

OCSS July 2020 Newsblast



The Ohio Council for the Social Studies serves as the premier voice for social studies professionals in Ohio. We advocate for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction. Our conferences and publications provide a network of services to members throughout the state

64 Annual Conference of the Ohio Council for the Social Studies!

OHIO COUNCIL FOR THE SOCIAL STUDIES

64TH ANNUAL CONFERENCE

Preparing Engaged Democratic Citizens

October 4-11, 2020

A unforgettable virtual celebration of social studies! With 63 presentations, demonstrations with top vendors, and networking events!



Mike DeWine
Governor, Ohio



Paulo DeMaria
Ohio Superintendent



Marcy Kaptur
Longest Serving Woman in U.S. House History



Ashley Woodson
Asst. Professor



Wayne Journell
Editor, Unpacking Fake News



Rob Richardson
Host, Disruption Now

Registration Opens July 6th ([Register Here!](#))

Call for Proposals: 10 Minute Poster Conference Presentations

As announced on May 5th, this year's annual Ohio Council for the Social Studies conference will be an unforgettable *online* event that includes sessions and panel discussions by leading researchers, practitioners, and policy makers, networking opportunities with state and national leaders, and interactions and demonstrations with exhibitors and vendors.

The OCSS Conference Planning Committee has recommended this year's conference take place October 4th-11th. Be sure to mark your calendar! Almost all sessions will be recorded ahead of the time, and released by theme at specific time intervals of our conference. Presenter sessions will be archived for one-year and accessible with a paid conference registration (starting at 19.56, the year OCSS was founded).

Are you interested in presenting at this year's conference? The Conference Committee has extended to **September 15th**, the deadline for presenter poster proposals. These poster sessions are ten minutes in length and showcase instructional units, activities, curricular innovations, and/or research pertaining to the teaching and learning of social studies. This is a great way to share one of your favorite lesson plans or tools with other teachers!

Please use [this Link](#) to submit.

Don't forget to follow the announcement of keynote and featured speakers by visiting www.ocss.org and on [Facebook](#).

2020 Teacher Award Nominations Now Open!



All, this has been an amazing time of service and sacrifice for Ohio's teachers. Thanks for all you do! Let's highlight some of your accomplishments and those of your peers. Ohio Council for the Social Studies is

ing. In addition, your accomplishments and those of your peers are eligible for the Social Studies taking applications for three awards with a deadline of August 1, 2020.

- Emerging Social Studies Leader (Must be in the first three years of teaching PK-12 social studies in Ohio)
- Outstanding Elementary Social Studies Teacher (Must currently be teaching social studies in Ohio)
- Outstanding Secondary Social Studies Teacher (Must currently be teaching social studies in Ohio)

Winners receive a check for \$100, a free annual OCSS membership, a free annual conference registration, a plaque, and recognition in the local news.

Strong candidates display the following:

- **EXAMPLES OF EXCEPTIONAL PRACTICE:** Teaching strategies and activities that are student centered, incorporating innovative and verified effective instructional strategies
- **EXAMPLES OF LEADERSHIP:** Leadership in the school, community and/or profession
- **EXAMPLES OF USING DATA:** Using data to inform instructional practices/decisions
- **EXAMPLES OF YOUTH ADVOCACY:** Examples of supporting and/or advocating for youths inside and/or outside of school
- **PROMOTING CIVIC PARTICIPATION:** Promoting the development of democratic beliefs, values and skills needed for civic participation

Submission Requirements:

- 500-word nomination that addresses the criteria above. This may be written or video-taped.
- Contact information for two additional references.

Contact Jim O'Connor at jfoconnor@vikingmail.org.

Submit your nomination here by August 1!

Board Adopted Position Statements: Teaching Social Studies



Position Statement: Importance of Social Studies in Confronting Anti-Black Racism

I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.

