



Nebraska State Council For the Social Studies

In association with
National Council for the Social Studies

Spring 2002

Corps of Rediscovery: A Social Studies Conference on Engaging All Learners in the Adventure

NSCSS will join with the Omaha Public Schools, the Nebraska Department of Education, GEON, NIE, the Henry Doorly Zoo and various other organizations to sponsor a conference, which will be held at the Omaha Henry Doorly Zoo. There will be four "break-out" sessions related to the various disciplines such as geography, history, psychology, world cultures, and much, much more as well as tours and educational programs at the zoo.

Details:

Date: Monday, October 7, 2002

Time: 9:00-3:30

Place: Omaha Henry Doorly Zoo

Phone: 402-557-2436

Cost: **\$10.00 members/ \$25.00 non-members** (includes lunch)

President's Message

The Chinese character for danger is the same as the character for opportunity. Social Studies teachers have navigated this school year's dangers with courage, and have capitalized on the opportunities with vision. September's jarring events challenged us all to explore what it means to be an American in the 21st Century. January's national education act warned us to "leave no child behind," while April's unicameral actions told us to make those greater gains with even smaller budgets. Through it all, you and your peers have kept faith with the future, have led with courage, and have taught with joy and vision. Continue the excitement through the summer: read a book, attend a workshop, and listen to a cardinal. Return ready to turn dangers into opportunities once more. See you this fall at a great opportunity to rediscover Lewis & Clark during the NSCSS Fall Conference, Oct. 7, at Henry Doorly Zoo.

Please consider sharing your knowledge and expertise by presenting at the conference. A *Call for Presenters* application form is enclosed in this newsletter.

Karen Stanley, NSCSS President

Inside This Issue

- 2 Websites and Professional Opportunities
- 3 Outstanding Social Studies Educators awards
- 4 Lessons: Supreme Court Decisions/Political Cartoons
- 7 Call for Presenters

Useful Websites



Fantastic recount of the **old Negro Leagues** complete with player pictures and profiles; history of the league; 20 questions quiz; multimedia presentations; and much more...

http://www.mlb.com/NASApp/mlb/mlb/history/negro_leagues.jsp

Lesson plans and teaching strategies

<http://www.csun.edu/~hcedu013/plans.html>

"WhoWhatWhen is a database of people and events from **1000 A.D. to the present**. Create graphic timelines of periods in history and of the lives of individuals."

<http://www.sbrowning.com/whowhatwhen/index.php3>

Library of Congress Exhibition: American Treasures.

Of the more than 110 million items in the Library of Congress, which are considered "treasures".

<http://www.loc.gov/exhibits/treasures/>

Slaves and the Courts.

<http://memory.loc.gov/ammem/sthtml/>

Good WW II site

<http://www.ofworldwar2.com/>

Teaching materials.

<http://www.globaled.org/nyworld/materials.html>

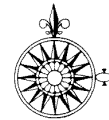
The Jefferson National Expansion Memorial has completed the first section (Pre-K through 7th Grade) of a curriculum guide on the **Lewis and Clark Expedition and the Louisiana Purchase**.

<http://www.nps.gov/jeff/LewisClark2/Education/CurriculumGuideMain.htm>



Professional Development Opportunities

- ❖ **Citizenship Education Institute June 24-28, 2002.** Training in the use of *We The People...* Program will be offered at Nebraska Wesleyan University. Includes materials and 3 hours of graduate credit. Cost: \$50.00 for all grade levels. Contact John LeFeber at jlefeber@ncee.net for more information
- ❖ **History Alive! Level I and II**
Level I- June 10-14 in Omaha call Susan at 557-2436 for registration Cost \$120.00
Level II- June 10-14 in Lincoln. Call Karen at 402-436-1829 to register. Cost \$75.00



EconEdLink Get paid \$500.00 to write one published lesson for economics! Contact John LeFeber at jlefeber@ncee.net for more information

- ❖ **Foundations for the Teaching of Economics** Various FREE programs for teachers. Visit their website at www.fte.org for locations and courses.
- ❖ The world's largest gathering of social studies educators will occur in Phoenix, Ariz., Nov. 21-24, when more than 3,500 teachers, teacher educators, researchers, and school officials gather for the **82nd Annual Conference of the National Council for the Social Studies (NCSS)** at the Phoenix Civic Center. The conference theme, "A Century of Character and Change," reflects the organization's commitment to social studies as the integrated study of the social sciences and humanities to promote civic competence.



Nebraska State Council for Social Studies Awards

Each year the NSCSS recognizes outstanding social studies educators. Please consider nominating a deserving educator. Awards are made for the following categories:

Paul Beck Award for Outstanding Achievement in Social Studies Education

This award is in honor of the late Dr. Paul Beck who was a professor of history at the University of Nebraska at Omaha. Dr. Beck was the consummate professor who not only excelled in the university setting, but he was also a true friend to the social studies teachers in public and private education. He is a past president of the NSCSS and one of its founding fathers. Any college/university professor or teacher at the public or private level is eligible for this award.

