Global and Cultural Studies

Ronald G. Helms Ph.D.
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Global and Cultural Studies

Ronald G. Helms, Ph.D.
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The Author

Ronald G. Helms is a full professor of Social Studies Education and Global Studies, a national auditor for NCSS_National Council For Accreditation Of Teacher Education Program Reviews, a former member of National Council For Accreditation Of Teacher Education Board of Examiners, National Board for Professional Teacher Standards facilitator, the Principal Investigator at Wright State University for the NBPTS institute; Helms is the recipient of 45+ grants including a $916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 49 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.
Helms has 23 published books, 140+ published articles, over 200 international, national, state conference presentations, 45+ grants. Helms is the recipient of the following Wright State University College of Education and Human Service awards: Excellence in Scholarship Award, 2010; Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms is the recipient of the following awards: President’s Circle of Achievement Award, Fairmont State University, 2011; Excellence in Research, Franklin Publishing Company, 2014; University Honors Faculty 2010, 2011; The Heritage Society Award, Wright State University, 2008; PDK President's Award, 2003; WSU Teaching Award, 2003-2008; Sister Cities International Excellence in Service Award 1999, 1998, 1980; President’s Award, NCSS, 1999; Excellence in Teaching Award, NBPTS, 1999; Excellence in Professional Leadership Award, National Future Problem Solving, 1996; Ohio CSS Outstanding Teaching Award, 1981. Kettering Outstanding Teaching Award 1976 - 1995.


Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada, Puerto Vallarta, Costa Rica, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, Western Europe, Australia, and New Zealand.

Global and Cultural Studies

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http://www.wright.edu/~ronald.helms/Portfolio_Pages/articles/
Introduction
NCSS Student Membership Application

Your name and address

Name: ____________________________
Institution: ________________________
Address: __________________________
City: __________ State: ______ Country: __________ ZIP or Postal Code: __________

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If a colleague encouraged you to join NCSS, please provide his/her name and member number:
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Member Number: ________________________

Student: Includes your choice of Social Education or Social Studies and the Young Learner, plus Middle Level Learning and TSSP: Conference discounts and other membership benefits. Available to retired persons and full-time students. Students must provide the name of the institution and the signature of the instructor. (Maximum 5 years)

Student Comprehensive: Includes bulletins
Choose one:  □ Student $43  □ Comprehensive Student $53

Name of Institution: ____________________________
*Instructor signature: ____________________________ *Required
*Expected graduation date: ____________________________ *Required

Choose a journal Choose one journal you wish to receive as a member benefit:
□ 6 issues of Social Education
□ 4 issues of Social Studies and the Young Learner plus 2 issues (September and May/June) of Social Education
□ Both journals (add $27) Foreign Postage:

Additional subscriptions
If you chose 6 issues of Social Education above, you may wish to receive Social Studies and the Young Learner as an additional subscription. You may do this for an additional $27 (the member price).

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Join an associated group online

Payment information
I would like to make the following tax-deductible contribution to support social studies:
□ $10  □ $25  □ $50  □ $100  □ Other ____________

Choose where your contribution should be directed:
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□ Christa McAuliffe Award  □ Stewardship Fund
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From time to time, NCSS makes available our membership list to carefully selected companies or organizations serving social studies educators. If you wish to be excluded from such lists, please check this box.

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Phone 301 588-1800  Toll free 1 800 296-7840
Fax 301 588-2049  www.socialstudies.org/membership
7/2015
Prelude:

Kitty, Vince, Kelly, & Jenny have just graduated. In working with them for six years, I always realized that they were a very special group of young adults. Each has selected a different university now; they will be in several different states, but they will somehow manage to keep in touch. They will write, they will continue to phone, they will discover Internet. I am looking forward to hearing about their continued progress.

These students represent the upper 3% of their schools; several are National Merit Scholars. These young people have not always had an easy time with public education. I spite of their intelligence, creativity, and curiosity, many of their teachers have labeled them as difficult and challenging students. Perhaps they have been --- I hope they will continue to be.

An essential component of the gifted curriculum in the Kettering city schools is the Future Problem Solving Program. This six-step method offers opportunity for research, creativity, and critical thinking. We have been fortunate in Kettering to achieve State Championships for the last eight years. Kitty, Vince, Kelly, & Jenny were very good; and they were hungry for a victory. As freshman this group experienced many, many demands for their time. Future problem solving at this grade is a co-curricula activity.
While each student maintained a commitment to the program, we were experiencing some difficulty in defining a time period for the prerequisite 3-hour review and writing time.

The solution to this problem almost paralleled the thinking involved in problem solving. After several conferences my team had selected precisely the time period, which all educators cherish --- Friday afternoon. If we were to compete this year, it would have to be from 3:00pm --- 6:00pm on Fridays! My wife was less than thrilled. Social engagements must be rescheduled. Long getaway weekends would have to wait.

The team had little doubt that they would qualify for the state championship bowl to be held in Solon, Ohio. Our teams did exceptionally well this year, winning 3 of the top 5 places including the coveted State Championship. Now on to St. Louis and Washington University to compete in the International Future Problem Solving Conference!

The Moment:
The expedition to St. Louis would occur following the close of the school year; we would be together in a college dorm for five days. While team competitions and other program activities would require some time, we would have a good deal of free time for other activities. Each student was asked to review the data on St. Louis and select a prized activity. Kelly was first. “It would be sooooo cool to have dinner in a revolving restaurant.” The kids all agreed to pack special clothes, and were to spend three hours one evening savoring this experience. Of course, Kitty dictated proper restaurant dining etiquette.
Vince specified that a visit to the **St. Louis Arch** was mandatory. We must first preview the film on the construction of the Arch in order to fully appreciate our experience. Everyone concurred that Vince had made a fine selection.

As usual Jenny could not decide; she really had two desires: riverboat dining and the **St. Louis Zoo**. Being an avid zoo buff, I opted for the zoo and granted Jenny her wish of riverboat dining. The Zoo is truly outstanding. I would rate it as one of our best. We were joined by Jenny’s family for the riverboat excursion. Jenny had selected the **Burger King Riverboat** we certainly did not do too much damage to the expense account with this experience.

Now for Kitty’s choice. In my other life, I am a Social Studies teacher. My wife and I have traveled extensively in the U.S. and Europe --- I know geography (so I thought). Kitty absolutely insisted on visiting **CAHOKIA**. In fact, Kitty had already convinced the others that **CAHOKIA** was a must see, even to the exclusion for some other visitations. Further, Kitty demanded at least four hours for her choice.

In recent years, I always tell this **CAHOKIA** story. “Ok, Kitty we’ll visit CAHOKIA, but what and where is **CAHOKIA**?” In a look of utter astonishment, Kitty seemed to stare at me forever; “Boy, Dr. Helms, you sure are dumb. Everybody knows about **CAHOKIA**.” Kitty had spent several summers volunteering at the local archeological dig in Dayton, Sunwatch Village. Indeed Kitty had selected archaeology as her Ph.D. area of studies.
Further, Kitty, as usual, was correct --- I should have known about **CAHOKIA** (perhaps I once had).

**CAHOKIA** is the largest group of prehistoric mounds in America, north of Mexico. The site is on between 3-4 square miles near the Mississippi River. The oldest culture is C. A.D. 800-1200. We all were thoroughly delighted to tour the museum, view the film, and explore the many mounds in the area.

**Conclusion:**
This was the last opportunity to work with this set of students. Jenny and Vince returned to Fairmont High School to continue **Future Problem Solving competition**. Their new teams have continued to achieve state championships.

Kelly moved to Alaska, but will return for a bachelor degree at the University of Dayton. Kitty moved to Oregon, and will continue collegiate studies in North Carolina. Both Jenny and Kelly have expressed an interest in becoming adult evaluators for the **Ohio Future Problem Solving Program**.

My sense is that this is not the end of this story. There will be many other chapters to write about these amazing young adults.

**TEN QUESTIONS ON BEING LOST IN AMERICA**
1. HOW MANY NATIONS ARE CURRENTLY MEMBERS ON THE U.N.?

2. IDENTIFY THE U.S. NATIONAL PARK, WHICH HOSTS THE LARGEST NUMBER OF ANNUAL VISITORS.

3. IDENTIFY THE INTERSTATE HIGHWAY TO TRAVEL FROM CINCINNATTI TO CLEVELAND.

4. HOW MANY MILES FROM EARTH TO THE MOON?

5. WHAT IS THE CAPITAL OF IDAHO?

6. WHAT TIME IS IT NOW IN PORTLAND, OREGON?

7. HOW MANY MILES FROM DAYTON TO COLUMBUS?

8. HOW MANY INCHES IN ONE MILE?

9. PROPERLY SPELL THE STATE ABBREVIATED CT.

10. WHAT IS THE PRODUCT OF 4 ½ X 6?

A Current Events Checkup
1. Name the educator who died aboard the challenger.
2. Name the American colonel involved in the Iranian arms scandal.
6. New associate justice of the Supreme Court.
9. Why is Croatia in the news.
10. Who is David Duke.
11. Who said, “The bombing begins in five minutes.”
12. Recent film about attorneys.
13. Island nation invaded by the U.S. during Reagan’s presidency.
15. Prime Minister of Great Britain.
17. Important event in Moscow in August 1991.
19. Canadian Prime Minister.
21. Senate majority leader.
22. What recent film explored the plight of American Indians following the Civil War.
23. Hat recent film featured a variety of dinosaurs.
25. During the Six Day War, Israel seized the Golan Heights from.
27. O.P.E.C. stands for what.
28. Chief justice of the U.S. Supreme Court.
29. Female justices of the U.S. Supreme Court.
30. Location of Mt. Hood.
31. Location of Banff.
32. Number one selling automobile in the U.S.
33. Leader of Libya.
34. Which U.S. president ordered the boycott of the Moscow Olympics.
35. Israeli prime minister.
36. The headquarters of the World Court is called.
37. F.O.P. stands for what.
38. Libya has a coast on what sea.
40. Which state holds the first presidential primary.
41. Current leader of Egypt.
42. “Dark Castle” and “Pipeline” are titles from what entertainment.
43. City and country to host the current winter Olympics.
44. City and country to host the current summer Olympics.
45. The Islamic word “Jihad” translates into what English phrase.
46. What Arabic numeral has no representation by roman numerals.
47. Name the galaxy in which we live.
48. N.A.A.C.P. is the acronym for what.
49. Supreme court case that permits legal abortions.
50. Name of Polish labor union.

TRAVEL DESTINATIONS

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<th>Athabasca</th>
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<td>Aspen</td>
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Black Water Falls
Boston
Boulder
Brown Co. IN
Canaan Valley
Canyon de
Shelly
Cape Fear
Cape Hatteras
Carmel
Champlain Lake
Charleston – 2
Chesapeake Bay
Columbia Ice fields
Columbia River
Des Moines
Door County
Duck NC
Duluth
Durango
Everglades NP
Gander
Gatlinburg
Grand Canyon NP
Grand Tetons NP
Great Smokey Mts.
Hilton Head
Houston
Jasper NP
Key West
Lake Erie
Larch Valley
Leadville
Lexington
Little Rock
Mad River Mt.
{siki}

Mammoth Cave NP
Mesa Verde NP
Miami
Milwaukee
Minneapolis
Montpellier
Mount Hood
Mount Rainer
Mount Rushmore
Nags Head
New Orleans
New River
Niagara Falls
Nova Scotia
Olympic NP
Paoli Peaks
{ski}
Perfect north
{siki}
Philmont {Boy Scouts}
Pikes Peak
Pontchartrain Lake
Port Clinton
Portland – 2
Prince Edward Is.
Quebec City
Quetico
Redwoods NP
Reno
Rocky Mountain NP
Saginaw
San Francisco
San Juan Is.
Santa Fe
Sault St Marie
Savannah

Seattle
Seven Springs
{siki}
Shenandoah NP
Snowshoe {ski}
St. Lawrence River
Stowe
Strait of Juan De Fuca
Tahoe Lake
Taos
Toronto
Tulsa
Upper Peninsula
Vail
Victoria
Washington DC
White River
Yellowstone NP
Youghiogheny River
Zion NP

Map of the United States of America
RESOURCES FOR THE SOCIAL STUDIES

GENERAL CATALOG: SOCIAL STUDIES SCHOOL SERVICE AND ZENGER VIDEO
10,000 CULVER BLVD., DEPT. 14 P.O. BOX 802 CULVER CITY, CA. 90231-0802

SOCIAL SCIENCE EDUCATION CONSORTIUM 3300 MITCHEL SUITE 240 BOULDER CO 80301

NATIONAL ISSUES FORUM 100 COMMONS CENTERVILLE OH 45495

FOREIGN POLICY ASSOCIATION PO BOX 6525 ITHICA NY 14851

N.C.S.S. 3501 NEWARK ST., N.W., WASHINGTON D.C. 20016

O.C.S.S. 2100 38TH ST, NW CANTON, OH 44709

OPPOSING VIEWPOINTS PO BOX 289009 SAN DIEGO, CA 92198

LEARNING CONNECTIONS 3450 PENROSE PL SUITE 110 BOULDER CO 80301

TOM SNYDER 80 COOLIDGE HILL RD WATERTOWN MA 02172

QUIZ BOWL MATERIALS
VIS ED. QUESTION CARDS, 581 W. LEFFEL LANE, SPRINGFIELD, OH. 45501 $4.00 PER SET

EDUCATIONAL PUBLISHERS, BOX 117, READING MASS. 01867 $35.00 YR.

CREATIVE EDUCATIONAL SERVICES, P.O. BOX 30501, SANTA BARBARA, CA. 93130 $55.00 PER YEAR $400.00 FOR BUZZER SET

JOHN CAMPBELL QUIZ BOWL QUESTIONS & WEEKLY QUIZ BOWL QUESTIONS, PATRICK PRESS, BOX 5189, COLUMBUS, GA. 31906 SEVERAL QUIZ BOOKS.

CROSS EDUCATIONAL SOFTWARE, 1802 TENTON STREET, P.O. BOX 1536, RUSTOR, LA.

RELIEF TECHNIC MAPS, P.O. BOX 91 MORRISTOWN, PA.
Tentative Activities

Social Studies Language Arts

**White Water Expedition**
The Little Miami River
Wednesday, September 22, 1993
3:30 p.m. Arrival
6:00 p.m. Pick-Up

Social Studies Language Arts

**Fiddler on the Roof**
*Playhouse South*
27 N. Main Street
Centerville, OH 439-5060
**Sunday, October 24, 1993**

**1994 WATERLOO EXPEDITION**
1-12-94  D-R-A-F-T  C-O-P-Y

**Friday, May 27, 1994**
Depart VB @ 7:40 am
Depart KJH @ 8:00 am
Arrive **Waterloo, Ontario** @ about 4-5:30 pm

**Sunday, May 29, 1994**
Depart Waterloo @9:30 am
Arrive **KJH** {Central Unit} @ around 6:00 pm for parent pickup

---

**SKI MAD RIVER MOUNTAIN**
Monday, January 31, 1994 (final draft)

First 40 students with documents
Leave: VB @ 2:20 pm
Leave: KJH @ 2:40 pm
Dinner – Brown Bag or Mad River Cafè
SKI 4:00 pm – 8:00 pm
October 20, 1993 10:00am – 11:00am
Vandalia Butler High School
Tickets are $5.00. The KARES Support Group is paying $3.00 of the cost to attend this presentation so your share is $2.00. Please pay in advance or bring your money on the 20th.

