It is no secret that, as teachers of social studies, what we read in our precious “spare time” informs the teaching that takes place in our classrooms. If you have time to read only one book this year, please let it be the non-fiction “Half the Sky: Turning Oppression into Opportunity for Women Worldwide”, by Nicholas Kristof and Sheryl WuDunn, published by HighBridge Company in 2010. A two time Pulitzer Prize winner, Kristof, and his wife, journalist Sheryl WuDunn, have long voiced their findings in an effort to raise awareness about not-so-secret child trafficking rings, and other atrocities regularly visited upon women.

Don’t let the title scare you. Not only is this book widely acclaimed, but it has fostered an entire movement, as well as a four hour PBS television special, and a movie, aimed at taking on one of the most pervasive, and invasive, human rights issues of all times: the physical and economic oppression of half the world’s population. It’s an issue that most of us recognize intellectually, but may feel is simply beyond anyone, or any government’s, capability to resolve. But take heart. While once slavery was viewed as an inevitable way of life, now it is widely rejected, and so, hopefully one day, maybe abuse of women as well. People and organizations out there are making a difference, and you can help. In “Half the Sky”, Kristof and WuDunn provide lists of resources, and many suggestions as to how everyone can take part in raising the quality of life for at least half the world’s people. A credible, accountable movement, it is joined and supported by the Gates Foundation, BRAC (the largest anti-poverty organization in world microfinance), and the Council on Foreign Relations, to name just a few.

“Half the Sky” focuses on three very real abuses: sex trafficking and forced prostitution (slavery), gender-based violence in cultures across the globe (including “honor killings” and mass rape), and maternal mortality. It also puts forth practical solutions to the problems, and emphasizes that while the issues are pervasive, it is a hopeful cause, not a bleak one. While it is heart wrenching and difficult to read the stories of individual girls and women who have been subjected to these atrocities, it is also inspiring to read how some of these women have been able to overcome violations and move on to make real changes in the lives of other women, and to combat these abuses in their own communities and cultures. This book is as much about empowerment as it is about violence, as pragmatic in approach as it is horrific in content.

“Half the Sky”, like Greg Mortenson’s series of books highlighting his efforts to build schools for girls in Central Asia, strongly advocates education of women as a way to improve the quality of life for future generations. But women must be alive to accomplish this.

As pointed out in “Half the Sky”, in 1990 Amartya Sen, the Nobel Prize winning economist, using a gauge with gender-population as it’s driving force, estimated that more than 100 million women are “missing” from the globe. In regions where girls and women have a deeply unequal status, they simply vanish. Today the numbers are even higher, illustrating that this is a deepening trend. It is a high-stakes issue, a life and death topic, and certainly one that must be broached in high school social studies classes. A good beginning to the abolishment of modern day slavery is in the reading of Kristof and WuDunn’s “Half the Sky”.

Joanne Wetzl
FCSS President
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**Lesson Plan**

Lewis & Clark: A QR Code Expedition
The Dust Bowl Educator’s Edition

The Educator’s Edition includes curriculum that examines the worst man-made ecological disaster in American history.

- Standards-based lessons and activities grades 7-12
- Lesson activities build academic and critical thinking skills, and ideas for culminating projects

Item No.: DUSB700

American Experience: Death and the Civil War

Explores how the American Civil War created a “republic of suffering” and charts the impacts and changes created by the presence and fear of death during the War.

Mariachi High

A year in the life of competitive high school mariachi musicians in the top-ranked ensemble Mariachi Halcon.

American Experience: Freedom Riders

An astonishing testament to the accomplishment of youth and what happens when personal conviction and the courage to organize combine.

Up Heartbreak Hill

A moving look at a new generation of Americans struggling with what it means to be Native American in the contemporary world.

To purchase these and other award winning resources, visit shopPBS.org/teachershop or other authorized distributor sites.

Contact your FCSS Representative & FCSS Board of Directors at

www.fcss.org/about_FCSS/your_board
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Registration Form
56th Annual Conference, Plaza Resort and Spa, Daytona Beach, FL  October 25th-27th, 2013

Please type or neatly print all information

Last Name:______________________________________________________________________ First Name:________________________________________________________________________

Home Address:___________________________________________________________________________________________________________
City:_____________________________ State:________ Zip:_____________________________
Home Phone:_____________________ Home Email:________________________________________________________________________

School Name:________________________________________ County:___________________________
School Address:_________________________________________________________________________________________________________
City:_____________________________ State:________ Zip:_____________________________
School Phone:____________________ School Email:________________________________________________________________________

This is my first FCSS Conference:_________ This is my first year as a teacher:__________
FCSS may decide to share your address with like-minded, recognized non-profit organizations. If you do not wish to have FCSS share your name, email, or home address, initial here:________

Purchases

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General Conference Information

- Purchase Orders WILL be accepted.
- NO REFUNDS WILL BE GIVEN!
- Confirmations will be sent via email. Please make sure your email addresses are listed correctly.
- Preconference participants must:
  - Register using the # code from the preconference descriptions.
  - Pay the conference registration fee.
  - Pay the preconference fee.
- Unregistered guests may attend the Saturday dinner at a cost of $45.00
- Pre-ordered dinner tickets are $40.00 for Conference registrants. Tickets will be on sale onsite FRIDAY ONLY for $45.00.
- *Undergraduate and graduate students must attach/show evidence of full time student status.

Mail Completed Registration to:
Ralph Egolf, Executive Director FCSS
901 38th Ave. NE
St. Petersburg, FL 33704
Ph: 727-538-7410 ext. 2342 Fax: 727-507-4030
Email: ralphegolf@fcss.org

Do NOT mail or fax this form without payment

Do NOT mail after October 18, 2013

Questions

Leslie Lee      Mark O’Hara
Conference Coordinator  Conference Registrar
Tel. 305-989-0130  Tel. 727-538-7410 ext. 2402
Email: leslielee@fcss.org Email: markoho@fcss.org
Florida Council for the Social Studies is hereby authorized to reserve exhibit space for the company/organization listed below. (Please print so that we can be accurate.)

Name of Company/Organization: ______________________________________________________

Name and Title of Authorized Contact __________________________________________________

Mailing Address ___________________________________________________________________
________________________________________________________________________________

Telephone: ______-_______-________       Fax: ______-_______-________

E-mail (I must have and be able to read this): __________________________________________

Booth sign provided should read: ____________________________________________________

Names of representatives attending conference: (2 per booth space - all others must register for the conference) ________________________________________________________________
________________________________________________________________________________

Payment of $_____________ will send to reflect the following:

$450 for each booth (10 feet wide x 8 feet deep); $350 for each additional table
$250 for each not-for-profit table space. This area is open to the public and cannot be secured.

Checks should be made payable to Florida Council for the Social Studies

Return with payment to:  Susie Fogarty, Exhibits Chair
Martin County High School
2801 S. Kanner Hwy.
Stuart, FL  34994
772-219-1800  ext. 271
FAX: 772-219-1821
SusieFogarty@fcss.org
Florida Council for the Social Studies
Pre-Conference Workshops
Friday, October 25 • 8:30 AM - 3:30 PM • Plaza Resort and Spa, Daytona Beach, Florida

**W1: Echoes and Reflections – a multimedia curriculum on the Holocaust**
Stephanie McMahon-Kaye, Int’l School for Holocaust Studies of Yad Vashem, Jerusalem, Israel (Middle and High)
$25.00 ($15 for full-time college students)

*Echoes and Reflection:* The award-winning curriculum developed by the Anti-Defamation League, the USC Shoah Foundation Institute, and Yad Vashem, includes everything educators need to teach the complex issues of the Holocaust to today’s students.

This curriculum unit consists of 10 lessons beginning with life before the war and antisemitism and taking teachers and students through the Holocaust and ending with the return to life. The unit includes a DVD of over 50, 3-5 minute survivor testimonies that are connected to each individual lesson.

A complimentary copy of the curriculum will be given to each teacher in attendance. I will present 4 lessons from this resource guide to the teachers:
- Lesson #1 – Studying the Holocaust
- Lesson # 4 - Ghetto
- Lesson # 5 – the Final Solution
- Lesson # 7 - Non- Jewish resistance

**W2: Middle School Civics EOC**
(Middle)
$25.00 ($15 for full-time college students)

***This workshop combines the following two presentations***

A. *Everything You Always Wanted To Know about Florida’s Social Studies EOC Assessments . . . but were afraid to ask!
Randall G. Felton, Ph.D., Test Development Center [FDOE]*

Florida embarked on its first ever Social Studies census assessment plan with High School U.S. History in 2009 and followed up with Middle School Civics in 2010. This half-day session will be a comprehensive review of where the process has been and where it is headed. It will be divided in to three segments of roughly one hour each:

- **Background:** The origin of the assessments, test item specifications, cognitive complexity, sample assessment items, test blueprint, and implementation schedule will be presented.

- **Evolution:** The evolution of the assessments over the past four years with emphasis on potential impact for students, teachers, schools, and districts will be presented and discussed.

- **Initial Results:** A review of the statistical results of the U.S. History Base Line Assessment administered this past spring (*the first ever social studies census test given in Florida*) will be outlined.

B. *Preparing for the Civics EOC*
Annette Boyd Pitts, Executive Director; The Florida Law Related Education Association, Inc.

This hands-on, half-day session will introduce participants to the nuts and bolts of preparing for the Civics EOC. Participants will work with staff of the Florida Law Related Education Association, Inc. and Civics EOC Committee members to examine the critical components of EOC preparation and explore a multitude of resources to supplement traditional textbook instruction. Participants will take a spin on the newly updated Civics Curriculum Wheel aligned with the civics and government benchmarks. Annette Boyd Pitts, Executive Director of the Florida Law Related Education Association, Inc. served as an original writer and framer for the civics and government middle and high school benchmarks and currently serves on the Civics EOC Committee. Pitts will be joined by other EOC Committee members and staff to provide practical tips and resources to facilitate effective preparation.

**W3: The Holocaust and Human Rights**
Dr. Rose Gatens, Director of The Florida Atlantic University Center for Holocaust and Human Rights Education; Maureen Carter, K-12 Holocaust Studies Program Planner; Linda Medvin, Chairperson of the Commissioner’s Task Force on Holocaust Education (All Grades)
$25.00 ($15 for full-time college students)

This workshop will show the correlation between the Holocaust and Human Rights and the origin of modern
human rights. There will be culmination with the showing of The Last Survivor and curriculum provided by Florida Atlantic University. We will also show the materials and the website from Florida Atlantic University and some of the proposed changes being made to the Florida State curriculum on the Holocaust and human rights.

**W4: Effectively Integrating Primary Sources in the Social Studies Classroom**  
Steve Beasley, s3strategies  
(Middle and High)  
$25.00 ($15 for full-time college students)

Invite your students to do the work of a historian! Learn strategies that utilize common core literacy standards as you empower students to discover the mysteries found in historical documents. Utilize instructional techniques that teach students how to analyze a variety of complex text and materials including primary and secondary sources, works of art, graphic representations, maps and other historical documents. Experience learner-centered lessons that relate to and engage students. Strategies aligned to common core literacy and Next Generation Sunshine State Social Studies Standards.

Understand how primary sources are critical to the Common Core Language Arts standards. Learn engaging strategies to teach students how to master difficult, complex text. Learn techniques to teach higher-ordered thinking skills. Allow students to become historians.

**W5: What happens to a country and its people after Genocide?**  
Dr. Mishy Lesser & Mr. Adam Mazo, Directors at Coexist  
(Middle and High)  
$25.00 ($15 for full-time college students)

We will use award-winning documentary, Coexist, on post-genocide Rwanda to explore what happens to victims and perpetrators after genocide. Film’s four-lesson Teacher’s Guide helps teachers facilitate students’ acquisition of historical knowledge, development of empathy, and ability to think critically about historic events. Teachers will analyze text, engage in active moral reasoning, and adapt learning activities for classroom use.

Experienced genocide educator, Dr. Mishy Lesser, and Coexist’s director, Adam Mazo, challenge educators to learn about legacy of colonialism and genocide to better grasp the dangers of “othering.” Workshop prepares educators to capably facilitate difficult conversations about difference, othering, forgiveness, and role of international community as a bystander during the Rwanda genocide. Participants will receive a free copy of the DVD and link to a PDF of the Coexist Teacher’s Guide.
In a recent study conducted by the Study of the American Dream at Xavier University (Greene, 2012), findings revealed that one in three voting-age American citizens could not pass the civics portion of the United States Citizenship Test. Additional findings revealed:

- 85 percent could not define “the rule of law.”
- 75 percent did not know the function of the judicial branch.
- 71 percent were unable to identify the Constitution as the “supreme law of the land.”
- 63 percent could not name one of their state’s U.S. Senators.
- 62 percent did not know the name of the Speaker of the U.S. House of Representatives.
- 62 percent could not identify the Governor of their state.

Building knowledgeable and effective citizens is a lifelong process beginning in the earliest years. With Florida school districts preparing for the new middle school civics end of course exam, teachers and administrators alike are exploring the most effective instructional options not only for the seventh grade course but also targeting the fifth grade civics and government benchmarks. Students entering middle school will be better prepared to meet the new civics standards if they come in with a strong foundation from elementary school focusing on civic concepts and vocabulary as well as constitutional content. The most successful districts will be those who do not place the full weight of the Civics End of Course Exam solely on the shoulders of the seventh grade civics teacher. Fourth and fifth grade teachers should also be preparing students for this new middle school challenge by effectively implementing the elementary benchmarks in civics and government. To achieve better results in middle school, the Florida Law Related Education Association, Inc. suggests a solid constitutional education foundation in upper elementary grades to help prepare students for the new middle school requirements. Fifth grade US History teachers utilizing the We the People,. the Citizen and the Constitution elementary curriculum materials and classroom mock congressional hearing model will provide a concrete, substantive environment to help students advance to seventh grade civics with the knowledge, skills, concepts, and vocabulary essential for a successful transition. We the People: the Citizen and the Constitution is an elementary, middle and high school curriculum with a culminating mock congressional classroom hearing component to help students demonstrate their newfound constitutional knowledge and apply to contemporary issues. The text cultivates a substantive, rich foundation for building conceptual knowledge throughout the grade levels.

Administered nationally by the Center for Civic Education and in Florida by The Florida Law Related Education Association, Inc., We the People has been the premier program in civics education since its inception in the 1986. Classroom sets of texts were provided at no cost for many years under the Education for Democracy Act but recently congressional funding has been cut for the program. The Florida Law Related Education Association, Inc. continues to sponsor the program in Florida hosting middle and high school state level hearings, providing professional development opportunities at all grade levels, aligning the materials to the NGSS and Common Core Standards, and assisting districts in locating sponsors for classroom sets of materials until funding is restored.

