



MISSOURI COUNCIL FOR THE SOCIAL STUDIES

HORIZON

THE PUBLICATION FOR MCSS MEMBERS

www.MoSocialStudies.com

WINTER 2021

The President's Corner

By Brian Anton
MCSS President

Welcome to 2021! It has really been an eventful year just two weeks in and following what was the craziness of 2020. This has placed us all as social studies advocates in the spotlight regarding our leadership of students through these complicated times. There are so many diverse topics to discuss, diverse opinions on each of them, all wrapped up in a very diverse state. As social studies educators it is important that we continue working to assist our students in understanding the complexity of these issues and the longstanding impact that the policies and decisions that are made from this time in our history will have. The last year will be many of our students' "flashbulb moment." I will remember being dismissed from school last year and will never forget the student, who does not lack in confidence whatsoever, coming to me as unsure about the future as he might ever be.

In this issue of *The Horizon*, you will find some resources to help you move forward as social studies educators and we hope that these meet your needs in the classroom during these times as well as some updates regarding our planning for an asynchronous virtual conference.

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See you at the MCSS virtual conference!

FEBRUARY 19-20, 2021



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This will also be my last issue as the president of MCSS. I will still be around in the president-elect role in the next year, but want to express that the opportunity to support all of our social studies educators across the state of Missouri has been one that has been fulfilling. The organization is set up to continue growing and support advocacy for social studies education in the long-term. In my time as president-elect and president, we have grown our membership base substantially, providing us with a larger voice at the state level, have solidified ourselves financially, and have worked to ramp up our resources to support you in the classroom. The board has worked hard to move us forward as an organization and I am so thankful to those that take the time to provide a voice into the decision making of this organization.



Finally, my small role on this board has given back way more than I have contributed to it. At each of our meetings, I leave rejuvenated knowing that our students are in the great hands of those just like our board members across the state of Missouri. I leave after growing immensely personally and professionally, partially as a result of serving this organization which has provided me with opportunities that I would not have had anywhere else. When I get to see all of your familiar faces at the annual conference it always brings me back to my roots and reminds me of the importance of serving students as a primary goal. The people in this organization are as passionate and caring about students and student learning as any group that I will ever be a part of and for that I am thankful for this opportunity.

Respectfully,

Brian Anton
MCSS President
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Letter from the President Elect

Dr. Rhett Oldham

Dear MCSS Community:



There are so many things going on in education today I hardly know where to start. Educators continue to perform at a high level and focus on sound pedagogy in the midst of unprecedented health concerns, political unrest, and technological advances. Teachers are such a resilient bunch! I am so proud to be part of this amazing community.

A few bits and bobs for everyone:

- The MCSS Virtual Conference will roll out in February. We have some great content for you with many of the videos being less than 10 minutes long.
- MCSS is already looking towards the future and our conference in 2022. We will be making an announcement with all the details next month so everyone can start planning.
- I will be sending out emails February-May with a tech tip or teaching tool. I don't want to overwhelm you with multiple emails so they will be short and easy to integrate in your daily lessons.

While I said at the beginning, I don't know where to start, I definitely know how to finish. Through this school year, I have thought about how I can be a better teacher and connect with my students even more. At the end of the day, our students don't remember what was taught most of the time but they do remember how they were treated. They remembered if a teacher cared whether they were in class or not. They reflect on those lessons that allowed students to be active participants. I have never met a teacher who said, "I wanted to be a teacher so I could pass out worksheets and tell kids to be quiet." We became teachers because someone along the way inspired us or made us feel special.

Take care, stay safe, and keep making a difference.

Best regards,

Rhett

Letter from the Past President

By Jeff Benes

Dear Fellow Missouri Teachers:



What a ride this life is! Social scientists, historians, and human beings, we have so much to study, to teach, and to experience right now. It is amazing to stand back from our everyday lives and understand ourselves in a greater context. We are born into a bubble, with so norms preassigned to our bodies, a history written all around and layers of human creations to guide our interactions. Our job is to take pieces of the puzzle, and help our students interpret it. What an amazing experience! Layer upon layer, the further we dig, the more rich cultures become! Thank you for sharing in my passion!

In the next few weeks, we will have ballots in your mailbox for the Missouri Council for the Social Studies Board of Directors. We have several positions that are open this round, and I hope you take some time to review the candidates. This was a tough year all around, and we are low on candidates. If you are interested in serving on the Board, reach out to Brian Anton, our sitting President. Next election cycle (in one year) he will be recruiting. In this issue, you will be introduced to the candidates for each position.

I know this school year has been exhausting, but you are truly killing it. Keep doing what you are doing. You are making a difference. We must bring back civic dialogue. We must return to open discussion of our differences in a way that doesn't undermine each other. We have been through hiccups before, and we will experience them again. Democracy is not natural, and it is not impenetrable. It is our job to teach our students how to be active participants in this system. It is designed for improvement, so let's teach them how to keep us moving forward while we share our differences openly.

Thank you for the last six years. It has been an incredible journey, a great learning opportunity, and an honor to lead this organization. As I transition out of the position of Past President, I look forward to seeing new leaders step forward and do amazing things. Thank you for your service and commitment to the organization, to the Social Studies field, to our communities, and for our students. I look forward to seeing many of you online and in person in the next few months.

Peace,
Jeff Benes
Past President

Statement from MCSS on the January 6, 2021 Events at the Capitol

Many in education have been looking for guidance on how to discuss the events that took place at the Capitol in Washington, D.C. on January 6, 2021. There are some in other content areas that have stated they are afraid. Afraid if they broach the topic in math, that parents will complain as that is not their content, or that they misunderstood the intent of why teachers broach the issue. All teachers, when teaching controversial issues, should have the goal to help their students that are confused, scared, and/or not understanding what is happening. Additionally, some administrators have sent out strong language of "guidance" on how to handle the situation and how neutral we must be. These issues have scared teachers from broaching the events at the Capitol, along with the side topic that is emerging of institutional racism. Thus, other content area teachers are really looking to social studies to lead the discussion and to field questions on this topic. What we want our colleagues in social studies as well as other content areas to know is to tell your students it is ok to have strong feelings and emotions right now, and that we are here to help them understand the facts of what is happening. It is up to the students themselves to make their own opinions. Students just really need to feel secure right now as many are feeling insecure about their safety and future after this event.

Here are some excellent resources on how to talk about the Capitol in your classroom:

- [**Facing History and Ourselves: Responding to the Insurrection at the US Capitol:**](#) Facing History and Ourselves has put out a great resource that includes different activities and tools that you may lean on to help support your students in light of the events from yesterday.
- [**AllSides:**](#) AllSides works diligently to provide coverage of events in the news and political topics from all sides of the political spectrum simultaneously. Additionally, AllSides includes tools that help to analyze media outlets to determine and present their leanings on the American political spectrum.
- [**PBS - Three Ways to Teach the Insurrection at the US Capitol:**](#) PBS has a great resource that provides three helpful ways that you can approach teaching about the events at the Capitol on January 6th with your students.
- [**Bill of Rights Institute - Peaceful Transition of Power:**](#) If you are looking for resources centered around the history of our traditionally peaceful transitions of power, the Bill of Rights Center's playlist is a good resource to share with students.