—Elie Wiesel, Acceptance Speech on the occasion of the award of the Nobel Peace Prize in Oslo, December 10, 1986

The expressed purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. This charge demands that social studies educators cultivate civic habits and dispositions that acknowledge the various identities that children, youth, and adolescents possess, but that also cherish and utilize identities to build community, engender compassion, and uphold tolerance.

A full embrace of race, gender, gender expression, sexual orientation, ability, socio-economic status, religion, indigenous status, language, immigrant-status, and nationality in the social studies classroom *supports* the full duties of citizenship in a participatory democracy. Anti-democratic discourses of discrimination, marginalization, and bigotry act as barriers to any democracy.

Therefore, the Ohio Council for the Social Studies (OCSS) urges social studies professionals to urgently stand against anti-Black racism, and racism in all its forms, and engage in pedagogical acts that model inclusivity, justice, and equity.

Because our classrooms are incubators for democracy, human dignity must be a hallmark of our work, as well as a commitment towards the common good. Together, we as social studies educators must uphold our responsibility to educate for democracy and work tirelessly to promote human dignity.

A Call for Anti-racist Education & Black Lives Matter

OCSS calls on social studies teachers and researchers to acknowledge, study, and work to end racism; most urgently, against Black Americans. Racism damages not only individuals and families but society and its institutions, including schools. The continuing police murders of Black people, and the refusal of the court system to punish police for these crimes, has fueled an explosion of protests — from the streets to the schools. Most recently, after the death of George Floyd, an unarmed black man at the hands of a police officer in Minneapolis, Minnesota in May 2020, 40 U.S. cities imposed curfews and National Guard members were activated in at least 23 states and Washington, DC. In 2019, more than 1,000 people were killed by police, and Black Americans deaths were disproportionate to others- accounting for 24% of those killed, despite making up only about 13% of the population (Mapping Police Violence, 2020).

Anti-Black racism is prejudice, attitudes, beliefs, stereotyping or discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization. Anti-Black racism is deeply embedded in U.S. institutions, policies and practices, to the point that it becomes a part of our systems, whether in high poverty or affluent communities.

We hereby declare our support for the #BlackLivesMatter movement, which identifies and challenges discriminatory and oppressive practices in institutions that should serve and protect the rights and interests of all citizens. We refuse to remain silent, as social studies teachers are expected to model the very values, dispositions, and skills we advocate.

The structure of opportunity and experience of Black Americans has been shaped by historical and contemporary inequality and injustice. Young people of color in high poverty communities have radically different experiences with civic institutions and their agents (schools, law enforcement, the criminal justice system, and teachers) than do their more affluent peers in predominantly white communities. All students should have equitable opportunities to learn social studies in high-quality schools; yet, race and

ethnicity are significant predictors of inequities in access to social studies curriculum and instruction.

Social studies classrooms are places where young people have the opportunity to make sense of the world, including issues that affect their lives on a daily basis. Experiences of injustice and inequality become salient and transformational within the social studies classrooms when students learn about the history and civic values and commitments of Ohio and the United States. Social studies educators have a key role to play in questioning institutional access and fostering a critical understanding of issues of race and inequality, including the role of Whiteness and privilege.

In order to live-up to its mission, OCSS and its affiliated groups must be leaders in state and national conversations regarding anti-racist education. An acknowledgment by social studies educators of the persistence of inequality, racism and racial prejudice and its profoundly negative impact on children, society, and our democracy will clarify the contribution to be made by the social studies in supporting racial justice and human rights.

OCSS hereby commits itself to the development of social studies education and research that addresses these concerns. Further, it affirms its support for the #BlackLivesMatter movement and other initiatives that draw attention to and fight for an end to institutionalized racism, social injustice, and racial prejudice.

