



horizon

✧ a quarterly publication for MCSS members ✧

Board of Control

- Michelle Kratofil
President
- Jessica Vehlwald
President-Elect
- Sheila Onuska
Vice-President
- Becky Forristal
Vice-President
- Mickey Ebert
Vice-President
- Brett Coffman
Treasurer
- Ronnie Moppin
Secretary
- Glenn Mechem
63 Delegate
- Richard Blackford
63 Delegate
- Corey Vorthmann
64 Delegate, Horizon Editor
- Tracy Cobden
64 Delegate
- JoElyn Caudle
65 Delegate
- Kelly Tilliott
65 Delegate
- Holly Carlson-Jukes
GKCCSS
- Nancy Freeman
OCSS
- Alberta Dougan
SEMCSS
- Peggy (Dudley) Boyer
TOY Chair
- Bill Gerling
DESE Liason
- Tom Heuert
Museum/Historic Site
- Paul Rorvig
University Liason
- Ted Green
Past President
- Karen Burgard
Historian
- Ray Wicks
Delegate-at-Large
- Megan Moncure
Executive Secretary

Last Chance to Get 'Hooked'

Join us for the 2009 MCSS Annual Conference February 27-28 @ Lodge of the Four Seasons



"Reeling in the Years"

Gathering Our Gear, Casting Our Lines, and Hooking the Past with Our Future

With so many great breakout sessions, why not join us at the Lake this year for the Annual Conference? Take a look at what you would be missing...just to mention a few!

"Fighting the Yawn Factor in an Elementary Social Studies' Classroom" Are you tired of trying to wake up your kids so that they will become passionate about Social Studies and experience history coming alive? New teaching strategies will be

presented to perk up your kids and peak their interest! Data sets, primary sources, inside/outside, and living tableaus are just a few of the strategies shared.

"Layered Curriculum in a Social Studies Classroom" Layered Curriculum is based on brain research by Dr. Kathie Nunley. LC divides units into three layers or sections where each allows the students to build upon what they have learned. LC incorporates Bloom's Taxonomy and Multiple Intelligences and is an ideal way to differentiate instruction.

"The 21st Century Social Studies Teacher: Contextualizing Content for Civic Competence" As social studies educators, how can we continue to effectively "promote civic competence" in an increasingly diverse, Postmodern, technology-integrated classroom? This presentation will provide guidance in directing educators to "contextualize" social studies content for the 21st Century in both philosophy and practice.

"Applying History Through Documents: FACT method" Use the FACT method in your classroom and watch your students' reading and critical thinking processes improve. Here is a way to teach students to APPLY knowledge to documents and use documents to explain history. Particularly useful to help students see connections, generate class discussions and answer Document Based Questions.

"Hooking All Students: Co-Teaching in the Social Studies Classroom" What is co-teaching? How does it work? What are the benefits? Join four experienced teachers as they discuss and demonstrate successful co-teaching approaches to class-within-a-class settings. These techniques enable all students to achieve success. Handouts will be provided.

Inside This Issue...

Message from the MCSS President	2
2008 Board of Control Election Information	3
Professional Development Opportunities	4
DESE Connection.....	5
A Look Back at NCSS 2008	6
What do Students Learn from Historical Feature Films?.....	7
Museum Spotlight	8

MESSAGE FROM THE MCSS PRESIDENT

January 2009

Dear MCSS Members,

Since our last correspondence, social studies has been front and center on the national stage. An historic election with around the clock press coverage brought the political process and historic events that we as social studies teachers and advocates love into mainstream America in a way that many of us have never witnessed before. What a great time to be a social studies teacher!

That mantra - what a great time to be a social studies teacher - has been the focus of the MCSS Board of Directors for the last year. With your input, we have developed a list of projects that, upon completion, will offer our members some incredible benefits provided by no other social studies organization. In addition to our annual conference, these benefits include grant opportunities, members-only lesson plan banks, and professional development opportunities. We hope you will agree that it IS a great time to be a social studies teacher as well as a member of the Missouri Council for the Social Studies.

As my term as president comes to an end, I need to thank the MCSS Board of Directors for their dedication to our organization and to our members. I consider myself lucky to serve and work with such a committed group of professionals! They volunteer their time and talent juggling their MCSS responsibilities with those of home, work and

family. Despite extremely busy private lives, they all give whatever is necessary to meet deadlines, solve problems and develop a vision for MCSS. Our organization would be nothing without these individuals.