In elementary school, the program provides an excellent introduction to key concepts, ideas and content pertinent to the incoming middle school civics emphasis. Additionally, the program incorporates a plethora of
methodologies and activities to reinforce processes as well as content. The mock congressional hearing at all grade levels provides a rigorous and relevant model enriched with primary source documents and challenging text based discussions combined with opportunities to develop and question personal perspectives. These hearings are an essential component to the ongoing study of the We the People text. Research has documented that high school students who actively engage in the We the People program by participating in the curriculum and competitive simulated congressional hearing outperform their peers and university students on civics-based tests by 36%. Additionally, We the People high school graduates vote at consistently higher rates than students who do not utilize the program. Through the simulated congressional hearings, on both a competitive and a non-competitive level, students are gaining valuable critical thinking, reasoning, public speaking, and cooperative learning skills while learning about the United States Constitution and Bill of Rights. These factors are essential for helping students feel more politically effective and participatory.

The culminating activity of the We the People curriculum, the mock congressional hearing, is a classroom simulation at all grade levels. But middle school and high school classes also have the opportunity to compete at a state level competition. At the national level, the winning high school class from Florida represents the state at the national competition. Florida students have excelled in the program throughout the years. A unique characteristic of this program is that the entire rostered class participates as opposed to individually selected students who may be the best and brightest. This ensures that all students in a class participate in and contribute to the hearings. Teams from throughout the state participate in the We the People State Finals held annually in Orlando during the month of January.

Building effective and knowledgeable citizens is a lifelong process beginning in the earliest years. The We the People program begins a solid foundation for civic education in elementary school building student knowledge and skills for successful transition to middle school, high school, and ultimately adult life. The civics and government benchmarks in Florida beginning in the earliest elementary grades help build that foundation. Elementary classes, 5th grade in particular, can utilize the We the People curriculum and mock congressional hearing model to learn about the purpose of government, rights and responsibilities of citizens, and a host of constitutional principles and topics. By building a firm foundation in civic concepts at the elementary level, students will enter the middle grades with prior knowledge that will be highly beneficial when preparing for the civics EOC exam.

For more information on the We the People: the Citizen and the Constitution program in Florida, including program materials and dates, please contact Erin Crowe, Program Director for The Florida Law Related Education Association, Inc., at ecrowe@flrea.org or Annette Boyd Pitts, Executive Director, at ABP@flreaED@aol.com. For information on ordering books, click on the link below.

http://new.civiced.org/wtp-the-program/curriculum/textbooks

Works Cited
REDEFINING and RESTRUCTURING the Classroom to INCREASE STUDENT SUCCESS

Justin Muenker

In an industry that continuously changes, some things somehow remain the same. While strategies, legislation, technology, textbooks, and evaluations all change for better or for worse; it is always with the intention of educational progress. While the teaching field as a whole is an amorphous industry, there are many aspects of education that seem concrete and do not progress. In this article, I will outline a strategy a group of teachers including myself have explored in an effort to continue to expand our abilities to better teach our students, while simultaneously attempting to put to practice pre-existing theoretical education theory.

At Freedom Middle School in Orlando, Florida we have quite a diverse group of students. We are a Title I school with 77.2% of our students on free and reduced lunch. Our ethnic diversity is as follows: 49.7% Hispanic, 18.6% White, 20.3% Black, 3.8% Multicultural, .5% Native American, and 7.1% Asian. Our students, like students from any school range wildly in ability level. As a 7th grade Civics team, we designed our Citizenship Unit around the concept that we could reach every student and maximize the learning experience for that student by restructuring our idea of a classroom.

One of the most difficult challenges in education is ensuring that all students understand the content, while simultaneously challenging students who have already achieved mastery on a subject. This problem was at the forefront of our minds as we approached our unit on Citizenship. The rest of this article will outline our specific procedures for the unit.

The first step to this unit was ensuring our 7th grade team was on the same page as far as our daily progress. Leading up to the unit we made sure we planned together, shared resources, focused on the same state benchmarks, and even posted the same daily learning goal. This approach focused on establishing a school wide norm for our social studies students. We collaboratively designed our assessments and both our remediation as well as our enrichment project as well to ensure our grade level students were all focusing on the same content.

As we introduced the unit to the students, we proceeded with our instruction in a traditional manner. The Citizenship Unit takes approximately two weeks in our school and the first week was spent with students following their daily schedule and learning from their teachers during their class periods. We instructed the students with vocabulary practice, interactive technology implementation, presentations, and a common quiz at the end of the first week to assess student retention as traditional teaching practices.

Once we had our students’ scores we met as a team and reshuffled our entire rosters. Students who did not achieve what we pre-established as mastery level of a score of 70 or higher on the assessment were separated not by teacher but by class period and testing information. Students who did establish mastery were separated into another group. Our end result was a completely mixed up list of students who were separated into different groups based on class period and understanding of our focus topic. In
commenting on the design of the project, Social Studies Coach Michelle Alford said, “Intervention and Enrichment is at the heart of what we do as teachers. Helping students learn and then taking them beyond the classroom is what makes for meaningful education…7th grade Social Studies teachers create meaningful education.”

Since one group of the students hadn’t yet mastered the concepts needed for our benchmark, that group of students was sent to one teacher who anchored the remediation and re-teaching for the entire week. ELL and ESE personnel were able to schedule classroom visits to help with specific accommodations and needs while the teacher focused on the content with new strategies. The teacher who anchored the remediation group, Kelly Delaney, used strategies such as flip books, Frayer Models, and visual aids to ensure each student’s needs were met and content was retained. “Providing a small group setting for the re-teaching of key concepts and vocabulary in the Citizenship Unit allowed for more one on one instruction and small group activities to help students process and master the material,” Delaney said.

Since the second group of students had already mastered the concepts required, rather than continue to keep them in the classroom where re-teaching was taking place, they were sent to the media center to work on an enrichment project. The enrichment project involved students working in pairs to independently research someone they considered an “exceptional citizen.” Students were given the freedom to pick any famous American they could justify as possessing the skills of an “exceptional citizen.” Once they identified their research project, the students had to take biographical notes, write an essay, and film a short video clip about their “exceptional citizen. This gave the students an opportunity to expand on the citizenship unit while simultaneously challenging them to develop their research skills, persuasive writing ability, creativity, and ability to work within a group.

While each group was graded for the artifacts they created during their class time, this approach of re-defining our interpretation of who “our” students were and what our traditional classroom should look like increased our students’ results by quite a bit.

During our previous unit taught without this strategy, students achieved mastery of a 70% or higher at a rate of 79.7%. During this unit where students were given the opportunity to both expand their understanding, develop their content knowledge base, and interact with the content in a more meaningful way, they achieved mastery of 70% at a rate of 90.1%. While there are certainly areas to improve our success, the evidence of our experiment was surprisingly effective. As a team we’ve discussed ways to improve our strategy for future unit lessons but the fact that we were able to increase comprehension for core content while simultaneously challenging students who had already achieved success with those strands makes this particular approach something our team will use going forward.
Introduce Podcasting to your Social Studies Classroom

Teresa Bergstrom, M.Ed.
Pinellas County Schools

Abstract
iPods are viewed as modern technology for the modern student (Vess, 2006). Evidence suggests that use of iPods in an educational setting support the theory that mobile technologies can enhance learning methods. Students benefit through the enhancement of technological learning related to the use of iPods and podcasting in the classroom setting. Teachers can locate ready made podcasts through Internet research, create teacher made podcasts using user-friendly software, and provide opportunities for students to create podcasts through access to technologies available in the classroom. Twenty first century learning can occur with just a press of a button.

Introduction
“You want me to do what?” proclaimed Karly, an eighth grader who was fond of the customary, yet predictable, classroom routine. “Close the textbook and turn on your iPod,” announced Mrs. Gonzales. Karly, along with his classmates, were caught off guard by Ms. Gonzales’s directive. Not every day did a teacher direct students away from the 10-pound paperweight of a textbook in exchange for mobile technology that is usually not allowed in school. Increasingly, teachers are finding that mobile technologies can be a useful and integral part of their pedagogical approach.

Why podcasts?
Like Mrs. Gonzales, there seem to be various reasons why researchers, educators, and students are attracted to the notion of using iPods for podcasting purposes. Podcasts are audio, video, text, and other media files that can be played to share information on a variety of topics. The creation of podcast files has increased exponentially in recent years. For example, Apple’s iTunes Store offers over 100,000 podcasts, covering a wide range of subjects varying from the independently created to well-known resources such as the Smithsonian, CNN, and widely syndicated newspapers (Apple Computers, Inc. 2012).

Listeners download or subscribe to podcasts with the use of Really Simply Syndication (RSS) technology. The files automatically download episodes to a desktop computer or portable device at any time. This accessibility makes it possible for students to use podcasts for independent study and inspiration for the creation of their own podcasts (Churchill, 2007).

iPods are viewed as modern technology for the modern student (Vess, 2006). Researchers who favor the use of iPods in an educational setting support the theory that they are more than a novelty item and that they enhance learning methods. Students benefit through the enhancement of technological learning related to the use of iPods and podcasting in the classroom setting. For example, educators have focused on specific audio capabilities (Hindle et al., 2006; Branzburg, 2006), accessibility (Frydenberg, 2008), video (Brookshire, 2007), and convenience and entertainment (Windham, 2007).

Frydenberg (2008) and Hindle (2006) evaluated student-created podcasts based on course lectures. After issuing a survey to his students, findings suggested that podcasts were useful in supplementing lectures where his students gained a profound interest in subscribing to and creating podcasts. Within his conclusion, Frydenberg suggested that podcasting is a useful tool for disseminating course information to students and becomes even more powerful when students are responsible for creating that content for their classmates (Frydenberg, 2008). Hindle conducted in two 4th grade classrooms successfully demonstrated the use of audio texts as they were incorporated within meaningful and authentic experiences to support student achievement of nominated outcomes (Hindle, 2006). Students used iPods in a number of ways, such as recording interviews between the students and others within the school community, recording experiences (such as field trips) on the iPods for later annotation and editing, compiling audio logs to record learning experiences, deconstructing audio texts (Hindle, 2006).
French (2006) suggests the need for research on the use and designed studies that investigate not just whether students use or like it, but how podcasting can be used to increase learning. Patten and Craig (2007) suggest that iPods can enhance learning when used with English language learners (ELLs) in the elementary and middle school settings. They reported a significant increase in comprehension skills as measured by standardized tests when using iPods for journaling and reading purposes (Craig 2007). For other teachers to gain similar results by enhancing student learning through the use of mobile technologies, there needs to be professional development training which allows new technology to be used pedagogically in innovative and appropriate ways (Ferry, 2008). Furthermore, Union City and Perth Amboy school districts in New Jersey also use podcasting technology to assist ELLs. ELL students learn English quicker than in a traditional ELL classroom by using podcasts to help with language acquisition and speaking skills (Hu, 2007). Hu determined that student participants successfully complete transition into a general education classroom within a year, in comparison to the national average of 4 to 6 years.

Podcasting: A Content-Filled Experience
Teachers can use podcasts in their classrooms in a multitude of ways, although there are three approaches that seem particularly effective. First, teachers can assign students to subscribe to and access podcasts created by others, by their teachers, and by themselves, or other students. Ready-made podcasts are easily accessible through various sources. For example, the Education Podcast Network offers a variety of podcast programs created by teachers, organized by content area, for teachers to access. Another option for teachers to access podcasts by topic is through Podscope, a podcast database search engine that will identify podcasts based on the transcript. The Brearley School, a private girls’ school on the Upper East Side of Manhattan, uses podcasting to supplement foreign language textbooks, as well as music, drama, and English classes. Teachers can also create their own podcasts, especially for their students’ review materials. Teachers at Jose’ Marti’ school in Union City, New Jersey created podcasts on test-taking tips (Hu, 2007). Teachers at Massaponax High School in Virginia also developed podcasts for student usage. For example, one teacher created different podcasts as a way to review for an upcoming AP World History Exam while another created WWI and WWII review podcasts, all the while providing additional information on figures pivotal to that era. Lastly, Nauset Public Schools in Orleans, Massachusetts, has created a series of teacher-created podcasts focusing on the use of technology in curriculum (Schrock, 2006).

When students listen to podcasts that are created by their peers, we witness something magical take place while student-centered learning occurs. Berson (2009), for example, reports that student participants are actively engaged in research collection, build communication and speaking skills, all by grabbing their audience’s attention with sound. It also allows students to engage in meaningful and motivating activities that benefit the common good of the classroom (Tinker et al., 2007). Many schools are producing radio shows, by posting podcasts to the school website. Created by seventh grade students at Longfellow Middle School in La Crosse, Wisconsin, Coulee Kids has been producing podcasts for years that could be used in various subject areas, focusing on specific topics from the process of photosynthesis, the causes of the Civil War, and bullying prevention (Selingo, 2006). Another project allows students to design and produce podcasts based on their community. Our City Podcasts provides resources to students on effective podcasting, as well as lesson ideas for how to use these resources in the classroom. (Tinker et al., 2007). There are also ready-made rubrics available through basic Internet search so that teachers evaluate student-created podcasts effectively based on typical criteria needed to design and produce a creative podcast. There are a few issues research suggests connect with the use of iPods and podcasting in the classroom setting. Like other technologies, podcasting requires students and teachers to learn how to use recording, editing, and conversion software. Yet once students are familiar with the software, the process of creating a podcast becomes easier to manage. Also, even though the use of technology creates opportunities for students to engage in 21st century learning, it is time consuming and challenging for an inexperienced teacher, or digital immigrant (Palfrey and Gasser, 2008).

However, with patience, practice, and a focus for student-centered learning, teachers realize that no matter how a podcast is created or facilitated in a classroom setting, there are advantages of its use. First and foremost, podcasts allow students to easily review content material or missed classroom content. Once the podcasts are downloaded students can access them wherever they have recorded the mp3 files, whether they are doing
chores, exercising, or riding to and from school, making learning relevant outside of the classroom. Podcasts also assist in language development, especially for English language learners. By exposing bilingual students to the English language at home, as well as school, podcasts enable students to learn the English language quicker in relation to a traditional classroom setting (Craig & Patten, 2007). Classroom podcasting also boosts confidence in their point of view, shifting their ability to remain a passive consumer to a producer of curricular content (Berson, 2009). Lastly, podcasts provide students the opportunity to think critically and creatively all the while they share their knowledge with a broader audience. Students tend to be intrinsically motivated when a sense of ownership and pride is placed in their work. These work-related skills set a foundation for higher levels of academic achievement later in their education and future career.

