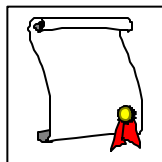


# Nebraska State Council For the Social Studies

Fall 2000



## NSCSS OUTSTANDING EDUCATORS: 2000

Congratulations to the following teachers who will be recognized and receive a plaque from NSCSS for their contributions to education as outstanding educators. The awards will be made at the August 17th NSCSS Fall Conference at Lincoln High School in Lincoln, Nebraska at the luncheon (11:30-12.15).

**Joe Higgins** (Omaha Westside H.S.): *Paul Beck Award for Outstanding Achievement in Social Studies Education*

**Shelley Clayburn** (Rousseau-Lincoln Public Schools): *Outstanding Educator for the 1st Congressional District*

**Pat Kennedy** (Omaha Benson H.S.): *Outstanding Educator for the 2nd Congressional District*

**Roy Ferris** (Valentine H.S.): *Outstanding Educator for the 3rd Congressional District*

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## President's Message

I hope you are enjoying the summer. No doubt you are spending part of your summer "vacation" reviewing the Nebraska History and Social Studies Standards. The "powers that be" seem insistent on devising some magical formula that will measure the academic performance of your students and, of course, your effectiveness as a teacher. No doubt, the local school districts and the state legislature will also devise a magical formula that rewards the teachers who are an effective force in educating our "leaders of tomorrow." But, have no fear for John (LeFeber) is near. John will convene a series of workshops across the state to help educators become more knowledgeable about the standards and how to effectively integrate them into your social studies curriculum. NSCSS will work with John to help sponsor these workshops and provide you with strategies to implement the standards. Like it or not, the standards will become a part of your "educational experience."

The NDE, under John's leadership, and NSCSS will sponsor a full day workshop at Lincoln High School on August 17th from 7:30 a.m. to 4:30 p.m. on the topic "Instruction and Assessment for Nebraska Social Studies Teachers." You will have the opportunity to hear a knowledgeable keynote speaker, **Fred Czarra**, and attend five "break-out" sessions.

There will be sessions related to most social studies courses as well as opportunities to attend sessions on the stock market game, and using the railroad to teach economics, Close Up, etc. I know August 17th is a teacher work day for some of you, and getting books, lessons plans, etc. ready for the school year is important, but I also know that it is becoming increasingly important for educators to become more effective in developing instructional and assessment strategies to help students meet the standards.

NSCSS and the NDE, under John's leadership, will also provide the following workshops to help teachers implement the standards: October 18th In North Platte and in late March (2001) at the annual NSCSS Spring Conference.

**Michael Young, NSCSS President**

## Useful Websites



U.S. Senators Go Looking for E-Ideas. Senators Fred D. Thomson and Joseph Lieberman of the Senate Governmental Affairs Committee have created a WEB site through which citizens can post comments and suggestions that will be considered for use in legislation the committee hopes to introduce later this year. The WEB site is available at [http://gov\\_affairs.senate.gov](http://gov_affairs.senate.gov).

FDR Presidential Library. The library reports it has 10,000 digitized documents. The WEB site is available at: <http://www.fdrlibrary.marxist.edu/>

Federal Resources for Educational Excellence (FREE). Twenty-five resources have been added to the web site that makes hundreds of learning resources from 40+ federal organizations available (and searchable) in one place. Some of the most recent additions are "The Battle of Bunker Hill: Now We Are at War", "Andersonville: Prisoner of War Camp", "Civil War Lesson Plan" explores the culture of the U.S. prior to the Civil War. "From Canterbury to Little Rock: The Struggle for Educational Equity for African Americans", "How Math and Science Changed George Washington's Life" The WEB site is available at <http://www.ed.gov/free/>

H-LOCAL Is a member of H-Net Humanities and Social Sciences Online. H-LOCAL encourages scholarly discussion of state and local history and museums and makes available diverse bibliographical, research, and teaching tools. The WEB site is available at <http://www2.h-net.msu.edu/~local/>

The Stanton and Anthony Project, which contains 45 reels of microfilm, are available for the first time in print. This online Mini-Edition is a Web site that focuses on the early work of reformers Susan B. Anthony and Elizabeth Cady Stanton. The document section here is a wonderful place to go to the roots of reform for women in 19th century America [http://www.homeworkcentral.com/knowledge/vsl\\_files.htm?fileid=183602&tg=&flt=CAB](http://www.homeworkcentral.com/knowledge/vsl_files.htm?fileid=183602&tg=&flt=CAB)

Although *The American President* series has already aired, the site will continue to add resources through to the general election in November. Currently there is some materials and web site recommendations that address conventions and new lessons coming online shortly [www.americanpresident.org](http://www.americanpresident.org)

## Professional Opportunities

John LeFeber seeks help from NSCSS members to rewrite Nebraska statute 79-724, which deals with American citizenship. Anyone interested should contact John at [jlefeber@nde.state.ne.us](mailto:jlefeber@nde.state.ne.us).