Ballot Biographies

List of Ballot Biographies

Candidate order based on submission timestamp of biography submission.

**Ballots will be emailed to members on or around January 23*

Full Slate: 2021

President Elect: Open

VP Publications: Angela Danley

Delegate at large: Derek Freiling and Matthew Rose

63 Delegate: Jordan McGaughey

64 Delegate: Jeff Benes

65 Delegate: Leanne Reaves and Nathan Cabot

President Elect: Erin Townsend

Brief Bio

Erin Townsend is the Secondary Mentoring and Instructional Coach at Nevada R-5. She spent 11 years in the Social Studies classroom and now mentors new teachers into the profession while providing professional development and writing curriculum. However, her first love remains engaging students in a love of all things Social Studies! She has served as the 64 Delegate and VP of Legislation for MCSS in addition to numerous leadership positions within her district. She hopes to continue working with this amazing educators that make up MCSS in this new role!

Vision for Organization

My vision for MCSS is continued communication, networking, and rich conversation between the board and our membership. I think it is clear this is an essential time to advocate for Social Studies education and I hope to lead MCSS to continue to maintain a strong role in providing resources, networking, and enrichment opportunities that meet the needs of educators in every corner of our state. I hope to continue to support our educators and organization to provide high-quality professional development through our annual conference and through other opportunities both online and in-person. More than anything, I hope to be a support and encouragement to educators across the state to continue being civic leaders and teachers in their local community.

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Ballot Biographies | continued from previous page

I would like to touch base with the exec board monthly even if it's just an "update" email. I would also like to work on some clearer guidelines for the role each member of the board should expect to fill. We have descriptions for some of these things but some of them also seem to be sort of passed down orally or maybe aren't particularly clear. I would like to work on some clearly written "job" descriptions" for the future. I also greatly look forward to taking a stab at a Springfield conference!

VP Publications: Angela Danley

Brief Bio

Dr. Angela Danley is an Associate Professor and Undergraduate Coordinator of Elementary Education at the University of Central Missouri. She spent 17 years in K-12 public education before moving into higher education in 2013. Dr. Danley has served as special education teacher, classroom teacher, instructional coach, and summer school administrator. She has taught a social studies content and methods course at the University of Central Missouri for aspiring teachers. Additionally, she has served as delegate for MCSS before taking on the role as VP of Publications. She is also a peer reviewer for the *Missouri Reader*. In Summer 2020, she worked with three of her teacher candidates to create lessons which were broadcasted on KMOS-PBS TV in response to the pandemic. In 2011, she received the Excellence in Teaching award from Lee's Summit R7 School District. At the University of Central Missouri, she received the Scholarly Activity Award from the College of Education in 2016 and 2017 and she has also received a Faculty Scholarly Activity Award in Pedagogy from the University of Central Missouri. Most recently, she has been nominated for the Governor's Excellence in Education award at the University of Central Missouri. This past fall she accepted the Avila Alumni Service Award for her work with KMOS-PBS TV. Her areas of interest are pedagogy, curriculum and assessment, and literacy integration.

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Ballot Biographies | continued from previous page**Vision for the Organization**

Dr. Danley's vision for the organization is to continue to work with the board on the *Horizon Quarterly* and focus on providing content in each publication for elementary, middle school, and high school educators. Teaching Social Studies is an important part of the daily instruction to help students understand how their voice is critical for making informed decisions as well as help them become active and responsible citizens.

Delegate at Large:**Derek Freiling**

Lafayette High School - St. Joseph School District

Brief Bio

Derek Frieling has served MCSS as the Vice President of Publications, President, and most recently as Delegate at Large. He has taught at Lafayette High School in the St. Joseph School District for the past 25 years with one previous year at Lebanon High School. He currently teaches World History, Honors World History, Dual Credit American History, AP European History, and serves as the department chairperson. Derek also serves as an adjunct professor at Missouri Western State University, teaching Methods of Teaching Social Studies and Online American History since 1865. Derek has completed programs such as the IREX/TEA teacher exchange program to Ukraine, the NHD Student & Teacher Normandy: Sacrifice for Freedom Institute, Concordia International School's Mao's Long March program, Keizai Koho Exchange to Japan, TOP's Exchange to Germany, and has been selected to several additional education seminars. He also has been a frequent presenter at the MCSS Conference and for several other professional development organizations. Derek earned both his BSEd in Social Science and MA in History from Northwest Missouri State University and is a National Board Certified Teacher.

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Ballot Biographies | continued from previous page

Vision for the Organization

Derek Frieling would like to continue to contribute to the MCSS board as Delegate at Large. Derek attends many seminars to continue to expand his perspectives and bring the newest techniques to his classes. He enjoys sharing these new ideas with MCSS. He regularly presents at the annual conference and has authored several articles for the Horizons newsletter. He would like to continue to be on the MCSS Board to continue to help keep you connected with the latest techniques and opportunities by planning the annual conference and through contributions to Horizons.

As Delegate at Large, Derek has provided representation for Missouri in the NCSS House of Delegates. He stands for Midwest values and a voice of reason in the chamber. Additionally, he serves as a liaison between the national and state organizations, reporting legislation and updates pertinent to the state board.

Finally, Derek serves on subcommittees and regularly volunteers for other duties necessary to conduct business on the MCSS Board. Please select Derek Frieling Delegate at Large if you would like him to continue help organizing the annual MCSS conference, sharing new ideas for you use in your class, and representing Missouri values on the national level. Thank you.

Matthew Rose

Osage County R3 (Fatima High School)

Brief Bio

I have taught for 18 years in Missouri and South Carolina. I have previously served as the High School Representative for the entire state of South Carolina and seek to represent Social Studies educators in my state and Missouri at large. I have organized and produced professional development sessions, and led the creation of SC state standards for core tested areas. I have been involved in planning policy responses that would best represent all Social Studies teachers and I believe in faithful service to the teachers of Missouri requires strong collaboration and activism.

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Ballot Biographies | continued from previous page

As a teacher I have taught Geography, Government, American and World History and written the curriculum for numerous elective courses designed to meet the needs of our learners. I have taught in urban, suburban and in rural class settings, teaching both incredibly diverse and homogenous populations. I have taught Missouri students of all socioeconomic backgrounds and I fundamentally care about building the next generation of critical thinkers through meaningful relationships, relevance, and rigor.

I firmly believe that Social Science inquiry is vital to a student's cognitive development and should remain at the core of state required courses. I believe that the requirement for state testing be up to local curriculum leaders and our job as an organization should be to vitally support the needs of Social Studies teachers. Concurrently, we must actively support the next generation of exemplary Social Studies teachers by effectively recruiting future teachers in High School and Academia.