**Shakespeare**
**Romance and Rivalry**
Columbus Junior Theatre

---

### 1994 WATERLOO EXPEDITION

1-12-94  
*D-R-A-F-T  C-O-P-Y*

**Friday, May 27, 1994**

- Depart VB @ 7:40 am
- Depart KJH @ 8:00 am
- Arrive **Waterloo, Ontario** @ about 4-5:30 pm

**Sunday, May 29, 1994**

- Depart Waterloo @9:30 am
- Arrive **KJH {Central Unit}** @ around 6:00 pm for parent pickup

### Tentative Activities:

**Friday**
- Group Greeting @ St. Agnes School
- Home stay & Dinner

**Saturday**
- Family Breakfast
- AM visit to **Waterloo Farmers Market**
- Lunch on own
- PM visit to **Waterloo Recreation Center**
- Family Dinner
- Evening Social & Dance

**Sunday**
- Family Breakfast
- 9:00 am Reception @ St. Michael School
- 9:30 am Departure

---

### Estimated Expenses

- **$70.00 Bus Transportation????**
- Friday Lunch
- Friday Snack
- Saturday Lunch
- Sunday Lunch
FROM THE MAC OF

RONALD G. HELMS

7123 W VON DETTE CR.
CENTERVILLE, OH 45459

INTERNATIONAL EDUCATIONAL ORGANIZATIONS

YOUTH FOR UNDERSTANDING
WSU JAPANESE EXCHANGE
N.C.R.
FULBRIGHT SEMINARS
PEACE CORPS
THE WORLD A’FAIR
J.C.O.W.A.
TRAVEL AGENCY
LIONS
LIEDERKRANTZ

AMERICAN FIELD SERVICE
ROTARY
MEAD
JAPAN INSTITUTE
EXPERIMENT IN INTERNATIONAL
D.C.O.W.A
FRIENDSHIP FORCE
KIWANIS
CHAMBER OF COMMERCE
OTHER

SISTER CITIES:
DAYTON OAKWOOD KETTERING MIAMISBURG
VANDALIA CENTERVILLE OTHER

ASSIGNMENT:
TITLE PAGE
2 – 3 PAGE SUMMARY
INTERVIEW
2 – 3 FORMS OF AV
1 – 2 STUDENT HANDOUTS
10 – 20 MINUTE PRESENTATION
ASSIGNMENTS
ASSIGNMENT: BUDGET PREPARATION

The assignment is to recommend for purchase supplemental materials for any social studies course, which you may be teaching. Current funding is not an issue. Please recommend all of the following categories. List items by category and not priority.

- Four V.H.S. Tapes
- Two enrichment reading books
  {Fiction or non-fiction}
- Two computer programs {software}
- Two games and/or simulations
- Two teaching-learning supplemental booklets
  Critical thinking
  Subject matter
  Review materials
- Three learning activities
  Reproducible lessons maps
  Posters globes
  Transparencies cartoons
  Student booklets charts
  Skills atlas
  Puzzles documents
  Multimedia kits
SUPPLEMENTAL BUDGET PREPARATION

Tammy Osborne
ED 417-01
Dr. Helms
4-26-98
Below you will find a list of supplemental social studies materials, that I am suggesting for purchase. These materials will be beneficial to me as I teach social studies in the primary grades.

**VIDEO TAPES**

1. **AMERICAN HEROES AND LEGENDS (Set 1)** $75.50
   This set of 8 videocassettes will provide my students a visual way to study about American folktales and legends. Each folktale/legend is told by an award-winning actor, and stimulates the imagination with colorful animation and music performed by well-known performers.

2. **HOLIDAYS FOR CHILDREN** $479.20
   This set of 16 videocassettes will provide my students a look at their own cultural heritage as well as heritage of others. Each video has a mix of songs, stories, dances, puppet shows, and holiday crafts for a variety of holidays around the world.

3. **BIG BIRD IN CHINA** $12.98
   This video will provide my students with a look at China with the help of a beloved friend, Big Bird. This mysterious adventure will lead them from the Chinese schools to Monkey King, a mischievous Chinese children’s hero.

4. **STORY CIRCLE** $71.00
   This set of 3 videocassettes will enable my students to hear simple stories told by a professional storyteller. Stories from Jewish Tradition, Africa, and Latin America will be told.

**ENRICHMENT BOOKS**

1. **PEOPLE AND THEIR ENVIRONMENT** $59.70
   This set of 6 hardback books will be beneficial to my students while learning about people and their surroundings. This set will look at these areas: arctic, mountains, river valley, desert, rain forest, and savanna. These realistic photographs in the book will enable the children to visualize these areas.

2. **THE DAY GOGO WENT TO VOTE** $14.95
This book can be used when studying South Africa. The students will be able to hear about a young girl’s great-grandmother’s journey to vote in the first democratic election.

**COMPUTER PROGRAMS**

1. **KIDSCULTURE**  
   $45.00  
   This easy to navigate interactive program enables the students to explore the geography and people of eight regions. Students will be able to hear stories, listen to music, hear spoken language, learn fun facts, and enter the studio to work on craft activities.

   $159.95  
   This lab pack of 5 CD-ROMS for Mac/Windows, book, and guide will focus on the basic of world geography. The students will have visual clues that will require them to use critical thinking skills throughout the search.

**GAMES AND SIMULATORS**

1. **SOCIAL STUDIES TRIVIAL PERSUIT**  
   $12.99  
   This game will quiz the students’ knowledge of American Culture. During the game, questions about community, geography, history, and people will be covered.

2. **KID TOWN**  
   $44.00  
   This simulation involves the entire class including the teacher. The students will take on roles of workers and consumer and the teacher will take on the role of mayor. The students will work in cooperative learning groups that will name the town, set up stores, and services. The students will be able to practice reading, math, and art skills as they study the community.

**TEACHING AND LEARNING SUPPLEMENTAL BOOKS**

1. **INTERNET FOR KIDS**  
   $12.95  
   This book contains 90 self-directed exercises for students. Each exercise provides a Web address and a brief description to be found. This will give the students hands on experience with technology.

2. **A FIRST ATLAS**  
   $12.95
This atlas contains more than 75 color photographs that the students will be able to look at while exploring the world’s countries, people, and customs. It, also, will enhance the students’ ability to acquire knowledge from a resource, other than their textbook.

**LEARNING ACTIVITIES**

1. **LITERATURE-BASED MULTICULTURAL ACTIVITIES:** An integrated approach $15.95
   These reproducible activities give the students an opportunity to learn about culture through literature. Activities for stories from 25 cultures are available.

2. **OUR GLOBAL VILLAGE** $139.00
   This set of 21 activity books exposes the students to cultural diversity. These books look at daily life, foods, language, art, festivals, and games in other nations. Each book describes the country and its history.

3. **EASY ART PROJECTS THAT TEACH GLOBAL AWARENESS** $8.95
   These hands-on activities introduce the students to various cultures through clothing, language, holidays, and geography.

**TOTAL BUDGET $1,165.07**
BEAVERCREEK SCHOOLS
TEXTBOOK EVALUATION

1. ESTABLISHMENT OF NEED: The book in question is titled LIVING WORLD HISTORY by Arnold Schrier and T. Halter Nallbank, published by Scott, Foresman and Company of Glenview, Illinois, in 1982. This is the fifth edition of the book. The need was based upon the history department’s request for a World History course. The World History course was necessary because it was noted that because most European schools educate their children for American history, American Schools don't teach their children about the history of other countries. Be that as it may Beavercreek is trying to change that. This was the book that they wanted because it covers a wide range of material concerning other countries and is easy to understand.

2. PROCEDURES FOR EVALUATION: First: The department committee checks into the authors, credentials such as who were they what did they do for a living, if they were teachers how much do they know to write the book etc. The next thing to do is check the publishing company, because a person can tell if a book is good if a company of good repute backs it up. The committee then checks to see if the book has been through more than one edition. If it has done so, chances are good that the book has been found beneficial to schools everywhere for many years. The committee even reviews the table of contents. This is a quick way of discovering how much the book covers.

3. COMMITTEE RECOMMENDATIONS: The first recommendation is "Should we allow a book to be used in the class room which characterizes the teacher-authority figure?" By that the committee means that it would recommend a book only if it was structured so that the students could put as much input into the lessons being taught as the teacher did. One chapter of the book is structured so that students can answer questions after each section of the readings. This requires the student to concentrate on what he/she is reading. It requires the student to go back over the section if necessary. It even requires the student to ask questions of his own concerning the reading. This is one of the most important recommendations of the committee.

4. RATIONALE FOR RECOMMENDATIONS: Another recommendation of the textbook committee is that the type of book used must also have a series of non-
text materials available. At least half the teacher population of Beavercreek High School uses textbooks with these other materials. Another recommendation of a typical social studies committee concerning the above mentioned text is that is must have good illustrations. The rationale for this is simple. How many high school students read history books that don't have pictures? The truth is, not many. Of course it is a known fact that when a person is reading any kind of book illustrations aid the concentration process. If I am reading a chapter about Europe in the twentieth century, it often helps to have a map on the facing page to refer to if I want to know something about the geography of a certain country.

5. BASIC INFORMATION AND PROJECTED COSTS: As far as basic information is concerned; the textbook has an excellent format. However the book is not domineering kind. By that I mean it is not necessary to use the book for every class session. It is structured so that other materials may be used for instruction as well. As far as projected costs go, with the unit price being 20.00 per book and the teacher needs 30 books per class session, (there are two classes offered in world History in this school) then the total cost would be $600.00 for textbooks alone. When one considers that some students are always using losing their books that calls for extra books and that makes the cost very considerable indeed.

WORLD HISTORY


   Map and abbreviations. Covers conquest of Persia through conquest of the Far East. Followed by index.


   Covers Katanga to the present problems faced by the U.N. Followed by index.


   Covers foundations to new curriculum. Followed by appendix.

Contains chart of skills and issues. Tells how book is to be used. Tells what history is. Covers Neolithic revolution to the contrast between rich and poor countries.


Contains time line. Covers the dawn of civilization to the contemporary world. Has atlas of the contemporary world.

From the Mac of Dr. Helms
7123 W. Von Dette Cr. Centerville, OHIO 45459

LESSON PLAN

SUBJECT _____________ PERIODS _____

UNIT: ________________ DATE _____

GENERAL GOAL:

CONCEPTS: LIST 1 – 5

SPECIFIC OBJECTIVES:
1.
2.
3.

ACTIVITIES:
Social Studies Technology Project -- Power Point & WWW

A Social Studies Lesson

- All slides are to be defined grade level.
- Maintain a consistent background. Use graphics with each slide (Appropriate to the lesson. Link to URLs.
- Lesson: List 5 Web sites (URLs) addresses and Title of site – hyperlink the URL. List five activities.

- This project will require 20 - 30 PPT slides

Choose an age appropriate lesson to present to your students.

Required Slides:
- Title slide and Author and course
- Unit/Grade level/lesson
- Objective(s)
- Materials needed
- Web Site(s)
- Student Activities
- Presentation slides

Try to find graphic/animation from the WWW. Hyperlink the URL for the graphic.

For example, a lesson might be developed on any of the following:
- Community helpers or proficiency tests lessons
- Whales or any species
- Pioneers or Native Americans
- Ohio or State Parks or Ohio Travel
- Dayton
- Your community
- Famous people
- My world or World Travel
- Holidays
- Countries or travel
- Civilizations
- Historical period
- Transportation
- Work

**Social Studies Technology Project -- Power Point & WWW**

1. -- 7. Ohio Social Studies Strands (6/7)
   1. -- X. NCSS Strands (10)

- Create 1 title slide and 1 table of contents slide --
  - Title, grade, SS unit/lesson, and author.
- Create 2-4 slides for each of the 6/7 Ohio strands
- All slides are to be designed for a specific social studies unit/lesson at a defined grade level.
- Maintain a consistent background. Use graphics with each slide
  (Appropriate to the strand. Link the URLs)

- **6/7 Strands:** List 5 Web sites (URLs) addresses and Title of site --
  - Hyperlink the URL. List five activities for each of the 6/7 Stands. This project will require 20 - 30 slides.

1. **American Heritage & People in Societies --**
   II. TIME, CONTINUITY, AND CHANGE —

2. **People in Societies - I. CULTURE**

3. **World Interactions -- III. PEOPLE, PLACES, AND ENVIRONMENTS —**
   IX. GLOBAL CONNECTIONS

4. **Citizenship Rights and Responsibilities -- VI. POWER, AUTHORITY, AND GOVERNANCE -- X. CIVIC IDEALS AND PRACTICES**

5. **Democratic Processes -- V. INDIVIDUALS. GROUPS, AND INSTITUTIONS**
   X. CIVIC IDEALS AND PRACTICES
6. Decision Making and Resources -- VI. POWER, AUTHORITY, AND GOVERNANCE -- VII. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

7. VIII. SCIENCE, TECHNOLOGY, AND SOCIETY — No direct Ohio Theme

RESOURCE UNIT
I. INTRODUCTION 10 POINTS
   A. GENERAL THEME
   B. IDENTIFIES WHO, WHAT, WHEN, WHERE, HOW LONG

II. CONTENT 10 POINTS
   A. GOOD SUMMARY OF SUBJECT MATTER
   B. Appropriate concepts/vocabulary

III. OBJECTIVES 10 POINTS
   A. COGNITIVE OBJECTIVES
   B. AFFECTIVE OBJECTIVES

IV. ACTIVITIES 10 POINTS
   A. INTRODUCTION
   B. DEVELOPMENT
   C. CULMINATING ACTIVITIES

V. EVALUATION: 20 POINTS
   SAMPLE TEST ITEMS PROVIDED
   A. 5 MULTIPLE CHOICE QUESTIONS
   B. 2 OTHER OBJECTIVE QUESTIONS
   C. 2 SHORT ESSAY QUESTIONS

VI. INSTRUCTIONAL RESOURCES [ALL Annotated] 40 POINTS
   A. TEACHER REFERENCES [4-6]
   B. STUDENT REFERENCES [10-15]
   C. AT LEAST 20 MEDIA REFERENCES FROM
<table>
<thead>
<tr>
<th>A-V CATEGORIES</th>
<th>Interaction</th>
<th>Privacy</th>
<th>Executive</th>
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<tbody>
<tr>
<td>Deficit spending</td>
<td>Interest</td>
<td>Progress</td>
<td>Family</td>
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<tr>
<td>Depression</td>
<td>Judiciary</td>
<td>Prosperity</td>
<td>Fiscal policy</td>
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<tr>
<td>Diminishing returns</td>
<td>Labor</td>
<td>Recession</td>
<td>Frame of reference</td>
</tr>
<tr>
<td>Division of labor</td>
<td>Leadership</td>
<td>Region</td>
<td>General welfare</td>
</tr>
<tr>
<td>Economic efficiency</td>
<td>Legislature</td>
<td>Revolution</td>
<td>Gross national product</td>
</tr>
<tr>
<td>Economic system</td>
<td>Majority</td>
<td>Sanctions</td>
<td>Human dignity</td>
</tr>
<tr>
<td>Emigration</td>
<td>Market</td>
<td>Scale</td>
<td>Ideology</td>
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<td>Environment</td>
<td>Medium of exchange</td>
<td>Scarcity</td>
<td>Imperialism</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>Minority group</td>
<td>Scientific method</td>
<td>Import</td>
</tr>
<tr>
<td>Evolution</td>
<td>Monetary policy</td>
<td>Secondary needs</td>
<td>Industrialization</td>
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<tr>
<td>Export</td>
<td>Monopoly</td>
<td>The self</td>
<td>Influence</td>
</tr>
<tr>
<td>Fascism</td>
<td>Multiplier</td>
<td>Situation</td>
<td>Institution</td>
</tr>
<tr>
<td>Folkways</td>
<td>Natural resource</td>
<td>Social concern</td>
<td>Interdependence</td>
</tr>
<tr>
<td>Freedom</td>
<td>Objectivity</td>
<td>Dictatorship</td>
<td>Interest (pressure) group</td>
</tr>
<tr>
<td>Geographic mobility</td>
<td>Open shop</td>
<td>Democracy</td>
<td>Justice</td>
</tr>
<tr>
<td>Group cohesion</td>
<td>Output</td>
<td>Due process</td>
<td>Law</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Pluralism</td>
<td>Economic growth</td>
<td>Learning</td>
</tr>
<tr>
<td>Immigration</td>
<td>Population</td>
<td>Education</td>
<td>Liberal</td>
</tr>
<tr>
<td>Implied power</td>
<td>Prediction</td>
<td>Employment</td>
<td>Management</td>
</tr>
<tr>
<td>Indoctrination</td>
<td>Present mindedness</td>
<td>Equality</td>
<td>Marriage</td>
</tr>
<tr>
<td>Inflation</td>
<td>Primary needs</td>
<td>Ethnocentrism</td>
<td>Minority</td>
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**Illustrative Verbs**

### Illustrative Verbs for Stating General Instructional Objectives

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Compute</th>
<th>Interpret</th>
<th>Perform</th>
<th>Translate</th>
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<tbody>
<tr>
<td>Apply</td>
<td>Create</td>
<td>Know</td>
<td>Recognize</td>
<td>Understand</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Demonstrate</td>
<td>Listen</td>
<td>Speak</td>
<td>Use</td>
</tr>
<tr>
<td>Comprehend</td>
<td>Evaluate</td>
<td>Locate</td>
<td>Think</td>
<td>Write</td>
</tr>
</tbody>
</table>