On behalf of the MCSS Board of Directors, I'd also like to thank you, the MCSS members. Despite lack of interest on the national level, you are keeping social studies education alive in your districts and in your classrooms. Your commitment to social studies education is evidenced by the growing numbers of participants and by the high quality presentations at our conferences over the past few years. Your membership in MCSS is also a sign of your commitment to social studies. Thank you for what you do every day for Missouri's young citizens.

As the organization that represents you at the state level, we are honored to serve you and look forward to serving you for years to come.

Best Wishes,

Michelle Kratofil

MCSS President

MCSS is an organization that strives to improve social studies education throughout the state.

MCSS believes that the study of civics, history, economics, and geography as well as other social studies disciplines will prepare our students to be responsible citizens in a democratic society.

This is our *commitment to the future.*

2009-2010 Board of Control Candidates

PRESIDENT-ELECT

BRETT COFFMAN

Brett Coffman has been a social studies teacher for 15 years. He currently teaches AP World History in the Liberty School District, which is a suburb of Kansas City, Missouri.

Brett has been a member of MCSS for four years; he received the MCSS Teacher of the Year award in 2006, and has worked as the treasurer from 2007 to the present.

Brett's hobbies include playing music, enjoying the company of friends, and travelling with his wife and three children.

VICE-PRESIDENT

GLENN MECHEM

Glenn Mechem is currently a High School Social Studies teacher from Union, Missouri. Glenn has served as a former 63 delegate, treasurer, president elect and former president of MCSS. Glenn is committed to the social studies profession. Glenn has two children, enjoys football and basketball and loves History and Psychology.

MICKEY EBERT

Mickey Ebert has served as Vice President for several years on the MCSS Board. Mickey is a retired Social Studies teacher from the Blue Springs area. She helped plan the NCSS national conference in Kansas City and currently assists with grant writing activities around the country. Mickey is also an adjunct at Olathe University.

63 DELEGATE

PAUL STANLEY

Paul Stanley is currently a High School Social Studies teacher in the Rockwood School District in suburban St Louis. He was the 2008 MCSS Secondary Social Studies Teacher of the Year. Paul has participated in TAH grants and currently presents best practices to a variety of college students at the undergraduate and graduate levels. Paul has two children, enjoys music, lively debates and hands on activities with his students.

DEB VOJSLAVEK

Deb Vojslavek is in her eleventh year of teaching fifth grade in the Rockwood School District. She has written Social Studies curriculum, graduated from RITTS, a program in technology, and served on many committees. In 2006 she attended the Colonial Williamsburg Teacher Institute, returned as a peer facilitator in 2007 and finally in 2008 as the grant liaison. A personal and professional highlight was being chosen as the MCSS elementary Outstanding Social Studies teacher in 2008. Deb says she would be honored to serve as the elementary representative on the MCSS Board to provide a voice for the few, the proud, the elementary teachers of Social Studies in Missouri.

64 DELEGATE

TRACY COBDEN

Tracy teaches at Raytown High School and is in her 11th year of teaching. She has taught in a variety of settings including junior high, high school, CWC classes, and AP classes. Tracy has been a member of MCSS since 2006 and has presented at the past three annual conferences. She takes pride in belonging to a variety of local and national organizations, studying and advancing Holocaust education, and traveling internationally to study history. I would like to help MCSS to continue along its present path of doing more for its members by providing instructional resources, professional development opportunities, and a means for educators across the state to communicate more effectively.

BETH ROBERTS

Beth Roberts has been teaching in the Blue Springs School District for 19 years. During that time, she has taken an active role in the development and implementation of social studies curriculum in the district, has mentored student teachers who have gone on to be highly successful professionals in education, and has presented and modeled successful practices for other educators. Most recently Beth has been a leader in rewriting curriculum and aligning the 8th grade curriculum to Missouri's grade level expectations. Beth is a member of NCSS and MCSS and presented with a colleague at last year's MCSS conference in St. Joseph.

65 DELEGATE

JOELLYN CAUDLE

JoEllyn Caudle has served as a delegate from the 65 area for two years. She has helped volunteer at MCSS conferences and is an active member of the MCSS board. She is in her 17th year of teaching, 11 of which has been at New Bloomfield, MO. She enjoys teaching all aspects of social studies and is currently teaching Modern World History, Ancient History and Current Events. "I have loved serving on the board and hope to continue to do so. Hope to see everyone in the 65 District at the conference!"