Vision for the Organization

In no particular order of importance...

- 1). Lobbying: working with NCSS and in Jefferson City by lobbying for greater requirement for Social Studies courses while encouraging standardized testing which erodes the quality of our education (but is thought to be necessary by many Social Studies teachers to ensure our legitimacy).
- 2). Growth: working with teacher education programs, we need to grow future Social Studies teachers and include them in MCSS and provide effective resources for them and their cooperative teachers. Additionally, we can create a feeder program for our best Social Studies teachers to build a Future Social Studies Club and generate guidelines and awards to get students in High School who have been positively impacted by a teacher thinking about a career or a lifelong passion for Social Studies. This would be actively nurtured by MCSS.
- 3). Representation: let's continue the great work we have been doing with newsletters and digital media to effectively represent the Social Studies teachers of Missouri and highlight the work we are doing and the growth of Social Studies in Missouri.

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63 Delegate:

Jordan McGaughey

Rockwood School District

Brief Bio:

I have been lucky enough to have been an educator for eleven years. My first ten years came as a Social Studies teacher at Seckman High School in Imperial, Missouri, where I taught CWC and on-level World History; CWC, on-level, and Honors American Government; and on-level and Pre-AP United States History. During my time at Seckman High School, I was an active leader in my building and district, serving on multiple professional development committees and administrative training committees. I also worked to deliver high quality professional development within my building and district, delivering over twenty five professional development sessions in 5 years. To help further serve Fox teachers and students, I served as Instructional Support Specialist of Social Studies during the 2017-2018 school year.

As my career advanced, I began to look to serve teachers outside of my school district. I have presented at MCSS twice (2018 and 2016), and currently serve on the DESE Teacher's Advisory Board for Interim Commissioner Dorson. I also have led professional learning on social media as well, having moderated multiple Twitter chats on subjects such as digital citizenship and teaching proper consumption of media to high school students.

In 2016, I was lucky enough to have been chosen as Seckman High School's Teacher of the Year, Fox C-6 District Teacher of the Year, and EdPlus St. Louis Regional Teacher of the Year. I was also honored to have been chosen as an MCSS Spotlight Teacher of the Year in 2016 as well. In 2017, I received the great honor of being named Missouri's recipient of the Milken National Educator Award, while also being awarded a fellowship through the Lowell Milken Center for Unsung Heroes, which provides training for teachers and students around Project Based Learning.

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Ballot Biographies | continued from previous page

This past May, I accepted a position as the Coordinator of K-12 Social Studies in the Rockwood School District, where my current aim is to provide meaningful curriculum and learning experiences for all students within Rockwood schools. As an educator, my goal has always been to create meaningful experiences for my students, and this goal remains at the forefront of my mind as a new administrator/coordinator of social studies curriculum.

Vision for the Organization:

If elected to the board of the Missouri Council for Social Studies, I will aim to work with board members from around the state to create meaningful learning experiences for Missouri social studies teachers. The vision I have for my role is to be an advocate for learners and educators in the St. Louis area when planning conferences and learning experiences for the state of Missouri. In my role, I will also aim to work in lockstep with other board members with the shared vision of promoting meaningful and engaging social studies practices throughout the state of Missouri. I have always been impressed and inspired by the quality of professional development that the Missouri Council for Social Studies aims to provide to teachers and students within the state of Missouri, and my primary goal as the delegate from Region 63 will be to make sure that we prioritize meaningful professional development centered around promoting critical thinking, problem solving, inquiry based learning and best practices for engagement within our sessions. Social studies teachers and students in Missouri deserve for teachers to have high quality training, and my main goal as Region 63 Delegate will be to help provide that training at conferences and with online opportunities.

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Ballot Biographies | continued from previous page**64 Delegate:****Jeff Benes**

Antioch Middle School, North Kansas City School District

Brief Bio

My name is Jeff Benes, and I am currently serving the organization as Past President. I have worked hard to keep the organization as strong as the one that I first joined. As I complete the end of my elected cycle, I realize that I am not as strong as others would be in the publications arena, or as connected as some would be in the legislative or membership roles. One of my goals has been to take as much of the conference planning off the shoulders of the President Elect by planning out a few years in advance. Whomever wins this election will already have a city and a location to host their conference, allowing them to focus on the critical details. Having worked so hard on getting the ball rolling, it was only natural to want to step back in and host two more conferences. Being a member of the Board has been an incredible experience, and deeply rewarding. I am not ready to step away. The friends I have made, the information I have learned, and the leadership skills I have developed leave me selfishly hoping to be reelected, with the promise of continuing to work with such a dedicated and effective team.

Vision for the Organization

My vision for the role of President Elect would be to host two very strong conferences, reaching out to new teachers in the St. Louis and Columbia areas, and beyond. Along with the President, I would hope to continue to develop relationships with other regional councils, sharing ideas, resources, and struggles. Social Studies is turning a corner at a time when critical and historical thinking are sorely needed in our classrooms. My hope is to step into a role that will allow me to use my passion to assist, inspire, and lead other teachers in ways that will reach our students in our classrooms. It has been an honor to serve on the Missouri Council of Social Studies Board, and I continue to look for opportunities to continue to serve.

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Ballot Biographies | continued from previous page

65 Delegate:

Leann Reeves

Mansfield R-4

Brief Bio

Born and raised in Southern Missouri, Leanne Reaves has taught high school social studies for nine years. Following high school she attended Missouri State University-West Plains for two years, receiving her Associate of Arts in General Studies with honors, and then transferred to Missouri State University-Springfield to receive her Bachelors of Science in History.

Following graduation she landed her first teaching job at Galena, Missouri, where she taught and coached softball and basketball for five years. While teaching at Galena, she had the amazing opportunity of taking students to study abroad, including Ireland, the United Kingdom, and Italy. Leanne also received her Master's in Education from Drury University during this time.

Leanne is currently teaching at her hometown of Mansfield, Missouri, where she teaches American government and world history, as well as sponsoring student council. In her free time, Leanne enjoys spending time with her son and husband, and traveling.

Vision for the Organization

If re-elected to the MCSS Board, I would like to be actively involved in helping increase membership in our organization. I would also like to assist with helping build and facilitate more professional development opportunities in region 65 (even statewide). Most importantly, if elected, I would simply love to represent region 65 and be their voice on whatever platform needed.