### Illustrative Verbs for Stating Specific Learning Outcomes

#### Creative Behaviors

<table>
<thead>
<tr>
<th>Alter</th>
<th>Paraphrase</th>
<th>Regroup</th>
<th>Restructure</th>
<th>Systematize</th>
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</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Predict</td>
<td>Rename</td>
<td>Retell</td>
<td>Vary</td>
</tr>
<tr>
<td>Change</td>
<td>Question</td>
<td>Reorganize</td>
<td>Reverse</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>Rearrange</td>
<td>Reorder</td>
<td>Rewrite</td>
<td></td>
</tr>
<tr>
<td>Generalize</td>
<td>Recombine</td>
<td>Rephrase</td>
<td>Simplify</td>
<td></td>
</tr>
<tr>
<td>Modify</td>
<td>Reconstruct</td>
<td>Restate</td>
<td>Synthesize</td>
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</tr>
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</table>

#### Complex, Logical, Judgmental Behaviors

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Conclude</th>
<th>Deduce</th>
<th>Formulate</th>
<th>Plan</th>
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</thead>
<tbody>
<tr>
<td>Appraise</td>
<td>Contrast</td>
<td>Defund</td>
<td>Generate</td>
<td>Structure</td>
</tr>
<tr>
<td>Combine</td>
<td>Criticize</td>
<td>Evaluate</td>
<td>Induce</td>
<td>Substitute</td>
</tr>
<tr>
<td>Compare</td>
<td>Decide</td>
<td>Explain</td>
<td>Infer</td>
<td></td>
</tr>
</tbody>
</table>

#### General Appearance, Health, and Safety Behavior

<table>
<thead>
<tr>
<th>Button</th>
<th>Dress</th>
<th>Fill</th>
<th>Unbutton</th>
<th>Wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>Drink</td>
<td>Go</td>
<td>Uncover</td>
<td>Zip</td>
</tr>
<tr>
<td>Clear</td>
<td>Eat</td>
<td>Lace</td>
<td>Untie</td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td>Eliminate</td>
<td>Stop</td>
<td>Unzip</td>
<td></td>
</tr>
<tr>
<td>Comb</td>
<td>Empty</td>
<td>Taste</td>
<td>Wait</td>
<td></td>
</tr>
<tr>
<td>Cover</td>
<td>Fasten</td>
<td>Tie</td>
<td>Wash</td>
<td></td>
</tr>
</tbody>
</table>

#### Miscellaneous

<table>
<thead>
<tr>
<th>Aim</th>
<th>Consider</th>
<th>Distribute</th>
<th>Fit</th>
<th>Hang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Correct</td>
<td>Do</td>
<td>Fix</td>
<td>Hold</td>
</tr>
<tr>
<td>Attend</td>
<td>Crease</td>
<td>Drop</td>
<td>Flip</td>
<td>Hook</td>
</tr>
<tr>
<td>Begin</td>
<td>Crush</td>
<td>Erase</td>
<td>Get</td>
<td>Hunt</td>
</tr>
<tr>
<td>Bring</td>
<td>Designate</td>
<td>Expand</td>
<td>Give</td>
<td>Include</td>
</tr>
<tr>
<td>Buy</td>
<td>Determine</td>
<td>Extend</td>
<td>Grind</td>
<td>Inform</td>
</tr>
<tr>
<td>Come</td>
<td>Develop</td>
<td>Feel</td>
<td>Guide</td>
<td>Lay</td>
</tr>
<tr>
<td>Complete</td>
<td>Discover</td>
<td>Finish</td>
<td>Hand</td>
<td>Lead</td>
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36
<table>
<thead>
<tr>
<th>Lend</th>
<th>Position</th>
<th>Save</th>
<th>Slip</th>
<th>Take</th>
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<tbody>
<tr>
<td>Let</td>
<td>Present</td>
<td>Scratch</td>
<td>Slide</td>
<td>Tear</td>
</tr>
<tr>
<td>Light</td>
<td>Produce</td>
<td>Send</td>
<td>Spread</td>
<td>Touch</td>
</tr>
<tr>
<td>Make</td>
<td>Propose</td>
<td>Serve</td>
<td>Stake</td>
<td>Try</td>
</tr>
<tr>
<td>Mend</td>
<td>Provide</td>
<td>Sew</td>
<td>Start</td>
<td>Twist</td>
</tr>
<tr>
<td>Miss</td>
<td>Put</td>
<td>Share</td>
<td>Stock</td>
<td>Type</td>
</tr>
<tr>
<td>Offer</td>
<td>Raise</td>
<td>Sharpen</td>
<td>Store</td>
<td>Use</td>
</tr>
<tr>
<td>Open</td>
<td>Relate</td>
<td>Shoot</td>
<td>Strike</td>
<td>Vote</td>
</tr>
<tr>
<td>Pack</td>
<td>Repeat</td>
<td>Shorten</td>
<td>Suggest</td>
<td>Watch</td>
</tr>
<tr>
<td>Pay</td>
<td>Return</td>
<td>Shovel</td>
<td>Supply</td>
<td>Weave</td>
</tr>
<tr>
<td>Peel</td>
<td>Ride</td>
<td>Shut</td>
<td>Support</td>
<td>Work</td>
</tr>
<tr>
<td>Pin</td>
<td>Rip</td>
<td>Signify</td>
<td>Switch</td>
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**Social Behavior**

<table>
<thead>
<tr>
<th>Accept</th>
<th>Communicate</th>
<th>Discuss</th>
<th>Invite</th>
<th>Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Compliment</td>
<td>Excuse</td>
<td>Join</td>
<td>React</td>
</tr>
<tr>
<td>Aid</td>
<td>Contribute</td>
<td>Forgive</td>
<td>Laugh</td>
<td>Smile</td>
</tr>
<tr>
<td>Allow</td>
<td>Cooperate</td>
<td>Greet</td>
<td>Meet</td>
<td>Talk</td>
</tr>
<tr>
<td>Answer</td>
<td>Dance</td>
<td>Help</td>
<td>Participate</td>
<td>Thank</td>
</tr>
<tr>
<td>Argue</td>
<td>Disagree</td>
<td>Interact</td>
<td>Permit</td>
<td>Volunteer</td>
</tr>
</tbody>
</table>

**Language Behaviors**

<table>
<thead>
<tr>
<th>Abbreviate</th>
<th>Edit</th>
<th>Punctuate</th>
<th>Spell</th>
<th>Verbalize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accent</td>
<td>Hyphenate</td>
<td>Read</td>
<td>State</td>
<td>Whisper</td>
</tr>
<tr>
<td>Alphabetize</td>
<td>Indent</td>
<td>Recite</td>
<td>Summarize</td>
<td>Write</td>
</tr>
<tr>
<td>Articulate</td>
<td>Outline</td>
<td>Say</td>
<td>Syllabify</td>
<td></td>
</tr>
<tr>
<td>Call</td>
<td>Print</td>
<td>Sign</td>
<td>Tell</td>
<td></td>
</tr>
<tr>
<td>Capitalize</td>
<td>Pronounce</td>
<td>Speak</td>
<td>Translate</td>
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</table>

**“Study” Behaviors**

<table>
<thead>
<tr>
<th>Arrange</th>
<th>Compile</th>
<th>Itemize</th>
<th>Mark</th>
<th>Record</th>
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</thead>
<tbody>
<tr>
<td>Categorize</td>
<td>Copy</td>
<td>Label</td>
<td>Name</td>
<td>Reproduce</td>
</tr>
<tr>
<td>Chart</td>
<td>Diagram</td>
<td>Locate</td>
<td>Note</td>
<td>Search</td>
</tr>
<tr>
<td>Cite</td>
<td>Find</td>
<td>Look</td>
<td>Organize</td>
<td>Sort</td>
</tr>
<tr>
<td>Circle</td>
<td>Follow</td>
<td>Map</td>
<td>Quote</td>
<td>Underline</td>
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</tbody>
</table>

**Other Behaviors**

<table>
<thead>
<tr>
<th>Grasp</th>
<th>Kick</th>
<th>Pull</th>
<th>Skip</th>
<th>Swim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grip</td>
<td>Knock</td>
<td>Push</td>
<td>Somersault</td>
<td>Swing</td>
</tr>
<tr>
<td>Hit</td>
<td>Lift</td>
<td>Run</td>
<td>Stand</td>
<td>Throw</td>
</tr>
<tr>
<td>Hop</td>
<td>March</td>
<td>Skate</td>
<td>Step</td>
<td>Toss</td>
</tr>
<tr>
<td>Jump</td>
<td>Pitch</td>
<td>Ski</td>
<td>Stretch</td>
<td>Walk</td>
</tr>
</tbody>
</table>

**Arts Behaviors**

<table>
<thead>
<tr>
<th>Assemble</th>
<th>Dot</th>
<th>Illustrate</th>
<th>Press</th>
<th>Stamp</th>
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</thead>
<tbody>
<tr>
<td>Blend</td>
<td>Draw</td>
<td>Melt</td>
<td>Roll</td>
<td>Stick</td>
</tr>
<tr>
<td>Brush</td>
<td>Drill</td>
<td>Mix</td>
<td>Rub</td>
<td>Stir</td>
</tr>
<tr>
<td>Build</td>
<td>Fold</td>
<td>Mold</td>
<td>Stand</td>
<td>Trace</td>
</tr>
<tr>
<td>Carve</td>
<td>Form</td>
<td>Nail</td>
<td>Saw</td>
<td>Trim</td>
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<tr>
<td>Color</td>
<td>Frame</td>
<td>Paint</td>
<td>Sculpt</td>
<td>Varnish</td>
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<tr>
<td>Construct</td>
<td>Hammer</td>
<td>Paste</td>
<td>Shake</td>
<td>Wipe</td>
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<tr>
<td>Cut</td>
<td>Handle</td>
<td>Pat</td>
<td>Sketch</td>
<td>Wrap</td>
</tr>
<tr>
<td>Dab</td>
<td>Heat</td>
<td>Pour</td>
<td>Smooth</td>
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### Drama Behaviors

<table>
<thead>
<tr>
<th>Action</th>
<th>Display</th>
<th>Express</th>
<th>Pass</th>
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<tbody>
<tr>
<td>Act</td>
<td>Emit</td>
<td>Leave</td>
<td>Perform</td>
<td>Sit</td>
</tr>
<tr>
<td>Clasp</td>
<td>Enter</td>
<td>Move</td>
<td>Proceed</td>
<td>Start</td>
</tr>
<tr>
<td>Cross</td>
<td>Exit</td>
<td>Pantomime</td>
<td>Respond</td>
<td>Turn</td>
</tr>
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### Mathematical behavior

<table>
<thead>
<tr>
<th>Operation</th>
<th>Estimate</th>
<th>Multiply</th>
<th>Tabulate</th>
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</thead>
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<tr>
<td>Add</td>
<td>Bisect</td>
<td>Calculate</td>
<td>Check</td>
</tr>
<tr>
<td>Bisect</td>
<td>Extrapolate</td>
<td>Number</td>
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### Laboratory Science Behaviors

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Sectionalism, Slavery and the Civil War
Introduction

Undoubtedly, the Civil War is the most vicious and perhaps most wretched chapter in American history. For four agonizing years, brother killed brother and friend killed friend. By the time Lee finally surrendered to Grant at Appomattox Court House, more than 600,000 people were dead. Tens of thousands more were left crippled or scarred for life. And the dead often met their fate while enduring unspeakable torment. Places such as the infamous Confederate military prison at Andersonville, Georgia or things like dysentery, gangrene and pneumonia were just as likely to be the cause of death as a quick Minie ball in the chest. Indeed, during those terrible years it was often unclear—to borrow a phrase from Lincoln—whether this nation would ultimately “perish from the earth.”

Much of the carnage can be explained by the fact that the American Civil War was the first truly modern war. The new innovations of the industrial Revolution and the need for a total victory by the North provided the means and opportunity for the birth of a new notion—“total warfare.” And “total warfare” meant just what it seems: Both sides would eventually call upon all means of production, all resources at hand and nearly destroy the very fabric of their respective societies to decide the outcome.

But a true understanding of the nature of “total warfare” is not an easy thing to convey. Of course, the technological improvements of the era must be studied. For instance, the breech loading rifles allowed a soldier to kill much faster and at a greater distance than ever before. And the switch from sail to steam certainly altered the conduct of naval warfare forever. However, it is conceivably more productive to look at the tactics employed in the great conflict in order to really understand what the concept means. The famous March to the Sea, with its emphasis on civilian rather than military targets, and Sheridan’s instructions to “devastate the Shenandoah Valley so thoroughly that a crow flying across would have to carry its own rations” are probably more illustrative. Without question, Sherman’s observation that “War is Hell” had never before in history—or perhaps since—rung quite so true as it did during the Civil War.

Yet the Civil War was more than mere death and massive destruction. It was extremely multifaceted and any study of it raises perplexing questions. For example: What caused it? Millions of words on thousands of pages in hundreds of books have attempted to provide a definitive answer. Unfortunately, no overriding cause seems to be universally agreed upon, only that slavery and secession lay at the heart of the matter.
Still, even an issue like slavery was not a simple “yes” or “no” proposition. For the South, it was a necessity. Its economy was totally dependent upon the practice for the production of its lifeblood—cotton. And many of those who were pro-slavery disagreed about what constituted fair treatment for the “darkies.” In the North, where slavery was not necessary, abolitionists could not agree upon what means to use to achieve their goal. But truth be told, many people in the North did not care—thinking it all was, frankly, none of their business. However, the reality of slavery’s evils eventually generated such strong feelings on both sides—demonstrated, for example, by situations such as “Bleeding Kansas”—which a tension so powerful and obvious arose and the Civil War became inevitable.

Perhaps the reason why so much about the war defies easy analysis or explanation lies in the very nature of the subject itself. For the Civil War can be viewed as a great and enigmatic beast, not easily tamed and full of incongruities at every turn. Such a comparison makes sense when one realizes that support for such a claim is almost endless: Missouri, a slave state, which officially remained in the Union, supplied during the siege of Vicksburg 22 units to the North and 17 to the South. The census of 1860 showed that not one Southerner in ten actually owned slaves, and many of those had serious doubts about what they called the “Peculiar Institution.” One of Lincoln’s in-laws was a Confederate general. Lee felt slavery was evil and secession unjustified, but served the South and then only out of his loyalty to Virginia. Grant owned a slave before the war; hard up for money, he might have sold him for $1000, not chosen to set him free. And so on and so on….

So while the War Between the States is admittedly a difficult topic, it is still imperative that high school graduates have a sound grasp of the events and issues of those years. Much of what happened in the United States afterward and, for that matter, much of what happened before cannot be adequately understood without an attempt to render accessible what the Civil War can teach us. Bruce Catton, the preeminent authority on the subject, once noted that “[t]he Civil War is the thing that makes America different. It was our most tremendous experience, and it’s not quite like anything that ever happened to anyone else. The story of the war needs retelling because it helped shape the future of the human race.” Therefore, we need to understand the Civil War in order to appreciate much of the rest of the world and, most importantly, America itself.

It is, then, the challenging task of any Secondary American History teacher to somehow rise to the occasion. Of course, things such as Lee’s brilliant military strategies or what “hardtack” was need to be discussed. However, it is probably more important to examine the larger questions: What did it all mean? How did it shape the course of American history? What does it signify today? Such things are what this unit will attempt to explore.

It is essential as well that some interactive personal experience he provided to bring the era to life. The old clichés still are there—“walking a mile in another’s shoes” or a “picture telling a thousand words.” Possibilities include: a bit of Steven Crane’s prose (The Red Badge of Courage); a visit from a Civil War re-enactor; a carefully directed pondering of the essence of the Gettysburg Address; a simulation to better understand what a typical slave’s life was like; a look at Mathew Brady’s photographic wizardry; a showing of selected portions of Ken Burns’ The Civil War.
OBJECTIVES

When asked, the student will be able to:

Sectionalism and Slavery
1. Explain the role of the Underground Railroad in the period before the Civil War.
2. Summarize the major events leading up to “Bleeding Kansas.”
3. Differentiate between the overall views of the North and those of the South.
4. Recognize prominent people who spoke and acted out against slavery.
5. Recognize the major political leaders during the Antebellum period.
6. Illustrate the significance of slavery for the South.
7. Explain the results of the Lincoln-Douglas debates.
8. Develop ideas that both support and argue against the Dred Scott decision.
9. Evaluate the effect of Harriet Beecher Stowe’s Uncle Tom’s Cabin.
10. Explain the treatments and conditions of slaves in the pre-Civil War South.
11. Define the Freeport Doctrine.
13. Explain the impact of the Fugitive Slave Law in the North.
14. Summarize the Sumner-Brooks Incident.