Just Press Play...
Teachers like Mrs. Gonzales provide learning experiences that are meaningful and challenging for students like Karly, so that students are all actively involved in their own learning experiences. Research tends to lean heavily toward the benefits of using podcasts in the classroom setting, in relationship to the issues related directly to this particular means of mobile technology. It is still too soon to tell the full impact of educational podcasting, yet the short-term impact of the studies mentioned provide ample data to suggest that students are benefiting wholeheartedly from listening, sharing, and creating podcasts in the classroom setting.

References
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Biography
Teresa Bergstrom, M.Ed. is a teacher at Dunedin Highland Middle School’s Center for Gifted Studies in Pinellas County, Florida and a doctoral student and adjunct instructor of Social Studies Education at the University of South Florida. She has taught all middle grade levels, particularly in the subjects of social studies and literacy. Her current research interests include the integration of technology into pedagogical instruction which support differentiated learning and academically talented adolescent populations. She can be contacted at bergstromt@pcsb.org.
Introduction
In a democratic society, one of the main functions of the public schools is to promote the ideals of democratic citizenship in students (Beninga & Quinn, 2011; Jenlink, 2010; Quinn, 2011). While the material covered in such classes as history, civics, and character education aims to provide the basic factual knowledge required for competent citizenship (Byford & Lennon, 2008), the unspoken curriculum of school and classroom practices and experiences may also be very powerful in promoting or discouraging democratic ideals and dispositions (Moore, 2012). In fact, the National Alliance for Civic Education reports that preparing students to become responsible democratic citizens is the top priority of our nation's schools (Wichowski & Levine, 2002).

What values and behaviors are required to be cultivated in students in order to achieve the goal of informed, responsible democratic citizenship? In addition to a basic knowledge of the workings of the democratic government, citizens in a democracy must feel an attachment to the community, and understand and be devoted to the concept of the common good (Quinn, 2011). Treating all societal members with decency and civility is also a critical notion (Sernak, 2010). Flanagan & Tucker (1999) argue that egalitarianism and self-reliance are also key aspects of a democratic perspective.

However, there is evidence that we are failing students in this mission. Recent sociological research suggests that overall there has been a decline in the attachment to community that is necessary to promote participatory citizenship (Quinn, 2011). Byford and Lennon (2008) found that students who took a civic attitude survey in 2004 scored significantly different than those who took the survey in 1957 in very few areas, indicating that not much progress has been made in increasing civic dispositions in the past fifty years. Additionally, incivility in political discussions and the decline of bipartisanship has come to be seen as the norm in many ways (Moore, 2012; Sernak, 2010).
emphasize the common good in many ways. Unlike American middle and high schools, Japanese students stay in the same classroom all day with the same students. When a new class begins, the teacher for that subject arrives in the students’ classroom. Thus, the students "own" the classroom rather than the teacher. Spending all day with the same class is believed to promote community and closeness between the students; they learn to see themselves as a cohesive class and not merely as individual students. Furthermore, when one student misbehaves in class, normally the entire class is punished. No effort is made to find out who the guilty party is, as the behavior is seen as a failure of the group, not as a failure of an individual student. It is believed that group punishment promotes an understanding that an individual's actions affect the whole class, just like in a democratic society where the actions of one citizen can affect the entire society, either positively or negatively. Awareness of how one’s actions affect others in the community is definitely one aspect of working to promote the common good.

Additionally, whereas in American schools, individual students who earn high grades are recognized on the honor roll, in Japanese schools, classes whose average grades are high are recognized in a similar fashion. Since the grades of every class member count toward this recognition, students are motivated to work together to promote achievement for all of their classmates, again promoting devotion to the common good.

**Personal Responsibility**

Personal responsibility is also developed in students through the culture of Japanese schools. First of all, Japanese parents do not bring their children to school, and with the exception of extremely rural schools, no buses are provided by the education ministry. It is the personal responsibility of students to assure their own prompt arrival at school. Even very young students walk to school in unsupervised groups, often wearing brightly colored caps so that cars will easily see them crossing the street. Older students bike to school or take public transportation. Of course, this is made possible by the relative proximity of elementary schools to students’ homes, the safety of Japanese neighborhoods, and the availability of a clean, safe, affordable public transportation network. Another practice that promotes personal responsibility in Japanese students is the class apology time. At the end of each school day in most Japanese elementary schools, students who misbehaved during class or whose actions may have inconvenienced other students in any way are asked to apologize to the class for squandering their learning time. Publicly accepting personal responsibility for their actions encourages students to improve their behavior in the future. An additional way that personal responsibility is encouraged in Japanese schools is through osooji, the daily cleaning time. Japanese schools do not employ janitors; the students are the ones who clean the buildings after themselves. Students are broken into small groups and take turns sweeping the classroom, washing desks, sorting the trash and recycling, cleaning the bathrooms, mopping the hallways, and washing the windows. As one might expect, students encourage each other to keep the school tidy, since they know they will have to clean it themselves.

**Conclusion**

Thus, many common practices in Japanese schools promote democratic dispositions such as personal responsibility, concern for the common good, and egalitarianism. In our own country, where many people feel these democratic ideals are declining, the adoption of similar practices may enhance civic ideal transmission in our schools.

**References**


About the Authors
Cyndi Mottola Poole attended high school in Japan, and has led several study abroad trips to Japan for high school students. She is currently a Ph.D. student at the University of Central Florida under the direction of Dr. William Russell. Cyndi is former middle and secondary teacher of social studies and Japanese. cynthia.poole@ucf.edu

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Barack Obama
The Right Man for the Right Time
by Dr. Mark Quintana

Barack Obama is the right man for the right time for the United States. His legacy will evolve to show his efforts to setting a road map for the country that can lead to financial responsibility, social equality and international respect.

Financial Responsibility: President Obama is attempting to solve current budget issues by giving the opposition some of what they want. In doing away with tax loopholes he is asking for taxes that are on the books to actually be paid. He is also willing to make changes to entitlement programs such as social security, which many in his own party do not support. Ultimately, the deficit would decrease.

The unemployment rate is a formula that gives us an indication on the labor force. The bottom line is that the unemployment rate has been steadily declining for years under Obama.

Gun Control: Obama is a second amendment supporter. Calling for a background check is appropriate. Those who oppose legislation should consider if they lost a family member to gun violence if they would feel the same way as they do now.

Health Care: It is ironic that the opposition likes to call the Affordable Health Care Act Obama Care, and Obama wears that label with pride, honor and distinction.

Immigration: President Obama has openly said if the proposed legislation has enough of what he wants he will sign it. It will be the first time that illegal immigrants will have a chance to earn citizenship.

International Respect: Obama is cool, calm and collected in gathering the evidence prior to taking action with Iran, North Korea, Syria and the Taliban (among others). This same demeanor is also how we captured and assassinated Osama Bin-Laden. This should have been used in invading Iraq.

Marriage Equality: This President was the first ever to state and fight for equality of marriage for homosexuals. The gay and lesbian community is so close to holding their rightful place in society (via Supreme Court) and the President supports them.

Opposition: All discussed here does not even mention how President Obama is working with opposition party congressmen that oppose him at every turn. They are setting a very dangerous precedent for when the tide is reversed. Hopefully, one way or another maturity will prevail. Over the course of history America would best benefit learning why the opposition is behaving the way they are with this President.

Romney Would Have Been Better for America
by Lyle Wind

As we voted for a President, there were many ways Americans could choose their candidate for the highest office in the land. Some go with the straight
party line vote, some vote based on a catchy slogan, some who they would like to have a beer with and some who they feel understands the most what regular people are dealing with. I chose to make my choice imagining that I am looking to hire an individual to run my company, aka the United States of America. I will treat this as a process in which 4 years ago I had a candidate interview with me to head my company. This candidate, Barack Obama ended up being hired by my board, aka The American Voting Population. He was awarded a 4-year contract. At this point in time his contract is set to expire and I along with the board must decide whether to renew his contract or instead hire another candidate who believes he can do the job better. This fellow’s name is Mitt Romney. In making my decision I will review my notes from Mr. Obama’s interview 4 years ago, the promises and goals he set out and the proceeding results.

4 years ago a very polished smooth Mr. Obama came into my office, spoke elegantly, smiled and made me feel really good about him. I did have concerns about his lack of any executive experience and his overall thin resume for such an important position. He reassured me, told me he was a new kind of leader who can do the following: bring our divided country together, work with his opponents, improve our relationships with foreign nations, and cut our deficit in half. Well the board by a majority vote awarded Mr. Obama the job.

The arguments against requiring all to have health insurance don’t add up when we all pay for uninsured people to use an Emergency Room at the hospital through inflated costs to our own medical insurance.

As Mr. Obama’s contract is up for his review, the results are as follows: our nation is more divided than ever, he showed zero ability to work with his opponents, has put us in more danger in a region full of anti US countries in the middle east, and been disrespectful to our most important ally in that region, Israel. Our unemployment rate had been above 8% for 40 months and an additional $8 trillion dollars has been added to the deficit. As the former Super Bowl Champion Coach Bill Parcells has said, “you are what your record says you are”; and if we go by that, Mr. Obama’s record is a failure.

Now that being said, can the new up and comer, Mitt Romney be potentially better? Well, when I met with him I saw another polished smooth candidate, so obviously I was concerned it would be more of the same. But this candidate assured me he did not lack executive experience. Rather his resume included success in the private sector making it so companies like Staples and Sports Authority got started and have been successful. He also ran the very successful Winter Olympics in 2002 and was a successful Republican governor in perhaps the most liberal state in the country. He told me not only does he have very different ideas on how to make America work, but his past success as governor showed not only success with fiscal and social issues, but even more impressive, he showed that he has actually worked with his opponents.

With such a choice between staying with a candidate who seems to be a very nice man in over his head versus a man who seems prepared to go in a different direction and has a very impressive resume, I will need to employ a line from a businessman who also ran for the presidency. I’d imagine he would have loved to say, “Barack Obama, you’re fired”. I believe former Governor Mitt Romney based on his successful executive experience in the business world and government could have helped America turn the corner and begin a path back towards prosperity.

The views expressed in this article are those solely of the authors and are not reflective of the Florida Council for the Social Studies or any other organizations represented by the authors.
What started as a night of fun ended in tragedy at the Wooly Wizard Music Festival, a popular music festival attended by students from Wheeler University. Ms. Becca Ables, a student at Wheeler University, was found unconscious and critically injured as the result of a stab wound. The accused in the crime, Regan Buschell, was Ms. Ables’ best friend and the defendant on trial in the fictional case of State of Florida v. Regan Buschell for the 2013 Florida High School Mock Trial State Finals. Teams of students from throughout Florida gathered at the Orange County Courthouse on March 7-9, 2013 to present both sides of the case – the prosecution to prove beyond a reasonable doubt that Buschell committed this crime, and the defense working to convince the jury that their client was not guilty.

This popular academic competition provides students with a firsthand opportunity to explore the administration of justice using a fictional criminal case. Students worked tenaciously in teams to develop arguments for both sides of the case and then present the case as attorneys and witnesses. Students from 16 of Florida’s 20 judicial circuits competed throughout four rounds of competition over a three day program. The showdown culminated between the top two teams in the final round – American Heritage of Plantation and Lincoln High School of Tallahassee. After an intense final round, the top honors went to American Heritage who will go on to represent the state of Florida at the 2013 Mock Trial National Finals in Indianapolis, Indiana on May 9-11.

All teams participate in four rounds of competition, presenting both the prosecution and the defense. Using the power matching model utilized at the national finals competition, teams are matched based on their respective win/loss records, ballots, and point totals for each round. The top two teams to emerge after the four rounds of competition compete against one another in the ceremonial courtroom at the Orange County Courthouse.

American Heritage, led by teacher and attorney coach Eric Schwartzreich along with attorney coach Michael Gilfarb, is not new to mock trial. The school also took top honors in the 2011 Florida High School Mock Trial State Finals and represented Florida at the National High School Mock Trial Championship in Phoenix.

Lincoln High School, led by teacher coaches Robert Thompson and Walker Hicken, took second place honors at the state competition. Following Lincoln High School was Ft. Myers High School in third place, Boone High School of Orlando in fourth, and Tate High School of Pensacola in fifth.

Also receiving recognition were the outstanding student attorneys and witnesses throughout the state competition. These students were selected by write in ballot by judges.

“These young men and women are not only the future of our legal profession but they are everyone’s future. I encourage all teachers attorneys, coaches to use their passion, skills and their time to inspire these students to become great litigators. American Heritage is excited to represent Florida at the High School Mock Trial National Finals. This program run by FLREA has prepared these students not only to be champions in the courtroom, but champions in life.” - Teacher and Attorney Coach Eric Schwartzreich
Lincoln High School of Tallahassee took 2nd place at the 2013 State Finals Competition. They are pictured with Past President of the ABOTA Foundation, Charles H. Baumberger.

from all rounds of competition. This year was a close race for the best attorney awards, with one student being recognized as the Top Attorney and receiving a $2500 scholarship towards college expenses. Students recognized as best attorneys were Amy Sapp of Tate High School, Brendan Francis of Boone High School, Elizabeth Sell of Lincoln High School, and Masyn McMillan of Ft. Myers High School. In receipt of the honor of Top Attorney and the $2500 scholarship funded by the American Board of Trial Advocates was Lissett Pino-Ros of the School for Advanced Studies in Miami, Florida. Ms. Pino-Ros received the highest number of individual votes by the judges throughout the three day program.


A large emphasis is placed on professionalism throughout the Florida High School Mock Trial program. FLREA holds the students to high standards of ethical behavior, sportsmanlike conduct, and an overall professional attitude throughout the competition. Teams cast votes for their peers and nominate other teams they feel best exemplify the standards of professionalism. Those teams in receipt of the Stephen C. Shenkman Professionalism Award during the 2013 competition included the School for Advanced Studies, Ft. Myers High School, Pinellas Park High School, and Tate High School.

This year’s competition was held in honor of Justice Ben Overton who helped FLREA Executive Director Annette Boyd Pitts with the organization’s very first high school mock trial competition 23 years ago. Justice Overton died in December 2012. Students were addressed during the culminating awards banquet by Charles H. Baumberger, Past President of the American Board of Trial Advocates and practicing trial attorney from Miami, Florida. His speech exuded passion for his profession as a trial lawyer and the importance of the American jury system. Mr. Baumberger examined the role of lawyers as officers of the court and the judicial branch as the administrator of justice in our American democracy. He challenged the students to become active members of their civic community by upholding the ideals of justice and the assertion that all are equal before the law.

FLREA received a generous contribution from the American Board of Trial Advocates (ABOTA) for the 2013 Mock Trial State Finals Competition. In addition to the contribution from ABOTA, the Orange County Bar Association Foundation, Inc. also provided funding for the competition. With this funding, FLREA was able to provide t-shirts and bags for participating students, certificates and trophies, printed cases, and videography for the final round of competition.

