



April, 2011

The Utah Social Studies Standards

There has been some confusion about the Utah core standards for ELA and the implications for social studies. It is important to remember that there are **no new core content standards for social studies**. The Utah standards for social studies remain the same as ever. The change: a clear and direct focus on the *literacy* skills necessary in the social studies classroom if our students are to be college and career ready. That is the only change, albeit a huge one.

So we will continue to teach social studies in each grade as laid out in the Utah standards for social studies.

Core Academy to Include Social Studies Sections

This summer, for the first time, there will be an opportunity for secondary social studies teachers (teachers from grades 6 – 12) to participate in the Core Academy. There are **six opportunities** for social studies teachers to participate, spread out across the state during the months of June and July. Core Academies with Social Studies Strands (Grades 6-8, 9-10 and 11-12):

June 11-14	Murray
June 18 – 21	St. George
June 25-28	Vernal
July 9 – 12	Logan
July 16 – 19	Ogden, Richfield

These sessions will focus on the literacy standards in the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, now adopted as the Utah Standards. These Utah Standards for college and career readiness are game changers when it comes to social studies instruction, and Utah is seizing the opportunity to figure out how best to support teachers – and therefore students – as we implement these standards. We have had an outstanding response from teachers interested in facilitating, and judging from their background and enthusiasm, you will be in good hands during these sessions.

To register: <http://usoe.truenorthlogic.com>

What Happened to Summer Professional Development Courses?

I always get questions about summer professional development courses this time of year. I cannot begin to tell you how excited I am about the new professional development courses we will be offering, all on-line. What does this mean? This means you will have the opportunity to take classes from the comfort of wherever you are, whether that is on the beach or at home in your pajamas. The first wave of on-line courses will be:

US History 1	US History 2	World History I	World History II
Human Geography	Utah Geography	Utah History	Social Studies Methods

As soon as we have contracts with course developers, we will set the starting dates for the courses. They will be slated to begin in June, July and August, and then we will offer them again in a continuing and repeating cycle, adding new courses until we have a full slate of endorsement courses – and other professional development courses -- that you will be able to take, not only in the summer but throughout the school year as well.

2012 Gateway to Learning Educators' Workshops

Since 2000, the Tanner Humanities Center has pioneered the Gateway to Learning Educators' Workshops. This program brings university faculty into collaboration with school teachers to explore new teaching techniques and styles, innovative classroom technologies, and the most recent content in their teaching fields.

Each workshop is offered from 9 am to 3:30 pm each day. Class size is limited to 30 participants per workshop. A **nonrefundable registration fee** will be charged for each workshop. Educators may sign up for multiple workshops. The Tanner Center covers the costs of lunch for the week, all books and materials, and parking.

A **\$40.00 fee** is charged per workshop to educators who want to receive up to 3 university credit hours. A strict attendance policy is enforced for those taking a workshop for credit. Credit fees will be collected on the last day of class. **Some classes have restrictions on how many times they can be taken for university credit over multiple years. Please see individual classes for details.**

[Click here to download the 2012 workshop brochure](#)

Registration is now open!

Spotlight: Facing History and Ourselves

This organization creates tons of resources that confront racism, prejudice, and anti-Semitism. April is the month for annual Days of Remembrance commemorations of the Holocaust, so there will be many relevant resources.

<http://www.facinghistory.org/>

Huntsman Seminar in Constitutional Government DEADLINE EXTENDED TO APRIL 13!

The seminar is a five-day, summer seminar for teachers and administrators sponsored by the Jon and Karen Huntsman Foundation. The primary focus of the seminar is to improve the quality of civic education in Utah schools. Click below for the application:

http://www.hinckley.utah.edu/events/seminar/application_2012_hunts_seminar.pdf

Read what past participants are saying:

<http://www.hinckley.utah.edu/events/seminar/index.html>

Utah Geographic Alliance News

The New UGA website launches March 31st at www.utahgeo.org. The MOST IMPORTANT invitation is for EVERYONE to JOIN the UGA! NO COST! Only benefits! This is a NEW data base, NO carryover! Come One! Come All! Also on the website, members will see several summer offerings.

A New Primary Source Resource

Visit <http://www.loc.gov/teachers/tps/journal/> to read the inaugural issue of *The Teaching with Primary Sources Journal*, which explores teaching about the Civil War with primary sources across disciplines. Formerly known as *Teaching with Primary Sources Quarterly*, this online journal presents strategies and resources for the K-12 classroom from the Library of Congress.