Civil War
15. Explain what the Confederates accomplished by firing upon and capturing Fort Sumter.
16. Explain why the “border states” represented such a problem to President Lincoln.
17. List at least three advantages the North had and at least three the South had at the outset of the war.
18. Explain the significance of the First Battle of Bull Run.
19. List three technological improvements in the art of warfare and discuss why they were important.
20. Summarize the reasons why Lincoln fired General McClellan after Antietam even though he had won the battle.
21. Analyze why the British ultimately refused to formally recognize the Confederacy.
22. List the terms of the Emancipation Proclamation and its effects.
23. Explain why the Emancipation Proclamation did not free all the slaves.
24. Explain the importance of the Morrill Tariff Act (1861) and the Homestead Act (1862).
25. Discuss how women were able to help the war effort, both in the North and in the South.
26. Recognize why the Union victories at Gettysburg and Vicksburg were so important.
27. Explain how General Grant eventually won the war and why he was helped by one of the advantages of the North (listed in the answer to Objective 17).
28. Summarize the facts of the assassination of Abraham Lincoln.

CONTENT
The four-week unit will be divided into two subsections: 1) **Sectionalism and Slavery** and 2) **The Civil War**. The former section will be allotted approximately eight class periods, and the latter roughly 12 class periods. Flexibility in scheduling will likely be necessary.


**Sectionalism and Slavery**
A. The Compromise of 1850: the Subject of Slavery Refuses to Die
Even with Henry Clay's great compromise, the students will learn that slavery is an issue that will not go away. To illustrate this notion, such concepts as the Fugitive Slave Law, Personal Liberty Laws, the Underground Railroad and the abolitionist viewpoint will be examined. As well, knowledge and experience of the actual practices and structure of slavery, along with a personal simulation about such things, will be afforded the students. Finally, by way of video, Harriet Beecher Stowe's classic work Uncle Tom's Cabin will further bring the essence of the times into focus.

B. A New Proposal Opens Old Wounds
In this portion of the unit, the students will learn how the Compromise of 1850 was wrecked when Stephen Douglas brought forth the Kansas-Nebraska Act. Its principle of Popular Sovereignty would dismally fail and turn “Bleeding Kansas” into the battleground of a mini-Civil War in which over two hundred settlers would lose their lives. Additionally, this section will allow the students to better understand the strong tensions between free and slaveholding areas, as well as the tensions inherent in the politics of the situation (for example, the Sumner-Brooks Incident).

C. Crises Lead to a Showdown
In this section, the students will study the final events that led to the South's inevitable secession from the Union. Through discussions, lecture and simulations. They will explore the significance of the Dred Scott decision, the Lincoln-Douglas debates and
the Election of 1860. Most importantly, they will come to see these things as the culminating wedges that split the nation asunder.

**Concepts**
- Sectionalism
- Plantations
- Missouri Compromise of 1820
- Cotton gin/Eli Whitney
- (36°30’ line)
- Interchangeable Parts
- Secession
- “Puttin’ on Old Massa”
- Mason/Dixon Line
- Abolitionists
- Great Compromise of 1850
- William Lloyd Garrison
- Henry Clay
- “The Liberator”
- Daniel Webster
- Fugitive Slave Law of 1850
- John C. Calhoun
- Personal Liberty Laws
- Stephen Douglas
- Uncle Tom’s Cabin
- “The Peculiar Institution”
- Harriet Beecher Stowe
- “Moral Evil vs. Necessary Evil”
- Popular Sovereignty
- States’ Rights
- Kansas-Nebraska Act of 1854
- Slave state/free state
- “Bleeding Kansas”
- Slave parade
- Preston Brooks
- Auctions
- Charles Sumner
- “Property"
- Sumner-Brooks Incident
- Master
- Dred Scott
- Overseer
- Dred Scott Case (Scott v. Sanford)
- Slave codes
- Lincoln/Douglas Debates
- “Sold South”
- Freeport Doctrine
- Underground Railroad
- John Brown
- Harriet Tubman
- Harper's Ferry, Virginia
- Frederick Douglas
- “King Cotton”
- Confederacy
- Jefferson Davis
- Election of 1860
- (John C Breckinridge
- John Bell
- Stephen Douglas
- Abraham Lincoln)

**The Civil War**

A. The Union Divides
   
   By the time Lincoln became president, seven Southern states had already seceded. Yet many people still clung to the hope that war could be avoided, but within weeks “real” fighting broke out. In this section the students will examine such things as the outbreak of war at Ft. Sumter, “Copperheads,” the problems of maintaining Border States’ neutrality, the two sides’ respective advantages/disadvantages, the absurdity of the First Battle of Bull Run and the making of a legend—“Stonewall” Jackson.

B. Real War Begins
   
   Now in the aftermath of Bull Run, the country realizes the whole affair is for real—it is not going to “be over by Christmas.” In this section the students will discover the tactics of the war—“ironclads” and new weapons—and the great battle between the
Merrimac and Monitor. As well, they will study the battles of Shiloh, the Peninsula Campaign and Second Bull Run; they will also be introduced to the likes of Admiral Farragut, Robert E. Lee and George McClellan.

C. The War Changes
   The military significance of Antietam was marginal, but the political effects were enormous. France and England would move away from formally recognizing the Confederacy. And this “lost opportunity” Northern victory would give Lincoln the courage to issue his Emancipation Proclamation. As well, in this section the students will learn about the issue of slavery truly becoming the war’s driving force and how both sides were forced to institute conscription.

D. Life in the Nation Behind the Battle Lines
   In this section the students will discover how the Civil War forever changed the social and political fabric of America. It will portray the great conflict in human terms--coming to grips with the death, grief and destruction. Southern food shortages, the landmark legislation of the Merrill and Homestead Acts, the efforts of women like Clara Barton and Dorothea Dix, the limited medical expertise of the 1860s and the inhumanity of Andersonville will all be topics that are explored.

E. The War Ends, But the Road to Peace is Rugged
   In 1863, the tide turns toward the ultimate victory of the North. The superior advantages of the North begin to show, but the cost in human suffering is almost beyond description. In this section the Battle of Chancellorsville, the slaughter at Gettysburg, Lincoln’s famous address, Sherman’s March to the Sea, Lee's surrender at Appomattox Court House and Lincoln’s assassination will all be studied.

Concepts
- **Major Battles:** Ft. Sumter, First Manassas (First Bull Run), Merrimac vs. Monitor, Shiloh, the Peninsula Campaign, Second Manassas (Second Bull Run), Antietam, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Chattanooga, The Wilderness, Spotsylvania, Cold Harbor, Mobile Bay, Atlanta, Petersburg, Appomattox Court House.

• **Key Terms:**

“Total War”
- Union (Federals)
- Confederacy (Rebels)
- Border states
- Martial law
- “Copperheads”
- Breech loading rifles
- Cavalry
- Frontal infantry charges
- “Ironclads”
- Army of the Potomac
- Naval blockade
- “Anaconda Plan”
- Contraband
- “The Trent Affair”
- Neutrality (foreign)
- Radical Republicans
- Conscription (draft)
- Bounties (bounty jumpers)

- Black soldiers
- Transcontinental Railroad
- Motrin Tariff Act (1861)
- Homestead Act (1862)
- Nursing (1862 medicine)
- The American Red Cross
- Andersonville Prison
- Gettysburg Address
- “March to the Sea”
- Unconditional surrender
- Defensive War
- Home from
- Tactics
- Strategy
- Ford’s Theatre
- Assassination
- Our American Cousin
- Conspiracy

• **Key Ideas**

**Military Advantages**

*North*
- Superior manpower
- Superior resources
- Excellent railroads
- More money and industry
- Superior navy

*South*
- Fighting at “home"
- Defensive war
- Better generals
- Good rivers for travel and communication
- Shorter supply lines
- Hope of foreign intervention

**War Strategies**

*North*
- Blockade South (Anaconda Plan)
- Split Confederacy along Mississippi River and through center (Tennessee-Georgia)
- Capture Richmond, Virginia
- Win a decisive victory (Gettysburg?)

*South*
- Wage a defensive war to sap North's strength and will to fight
- Win decisive victory (First Bull Run?)
- Capture Washington, D.C.
- Win foreign recognition and intervention
ACTIVITIES
Sectionalism and Slavery

Introductory

Day 1
Ask students what, if anything, they know about the Civil War. Find out what they feel is important to learn (and perhaps adjust lesson plan accordingly). Show video Background of Civil War, 20 minutes. (See Media Resources section.) Then discuss highlights: Sectionalism, contrast North/South economics, dispute over slavery, abolitionist movement, Underground Railroad, Dred Scott case, John Brown’s raid at Harper’s Ferry, VA.

ASSIGN TEXT READINGS:
Chapter 12, Section 4 The Compromise of 1850, pp. 326-328
Chapter 13, Section 1 The Subject of Slavery Refuses to Die, pp. 336-339

Day 2
Basic lecture and overview of the unit: terms, people and issues. Teacher prep and choice required here. Overheads, additional note taking, etc.

ASSIGN ORAL REPORT: “Historical Hysteria”
A two-to-three-minute oral report to be given near the end of the unit. Each student will choose a person from either the 1850’s or Civil War period and present a brief biographical sketch. Invite them to be creative; for example, perhaps dress the part. This will familiarize the class with many of the principal figures of the period.
(Teacher will provide list of 40-50 names. Makeups will be two-page written reports.) (Worth 50 points)

Developmental

Day 3
A simulation—Allegheny Valley Plantation (see Media Resources section). This will help the students to better understand the terrible treatment and conditions that the
slaves actually experienced. As well, it will teach the slavery related concepts: “The Peculiar Institution”— “Sold South” (See Concepts section).

ASSIGN ‘TEXT READING:

Chapter 13, Section 2   A New Proposal Opens New Wounds, pp. 339-342

Day 4

Show video Uncle Tom's Cabin, 55 minutes. (See Media Resources section.) Conduct a brief discussion of the name and importance of the Underground Railroad and the Fugitive Slave Law.

ASSIGN TEXT READING:

Chapter 13, Section 3   Crises Lead to a Showdown, pp. 345-351

Day 5

Pass out a copy of the Dred Scott case, with a brief teacher-generated guide. Then divide the class into two groups for a debate. One group will support the decision; the other will argue against the decision. With any remaining time, the students will be able to explore the Lincoln/Douglas debates CD-ROMS or do independent classroom textbook reading.

Culminating

Day 6

“Historical Hysteria.” Objectively evaluate individual student performance (worth a possible total of 50 points)

Day 7

TEST REVIEW:

An entire period with the teacher answering questions and reviewing important issues, concepts, people and facts.

Day 8

UNIT TEST:

A test consisting of objective (multiple choice, fill-in and matching) questions and several short essays will be given. (Worth a possible total of 100 points) (Makeup written reports due)

The Civil War

Introductory

Day 1

The teacher will have assigned the following textbook reading at the Sectionalism and Slavery test:

Chapter 14, Section 2   The Union Divides, pp. 358-361

Show video: Civil War: The Fiery Trial, 35 minutes. (See Media Resources section.) An excellent introduction because of its concise overview of the entire conflict—from Fort Sumter to Appomattox Court House. In the remaining time, the teacher will lecture,
discuss and interact with the students about the two sides’ respective advantages/disadvantages, “Total War,” “Copperheads,” Fort Sumter and the First Bull Run.

ASSIGN TEXT READING:
Chapter 14, Section 2 The Real War Begins, pp. 361-366

ASSIGN UNIT PROJECT:
The student will write a two-page independent research paper on a relevant Civil War topic. Broad discretion is in order here to accommodate student interest. Teacher will hand out a suggestion list that might include such things as: Any major battle, technological advancements in warfare, a book review of The Red Badge of Courage, the politics of the era, 1860s medical practices/knowledge, etc. (Worth a possible total of 50 points) (due on the day of the test review)

Day 2
Basic lecture on the terms, people and issues of the first two textbook sections. Overheads, traditional note taking, etc. Specific coverage: “My five things you should know about the Civil War”: Early battles; tactics and strategy; key ideas.

Developmental

Day 3
Show video Ironclads The Monitor and Merrimac, 30 minutes. (See Media Resources section.) Afterward, the teacher will discuss and interact with the students about the content of the video. As well, the naval blockade of the South, the “Trent and foreign neutrality will be discussed.

ASSIGN TEXT READING:
Chapter 14, Section 3 The Goals of War Change, pp. 366-369

Day 4
A visit from Mr. Gallagher, the Civil War reenactor (See Media Resources section.)

ASSIGN PROJECT:
A one-page written report will be completed by students. It will include individual impressions on Mr. Gallagher’s presentation and some of the things they learned from it. Due on Day 9. Makeups for absent students will consist of an objective quiz on the first three sections of the textbook. (Worth a possible total of 30 points)

Day 5
Show video Songs of the Civil War, 60 minutes. (See Media Resources section.) As much of the video as possible will be shown.

ASSIGN TEXT READING:
Chapter 14, Section 4 Life Goes on Behind the Lines, pp. 369-372

Day 6
Show video Women of the Civil War, 10 minutes. (See Media Resources section.) For the remainder of the class, discuss video content, along with the Peninsula Campaign,
Second Bull Run and Antietam. Also discuss an overhead of the text of the Emancipation Proclamation. With a teacher-directed exploration, let students discover what Lincoln did and the great significance of that action.

**Day 7**
Independent Study Day: Students may work on the unit projects or catch up on textbook readings.

**ASSIGN TEXT READING:**
- Chapter 14, Section 5 The Road to Peace is Rugged, pp. 372-377

**Day 8**
**Show video Ken Burns' The Civil War, Episode 5: The Universe of Battle 1864, 95 minutes.** (See Media Resources section.) Show all that is possible, with teacher editing at the VCR required.

This is a dramatic account of the turning point of the war—the Battle of Gettysburg. It was the greatest battle ever fought in the Western Hemisphere, and in three short days over 100,000 men died in the lovely Pennsylvania countryside. As well, an amazing look at Pickett's Charge is included. The episode ends with Lincoln's dedication of a new National Cemetery at the site of the battle, where he put the nation's grief and future into those several hundred magic words of the Gettysburg Address.

**Day 9**
**Show video Ken Burns' The Civil War, Episode 8: "War is Hell," 69 minutes.** (See Media Resources section.) Again, teacher editing at the VCR would be in order.

The segment begins with William Sherman's famous “March to the Sea,” which brings the war into the heart of the Confederacy. Additionally, Lincoln’s second Inaugural, Petersburg, Richmond’s fall, Lee's surrender at Appomattox Court House and the beginning of John Wilkes Booth’s plot for Southern vengeance are all brilliantly portrayed.

Assignment Due: Essay on Mr. Gallagher's presentation due or makeup quiz will be taken. (Worth a possible total of 30 points)

**Day 10**
**GAME DAY:**
The students will be free to independently explore the Civil War—while reinforcing what they have learned—in a variety of interactive ways (See Media Resources section for all of the following):
- 1) Civil War Map Game (1-17 players)
- 2) Gettysburg Battle Simulation (CD-ROM)
- 3) Civil War Photographs 1861-1865 (CD-ROM) (based on Mathew Brady's wartime photography)
- 4) The Civil War: Union at Risk (Laser disc)

**Culminating**

**Day 11**
TEST REVIEW:
An entire period, with the teacher answering questions and reviewing important issues, people, concepts and facts.
Assignment Due: Unit Research Project (worth a possible total of 50 points)

Day 12
UNIT TEST:
A test consisting of objective (multiple choice, fill-in and matching) questions and several short essays will be given. (Worth a possible total of 100 points)

*Any extra credit will be at the discretion of the teacher and arranged well in advance on an individual basis.