Mr. Baumberger served as a scoring and presiding judge throughout the competition. “The students were truly
remarkable”, he remarked. “I am truly impressed and heartened by these young people,” Mr. Baumberger continued. “I used to call them high school kids, but no more!”

The Florida High School Mock Trial program is open to all students in Florida, grades 9-12, enrolled in high school. Teams participate in school, county and circuit competitions to advance to the state finals. Students are evaluated as attorneys and witnesses throughout the program. Ethical conduct, team performance, poise, articulation, and a wide range of areas are rated on a scale of 1-10 by attorneys and county and circuit court judges.

The program fosters increased knowledge of the legal system, the rule of law, and the administration of justice; engenders trust and confidence in the courts; and promotes awareness of the constitutional basis for trial by jury, right to legal counsel, and other rights of the accused; as well as the refinement of critical and analytical thinking skills, oral presentation skills, cause and effect relationships, and higher order thinking. FLREA is fortunate to have the outstanding participation of the legal community with over 100 judges and attorneys participating over the four rounds of competition. These volunteers serve as presiding and scoring judges in each round, taking on the task of assessing the teams and providing critical feedback for each round of competition. “These volunteers are vital to the program. The students gain so much from the feedback and critique of experienced Judges and lawyers as the rounds progress. Many of these volunteers have an impact on the students’ lives for many years to come,” says FLREA Mock Trial Program Director Erin Watson.

In a companion program to the High School Mock Trial Competition, FLREA also facilitates the High School Moot Court Competition in which students are provided an issue on appeal from the case of State v. Buschell. The Florida Law Related Education Association, Inc. will celebrate thirty years of service to the State of Florida in 2014. FLREA is funded in part by the Florida Bar Foundation. For more information on civic and law programs provided by The Florida Law Related Education Association, Inc., please visit our web site at www.flrea.org and contact staff@flrea.org.

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2013 Florida High School Mock Trial Award Recipients

1st Place – American Heritage, Plantation
2nd Place – Lincoln High School, Tallahassee
3rd Place – Ft. Myers High School, Ft. Myers
4th Place – Boone High School, Orlando
5th Place – Tate High School, Pensacola

Best Attorneys
Amy Sapp
Tate High School
Elizabeth Sell
Lincoln High School
Brendan Francis
Boone High School
Masyn McMillan
Ft. Myers High School

Top Attorney
Recipient of $2500 sponsored by ABOTA
Lissett Pino-Ros
School for Advanced Studies

Best Witnesses
Betsy Lin
Fletcher High School
Jacksonville
Tommy D’Ambrosio
Wharton High School
Tampa
Shubham Mathur
St. Stephen’s Episcopal School
Brandenton

Stephen C. Shenkman Professionalism Award
School for Advanced Studies
Matthew Robinson
American Heritage
Plantation

Ft. Myers High School
Pinellas Park High School
2013 Florida High School Mock Trial State Finals Participating Schools

Tate High School
Circuit 1
Tate High School

Circuit 2
Lincoln High School

Circuit 4
Fletcher High School

Circuit 5
Marion Technical Institute

Circuit 6
Pinellas Park High School

Circuit 7
Atlantic High School

Circuit 9
Boone High School

Circuit 10
George Jenkins High School

Circuit 11
School for Advanced Studies

Circuit 12
St. Stephen’s Episcopal School

Circuit 13
Wharton High School

Circuit 15
American Heritage Boca-Delray

Circuit 16
Coral Shores High School

Circuit 17
American Heritage Plantation

Circuit 18
Melbourne High School

Circuit 20
Ft. Myers High School
by Dr. Maria Vazquez, Florida International University

While educational trends continue to change, one thing we can be certain about is the idea that children must be prepared to live and work in a diverse, global society. Despite varying concerns that may include employment or citizenship, it is clear that global tolerance and empathetic understanding are prerequisites for success. Global networking systems continue to strengthen, requiring children to consider diverse worldviews and interact with individuals who are culturally different, with life experiences that differ from their own. Generally, issues such as that which relate to race, culture and gender are mainly discussed in terms of how they affect the American society. As a result of such narrow-minded reflections, children struggle to consider the same issues as they arise elsewhere. For instance, racial and cultural struggles in Egypt may be different from that which the American society experiences but the underlying issues such as human rights, prejudice, social justice, privilege and power are at play in both situations. Because of such interrelatedness, knowledge, skills and attitudes of global citizenship must be fostered in the classroom, requiring children to acknowledge the interconnectedness of local, global, intercultural and international perspectives. This cannot be achieved through instruction alone or the ability to focus on one piece of information, but rather teaching children the ability to make connections between factual information, personal perspectives and experiences, and the perspectives and experiences of others. Such connections consider several factors such as that which relates to culture, religion and socioeconomic status. A global perspective requires that children consider issues from multiple perspectives, understanding that personal biases exist and can sometimes inhibit our ability to think globally. Global citizens understand that personal actions affect others and that the actions of others affect them personally. This understanding establishes a sense of obligation to participate in problem solving experiences that consider global issues and how such issues affect them personally as well as “larger parts” that may include their city, state, the nation and the world as a whole.

Active teaching and learning strategies can foster a global perspective. Some strategies include implementing case teachings where teachers provide students with a story that recounts real events or problems. After reading the case, students identify the problem presented in the story, reflecting on possible political, economic cultural and environmental implications as they relate to the presented case. Students share personal perspectives and consider differing views as presented by their peers, strengthening interpersonal skills. Through such discussions, students learn that there may be several solutions for the same problem, while also understanding that the perspectives of others are valuable and enhance personal perceptions. Another effective strategy is known as the Socratic circle method and consists of two circles; an inner circle and an outer circle. This strategy increases dialogue among students, promoting the application of prior experiences to new situations. While there is no such thing as a correct or incorrect response, perceptions are challenged. The day before the Socratic circle will be implemented, the teacher should provide students with a short text. The teacher can choose to read the text aloud several times or allow students to read the text individually. For homework, or as an in-class activity, students are asked to analyze the text. The next day, students are selected at random to be part of the inner or outer circles. Students selected for the inner circle read the passage aloud and are provided 10 minutes to discuss the content. During this time, the outer circle sits silently, taking notes of the discussion. Once the discussion has come to an end, the outer circle provides group and/or individual feedback. At this time, students in the inner circle switch with those in the outer circle and the procedure is once again repeated. The teacher’s role in this process consists of selecting an appropriate text, ensuring that the content is high quality and related to course work. The text should also lend itself to global considerations. The teacher acts as facilitator during the process, keeping the discussion of the inner circle focused. While students are the key participants and should be permitted to discuss freely, the teacher may need to interject momentarily at times. Because feedback provided by the outer circle is vital to the success of the process, the teacher should model and promote quality feedback. At first, comments may be basic but through modeling and practice, students learn to highlight specific points. Finally, teachers must assess participation either formally such as through the use of a rubric or informally.

Many teachers are familiar with the Think, Pair, Share strategy which ensures participation of all students while providing ample time for reflective responses. At its simplest form, this strategy asks that
students Think about an answer to a posed question individually, Pair with a partner to discuss their responses and Share their responses with the class. An extension of this activity is the Think, Write, Pair, Share strategy where students Think of an answer individually, Write the answer down, Pair with a partner to discuss their responses and Share their responses with the class. Johnson, Johnson, and Smith (1991) created yet another version of this strategy known as Formulate, Share, Listen, Create. This method promotes problem solving and the consideration of diverse perspectives as the “create” step requires that students synthesize their ideas and come up with the best solution to a problem. Here, students Formulate the answer to a question individually, Share their answer with a partner, Listen carefully to their partner’s responses and make note of similarities and differences, and Create a new answer that includes the best of both perspectives.

Visual Thinking Strategies (VTS) improve critical thinking and language skills while disclosing personal perspectives and promoting flexible thinking as students build meaning together. To begin the lesson, the teacher displays an image and allows ample time for students to silently view the illustration. After, the teacher prompts students by asking questions such as “What’s going on in the picture?” It is important that teachers refrain from asking questions that only prompt literal responses. For example, the question “What do you see in the picture?” only asks students to discuss physical components and does not challenge students to predict what is actually happening in the image. When students provide thoughtful interpretations, the teacher can further prompt students by asking “What do you see that makes you say that?” When participation begins to diminish, the teacher should continue to prompt students by asking “What else is happening?” Throughout the process, the teacher should listen carefully to student remarks, pointing to items that are mentioned and repeating what the student says. All comments should be accepted as the activity is meant to assess students’ thinking process, ability to make detailed observations and ability to apply what they know. Because the teacher does not participate in the activity other than to prompt students through questioning, body language and facial expressions should be positive and encouraging. At the end of the activity, the teacher should reflect on how students’ thinking evolved, how some ideas stimulated others and how opinions varied and changed throughout the process.

The role of the teacher and the classroom environment are significant in establishing a global perspective. After all, the classroom is a place labeled as “safe” and “accepting”, where individual differences and diversity are welcomed and used to further enhance the educational experience. While students may not be able to solve all global issues, it is important for them to become accepting of diverse perspectives, tolerant of differences and understanding of the fact that issues are far more interrelated than that which affects the American society. As a West African proverb says, “The world is like a Mask dancing; we cannot see it well if we stand in one place”.

References


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- Anita Schmitt, Escambia Co. Teacher

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Escambia Area Council for Social Studies
**Session Proposal Form**

*5th Annual Regional Educator's Conference*

**“Viva La Florida: Celebrate Our Common Core and 500 Years of Cultural Heritage”**
Historic Pensacola Village  September 7, 2013

**DEADLINE for submission is June 28, 2013**

Please type or print very neatly.

**Presenters Name:** ___________________________________________

**School/Organization Affiliation:** _____________________________

**Co-presenter:** _____________________________________________

**School/Organization Affiliation:** _____________________________

**Presenter's Address:** _______________________________________________________________________________________

**E-mail (required):** ___________________________________________

**Phone #:** _________________________________________________

**Title of Session:** ___________________________________________

**Abstract:** *On an additional sheet, please provide a detailed description of your session.* Please note that all sessions will be 45 minutes in length. Describe the content, subject area, and purpose – be creative!

**SUBMIT TO:** Cherie Arnette, J. E. Hall Center, Suite 133, Pensacola, FL 32503

Phone: (850) 469-5392  Fax: (850) 469-5584  Email: carnette@escambia.k12.fl.us

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To avoid misunderstanding, I agree on behalf of all persons listed in this proposal to conduct this session at whatever time is scheduled on September 7. I will ensure that all presenters are registered with payment by **August 30, 2013**.* I understand it is my responsibility to notify all presenters regarding the status of the proposal and the date, time and location of the session should it be accepted. I understand that it is my responsibility to provide enough copies of session materials or lecture notes for session participants as well as a resource pick-up session at the end of the day (approximately 75 copies total).

**Individuals will be notified of acceptance by July 28, 2013**

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*Note: *Some names and affiliations may have been removed for privacy reasons.*
Conference Registration Form
5th Annual Regional Educator’s Conference
“Viva La Florida: Celebrate Our Common Core and 500 Years of Cultural Heritage”
Historic Pensacola Village  September 7, 2013

Last Name: _______________________________ First Name: _______________________________
Home Address: _______________________________________________________________________
City: __________________ State: ___ Zip: _______
Phone: ___________________ Fax: ___________________
E-mail: __________________________
School /Organization Affiliation: ____________________________ County: ___________
School/Affiliation Address: ______________________________________________________________________________________

Please check your registration category:

□ Pre-Registration before August 30, 2013 - $35.00
□ Out of State Pre-Registration before August 30, 2013 - $25.00
□ West Florida Historic Preservation, Inc. Member - $15.00
□ University of West Florida or Pensacola State College Student - $15.00
□ Regular/At the Door Registration after August 30, 2013 - $45.00

Payment Options:
Please do not send “mailed” registrations and payment after August 30, 2013
□ Check - Enclosed a check, payable to WFHPI with registration form and mail to:
WFHPI, Attn: Jim McMillen/Educator’s Conference 120 Church Street, Pensacola, FL 32502
□ Credit Card - Send registration form (mail/email) & staff will call to take payment over the phone.

Special Notes:
□ School District of Escambia County teachers and conference presenters must register with Ms. Cherie Arnette.

Please note that NO REFUNDS WILL BE GIVEN

Questions? Contact:
Jim McMillen (WFHPI Education Coordinator) Phone (850)595-5985, ext. 112; jmcmillen@uwf.edu
Cherie Arnette (ECSD Social Studies Specialist) Phone (850)469-5392; carnette@escambia.k12.fl.us
Connie Brown (FCSS District 1 Board Member) Phone (850)450-4227; cbrown991@cox.net

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West Florida Historic Preservation, Inc. (WFHPI) welcomes exhibitor/vendor participation in support for the 4th Annual Regional Educator’s Conference. WFHPI is hereby authorized to reserve exhibit space for the company or organization listed below. (Please print so that we can be accurate.)

**DEADLINE: JUNE 28, 2013**

Name of Company/Organization: ____________________________________________________________________________________________________

Name of Title of Authorized Contact: ____________________________________________________________________________________________________

E-mail (must be completed and legible): ____________________________________________________________________________________________________

Mailing Address: ______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

Telephone: (_____) ___________________________   Fax: (_____) ___________________________

Booth sign provided should read: ____________________________________________________________________________________________________

Name and title of representatives attending conference:
1) ____________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

2) ____________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

**General Information**

- Exhibit Hall - Museum of Commerce, 201 E. Zaragoza St.
- Exhibitor early set-up on Friday, September 6th from 9 a.m. to 4 p.m. Please note that exhibit area is open to the public and cannot be secured until 4 p.m.
- Exhibitors are expected to be in place and ready **no later** than 8 a.m. on Saturday, September 7th
- Conference is from 8:30 a.m. until 4 p.m. Staff asks that exhibitors leave no earlier than 2:30 p.m.
- An end-of-day “Resource Extravaganza” for all participants will be from 3 p.m. until 4 p.m. in the Museum of Commerce. Conference staff highly encourages exhibitors to take advantage of this opportunity.
- Exhibitors are **not required** to pay any additional individual registration free beyond the initial exhibitor fee listed on the back which include 1 free lunch.

Please continue to the back
Exhibitors Agreement Form
DEADLINE JUNE 28, 2012

Payment of $____________ enclosed for:

☐ $90 for each 6 ft. rectangular table; non-profit rate with one free lunch ticket (please include copy of certification).

   Number of tables requested __________

☐ $115 for each 6 ft. rectangular table; normal rate with one free lunch ticket.

