



MISSOURI COUNCIL FOR THE SOCIAL STUDIES

HORIZON

THE PUBLICATION FOR MCSS MEMBERS

www.MoSocialStudies.com

W I N T E R 2 0 2 0

The President's Corner

By Brian Anton

MCSS President

We are so excited to see you next month at the conference in St. Louis. We have been working hard to provide you with an amazing experience! As always, the conference is a great time to connect, collaborate and get rejuvenated for the grind that is the fourth quarter!

My message for January is to remember to keep your passion and find one new thing to try in your classrooms during the second semester. We often get stagnant this time of year and fall into our routines. I think it's a great time to change it up in order to help ourselves as teachers along with our students to remain sane as we look forward to spring and summer. My challenge to you all as social studies educators is to reflect on the reasons that you chose social studies and to get back to those basics if and when necessary to benefit our students.

continued on next page

- ❖ President Elect Report - 3
- ❖ Letter from Past President - 4
- ❖ List of Ballot Biographies - 5
- ❖ Make This Year the Year to Travel- 9
- ❖ Tools to Help Facilitate Writing in Social Studies- 11
- ❖ Celebrating Edgar Allan Poe in the Classroom - 13
- ❖ Critical Thinking Activity: Constitution and Commerce- 15
- ❖ Membership Update - 18
- ❖ Three Ways to Incorporate History in the Classroom - 19
- ❖ Why is Learning the Life of George Washington Carver Important? - 21
- ❖ Legislative Report - 22
- ❖ PD Opportunity: The Missouri Bar and the Civic Education Roadshow- 24

See you at the conference!
FEBRUARY 21-22, 2020
MCSS | ST. LOUIS



**MCSS
BALLOT BIOS
BEGIN
ON PAGE 5**

The President's Corner | continued from previous page

Since I took this role last February, I have moved out of the classroom (into administration) and I truly miss the moments that I got to connect individually and personally with my coworkers and students. It is much more difficult to build and maintain those relationships from this role and is something that I admittedly took for granted in my time in the classroom. We do this for our kids, coworkers, and communities. It is important to remember that during the trying times during the school year and our careers, which often happens in the spring semester.



Please connect with us and share using our social media channels or by submitting a piece to *The Horizon* to share the awesome things that go on in your classrooms and inspire the social studies community!

If you have any questions or feel inspired to join us in a larger capacity in this organization, please do not hesitate to contact me.

Respectfully,

Brian Anton

Twitter: @briankanton

Email: anton6984@gmail.com



President Elect Report

By MCSS President Elect, Rhett Oldham



MCSS has just completed a fantastic 2019 due in large part to the outstanding membership. Creative and innovative educators from all over the state continue to demonstrate how great Missouri social studies teachers are and willing each of you are to share ideas, strategies, and pedagogy with your colleagues. I am definitely proud to be part of the MCSS tribe.

The year, 2019, saw MCSS achieve the following:

- MCSS teachers conducted 15 regional workshops all over the state at various Regional Professional Development Offices.
- Membership grew to over 800 members
- Our annual conference in Jefferson City had one of the top 5 attendance numbers in the history of MCSS! Not only that but the conference was so much fun and it was great to see old and new faces.
- Numerous Missouri MCSS members attended the National Council of the Social Studies Conference in Austin, Texas this year represented Missouri well.

This is what MCSS has planned for 2020:

- MCSS will lead a curriculum workshop at Ferguson-Florissant School District in January. *Please note that leading professional development anywhere in the state is a priority at MCSS and we are committed to assisting any district that asks.*
- The MCSS Annual Conference is scheduled for February. Because of our memberships' continued commitment to a growth mindset, our numbers continue to grow at the conference. This allows us to attract outstanding presenters such as Governor Jay Nixon, Author and Educator Bethany Petty, and Holocaust Survivor, Rachel Miller.
- MCSS has partnered with McMillian Publishing to give away current books to our membership. Every person who attends our conference will receive a minimum of 3 books!
- More Workshops in the Fall of 2020 at an RPDC near you.
- The creation of Psychology, Sociology, Economics, and/or AP History consortiums where educators who teach those subjects can collaborate and share lesson ideas.
- The NCSS Conference in Washington DC is a great place to meet teachers around the United States and the vendors there giveaway some outstanding stuff