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Ballot Biographies | continued from previous page**65 Delegate:****Nathan Cabot**

Owensville High School

Brief Bio

Nathan Cabot is currently in his seventh year in education, and his fifth year at Owensville High School in the Gasconade County R-2 School District. Mr. Cabot grew up in Hermann, Missouri, and later attended the University of Missouri- Columbia where he graduated with a Bachelor of Arts in Political Science and History. In 2012 Mr. Cabot completed a Masters in Secondary Education from the University of Missouri- St. Louis and spent his first few years of teaching at Palmyra and at Lewis County, in Northeast Missouri. There, he taught American Government, United States History, World History, Psychology, Geography and other electives to students in 7th through 12th grades. Over the past several years he has also attended workshops and seminars by DESE, the Gilder Lehrman Institute, the National Endowment for the Humanities, and the College Board focusing on curriculum, instruction, and testing. Today, at Owensville, Mr. Cabot teaches a number of social studies classes, including United States History, dual-enrollment American Government, Civil War History, and the History of Terrorism. In addition to his teaching experience, Mr. Cabot also serves on the OHS Teacher Development Committee and has taken a lead role within the social studies department to update curriculum and to pilot the adoption of standards based grading within the social studies content area. Additionally, Mr. Cabot is a strong supporter of the use of technology to enhance engagement and learning in the social studies' classroom. Beyond his experience in the classroom, Mr. Cabot also coaches football and helps sponsor the school's chess club.

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Ballot Biographies | continued from previous page

Vision for the Organization:

If elected, my vision as a 65 Delegate is to help lead and advocate for my fellow teachers in my area and across the state. Today, more than ever, teachers need a voice and I want to be that voice. I want to ensure that MCSS continues to provide valuable resources and workshops in our ongoing effort to better enhance our profession. I want to continue to push the development of the MCSS network to make it easier for teachers to share and collaborate on classes, content, strategies, and technology. Finally, I want to make sure that DESE is making good decisions related to our curriculum and End-of-Course testing.

MO LEAP Blocks

By Brian Anton

As we have seen from DESE, they have been intentional about releasing materials to support educators in creating a rigorous curriculum that aligns with the expectations for students on state assessments. They have recently released a series of resources that can be used in the classroom to support instruction and assessment in order to supplement what you are already doing. These MO LEAP blocks are teacher created resources and come from a project in the social studies office that was moving forward before the COVID-19 wellness break, but the other main content areas have also released items as well. I would encourage you to take a look at these as resources for pulling into your classrooms that push students toward higher level thinking while weaving in both the content and skills that we expect our social studies students to leave with when they graduate.

The MO LEAP Blocks can be found at:

<https://sites.google.com/view/moleap/home>

In the spring issue of *The Horizon*, teachers will be sharing their experiences in implementing this resource so keep an eye out for it!



Non Partisan Inauguration Day Activities in the Classroom

By Dr. Angela Danley



January 20th, 2021 is Inauguration Day in the United States of America. Teachers may be wondering how to go about teaching about the inauguration in their classrooms due to the election results that created controversy. The Teaching Tolerance webpage provides teachers a non-partisan approach so students can learn about an important part of history that takes place in the United States. Providing the students with an overview of what takes place on Inauguration Day gives the students an opportunity to learn about the important events.

Did you know that there are nine events planned on this day by the Joint Congressional Committee. The day starts with the Procession to the Capitol followed by the Vice President's Swearing-In Ceremony. The third event is the President's Swearing-In Ceremony. Each of the nine events are explained in detail on the [Inaugural Senate Site](#). Using this opportunity to break students into expert groups in the online learning classroom or in the socially distanced classroom would let the student explore what each event entails and then share their learning with their peers.

Inauguration Day can be a special time for the President to make a symbolic gesture. Have students research what Abe Lincoln chose on his inauguration or even what other past Presidents selected. Then, have students illustrate or write about what they would choose for their symbolic gesture and the meaning behind their selection.

Additionally, inaugurations include taking an oath which is constitutional. This oath is taken before the President can assume the duties of this position. Have students read the 35 word oath and determine if they would change the words or add other details. Students could also create their own 35 word oath and share why they selected the words and ideas.

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Non Partisan Inauguration Day Activities in the Classroom| Continued from previous page

Students can brainstorm a word connected to inauguration for each letter of the alphabet. (Ex. A= Address, Administration, B=Beliefs,C=Country, Constitution). Consider creating an Inauguration ABC book as a class and have students create illustrations to support each word.

There are several ways in which the teacher can engage students in learning about the history of Inauguration Day through a non-partisan approach. This will allow students to develop an understanding of the importance of this day as well as being engaged in activities that allow them to think critically.



Other sites for teachers:

<https://ourwhitehouse.org/wp-content/uploads/2016/08/Inauguration-Kit-2017-word-doc2.pdf>

Sources:

<https://www.tolerance.org/magazine/teaching-the-inauguration>
<https://www.inaugural.senate.gov/inaugural-events/>

Paper- Virtual...Still Doing What Works!

By Jessica Barnes

Recently, via social media, I surveyed my teacher friends from across the country with the following post: “Hey Teacher Friends... what are your favorite things you used to do on paper but have now converted to digital?” I instantly got some great ideas and feedback that I want to share with you here:

Original Paper Version of the Activity	Digital Version of Activity
Worksheets with Word Banks	Place in Google Slides and have students drag and drop terms
Handout with Questions from a video	EdPuzzle Activity with video
Lecture	EdPuzzle for Lecture (there are pre-made EdPuzzles to use out there as well!)
Paper Test	Digital Test with Formative - scan and no need to retype!
Paper Reading	Anything can become a PDF using Google Drive app on your phone. Open the app, click the + and then click the “Scan” camera icon. Insta PDF!
Notes from 1-on-1 Conferences during seated class with students	Conferring Notes- i.e. a digital record of interventions, like a google sheets, to share with colleagues when problem solving or RTI (Return to Intervention)/Academic Intervention type times
Escape Rooms	Escape Rooms via Google Forms
Case Studies	Use FlipGrid to present Case Studies

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Paper- Virtual...Still Doing What Works!| Continued from previous page

Remember, just because we are in virtual or blended learning full time now does not mean we stop doing what has worked in the past. Often, a few moments of time allows a successful activity you would normally do to be converted to be done digitally. This is especially beneficial if you still are seeing students seated, but some are virtual simultaneously to allow for synchronous learning... and less lesson planning!

Most importantly, thank you for working extra hard for Missouri's students this year.



Tech Corner: Using Google Jamboard in the Social Studies Classroom

By Jordan McGaughey



As we have navigated through virtual/remote/concurrent learning for most of the past year, many teachers have investigated ways to hook and engage our students through a virtual environment. One tool that I would strongly recommend for engaging students virtually is [Google Jamboard](#). Google Jamboard allows students and teachers to create a whiteboard that looks like empty slides at first glance. However, once you create a Jamboard, you will find that you can utilize the tool in a number of different ways throughout your lesson.

To find Google Jamboard, simply log into Google Drive, click on the “New” button to create a new file, scroll down and click “More”, and then click on “Google Jamboard”. From there, you will find a blank template for you and your students to create lots of incredible things.