   Number of tables requested __________

☐ Additional Luncheon Reception Tickets: $15 per person

   Number of attendees ____________

**All funds go toward the sponsorship of the conference. Thank you for your participation.

Special Requests:

☐ Power Source (Please note that this is a first come, first served basis)

☐ Skirted table with table linen

☐ Special Needs? __________________________________________________________________________________________
____________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________

Mail completed form and payment to:
West Florida Historic Preservation, Inc.
Attn: Jim McMillen/Educator’s Conference
120 Church Street
Pensacola, FL 32502

☐ I have enclosed a check, payable to WFHPI

☐ Credit Card payment: please mail form and Jim McMillen will call to take payment over the phone.

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West Florida Historic Preservation, Inc. invites sponsorship for the 4th Annual Regional Educator’s Conference. We seek support toward teacher hospitality and conference needs. We will recognize various levels of patron support and appreciate your consideration.

- All sponsors will be thanked in the WFHPI newsletter following the conference. The newsletter is distributed to approximately 400 WFHPI members.
- All sponsors will be listed in the conference program.

For further information and questions, please contact:
Jim McMillen (WFHPI Education Coordinator) Phone (850)595-5985, ext. 112; jmcmillen@uwf.edu

**Conference Sponsorship Form**
5th Annual Regional Educator’s Conference
“Viva La Florida: Celebrate Our Common Core and 500 Years of Cultural Heritage”
Historic Pensacola Village September 7, 2013

**Sponsorship Levels**

**Red Diamond $800**
- Verbal recognition and name attached to all three major events: the morning welcome meeting, luncheon reception and the afternoon Resource Extravaganza.
- Conference Program – full page advertisement on one cover (inside front cover, inside back cover, or back cover)
- Four complimentary conference registrations, including luncheon reception
- Automatic registration as an exhibitor if so desired and option of receiving first location choice in exhibitor hall space

**Diamond $600**
- Verbal recognition and name attached to all three major events: the morning welcome meeting, luncheon reception and the afternoon Resource Extravaganza.
- Conference Program – full page advertisement inside program.
- Three complimentary conference registrations, including luncheon reception
- Automatic registration as an exhibitor if so desired and option of receiving first location choice in exhibitor hall space

**Emerald $500**
- Verbal recognition and name attached to the luncheon reception
- Conference Program – ½ page advertisement inside
- Two complimentary conference registrations, including luncheon reception
- Automatic registration as an exhibitor if so desired

**Ruby $300**
- Verbal recognition and name attached to the afternoon Resource Extravaganza
- Conference Program- quarter page advertisement inside
- One complimentary conference registrations, including luncheon reception
- Automatic registration as an exhibitor if so desired

**Sapphire $200**
- Conference Program- quarter page advertisement inside
- One complimentary conference registrations, including luncheon reception

**Pearl $50**
- “Business Card” advertisement placed in conference program

Please use the back of this form to submit a sponsorship.
Please submit information no later than August 2, 2013.
Sponsorship Registration Form

Organization Affiliation: _____________________________________________________________

Last Name: ________________________________ First Name: ______________________________

Address: __________________________________________________________________________

City: __________________________ State: ___ Zip: __________

Phone: ( ) __________________________ Fax: ( ) __________________________

E-mail: __________________________________________________________________________

Sponsorship Level:

□ Red Diamond Level $800
□ Diamond Level $600
□ Emerald Level $500
□ Ruby Level $300
□ Sapphire Level $200
□ Pearl Level $50

Mail completed form and payment to:
WFHPI, Attn: Jim McMillen/Conference, 120 Church Street, Pensacola, FL 32502.

□ I have enclosed a check, payable to WFHPI
□ Credit Card payment: please mail/email completed form and Jim McMillen will call to take payment over the phone.

Please write clearly how you wish to be recognized in publications and at conference events.

_________________________________________________________________________________

_________________________________________________________________________________

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Upon receipt of your donation and registration form, Jim McMillen will contact you to complete details and any relevant advertising information. Thank you for your kind support.

A Florida Council for the Social Studies event, brought to you by the generous support of:
In an era of emphasizing a “gun culture” in society, the Old Order Amish have a completely different subculture with a deemphasis upon violence of any kind, including wars as well as gun utilization in any situation. With numerous major murders/wounded in the societal arena such as at Newtown, Connecticut; Aurora, Colorado; Representative Gabby Gifford along with five others, Phoenix, Arizona; Columbine High School, Denver, Colorado; among many others, much might possibly be learned from those stressing complete non-violence.

Old Order Amish live in many states including Pennsylvania, Ohio, Indiana, Iowa, Missouri, Kansas, and Florida, among others. The three largest settlements are in Lancaster County, Pennsylvania; Holmes County Ohio; and Middlebury/Goshen area, Indiana. There are several sects of Amish. The Old Order are the most conservative group and are clearly identifiable. They will be discussed in this paper. The writer studied the Old Order Amish in rural Bloomfield, Iowa for some thirty years.

**Appearance, and Transportation of the Old Order Amish**

The Old Order Amish (OOA) men and boys wear blue denim trousers with suspenders during the work week. Their coats are also of blue denim using hooks and eyes as fasteners. The shirts formerly were generally home sewn, but now are largely tailor made with buttons and purchased in nearby small cities. Men wear beards upon becoming members of the church. For Sunday church services, the coats and trousers worn by men/boys are black in color. The women and girls wear long dresses extending to the ankles with wrist length sleeves, and a high neck line. Prayer caps are worn by both women and girls. For both males and females, plain colored cloth is worn. Stripes and checks are not permitted in colors. The dress and appearance clearly identifies the OOA in society. Dressing in “English” clothing is strictly forbidden.

The method of transportation is the carriage (buggy) pulled by a riding horse. The buggies may be one or two seaters. They are generally black in color. For summer, the carriage may be without a top. Selected carriages are quite unique with elaborate black upholstery. The wheels may be covered with hard rubber or with a metal rim. The church rules on the specifics of a carriage. Pride is frowned upon. Most carriages have an orange colored triangular sign in the back which reflects at night to warn travelers with cars of slower Amish traffic. Accidents have occurred when a car/truck comes up a hill and then sees down a hill the forward slow moving carriage. The drivers may not be able to slow down in time to avoid an accident. Usually, there is a small side road serving as a path of travel for the OOA next to a highway.

Horses and carriages are used to transport Amish people as well as goods purchased in a small rural city. OOA have their own people own and operate a small neighborhood grocery store. The appearance here may be quite modern such as a convenience store. An old building may also be used as a grocery store. These stores are always in rural areas. The items sold will be different, in many cases, from those in secular supermarkets. The staples of bread, milk, cereal, and eggs are bought here by OOA as well as others who live nearby.

Items pertaining to electricity and its use are not in evidence. Light bulbs, however, are used in battery powered lamps in OOA homes. The use of electrical power has always been taboo. There are exceptions in the use of electricity in some Amish communities such as in out buildings where livestock is fed or housed.
Farm Operations and the Economic Arena

Very few Amish make their living from farming, even though they live in rural areas. Farm prices have been relatively low and large corporation hog complexes and feed lots for cattle have emphasized efficiency and specialization. Thus, approximately three-fourths of Amish have found other means of earning a living. Amish who do farm use draft horses to pull plows, disks, harrows, and grain drills to sow seed. Grain crops such as wheat are cut with a binder which ties the stalks into bundles which are then shocked (placed) into shocks. Approximately eight bundles make a shock with the heads of each bundle placed upward or sunward. After the bundles have dried in the hot sun, they are hauled on a wagon pulled by draft horses and pitched by hand with a pitch fork into a threshing machine. The threshing machine separates the wheat from the straw and chaff. The wheat is augured onto a trailer which takes the grain to a storage bin on the Amish farm. Hauled home by horse-pulled wagon, the straw pile provides bedding for cattle in winter time. If oats have been threshed, then the straw is used for cattle feed. Sometimes, an Amish farmer will hire a modern self-propelled combine operator to harvest grain crops. Which kind of work is performed if farming does not provide a living wage? Amish men, among other things, then engage in

- brick laying, roof repair services, construction of houses
- self employment in installing storm windows and screens
- making/repairing of carriages, horse collars, and harnesses
- constructing furniture pieces made according to specifications of a buyer
- selling home baked products such as pies, rolls, and bread at a roadside stand. Here the products are kept in a carriage drawn by a horse. There also may be a small roadside sign indicating baked products are for sale at a farmstead.

Amish women are home makers and take care of the children as well as perform the duties of housekeeping. Amish families tend to be large, perhaps six to eight children, although there are childless couples. Clothes are washed by hand, generally, and are hung up to dry on clothes lines in the out of doors. The clothes being dried can be arranged quite artistically and fastened in appealing designs. Amish women, periodically, may get together and quilt blankets for selling. A variety of designs and colors are used, and buyers may find them to be very attractive. Also, there are signs at selected Amish roadsides indicating that various kinds of home made candy is for sale.

Amish Religious Services

The OOA hold church services every other Sunday in a member’s home in Winter or in a barn during the summer months. Women and small children sit on one side while the men and older children sit on the other. Church services are in the German language while Pennsylvania Dutch is spoken at home in the Amish community. English is the third language learned and is used in dealing with the larger society. Amish religious services have thirty households as members in one congregation. A bishop heads the congregation and is supported by two other Amish men who are ministers. The bishop generally marries Amish couples and performs the baptism rites. An ancient custom which Amish follow is foot washing in selected church services. Church buildings do not exist in the community. It is believed that God does not dwell in a building made by human beings. Amish couples only marry, and not to others outside their faith. A fellowship meal follows each church service. If an Amish person marries an outsider, he/she is no longer a member of the congregation. When leaving the Amish fold, he/she may be shunned. With approximately one fourth of Amish leaving the community for secular society, they may still return home for family reunions and holidays. The returned may sit at a separate table for meals since Amish members are not to be yoked with the ungodly. However, repentance for sin may be confessed before the congregation and forgiveness usually follows in being reunited with the Amish congregation. The following are accepted generally after repentance in front of the congregation:

- those men having been in military service during times of conscription. Amish believe in pacifism
- those who left the community to work in the outside world
- those arrested for a crime. It is very rare for an Amish person to have violated a law.

There is one deacon in each congregation whose duties are to work out disagreements harmoniously among church members. This can be difficult to do at times. The deacon does receive assistance from the bishop in working out these disagreements. Amish do not believe in formal means of control of human behavior, but rather work out disagreements in their community. Informal means are used instead with the involved work of the deacon and the bishop. Formal means include the use of policemen, sheriffs, attorneys, and the court system.
Education
Amish generally have their own parochial schools using a one room wooden frame building. There are outdoor privies, and hand water pumps. Each student has an individual metal cup for drinking water. No electricity is used for lighting purposes nor for any kind of audio visual aids. Students either walk to school or drive in with horse and buggy. There is a small shed to feed and house horses during school hours. Students attend school for eight years consisting of eight months per year. Teachers of the Amish faith generally teach students. Heavy emphasis is placed upon using textbooks for teaching. For example, mathematics, the social studies, and the language arts may stress use of text books published by companies as are used in secular public schools. The readers tend to emphasize Biblical stories such as those of Abraham, Isaac, and Jacob. These are published by the Rod and Staff Publishing Company, Covington, Kentucky. Phonics is taught and related to the Biblical stories being taught. A recitation table with students being taught by the teacher is used for each grade level. Sounds of individual letters and syllabication are stressed. Science is omitted or receives a limited amount of time in teaching students although good scientific farming practices are followed. These good practices include terracing of farm land, rotation of crops, and seeding grassed waterways to prevent soil erosion. Biblical stories are read in German and English during story time. In rural Bloomfield, Iowa, there are eight Amish schools. Seven of these have two teachers while one has a single teacher. A curtain in the two teacher schools separates the first four grades of students from those in grades five through eight.

At the Yoder, Kansas Charter School, Amish children are taught with other children from the nearby rural areas. Fully licensed teachers teach children in a modern brick structure. This example shows the diversity of Amish schools.

Recreation During Recess Time
Amish children play softball, volley ball, tag, basketball, and croquet at recess time. The kind of activity engaged in depends much on seasonal conditions. Children are children and like to play. Active participation in play activities is involved. Amish bring ice skates to school to skate in a nearby stream during the cold months of the year.

Lunch is brought to school in dinner buckets and eaten at each student’s desk. The school atmosphere is extremely orderly. The writer has observed a teacher writing on the chalkboard for several minutes with her back turned toward students and even then there was no noticeable misbehavior. Recess time, too, is a time for play and not for disengagement.

Closing
Amish believe strongly in leaning upon the self and upon God. They help others in rebuilding if a storm or natural disaster has occurred. The assistance is provided among people of their own faith as well as for others, even in more remote states. With devastating hurricanes, Amish crews of men have gone to rebuild an area voluntarily. They have a long history dating back to the sixteenth century. Presently, Amish have become more mobile as there are other Amish communities to join in rural United States.

The following indicates how Amish fare in the non-farming world (February 4, 2007): The waiting list was two years long. Even though the houses take only five weeks to build. Hertzler’s family business is believed to be the only region’s Amish modular home outfit -- and it has been booming (Mechanicsville, Maryland). With no advertising, not even a listing in the phone book, Hertzler Modular Homes has cultivated a following among people looking for a customized and less expensive alternative to the cookie cutter models that dominate residential developments.

Hertzler can build only one house at a time in his warehouse, and he has been producing at maximum capacity, about 10 to 12 a year. Asked why the houses were so popular, Hertzler was modest, as is expected in
by the Amish community, “I don’t know,” he said, “I’m sure it probably is word of mouth.” Hertzler’s business is an example of a recent shift in America’s Amish. As farming becomes more expensive, Amish families are turning to making things and selling them to the general public.

“In the last fifteen years, there’s been a rapid development of small businesses, micro-enterprises in the Amish community and operated by Amish people,” said Donald Graybill, a leading scholar of the Amish, and a professor of Elizabethtown College in Pennsylvania, who wrote the 2004 book, “Amish Enterprise from Plows to Profits.” Their emphasis has always been consistent on non-violent means of solving societal problems.

References
The Mennonite Weekly, Box 268, Newton, Kansas, contains articles on the Old Order Amish Periodically.
Connecting content to student interest is one of the most paramount goals of a teacher. This is an especially difficult challenge as a Social Studies teacher. Many students feel disinterested in learning about Social Studies due to a culture of apathy towards the past. Students don’t always engage with information when they feel it doesn’t apply to their lives. In an effort to combat this challenge, many state and federal grant programs have become available to teachers, with the purpose of enriching teacher knowledge and creating a connection as a way of improving classroom instruction. In this article, I will be discussing strategies to create a student-content connection with the help of state and federal grant opportunities afforded to social studies teachers.