Don't forget to register at the conference and also please consider running for a state office here at MCSS. One of the greatest aspects of an MCSS membership, which is free, is the chance to network with other social studies teachers all over the state. I truly believe that MCSS offers the best and most meaningful professional development for social studies teachers in the state of Missouri.

Take care and look forward to seeing you soon.

Letter from the Past President

By Jeff Benes

Hello, to all! Please, share this publication with friends and coworkers, especially those in the Elementary levels. As teachers, we seek to bring our passion to those around us. And if you are reading this, one of your passions is the Social Studies. There are so many great things going on in Social Studies classrooms. As we start the second semester, keep in mind a few things about our subject area.

Number one, there are a lot of great recognition programs out there for classroom teachers. Recognize each other, and follow up on that recognition. Very often, we as teachers, appreciate nomination, but don't follow up on our end of the work. Be sure to take advantage of the programs that are out there, and nominate each other for something. Number two, travel. There are some incredible travel opportunities (many low cost, and some that are completely covered) for our field. Take these opportunities! Grow as a teacher by learning first hand. Develop your passion by seeing the world as a student. Number three, take care of yourself, as a human being. Teach your passion, fight the good fight, but remember at the end of the day, you are needed here long term, so make the candle last.

Thank you for all you do for our students and our communities. We are the fundamental subject, and without understanding the basic rules that shape humanity, the rest doesn't matter. The stories we share and the critical thinking we inspire will be instrumental to our future successes as a country and as human beings. Thank you for all you do.

Peace,
Jeff Benes
Past President.



List of Ballot Biographies

Candidate order based on submission timestamp of biography submission.

****Ballots will be emailed to members on or around January 24.***

VP of Membership

Pam Stafford

Biography:

I teach American History, AP/Dual Credit U.S. History, and Public Service classes at William Chrisman High School in Independence. I am also the Social Studies Department Chair and serve on the Building Safety Team and the Public Service Academy. I am also the sponsor for Scholar Bowl, S.A.D.D. and the school's History Club. In my spare time I also volunteer with the regional National History Day competition and serve as a volunteer with the National World War I Museum. I earned a B.A. in Criminal Justice from Culver-Stockton College and a B.S. in History & MS in Educ. Admin. From Park University. I most recently completed my Masters in American History and Government from Ashland University in Ashland, OH. I currently serve as 64th district delegate for MCSS, and I am a current member of MCSS, NCSS and MNEA.

Vision for the Organization:

I hope to continue working on increasing MCSS enrollment, which includes increasing and connecting with our elementary and middle school teachers, as well as, continue encouraging our secondary/post-secondary teachers. I would like to work on also expanding membership with our pre-service educators. As VP of membership, I believe it is also important to work also in sharing the benefits that come with being a MCSS member. Connecting new and existing members with the ever growing resources that are available to educators within the Social Studies world.

Ballot Biographies | continued from previous page**Regional Delegate for 63****Kerri Flynn****Biography**

As a 20-year veteran teacher, I have worked in a variety of settings and had many different roles. I have been a PLC leader and team leader and understand the importance of communication and collaboration. I enjoy collaborating with my colleagues and learning new ways to engage students with history and social science. Currently, I currently teach College Credit Psychology and Sociology, Human Rights and Genocide, and US History at Washington High School. As a Fellow with the United States Holocaust Memorial Museum, Victims of Communism, The Olga Lengyel Institute, and the WWII Museum, I have gained new skills, content, and perspectives on how to teach tough history. I have presented at many local, regional, and national conferences to help other teachers, as well as learn more myself.