NSCSS Outstanding Educator Award

In addition to the Paul Beck Award, the NSCSS also recognizes one outstanding social studies educator in each of the three legislative districts.

The only requirements for nominating educators for these awards are:

1. Check the appropriate awards (listed below) for which you are nominating someone.
2. Write a brief statement indicating why you think the person you have nominated should receive the award
3. Indicate the pertinent information for the person being nominated and the name of the person nominating
4. Return this nomination form by **June 2, 2002** to: **RICH BROWN AT 13524 WRIGHT, OMAHA, NE**

68144

1. Paul Beck Award for Outstanding Achievement in Social Studies Education

2. Outstanding educator for the 1st Congressional District

3. Outstanding educator for the 2nd Congressional District

4. Outstanding educator for the 3rd Congressional District

Name of the person being nominated: _____

Address _____ zip code _____

Telephone number _____. E-mail address _____

Statement of support:

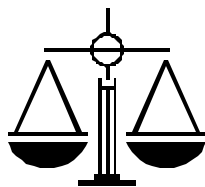
Name of person doing the nominating: _____

Address _____ zip code _____

Telephone number _____. E-mail address _____

Please write a brief statement of support for the educator you are nominating on the back of this form.

KEY SUPREME COURT DECISIONS: LINKS TO HISTORY



Lesson: Understanding History Through An Analysis of Major Supreme Court Decisions

Grade Level: Middle School/High School

Objectives:

Students will:

1. Develop techniques to use in analyzing primary resources
2. Identify and review significant web sites related to selected Supreme Court decisions.
3. Analyze how key Supreme Court decisions reflect major historical issues/themes

Suggested Nebraska Social Studies Standards:

8.1.9; 8.2.7; 8.3.10; 8.3.9; 8.2.3; 8.2.5; 8.3.4

12.4.6; 12.4.4; 12.4.5; 12.3.17; 12.3.18; 12.3.13; 12.3.8; 12.3.6; 12.3; 12.4.2

Introduction:

This lesson utilizes the web site developed by Doug Linder, Professor of Law, at the University of Missouri-Kansas City Law School. A wide variety of famous trials such as the: Boston Massacre, the Rosenbergs, Susan Anthony, Socrates, Scottsboro Boys, Scopes, Dakota Conflict, John Hinckley, Jr., etc. are discussed. Details are included for each trial and include: chronology, references to trial transcripts, images, links to other web sites, biographies of key figures, court decisions, maps, diagrams, personal correspondence, etc.

The key purpose of this lesson is to use major court cases to help students understand how selected court decisions reflect significant historical themes of various time periods. Students will also identify techniques to use to analyze primary and secondary resources.

Instructional Procedures:

1. Provide students with handouts from the following web sites that offers suggestions on how to analyze primary and/or secondary resources:
 - a. "Interpreting Political Cartoons." Nebraska Studies Project. 1925-49 unit.
<http://www.nebraskastudies.org>
 - b. "Poster Analysis Worksheet." National Archives.
<http://www.nara.gov/education/teaching/posters/analysis.html>
 - c. "Cartoon Analysis Worksheet." National Archives.
<http://www.nara.gov/education/teaching/analysis/cartoon.html>
 - d. "Section 2: Analysis of Primary Source." Library of Congress:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html#bias>
 - e. "Section 2A: Questions for Analyzing Primary Sources": Library of Congress:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>

2. Discuss the various techniques that can be used to analyze documents and the differences between primary and secondary sources. Then have students utilize the techniques to analyze one or more “images” provided by Professor Linder for one of his “Famous Trials.” www.umkc.edu/famoustrials.
3. Select one of the “Famous Trials” and discuss with students how the trial reflects one or more historical themes for that particular time period. Discuss with students how various trials might be categorized under specific themes/issues in history i.e.:
 - Civil Rights: Scottsboro Boys Trial, Sweet Trials, Mississippi Burning Trial, O.J. Simpson Trial, and LAPD King Beating Trial.
 - Religious issues: Salem Witchcraft Trial, Scopes “Monkey” Trial, Trial of Jesus, and Trial of Galileo

Student Assignments:

1. Assign students (in groups of four or more) to select one of the “Famous Trials” and do a written and oral presentation including the following points:
 - a. brief background
 - b. time period
 - c. constitutional issue
 - d. political, social, and/or economic issues involved
 - e. significance
 - f. analysis of one or more “images” using one or more of the methods discussed on how to analyze documents.
 - g. bibliography which includes web sites and printed sources
2. Assign students individually or in groups to arrange the list of “Famous Trials” into a minimum of six categories that indicate historical themes/issues i.e. religious issues, civil rights, assassinations, war crimes, treasonous activities, etc. and do a written and/or oral presentation which includes the following:
 - a. explanation of the categories selected
 - b. reasons for including specific trials in each category
 - c. indications of reoccurring themes/issues
 - d. United States and/or world issue
 - e. local and/or state trials/events that relate to the “Famous Trials” i.e. the lynching of William Brown in 1919 in Omaha, Westside Schools-- religious issue of using school buildings for meetings related to religion, etc.
3. Students role play and conduct a mock trial of one of the “Famous Trials.”