Note: This Position Statement has been adapted and updated, with permission, from the College and University Faculty Assembly of the National Council for the Social Studies' *Position Statement on Racial Injustice and #BlackLivesMatter* passed November 3rd, 2016. Retrieved

at <https://cufa.socialstudies.org/resourcesmain/new-item>



Position Statement: House Bill 239 (End of Course Testing)

Approved by Board June 3rd, 2020

Let us be clear. There is no subject more at the center of preparing youth for this nation's highest office--that of "Office of Citizen"--than social studies. Through high-quality social studies education, youth are better prepared for college, career, and civic life. Critical learnings in social studies include:

- U.S. and Ohio constitutional foundations necessary to sustain and strengthen our republic; a mode of self-government made up of the people, by the people, and for

republic, a mode of self-government made-up of the people, by the people, and for the people.

- Contributions of key figures in our nation and world's march towards freedom, justice, human rights, and prosperity.
- Critical civic skills, such as how to identify and confront deliberate disinformation, and to reach across deep divisions to build a more just and peaceful state, country, and planet.

In a time of intense political division, affirmation masquerading as information, and individuals needing to act on behalf of the public good, legislative disinvestments continue to lead to cuts to the subject best positioned to heal and unite our nation--the social studies. Most recently, Ohio House Bill 239 sets out to cut the American Government end-of-course graduation exam, even though testing in social studies accounts for the lowest amount of instructional time in any core subject area (10%), which is far less than the 74% dedicated to Mathematics and Language Arts.

In 2012, all elementary and middle grades social studies state exams were defunded and suspended. We acknowledge that existing state exams reflect poor pedagogy and cause undue taxation and hardship to teachers and youth. Remedies are needed both in D.C. and in Columbus to combat test fatigue and faulty evaluation systems, while enacting policies that save and strengthen social studies in Ohio's schools.

Misguided legislation has chosen winner and loser core subject areas, and unfortunately, social studies is losing. Nationally, since the enactment of *No Child Left Behind*, 44% of school districts have reduced instructional time in social studies (CCSSO, 2018). Results from our *2020 State of the Social Studies in Ohio Survey* show:

- Social studies educators report a "C-" letter grade on the health and vibrancy of social studies teaching and learning in Ohio.
- 1/3 of social studies teachers received no professional development in the content area they are licensed to teach.
- Teachers report their school leaders continue to place more emphasis on, give more instructional time to, and provide more resources for Mathematics, English, and Science.

The effects of this disinvestment in historical thinking and civic-mindedness ripple through our communities, in the majors and careers youth select, in the voting booths and attitudes residents hold towards politics and government, and in the overall quality of civic dialogue and engagement.

Research notes that the marginalization of social studies is most apparent in districts that serve a high percentage of students of color. The crowding out of social studies, especially, in elementary and middle school grades, is a cost too high for a pluralistic democracy that thrives on an educated and civically engaged citizenry. Our organization has witnessed firsthand through member testimonies and conducted empirical research, how the discontinuation of state social studies assessments has led to decreased instructional time, resources, and lowered status in schools.

After the legislature voted to suspend the 5th grade Ohio Achievement Assessment in 2010, our higher education community members utilized stratified random sampling to interview 51 elementary school principals in both urban and nonurban settings from across the state on the effects of this legislation. We learned more than half (54%) of the principals reported reductions in social studies instructional time in their buildings in response to this action. Simply put, what is tested by the State is valued, invested in, and taught in local classrooms under existing legislation.

OCSS calls upon federal and state lawmakers to stop this cycle of curricular neglect and make a long-term financial commitment to the teaching of social studies in *all*

grades, in *all* schools, and to *all* students. Our proposal specifically calls for:

- Replacing the existing end-of-course exams with one new, Ohio-grown, inquiry-based social studies assessment that blends content in American History and American Government, starting with the class of 2027.
- Allocating 1.2 million dollars in competitive grants for elementary and middle grades teachers for high-quality social studies professional development.

It is long past-time for the State of Ohio to invest in its “civic education front-line responders” by supporting high-quality social studies assessments and teacher professional development. The health and vibrancy of our republic depends on it.