OFFICIAL BALLOT ENCLOSED



Study in Germany for Two Weeks this Summer for FREE

Where do the best lessons in life come from? **From Experience!**



Experience is what the Transatlantic Outreach Program is all about. Since 2001, TOP has sought to find the best and most qualified Social Studies educators and give them the opportunity to experience Modern Germany in the most dramatic way possible: *in person*.

From Berlin to Frankfurt, from Stuttgart to Munich, from Hamburg to Kiel, from Dresden to Schwerin, and from Weimar to Leipzig, each corner of Germany is sampled through sight, sound, touch, and taste! These all-expense-paid study tours are two weeks in length and take place during the summer.

All expenses are paid by TOP through the generosity of its partners. This includes the cost of flying from your nearest major airport to Washington, D.C. and back (if you live outside a 100-mile radius of Washington, D.C.), the cost of a hotel room in Washington, D.C. on the night prior to departing to Germany, the cost of flying from Washington, D.C. to Germany and back, all study-tour-related transportation within Germany, all lodging in Germany, two meals per day in Germany, and all associated study tour fees.

For an application, visit <http://www.goethe.de/mmo/priv/3575083-STANDARD.pdf>. Applications are due February 12, 2009.

Gilder Lehrman Institutes for Summer 2009



The Gilder Lehrman Institute is pleased to announce the 2009 summer seminar schedule. There are forty seminars available this year. Educators at every level and National Park Service interpreters are eligible. Held at institutions throughout the United States and Great

Britain, these weeklong seminars provide intellectual stimulation and practical resources and strategies to take back to the classroom. Participants work with noted professors to deepen their knowledge of topics from the Colonial Era through the twentieth century. Seminars are limited to thirty participants by competitive application and include room and board, books and teaching materials, as well as a \$400 stipend. Applications must be submitted online by February 15, 2009. For more information, please visit <http://www.gilderlehrman.org/teachers/seminars1.html> or call (646) 366-9666.



Keizai Koho Center Teacher Fellowship 2009

You are invited to apply!!

Who: Middle and High School teachers of Economics, Social Studies, and History. Supervisors, specialists, and school administrators at the district and state levels; and faculty associated with 4-year colleges who are directly concerned with the training of K-12 teachers.

What: Two-week Educator Tour of major industrial and corporate facilities, meetings with key business leaders, meetings with educators including school visits, discussions with teachers and students, and a home stay with a Japanese family in Japan.

Where: The ten-day itinerary in Japan will focus on Tokyo. Typically, there is at least one scheduled visit to a destination outside of Tokyo.

When: Depart North America Monday, June 29, 2009; arrive in Tokyo next day. Program starts in Tokyo July 1. Depart Tokyo Saturday, July 11, 2009; arrive in North America same day.

Why: For an opportunity to learn first-hand about contemporary Japanese society and enhance the teaching of Japan in the classroom.

How: Download our brochure to **APPLY NOW** at <http://www.us-japan.org/programs/kkc/k2009/index.html> Applications are due February 28, 2009.



Bill Gerling, Assistant Director Assessment/Social Studies Consultant

End of Course Test Update

The Missouri Department of Elementary and Secondary Education (DESE) has been busy for over a year developing End of Course (EOC) tests primarily for high school students in the state. The plan is to have all Missouri students who graduate in 2013 to take eight end-of-course tests. Two of these tests will be government and US history. Students were already mandated to obtain credit in both of these content areas before the adoption of EOC testing.

The EOC tests are being written from the Course-Level-Expectations that were identified by Missouri teachers in 2007. The first item writing for government and US history took place in January 2008. Twenty teachers developed about 1000 multiple-choice items in this event. The items were then edited by Riverside Publishing and DESE. In July the items were reviewed and revised for content and bias by groups of Missouri social studies' teachers. After some further editing the items were put into field-test forms. All students taking US history or government will be expected to take the field test April 27-May 15, 2009. The purpose of the field test is to determine which items are valid for operational testing which starts next fall.

There will be another item writing session January 20-23 for government and US history. Approximately twenty-eight social studies teachers will be involved in this item writing. We will follow the same process in test development for these items except that they will be field-tested with the operational tests in ensuing years.

One of the purposes for adopting the End-of-Course tests is to elicit more accountability from the students. Teachers will be able to use the test results as part of the student's grade if they so choose. The tests can either be taken electronically or on paper-pencil format. Results of the tests will be returned to the teachers within 5 business days.