While there are countless grants available to Social Studies teachers from both state and federal funding, for this specific article I will focus on strategies tied to field study experiences. Prior to delving into specific strategies, it is imperative to first provide an overview of such a grant as an example. As a member of the Florida Teaching American History Grant organized by Mark Daniels and Orange County Public Schools, I had access to an array of content specific reading materials, I attended a variety of lectures led by top professors in the field, and I was able to attend a summer field study that paid for a trip touring Philadelphia, Gettysburg, Harper’s Ferry, Mount Vernon, and Washington D.C. The program description for the Teaching American History Grant states, “The program is designed to raise student achievement by improving teachers’ knowledge and understanding of and appreciation for traditional U.S. history.” (“Teaching American History Grant,” n.d.)

In describing the effectiveness of the Teaching American History in the Sunshine grant, coordinator Mark Daniels said, “By providing the teacher with high level content instruction, they can approach the study of American History from a more “expert” level, thus providing the student with a valuable resource in the development of their own historical appreciation.”

One of the primary reasons students do not connect to history is the limit of their personal scope of experience. A student living in contemporary Southern California as a second generation immigrant may not care about events that happened in Philadelphia over two hundred years ago. In an increasingly globalized society, it is important to spark and then cultivate student interest through simulated experience. Simulated experience can come in a variety of different forms, but for the sake of this article, I will outline specific strategies that I have used in the classroom that takes advantage of the available resources provided by a federal grant that fostered personal student connections through simulated experience.

While on the Teaching American History in the Sunshine field study, I was able to take a plethora of pictures, record video, and collect materials to enrich classroom instruction. I used these resources to simulate a student experience to create student connections to the content. This article is designed to offer specific strategies that can be used in combination with field study grants to enrich
classroom instruction. The two strategies below are specific approaches that I have personally used or plan to use as a result of grant opportunities.

The first strategy is one that I have used in my own classroom. To provide context, the school I work in is in a low income area with many students who have never traveled out of the city before. As a technology based, interactive way to cover the geography content required by the 7th grade Florida curriculum, I took my students on a virtual field trip. That day, I came to school dressed as a tourist and assumed that character throughout the day. Using Google Earth software, I visited a variety of places I learned about through the grant. I was able to show students various landmarks and I created narratives about each of the locations. It allowed me to replicate the experience of traveling out of the state for the students and through grant content development; I was able to act as a tour guide to a wide variety of places. For students who rarely have an opportunity to travel, sharing the information I learned about through the grant in conjunction with a simulated trip itself engaged the students. The students responded very well to the challenge and really absorbed the content. They posed for photographs in front of the screen with nothing but computer generated pictures of landmarks behind them. The use of simulated experience helped the students develop a personal connection with the subject. Former grant participant Stephanie Tomes said, “Visiting all the sites that were fundamental to our nation’s history provided me with more primary and secondary sources to use with my students, as well as interesting and engaging stories to make history come alive for them.”

I have also used photographs and videos to stimulate student engagement through simulated student experiences. Students see their teacher in front of their class every day. Seeing a teacher in front of them becomes part of the learning experience. By showing them the same teacher still in front of them, but on a screen in front of historically significant places, a student gets to “visit” these places by extension as well. I have used photographs of myself in front of historical sites as a way to replicate, in a sense, the experience for students. In addition to photos, I have taken video clips that I plan to use in conjunction with other lesson plan materials. In describing how she used her field study as a way to simulate student experiences, grant participant Kelly Delaney said, “Many students do not have the opportunity to travel more than 10 miles from their living rooms. Simulated experiences bring historical events, people, and locations into the classroom to enrich student understanding of Social Studies content.”

While photographs and computer software enhance classroom instruction directly, the ability to acquire the knowledge and experience to apply these lessons most effectively can be done through extensive research or personal experience. As a participant of the Teaching American History in the Sunshine Grant, I am now armed with a variety of strategies, materials, stories, pictures, and photographs that I will use to improve my classroom instruction. Despite the fact that this particular grant is ending, many other similar grants are still available.

Resources
by Dr. Marlow Ediger, Prof Emeritus, Truman ST University

In a gun culture, mass shootings, and violence, the social studies needs to focus on ways to curb these situations. Individuals cannot achieve as optimally as they desire with fear and hatred abounding. The social studies needs to incorporate studies of societal groups whereby the opposite is emphasized. Too frequently, segments in society stress another layer of guns to solve antisocial behavior. Thus, solutions such as the following are emphasized:
good people with guns is the answer to bad people with guns.

• each teacher, principal, guidance counselor, and school administrator needs to be armed and ready when the need arises
• appropriate training and licensing of weapons holders must be enforced
• assistance to mental illnesses must be addressed.

Thus, numerous solutions are offered verbally to problems of gun violence. But, the race has gone on for mass shootings in malls, schools, theaters, colleges/universities, as well as places of business, among others.

Which units of study might be useful in the school setting?
Most of us know about or have heard of the “Seven Deadly Sins.” They are pride, greed, envy, wrath, lust, gluttony and sloth. But have you ever heard of the “Seven Sins of Social Studies”? No? Even if you haven’t, you’ve probably seen a colleague or one of your former teachers commit one. You might even recognize that you (gasp!) have sinned against social studies! Take a light-hearted look at the “Seven Sins of Social Studies” below to see which ones you’ve witnessed over the years. Next to each “sin” is the virtuous “good deed” that may right the wrong in the classroom, plus some nifty ideas to increase healthy social studies consumption.

Sin #1: Using traditional hard-copy, bound textbooks. The year is 2012 and we are well into the “digital age,” except when it comes to classroom instructional materials. On September 24, 2012, the State Educational Technology Directors Association (SETDA) released their report titled “Out of Print: Reimagining the K-12 Textbook in a Digital Age.” In this 52-page report, Fletcher, Schaffhauser, and Levin (2012) say, “In spite of the fact that states and districts spend $5.5 billion a year in core instructional content, many students are still using textbooks made up of content that is 7 to 10 years old” (2012, p. 6). Educators can do so much better than this! Here’s a quick list of ideas to ensure students are being taught using current content:

- Use digital content. According to Fletcher, Schaffhauser, and Levin, “Digital content can easily be kept up to date and relevant to students’ lives without the cost of reprinting or redistributing print materials such as a textbook.” (2012, p. 6)
- Use a non-traditional basal.
- Use Primary sources. Media centers, classroom libraries and online access, like the Library of Congress (LOC) have millions of primary source products.

Sin #2: Relying too heavily on paper and pencil tests. Yes, paper and pencil tests (or online testing) is faster to implement and easier on teachers and data collectors, but it only shows a very small amount of a students’ skills. Teachers need more time to teach the content and students need more time to demonstrate mastery of the content or specific skill (See Sin #3). The Smarter Balanced Assessment Consortium: Performance Tasks Specifications (2012, p. 4 -5) recommends using Common Core-aligned Performance Assessments to engage and evaluate students in ways that a traditional paper and pencil test cannot! Here’s what Common Core Performance Tasks include:

- Integrated knowledge and skills across multiple content standards
- Measure of students’ depth of understanding, research skills and analytical thinking
- Opportunity for students to reflect on a real-world problem/scenario
- Allowance for multiple approaches and outcomes
- Production of information/solutions in 21st Century formats/medias

Sin #3: Teaching social studies as a separate subject area. Just 180 days of school and five hours of the school day are hardly enough to even skim the surface of two major subject areas, let alone four to six subject areas (plus speech therapy, special classes for ESE, ELL, Language impaired and other support services)! Teachers must teach social studies content during their Literacy Block. Fortunately, Common Core requires that students’ reading materials must be 50% informational text. That makes using a social studies basal an easy, convenient choice during instructional reading time.

Sin #4: Ignoring current events. Social studies includes geography, economics, government, history and civics. Relying only on textbooks, trade books and even digital publications does not ensure that current events are being taught or even mentioned. Many things are going on in the world that students need to be aware of in order to become a well-rounded, critically-thinking, productive citizen. However, teachers may not have sufficient time to research current events to make sure it is appropriate for students. George Mason University’s History News Network www.hnn.us is an excellent current events online resource for busy social studies teachers. Click on the Teacher Edition tab and lesson plans for grade 3 - 6 and grades 9 - 12 are instantly available. HNN provides teachers with background information, conservative and liberal points of view, lesson plans and additional resources!
Sin #5: Only posting math, science and language arts terms on the classroom Word Wall. The Word Wall takes up a large chunk of precious classroom real estate. However, if you’re teaching social studies content through your Literacy or Language Arts Block, then it only makes sense to include the domain-specific vocabulary, too. Dr. Robert J. Marzano (2004, p.89) states, “Direct vocabulary instruction is fundamental to effective teaching in all subject areas.” In addition to introducing new terms and posting the words on the Word Wall, students must actively engage in vocabulary-building games and activities. Dr. Marzano and co-author Debra J. Pickering (Building Academic Vocabulary: Teacher’s Manual. 2005) have identified the most important vocabulary terms for each content area. Check out Oklahoma’s State Department of Education “Building Academic Vocabulary” webpage http://ok.gov/sde/building-academic-vocabulary. You’ll find links to social studies vocabulary lists for all grade levels, vocabulary instruction templates and ideas to make learning vocabulary fun!

Sin #6: Rote learning of dates and events disguised as social studies “instruction” or “curriculum.” Professional educators know that learning about history, civics, government, economics and geography have to include some rote learning, but best practices tell us that students must make observations of and interact with people and social studies materials (artifacts and primary sources) to truly understand what is being taught. Teachers help students build their background knowledge, provide practice in analyzing other points of view and allow time to really think about why something happened and the immediate or future effects of this event or idea. Here’s a comprehensive website where social studies teachers can find best practices and comprehension strategies that go beyond memorizing historical facts: http://www.readingquest.org/strat/home.html.

Sin #7: Not Teaching Social Studies At All! The ugly truth is that some schools allow and sometimes even encourage social studies instruction to be pushed aside in order to prepare for high-stakes testing. Unbelievable? No. We all know it happens. Unconscionable? Yes. We all know it shouldn’t happen.

Why is teaching social studies important these days? The National Council for the Social Studies (National Curriculum Standards for Social Studies: Introduction. 1992) says it best, “The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.”

There’s really no excuse for Sin #7, is there? Actually there’s no good excuse for any of the “Seven Sins of Social Studies,” especially when teachers can rely on the virtuous “good deed” ideas, strategies and tips in this article! Perhaps the next time you see a social studies “sin” in in progress, you’ll take the time to help right a wrong. Slip that teacher a copy of this article!

References


THERE THEY WERE:
Using iWitness & Digital Sources to Teach HOLOCAUST EMPATHY

by Bill Newell

As the world seemingly shrinks before our eyes, Holocaust and Genocide studies become more vital than ever before. This generation has an urgent need to grab hold of the experiences of the Jewish people who survived the Holocaust as we are rapidly losing these amazing resources. It becomes the educator’s responsibility to represent the events of the Holocaust and other genocides in an accurate, relevant, and engaging manner. The *Echoes and Reflections* curriculum presented by the ADL, Yad Vashem, and the USC Shoah Foundation outlines four main student objectives that the teacher of the Holocaust should focus on. (*Echoes*, 2005, p.11)

With these objectives in mind, how does a teacher approach the task? Two of the suggestions offered by the *Echoes and Reflections* Curriculum are to “individualize the history of the Holocaust by translating statistics into personal stories” and to “use survivor and witness testimony to make history more ‘real’ to your students” (*Echoes* p.12). In combining these two specific objectives, educators could effectively facilitate the experiences of the Holocaust to their students.

Recent research has suggested that classroom use of technology has a positive impact on student engagement and learning. Educational researchers, Sonja Yow and Kathleen Swan (2009), applied concepts of student-centered learning using technology and found while teachers struggled to adjust, students responded “enthusiastically and successfully” (p. 162). The USC Shoah Foundation’s iWitness website offers students the opportunity to interact with thousands of witness testimonies in over a thousand hours of footage. iWitness offers students the opportunity to complete a number of tasks designed to create a digital story using various resources surrounding the study of the Holocaust. Another option available to students and teachers is to explore the site to combine various multi-media formats to create a digital story surrounding events, themes, or people of the Holocaust. This format combines the information and resources of a course on the Holocaust with the engagement of technology. However, the teacher must be mindful of the vast number of resources available and create a curriculum and lessons with this issue in mind, as not to overwhelm the students with media overload. With the aforementioned research and objectives, the USC Shoah Foundation’s iWitness website offers the chance to explore whether the integration of technology into the study of the Holocaust can produce substantial gains in student engagement, learning, and ultimately, student empathy. Does the integration of witness testimony, and more importantly, the student’s ability to manipulate that technology somehow increase the effectiveness of Holocaust Education? Will the inclusion of iWitness aid in the objectives laid out by USC Shoah, the ADL, and Yad Vashem of understanding the implications of the Holocaust, recognizing the complexity of choices and dilemmas, examining how prejudicial attitudes escalate violence, and defining the roles and responsibilities of individuals within a democracy?

While the use of technology can be correlated to student engagement (Yow&Swan 2009), further participation and
exploration by social studies teachers is required to truly begin to understand how students can manipulate digital Holocaust survivor and witness testimony in order to construct meaning and build empathy. While we are losing the ability to interact directly with survivors and witnesses, IWitness can offer empowerment to students through the active construction of testimony, instead of passively listening to the story. However, whether this can be an effective tool in classroom instruction remains to be seen. In the past year my students have been participating in using IWitness and the Echoes and Reflections curriculum to explore the Holocaust in an attempt to make the stories of survivors both meaningful and personal to each student. I invite other teachers to integrate the IWitness site into their social studies courses and explore for yourselves whether the use of digital testimony can enhance students understanding of the Holocaust, while also developing a personal connection with the material.

References


Throughout history, there is evidence that many of the men and women who have left a lasting impact on United States were not raised in low-income homes. George Washington’s homestead is acres and acres of beautiful land along Rappahannock River in Virginia. Ulysses S. Grant’s father was tanner who sold his goods down the Ohio River. The great General Douglas MacArthur was son of a captain and southern belle. These men were provided with extraordinary opportunities at a young age, enabling them to become great leaders. What about girls and boys in these men’s hometown who were not given chance to go to school? The unaccomplished dreams of children born into low-income homes with no, little or poor schooling who could have done great things for United States.

What are the effects of socioeconomic status on classroom behavior? Many children raised in poverty enter school a step behind their well-off peers (Jensen, 2009, pg. 3). All teachers will agree that their students are not just a product of the education they have been given, rather a combination of the efforts of parents, school, and community. What happens when little or no effort formulated at home to raise the child? Low-income parents face challenges their middle and upper class peers may possibly never encounter. Race and socioeconomic status gaps in children’s academic achievement are a troubling social justice issue, both because of the serious long-term social and economic consequences, and because despite decades of research and efforts at reform, these gaps have proven quite robust (Fram, M., Miller-Cribbs, J. E., & Van Horn, L., 2007). This article seeks to discover the social injustice-taking place every day in schools across America.