Vision for the Organization

I want to be a delegate to engage more teachers with each other so we can collaborate and work together to better Social Studies learning in Missouri. Instead of being pushed to the side, kids need social studies front and center in order to engage in their democracy and with the world. We need to work together to make sure the state understands that they are doing a disservice to students by limiting access to social studies; some elementary students don't have their first social studies class until 7th grade. By working together, we can make our voices heard, and be not only great teachers but great examples for our students. We can work together with DESE to advocate for more social studies courses offerings from K-12 so our students are prepared for the 21st century.

Ballot Biographies continued on next page

Ballot Biographies | continued from previous page**Regional Delegate for 64****Erin Townsend****Biography**

Erin Townsend spent 11 years teaching American History at both Nevada Middle and Nevada High School in Nevada, Missouri. She now serves as the Secondary Mentoring and Instructional Coach at Nevada R-5 working with new teachers across all content levels and continuing to spread her love of Social Studies! She holds a Bachelor of Education in Middle School Education, a Master of Education in Teacher Leadership from Northwest Missouri State University and a Specialist Degree in Educational Leadership from Arkansas State University. She's had some wonderful opportunities to travel and learn through Teach American History Grants, Gilder-Lehrman, National Endowment for the Humanities, and most recently with the Korean War Digital Legacy Foundation. She has served as the Vice President of Legislation for MCSS for the last three years and is looking to continue being a voice of SS for her colleagues in the 64.

Vision for the Organization

My vision for the being a continuing board member is to continue growing the voice of Social Studies in Missouri and advocating for the importance of the role we play as Social Studies educators. I want to continue to form new partnerships with our RPDCs and other educational organizations to make social studies real and relevant in our schools and communities. Social Studies teachers have the greatest opportunity to form, shape, and mentor thoughtful citizens of the next generation and I want to continue to push our message forward into 2020 and beyond.

Ballot**Biographies continued on next page**

Ballot Biographies | continued from previous page**Regional Delegate for 65****Amanda Moody**

Biography: I am a 7th and 8th grade social studies teacher with Mansfield Middle School. My current subject areas are civics, American history, and world cultures. I attended Missouri State University, and I'm currently in my fourth year teaching. I am also the middle school student council sponsor and a member of MNEA. This is my fourth year as a member of MCSS, and I am running for my second term as the 65 delegate.

Vision for the Organization: My vision for the role, if re-elected is to do what I can to advance the understanding and implementation of social studies K-12. In my school system alone, they still use the "packet" system in upper elementary. This is the initial view of social studies to an entire generation. I would like to see this process changed dramatically.

Open Seats:

VP of Legislation -- Open

Make This The Year to Travel

By Dr. Rhett Oldham

As Social Studies teachers, we teach about great cities and countries, transformational people, and amazing structures. The stories we teach are rich with great plot twists and turns...so much so that our students can actually envision the places and events taking place. The problem thus becomes seeing these great places because on a teacher's salary, the likelihood of traveling is not very likely. Unless, you know where to look. In this article, you will find some outstanding opportunities for teachers, groups that can give you advice, and professional development that will be as authentic as you have experienced.

Full disclosure before I provide all of this great information. I am a fellow of Fulbright Teachers for Global Classrooms where I spent two and a half weeks in Morocco and I am also an alumnus of Qatar Foundation International's Global Exploration for Educators Organization (QFI-GEEEO) where I traveled around Jordan for 9 days. Both of these programs are some of the top travel programs for educators in the world and I could not recommend them high enough. Great programs that were either at no cost or in QFI/GEEEO's case, \$300.00. The people in both programs are amazing and so helpful. Definitely apply for either of these.