Awards

In 1989, when the General Assembly passed a law that mandated the teaching of government and US history, it also established the Outstanding Citizenship Award for public high school seniors. Each school may nominate one student based on that student's leadership skills, community service, and service to the school. They are also required to write an essay explaining their definition, models, and importance of citizenship.

Students are nominated by their teachers and principals. Fifteen students are ultimately chosen for this award. Winners receive a certificate of recognition, a fifty dollar saving bond, and a luncheon at the Governor's Mansion in Jefferson City. Please check with your principal if you want to nominate a student for this award. The deadline for nominations is February 6, 2009.

The Gilder Lehrman Institute of American History has just announced its sixth annual History Teacher of the Year Award, which honors outstanding teachers of American History across the United States. This year the award is exclusively for elementary teachers (Grades 1-5). The qualifying criteria are:

- At least 3 years of teaching experience in teaching American history in elementary school
- A deep career commitment to teaching American history, which includes local and state history
- Evidence of creativity and imagination in the classroom that addresses literacy and content beyond the state standards
- Close attention to the use of primary documents, artifacts, historic sites, and other primary materials of history, including oral history
- Evidence of thoughtful assessment of student achievement

The winner will receive \$1,000, a plaque of recognition, and an archive of history books for the school library. Letters will be sent elementary school principals throughout the state with criteria and procedures described. Please contact Bill Gerling, Social Studies Consultant, for further details on either of these awards. 573-751-0398 Bill.Gerling@dese.mo.gov

NCSS 2008

Review by Karen Burgard, MCSS Historian

In early November 2008, Houston, Texas became the site of several thousand social studies educators from around the nation and throughout the world. Several MCSS members, including many state board members, went to the conference. The theme of the conference was “Embrace the Future” and it centered around everything from 21st Century skills for students, to the development of technology in the classroom, to global awareness and human rights advocacy, to the issues of recruiting and retaining quality educators in the new century. One of the most talked about keynote speakers was Firoozeh Dumas who wrote the memoir, *Funny in Farsi: A Memoir of Growing up Iranian in America*. Her humor and wit concerning life in America and her Iranian family had the entire audience laughing out loud. And, Howard Zinn, the Sunday morning keynote drew an incredible crowd who were so inspired by him that they were lined up to buy his books after his speech.

The conference had great sessions and workshops that were applicable to both new and veteran teachers. And, while the vendors seemed a little sparse this year, probably due to the economy more than anything else, they still had great items, ideas, and materials to provide everyone who attended. I imagine that there were several annual conference goers who were unable to attend this year due to their own financial constraints or that of their sending school districts. I assume that with the state of the current economy, many school districts are tightening the purse strings of their Professional Development money. That is unfortunate. For me, the annual NCSS conference is a time to get great ideas for the classroom and reconnect with colleagues and friends that I have built a professional network with over the years. So, I hope that if you didn't get a chance to attend the Houston conference this past year that you sincerely take a look at attending in 2009. The city is Atlanta. What a great place for social studies educators to get materials about America's past for their own classrooms in the future.

REGISTER NOW FOR THE 2009 MCSS ANNUAL CONFERENCE

see registration insert OR www.mosocialstudies.org

MCSS is proud to introduce...

ONLINE REGISTRATION & PAYMENT



www.mosocialstudies.org

What Do Students Learn from Historical Feature Films?

Historical feature films are a popular tool history teachers use to engage their students. But what is it that students actually learn from the films they watch? Peter Seixas, a historian and professor of education at the University of British Columbia, showed that while students often empathize with the past they see on the screen, they also approach film history uncritically. Sometimes they even interpret a film's presentation of history to be as it actually happened. In a landmark article, Seixas described the difficulty students have in analyzing films for historical accuracy.

Contemporary Films vs. Old Films

Seixas showed ten students *Dances with Wolves* (1990), directed by and starring Kevin Costner, and John Ford's *The Searchers* (1956), starring John Wayne. Students watched and summarized segments from each film. After showing each film, students answered questions about the film's historical accuracy.

Students found *Dances with Wolves* to be more accurate than *The Searchers* for two main reasons—reasons that have more to do with film technique and contemporary beliefs than historical accuracy. *Dances with Wolves* used modern techniques and promoted a contemporary interpretation of the past. Students noted that the use of blood in violent scenes and the quality of the acting made this film more believable than the older John Wayne film.