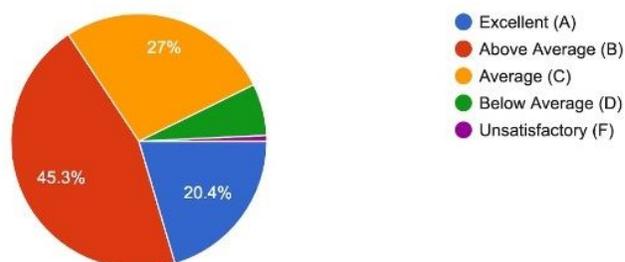
If you haven’t done so, please, contact your State Representative and express your support for OCSS’s proposal to save and strengthen social studies in schools.

Findings from the 2020 Ohio State of the Social Studies Survey

Each year, members of our strategic planning group work in concert with Higher Education SIG members to research and bring forward relevant proposed initiatives to our Executive Board to advance and strengthen social studies education in our state. Research findings by this OCSS working group are published annually. Selected findings from this year’s survey are listed below, and additional findings can be located [Here](#).

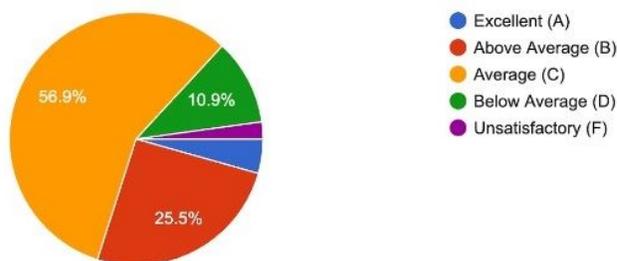
How would you currently assess the vitality and strength of the teaching and learning of social studies in your school?

137 responses

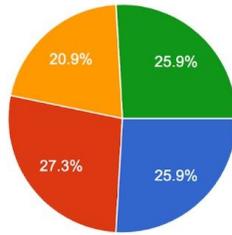


How would you currently assess the vitality and strength of the teaching and learning of social studies in Ohio's K-12 classrooms?

137 responses



How many social studies specific professional development activities have you participated in the past 12 months?
139 responses



- None
- One
- Two
- Three or more

% of teachers that received No social studies PD in the past 12 months

- Grades K-12: 24/80 (30%)
- Grades K-5: 9/20 (45%)
- Grades 9-12: 24/102 (24%)

Upcoming Professional Development Opportunities



“LOGIN & LEARN” AT OUR FIRST VIRTUAL TEACHER INSTITUTE

Join your fellow educators, leading experts and speakers in the history and education fields this July.

The 2019-2020 school year has been perhaps the most challenging year that teachers around the country have ever faced. Field trip cancellations, school closures, and remote teaching in virtual classrooms are just a few of the difficulties that educators have encountered thus far. To add to this pressure, many educators also must keep up with current teaching trends while earning professional development units to keep their teaching license active.

Well, we have some good news that will make the lives of K-12 educators around the country just a little easier. While we were forced to postpone our July 9-11 in-person National Teacher Institute, we at the American Battlefield Trust Education Department are not going to allow this to impact our mission to support educators. We are excited to announce that the Trust is

impact our mission to support educators and ensure that the Trust is hosting our first ever [Virtual Teacher Institute](#). This institute will be held July 7-10, 2020, on Zoom, and we will be bringing the best of our National Teacher Institute, virtually, to your home.

This free educator event features fifteen different sessions over four days, including—

- Hollywood vs. History: The Civil War On Screen
- Signs and Symbols of the American Revolution
- Women & the American Story: Settler Colonialism and the Revolution, 1692-1783
- Lessons in Leadership: Teaching George Washington in the Classroom
- A Civil War Photo Extravaganza

All attendees will have the opportunity to apply for [Continuing Education Units](#) provided by Virginia Tech, and paid for by the American Battlefield Trust.

Head over to our [registration page](#) today to book your Virtual Teacher Institute sessions. Space is limited to educators only.

Can't attend our virtual institute? Well, don't miss our 2021 in-person [National Teacher Institute](#). We are heading to Baltimore, Maryland, July 15-18, 2021. Mark your calendars for both of these exciting events.