Doug Kluth and Rich Brown agreed at the January 30th NSCSS meeting to help revise the NSCSS constitution. If anyone would like to assist with this task, please contact Doug: [dkluth@gilligan.esu7.k12.ne.us](mailto:dkluth@gilligan.esu7.k12.ne.us) and Rich at [rbrown@esu3.esu3.k12.ne.us](mailto:rbrown@esu3.esu3.k12.ne.us)

The 5th Annual Governor's Lecture in the Humanities will be an excellent resource for Nebraska social studies and English teachers and students. Nell Irvin Painter, author of the acclaimed biography "**Sojourner Truth: A Life, A Symbol,**" will give the lecture **Thursday Sept. 7 at Kimball Recital Hall in Lincoln**. She will speak on "Historical Biography and the Privilege of Unknowing" at the 7:30 p.m. lecture, co-sponsored by the Nebraska Humanities Council and the University of Nebraska history department. Painter explores Truth's role as a symbol for the strong black woman as she recounts the ex-slave's biography and her influence on American women and blacks, separating person from symbol and Isabella from Sojourner.

In 1997, the book shared American Library Association honors with the work of a previous Governor's Lecturer, Stephen Ambrose's "Undaunted Courage," as one of the year's best books in history.

For more information on Nell Irvin Painter, Sojourner Truth and the Governor's Lecture in the Humanities, contact the Nebraska Humanities Council at (402) 474-2131 or at [nehumanities@juno.com](mailto:nehumanities@juno.com). The council also has a list of suggested discussion questions for English and social studies teachers who would like to include Sojourner Truth in the curriculum.

**Mark your calendar on October 9, 2000.** This will be the day set aside for the *Money Talks . . . 2000 Personal Financial Forum: Real Life Finance . . .* By Students, For Students. This forum will be held at the Holiday Inn in Kearney, Nebraska from 8:30 am to 3:00 pm.

**August 17 in Lincoln, "Instruction and Assessment for Nebraska Social Studies Teachers"** Contact Karen Stanley at for more information. A Registration form is enclosed in this mailing.

## NSCSS Membership Application Form

Name \_\_\_\_\_ Home Phone (    ) \_\_\_\_\_

Home Address \_\_\_\_\_

School Name \_\_\_\_\_ Work Phone \_\_\_\_\_

School District \_\_\_\_\_

E-mail address \_\_\_\_\_

**Membership Dues: (Membership dues are tax deductible for educators)**

\_\_\_\_\_ **\$15.00 (Regular, one year)**

\_\_\_\_\_ **\$10.00 (Student)**

\_\_\_\_\_ **\$25.00 (Institutional)**

\_\_\_\_\_ **\$50.00 (Lifetime)**

**Make checks payable to: NSCSS**

**Mail to: Bev Johnson**

**306 South 51 Street**

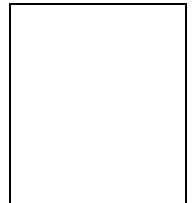
**Omaha, NE 68132**

NSCSS

Bev Johnson

306 South 51 Street

Omaha, NE 68132



ADDRESS CORRECTION REQUESTED



## Boundaries and Borders Lesson Plan

**Objectives:** To understand the extent to which regional boundaries figure in to day-to-day lives, and those of other people around the world.

To appreciate how the boundaries are created, and that those boundaries might change.

**Procedure: A Room Divided:**

1. Use string, chalk, masking tape, or ribbon to divide your classroom into several unequal areas or regions. Inform your students that these lines, or barriers, extend from floor to ceiling and may not be crossed for any reason.
2. Students may speak with other students within their region and with you, but not to the students in other regions. Give 5 minutes to interact within their groups to appreciate how the existence of the boundaries changes the geography of the classroom.
3. Ask students in each area to list problems and benefits that would result from keeping the lines in place. Place these on the board in two columns: problems and benefits. Problems might include not being able to leave the room or speak with their friends; benefits might include working with the same group of people on an ongoing basis. Since the areas are unequal, the differences between them might also bring benefits to some groups and disadvantages to others.
4. Suggest the possibility of moving the borders. If some of the student groups like this idea, have them negotiate with neighboring groups about relocating the lines. Point out that many countries face the same sort of challenges in resolving border disputes.
5. Ask your students to suggest reasons why political divisions, such as the borders of their country, city, or state, exist where they do.
6. Exhibit several maps with political boundaries on them, and discuss how and why those boundaries were created. Mention that property lines constitute another important sort of boundary between neighbors.
7. Discuss: "If the school wanted to expand its territory to build a new field, or more classrooms, would that be possible?"

**Practice:**

1. Have students look through the newspaper for evidence of various border disputes.
2. Collect the examples and categorize them in a meaningful way.
3. Share them with the class at the end of the specified time period.



**Assessment: Familiar and Unfamiliar Borders :**

1. Copy physical maps from an atlas and give each student or group of students a different map of an unfamiliar area.
2. Have students divide the territory on the map into several political entities.
3. Provide climatic or resource maps of the same regions have students examine them and consider whether they would like to redraw their borders in light of the new information.
4. Students share their maps and explanations of their borders to the class.

**Extensions: Take It Outside:**

1. Take your class outdoors. Place them in teams of two or three. Give them different colored chalk or yarn and ask them to divide the area into different regions. Once they've established the boundaries, groups will not be allowed to cross each other's borders. They may use any criteria they like in placing their borders, but they must be able to explain their reasons. Ask each team to lead a tour of the area and explain the factors that were decisive to them. Lead the discussion and point out contrasts between different guiding principles, such as self-interest, resource sharing and personalities.
2. Create possible future border disputes over remaining frontiers: large tracts of Antarctica, the sea floors, and space beyond earth's atmosphere.