Now here are some places to go to find great travel opportunities for educators:

- [Lillie Marshall's blog](#) is a great place to go to see what is available and when deadlines are happening. She is really a rockstar when it comes to educator travel.
- [79 Teacher Fellowship for Social Studies Summer Travel PD!](#) Is THE PLACE to find your place to go. The list supplies locations, expectations, guidelines, and due dates. Whether you are planning on traveling in the United States to Mt. Vernon or overseas on a tour of Germany with the Transatlantic Outreach Programs (TOP), this list is thorough and by the end of the list, your mind will be full of ideas on where to travel next.
- [Global Educators & Collaborators Facebook Page](#) has almost 500 members who can provide tips and expert advice on how to fill out applications while also providing in-depth, first hand knowledge of programs and experiences. I go to this page often and the people in this group are outstanding.

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Make This The Year to Travel/Continued from previous page

There are already people all over the state of Missouri that have experienced these great travel opportunities but there is something really interesting that I have found. The same people apply for numerous travel grants and scholarships and win because NOT ENOUGH PEOPLE APPLY! Think about that for a second...some of these applications are not that difficult to complete but there are just not enough applicants!

Traveling to great places in the United States and around the world is available to educators around the country and the application deadlines are fast approaching. So find a program, fill out the application, and make this, the year to travel.



Tools to Help Facilitate Writing in Social Studies

By Jordan McGaughey (@mcgaugheyj)

In the last installment of the *Horizon*, I emphasized how social studies in the K-5 classroom can engage and empower our students. This month, Rachel McDaniel has written a fantastic article on the “how” to engage K-5 students in social studies by utilizing social studies tools and practices in other subject areas (namely in Language Arts, Fine Arts and Math). To help augment Rachel’s work, I wanted to focus on resources out there currently that are designed to help students utilize social studies skills while also helping to improve reading, writing and source analysis practices that can prove to be beneficial for students in all areas of the K-5 classroom. Further, these resources can also be scaffolded up to 6-12 to help social studies students of all levels.



1. C3Teachers.org

One go to resource for many of the members of the social studies curriculum writing team in my district has been C3Teachers.org, which serves as the home of the organization C3 Teachers. At C3Teachers.org, teachers can find a [database of fully written and developed inquiry activities](#) for grades K-12. Teachers can utilize this database to search for inquiry design activities aimed to promote reading, writing, and multi-source analysis that allows teachers and students to answer compelling questions through deep level inquiry and historical analysis.

C3Teachers.org can help to serve teachers who are wanting to engage their students in deep level inquiry based learning, or those teachers that are simply wanting ready made and high quality resources that will help their students improve their reading, writing and analysis skills in the short term.

2. DBQ Project

By now, you are most likely familiar with [The DBQ Project](#) in some way, shape or form. The DBQ Project aims to cultivate high quality primary and secondary sources that are structured to help students answer a structured academic controversy or compelling question. The DBQ Project provides high quality professional development around their resources, and offers all 6-12 resources online through their [DBQ Online platform](#).

What many may not know is that, over the past few years, the DBQ Project has worked to release [Elementary DBQs](#) for students in grades 3-5. These new collections of document based questions are primarily geared for younger students, and are largely cross curricular by nature so that K-5 teachers can work to embed writing and resource analysis practice into any part of their day.

To view the DBQ Project collection of elementary DBQs, please click on the link above or the following link:
[Elementary DBQs \(DBQ Project\)](#)

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3. Historical Book Clubs

“Book Clubs” and “Literature Circles” are utilized by many K-5 teachers to help students collaborate to help improve reading skills while providing students with ownership in their reading and improving reading stamina. An area that I am currently researching personally, and one that I plan on sharing with K-5 teachers throughout my district as we roll out new K-5 curriculum next year, is the idea of doing “Historical Book Clubs” with students. In a “Historical Book Club”, a teacher would craft a collection of books centered around a period of time in history or a particular theme of history like economics, expansion of territories, regional history etc. Then, after book sets are cultivated, students are grouped into “reading groups” where they would be assigned roles within their groups as they read the texts collected by their teachers.