We hope to see you this summer, virtually, on Zoom.

Best regards,

Kristopher White
Senior Education Manager

P.S. Please email teacherinstitute@battlefields.org with questions about registration or the event.

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NATIONAL HISTORY ACADEMY

ONLINE PROGRAMS



**NATIONAL HISTORY ACADEMY ONLINE
PROGRAMS FOR STUDENTS AND TEACHERS**

America is hurting right now. As a country, we are fighting racial injustice, a global pandemic, economic crisis, record unemployment, and political division. National History Academy Online (NHAO) is committed to the idea that history is a resource for us – all of us – to understand our own times. Given these extraordinary circumstances, we are committed to being a part of the solution by creating accessible and relevant summer opportunities for teachers and students alike at no cost, beginning July 6.

College Prep Program for High School Students. NHAO is offering four one-week programs centered on the Case Method Institute’s “History of American Democracy” curriculum developed by David Moss, professor at Harvard Business School. These weekly cases focus on critical events in our history – the creation of the Constitution, political division leading to Civil War, Martin Luther King’s fight for civil rights and voting rights, and women’s struggle for equal rights in America. Our classes, guest speakers, and virtual site visits allow students to relate these defining events of our history to the serious challenges we face as a country today. **High School Students may enroll in our College Prep Program at no cost.**

High School Prep Program for Rising 8th- and 9th- Graders. NHAO is offering two two-week programs centered on highly relevant themes for today’s challenges – Leadership and the Presidency, Civil Rights, Innovation, and Resilience. Students will explore history through a series of virtual site visits and presentations from historians and experts. **Our SCHOLARSHIP program allows students to enroll in our High School Prep Program without regard to their ability to pay.**

Teacher training and jobs. From June 29 to July 3, NHAO will offer online teacher training for high school history, government, and civics teachers. The training will be conducted with the **Case Method Institute**, developed by David Moss, professor at Harvard Business School. High school teachers find that the exciting nature of case discussions can motivate students who have been reluctant to engage with other remote school programs. For one of the training days, teachers will attend an online workshop with Professor Moss via Zoom. NHAO anticipates hiring 50 high

Professor Moss via Zoom. NHAO anticipates hiring 50 high school teachers and 10 middle school teachers for the summer. The number of teachers hired will depend on the number of students who enroll. Applications preferred by June 22.

Internships for College Students. NHAO has an unpaid college internship program. Interns will serve as Teaching Assistants for our classes, helping to prepare lessons, lead discussion groups, and mentor students.

Please consider joining fellow students from around the country in studying the past to understand the present and prepare for our future.

[LEARN MORE](#)



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Ohio Social Studies Review

The Ohio Social Studies Review (OSSR) is the peer-reviewed professional journal of the Ohio Council for the Social Studies (OCSS).

[Access Current & Past Issues Here](#)



OSSR strives to publish articles that focus on the social studies and related disciplines as well as those written from interdisciplinary perspectives, and is an avenue for practitioners and researchers to publish manuscripts on the ways that they are able to integrate research into the social studies classroom. The editors have special interest in manuscripts authored by teachers or co-authored by researchers and practitioners that highlight practical responses to persistent challenges and understanding in our field. The Ohio Social Studies Review audience is comprised in large part of practicing classroom teachers; therefore, manuscripts that focus on practical applications and/or effectively relate theory to practice will receive preference.

[Click for Information about the Editorial Board](#)

[Click for Information on Manuscript Submission](#)

Celebrating the 19th Amendment

Congress ratified the 19th Amendment granting women the right to vote on Aug. 18, 1920, and Ohio is celebrating a century of women voters. Classroom resources from the National Archives, Library of Congress, National Park Service, PBS and the Smithsonian can be [found here](#).

If your school or organization is interested in displaying the Ohio History Connection's exhibit: *Ohio Women Vote: 100 Years of Change*, visit the Ohio History Connection website for [exhibit details and display arrangements](#). This site also has curriculum material created by Ohio teachers related to the content of the exhibit and the Suffrage Centennial.