Lev Vygotsky’s theory suggests that a child’s surroundings determine their behavior. What is acceptable at home for a child may not be accepted at school where a student is around various other cultures. However, the adversities of cultural and contextual barriers, such as school–home literacy fracturing, racism, and family and neighborhood SES, became “limit situations” that constrained the families’ home literacy practices and impeded the children’s school achievement (Li,G., 2010) Evidence demonstrates children born into low income households are significantly more hurdles in life compared to middle and upper class peers.

Classroom behavior first starts at home before child even enters a classroom. How a teacher reacts to student’s behavior is another factor in success of students. A study done on behavior disorders found that there were several factors i.e., family backgrounds, socioeconomics, environments, peer influence, cultural practices, societal expectations, and cultural gaps between home and school which influenced teachers’ perceptions and understanding of behavior problems and disorders in the United States and India (Chakraborti-Ghosh,S., 2008). Inexperienced or new teachers often struggle in their first few years of teaching with handling classroom management. High poverty, high-minority schools receive significantly less state and local money than do more prosperous schools, and students are more likely to be taught by teachers who are inexperienced or teaching outside their specialties (Jensen, 2009, pg. 38). Not only are there at times, cultural differences between low socioeconomic students and their teachers but the teachers experience in classroom itself pose another threat to how behavior is handled in classroom.
Teachers who have years of teaching experience in an area, are least likely to be teaching at at-risk schools. Yet their experience in classroom is invaluable to student success. Moreover, the BSS (Beginning School Study) shows that the gender and SES of first graders predict educational attainment at age 22 (Entwisle, D.R., Alexander, K. L. & Olson, L. S., 2007). A student’s socioeconomic status (SES) can hinder students not only early on but later in life as well.

According to the U.S. Department of Education’s National Center for Education Statistics (NCES, 2002a), the percentage of low-SES students who had bachelor’s degrees when they were 8 years beyond high school (6.9%) is much smaller than the corresponding percentage for high-SES students (51.0%) (Lee, S. M.; Daniels, M. H.; Puig, A.; Newgent, R. A. & Nam, S. K., 2008). Vygotsky’s sociocultural theory explains why students of lower SES often achieve less than wealthier peers. Children’s first model of how to act in society is their parent, if parent lives off welfare and never holds down a job that is their example to the child. This behavior also supports the needlessness of school, therefore devaluing education. Higher-SES parents have higher expectations for their children’s school performance than do lower-SES parents (Entwisle, D.R., Alexander, K. L. & Olson, L. S., 2007). Even in extracurricular activities students SES affected and held students back. Studies have shown after school extracurricular activities enhance and facilitate learning in classroom, since these activities structured in much of same way as a classroom. In between home life situations, poor funding for schools and less opportunities to participate in extracurricular activities the mounting disadvantages for low socioeconomic students provides ample reasons as to why these students have more classroom behavioral problems.

Socioeconomic status no doubt effects how a child perceives and behaves in school. Studies of risk and resilience with children have shown that family income correlates significantly with children’s academic success, especially during the preschool, kindergarten, and primary years (Jensen, 2009, pg. 10). Socioeconomic integration is the best approach to solving socioeconomic crisis. The Pittsburgh Public Schools in Pittsburgh, Pennsylvania recently decided to change zones in their district to include variability in the SES of students within a particular school. These changes signify the apparent and obvious implications of socioeconomic status on classrooms.

If school districts across Florida make the same changes as Pittsburgh did, student’s behavior will improve. Pessimism and resistance to change holds schools back from rendering changes such as what Pittsburgh is doing. Change is possible and the best way to improve current classroom behavior is to diversify students according to their socioeconomic status. Twenty years ago, the South was still struggling and implementing desegregation in schools. If administrators and school superintendents really want assist the low-income students in their districts and cities, they will harness the social monster that has been plaguing societies since medieval times. It is never easy to admit that schools pulling from low-income neighborhoods are given less educational equipment and in some cases become dumping grounds for terrible teachers. If administrators and state educational departments are honest with themselves, they will identify the need for change and diversify schools based on areas of socioeconomics.

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A popular notion surrounding the purpose of education in the world today is the development of intellectual knowledge. Reading, math, and science are the subjects most commonly associated with intellectual knowledge where the learner gains an understanding of specific content as directed by the curricula. However, Dewey (1915) once posited that schools should focus on the growth of moral knowledge in addition to intellectual knowledge.

Moral knowledge is a comprehension of particular values or virtues within a society (Hansen, 2010). Popular ingredients of moral knowledge are values like justice, freedom, tolerance, courage, honesty, responsibility, and self-control. Dewey (1915) argued that knowledge is best comprehended as a verb rather than a noun. Knowledge is not just a mental concept but a social action guided by thoughtfulness. However, it is a “dynamic achievement that people can share and bequeath to others in their mutual quest for lives of meaning and purpose” (Hansen, 2010, p. 181).

Intellectual knowledge will remain mechanical or meaningless without a sense of humanity and various consequences of human action. When students can understand the characteristics of humanity and the social significance of their academic subjects in school, they will develop an interest and moral insights into their education and thus their futures. “All knowledge becomes moral in meaning and consequence when deployed in situations where people heed the concerns, interest, questions, and aspirations of others alongside their own” (Hansen, 2010, p. 179-180).

Moral education (or character education in today’s terms) is a facet of the “hidden curriculum” where morals and virtues are taught in classrooms on a daily basis but are not explicitly written in the curriculum. The purpose of moral/character education is to teach students how to become “ethically mature individuals, capable of moral thought and action” (Ryan, 1986, p. 228). According to Covell and Howe (2010), moral education decreases negative attitudes in students and assists in the development of moral identities. Focusing on morals and values within the curricula may have positive outcomes in the moral development of students as they examine values and human behavior on a daily basis.

There may not, however, be a uniform consensus as to the proper methods of teaching moral/character education lessons in schools today but I deem that teachers must construct a solid pedagogical philosophy centered on the adoption of virtues necessary for success in the 21st century. The foundation necessary for the construction of a moral, 21st century pedagogical philosophy is the comprehension of virtue ethics (as established by Aristotle). Virtue ethics can provide teachers with a clear and virtuous direction when instructing students on the proper methods of becoming virtuous. Virtue ethics focuses on the “state of being” rather than the outcome of certain actions as the determinant of one’s character (Athanassoulis, 2007).

According to Athanassoulis (2007), virtue ethics is a broad term used to describe virtues and the role of character in moral philosophy. It does not emphasize an individual’s duty or actions as an indicator of their true character. Rather, virtue ethics focuses on the “state of being” rather than the rules (deontology) or the outcome of the actions (consequentialism). Instead of focusing on the proper or right action for a particular dilemma or circumstance, virtue ethics focuses on the right emotions, feelings, and behavior that come forth naturally from a virtuous
individual in all instances, times, places, and social settings. A virtuous individual is consistent in their behavior and thoughts. Thus, the right thought or action becomes a habit. For every situation, a virtuous individual is able to recognize the “value of the virtue” in any given situation for its own sake without the expectation of something in return or the fear of reprisal.

Hursthouse (2010) describes the etymology of virtue ethics as *arête* (virtue), *phronesis* (moral wisdom), and *eudaimonia* (happiness or flourishing). The combination of the three root words of virtue ethics is the core of a virtuous individual, however, the acquisition of the three elements may take time and nurturing because individuals are born with a blank slate (*tabula rasa*) and ignorance. Thus, virtue ethics focuses on how a person should live, what the good life is, and what the proper values are for a particular society (Athanassoulis, 2007).

For example, a teacher wishes to educate his/her students on the value ‘respect’, they may discuss the concept that a virtuous person is respectful in all situations, to all people, and at every moment (even when others may find it difficult to remain respectful at all times). The teacher may also show that living respectfully leads to the ‘good life’; societal progression, and is an aid in the construction of their virtuous character. Finally, the teacher must note that one’s character based on virtues should be the motivation for the right thoughts and actions rather than societal rules or expectation of an incentive or fear of a consequence. Highlighting a “virtue of the month” in one’s classroom could provide avenues for the comprehension, practice, and evolution of virtuous habits and characters if implemented and instructed properly as well.

According to the National Council for the Social Studies (2012), the primary mission of social studies education is “to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world”. This mission should provide social studies teachers with a moral goal or purpose in their daily pedagogy. The emphasis of encouraging students to become active citizens in a diverse democracy and globalized world can come in a variety of methods but a social studies teacher should offer authentic, student-centered instruction that will prepare each student for their futures in the twenty-first century. Most importantly, if teachers wish to prepare their students for their futures where they are to make decisions for the public good, I only see the emphasis of virtues and morals as the centerpiece or foundation to their daily instruction.

For lesson plan ideas, visit the following sites:
www.charactercounts.org
www.randomactsofkindness.org

References
The Florida Council for the Social Studies is making a call for articles for the next 2013 edition of the Trends and Issues publication. The issue will be scheduled for release in the Fall of 2013. Any educator pre-service, preK-12, or post secondary is welcome to submit.

The guidelines for submitting are as follows:

- Include author(s) name(s) and School District, College/University, Professional Organization or County of residence, exs. Broward County School District, Florida Atlantic University, Florida Law Related Education Association or Broward County.
- Maximum length of article or lesson plan = 2 pages, single-spaced.
- Content must be associated with any area within social studies education.
- 1 – 1.25 inch margins, be consistent (ex. entire document must be 1 inch or entire document must be 1.25 inches).
- If applicable, provide accurate and complete bibliographical information. All references cited in the manuscript should be listed at the end. Citations and references are to align with the American Psychological Association version 6.0.
- Use dialogue and direct quotes sparingly. Incorporate key ideas of conversations into text when possible. If material is quoted, supply the complete source in the references and cite the page number with the quotation.
- Proofread and spell check before submission. Review for grammar, completeness, mathematical correctness, and accuracy of references. Full identify organizations and groups that are mentioned by initials or acronyms.

Submit to publications@fcss.org by September 15, 2013.
Students come to classrooms often unaware of our country’s government, politics, and current events, resulting in a lack of political efficacy when they reach high school and can finally vote. Why is this?

Is Ignorance Really Bliss?

The Political De-motivation Among Elementary to High School Students

by Rina Bousalis, Tampa, Florida High School Teacher
University of South Florida Graduate Student

As a prior elementary teacher and high school American government teacher, I have had the rare opportunity of being part of both the beginning and end of the public school teaching spectrum. I have seen what the curriculum offers students during the elementary years, and then what is later presented to them during their high school years. After realizing that a majority of my high school students – future voters - came to me with little knowledge about government and current events, I had an awakening. With the high school years marking the end of some students’ schooling, when were my students ever going to learn about government? How was I to introduce over 200 year’s worth of information, instill pride in democracy, and encourage voting, all in a one-semester American Government class?

U.S. statistics often add to this anxiety. The Annenberg Public Policy Center (2012), for example, reported that only 38 percent of American students “could name all three branches of the U.S. government… a third (33%) are unable to correctly name any of the branches”. So, I decided to test the water myself and asked my high school students what they knew about government, and whether or not they would vote in a presidential election when they turned 18. One intelligent, yet politically unmotivated, student replied, “I lack knowledge of the political world. For that reason, I do not want to be a part of choosing the highest power in this country.” With my student having answered this question candidly, my concern was justified; democratic learning experiences do not happen overnight. Perhaps if educators laid the underpinnings of political understanding in the primary grades, by the time they reached high school, students would slowly and steadily be able to evaluate arguments and to understand the power of an election better. To highlight this notion, a study conducted by Deuchar (2007) revealed that children in early stages of elementary grades had more occasions to learn about social issues than they did in secondary school. Factors such as high stakes testing demands and educators’ beliefs on what topics children could handle, shunned the “opportunities for political and governmental exposure… [that were] there during the primary years, but not often taken” (p. 207).

Intrigued by my last student’s honesty, I continued with this class discussion, and heard another student remark, “No, I will not vote because we always make a big deal about voting, and in the end, we all know that our votes don’t count.” Reflecting on that student’s answer, one may ask, who is the “we” to which the student refers? Is “we” one’s family or friends, or one’s way of saying that he or she does not really understand the true meaning of what voting can do, and is only listening to what others have to say?

On that note, another student adamantly announced: “Yes, I will vote because my mama told me to.” Although seemingly funny, there may have been truth behind this student’s statement. Are one’s political choices often representative of the views of others? In the case of mock voting forums held in schools during presidential campaigns, although they offer students the knowledge about the voting process, students often end up voting for whom their parents or friends would choose. Thus, the experience of truly understanding politics and democracy are to some extent lost in this type of activity.

A different student followed by exclaiming, “If they want me to learn about politics, it’s got to come from school because I don’t learn it at home. The only time I watch the news is when I accidentally push the wrong button on the television”. Pondering over the admission of this student’s lack in interest of the daily news, I thought of John Dewey (1916) and his life-long concern for “What was to become of a young child in the future?” In his numerous writings, Dewey determined that good citizenship was a necessity of life. As to how the promotion of political democracy could be made possible, Dewey believed that it should be placed in the hands of educators. After all, as Dewey suggested, what better place could students learn to communicate, think critically, and take direct action? Is Dewey’s vision
of educators teaching democracy as a creative and constructive process really happening? Furthermore, is entrusting educators to teach democratic education the only means of transmitting political knowledge?

Another student, expressively bold, replied, “No, I will not vote. I believe the government is fake and I want nothing to do with politics. The government and politics is a bad business. They don’t care about my one little vote.” Perhaps Dewey (1916) was on the mark with this one by suggesting that man’s own creations such as war, genocide, and political corruption have caused students to distrust government and politicians. Feeling as if one has little influence in political affairs, is it possible that many youths’ lack of political efficacy could simply mean that he or she does not understand government? Now more than ever, there is a need for democratic education. Technology, war, and terrorist attacks such as 9/11 have taken their toll on our democratic institution. For that reason Engle & Ochoa (1988) suggest that a ‘good’ citizen should no longer be considered as one who is simply compliant to government; rather, a good citizen is one who is willing to participate in its development. If the young grow up taught not to speak out or not to question, they will become followers, not leaders.

Likewise, The National Council for the Social Studies (2012) promotes the idea that the primary expectation of young people is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society. Yet, without democratic learning during the primary and elementary years, are students really able to meet these high expectations when they get older?

Subsequently, my next student declared, “No, I will not vote because I believe the world is run by the controls of corrupt government who have already decided who gets to be president, so there’s no point. It’s a conspiracy theory”. Although several of my high school students admitted to their lack of knowledge about political affairs and current events, many expressed their longing to be in the ‘know’.

