Since the beginning of time Social Studies classes have led the way in creating the next generation of thinkers. The C3 Framework provides our students with opportunities to engage in rigorous, but skill appropriate activities, build critical thinking and problem solving skills, and engage in a process that builds engaged citizens. Project-based assessments provide teachers and students the opportunity engage in their subjects in a more meaningful and creative way. It also gives school districts the ability to align academic programs, which is an essential component to the success of the Common Core State Standards.

About the Author

Keith Adams has over 20 years of experience as an educational leader and coach. He is a certified Educational and Athletic Administrator as well as a respected member of the National Association of Basketball Coaches. Currently Keith is working on a Doctorate of Education in Organizational Leadership with an Emphasis in Organizational Development. He is also the Founder and President of the CKA SAVE Project, Inc. A 2013 inductee of the Hood College Athletic Hall of Fame he was also a 2013 Dunkin' Donut Community Hero Award winner.

For more information about this program, including student work samples, please contact Keith Adams at ckasaveproject@gmail.com.

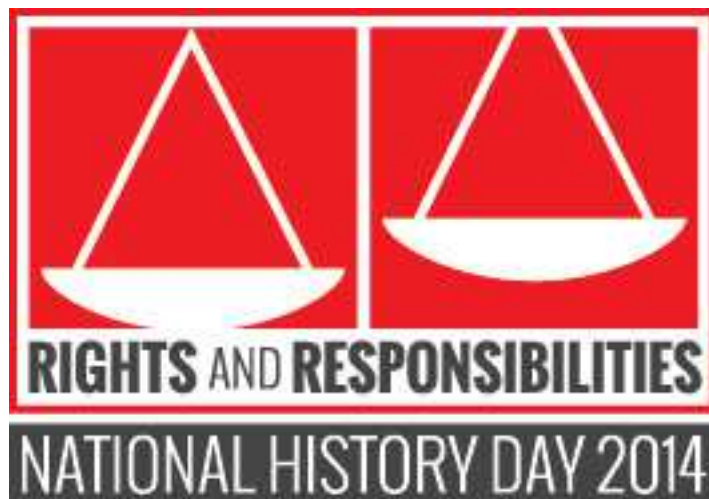


Judges Needed for Maryland History Day!!!

May 3, 2014

Join the Maryland Humanities Council for an exciting day of student scholarship at Maryland History Day, which will be held on Saturday, May 3, 2014 at UMBC. Middle and high school students across the state are currently developing research projects in local, United States, and world history around the theme "Rights and Responsibilities in History." Teachers, librarians, museum professionals, historians and other experts are needed to serve as judges at the state History Day competition, following guidelines established by National History Day. Criteria include quality of historical research, clarity of presentation, and relationship to theme. Judges review projects, interview student contestants, determine the winners, and provide constructive feedback. New judges are welcome and instruction will be provided.

First and second place winners in each category at the state competition will advance to National History Day at the University of Maryland, College Park, from June 15-19, 2014. New and returning judges for the state contest are required to register at <http://md.nhd.org/ud/templates/registerLinks.php?cid=6>. If you have questions, please e-mail Judy Dobbs jdobbs@mdhc.org. Please share this information with your colleagues who may be interested in this meaningful, one day volunteer experience. For information on your local county competition, see the District Contest page on our website.





Maryland History Day is ready to help you with Resources and Workshops

[Contest rules](#)

[2014 theme and sample topics](#)

[National History Day and Common Core](#)

[Outreach support](#)

[Sample History Day projects](#)

District/county competitions take place in March.

The Maryland History Day State Competition is Saturday, May 3, 2014 at the University of Maryland, Baltimore County.

The National History Day Competition is June 15-19, 2014 at the University of Maryland, College Park.

Questions: Contact Judy Dobbs jdobbs@mdhc.org at the Maryland Humanities Council, home of Maryland History Day.



Classroom Connections

A series dedicated to highlighting happenings in classes around the state.

Online GIS Enhances Oregon Trail Story

By Catherine W. Cooper

At a GIS workshop for middle and high school students and teachers, I led an exercise illustrating the story of the Oregon Trail by focusing on the landscape that the pioneers encountered. Adding layers to the basemap of the geographic information system workshop participants could locate the sites and changing conditions along the trail.