EVALUATION
Sectionalism and Slavery
Multiple Choice
1. Stephen Douglas’ idea that slavery could not exist unless there were laws to support it was known as the
   A. Personal Liberty Laws
   B. Freeport Doctrine
   C. Fugitive Slave Laws
   D. Compromise of 1850

2. Allowing a new state to vote to decide if it would become a free state or a slave state was known as
   A. Popular Sovereignty
   B. Compromising
   C. the Freeport Doctrine
   D. Polarization

3. The minor war in Kansas in the 1850s was coined:
   A. the Kansas Revolt
   B. Harper’s Ferry
   C. Freedom Summer
   D. “Bleeding Kansas”

4. His nickname was “the Great Compromiser”
   A. John Calhoun
   B. Stephen Douglas
   C. Henry Clay
   D. Preston Brooks

5. The requirement that all citizens assist in the catching and returning of escaped slaves to their masters in the South resulted because of the
   A. Kansas-Nebraska Act
B. Dred Scott Decision  
C. Fugitive Slave Laws  
D. Compromise of 1850

Short Answer
6. Briefly explain the following terms:
   1. *Uncle Tom's Cabin*

2. Dred Scott case

*Matching*
7. Match the person in Column A with the description from Column B.

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<th>A.</th>
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<tr>
<td>___1.</td>
<td>A. famous conductor on the Underground Railroad</td>
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<tr>
<td>___2.</td>
<td>B. introduced the idea of Popular Sovereignty</td>
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<td>___3.</td>
<td>C. a leading spokesman for abolition</td>
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<td>___4.</td>
<td>D. tried to sue for his freedom</td>
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<td>___5.</td>
<td>E. wrote Compromise of 1850</td>
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<td>F. led a bloody slave revolt in VA in 1832</td>
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<td>G. beat up a fellow senator over speech in Senate</td>
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*Essay*
8. Write a brief essay on the following topics:
   A) Explain the term “Bleeding Kansas” and discuss the events which led up to this crisis. Consider during your discussion the Kansas-Nebraska Act, Popular Sovereignty and the tensions experienced by the settlers and Congress.

   B) Take the point of view of a Southern slaveholder and write a defense of slavery. Consider economic, moral and social issues in your discussion.
The Civil War
Multiple Choice
1. Which of the following was **not a cavalry officer** in the Civil War?
   A. Nathan Bedford Forrest
   B. Robert Anderson
   C. George A. Custer
   D. J.E.B. Stuart

2. Who was the Union commander at the Battle of Chancellorsville?
   A. Joseph Hooker
   B. George McClellan
   C. George Meade
   D. William T. Sherman

3. The Union general who led the famous “March to the Sea” was
   A. Joseph Hooker
   B. George McClellan
   C. George Meade
   D. William T. Sherman

Matching
4. Match the person in Column A with the description in Column B.
   A. B.
   _1. Jefferson Davis_ A. Southern cavalry leader, KKK founder
   _2. “Stonewall” Jackson_ B. was President of the Confederacy
   _3. Mathew Brady_ C. was founder of the American Red Cross
   _4. Nathan B. Forrest_ D. a general; skilled organizer/planner but poor leader
   _5. Ambrose Burnside_ E. a famous Civil War era photographer
   _6. Clara Barton_ F. Lee’s “Right Arm”; died at Chancellorsville
   G. Union general known for his sideburns
   H. Captain of the Monitor
Short Answer
5. Briefly identify/explain the following terms:
   A. P.G.T. Beauregard

   B. List the four “border states"

   C. “Unconditional surrender"

Completion
6. Fill in the blank with the appropriate word or term.
   A. The __________________ was a law that granted 160 acres of land to anyone who
      would live on it and improve it for 3-5 years.

   B. The law that provided grants to the states to establish agricultural schools was
      the __________________.

   C. The ______________ and the ________________ were the first two ironclad
      ships to fight in a war.

Essay
7. Write a brief essay on the following topics:
   A. Discuss the concept of “Total War.
      - Define the concept
      - Who/What was affected
      - Effects on North/South militaries
      - Psychological impacts

   B. The Battles of Antietam and Gettysburg were two of the most decisive battles
      of the Civil War. Choose one of them and discuss its significance.
      - State participants/events/incidents
- Immediate effects
- Long-term effects

INSTRUCTION RESOURCES

Teacher References

Sectionalism and Slavery


   This book examines the political history of America before the Civil War. It takes into account the broader economical, social, cultural and ideological developments that shaped the lives of the American people. Levine views the Civil War as a second revolution between the slaveholding and free-labor communities.

   The Civil War


   A fast-moving narrative covering both the military and political aspects of the war, by its most famous student, Bruce Catton. Mr. Catton received the Pulitzer Prize for History and was the author of *A Stillness at Appomattox*, *Mr. Lincoln's Army*, *This Hallowed Ground* and many other histories of the Civil War period. This short 250-page book can be picked up by a high school teacher the weekend before beginning a unit on the Civil War to provide quick reinforcement and refreshment.


   This is the final volume of Churchill's acclaimed history of the Anglo-Saxon races from earliest times through the end of the nineteenth century. Accordingly, The Great Democracies devotes almost one third of its pages to American affairs, with an especially outstanding account of the Civil War. And, of course, Churchill’s zealous style brings the great issues, battles and men to life. His perspective and interpretation are unique, and it was not for nothing that Sir Winston's Nobel Prize for Literature made special mention of this work.

   A penetrating study of the varied emotions and attitudes in the South and the North, the prevailing economic and industrial conditions, and the effects of victory and defeat on the public consciousness.


   Fletcher Pratt was one of America’s leading authorities on naval and Civil War history. One critic, Bernard De Voto, felt at the time that this short work was “the best one-volume history of the Civil War.” It is full of detail, insight and profound understanding of character. All history, Mr. Pratt believed, is the product of conflicts. And this is the way he wrote of it in this book.

**Student References**

**Sectionalism and Slavery**


   This Pulitzer Prize-winning work shows how American men (mostly U.S. senators) in the past disregarded dreadful consequences to their public and private lives in order to do what seemed right for the country. Pages 55-81 deal with Daniel Webster, who played a major role in getting the country to accept Henry Clay’s Compromise. Kennedy examines the reasons Webster supported it, the effects of that support and what he suffered because of it.


   This book tells the story of a riot that erupted in 1851 in Christiana, Pennsylvania, due to the public reaction to the Fugitive Slave Law of 1850. This is an excellent study of the racial violence in the Antebellum North.


   Chief Justice Roger B. Taney and the Court attempted to end the debate on slavery with this case. The Court held that no slave or free black person could claim United States Citizenship. As well, slavery could now exist in any territory of the United States.


   This famous novel brought slavery into the parlors of many Americans who were unaware of its personal side. In the North it was hailed and in the South condemned. And while it undoubtedly exaggerated the issue, it is indisputable that it touched millions of Americans. Within a year of its publication it sold three hundred thousand copies.

**The Civil War**

A collection of real photographs that detail the story of the Civil War—from the weapons to the actual battlefields. It offers vivid depictions of the period's most important locations and materials, imparting a realistic sense of the everyday facts of the conflict. As well, the accompanying text serves as a brief synopsis of the War.


This book is a combination of pictures and texts. It gives a picture-history of Abraham Lincoln as president and the tumultuous years of the Civil War as seen from the nation's capital.


The diary of Lieutenant Colonel Arthur James Lyon Fremantle, a young English Army officer who visited many famous Confederate leaders on his way from Texas to Gettysburg during the most exciting days of the War.


A novel about the Battle at Gettysburg as seen through the eyes of the soldiers. It is an excellent way to understand the bloodiest battle ever fought in America.


This book is based on letters written by soldiers on both sides of the Civil War. It is an excellent portrayal of the common soldier’s experiences in the War, describing the rigors of army life: the fighting, the daily bouts with boredom and the sense of death's presence both on and off the battlefield.


This novel gives an unrelenting account of two days of battle in April 1862. It not only choreographs the bloody action of both Union and Confederate troops, but also conveys the inner movements of the combatants’ hearts and minds.

**Media References**

**Sectionalism and Slavery**

(Videocassettes)

The following three videos are part of a series of 1964 television programs inspired by John F. Kennedy’s Profiles in Courage, winning the Peabody Award for their “faithful, artistic and sensitive portrayal.” Each program runs 50 minutes and includes a guide (Zenger 1996 Catalogue, page 9; each program $49.95).
1) **Frederick Douglas.** Stars Robert Hooks and deals with the pre-Civil War debate on the Fugitive Slave Act. Issues include the myth of racial inferiority, abolition vs. sectionalism and Northern prejudice.

2) **Thomas Hart Burton.** Stars Brian Keith and deals with the issues of Congress’s right to legislate slavery and a politician's responsibility to his constituents.

3) **Daniel Webster.** Stars Martin Gabel and deals with the Compromise of 1850.

4) **The Background of the Civil War.** An extremely concise treatment of the factors that made the great conflict inevitable. Highlights include the contrasting of the agricultural South with the industrial North, Southern dependence on cotton and slavery, the North's need for protective tariffs, the Dred Scott decision and John Brown’s raid. Its most attractive feature is its length. VHS video; 20 minutes (Zenger 1996 Catalogue, page 27; $49.95).

The following two VHS videos can offer the students insight into contemporary problems—and one of the causes of the Civil War—by providing an understanding of a period in U.S. history when slavery was legal in a large portion of this nation (Zenger 1996 Catalogue, page 24; prices are indicated).

5) **A History of Slavery in America.** Looks at the history of the “Peculiar Institution” from the days of the slave traders sailing the infamous “Middle Passage” to Reconstruction to the present-day Civil Rights struggle. Highlighted issues include: the Underground Railroad, slavery’s social structure, Emancipation and the political climate of Reconstruction America. (30 minutes; $39.95.)

6) **Uncle Tom's Cabin.** A condensed presentation of the 1852 play based on Harriet Beecher Stowe's classic novel. Includes a 42-page Handbook of Source Material, which provides theatrical, literary and historical background on the famous work. (55 minutes; $89.95.)

(Simulations)

7) **Allegheny Valley Plantation.** Developed by Bob Karl—a veteran Kettering Fairmont High School American history teacher. It allows students to experience firsthand some of the brutal aspects of a slave’s life. Free. (Not available without permission.)

(CD-ROMS)

8) **A HOUSE DIVIDED: The Lincoln/Douglas Debates.** An award-winning CD-ROM that explores society and politics in Antebellum America. Lots of video reenactments (Lincoln’s debates with Douglas and his “House Divided” speech), period artwork, political cartoons, music of the era and photo essays. A lab pack includes five copies of the CD and teacher’s guide. For Mac/MPC (Windows) (Zengcr 1996 Catalogue, page 238; $154.95).
The Civil War
(Videocassettes)

9) *The Civil War.* If you were going to acquire one video resource on the Civil War, this is the one! This Ken Burns PBS masterpiece is universally recognized as the definitive documentary on America’s “most tremendous experience.” While it is 11 hours in length, portions could be selectively utilized. Boxed set of nine VHS videocassettes (Zenger 1996 Catalogue, page 26; $149.98).

10) *Civil War: The Fiery Trial.* This documentary makes extensive use of maps and explores the entire war from Fort Sumter to Appomattox Court House. It's narrated by Edwin Newman and appears to be a useful resource. VHS video, 35 minutes (Zenger 1996 Catalogue, page 26; $14.95).

11) *Ironclads: The Monitor and Merrimac.* This excellent program explores perhaps the most famous naval battle of the nineteenth century. It is multifaceted in its treatment and looks at such things as the design and construction of the ships, the actual course of the battle, the significance of the incident and underwater footage of the Monitor, now in a watery grave off North Carolina's Cape Hatteras. Again narrated by Edwin Newman. VHS video, 30 minutes (Zenger 1996 Catalogue, page 26; $14.95).

12) *Women in the Civil War.* This video documents the important but little-known contributions by women during the Civil War. Such things as factory and farm work, espionage, nursing and volunteerism are explored. VHS video from filmstrip; guide; 10 minutes (Zenger 1996 Catalogue, page 24; $30.00).

13) *Songs of the Civil War.* The musical companion to Ken Burns’ series, The Civil War. The songs of the era reflect the feelings and thoughts of slaves, soldiers, widows and devastated families. Hoyt Axton, Judy Collins, Sweet Honey in the Rock, Ronnie Gilbert and Richie Havens perform. VHS video. 60 minutes (Zenger 1996 Catalogue, page 24; $23.50).

(Simulations)

14) *Gettysburg: Battle Simulation.* Narrated by Shelby Foote, this interactive CD-ROM allows the student to assume the role of a Union or Confederate soldier and plan strategies and experience different outcomes. CD-ROM for PC (Windows) (Zenger 1996 Catalogue, page 25; $57.95).

(Maps)

15) *Battle Map of the Civil War.* One of a series of unique posters that reproduce actual battle charts used during the wars. The reverse side of this item features a
chronology of important battles, dates and synopses of battles. Size: 17" x 22" (Knowledge Unlimited 1996 Catalogue, page 45; $7.95).

(Posters)

16) Women and the Civil War. Features such notable figures as Dorothea Dix, Susan B. Anthony, Elizabeth Stanton, Harriet Beecher Stowe and Harriet Tubman. Size: 18" x 24" (Knowledge Unlimited 1996 Catalogue. page 19; $7.95).

(Map Games)

17) Civil War Map Game. One of a series of American History Map Games that improves students’ knowledge of geography, history and basic map skills. Each kit includes game boards, five decks of playing cards and instructions. For 1-17 players (Knowledge Unlimited 1996 Catalogue. page 7; $11.95).

(CD-ROMS)

18) Selected Civil War Photographs, 1861-1865. An interactive CD-ROM, with a database of over 1,100 Library of Congress photographs. Based upon the famous wartime work of Mathew Brady and his team of photographers. All photos are cross-linked to a narrative timeline. CD-ROM for DOS (Zenger 1996 Catalogue, page 238; $48.95).

(Laserdiscs)

19) The Civil War: Union at Risk. Point of View 2.0 Laserdiscs. One of a series of laserdiscs on history that are significant resources even without their links to a computer. They feature photos, news footage, reenactments, charts, maps and interviews. Images can be accessed with a hand-held remote control or barcode reader (Zenger 1996 Catalogue. page 12; $225.00).

(Personal Appearances)

20) Dave Gallagher is a native Daytonian who attends Civil War reenactments as a sergeant of the 93rd Ohio Volunteers. Of course, the 93rd Ohio was an actual Union outfit drawn from the Dayton area. Mr. Gallagher is extremely knowledgeable; for example, he notes during his presentation that John Patterson (yes, it's that family) was a lieutenant in the 93rd Ohio and lost his life at the battle of Nashville.

Mr. Gallagher comes to class in meticulously realistic attire—the clothes are of wool woven on looms exactly like those used at the time. He even owns a .58- caliber musket and mess kit actually used during the war. He is available to speak to students by appointment and requires no honorarium.
CURRICULUM
BLOOM’S TAXONOMY

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Submitted 1.13.13

The Council for the Accreditation of Educator

Preparation Program Report: Integrated Social Studies

Dr. Ronald G. Helms

Wright State University

Journal of International Diversity
Ronald G. Helms is a full professor of social studies at Wright State University, a national auditor for NCSS_NCATE Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards Principal Investigator; Helms is the recipient of 45+ grants including a $916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 47 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.

Helms is also active with the following professional organizations: National Council for Accreditation of Teacher Education National Assessment Auditor, National Pearson Teaching Performance Assessor, National Council for the Social Studies Author, Consultant, and Assessor, National College and University Faculty Assembly Program Review Board, Phi Delta Kappa Author, National Lecturer, Kappa Delta Pi Forum Peer Review Publications Board, International Assembly Author, Presenter, International People to People Ambassador Author, Delegation Leader, Presenter, Sister Cities International Ambassador, Author, Delegation Leader, Presenter
The Council for the Accreditation of Educator Preparation
Program Report: Integrated Social Studies

Introduction

100% of Integrated Social Studies “completers” have passed the Integrated Social Studies PRAXIS Content Test - Praxis II: Social Studies: Content Knowledge (10081)

The January 10, 2008 National Council for the Social Studies National Recognition Report stated the following:

“The program is directed by experienced faculty who presented thorough assessments, detailed information, and substantial evidence of candidates' effectiveness in teaching the social studies based on the NCSS standards.”

“Section V contains a very thorough description of the analysis of assessment data and how this information is being used to improve the program and to document program strengths.”