Google Jamboard allows you to each of the following easily (Credit: [“Ditch That Textbook”](#)):

- Add sticky notes, drawings, images, text and more to your slides
- Search Google and insert images or webpages
- Move images, texts, notes and drawings around the screen easily
- Drag and resize text and images
- Share your Jamboards with others and let them collaborate

This fall, our district ran a two day, two part professional development opportunity centered around Media Literacy which I was fortunate enough to help lead and facilitate. On our first day, I used the Jamboard below to have teachers answer the two questions at the top middle of the Jamboard as an entrance activity on the first day of our professional development. We started with a blank template with only the questions “Why is teaching media literacy important for all subject areas?” on a yellow sticky note, and “How do you currently work to teach media literacy in your classroom?” on a green sticky note. The goal of this activity was to check and see where teachers were at with their knowledge and utilization of media literacy in order for us presenters to know how we could best support them moving forward.

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Using Google Jamboard....| continued from previous page

We provided access to the Jamboard to teachers and asked them to record their answers to both questions using the corresponding colors for their sticky notes. They then recorded their answers quickly and were able to see the thoughts of others in the session as well. Below are their responses:



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Using Google Jamboard....| continued from previous page

In this example us facilitators used Google Jamboard as a hook exercise at the beginning of our PD session as a check for understanding. This could be replicated easily in the classroom by having students respond to discussion prompts, images, videos and other sources you provide them at the beginning of class as lesson starter activities. Below, I have provided access to an article from [Ditch That Textbook](#) written by instructional technology specialist Kris Szajner that provides ten possible utilizations of Google Jamboard with students that could be utilized in a variety of manners throughout your lesson.

Finally, I have also provided access to an article that provides templates and resources on how to use Google Jamboard for a variety of activities such as classroom introductions, mind mapping, K-W-L charting, sketchnoting, observation and analysis (or Notice + Wonder in the K-5 classroom) amongst many others. One method I would strongly recommend would be utilizing Google Jamboards for primary source analysis. Inserting a primary source and having students use different colored flashcards to do variations of source analysis such as “HIPP”, “APPARTS”, “Asking Questions, Drawing Inferences”, or “Notice + Wonder” utilizing different colored flashcards is a fantastic method that I have seen teachers in my district utilize with great success.

Entering into January, if you use Google consistently in your district and you are looking for ways to engage your students in a variety of manners, consider using Google Jamboard in your next lesson!

Links:

Ditch That Textbook: [10 Jamboard Templates for Distance Learning](#)

Social Studies Samurai: [Collaborating and Thinking Activities with Google Jamboard](#)

Jordan McGaughey is the K12 Social Studies Coordinator in the Rockwood School District

1920s Podcasts

By Pam Stafford

Imagine a lesson where students researched a person, event or place. Then created their own podcast similar to a NPR episode. Imagine a room, virtual or literal, full of students listening to the podcast and then sharing their own thoughts and ideas based on a simple 3-5 minute program. At first I was nervous, as I wasn't sure my students would buy in, as many students have begun to show computer fatigue in recent weeks. Turns out my worries were unfounded. My students enjoyed using the different technical platforms and working with classmates in this type of collaborative manner.

The topic of discovery was Roaring 20's. We started with a brainstorming session, drawing on all the possible topics of the era. We had the traditional flappers, prohibition, Al Capone and Babe Ruths', but we also had the Langston Hughes, ragtime & racial Injustice. There were so many topics to choose from that we took up two whole markerboards. Students selected one or two of their fellow classmates to create their very own podcast over one of the selected topics. Though they all shared in the responsibility of developing the podcast, it was fun watching as students decided who would be the producer/interviewer, who would be the guest, and who would be the writer. We spent approximately three days researching and writing scripts. Then students submitted their scripts to the executive producer (the teacher), and once they received final approval the real fun began. This part can get a little tricky, if you have limited room space, due to COVID. I was able to borrow another teacher's classroom, during their plan period, for a recording space. The students would go into the second classroom, with their masks on, and record their podcasts. Once all podcasts were done, we held a podcast premier. Students came together (6 feet apart), outlined the rules for discussion and began to listen. After each podcast, the class talked about the topic that was shared, and looked at how the story connected to our theme, the Roaring 20's. By the end of the lesson, my students had a better understanding of the culture, economics and politics of the 1920s. They were able to apply their historical thinking skills and created a podcast series that they can continue to reflect on.

If you are looking for a fun engaging activity, consider thinking outside of the box. Look at the media platforms of today to inspire students and get them engaged.. Consider the different content possibilities. My class focused on a time period, but I have a legal class that will be completing a series on key Supreme Court Cases, while my AP class will be creating their own turning point podcasts as review for their AP Exam. Imagine what your students could do.

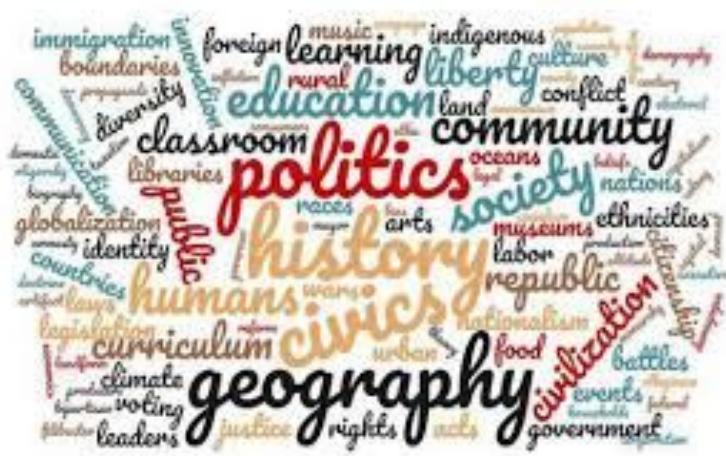


LEGISLATIVE REPORT

LEGISLATIVE REPORT

By KIm Greer

The new session of the Missouri Legislature opened on Wednesday, January 6th at noon and will adjourn May 30th. New bills were introduced for first reads. One bill that may be of particular interest to those following Social Studies education included a bill to create a Governor's Patriotism Advisory Commission (HB53). This was prefiled 12-1-20 by Adam Schnelting and had a first reading on 1-6-21, and a second reading on 1-7-21. The complete text of the bill may be found at [HB53](#). We have survived the challenges of teaching in 2020, and it seems that there are many uncertainties ahead in the new year as well. The attack on the U.S. Capitol on Wednesday, January 6th was confusing, frightening, and most likely infuriating for both adults and children alike. In my opinion, Social Studies teachers are especially equipped to help students navigate these uncertain times and as we receive resources to support you in those endeavors we will certainly pass them along. Organizations like Facing History and Ourselves reached out to teachers after quickly developing this [Teaching Idea](#) and [BrainPOP](#) reminded members that they have a wide range of lessons about topics that vary from how government operates, to conflict resolution, and media literacy, among others. [iCivics.org](#) also has a lesson about the upcoming inauguration that could be used to assure students of continuity and tradition in government.



Membership Update

Current Membership – 1,088

We like to first send out a warm welcome to all our newest MCSS members from around the state. We are excited to welcome you to the ranks of the most **EXCEPTIONAL SOCIAL STUDIES EDUCATORS** in Missouri. We are looking forward to being a part of your 2020-2021 school year.