Using an elevation model, I traced the route and then we saw the ups and downs of the trail. It is not a steady, gradual incline from about 1,000 feet above sea level in Independence, Missouri, to South Pass through the Rockies and down steadily to 200 feet at Oregon City, Oregon. There were many hills, and the cumulative elevation change is far greater than the difference between the high and low spots. In the more arid climate of the plains, travelers had to substitute an available resource, buffalo chips, for an unavailable one, wood, for cooking fires. Small forts provided limited opportunity to renew supplies. Some landscape features, like Chimney Rock and Independence Rock, were associated with dates by which travelers marked their progress as the season advanced and they risked being stranded in the western mountains in the winter.



Cathy Cooper presents exercise in ArcGIS Online to 4-H members and others

South Pass, a high, 20-mile wide valley that crosses the Continental Divide, made it possible for wagons to make the trip and therefore facilitated this movement, one of history's great unforced human migrations. Watershed boundaries, of course, line up with the Divide, again, reinforcing an understanding of water as a resource. In changing basemaps in the GIS and zooming in on South Pass, workshop participants got a different perspective on details of the Oregon Trail story. The change over time is also part of the story. The Dalles, on the Columbia River in Oregon, was a treacherous stretch of rapids and falls.

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Classroom Connections (cont'd)

Today, the imagery basemap shows a dam and reservoir at The Dalles. We looked at a historic map of the United States in 1825 that has been scanned and “geo-referenced” so that it conforms with the underlying GIS basemap. This original document provides another view of change and perspective. The varying intensity of entries on the historic map indicates the areas of settlement and exploration, where the land was known in detail or known only vaguely.

The Oregon Trail story illustrates how natural features can affect human activities and how humans can change a landscape. By investigating the route and the physical features, students may gain an enhanced appreciation of the pioneer period that may well have shaped the political map of our northwest. The workshop participants added layers to the computer maps, changed the basemap, and investigated the information of the particular sites along the trail. As they panned, zoomed, changed symbols, and configured popups, they learned some of the tools and capabilities of ArcGIS Online, a web-based, browser-accessed GIS. The basemap is easily accessed and projected in a classroom. Simply having a map backdrop, with capacity to zoom to any scale, can help reinforce students’ understanding of the country, the world, and their community.

Among the other activities of the workshop was a science project of the geology of Maryland. Layers of rock types, physiographic provinces, and nested watersheds again illustrate relationships, such as the apparent coincidence that Interstate 95 tracks the fall zone between the coastal plain and the piedmont. It is no coincidence; it is the logical place for a road that connects the major cities of Richmond, Washington, D.C., and Baltimore. The cities grew up where the sailing transports of colonial times had to offload cargo because the ships could not mount the rough waters marking the boundaries of hard rock piedmont with the calm river channels of the sediment of the coastal plain.

The workshop in February was a collaboration between the University of Maryland Extension Talbot County 4-H Program and the Talbot County Free Library, Easton Branch. (All UMD programs are equal opportunity/equal access.) I would be glad to talk to teachers about how I have used GIS with teachers and students to introduce ArcGIS Online and to illustrate a lesson. (Cathy Cooper, email: coopercw@goeaston.net)



MARYLAND HISTORY DAY STUDENTS AND TEACHERS HONORED AT STATE HOUSE

Maryland Humanities Council is proud to announce that 15 outstanding Maryland middle and high school students who received national honors at the annual National History Day competition and three outstanding History Day Teachers were recognized at sessions of the Maryland Senate and House of Delegates on Monday, January 27, 2014.

Each of the students won awards at the 2013 Maryland History Day competition, sponsored by the Maryland Humanities Council, as well as honors at the National History Day contest. The national competition is held annually at the University of Maryland, College Park and involves over 3,500 students from 50 states plus the District of Columbia, Guam, American Samoa and international schools in China, Korea, and South Asia.

Maryland History Day, coordinated since 1999 by the Maryland Humanities Council, is an engaging, year-long educational program in which students showcase their research through interpretive papers, dramatic performances, historical exhibits, multi-media documentaries and websites, based upon an annual theme. The 2013 History Day theme was "Turning Points in History." Over 19,000 middle and high school students from 17 counties and Baltimore City participate in the History Day program. Maryland History Day is open to Maryland public, private, parochial and homeschool students in grades 6 through 12.