To find out about related events around the state, [visit the Ohio Women's Suffrage Centennial Commission webpage](#)



While our kiddos are out of school, we're offering fun, educational K-12 content to keep them engaged and learning at home. Check out all of our content at ohiohistory.org/learnathome.

We've got stuff for adults too! Learn about virtual volunteer opportunities, access our bi-monthly member publication Echoes Magazine, check out blog content from our curators and tour of some of our sites via Google's Arts & Culture platform. New content is added regularly, so check back often

The Ohio History Connection's [History Fund grant program](#) is one of the few grant programs in the state just for history projects – and it needs your help to make more grants. If you receive a refund on your Ohio income taxes, consider donating a portion of it to the "Ohio History Fund" tax "check-off," [line 26f on your state tax return](#)



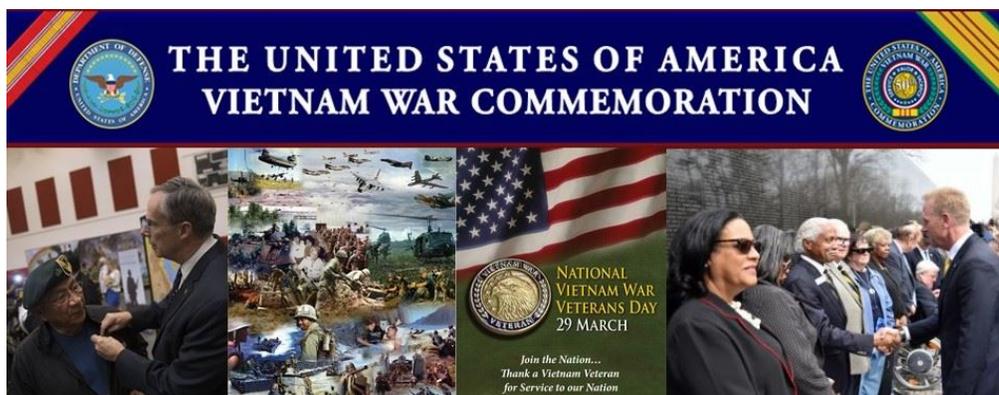
The Ohio History Fund has made grants for social studies projects. These include Metroparks Toledo's efforts upgrade exhibits at its Isaac Ludwig Mill site, to better reinforce Ohio's third and fourth grade curriculum standards (2019); the Fort Recovery Historical Society's an archaeological field experience for area schools (2016), and the Nancy & David Wolf Holocaust & Humanity Center's multimedia kits, which shares Cincinnati-area survivors' and eyewitnesses' accounts of the Holocaust (2015)

cinematist-area survivors and eyewitnesses' accounts of the Holocaust (2019).

[Click here](#) for a list of all grant recipients.

Your donation and those of your friends, relatives, and thousands of other history lovers makes possible grants for local history projects throughout Ohio. Since the Ohio History Fund started in 2012, it has made 81 grants in 40 counties for a total of \$780,469 (as of January 2019). Proving that there is a great need for the History Fund, it has received 388 grant applications from 66 counties, totaling almost \$4.7 million in requests!

The more the Ohio History Fund tax check-off gets, the more the Ohio History Fund grant program gives.



The United States of America's Vietnam War Commemoration is a Department of Defense office authorized by Congress in 2008 and launched in May, 2012. The organization's History and Legacy Branch's professional historians and educators have developed materials to aid educators and students in gaining a greater appreciation of the Vietnam War, the veteran, and their importance to U.S. history. All of our materials are developed and paid for by tax dollars. We ask for your help in getting them into the hands of educators and students in schools, libraries, and museums.

Physical copies of our materials may be requested by emailing whs.pentagon.wso.mbx.vnwar50th-edu@mail.mil. When requesting materials, we ask that educators include their name, address, the number of teachers' toolkits required, and the names and numbers of poster sets requested; the Vietnam War Commemoration will ship these materials FREE. Please note that we cannot ship to PO Boxes.