Several students regretted not having, or taking, a chance to learn about them sooner. One student admitted to being, as she put it, “ignorant” about politics and current events; but having missed so much already, she had no desire to even try and catch up. Entertainment media often wins out over current events, and schools cannot compete with television, internet, or the movies. Countless students do not have access to information about politics, talk politics at home, or perhaps even stay home long enough to listen. With many parents at work or out of the academic loop, public schools have lost their support base. Although students might enjoy engaging in political conversations, the lack of a home-school bond hinders the cultivation of social studies admirers or government reformers.

In the development of young democratic critical thinkers, it is best to start early. Educators need to create a classroom culture consisting of political and current events instruction, one “where being informed about… the goings-on in the world becomes the norm” (Libresco, 2003, p. 274). As children have the responsibility to take care of society so that it will continue, this calls for the need for teaching meaningful political education in the elementary grade level first. By incorporating a solid foundation of political knowledge early on, children will have a greater sense to think on their own, to form opinions, and to make good future decisions.

References
Both countries, Egypt and China, have long and storied histories arguably the cradle of civilizations. Both have monumental structures surviving thousands of years and both now attract millions of awestruck visitors from the rest of the world to their antiquities. Each has only recently realized the value of their ancient histories.

In January, 2010 the people of Egypt overthrew their dictatorial government. In the process some looted the museum in Cairo particularly the single surviving contents of the Pharaoh Tutankhamen. All other tombs of the ancients of Egypt had long ago been pillaged by foreigners and citizens alike.

Likewise in our lifetime the Cultural Revolution of the 1960s destroyed the throne of the last Emperor. The “students” sent their teachers to reeducation camps and took the throne along with other antiques out of the Forbidden City in Peking now Beijing and burned them in Tiananmen Square.

There is a sense of loss among current educated guides with indignation that the French and English among other Europeans had removed many artifacts from their countries. It is certainly true that a great majority of these precious objects reside in safety in these same European museums. Where would they be today had they remained exposed to the vengeance of their own populations and the destruction of the Japanese in World War II and the cultural war that followed?

For instance, the terracotta warriors of first Emperor QinShihuang, the unifier of China’s six districts, were buried with their real weapons. After the death of this ruler in 210BC the peasants revolted and needing weapons looted this site for its tools of war and in the process destroyed the bearers molded in clay and burned the structure covering them. The clay soldiers were only found in pieces in 1974 by a farmer digging a well (see photo of author with farmer).

The Great Wall built in 220BC and improved around 1385 AD in the Ming Dynasty separating civilized China from the Mongols fell into disrepair. Only recently was The Wall restored in sections close to cities accessible to foreigners. The wonderful museums in China’s major cities contain objects discovered in the last twenty years or recently donated to them from private collectors.

The current Muslim authorities might have little respect for Egyptian history. If not for the attraction of foreign money, Egyptian antiquities within that country would most certainly disappear. We can only hope that money will overshadow religious reasons for disrespect of Egyptian heritage.

Likewise, the current wave of capitalism in China could lead to further preservation of what has not been discovered. For instance there are known tombs of Emperors of the Ming Dynasties in the Avenue of the Rulers near Beijing curiously defended by the Qing Dynasty because of reverence for dead ancestors, even though not their own. The tomb of the Emperor Qinshihuang at the site of the terracotta warriors is known and still covered by a mound of dirt. We are not totally sure it has remained undisturbed in the distant past.

The world needs to be vigilant to preserve what is irreplaceable. The loss of antiques in Baghdad’s museums in the Iraq War through the hands of its own people is a tragedy that should never be repeated under the authority of new governments and conquerors. Just as our genes trace to these civilizations of millenniums past the antiquities contained there belong to all of the world.
Modern China contains one fifth, 1.4 billion, of the world population with 56 ethnic groups in 34 provinces. The dramatic rise of industrialization mimics that of the United States of the turn of the twentieth century with resultant fouled air. Because of the masses China restricts childbearing to one per couple since 1976. The rising standard of living in the cities has caused a vertical explosion of building of twenty or more stories. The resultant wealth has diminished the bicycle replaced by the BMW, Mercedes and Chinese GM and Ford products. Beijing is building its seventh ring road and twentieth plus bridge and multiple subways. In the process Chairman Mao destroyed the ancient wall around old Peking for the third ring road around the newly renamed Beijing. The world Olympics of 2008 brought an emphasis on modern building and cleaner environment helped by a tree planting program.

In all respects Beijing, Shanghai, Ti an, Wusan, Wuhan, Chongqing look like modern Western cities transformed. The old is replaced with the higher still. In the rush to modernity the quaint and individual structures are rapidly disappearing. The obvious difference to Egypt is the filth on the streets of Cairo while not a piece of paper is under foot in Beijing. In the rise of the Changjiang River in China behind the Three Gorges Dam no temple or quaint structure survives above the water level. On the banks of Lake Nasser behind the Aswan Dam the world helped Egypt move its temples above harm.

The youth of Egypt can not find independence without a job and without a home cannot find a willing wife. In this instance the vertical family home remains unfinished on the top floor awaiting a resolution to this problem. In China the family unit is rapidly dissolving for the move to the city jobs which lead to the rapid prosperity and westernization of the masses. Unfortunately the average worker cannot afford the new apartment in the high rising structures which replace the family homes.

The central Government owns all the land and ownership of property expires in 70 years. Therefore eminent domain is not a problem. The Government moves its citizens around at will for the convenience of the many.

According to one source real estate construction and its wealth is 80% of the GDP of China. With the value of this construction outpacing the wage scale of the city aspirants idle projects are now in foreclosure and plagued by falling values. The central Government is attempting to rectify the affordability issue by rent control. A bursting bubble similar to that of 2006 in the United States real estate market seems imminent.

The Egyptian youth cannot find a job to start their family. The Chinese workers cannot yet afford the high priced real estate where the jobs are. This should lead to wage increases to solve the affordability issue, which then could price the products sold to the world upward leaving open the door to competition from Vietnam, Thailand, Malaysia and Indonesian labor. Neither bodes well for the future of either country.

The Government employees of both countries are the upper class and most pampered. The class system stifies upward mobility of the masses. Liberty as we know it is still elusive to most and equality espoused by socialist leaders is not yet attainable. The November election of China votes for one preselected candidate.

What is little known in the West is the rise of capitalist aspirations of the peasant. The 1917 Revolution in China from the feudal system of Government was followed by the 1960s Cultural Revolution of the students from the elite classes. An epiphany of the farmer in Southeast China occurred in the 1990s. The collective farm where everyone shares equally in the harvest is called socialism. Subsequent smaller and smaller yields because no one wanted to exceed the work ethic of his neighbor led to a downward spiral in productivity. One commune formed a secret pact among themselves to each cultivate his own plot and not share equally in the output. This was extremely successful in increasing the productivity of the whole commune. The secret became public and a wave of capitalism swept the countryside and eventually the cities. This has led to the meteoric rise of the Chinese economy.

It appears the genie is out of the bottle. The internet has educated the masses. The Arab Spring liberates the Muslim world from dictator governments replaced with less autocratic, but little democratic ones. This might be compared to the 1917 Chinese Revolution. Egypt must take the next step as China has toward breaking down the class system as the Cultural Revolution of the 1960s in China attempted and then finally toward capitalism in order to advance economically.
When Barack Obama was elected in 2008 the press declared that we had entered a post-racial era. Thernstrom (2008) stated, that his election “will allow black parents to tell their children, it really is true: the color of your skin will not matter.” The public regaled on the effectiveness of the modern civil rights movement, The March on Washington (1963), The 1964 Voting Rights Act and the implementation of school desegregation on a broad scale. For all of the progress that has supposedly been made, there are many social issues that are both pervasive in our communities and in our schools. Millions have been spent on study after study to address the achievement gaps between majority and minority students and the over use of labeling in the classroom to the detriment of minority students. According to the Florida Department of Education (FLDOE) Data Report (2009), 73.39% of Florida public school teachers are White, 13.68% are Black, 11.62% Hispanic, 1.04% Asian and .27% American Indian. The student demographics in the six largest counties (Dade, Broward, Hillsborough, Palm Beach, Orange and Duval) reflect the diversity of the population of said counties. There remains a social disconnect between teacher education candidates and the realities of the classrooms they will enter. Despite efforts, although not intentional or well-coordinated, to inform prospective teachers of the importance of honest self-evaluations, many move through countless College of Educations with an ethnocentric mindset still intact.

I submit that the bases of many of these issues are the inequalities that are engrained in American society; we still have tolerance problem. The post 9/11 thought of the American public, coupled with the economic downturn has allowed ideas and behaviors that were thought to have been on the decline to experience resurgence. In the last 24 months we have had several incidents of racial profiling which have culminated in the Trayvon Martin shooting in Sanford, Florida. In various educational foundations courses I have used this tragedy to reinforce the importance of cultural relativism and the use of multicultural education in the classroom. Through class discussions I have found that many pre-education majors have been sheltered due to their placement in Advanced

by Headley J. White, Ph.D.
Placement and Honors courses. When we discuss “regular students” many express limited interaction with them due to the exclusiveness of their course loads and schedules. Students did discuss their surprise at the Martin case; many thought the suspect should have been arrested. This led to a discussion regarding the history of profiling in this country, which has dubbed “living while Black or Hispanic”. It is now interesting to note that those of Islamic faith have been added to the list. It was truly a teachable moment; they were able to visualize the stresses that could shape some of their potential students, the socioeconomic pressures, compounded by daily prejudices that they face in other classrooms. I was able to share several profiling experiences; being pulled over going to lunch in high school because I fit a description, being stopped coming out of the library in college during finals week. I was able to express mutual feelings that many black, male professionals have experienced; the stress of achieving the American dream only to constantly look over our shoulders and tailor our posture so not to appear too “threatening” or “suspicious”. Even in the 21st century there are still such issues of a delicate nature.

As Social Studies educators, we need to make sure that those that are willing to enter this noble occupation realize that there are a multitude of factors that affect how students relate to them. Pre-service teachers often believe that they know everything that teaching entails because they have been a part of the system since they were six-years-old. However, the analogy must be made that they have attended the dentist or their family practitioner just as long as that does not make them a dentist or a doctor. In fact, the medical field does not allow non-credentialed, unauthorized, inexperienced voices to serve as spokespersons or ad hoc representatives of its profession. Teachers in training must realize that a major aspect of teaching is a willingness to learn from their students. Chances are that if you teach in Florida, your classroom will be representative of the varied cultures that comprise the Western Hemisphere. It would behoove a new teacher to take the time to understand the culture of demographics, and how students relate to each other.

Bibliography


Lesson Overview:
QR Codes are everywhere nowadays. Those little black and white squares can be found on the back of ketchup bottles, t-shirts, on restaurant menus and even printed on movie theater popcorn tubs. QR Codes are becoming a piece of our everyday visual spectrum, it is near impossible to go a day without seeing one and yet many of our students are unsure what exactly they are or what exactly they do.

As a PLC, we brainstormed different ways to introduce this new technology into our classroom. We wanted to make sure we designed a lesson around QR Codes which would enable our students to: produce original works which exhibit their understanding of the material, provide structured interactions with primary sources and allow them to explore a new technology.

Lewis & Clark: A QR Code Expedition sends students on their own expeditions, traversing the school campus, utilizing a map and searching for QR codes. At each location on the map, students can scan the QR Code and bring up a “task.” Each task is housed on a self-contained web page and depicts a particular aspect or event of the Lewis & Clark Expedition.

At each station, students interact with a variety of primary sources, quotes, images, and videos in order to complete an activity through Edmodo, an educational website that allows students to submit assignments and interact with other students. The activities are aimed at getting the students to engage in higher-level thinking, placing them in the shoes of Lewis & Clark and their crew, exploring the expeditions legacy.

Scavenger Hunt Homepage: http://lewisandclark-scavengerhunt.weebly.com/

Note: The self-contained “tasks” were created using www.weebly.com’s free websites and linked them to a QR Code utilizing www.qrstuff.com, a free QR Code generator, prior to the lesson. We placed them around the campus and planned routes for each group of students to follow. Each task has a large amount of information, provided below is the QR Code for each task. Sources of information are referenced throughout the sites.

Grade Level: 6th-8th Social Studies (can be expanded)

Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of eastward expansion. (SS.8.A.4)

Benchmark: Examine the experiences and perspectives of significant individuals and groups during this era of American History. (SS.8.A.4.3)

Lesson Objectives: Students will…
- Understand the role Lewis and Clark played in the shaping of our country and the lasting influence it has in relation to their lives today.
- Participate in a role play/scavenger hunt in which they will create diary entries, complete missions, and understand the route Lewis and Clark took on their journey westward.
- Develop an understanding of domestic and foreign affairs during Jefferson’s Presidency.
- Engage with new technology and understand various digital platforms.

Essential Questions:
- What were some of the hardships faced by Lewis and Clark?
- What did the explorers need to survive their journey?
• How did the geography and landscape of the west impact their expedition?
• Should the Native Americans who encountered Lewis and Clark view them as a friend or a foe?
• What was the legacy of the Lewis and Clark Expedition?

**Procedures:**
1. Introduce students to QR Codes and have them practice scanning them utilizing their devices.
2. Students will start their expedition by scanning the first QR Code, entitled “The Gateway”, in the classroom. Discuss how each task asks students to engage and research different maps, primary sources and images on their journey.
3. Following the completion of the first task, students are awarded a map of the campus that is labeled with the placement of their next QR Codes. (See “Campus Map” Below)
4. Students follow the route for their group and complete each associated task through online submission. (See “The Codes” below for links to each task)
5. Teacher can monitor their progress online and by walking around.
6. After scanning each code and completing each task outside, students are directed back to the classroom, where their final QR Code awaits scanning.
7. After all students complete each task, teacher can review content and gather feedback from students.

**The Codes:**

1. The Gateway
2. Wildlife
3. The Elements
4. Friend or Foes
5. Legacy

**Campus Map:**

**Materials and Resources:** Images, Maps and Information found within each task courtesy of:

- [www.archives.gov](http://www.archives.gov)
- [www.celebrating200years.noaa.gov](http://www.celebrating200years.noaa.gov)
- [www.edmodo.com](http://www.edmodo.com)
- [www.history.nd.gov](http://www.history.nd.gov)
- [www.lewisandclarktrail.com](http://www.lewisandclarktrail.com)
- [Lewis Clark- Great Journey West National Geographic](http://www.lewisclark.org)
- [www.loc.gov](http://www.loc.gov)
- [www.pbs.org/lewisandclark](http://www.pbs.org/lewisandclark)
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