The 2014 Maryland History Day state competition will take place Saturday, May 3, 2014 at the University of Maryland, Baltimore County, and will involve over 600 students and 150 judges from throughout the state. This year's theme is "Rights and Responsibilities." Support for Maryland History Day is provided by the State of Maryland through the Maryland State Department of Education and the National Endowment for the Humanities. The Maryland Humanities Council is a statewide, educational, 501(c)(3) nonprofit organization that uses the humanities to stimulate and promote informed dialogue and civic engagement on issues critical to Marylanders. For more information visit www.mdhc.org.



MARYLAND HISTORY DAY STUDENTS AND TEACHERS HONORED AT STATE HOUSE, (cont'd)

The following students were honored on January 27th

STUDENT HONOREES:

Ryan Burton, a student at La Plata High School in Charles County, received recognition for his Senior Individual Documentary entitled "The Titanic Disaster: A Turning Point in Maritime Safety." This is the second time Burton has received honors in Annapolis, having attended the 2010 ceremony for his 2009 documentary project.

Emma Halley, a student at Glenelg High School in Howard County, received the Outstanding Entry Tied to a Historic Site Award, sponsored by the History Channel, for her Senior Individual Exhibit entitled "Votes for Women, Parades, Picketing, and Prison: A Turning Point in the Women's Suffrage Movement." The award is given to the best senior entry that uses at least one historic site as a major focus for research and presentation.

Emma Hunt, a finalist in the Senior Individual Website category, was recognized for her website, entitled "Gallant, Generous, and Disinterested: John Adams and the Boston Massacre." She is a student of the Frederick Homeschoolers group in Frederick County.

Christopher Messer, a student at Folly Quarter Middle School in Howard County, ranked as a finalist for his Junior Individual Exhibit entitled "Operation Urgent Fury: A Turning Point in U.S. Military History."

Brian Mitchell, a student from Bullis School in Montgomery County, received the Star-Spangled 200 Special Prize from the Maryland War of 1812 Bicentennial Commission, in addition to ranking as a state finalist, for his Senior Individual Documentary entitled "Baltimore Polytechnic Institute: A Model of Desegregation Before Brown." The award is given to an outstanding entry that incorporates one or more of four themes: courage, unity in diversity, inspiration, or preparedness.

Elsa Sellmeyer, a homeschool student from Montgomery County, was a finalist and also received an Outstanding State Entry Award for her Junior Paper entitled "Railroad Tracks, Land Tracts, and Digestive Tracts: Turning Points in the Development of Montgomery County, Maryland."

Oriana Theo, from Bullis School in Montgomery County, ranked as a finalist for her Senior Individual Performance "When Hope Fell From the Sky: The Berlin Airlift."

Emily Zhou, a student at Eastern Middle School in Montgomery County, was a finalist in the Junior Individual Website category for her site titled "Chemical Safety Since the Bhopal Gas Tragedy."

Rachel Gold, Anne Kim, and Ankita Reddy, students at Richard Montgomery High School in Montgomery County, were finalists in the Senior Group Documentary category, for their documentary "Morality and Immortality: The Cultivation of Human Cells."

Christine Ims, Christiniana Nisbet, and Laura Osborne created a Senior Group Exhibit, "The Battle of Antietam" was selected by students for display at the Smithsonian National Museum of American History. They attended Huntingtown High School in Calvert County.

Continued next page



MARYLAND HISTORY DAY STUDENTS AND TEACHERS HONORED AT STATE HOUSE, (cont'd)

The following teachers were honored on January 27th

TEACHER AWARDS:

Patricia Behring Middle School History Day
Teacher of the Year:

Christine Pritt, Frederick Homeschoolers, Frederick
County

Patricia Behring High School History Day
Teacher of the Year:

Alix Medor, Northwood High School, Montgomery
County



PARTICIPANTS IN THE NORMANDY: SACRIFICE FOR FREEDOM INSTITUTE

[The Albert H. Small Student and Teacher Institute](#) selects

Student Honorees, Annapolis, Maryland
January, 2014

fifteen student/teacher teams, chosen nationwide, to engage in a rigorous study of D-Day and World War II in the D.C. area each summer. Groups also travel to France to participate in a day of remembrance at the American Cemetery in Normandy.