Students criticized *The Searchers* for poor acting, and outdated cinematography (e.g., old folk music). Students also found *Dances with Wolves* to be more believable because they shared the film's critique of America's treatment of Native Americans. On the other hand, *The Searchers'* negative representation of women and Native Americans caused many students to question its historical accuracy.

Contemporary Films and Old Films

Seixas argued that students' acceptance of *Dances with Wolves* as historically accurate reflects a larger problem with showing films in history class. Students are often so engaged by such films that they fail to question the films' historical merits. They blindly accept such films as accurate mirrors of the past. However, Seixas found that *The Searchers'* blatant misrepresentation of the past prompted students to question the historical accuracy of *Dances with Wolves*. After viewing both films students still found *Dances with Wolves* to be more accurate than *The Searchers*—yet now they at least questioned *Dances with Wolves*, saying they needed more information to determine its truthfulness.

Historical Films and The Classroom

The visual imagery and powerful audio of film can engage students in ways that lectures and textbooks cannot. However, what makes these films engaging—their use of cutting-edge techniques and their contemporary perspective on the past—often results in students passively accepting these stories as historical truth. So how then can films be used to promote a more critical stance?

Seixas' research suggests that one place to begin is for history students to learn to question how the past is presented in this media. To do this, teachers can have students compare an older film on the same topic with a more contemporary film. This juxtaposition helps students see that no film is a direct mirror to the past.

Sample Application

Initially students accepted *Dances with Wolves* uncritically as historical truth. One student stated that *Dances with Wolves* taught her "things I didn't know before . . . things about the culture."

After seeing *The Searchers*, students questioned the accuracy of *Dances with Wolves*. Students also recognized the need for more information to determine the truthfulness of *Dances with Wolves*.

Student: I can't really say, well, if I had to say which one is more accurate I'd probably say *Dances with Wolves* but I'd probably just say that because it's more modern.

Researcher: When you saw *Dances with Wolves* originally . . . did the question ever occur to you how accurate it is?

Student: No, because it was just a show that I was watching and I was so wrapped up in feeling and crying that I didn't stop . . . to wonder if this is right. In *The Searchers*, it's a lot easier.

Read More

Mark C. Carnes ed., *The Past Imperfect: History According to the Movies*, (New York, NY: Holt, 1996).

Natalie Davis, *Slaves on Screen: Film and Historical Vision*, (Cambridge, Massachusetts: Harvard University Press, 2000).

Peter Seixas, "Confronting the Moral Frames of Popular Film: Young People Respond to Historical Revisionism," *American Journal of Education*, 102, no. 3 (May, 1994):261–85.

Missouri Council for the Social Studies

horizon

2802 Meadow Ridge Drive
St. Joseph, Missouri 64504

Fax: 816.671.4489

Email: corey.vorthmann@sjsd.k12.mo.us

We Are On The Web!
www.mosocialstudies.org

Creating effective citizens



Museum Spotlight

St. Louis Mercantile Library @ University of Missouri-St. Louis



rare book and manuscript library with extensive archival resources related to the economic, civic, cultural and social development of St. Louis, the state of Missouri and the Midwest.

What impact did the railroad have on the development of the American west? Take a fresh look at what the iron road created and how it helped shape a truly continental nation in the new exhibition *The West the Railroads Made*. This dynamic exhibition features photographs, paintings, artifacts and rare railroad ephemera, in addition to a large scale diorama of a 19th century railroad station. An accompanying book, *The West the Railroads Made*, by Carlos Schwantes and James Ronda is available. Two satellite exhibitions will highlight extraordinary 19th century railroad documents and contemporary railroad photographs. The exhibition is presented by the John W. Barriger III National Railroad Library, a specialty library within the St. Louis Mercantile Library at the University of Missouri - St. Louis. The Mercantile Library was founded in 1846 and continues to serve as a

The *West the Railroads Made*, an historical exhibition organized by the John W. Barriger III National Railroad Library and the Washington State Historical Society, is on view at the St. Louis Mercantile Library at the University of Missouri - St. Louis from March 7 - September 4, 2009. This exhibition is free and open to the public.

Free group tours for adults and students are available: to schedule a tour phone 314-516-7242 or email ldiel@umsl.edu

Library hours are Monday - Thursday 8am - 10 pm; Friday 8 - 5; Saturday 9 - 5, Sunday 1pm - 9 pm. Hours change during spring break and summer semester; please call to confirm prior to your visit.