Our teacher's toolkit is a booklet size lesson-planning aid filled with Vietnam War websites, primary and secondary sources, links to education plans, films, books, and more and may be downloaded online at: https://www.vietnamwar50th.com/history_and_legacy/educator_resources/

We also conduct our own oral histories, which may be viewed here: <https://www.youtube.com/channel/UCMRrIkdRxgKsjTTJuow0f5w>

To view our poster listings, please visit: https://www.vietnamwar50th.com/history_and_legacy/educator_resources/.

Our posters are visually engaging and easily digestible primers for students. Each panel is 24 x 36 inches. With a host of topics that include POWs, the Home Front, Gender and War, Race and War, Medicine, Sensors, Allies, Counterinsurgency, and Helicopter warfare, these works will aid teachers in introducing students to the Vietnam War. New posters are added every few months.

Should you want to learn more about the Vietnam War Commemoration, please follow us at <https://twitter.com/vietnamwar50th/> or <https://www.facebook.com/VietnamWar50th> or visit us at <https://www.vietnamwar50th.com> to learn more.

Thank you for your time. Should you have any questions on the commemoration, our products, or our efforts, you may contact me at Michael.j.doidge3.ctr@mail.mil or my colleague Debora Cox at debora.r.cox.civ@mail.mil. We stand ready to assist you and answer any questions you may have regarding the commemoration and its materials.

America Under Attack: Corona's Predecessor

Corona has arrived: What's happening?

As this corona virus is new, it might seem to be in a class of its own, yet it is not unique: The global flu pandemic of 1918 provides a rich source from which to draw lessons and warnings, and instruct us what governments and individuals did a century ago that worked well and what did not. So informed, we can more effectively respond to what might seem like an exceptional, all-encompassing crisis, but avoid reacting in unproductive or counterproductive ways.

- Then, the US government/ Army had goals opposite to the medical community, including many Army doctors.
- Contradictory messages encouraged large gatherings for national purposes, yet frowned on local smaller gatherings.
- “Fake news” gave the pandemic its name, the “Spanish Flu” rather than the “Kansas Flu”, where it originated.
- A lack of transparency and outright honesty delayed supportive responses by communities, medical personnel, and governments.
- An epidemic at Fort Riley in the fall of 1918 was spread by deploying US soldiers to the European front. By 1919, the epidemic turned pandemic, and returned stateside in a mutated form brought by soldiers, where it raged for weeks, even months.
- Most children’s health was not affected, yet school officials debated whether removing children from schools would increase or decrease the flu’s spread.

These takeaways offer urgent lessons for us to apply to our current emergency. Dr Michael Luick-Thrams, Executive Director of the TRACES Center for History and Culture (www.TRACES.org), has created a two-part video series, “*The Killer: The Influenza Pandemic of 1918-19.*”

Part I (<https://www.youtube.com/watch?v=a8bWeJKJVWE&feature=youtu.be>) focuses on the virus; Part II (https://www.youtube.com/watch?v=mnX_I7OiBPE&feature=youtu.be) on some of its renown victims. Together, they offer a review of responses to the scourge that swept the world in 1918-19 and killed an estimated 50 million people. A fifth to a third of the world's population contracted that virus: Within months, it killed more people than any other illness in recorded history. In the US alone, it took some 675,000 lives.

During this time of self-quarantines, banned public gatherings, school closings, etc., TRACESpuren will present FACE





The Cleveland Fed brings the magic of money online with FREE resources for teachers

As part of the country's central bank, the Cleveland Fed helps provide the nation with a safer and more stable monetary and financial system, but it also supports the well-being of communities across its district.

In-person classes may be on hold, but the learning doesn't have to stop. You can still access our vault of FREE K-12 educational resources at FederalReserveEducation.org. We offer lesson plans with downloadable pdf's, videos, apps, games and interactive content management systems, the Federal Reserve offers a variety of classroom activities that can enhance your virtual classroom on topics including economics, social studies, personal finance, career & college readiness and more.