Named after the inventors of powered flight (Orville and Wilbur Wright), Wright State University (WSU) carries on the tradition of innovation. The university offers more than 100 undergraduate degrees and nearly 50 Ph.D., master’s, and professional degrees. WSU is a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. Today, WSU’s faculty and students are recognized among the best in the nation. Princeton Review selected WSU as one of the best universities in the Midwest; and Kaplan/Newsweek College Catalog listed
WSU as one of 26 colleges and universities nationwide, and the only one in Ohio, recommended for its “high level of individual attention from faculty.” Among the thirteen public 4-year institutions in the Ohio, WSU generally ranks third in research and external contracts.

The College of Education and Human Services offers only a five-year, Graduate Level Teacher Preparation Program, patterned after the medical school model, which permits a select group of post baccalaureate candidates to practice the art and science of teaching in a clinical environment. The strength of the program is that the interns experience the total ecology of the school for an entire school year.

The College of Education and Human Services’ (CEHS) mission statement is “Preparing professionals to meet the educational, leadership, and human services needs of a diverse, democratic society”. The education preparation program has NCATE accreditation and full approval by the Ohio Department of Education. In addition, the College is a proud member of the National Network for Educational Renewal (NNER) since 1993.

There are several state standards that have been modified since the previous submission of our Specialized Professional Association (SPA) reports: (1) Wright State, along with three other 4-year Institutions of Higher Education (IHE) will be moving to semesters during academic year 2012-13. Beginning next fall, data will be collected on a semester schedule rather than the present quarter system. (2) Ohio is one of six accelerated states participating in the National Teacher Performance Assessment (TPA). TPA is one of the
legislative Metrics (House Bill 1, 2009) that IHEs will be measured, as part of a new report card. Therefore, TPA scores will become high stakes across all initial teacher preparation programs, where an assessment is made available by 2013. (3) One additional state initiative being implemented is a four-year resident educator program. Beginning this year, teacher candidates serve a four-year resident educator program, consisting of both formative and summative assessments, accompanied by a state-trained mentor. The successful completion of the four-year program leads to the awarding of a professional teaching license.

The College of Education and Human Services funds, operates and maintains an educational resource center (ERC). The ERC is a curriculum materials center and production lab where students can preview software, design and produce instructional materials, create various media formats for classroom use, review textbooks and other print and non-print materials, check out test files, and use specialized equipment. The ERC provides print and non-print materials, support services, and state-of-the-art equipment needed by educators and those in the human services professions. The materials collection is housed in a library-like setting and the production lab provides hands-on space, supplies, and equipment for the creation of instructional materials and multimedia. Desktop computer Internet access is available along with a wireless environment for those bringing in laptops.

The Dunbar Library at WSU additionally provides a Student Technical Assistance Center (STAC) where all students enrolled at the university can seek assistance with technology
related projects. Technical support for faculty is available via the Center for Teaching and Learning (CTL).

Clinical Experiences

First Social Studies Methods Course:

ED 639 - Adolescence Social Studies: Curriculum and Materials (Required first methods course) Provides developing professional educators instruction in objectives, principles, curriculum, and planning instruction in adolescence social studies taught by Ronald G. Helms, Ph.D. Social Studies Education, Ohio State University (4.00 Credit Hours.) Purpose of this Course: To develop professionals in secondary education who will become familiar with the field of social studies education: NCSS National Standards and ODE Social Studies Standards, issues, trends, philosophies, methods, materials, organization, use of technology, addressing diversity, and to develop candidates’ skills and problem solving capabilities in basic instructional procedures. Candidates will become familiar with a variety of technological resources including the WWW, Power Point, web pages, e-mail, digital video clips, SmartBoard, and several social studies computer applications. Candidates become familiar with the programmatic assessment model that will assess their teaching performance skills in planning (lesson plans and resource units), teaching, and impact on student learning. Course syllabus may be viewed at Radio Button near the top of the site

cehs.wright.edu/~rhelms/Professional_Pages.htm
Second Methods Course:

ED 648 – Improvement of Social Studies Instruction  (Required second methods course)

In-depth analysis of social studies resource materials and curricular models with a focus on integrating technology into social studies taught by Ronald G. Helms, Ph.D. Social Studies Education, Ohio State University. 4.000 Credit Hours. Purpose of this Course: To develop professionals in secondary education who will become familiar with social studies trends: NCSS National Standards and ODE Social Studies Standards, global education, affective education, citizenship, decision-making, local studies, and gaming-simulation. Students will become familiar with a variety of technological resources including the WWW, web pages, Power Point, e-mail, laser disks, and several social studies computer applications. Candidates continue to practice the programmatic assessment model that will assess their teaching performance skills in planning (lesson plans and resource units), teaching, and impact on student learning. Course syllabus may be viewed at Radio Button near the top of the site

cehs.wright.edu/~rhelms/Professional_Pages.htm

A major change in the Intergrated Social Studies Program is the addition of a new social studies course, 2 HRS_ED 772 Social Studies Student Capstone Project Seminar. The primary purpose of this course is to add additonal candidate preparation in implementing the ten NCSS standards in planning, teaching, and impact on student learning.

A second major change is the 2 HRS_ED 653 Social Studies Student Teaching Content
Seminar is an additional social studies course to assist the social studies candidate during the performance or intern student teaching phase of the Integrated Social Studies Program. This second major change

All four social studies specific courses will focus on the inclusion on TPA (Teacher Performance Assessment.) The TPA will create a body of evidence of teaching competence, offer a vehicle for systematically examining the assessment data to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers.


All four social studies specific method courses will focus on the inclusion on the institutional use of TK20. In order to provide instruction in the development of the candidate’s TK20 Portfolio (http://www.tk20.com/support/tutorials.html,) classroom instruction is provided in the following specific social studies method courses: 4 HRS_ED 639 Secondary Social Studies: Curriculum and Materials, 4 HRS_ED 648 Improvement of Social Studies Instruction, 2 HRS_ED 772 Social Studies Student Capstone Project Seminar, and 2 HRS_ED 653 Social Studies Student Teaching Content Seminar.
Internship: (Required student teaching experience)

Interns are assigned to a 7-12 school full-time for lead social studies teaching under the direct supervision of an experienced highly qualified social studies classroom teacher. University supervisor has background in Social Studies. Includes Social Studies seminar taught by Ronald G. Helms, Ph.D. Social Studies Education, Ohio State University. The 12-week internship is 12.00 Credit Hours (includes student teaching). Candidates must document the use of the programmatic assessment model that is used to assess their teaching performance skills in planning (lesson plans and resource units), teaching, and impact on student learning.

Wright State University and the Ohio Department of Education require one quarter of field practicum (either observation or student teaching) in an urban education environment. In the secondary school social studies programs, candidates may take Phase I field observational experience during one 10-week term as part of an undergraduate social science degree or as a distinct Phase I graduate field observational experience during one 10-week term. The Wright State University licensure program is designed to provide the prospective candidate with undergraduate Phase I field observational experience during one 10-week term. ED 221 and ED 223 are the candidate’s field practicum classes that will require the candidate to observe in a classroom setting in a local area school setting with a highly qualified social studies teacher. These courses are to be taken along with ED 301, ED 303 and EDS 333 in the same quarter. If scheduling does not permit registration for this entire block of classes, the candidate must take ED 301 with ED 221 in one quarter, and ED 303 along with ED
223 in the following quarter. EDS 333 also must be completed the same term as either ED 221 or 223 field practicum assignments.

Minimum Observation Hours Required:

Option A: When registering for ED 221 and ED 223 in the same term the candidate will be required to observe at the Phase I practicum site five half days per week, averaging four hours per day, giving the candidate a minimum grand total of 200 hours for the term.

Option B: If the candidate chooses to register for ED 221 and ED 223 separate terms the candidate will be required to observe at the practicum site three half days per week, averaging four hours per day, giving candidates a minimum grand total of 120 hours for each term.

Secondary Social Studies Professional Year – Graduate studies leading to initial licensure and MA degree. All candidates must hold a Bachelors of Arts in Social Studies Education from the College of Liberal Arts at Wright State University (or the equivalent if applying as a non-native student).

The start of the traditional school year will mark a change in the candidate’s practicum assignment. This second practicum (ED 614) assignment will continue through the entire first semester (of the setting). The candidate will attend the assigned classroom all day, every day, from the teacher's first day of school up until Wright State University's first day of classes. Beginning with the start of Wright State University's fall term, the candidate’s practicum schedule will change, and the candidate will attend this same
assigned classroom 3 days per week around his/her Wright State University course schedule, completing two weeks of lead teaching.

The candidate may reposition to a new school setting for his or her second semester practicum assignment (ED 616), beginning when school resumes after the winter break until the end of the school year. During Wright State University's winter term the candidate will attend his or her assigned classroom around his or her Wright State University course schedule (3 days per week). The third term at Wright State University will mark the timeframe of the internship/student teaching (ED 651.) During each of the candidate’s practicum assignments the candidate will have a university supervisor (who has social studies experience and expertise) supervise classroom progress and observe candidate’s teaching units, lesson plans lesson presentations to students, student assessment and impact on student learning. In addition, the social studies content methods professor from Wright State University will supervise candidates and meet in student teaching seminars with the candidates. It is important to note that in addition to Pathwise training all cooperating teachers are certified as highly qualified in social studies. All WSU supervisors, clinical faculty, and social studies candidates have knowledge of NCSS Standards and ODE social studies standards. All lesson plans and units reference NCSS Standards and ODE social studies standards.
### Faculty Information

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<thead>
<tr>
<th>Faculty Member Name</th>
<th>Ronald G. Helms</th>
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<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. in Social Studies Education and Global Education, The Ohio State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Social Studies Methods Faculty, clinical supervisor, Social Studies Program Advisor. Author of university, state, and NCATE reports. Project director of numerous grants (including TAH.)</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
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<td>Tenure Track</td>
<td>YES</td>
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<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>NCATE, NCSS Lead Program Reviewer, NCATE National Audit Committee, NCATE Board of Program Reviewers, and NCATE Board of Examiners. NCSS Teacher of the Year Committee 2010 – present. PI and Project Director Teaching American History Grant. Consultant to six TAH grants. Presenter at NCSS annual conference on an annual basis, including CUFA and International Assembly. Author of several NCSS Publications. WSU Project Director and PI of NBPTS grants. Author of several Social Studies books. Author of 91+ national and state social studies peer reviewed articles. Presenter at 375+ International, national, and state conferences.</td>
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<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Clinical supervision in many partnership schools. 29 years in teaching social studies in p-12 Ohio Public Schools. 40 years as faculty in higher social studies education. Delegate leader of U.S. professors/educators to China. Numerous teacher in-service institutes. WSU Social Studies representative to local teacher councils. Holds a Permanent Professional Ohio 7-12 Social Studies teaching certificate and a Professional Ohio k-12 Gifted Education teaching certificate.</td>
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<th>Donna Cole</th>
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<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. Social Foundations, University of Utah</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>James K. Uphoff</td>
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<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D. Secondary Social Studies Education University of Nebraska</td>
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<tr>
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<td>Social Studies Faculty emeritus, clinical supervisor</td>
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<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Former social studies teacher, National School Boards Association, Author of several books and articles. State and National presenter at numerous conferences. Pathwise/PRAXIS training.</td>
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<td>Teaching or other professional experience in P-12 schools</td>
<td>Former high school social studies teacher in several Nebraska public schools. Clinical supervision in many area schools; in-service training-conducted series of social studies workshops.</td>
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<td>M.Ed. Curriculum and Instruction Miami University BA—Social Studies Miami University</td>
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<td>Former social studies teacher, Phi Delta Kappa Effective Schools Training, Baldrige Training, Pathwise training</td>
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<td>Ohio Middle school social studies teacher, middle school principal, director of education.</td>
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<td>Faculty Member Name</td>
<td>John R. McKnight</td>
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| **Highest Degree, Field, & University** | Masters in the Science of Teaching, University of Dayton  
B.S. in Education (Social Studies), University of Dayton |
| **Assignment: Indicate the role of the faculty member** | Adjunct instructor, Assistant Director of Field Placement Partnership Program, clinical supervisor |
| **Faculty Rank** | Adjunct instructor |
| **Tenure Track** | NO |
| **Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years** | Several national and state conference presentations.  
| **Teaching or other professional experience in P-12 schools** | Social Studies, teacher in Dayton Public Schools 1971-2001. University Supervisor for Field Experience |

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</table>
| **Highest Degree, Field, & University** | M.Ed. Secondary Administration  
BA—Social Studies Education |
| **Assignment: Indicate the role of the faculty member** | University Supervisor |
| **Faculty Rank** | Clinical Supervisor |
| **Tenure Track** | NO |
| **Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years** | Former social studies teacher  
Piqua City Schools Board Member  
Pathwise training |
| **Teaching or other professional experience in P-12 schools** | Ohio Junior high social studies teacher, junior high principal. University Supervisor for Field Experience. |

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Robert Banks</th>
</tr>
</thead>
</table>
| **Highest Degree, Field, & University** | M.Ed. Secondary Administration, Wittenburg  
BA—Social Studies Education, Wittenburg |
<p>| <strong>Assignment: Indicate the role of the faculty member</strong> | University Supervisor |
| <strong>Faculty Rank</strong> | Adjunct instructor |
| <strong>Tenure Track</strong> | NO |
| <strong>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</strong> | NBPTS, Presenter at NNER |</p>
<table>
<thead>
<tr>
<th>Teaching or other professional experience in P-12 schools</th>
<th>7-12 Secondary social studies teacher and social studies director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Member Name</td>
<td>Mac Howard</td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>BA, Social Studies and M.Ed. Administration, Univ. Dayton</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>University Supervisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>NO</td>
</tr>
</tbody>
</table>

**Scholarship, Leadership in Professional Associations, and Service:** List up to 3 major contributions in the past 3 years

| Teaching or other professional experience in P-12 schools | Former 7-12 social studies teacher; retired principal |

---

**Assessments**

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
<th>Since the previous submission is this assessment New (13)</th>
<th>Since the previous submission is this assessment Substantially Changed (14)</th>
<th>Since the previous submission is this assessment Not Substantially Changed (15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #4: Assessment of clinical practice (required)</td>
<td>[Assessment of student teaching] Field Placement use of NCSS Form Twelve week student teaching NCSS Standards</td>
<td>Performance in student teaching</td>
<td>Student Teaching</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Assessment #5: Assessment of candidate effect on student learning (required)</td>
<td>[Assessment of candidate effect on student learning] Field Placement NCSS Form Twelve week student teaching NCSS Standards</td>
<td>Performance in student teaching</td>
<td>Student Teaching</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment (required)</td>
<td>Teaching Resource Unit</td>
<td>Unit</td>
<td>Methods Course and Student Teaching</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses NCSS standards (optional)</td>
<td>Social Studies_NCSS Technology Project</td>
<td>Social Studies_NCSS Technology Project</td>
<td>Methods Course</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses NCSS standards (optional)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**NCSS STANDARD – Themes**

<table>
<thead>
<tr>
<th>#</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

X X X X X X

1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

X X X X X X

1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.

X X X X X X

1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

X X X X X X

1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

X X X X X X

1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

X X X X X X

1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

X X X X X X

### SOCIAL SCIENCE DISCIPLINES

<p>| | | | | | | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1 History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.2 Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.3 Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.4 Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.5 Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

### PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

4 HRS. ED 639 Secondary Social Studies: Curriculum and Materials

4 HRS. ED 648 Improvement of Social Studies Instruction
3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

Ronald G. Helms, Ph.D.
Social Studies and Global Education – The Ohio State University
And highly qualified Social Studies supervisors and highly qualified Social Studies Cooperating Classroom Teachers

The analysis of assessments

The major Integrated Social Studies Program (professional and pedagogical knowledge, skill, and dispositions) modifications have resulted in adding two new courses to the existing required two social studies methods courses:

3 HRS_ED 653 Social Studies Student Teaching Content Seminar

3 HRS_ED 772 Social Studies Student Capstone Project Seminar

The unit and program assessment is based on candidate data assessment provided by the institutional use of TK20:

Tk20 provides comprehensive outcomes assessment systems that let you collect all your data systematically, plan your assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. A leader in assessment, Tk20 offers a complete set of tools for managing outcomes-based assessment and measurement of student learning as well as institutional activities such as program improvement, curriculum mapping, institutional effectiveness, and reporting (http://www.tk20.com/indexc.html.)