Ideally, the goals of “Historical Book Clubs” serve to combine history and literacy, provide students an outlet to talk about history more frequently, and sharpen their reading skills by reading historical texts that they engage deeper and more meaningfully with. While K-5 classrooms would be an ideal setting for “Historical Book Clubs”, secondary teachers can utilize this practice for students as they examine sets of primary sources or documents throughout a given semester. Having a consistent group to help support you and promote accountability for understanding can be a powerful way to have students collaborate to improve reading and analysis performance and stamina.

To learn more about how you can utilize “Historical Book Clubs” in K-5 classrooms, please visit this link to a great article in the blog “Thrive In Grade Five”.

Link: [Historical Book Clubs](#)

All of these resources and tools can be utilized to help embed social studies skills more into K-5 classrooms to help your students improve literacy and source analysis. Further, each of these resources and practices can also be utilized to help 6-12 students understand and interact with history at a deeper and more meaningful level.



Celebrating Edgar Allan Poe in the Classroom

By Dr. Angela Danley, Associate Professor of Elementary Education
University of Central Missouri

Edgar Allan Poe was born on January 19, 1809 in Boston, Massachusetts. He is known for his poetry, as well as his suspense and mystery tales. He was orphaned at the age of 2 and grew up in Richmond, VA in the home John Allan and Frances. Poe displayed early signs of being a gifted writer and attended the University of Virginia in 1826. Due to an argument between Poe and his father centered around the \$2000 in debt, Poe did not return to the university. In May 1827, Poe enlisted in the army, and while serving, his first volume of poems were published. These are just a few of the historical facts students can learn about when researching the life of Edgar Allan Poe.

Bring the history of Edgar Allan Poe to your classroom. At <http://knowingpoe.thinkport.org>, explore the literature life and times of Poe in Baltimore and beyond. Explore Poe's life through interactive modules along with primary sources. Learn about the history of his life on 203 Amity Street and his school life. Investigate the meaning behind the *The Raven*, which was one of his most popular poems. Travel through Poe's life through an interactive timeline along with. This website is appropriate for middle school and beyond, this interactive site dedicated to Poe connects to history as well as provides an opportunity for readers to think critically about the annotations of Poe.

Resources for Educators:

<https://loc.gov/item/today-in-history/january-19>

<http://knowingpoe.thinkport.org/person/timeline.asp>

<https://www.eapoe.org/papers/misc1921/quinn00c.htm>

<https://www.poemuseum.org/who-was-edgar-allan-poe>



MCSS 2020 Conference

“Social Studies Provides 20/20 Vision to the Present”

Join us for our 2020 conference in exciting St. Louis! We're thrilled to partner with the Missouri History Museum to bring you an event that will be packed with lots of learning, strategies you can take back to your classroom, networking with other educators, and much more. We are also delighted to announce our keynote speakers this year: Governor Jay Nixon and Missouri teacher and author, Bethany Petty. We'll also have the opportunity to hear from Holocaust survivors. You don't want to miss this event!

Visit <https://www.mosocialstudies.com/conference> to register

Write for the Horizon Quarterly

Share your teaching ideas and your passion for Social Studies with fellow teachers

This is YOUR quarterly publication and we would love to hear from you! Have an idea to share? We want to publish it! Have a lesson to share? We want to share it! Have a story to share about Social Studies? This is your opportunity to share it!



mosocialstudies@gmail.com

Critical Thinking Activity

The Constitution and Commerce

By *Jeffrey Smith, Senior Professor of History*
jsmith@lindenwood.edu
Lindenwood University

If you're teaching the first half of the US History survey, you're probably just about ready to start on the Constitution. Here's a Critical Thinking exercise to try.

The idea is to look at the clauses of the Constitution that deal with business and commerce. Fact is, the framers didn't like an unregulated economy any better than merchants. They borrowed from their counterparts in Great Britain, envisioning a government that helps facilitate economic growth prosperity. In fact, there are no fewer than six different places where the framers addressed issues that applied to business and commerce, from protecting patents to interstate commerce to banning the international slave trade in twenty years.