Your MCSS is better because of your involvement. Don't forget to share your experience with others in your school family, as well as, on MCSS's Facebook, Instagram, and Twitter.

Pam Stafford, VP of Membership, 2020-2021



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Ms B @bchndrake · Apr 30
NOTD 1803 - The US purchases the **#Louisiana** Territory for \$15 million, with its 828k square miles more than doubling the nation. Some argued at the time that **#POTUS** Jefferson w/ executive power with the purchase. **#USHistory #Frontier**



@MoSocialStudies Retweeted
Mount Vernon @MountVernon · Apr 29
Join us for a special announcement on Facebook Live with **elizabethvernon** CEO @DouglasBradburn tomorrow, April 30 at 10:00 am EST in the rare books suite at **@GWBooks!** bit.ly/1eMm87a

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Over 1,000 people follow the MCSS Twitter feed. Follow us to keep up to date on great resources related to teaching social studies. Ideas for your classroom and the chance to network with historians all over the world in all content areas!

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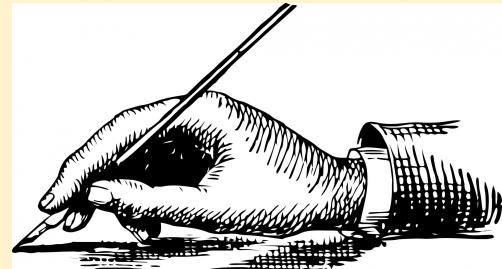
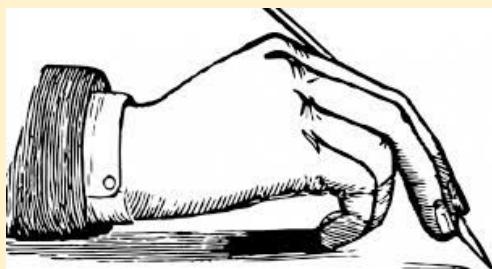
Write for the Horizon Quarterly

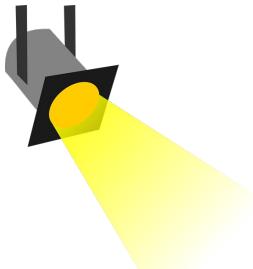
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TEACHER SPOTLIGHT

Tori Zieger teaches at the St. Joseph School District Virtual Academy. In her 6th year of teaching, Tori is currently teaching American Government and Modern American History and has previously taught ancient and medieval history.

Bio: Besides teaching, I am the head coach of a competitive swim team. I love to read and travel. Before becoming a teacher, I studied to be an archaeologist. I have participated in three excavations: one in Hawaii, one in Peru, and one in Menorca, Spain. I have been lucky enough to have visited over 15 countries in my traveling escapades, and I lived in England for over a year while I got my Masters degree.

When did you decide to become a teacher and why did you choose this field?

My journey to teaching was very roundabout. I graduated from the University of Missouri - Columbia with degrees in anthropology and psychology and received a Masters degree in bioarchaeology from the University of Exeter in Exeter, England. After moving back to the United States, I began subbing for a while while I “figured out my life”. I had always wanted to be a teacher but was still trying to figure out how to make it work with the degrees I held. While subbing for a friend, she left me information for an alternative certification route that would allow me to get my teaching certification. It was a blessing that everything started falling into place that allowed me to become a teacher! I chose this field because I truly loved sharing knowledge with others. I wanted to be able to experience that joy when students discover curiosity and make connections.

What is your favorite thing about teaching at your school and/or your content area?

One of the biggest joys this year has been discovering how much I enjoy teaching at the Virtual Academy. There was the traditional apprehension when embarking on something new, but I have gotten the unique opportunity to meet/get to know some teachers from other schools in the district that I had never had the opportunity to really work with prior to this year. It has been such a transformative experience collaborating with these teachers. Collaboration and learning from other teachers has always been a highlight, but with the VA bringing together teachers from every grade into one building, I have gotten to collaborate with teachers I never would have had the opportunity before. My interactions with students have also been a revelation - though I don't see my students in person every day, I get to see a side of my kids that I never would have in a classroom.

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Teacher Spotlight | Continued from previous page

As for my content area, it is simply the best. I love history, and I love getting the chance to share that with my students. Nothing is better than seeing a kid who started the year with “I hate social studies, why do we have to learn this anyway?” getting excited about something we are learning about together. Teaching social studies allows me to see my kids grow in ways beyond just growing as a student in a four-walled classroom. I get to watch them become amazing people and citizens who can truly take their place in the world. History never stops being relevant and I love getting to help students discover that relevancy.

How would you define your personal educational philosophy?

Teaching content is not enough. I strive to teach my students how to interact with, understand, and analyze that content. Kids can only do so much when they are only taught how to be students. They need to be given the opportunity to grow as thinkers and to self discover their interests, talents, and strengths. I hope that by the end of a school year, my students learn something about themselves in addition to learning about history. I want to provide them with the skills they need to be successful and independent. The world is changing so drastically, becoming simultaneously bigger but with people connected closer than ever before, and I want my students to be able to thrive in the world they will find themselves in when they leave the classroom. I want my kids to be able to have successful relationships with people who are different from them, to gain the understanding necessary to truly be empathetic human beings. I want my students to know that the world is much bigger than their own experiences but that that does not have to be a scary thing.

I also get to use my personal experiences in my classroom quite a bit, and my background in archaeology and my travel experiences dictate a lot of what I do in my classroom. By bringing in my archaeology and my research, I can show the kids how we know some of the things we do in history. It's a little less abstract to them when I'm using a research project I did personally to show them how we know certain information. The kids also get a kick out of seeing my pictures of the places I've traveled to that we are talking about in class.

How do you encourage class participation?

As a general rule to encourage class participation, I try to cover as wide a range of topics as possible so that students have the most opportunities to find something that interests them so that they want to participate. I offer as much student choice as possible on every assignment so that the kids can show their learning in ways that they enjoy and about topics that interest them. I also try to make sure my classroom is a safe one for everyone; I try to make sure kids are given opportunities to participate in a way that makes them comfortable.

How do you organize your classroom?

With at least 4700 containers. Got smaller containers? Put those containers in bigger containers so now your containers are organized. I try to pretend I color code things so I can find them easier, but really I just forget what the colors all mean so I just have lots of very colorful things everywhere.

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Teacher Spotlight | Continued from previous page

What is the most helpful advice you have received about teaching?

Honestly, that you as a teacher cannot care more than the student about their classwork. Definitely try to build motivation in students and make it so they can be as successful as possible in your classroom, but it is absolutely okay to take a step back for your own mental health.

How do you incorporate modern/current events and topics of discussion into your teaching?

Lots of compare and contrast. Have the students take a critical look at the world today and see if they can draw parallels to things that we are talking about in class. We do a lot of “origin stories” in class whenever possible; we take a situation, event, occurrence, belief system, etc that is prevalent in the world now and we try to trace back to where/why it exists.

In your opinion, what qualities make an excellent teacher?