In order to provide instruction in the development of the candidate’s TK20 Portfolio (http://www.tk20.com/support/tutorials.html,) classroom instruction is provided in the following four specific social studies method courses:

4 HRS_ED 639 Secondary Social Studies: Curriculum and Materials
4 HRS_ED 648 Improvement of Social Studies Instruction

3 HRS_ED 653 Social Studies Student Teaching Content Seminar

3 HRS_ED 772 Social Studies Student Capstone Project Seminar.

A major change in the Integrated Social Studies Program is the addition of a new social studies course, 3 HRS_ED 772 Social Studies Student Capstone Project Seminar. The primary purpose of this course is to add additional candidate preparation in implementing the ten NCSS standards in planning, teaching, and impact on student learning.

A third major initiative is the inclusion of TPA (Teacher Performance Assessment):

One of the few areas of consensus among education policy makers, practitioners, and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States. However, existing federal, state, and local policies for defining and measuring teacher quality rely almost exclusively on classroom observations by principals that differentiate little among teachers and offer little useful feedback, on the one hand, or teachers' course-taking records plus paper-and-pencil tests of basic academic skills and disciplinary subject matter knowledge that are poor predictors of later effectiveness in the classroom, on the other. It has become clear that new strategies for evaluating teacher competence and effectiveness are needed.

The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop the Teacher Performance Assessment (TPA), a 25-state initiative involving more than 140 teacher preparation programs. The TPA will create a body of evidence of teaching competence, offer a vehicle for systematically examining the assessment data to improve teacher preparation programs, provide professional development to practicing teachers, and inform decisions about tenure of individual teachers (http://aacte.org/index.php/Programs/Teacher-Performance-Assessment-Consortium-TPAC/teacher-performance-assessment-assessment-consortium.html).

The TPA (Teacher Performance Assessment) is based upon the research of Linda Darling Hammond. Teacher Performance Assessment has been developed by Stanford University and the state of Ohio is an “accelerated state.” Most Institutions of Higher Education in Ohio have adopted Teacher Performance Assessment.

Teacher Performance Assessment will become a “high stakes” assessment in Ohio beginning fall 2012. Many other states are in the process of adopting Teacher Performance Assessment.
Performance Assessment. Teacher Performance Assessment metrics will permit Institutions of Higher Education in Ohio to publicly provide the metrics of specific Program assessment. The Teacher Performance Assessment has a component to train assessors following a national model. Teacher Performance Assessment provides the “future” of teacher assessment, and the plan is that Integrated Social Studies candidates will be required to pass the several assessments of Teacher Performance Assessment in order to gain Ohio licensure. The Wright State university Intergrated Social Studies Program will introduce Teacher Performance Assessment in a common assessment course; however, the implementation and data will be consistently reinforced during the four courses in the university Intergrated Social Studies Program.

The 3 HRS_ED 653 Social Studies Student Teaching Content Seminar is an additional social studies course to assist the social studies candidate during the performance or intern student teaching phase of the Intergrated Social Studies Program.

Analysis of the data indicates that Intergrated Social Studies Program is clearly designed to provide that External and Internal testing evidence provides that 100% of program completers are successful in these assessments. The Intergrated Social Studies program undergraduate program that is offered in the College of Liberal Arts for the baccalaureate degree (Social Science Education) was designed and written by Dr. Ronald G. Helms to be in compliance with NCSS Standards.

Disaggregated data tables are meticulously maintained on each of the seven assessments. Candidates are required to upload the evidence and data to the unit database (tk20.) The Integrated Social Studies program advisor reviews the data sets prior to admission, mid-program, and at program completion.

1. Licensure Assessment - NCSS Assessment 1 - Praxis II scores and sub scores clearly indicates that 100% of the candidates have passed PRAXIS II, and have provided evidence of PRAXIS II sub scores. External testing evidence provides that 100% of program completers are successful in this assessment.

The Licensure Assessment performance is directly related to social science, history, and non-western curriculum design. Dr. Ronald G. Helms, the Integrated Social Studies advisor has taken the time to meet with several social science, history, and non-western program advisors in Wright State University’s College of Liberal Arts and explain the ten NCSS standards to clarify that the gateway liberal arts degree in Social Science Education (a non-licensure and a non-teaching degree) must prepare the Social Science Education students to successfully enter the College of Education and Human Services.

The College of Education and Human Services offers only a fifth year teaching licensure and M.Ed. in Integrated Social Studies, Integrated Language Arts, Math and Science teacher education. Wright State University’s College of Liberal Arts and College of Science and Math do not offer initial or advanced teaching degrees or licensure.

The College of Education and Human Services has been a member of the National
Network for Educational Renewal (http://www.nnerpartnerships.org/about/index.html) for over two decades.

The NNER is a membership network (see the governance page for membership information) dedicated to the simultaneous renewal of schools and the institutions that prepare our teachers. Our work is based on the four-part mission of providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society. John Goodlad refers to the NNER as the proofing sites for the ongoing research and inquiry conducted by the Institute for Educational Inquiry.

The WSU Integrated Social Studies program is very careful to integrate the National Network for Educational Renewal principles and guidelines into all four social studies method courses.

2. Content Knowledge – assessment of content knowledge in discipline to be taught. A 2.7 GPA is the minimum requirement for admission to the graduate program. All content grades must equal a “C or better.” All candidates must hold a Bachelors of Arts in Social Studies Education from the College of Liberal Arts at Wright State University (or the equivalent if applying as a non-native student.) All content grades are carefully aligned with the NCSS Standards. Internal testing evidence provides that 100% of program completers are successful in this assessment.

100% of the Wright State University’s College of Liberal Arts students “native students are rigorously prepared in History and Social Science content prior to becoming College of Education and Human Services “fifth year candidates and interns.”

100% of the “non-native” students who apply to the College of Education and Human Services “fifth year licensure and degree program” are very carefully audited by the College of Education and Human Services Student Services Office and are required to take 100% of all courses required by Wright State University’s College of Liberal Arts Social Science Education students. These non-native students must pass the PRAXIS II, and provide evidence of PRAXIS II sub scores. This quality control process may add a year of study and preparation to non-native students before these students are admitted to the College of Education and Human Services Integrated Social Studies fifth year program. We strongly subscribe to the Twenty Postulates of the National Network for Educational Renewal (http://ieiseattle.org/Publications/postulates.htm.)

postulate one

Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be
adequately supported and promoted and vigorously advanced by the institution's top leadership.

postulate two

Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

postulate three

Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

The WSU Integrated Social Studies program is very careful to integrate the National Network for Educational Renewal principles and guidelines into all four social studies method courses.

3. Pedagogical & Professional KSD – Planning Instruction
Lesson planning during the time spent in the methods courses for secondary social studies candidates provides the foundation for impact on student learning. The formula for writing a lesson plan may be much more difficult when various learning styles and student demographics are factored into a given classroom. A candidate requires the structure of a plan to survive the 40-50 minutes of a social studies class or the two hours of a block schedule.

The current lesson planning assessment tool in use by the secondary social studies candidates is the NCSS model (http://www.socialstudies.org [retrieved September 2005].) Clinical evidence provides that 100% of program completers are successful in this assessment.

The College of Education and Human Services Integrated Social Studies Program relies on all twenty of the NNER postulates:

The 20 Postulates in summarized:

1. Structural conditions that specify the importance of institutional leadership, commitment, and support; fair and appropriate reward systems for faculty; and autonomy and fiscal security for the programs. (Postulates One through Three)

2. Faculty (clinical and academic) responsibilities that specify clearly who are accountable for all aspects of program delivery and who are qualified to teach in and select students for the program. (Postulates Four through Six)

3. Programmatic responsibilities pertaining to selecting and ensuring well-educated, self-actualized, caring, critically inquiring, and civic-minded future educators who see these same features modeled by programs morally committed to both equity and excellence. (Postulates Seven through Thirteen)
4. Curricular conditions that specify the importance of programs that help students challenge constructively the status quo of schooling, place cohorts of students in exemplary partner schools, prepare students to deal with the realities of schooling, and maintain linkages with graduates to both support them and evaluate the program. (Postulates Fourteen through Seventeen)

5. Regulatory and policy conditions that specify licensing, certification, and accreditation requirements consistent with all of the postulates and allowing no backdoor entry routes into the teaching profession. (Postulates Eighteen through Twenty)

The WSU Integrated Social Studies program is very careful to integrate the National Network for Educational Renewal principles and guidelines into all four social studies method courses.

4. Assessment of student teaching
The current student teaching assessment tool in use by the secondary school social studies candidates is the NCSS model (http://www.socialstudies.org [retrieved September 2005]). The co-operative teachers have a huge stake in student learning especially in Ohio, which stresses the importance of the Ohio Graduation Test. Caring and nurturing teachers mentor most if not all of our candidates. University supervisors who are or were certified in the social studies do assess and aid our candidates in teaching. Clinical evidence provides that 100% of program completers are successful in this assessment.

We strongly subscribe to the Twenty Postulates of the National Network for Educational Renewal (http://ieiseattle.org/Publications/postulates.htm.)

postulate four

There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

postulate five

The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

postulate six

The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral,
ethical, and enculturating responsibilities to be assumed, and make clear to them that preparing for these responsibilities is central to this program.

5. Assessment of candidate impact on student learning
The current student teaching assessment tool in use by the secondary and middle school social studies candidates is the NCSS model (http://www.socialstudies.org [retrieved September 2005]). Candidate data derived from this performance assessment is attached and is disaggregated by candidates. Clinical evidence provides that 100% of program completers are successful in this assessment. Clinical evidence provides that 100% of program completers are successful in this assessment.

It is important to note that while 100% of our candidates meet the Programmatic requirements of social science and history content in terms of grade assessment and in terms of the PRAXIS II assessment that not all candidates are successful in performance assessment. A review of the data will indicate that about 97% of the candidates are successful in the performance assessment.

Intervention is provided to candidates who are “challenged” in the performance assessment. This intervention is provided by the content seminar during the teaching internship and by the university supervisors. This intervention is successful in a number of cases. Nevertheless, nearly 3% of the candidates are unsuccessful in performance. It is our view that not all candidates may achieve Ohio licensure, and 3% attrition seems to be acceptable.

6. Teaching Resource Unit
From the dawn of the emergence of “social studies,” the Unit has been the gold standard of teaching. Secondary and social studies candidates are required to write resource units for their methods classes. These units are taught during the student teaching phase of their professional year. Candidate data derived from this performance assessment is attached and is disaggregated by candidates. Clinical and classroom evidence provides that 100% of program completers are successful in this assessment.

7. The social studies technology project
This assessment provides additional evidence that the candidates comprehend the NCSS standards. Clinical evidence provides that 100% of program completers are successful in this assessment. Our candidates are required to master current and emerging educational technology. The Teacher Performance Assessment (TPAC) assessment requires the sophisticated engagement of current technology.

The January 10, 2008 NCSS National Recognition report maintained the Wright State University Integrated Social Studies Program National Recognized status.

The January 10, 2008 NCSS National Recognition report stated the following:

“The program is directed by experienced faculty who presented thorough assessments,
detailed information, and substantial evidence of candidates' effectiveness in teaching the social studies based on the NCSS standards.”

“Section V contains a very thorough description of the analysis of assessment data and how this information is being used to improve the program and to document program strengths.”

“The report provided a straightforward, thoughtful presentation and analysis of the program and its candidates' performance.”

Analysis of PRAXIS II sub scores and specific content history and social science courses indicate that candidates are prepared to exhibit the content information to teach broad based social studies.

Analysis of three social studies method course pedagogical evidence indicate that candidates are prepared to exhibit the content information to plan, teach, and assess broad based social studies.

Analysis of three performance (clinical) evidence indicates that candidates are prepared to exhibit the content information to plan, teach, and assess broad based social studies.

The assessment data indicates that the Wright State University Integrated Social Studies Program should continue to maintain the admission standard of a 2.7 GPA as well as require a passing grade on PRAXIS II and the PRAXIS II sub scores.

The assessment data indicates that undergraduate field placement experiences as well as the fifth yearlong internship and student teaching produces high quality teachers.

External data solicited from employers indicates high levels of satisfaction with the testing, programmatic, and performance levels of our Integrated Social Studies Program.
National Certification for the Secondary Educator

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Direct of Social Studies Education Professor with Tenure

Ronald G. Helms is a full professor, one of two national auditors for NCSS_NCATE Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a $916,000 Teaching American History Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations,
and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.


Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada, Puerto Vallarta, Costa Rica, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.
Janice Landen is a certified secondary social studies teacher. Janice is married and has a son and daughter in elementary school. Janice has been teaching a variety of social studies subjects for the past fifteen years in grades nine – twelve.

Opening day school ceremonies included the usual welcomes from the central staff and Board of Education. Janice took notice during a special presentation that morning. Three teachers were requested to come to center stage. The superintendent presented each of these teachers with a check for $3000.00. Janice later learned that the teachers also qualified for a state subsidy of $2500.00 for each of the next ten years. Moreover, the classroom teacher’s association had recently negotiated a contract agreement that will provide this same reward to qualifying teachers.

The event was mystifying. Janice noticed that the local paper and several local television stations were covering this special part of the program. The three teachers were referred to as the district’s first NBCTs (National Board Certified Teachers). Janice knew all three educators, but she still had little idea of the meaning of the accolades that were being bestowed by the community. Janice question was “what is a National Board Certified Teacher?”

Janice is a highly skilled educator. Janice is a member of several professional associations including the National Council for the social Studies. Janice believes that she is a highly effective educator. She has earned the respect of her
Janice is ready for a new challenge and for validation of her teaching skills. As a professional, Janice attended the National Council for the social Studies annual conference in Washington, DC this year. While determining sessions to attend, Janice selected a session presented by a professor who is a Director of National Board for Professional Teacher Standards (NBPTS) at a University near her school district. Janice learned that the National Board awarded National Board Certification to 6,500 teachers this year, bringing the total number of National Board Certified Teachers (NBCTS) to 16,035. In addition, there were six new NBCTs in the audience, and these teachers were ecstatic in their praise of the NBPTS.

Janice was interested in the process, but the deadline was too close for action this year. Janice attended her state council for the social studies conference in the spring and found the same professor giving a much more specific presentation on the NBPTS. Again several NBCTs were in attendance, and all NBCTs gave glowing testimonials during the presentation.

Janice learned that recently NCSS announced the preeminence of the National Board for Professional Teacher Standards (NBPTS). Laffey (1998) indicated that K--12 social studies educators would be encouraged to be certified by the National Board for Professional Teacher Standards. The National Board offered a special panel presentation for Professional Teacher Standards and the Educational Testing Service for participants at the 78th NCSS Annual Conference in Anaheim, CA. (Eagan, 1998).
Janice requested an interview with the university professor. The professor clarified that the leaders of the National Board for Professional Teacher Standards are in-service classroom teachers. He further clarified that Janice should attend an orientation session which must be lead by an NBCT. It certainly sounded like this NBPTS program would be the next level that Janice sought for her professional career.

**Janice's questions:**

**Janice:** What is The National Board for Professional Teacher Standards organization?

**Professor:** The National Board for Professional Teacher Standards is an organization of teachers and many other educational organizations and associations working to promote the improvement of student learning. The central process of The National Board for Professional Teacher Standards is both student assessment and teacher assessment (Guide to National Board Certification, 2007.)

It is important to note that a majority of the board of directors of the National Board for Professional Teacher Standards is teachers. Teachers are clearly central to planning, implementing, developing, and modifying The National Board for Professional Teacher Standards policies and procedures (What Every Teacher Should Know, 2007).

**Janice:** How do I apply for National Board Certification?

**Professor:** Applications are available free from the National Board. Please call 1-800-22-TEACH and request an application. It is also important to visit the NBPTS website at [http://www.NBPTS.ORG](http://www.NBPTS.ORG). The website provides information as follows:
Janice: What benefits are available to successful candidates?

Professor: Most candidates indicate that the local, state, and national acclaim of being awarded NBCT status is extremely valued. Many local districts exhibit extreme pride in this new professionalism and some provide economic incentives. Many universities and state departments of education make it a point to provide celebrations for the new NBCTs (Bailey, D. & Helms, R., 43).

Some states such as yours award successful candidates $2500.00 stipends for each year for a ten-year period. It is not unusual for local districts to provide additional dollar stipends as well. The NBPTS web site provides this kind of information on a national basis.

Another incentive is the concept of “license portability.” Several states have agreed to accept National Board for Professional Teacher Standards certification for teachers moving into the new states. See the National Board for Professional Teacher Standards website for current information on “license portability.”

Janice: How much will the NBPTS certification cost? Is financial assistance available?