Attached is an exercise to use in class that asks students to look at the Constitution and apply its clauses today. They'll have to look things up and discuss them, of course—but that's the idea! I'm giving you the ones I used in my "America through the History of Business and Labor" class, but there are other questions you could ask. Or you could have them debate those issues, create presentations, or compare them to the Articles of Confederation.

Give it a try. And let me know how it turns out!

TOPIC OVERVIEW:

When the Constitution was passed in 1787, it covered a wide swath of topics from creating the mechanics of government to protecting rights of citizens, but it also stood on governmental traditions from Great Britain, including the extent to which the federal government could manage and regulate economic issues and business. Below are six examples from the original Constitution. Each team will select one of them, research that clause, and answer the following questions:

1. Why did the founders feel a need to identify this particular power and authority?
2. Why was it needed?
3. How does this power work today? Why is it important to the way business is conducted today?

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Critical Thinking Activity| Continued from previous page**What You'll Do:**

- Each group will research one of these clauses and other ideas to answer the questions above. To accomplish this, you might do the following:
 - Research the background of the clause. What did the framers say and think? What informed their thinking?
 - Brainstorm the ways it might play out today. How do businesses use it? Why might they think it's important?
 - Research some examples based on your brainstorming.
- As a group, write your answers and email them to me before you leave class.
- Each of you also needs to write a paragraph or so on your role in this process and your individual thoughts on the questions.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Continued on next page

Critical Thinking Activity| Continued from previous page

Topic 1: Regulating Interstate Commerce

Section 8, Clause 3: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes

Topic 2: Relating Currency and Measures

Section 8, Clause 5: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Topic 3: Post Offices and roads

Section 8, Clause Section 8, Clause 7: To establish Post Offices and post Roads;

Topic 4: Patents and Copyrights

Section 8, Clause 8: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Topic 5: Slave Trade

Section 9, Clause 1: The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

Topic 6: Tariffs and Duties

Section 9, Clause 5: No Tax or Duty shall be laid on Articles exported from any State.

Section 10, Clause 2: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.



Membership Update

Welcome to everyone from across the state; we are so glad you have chosen to share in this life-changing organization, the Missouri Council for Social Studies! Welcome to those from the wonderful cities of Boonville, Wentzville, Kirksville, St. Louis, Dexter, Montgomery City, Pleasant Hope, Sturgeon, St. Joseph, Amazonia, Salisbury, Swansea, Purdy, Springfield, Ballwin, Urbana, and Brookline.

Our numbers continue in the **mid-700's** as we provide opportunities for instructors and appeal to the Social Studies interests of our constituents through workshops, social media, and pedagogical examples in our on-line quarterly publication titled "The Horizon." We eagerly anticipate conversing with all of you at our annual (and exceptionally awesome) Conference on February 21-22, 2020 at the Missouri History Museum in St. Louis.

It has been a tremendous experience, to be on the board of this council, an experience that I will cherish forever with gratitude. Now it is time to pass the baton and I look forward to the future leadership and the positive things they have planned!

--Nancy Ohmart, VP of Membership, 2019-2020

MCSS
MISSOURI COUNCIL
FOR THE SOCIAL STUDIES

@MoSocialStudies on Twitter

Tweets **1,009** Following **219** Followers **1,035** Media **302**

MoSocialStudies
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Serving social studies teachers in Missouri and surrounding states.
Missouri
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137 Followers you know

41 Photos and videos

Tweets Tweets & replies Media

MoSocialStudies Retweeted
Ms B @bohndrska · Apr 30
#OTD 1803 - The US purchases the #Louisiana Territory for 15 million, with its 826k square miles more than doubling the nation. Some argued at the time that #POTUS Jefferson was exercising executive power with the purchase. #USHistory #Frontier

MoSocialStudies Retweeted
Mount Vernon @MountVernon · Apr 29
Join us for a special announcement on Facebook Live with www.mountvernon.edu @GogglesBradum tomorrow, April 30 at 10:00 am EST in the rare books suite at GWBooks! bit.ly/1eNm87a

JOIN US ON TWITTER

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!