A sense of humor is a must. Not in a “stand up comedian, my entire class does nothing but laugh all class period” type of way, but in a way that allows you to have a laugh over some of the insane things that you experience each day. The willingness to admit that you don’t know everything/you made a mistake. Passion, both for your content and for helping students learn. Empathy.

What is the greatest success you have had in teaching?

Any time one of my less-enthusiastic students gets truly excited about something we do in class. I distinctly remember a student one year - it was near impossible to get him to engage in anything in class. However, we did one activity where they practiced writing cuneiform on little things of play-doh. He begged me to let him get his cell phone out so he could take a picture and send it to his mom.

What do you want students to remember about your class after they have left?

I want them to remember that there are pieces of history that are exciting, interesting, and a little bit crazy. I just want them to find something that they can get excited about. More importantly, I want them to remember the big picture connections we make about events and topics. That there is no such thing as an event happening in a vacuum; something happened in the past that caused that event to happen, and it’s going to have ripple effects in the future as well.

What have you read lately that led you to change the way you teach?

I’m currently reading a lot about non-traditional schooling philosophies, like schools that still go to school 180 days but spread those days out all year rather than take the long summer break, or schools that have gotten rid of grade levels and teach at the level the student currently is. It isn’t something that can necessarily change the way I teach in my classroom, but it’s been interesting to learn about.

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Teacher Spotlight | Continued from previous page

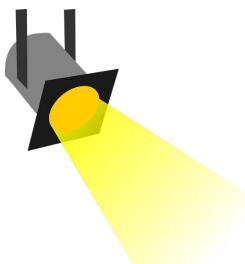
What do you do in your free time?

I spend a good chunk of my time on a pool deck coaching. Otherwise I love to read and I can never say no to a nice binge-worthy TV show or true crime documentary. I love musical theater - I have season tickets to the Kansas City Broadway series and Starlight. Big fan of museums - any time there's a new exhibit at any of the museums in town, I'm there.

What advice would you give to any new teachers?

Never feel bad about taking a mental health day, and really work on setting work/home boundaries. You are not less of a teacher if you don't spend 5 hours at home lesson planning/grading/responding to emails/etc. It's perfectly okay to leave work at work.

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TEACHER SPOTLIGHT

**Ashley Silligman is a first year teacher at Saint Joseph School District Virtual Academy.
She is 7th and 8th grade Social Studies Teacher**

When did you decide to become a teacher and why did you choose this field?

I have wanted to be a Social Studies teacher since I was 12 years old. I fell in love with learning about the world and how the past has shaped our lives today. I have had amazing teachers to inspire my growth and desire to become a teacher. My AP World Geography teacher who provided an open minded classroom that gave me a space to broaden my horizons and ask difficult questions. As well as my college advisor who always encouraged me to pursue challenging opportunities and find new teaching methods to incorporate into my classroom. I choose this field because I wanted to share with my students the wonders of the world and that each person, culture, and nation should be celebrated. I want to make a difference in the lives of my students, and be the teacher that opens the door to new opportunities.

What is your favorite thing about teaching at your school and/or your content area?

One of my favorite things about teaching in the Virtual Academy is the support and collaboration I have with the Social Studies department and the Secondary team. Learning about history at one point was a “paper and pencil” course. However, I have learned from my team how to make history interactive through virtual tours of ancient Egyptian tombs, re-creating the Continental Congress in Independence Hall, and more! The ability to collaborate with varying grade levels and content areas has helped me to grow as an even better educator.

How would you define your personal educational philosophy?

There is more to learning history than memorizing battles, dates, and continents. The social sciences encapsulate these ideas, however, the culture, the ingenuity of people groups, and developments of society is what develops the history we have the honor in teaching. I want to deliver students with an open and inspiring education that emphasizes the diverse society we live in today. As a teacher, I want to provide an equitable perspective of people groups and cultures within the content. I believe that I owe it to my students, and the valuable members of the community they will one day become, to enrich their learning with an open mind, a positive outlook, and an expectation to learn something new everyday.

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Teacher Spotlight | Continued from previous page

How do you encourage class participation?

Encouraging participation has a bit of a twist being all virtual. However, I encourage student participation through engaging PearDecks and personalized stories. I have had amazing opportunities to travel the world and the states, whether it be teaching in India, researching in Slovakia, or touring Independence Hall. I find ways to incorporate photos and stories into my lessons to truly bring to life the lessons of the past. Plus my students enjoy a laugh or two of some old photos of their teacher. Nonetheless, finding ways to personalize lessons and zoom discussions has helped many students feel comfortable sharing their ideas, thoughts, and analysis on key topics.

How do you organize your classroom?

I see it as building a base. My classroom, even virtually, is set up as building blocks. By reflecting on our base knowledge, even if my students feel it has been covered, I am creating a classroom that will always have room to create new learning opportunities. Not necessarily a return to block one, but an add-on to my students learning structure. The fact is that I have a passion for teaching my students new ideas, whether they be historical outcomes or life-skills they might not realize they are gaining. I develop my classroom around these building blocks in the hope that my students learn or build upon a new skill or idea each time they come to my class.

What is the most helpful advice you have received about teaching?

The most helpful advice I have been given is that it is okay to leave the work for tomorrow. I started my teaching career in a pandemic, where my student teaching had been cut short and my job brought me to a new state. I had little control over the beginning of my career and to combat this I tried to be as prepared as possible. My co-workers took notice of the long hours I was working, and though often, gave me the advice I needed to hear. I could not control everything, it is okay to leave work for tomorrow, and to take a moment for myself too. I did not think much of this advice at first, but realized over the last few months how much I needed it. Thank you to those wonderful teachers who have been looking out for me!

How do you incorporate modern/current events and topics of discussion into your teaching?

I believe it is necessary to cover modern events in our teaching. For example we are discussing the Great Compromise and Three-Fifths Compromise in my eighth grade classes. While discussing these compromises we also discuss how to react to a difference of opinion. We have brought up the sessions in Congress lately and discussed how compromises work in government, and then discuss how we should approach compromises when trying to get what we want.

In your opinion, what qualities make an excellent teacher?

I believe that honesty and openness are two qualities that make an excellent teacher. We have those difficult conversations with our students, and we need to be honest in how we deliver our information. We also need to be open with our students, and provide a space where they are comfortable asking clarifying questions. I believe having these conversations and modeling these behaviors with students is important to learning history, but also life skills.

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Teacher Spotlight | Continued from previous page

What is the greatest success you have had in teaching?

I meet virtually with students who are struggling in their classes every day, many of whom need the support of an adult to encourage them to do their best. One such student has struggled with this new learning environment and felt defeated from the first day. Each week there is a new problem to find a solution to, but this student comes prepared for battle with questions that could last days. Not long ago they brought up the goal to complete their first science experiment. During our zoom call I fully saw how much their attitude has changed since our first meeting. With lots of smiles and even some dances of success my student was proving to themselves that they could accomplish what they once thought impossible. My student's courage to be vulnerable is one of their successes, but their strength is that they believe in their abilities to be successful.