Suggested Assessments:

1. Oral presentations
2. Written analysis
3. Completion of one or more of the forms used to analyze primary resources

Bibliography:

Web sites:

- “Cartoon Analysis Worksheet.” National Archives.
<http://www.nara.gov/education/teaching/analysis/cartoon.html>
- “Interpreting Political Cartoons.” Nebraska Studies Project. 1925-49 unit.
<http://www.nebraskastudies.org>
- Linder, Doug. “Famous Trials.” www.umkc.edu/famoustrials
- “Poster Analysis Worksheet.” National Archives.
<http://www.nara.gov/education/teaching/posters/analysis.html>
- “Section 2: Analysis of Primary Source.” Library of Congress:

<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html#bias>
“Section 2A: Questions for Analyzing Primary Sources”: Library of Congress:
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/studqsts.html>

POLITICAL CARTOONS

The following websites can be of value for teachers who want to use political cartoons to teach critical thinking skills.

Historical Background:

Benjamin Franklin was probably one of the earliest American political cartoonists. However, the extensive use of political cartoons, as a daily commentary on the news did not begin until the end of the nineteenth century. Until the 1880s, political cartoons were primarily confined to weekly and monthly magazines. Thomas Nast's famous quest to destroy the Tweed Ring was forever immortalized on the pages of *Harper's Weekly*.

Two of the more famous magazines that voiced the views of the two major political parties were *Puck* (1877) and *Judge* (1881). They used political cartoons to dramatize the views of their respective parties. *Puck* expressed the views of the Democrats and *Judge* expressed the views of the Republicans.

The Evolution of American Caricature.

<http://www.boondocksnet.com/cartoons/mc23.html>

Political Cartoons and Cartoonists. Jim Zwick.

http://www.boondocksnet.com/gallery/pc_intro.html

Judge Magazine.

<http://www.spartacus.schoolnet.co.uk/ARTjudge.htm>

Puck Magazine.

<http://www.spartacus.schoolnet.co.uk/ARTpuck.htm>

History of Caricature. James Parton.

http://www.boondocksnet.com/cartoons/cartoons_parton75.html

Political Cartoons on the Web.

http://www.boondocksnet.com/gallery/pc_links.html

Political Cartoons and Cartoonists.

<http://www.boondocksnet.com/cartoons/index.html>

Boondocks Net Web Directory.

<http://www.boondocksnet.com/cgi-bin/webdir.cgi?get=Society/Politics/Humor/Cartoons/>

“Cartoons from Puck Magazine Depicting Jay Gould and Other Robber Barrons.”

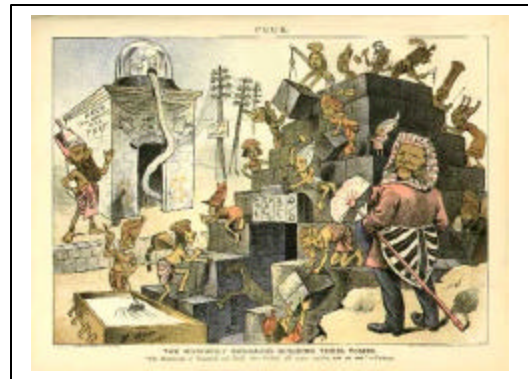
<http://www1.mwc.edu/~bhansen/puck.htm>

Road to the White House 1884-1896 Puck and Judge.

<http://www.graphicwitness.org/group/election92.htm>

Graphic Witness: Visual Arts and Social Commentary.

<http://www.graphicwitness.org/group/puck.htm>





Invitation to Present

You are invited to submit a choice session presentation proposal for the Fall NSCSS Conference. The conference is intended for elementary, middle and high school teachers, administrators and others with responsibility for providing leadership in developing and updating social studies curriculum. Sessions will be 50 minutes in length and should adhere to the theme. **"The Corps of Rediscovery: Engaging All Learners in the Adventure"**.

Please complete the following registration form and submit with your conference registration. If it will be a group presentation, membership in NSCSS by at least one member of the presentation team is required.

You will be sent a confirmation of your presentation by June 15, 2002.

Name(s) _____

School/ District _____

Contact Person _____

Phone number _____

Address: _____

Grade level (Circle one) Elementary Middle School Secondary General

Title of presentation _____

Brief Description of presentation:

AV Needs _____

(No computer lab is available at the zoo; any presentations with computer needs can not rely on Internet connections)

**Please check your mailing label. If it has a date of May 2002 or earlier, your membership has expired.
Please renew today!**

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: Rose Barta

10417 "Y" Street

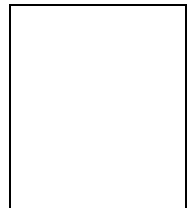
Omaha, NE 68127

NSCSS

Rose Barta

10417 "Y" Street

Omaha, NE 68127



ADDRESS CORRECTION REQUESTED