Round out your experience with a [virtual visit to the Money Museum & Learning Center](#) where you can enhance your social studies or history lessons with an online tour of our Money Museum or preview one of our traveling exhibits. Exhibits include "Hamilton," which details Alexander Hamilton's role in laying the foundation for today's financial system; "Money of the World Today," which explores currency from 192 countries; and the "Freedman's Bank: A Story of Faith, Family and Finance," which delves into the history of how the bank, created in 1865 to serve newly emancipated African Americans, impacts families, communities and financial systems today.

Visit us at ClevelandFed.org/en/learningcenter.aspx for more information about our Money Museum and Cincinnati Branch education space.

AN EDUCATOR WORKSHOP

THINK TANK TO SHARK TANK

From Engineering to Entrepreneurship

RECOMMENDED FOR TEACHERS OF GRADES
6-12

The H. Kenneth Barker

JULY 18TH, 2020
9:00AM-2:00PM
THE UNIVERSITY OF AKRON

Teachers will gain valuable classroom resources and tools to design learning experiences that advance principles in entrepreneurship and engineering. Educators experience the engineering process then use skills and entrepreneurial concepts to design a product and business plan.

SPACE IS LIMITED!

Educators will gain access to the full Think Tank to Shark Tank Curriculum and expert faculty instruction on its implementation. Boxed lunch and contact hours certificate available to participants.

Registration is open now!

To apply, go to: www.uakron.edu/barkercenter

Cost: \$45

For more information, contact:

The Barker Center

(330) 972-7708

barkercenter@uakron.edu

Supported in part by:

The Burton D. Morgan Foundation & The Urban STEM Center at The University of Akron

ONLINE RESOURCES FOR THE SPANISH INFLUENZA PANDEMIC OF 1918

The link to this instructional module is: www.worldhistoryde.org/COVID-19. The learning module is composed of 3 days.

- Day 1: historical comparison to the Influenza Pandemic of 1918
- Day 2: geographic analysis of diffusion and population pyramid analyses of several countries
- Day 3: examining globalization and government responses to the crisis

These days have been designed to be taught via distance learning or in person. There are student files that can be pushed out to students in a virtual learning setting.



Not a member? Join OCSS Now!

<https://ocss.org/Membership>

Your membership supports access to:

Publications

- [OCSS Newsletters & NewsBlasts](#)

The published two times newsletters a year, monthly NewsBlasts, which include teaching materials and methods, programs and projects for teachers and students, legislative trends, opportunities for professional development and more.

- [The Ohio Social Studies Review](#)

Published in the spring and summer, members receive two editions a year of Ohio's own scholarly social studies journal which offers in-depth articles and a potential opportunity to have your research and articles published.

Conferences and Regional Workshops

- [Annual Conference](#)

The annual gathering of professionals offers prominent speakers in the field, job-alike networking groups, numerous break-out sessions and contacts with large and small vendors.

- [Regional Workshops](#)

Regional face-to-face and online workshops in social studies are offered to members.

- [Higher Education SIG](#)

Membership in the Ohio Professors of Social Studies Education consortium to participate in statewide research projects, receive news and updates on accreditation and teacher preparation, and benefits for your university students (i.e. free registration at conference and student memberships).

Professional Advocacy

- [Leadership Opportunities](#)

OCSS staff and members have served on the Ohio Model Curriculum Committee, the Ohio Licensure Committee, as well as Ohio Achievement Test content advisory and range-finding committees. It also maintains a critical legislative presence in advocating for a K-16 strong social studies curriculum.

- [Awards Honoring Professional Excellence](#)

OCSS celebrates excellence in social studies teaching and leadership across the state. Annual at our annual conference we recognize members with Teacher-of-the-Year awards in elementary, middle and high school categories. There is also an award for Educator-of-the-Year recognizing a contributor from outside the classroom.

Awards Include:

- Teacher of the Year Awards
- Social Studies Professional Award
- Awards for University Students
- The OCSS President's Award

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