Constitution Bowl

Elaine Baldwin from Panquitch High School wrote to say: "It was a great day. We started with John Swallow from the Attorney General's office speak to everyone. He spoke on the Constitution and the Freedom Gene. He also talked to them about how important it was to obey the rules or laws. He did it on their level and it went over well. After he spoke we had 10 teams compete in a double elimination tournament. The winning team went seven rounds. Each round was 20 minutes. We had some sharp students. We only had one eighth grade team enter and so we let them compete with the high school students and they won. They were outstanding and took home the 300 dollar prize. We had some stiff judges who were very impressed with our teams and we hope to grow next year."

Lessons from the Supreme Court case on health care

The writers of this blog offer ideas for helping students understand the current Supreme Court challenge to President Barack Obama's Affordable Health Care Act. The lesson has students consider their own views on the case and what role the government should play in ensuring the health and safety of citizens. Students then create a mock television show to cover the Supreme Court case, dividing into small groups to make segments that provide an overview of the issue, discuss its timeliness and constitutionality, and draw conclusions for viewers. [The New York Times \(tiered subscription model\)/The Learning Network blog](#)

Students as Independent Researchers and Writers

The Concord Review is a quarterly journal that celebrates students as historians. Will Fitzhugh is Editor and Publisher of *The Concord Review*, a quarterly journal of scholarly history papers by secondary students. He also founded The National Writing Board, a unique **independent assessment service** for the history research papers of high school students. NWB reports can be used with their college applications. Both of these initiatives can be found at his website: <www.tcr.org> Will can be contacted via email at: <fitzhugh@tcr.org>

2012 Bennion Teachers' Workshop

The Open Space of Democracy: How Place Writing Transforms Classrooms, Communities, and the World

Save the dates: July 30 – August 3, 2012. Utah State University. More info to follow .



Announcing the 2012 **University of Utah Department of Psychology**

High School Day

When: Friday, May 18th 9am-12pm

Where: Behavioral Science Building (south campus)

We will be opening our department to Utah AP Psychology students who are interested in pursuing Psychology at the University of Utah. Numbers are limited and arranged by reservation, so if your class is interested, please contact Paige Zuckerman at paige.zuckerman@psych.utah.edu **no later than April 20th**.

We look forward to showing your students what their educational journey can be with the Psychology Department at the U!



Announcing a Free “Webinar” on **TEACHING THE MOVEMENT**

For Social Studies,
Language Arts and
Photography Teachers

WHAT

This webinar will introduce teachers to a 48-page exhibit curriculum guide that provides pre, during, and post visit student activity for ***This Light Of Ours: Activist Photographers of the Civil Rights Movement***, a major new exhibit by the Center for Documentary Expression and Art (CDEA). The exhibit will be on display at The Leonardo in Salt Lake City until 31 May 2012.

This Light of Ours presents the Civil Rights Movement through the work and voices of nine activist photographers—eight men and one woman who worked in the Deep South between 1963-1966. The core of the exhibit is a selection of 157 black-and-white photos that are organized into four movement themes and provide a dramatic account of the methods and achievements of the Student Nonviolent Coordinating Committee (SNCC—pronounced as “snick”), the movement’s most innovative organization. (For more information about the exhibit go to www.cdeautah.org)

WHEN

Two free on-line webinars will be held. The first will take place on Thursday, March 29, from 3:00-4:00pm (registration closes by March 27); the second will take place on Thursday, April 12, from 3:00-4:00pm (registration closes on April 10).

HOW

To register for one of these webinars, go to <http://go.uen.org/5X> (case sensitive) and fill out the short form. For additional information or help in registering, you may also contact **Charlene Lui**, Director, Educational Equity at the Granite School District clui@graniteschools.org; **Kathleen Christy**, Assistant Superintendent, SLC School District at Kathleen.christy@slcschools.org; **Dr. Jacqueline Thompson**, Diversity/Equity, Evaluation Coordinator, Davis County School District at JATHOMPSON@dscmail.net; or **Doris Mason**, CDEA executive assistant at 801-355-3903. **All participating teachers will receive 1.0 Licensure Hours.**

WHO

The webinar will be conducted by CDEA executive director, Leslie G. Kelen.

Participating teachers may also be eligible to receive discounted tickets to take their students on a guided tour of the exhibit.



This Light of Ours
ACTIVIST PHOTOGRAPHERS
OF THE CIVIL RIGHTS MOVEMENT



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CENTER FOR
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www.cdeautah.org

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Some Information Regarding Recent Legislation

In order to help teachers understand recent legislation regarding instructional requirements mandated by the Utah legislature in the 2011 general session, I have written the following document, and included the places where the term “compound constitutional republic” now occurs in the standards.