Amie Sanner Dryer, teacher, Calvert High School, Calvert County (also named the 2011 Patricia Behring High School Teacher of the Year)

Hannah Aris, Student, Calvert High School, Calvert County



The 2014 *We the People* Simulated Congressional Hearing State Competition, co-sponsored by the Center for Civic Education, was held on March 6, 2014 at the Carver Professional Development Center in Gambrills, Maryland.

Participating High Schools

Boonsboro High School, Washington County Public Schools, District 6 (2nd Place)

Gerstell Academy of Finksburg, Maryland, District 1 (3rd Place)

James Hubert Blake High School, Montgomery County Public Schools, District 8 (1st Place)

LaPlata High School, Charles County Public Schools, District 5

Randallstown High School, Baltimore County Public School System, District 2

Winners

1st Place

James Hubert Blake High School

Montgomery County Public Schools

District 8

2nd Place

Boonsboro High School

Washington County Public Schools

District 6

3rd Place

Gerstell Academy

Finksburg, Maryland

District 1

Both the 1st and 2nd Place winners will be representing Maryland at the National Finals, April 25th through the 28th.

**2014 MIDDLE STATES COUNCIL FOR SOCIAL STUDIES CONFERENCE WINNERS**

The following teachers were honored on February 22nd at the Middle States Council for Social Studies Conference held in Tysons Corner, Virginia.

Harry J. Carman Award recipient for 2014 For Research in the Middle States region is *Dr. Bruce Van Sledright* of the Baltimore County Public School System.

Middle States Council Presidential Award for 2014 for the publication of College, Career, Civic Life C3 for State Social Studies Framework was awarded to *Susan Griffin*, Executive Director, and *Michael Simpson*, Publication Director, both of the National Council for Social Studies.

Distinguished Service Plaque recipient for 2014 is *John Roy*, Executive Secretary of Middle State Council for Social Studies.

Award of Honor for 2014 was awarded to *Mary Davis*, President of the Middle States Council for Social Studies.

The Collins-Skinner Award for 2014 is *Eric Phillips*, Social Studies Resource Specialist of Frederick County Public Schools.

The Cohen-Jordan Award for 2014 was awarded to *Amy Cherenowsky* of Athens, Pennsylvania.

Bernice Samalonia Scholarship Recipient for 2014 is *Antonio Checchia* of Muhlenberg College in Pennsylvania.



Opportunities

Mt. Pleasant Remembers the Civil War



Bring your students to the [Howard County Conservancy](http://www.hcconservancy.org) to discover the history of the Civil War in Howard County! Students will

- ~ Use GPS technology to engage in Civil War geochallenges.
- ~ Explore the environmental effects of damming of the rivers during this time period.
- ~ Tour the outbuildings and become acquainted with farm life during the Civil War.

For more information, please contact Ann Strozyk at 410-465-8877, extension 102.

The [Howard County Conservancy](http://www.hcconservancy.org) is Howard County's first environmental education center. Over seven thousand students at all grade levels, participate in programs at the Conservancy each year including field trips, service learning, scout activities, and camps. For more information on the variety of educational programs offered, visit <http://www.hcconservancy.org/educational-program-overview.html>.





www.mdcss.org

MDCSS is dedicated to supporting social studies education in all of its forms in order to promote an educational experience for young people that encourages cultural understanding and a fundamental respect for human dignity, while preparing students for success in the 21st century.

Goals:

- To promote and support social studies education in Maryland and the United States
- To build a community of social studies educators in the state of Maryland
- To advance cultural understanding through social studies instruction that teaches respect for human differences and an appreciation of diversity
- To provide high quality professional development and instructional resources for Maryland social studies teachers
- To recognize excellent social studies teachers and programs at the elementary, middle, and high school levels

Calendar of Events

April 2014:

April 26: [Multicultural Education Conference](#), North Caroline High School, Ridgely, MD

May 2014:

May 03: [Maryland History Day Contest](#), University of Maryland Baltimore County

June 2014:

June 15-19: [National History Day Contest](#), University of Maryland College Park

For even more events go to <http://mdcss.org/events/>.