3 Ways to Incorporate History into the Elementary Classroom

By Rachel McDaniel (@MrsTchrMcD)



With pressure to excel in English and Math as well as Science on standardized state tests, Social Studies often takes a backseat, especially in elementary school classrooms. However, the importance of teaching history is very relevant for our students. My colleague, Jordan McGaughey (@mcgaugheyj), pointed out in the [last issue](#) of the Horizon, how emphasizing social studies can engage and empower our students. It is very clear there is a “why” for teaching the subject but the “how” can be daunting for elementary school teachers who already have so much on their plates. Here are three ways elementary school teachers can add history to their already existing English and Math lessons.

1. Non-Fiction Reading Lessons

I know this is the obvious route but again, sometimes the “how “ can be daunting. Students need to learn how to identify the main idea of a text, answer comprehension questions about a reading selection, and be able to summarize stories. This can all be done with non-fiction texts with historical subjects. However, finding non-fiction texts and current events news articles at lower Lexiles can be difficult. Using web-based services like [Newsela](#) and [CommonLit](#) allow you to select articles at lower Lexiles, assign students reading selections and comprehension questions online or print articles and questions for students to complete by hand, and annotate and highlight the content online. Newsela allows you to select articles from 2nd grade through 12th grade and CommonLit has articles starting at the 3rd grade level and up. Both have free versions as well as paid versions of their services and the free versions still allow you to get most of their articles and services.

2. Craft Projects that center around History

Students in younger age groups like to complete projects that are more hands-on. Typically speaking, they enjoy creating art projects or crafting projects. Projects centered around historical subjects are a win-win for students and teachers alike. Teachers can sneak in some history and students get to create something with their hands. Color-by-Number is one of my favorite tricks for this and there are several available on Teachers Pay Teachers. Students have to answer the question correctly in order to select the correct color for the coloring page. There is one over the [Three Branches of Government](#) that is great to use for younger students, another over [Thanksgiving](#) that is perfect for that time right before students leave for break, and there is even one over [Jamestown](#) that is creative and engaging. Also, centering these crafts around holidays also presents an opportunity to talk about the history of the holiday not only in the United States, but in other countries all over the world.

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Incorporating History Into the Elementary Classroom | Continued from previous page

3. Word Problems for Math

This might take a little more time but word problems for math lessons are also great ways to integrate a little history into the classroom. Theming a math worksheet over different historical topics is a small way to get students thinking about history at the same time they are thinking about math. Consider when teaching your Native Americans unit, to make math questions using different names of tribes and their food sources or when teaching your unit about Thanksgiving, using the Pilgrims and the first Thanksgiving in your word problems. This allows students to apply their reading lessons into their math lessons while also emphasizing history as well.

With any new lesson or endeavor, start small. This process can be overwhelming but adding small historical snippets into the classroom will help your students in future grades and beyond.



“Why is learning the life of George Washington Carver important?” By Nancy Ohmart

How can we apply what we learn to the Reconstruction Era? What do our names reveal about ourselves, our identity, and our place in society? Come to the MCSS Conference in St. Louis February 21-22, 2020 and attend my session over George Washington and the Reconstruction Era to find out more details. We will be utilizing the wonderful website below as we learn. You will leave with a vast variety of learning strategies (for the Social Studies and the English/Language Arts classroom). Finally, you will be handed content-rich primary document based lessons. Hope to see you there!