What do you want students to remember about your class after they have left?

I want them to remember that history is more than just dates and battles. My students should leave class with a better understanding of the world around them and what has brought them to where they are now. Also, that their crazy middle school history loves cheesy historical music videos.

What have you read lately that led you to change the way you teach?

I have not started this book yet, but I plan to read it very soon. *The 7 Habits of Highly Effective People* by Stephen Covey. This book shares steps about how to live and adapt to change and wisdom, and how best to face opportunities that change brings.

What do you do in your free time?

In my free time I enjoy going hiking and reading a good book. I also enjoy traveling the world, learning more about other cultures, and meeting new people.

What advice would you give to any new teachers?

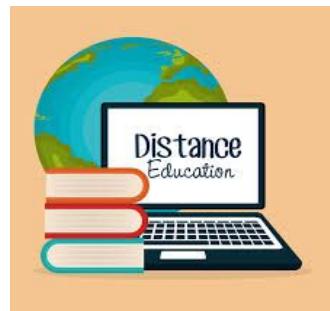
Don't be afraid to be an advocate for yourself! It's hard to speak up when there are so many around you who have years of experience. But you have your own experiences to bring you to where you are now. Be an advocate for students, and yourself.

Is there anything I haven't asked you that you would like other current or future teachers to know?

This is an amazing career so have fun! Every day is a new adventure, so face it with excitement. As I tell all my students, *strive for the highest* each day!

Resource for Distance Learning in K-12 Classrooms

Dr. Angela Danley



Teaching virtually has become part of some educators' mode of delivery of instruction. This past Fall, a colleague shared a book with me, which has become a very useful tool when sharing ideas with my practicum students who are teaching virtually. Fisher, Frey, and Hattie (2020) have created a wonderful guide, *The Distance Learning Playbook, K-12: Teaching for Engagement and Impact in Any Setting*. Corwin.

This powerful handbook provides instructional approaches for direct instruction, peer learning, and independent learning. Examples of how teachers can ensure equity in the virtual learning environment. Additionally, Fisher, Frey, and Hattie provided support for young learners in distance learning. In the playbook, there is an area for educators to reflect on their practice and plan for future instruction.

This playbook provides some useful tips to consider when meeting with students virtually, which ten are listed below:

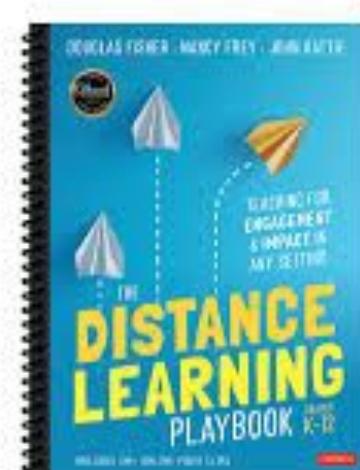
- Communicate with students and families about what they need to be doing
- Clearly communicate expectations with a clear lesson design
- Use online engagement tools such as ZOOM, Flipgrid, and Google Meets
- In high school, use some sort of polling at the end of the session to determine the effectiveness of lesson and daily activities presented
- Set aside time for peer talk

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Resource Book for Distance Learning... | Continued from previous page

- Use the four strategies for distance learning: collaboration, demonstration, facilitating and coaching, and practice
- Remember to provide breaks even in the distance learning classroom
- You can encourage students to turn on their cameras, but never force them to do so
- For hybrid learning, be mindful of the lessons planned for in person instruction.
- For hybrid learning, use direct instruction and modeling for online learning

Fisher, Frey, and Hattie provide a beneficial resource for K-12 teachers. With the embedded videos, which are accessed through a QR code explain the concepts in detail. The authors provide effective strategies to deliver in a virtual learning environment.



Effective teaching
is effective
teaching, no
matter where
it occurs



Source:

<https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865#preview>

**Know a teacher who
deserves to be in the spotlight?**

**Let us know! They may be
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Email us at mosocialstudies@gmail.com



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Missouri Council for the Social Studies
Published by Eric Langhorst | 11 April 20 at 10:00am - 1h
One of the oldest known photographs in the world (1828) is included in a new history of photography exhibit now open at the Nelson-Atkins in Kansas City. <http://www.kansascitypubliclibrary.org/visit-us/collections/exhibits/>

Ram photo exhibit open at Nelson-Atkins, thanks to \$100K grant from Hall Foundation
A new exhibit of photographs at the Nelson-Atkins Museum of Art will showcase 180 years of the medium with more than 100 that were purchased with...
[KHAEDO113226](#)

Missouri Council for the Social Studies shared a post.
Published by Jeffery Rivers | 11 April 25 at 10:21pm - 1h
Another great resource for digital resources, thank you to the Kansas Council for History Education for this deal.

Exploring a Digital World of Primary Sources
Monday, April 23, 7-8pm Eastern
Hosted by Digital Public Library of America (DPLA) and Missouri Council for the Social Studies (MCSS)
Digital Public Library of America | 10 April 23 at 7pm - 1h
We are super excited to co-host the next Social Studies Chat, "Exploring a Digital World of Primary Sources," with DPLA Educators Advisory Committee member Alice...
[See More](#)

Missouri Council for the Social Studies shared a post.
Published by Jeffrey Rivers | 11 April 25 at 2:17pm - 1h
If you are in the Kansas City area, or not far from it, this sounds like an amazing opportunity. As a 4th grade teacher, I am excited to see authors of books that my students are reading coming out to speak. What a great opportunity to make connections! May 12, in Independence, Missouri.

LitUp: Books and Art for Next Generation
April 25 at 8:30am - 1h
Breaking News! LitUp is proud to announce another keynote speaker: Rainbow Rowell lives in Omaha, Nebraska, with her husband and sons. She's also the author of ...
[See More](#)

LitUp Festival 2018 | Books & Art for the Next Generation
LitUp is a book festival for teenagers and young adults. Started by 18-year-old Jessie Ulrich and her bestie Jackie, the LitUp team decided...

Missouri Council for the Social Studies shared a post.
Published by Eric Langhorst | 11 April 25 at 8:57am - 1h
Podcast on the Constitution which could be used to Ignite an activity. <https://www.theverge.com/2018/10/17/17913836/constitutional-us-constitution-podcast>

This podcast about the US Constitution puts a human face on the founding document
The stories behind the shaping of the country's most important document
[THEVERGE.COM](#)

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MCSS Mission Statement

The purpose of MCSS shall be to foster dialogue among teachers on the special mission of social studies, to assist teachers in teaching social studies more effectively, to promote student learning in social studies through quality teaching and curriculum, and to increase student engagement and participation for the public good.

More About MCSS

The Missouri Council for the Social Studies was founded in 1979. We are a group of volunteers who have committed ourselves to educating young minds, fostering a collaborative partnership with other educators, and growing as both professionals and individuals with a passion for the social studies.