Forms of Government in the Utah Social Studies Standards

By Robert Austin, K-12 Social Studies Specialist

Pursuant to Utah Code 53A-13-101.4, instruction in American history and government shall include a study of the United States’ form of government, a compound constitutional republic, other forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy, and political philosophies and economic systems, such as socialism, individualism, and free market capitalism.

There may be some unfamiliarity with the term compound constitutional republic. Under the terms set forth in our Constitution, our nation’s government is a compound constitutional republic, comprised of sovereign states with designated powers and a national government with designated powers. Helping students understand the more frequently-referenced concept of federalism should help them understand the concept of the compound constitutional republic.

Throughout our history – indeed from the very drafting of the Constitution -- there has been great debate over where power resides and whether states or a national government have jurisdiction over certain areas of government, e.g. education, commerce, civil rights, and so on. Using some of these historical debates as case studies may help students see the dynamism inherent in the federalist system, also known as the compound constitutional republic.

Compound Constitutional Republic in the Utah Social Studies Standards

Fifth Grade

Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

Objective 1: Assess the underlying principles of the US Constitution as the framework for the United States’ form of government, a compound constitutional republic.

US History 1 Eighth Grade

Standard 6: Students will understand the structure and function of the United States government established by the Constitution.

Objective 1: Assess the foundations and principles that led to the development of the Constitution, and to the United States’ form of government, a compound constitutional republic.

US History 2

Standard 1: Students will expand their knowledge of pre-Reconstruction America.

Objective 2: Investigate the development of the United States' form of government, a compound constitutional republic, and its institutions and politics.

US Government and Citizenship

Standard 1: Students will understand the significance and impact of the Constitution on everyday life.

Objective 1: Investigate the ideas and events that significantly influenced the creation of the United States Constitution and the United States' form of government, a compound constitutional republic.

Standard 3: Students will understand the distribution of power among the national, state, and local governments in the United States federal system, or compound constitutional republic.

A Letter from a Student

In the years that I have had the privilege of being the Social Studies Specialist, I can count on one hand the letters I have received from students. This one came to me this week, via the Superintendent. Since the author took the time to write it, I am taking the opportunity to share it with you.

26 March 2012

Dear Sir or Madam:

I have recently completed a history project on the Labor Movement. I learned that things we have and take for granted didn't exist in the late 1800's, early 1900's. Things like the 8 hour day, minimum wage, worker's compensation, weekends, and the opportunity to go to school, were all things that workers had to fight for. One worker who complained or asked for change was usually fired. It wasn't until they worked together in unions that changes would even be considered. Joining a union or going on strike often involved great risk because both big business and government were willing to use violent means to put them down. This battle for basic rights lasted more than a century. During the New Deal, reform was finally achieved through new laws like the Wagner Act and the Fair Labor Standards Act. We still enjoy the benefits that these workers won through courage and sacrifice. However, very few people my age have any idea of the struggle fought on their behalf that allows them to enjoy basic rights of working to better your life and the life of your children. Learning about this has greatly affected my life, and I want other students to have that opportunity as well. I am a fan of history, but there were things that I learned that I had never heard of before. In interviewing labor leaders for the project I learned that the history of the labor movement was once a course taught to all students. That is why I am writing this letter, to recommend that a unit specifically about the Labor Movement – from its struggles to reaching its goals – be added to the U.S. History curriculum.

Sincerely,

Mckay Jessop

C-SPAN's 2012 Summer Educators' Conference

C-SPAN is pleased to announce the dates for the 2012 Summer Educators' Conference will be July 12 – July 13. Each summer they host a day and a half long conference at C-SPAN's headquarters in the heart of Washington, DC. Airfare to and from Washington, two nights' hotel stay, and meals during the conference are all provided by C-SPAN.

If you are a C-SPAN Classroom member, and have not attended one of our previous conferences at our offices in Washington DC, we invite you to apply for this professional development experience.

[Click here for the 2012 Summer Educators' Conference Application](#) (.PDF)

History projects promote research, in-depth learning

Students at a number of Washington state schools each year create websites, documentaries, research papers, dramatic performances and other exhibits as part of projects for History Day, an event designed to help develop their research skills and a deeper understanding of various topics of their choosing. A project by three seventh-grade students considering the impact of Seattle-based Starbucks on the coffee industry was an award winner at a Regional History Day competition. [Kitsap Sun \(Kitsap Peninsula, Wash.\)](#)



Thanks for all you do for Utah students!

Robert Austin, USOE K-12 Social Studies Specialist

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