<https://www.facinghistory.org/resource-library/video/why-study-reconstruction?backlink=https://www.facinghistory.org/reconstruction-era>



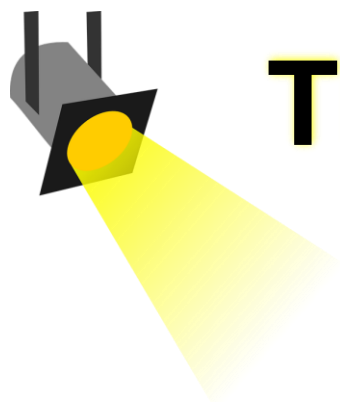
LEGISLATIVE REPORT

MCSS Legislative Report

By Erin Townsend

The new session of the Missouri Legislature opened on Wednesday, January 8th at noon. New bills were introduced for first reads. These bills pertaining to Social Studies education included a bill to design an elective course in Hebrew Scriptures and the New Testament (HB1345) and a bill to designate November as American History and Founders Month (HCR67). Both of these ideas have made it through introductions and first reads in previous sessions of the legislature with limited action taken. As the session continues and we head full force into an election year at the local, state, and national level, the Legislative Resource of the Quarter is [CivXNow](#). CivXNow is the advocacy partner of the always popular ICivics and is designed to continue the work of advocating and providing resources for continued Civics Education. They feature numerous videos and other resources to help students, staff, and community members alike better understand the benefit of a well-rounded civics and citizenship education. Check out the amazing work they are doing to carry the banner for Civics around the nation!





TEACHER SPOTLIGHT

**Know a teacher who
deserves a spotlight?**

**Let us know! They may be
featured in an upcoming issue!**

**Email us at
mosocialstudies@gmail.com**

PD Opportunity : The Missouri Bar and the Civic Education Roadshow

By Leanne Reaves, Mansfield High School

When it comes to professional development, not all are created equal—and the Civics Roadshow put on by the Missouri Bar sets the standard high. I have had the wonderful opportunity to attend two Civics Roadshow seminars, and each time I left the seminars with ready-to-use materials in hand, as well as a refreshed sense of purpose as a teacher.

The Civics Roadshow is content specific professional development for government/civics teachers (also could be incorporated into American history courses as well). Each Civic Roadshow is a one-day seminar presented by knowledgeable staff and unique guest speakers. Each seminar I attended was six-hours of professional development for *free* (only cost was getting to the venue), lunch was provided, and the Missouri Bar would even pay \$50 toward your sub cost.

The first seminar I attended in the spring of 2019 was titled *The First Amendment in the Twenty-first Century*, and focused on first amendment rights of citizens, key decisions of the US Supreme Court, as well as free speech in schools. The second seminar I attended in the fall of 2019 was titled *The Presidency*, and it focused on the constitutional development of the office of the president, as well as the powers, limitations, and selection of the president.

At both Civic Roadshow I attended the sessions were presented by faculty of the Missouri Bar, experienced local teachers, and area attorneys, and judges. Presenting at both seminars was Dr. Anthony Simones, the Director of Citizenship Education for the Missouri Bar Association, and his energy and passion for the content set a high-paced, highly-engaging atmosphere to each session, creating an environment that had each participate ready to learn more. Paired with the knowledgeable Constitution and education scholar Russ Sackreiter, educational consultant to Dr. Simones, one cannot leave a Civics Roadshow without a desire to know more and be a better teacher in their classroom.

Not only did both seminars give me a vast amount of content knowledge, they gave me classroom materials to bring directly back to use in my classroom. The materials were clear-cut and easy to implement, and all materials were connected to the DESE American Government Standards. The techniques and teaching strategies taught at the seminars were student-centered and would create high student engagement by requiring students to critical think and communicate their ideas effectively.

As a teacher for ten years, not often have I walked out of a professional devolvement that was presented with such gusto and professionalism. If you are looking for high quality professional development that will challenge you and your students, look for a Civic Roadshow in your region.

Missouri Bar Contact Information:

Dr. Anthony Simones: Director of Citizenship Education, Tsimones@mobar.org

Becky Libbert: Administrative Assistant, blibbert@mobar.org

Website: <http://missourilawyershelp.org/educational-resources/>



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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.