Professor: The current fee for assessment is $2,300. And I should indicate that there is no guarantee that a NBPTS candidate will be successful on her first attempt? We will discuss the “Banking” concept later. As to financial aid, this matter will vary from state to state, but in our state the Department of Education will currently fund
the first 900 teachers who complete a two-hour orientation session. Both the state Department of Education and NBPTS websites will be useful in reviewing financial aid.

**Janice:** How much time does certification require?

**Professor:** Teacher candidates have about five months to compile portfolios. Most teachers report spending about 120 hours in writing their portfolios. You are also in a state that provides 23 universities or regional centers for candidate support.

**Janice:** How does the university provide candidate support?

**Professor:** University and regional center support may vary, but usually the universities offer facilities, course credit, and formal sessions for candidates for National Board for Professional Teacher Standards certification. University credit is optional, and teachers are encouraged to work with a university that offers the teacher the optimum support. Several universities may offer course credit for normal graduate fee, but the support group is provided at no charge to the candidate in this state.

It is not necessary to affiliate with a university in order to receive NBPTS certification. A primary benefit of a university is that candidates have a “ready-made” support group while working with a university. NBPTS facilitator training insists that providing emotional support for the candidates is an essential component for NBCT facilitators. Current statistics indicate a much higher “pass rate” for university cohort groups than for teachers who are not part of cohort
groups. Universities recruit NBCTs to provide candidate support at weekly meetings (Helms, 379).

**Janice:** How often do candidates meet at the universities?

**Professor:** Each University is unique. Our university supports weekly meetings on a Monday through Thursday schedule. Candidates are encouraged to meet at least once a month. I should stress that these meetings are not formal lecture sessions, but the meetings are focused on completing the candidate’s portfolio. Our NBCTs facilitate and are required not to provide “correct” answers. It is the “guide on the side” model.

**Janice:** If I achieve Adolescence and Young Adult/Social Studies-History (ages 14-18+) certification, might I also seek an additional certification in the future?

**Professor:** Yes, educators may receive multiple certifications. It is recommended that a teacher work on only one certificate area per year.

**Janice:** How do I begin the NBPTS process?

**Professor:** Either contact your local university for assistance or log on to your state department of education website or log on the NBTS site. All teachers are strongly advised to attend an official orientation session. Teachers who are accepted for the National Board for Professional Teacher Standards certification receive “the box.” An introductory orientation session of the National Board for Professional Teacher Standards Institutes explores “What’s in the Box?” “The Box” is about the size of two shoeboxes. The content varies with the type of national certification desired by
the teacher candidate. The support sessions provided by the NBCTs carefully explain the process in a part to whole manner.

Each certification area has a specific assessment portfolio. Return mail envelopes and mail directions are specified. One of the requirements of “the box” or specifically the National Board for Professional Teacher Standards process is Video analysis of the record of evidence. Candidates must send video documentation of lessons. This is in addition to evidence of student assessments and student materials. Reflective statements must accompany the evidence. It is important remember that National Board for Professional Teacher Standards certification is a voluntary process.

Janice: What is unique to NBPTS certification, and what are the candidate’s requirements?

Professor: National Board for Professional Teacher Standards has developed a set of five propositions:

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

The successful candidate must hold a baccalaureate from an accredited institution of higher education. The candidate must have completed three years of successful teaching. And the candidate must hold a valid certificate (license) in the state in which the candidate is teaching.
Janice: What certification areas are now available?

Professor: Currently the following certificates are offered by NBPTS:

- Early Childhood/Generalist (ages 3-8)
- Middle Childhood Generalist (ages 7-12)
- Early Adolescence Generalist (ages 11-15)
- Early Adolescence/English Language Arts (ages 11-15)
- Early Adolescence/Science (ages 11-15)
- Early Adolescence/Mathematics (ages 11-15)
- Early Adolescence/Social Studies-History (ages 11-15)
- Early Adolescence through Young Adult/Art (ages 11-18+)
- Adolescence through Young Adult/Mathematics (ages 14-18+)
- Adolescence through Young Adult/Science (ages 14-18+)
- Adolescence and Young Adult/English Language Arts (ages 14-18+)
- Adolescence and Young Adult/Social Studies-History (ages 14-18+)
- Early and Middle Childhood English as a New Language (ages 3-12)
- Early Childhood/Young Adult Exceptional Needs Specialist (ages 3-18+)
- Early Adolescence/Young Adult Career & Technical Education (ages 11-18+)
- Early Adolescence/Young Adult English as a New Language (ages 11-18+)
- Early and Middle Childhood Physical Education (ages 3-12)
- Early Adolescence - Young Adult Physical Education (ages 11-18+)
- Early and Middle Childhood Art (ages 3-12)
- Early and Middle Childhood Music (ages 3-12)
- Early Adolescence Through Young Adult Music (ages 11-18+)
- Early and Middle Childhood World Languages (ages 3-12)
- Early Adolescence Through Young Adult World Languages (ages 11-18+)
- Early Childhood through Young Adult Library Media Specialist

Janice, it would seem to me that Adolescence and Young Adult/Social Studies-History (ages 14-18+) would be appropriate for you to pursue this year.

Janice: What is the portfolio? Is there a recommended timeline?

Professor: Candidates are requested to assemble a portfolio according to specifications/directions provided by the portfolio from the National Board for Professional Teacher Standards. The portfolio consists of several different entries, each of which asks for direct evidence of some aspect of the teacher’s work and an
analytical commentary on that evidence. The portfolio requires four different classroom-based entries, two of which ask candidates to videotape classroom interactions, and two of which ask candidates to collect student-writing samples. In all four classroom-based entries, teachers are required to write a detailed analysis of the teaching reflected in the videotape or student work. While a descriptive narrative is required, the candidate is also expected to write a reflective analysis of the teaching practice.

Documentation of the entries is required. And the candidate must document their work outside the classroom with families and the larger community and with colleagues and the larger profession. In these entries, which emphasize the quality of the contributions rather than the quantity, candidates are asked to show evidence of their accomplishments and then comment on the impact and importance of those accomplishments.

The Portfolio recommends the following time line:

Month 1 -- Gain an awareness of the process and make application for formal acceptance by NBPTS. Typically, a candidate will begin this cycle in the spring of the year. However, NBPTS will consider applications through December of any year.

Month two -- Receive the “box.” The “box” contains all of the information that the candidate will be working with during the next several months. Examine the Portfolio materials and read the standards. The candidate should plan a calendar for
the next several months, have students sign NBPTS release forms, and begin working on practice exercises. The candidate will begin to work on the Communication Log in the Portfolio.

Month three -- Continue entries and documentation.

Month four -- Commence the videotape entries and compose documentation for these entries.

Month five -- Finish final drafts of all entries; photocopy materials; send “the box” to NBPTS for assessment.

Summer – A daylong assessment at a local NBPTS assessment Center

Early November -- Notification to NBPTS candidate of success or non-success in the certification process.

**Janice:** What happens if I do not succeed?

**Professor:** The NBPTS assessment will employ educators who are teaching similar content and who teach at the same student development level to assess the portfolio entries. The idea is to have a process whereby other teachers assess portfolio entries. All entries are assessed part to whole. A portfolio will undergo multiple assessments. Parts of the portfolio may “pass”, while other sections may not. Thus NBPTS has introduced a “banking” process. Candidates who fail certain components are permitted to bank the “passed” components and have a period of three years to complete the final process.
Janice: What is required for videotaping?

Professor: Portfolio entries and directions are very specific. For example the two videotape entries must be 20 minutes in length. Editing of the videotape is not permitted. Standard VHS videocassettes must be submitted. The candidate must focus on different lessons and on different classes for each student entry and for each videotape entry.

Janice: What occurs at the Assessment Center?

Professor: The assessment center portion of the process consists of a full day of assessment exercises that are focused on pedagogical content knowledge (Assessment Center Orientation Booklet, 2007). This written assessment asks candidates to respond to specific prompts, some of which may be based on stimulus materials that are sent out to candidates well in advance of the assessment center date. The exercises may be simulations of situations to which teachers typically must respond or explorations of particular questions on pedagogical content topics and issues.

The assessment center day typically consists of four 90-minute sessions, with different prompts or questions administered during each session. The four standards assessed follow: Using assessment information, Adapting the curriculum, Managing challenging behavior, and Planning and Facilitating transitions. The assessment center exercises are administered at more than 230 testing centers across the United States during the summer on a schedule that typically allows several weeks' availability for each certificate. All candidates have the choice of handwriting or using a word processor to produce responses to the assessment center exercises (Exercise Stimulus Material for Adolescence and Young Adulthood/Social Studies-History, 2007.)
Janice: I’m very excited about becoming an NBPTS candidate. Are there any final words of advice?

Professor: Many candidates report that the rigor of completing the NBPTS process is at least comparable to their work on an M.A. degree. The candidates report that it may be more difficult to satisfy them than passing graduate courses. We provide trained NBCT facilitators who will provide emotional support. I must also emphasis that the process is both emotional and intellectual. There may be better times in one’s professional career to pursue NBPTS certification than the present.

You must have a commitment of support from your family. Your husband may find that he will attend to the children, housekeeping, and meal preparation more than he has in the past. You may have fewer social engagements this year.

I certainly look forward to working with you at the university. I can promise you a professional support cadre in our highly skilled NBCTs who will assist you at the university meetings, on email, on telephones, and even on personal visits. I wish you the best of luck, and I promise you that this process will be extremely worthwhile.

Procedures/Conclusion

National Board for Professional Teacher Standards certification requires the reflective construction of a teaching portfolio. The record of evidence must be in written form and video form. The two video entries must be classroom based, and the videos must support the written documentation. Generally the record of
evidence is concerned with comprehension of higher level thinking skills, 
stimulation of the learning process, discovery and inquiry, intellectual engagement, 
and reflection (by both teacher and student.)

Another component in National Board for Professional Teacher Standards 
certification is a full day at approved assessment center (Assessment Center 
Orientation Booklet, 2007). The assessment center is computer based and typically 
consists of four ninety-minute sessions. The assessments will vary according to 
grade level and content level of each assessment. This means that Early 
Childhood/Generalist (ages 3-8) candidates will be assessed differently than 
Adolescence through Young Adult/Social Studies-History (ages 14-18+) candidates 
(National Board for Professional Teacher Standards, Assessment Center 
Preparations: Exercise Stimulus Material for Adolescence and Young 
Adulthood/Social Studies-History, 2007). The candidates will be assigned a time 
period in which they may report to the assessment center.

Each portfolio entry and each assessment center activity will be carefully evaluated 
and scored. The scoring rubric is part of the initial materials provided to the 
candidates. Thus the components of the final score are the videotapes, student work 
samples and teacher comments, and the written responses that have been mailed to 
the assessment centers.
The National Board for Professional Teacher Standards national office is located in San Antonio, TX. This office has established varying dates for applications, portfolios, and assessment centers. Due date on portfolios will vary between April and June. Notification of certification will occur between November and December. Another essential concept is that of “banking.” Candidates who fail certain components are permitted to bank the “passed” components and have a period of three years to complete the final process.
References


BODY RITUAL AMONG THE NACIREMA

The magical beliefs and practices of a group of people known as the Nacirema are interesting because they are so unusual. The Nacirema have many magical beliefs, but the most interesting are those about their own bodies and how they should be cared for.

The Nacirema are a group of people who live in the territory north of the Tarahumare people in Mexico. No one knows much about their origin but traditional legends say they came from the east. Their customs have been studied for many years, yet their culture is still poorly understood.

The Nacirema have a highly developed market economy. They live in a rich natural habitat. The people devote much of their time to economic activity. However, a large amount of money and a great deal of time each day are spent on ceremonies. The subject of these ceremonies is the human body. The Nacirema are extremely concerned about the health and appearance of their body. They believe that certain rituals and ceremonies must be practiced to maintain and improve the condition of their bodies. Though it is not unusual for people to be concerned about their own bodies, the rituals practiced by the Nacirema are unusual and extremely time consuming.

The main belief of the Nacirema appears to be that the human body is ugly and that the only way to prevent it from growing weak and diseased is to practice powerful rituals devoted to this purpose. Every household has one or more shrines devoted to this goal. The more powerful people in the society have several ritual shrine rooms in their houses. In fact, the wealth of the owners of the hours is alien measured in terms of the number of such ritual shrine rooms in a house. The shrine rooms of the more wealthy people are walled with stone. Poorer families imitate the rich by applying pottery plaque to their shrine room walls.

While almost every family has at least one shrine in the home, the ritual ceremonies associated with it are not Family ceremonies but are private and secret. The rites are normally discussed only with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to make friends with the natives and they allowed me to examine the shrine rooms. Though they were reluctant to talk about them, they finally described the rituals to me.

The most important part of a shrine is a box or chest, which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. The natives get the charms and potions from specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with generous gifts. However, the medicine men do not provide the curing potions to their clients, but decide what the ingredients should be and write them down in an ancient and secret language. This writing is understood only by the medicine men and the herbalists who, for another gift, provide the required charm.

The charm is not thrown away after it has served its purpose, but is placed in the charm box of the household shrine. Since the people believe that a new magical material must be obtained each time a new problem arises, and since the real or imagined problems and diseases of the people are many, the charm box is usually full to overflowing. The packets and containers of magical
materials are so numerous that the people often forget what their purposes were and fear to use them again. While the natives are very vague on this point, we commonly assume that the reason for keeping all the old magical materials is that their presence in the charm box—before which the body rituals are conducted—will in some way protect the worshipper.

Beneath the charm box is a small basin. Each day every member of the family, one after another, enters the shrine room, bows his head before the charm box, mixes different sorts of holy water in the basin, and conducts a brief ceremony of ritual cleansing. The holy waters come from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

The Nacirema have another kind of specialist whose name is best translated as ‘holy-mouth-man.” The Nacirema have an almost extreme honor and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social relationships. Several times each day, the natives rub the insides of their mouths with a small bundle of hog bristles. Those who neglect the ritual are forced to visit the holy mouth man who, as punishment, digs holes in their teeth with sharp instruments. Though small children must be forced to undergo this punishment when they neglect the mouth ritual, adults willingly accept it. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. I observed that those nearing marriageable age even decorate their teeth with strips of metal, which are believed to improve their appearance.

The medicine men have a special temple, or latipsoh, in every community of any size. The more elaborate ceremonies required to treat very sick patients are only be performed in this temple. The maidens who conduct the ceremonies move quickly about the temple chambers wearing special costumes and headdresses. No matter how ill the native may be, or how serious the emergency, the guardians of many temples will not admit a client who cannot give a rich gift to the temple.

The people willingly go to the latipsoh even though they fear it. In fact, I observed that many people who went to the latipsoh for a cure died during the curing ceremonies, which appear to be very harsh. One curing ceremony, which takes place in this temple, involves allowing the medicine men to cut out and throw away parts of their bodies. The Nacirema believe that this ceremony will remove the evil from their bodies and improve their health. The medicine men that conduct these ceremonies own a large collection of special knives, which the client is never allowed to see. They also allow the maidens of the temple to place sharp wires in their body and to remove small amounts of their blood in order to cure them.

Our review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens they have imposed upon themselves.

LOOKING FROM FAR AND ABOVE, FROM OUR HIGH PLACES OF SAFETY IN THE DEVELOPED CIVILIZATION, IT IS EASY TO SEE ALL THE CRUDITY AND IRRELEVANCE OF MAGIC. BUT WITHOUT ITS POWER AND GUIDANCE EARLY MAN COULD NOT HAVE MASTERED HIS PRACTICAL DIFFICULTIES AS HE HAS DONE. NOR COULD MAN HAVE ADVANCED TO THE HIGHER STAGES OF CIVILIZATION
We have attempted to briefly report on the status of the CBE movement in the social studies and to raise testing issues, too long only in the ken of measurement specialists, which directly relate to the instructional utility of the tests used in the CBE movement. We hope that the dialogue of which we speak begins and testing/instructional issues be confronted collectively. It is only through this dialogue that we can keep criterion-referenced testing from becoming the imperfect panacea for CBE programs.

Notes

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**CULTURAL INCIDENT**

The following incident might be useful in the study of another culture.*

…. The brisk northerly breeze soon cleared the hillside of the early morning haze where we were encamped with the Yenohp. The rustling of the trees and the shrill birdcalls were joined by the sounds of the Yenohp preparing the morning meal. Glowing embers of the previous night were refueled and fanned into cooking fires. Although we had on occasion shared bits of their food, this was to be our first full meal with them. We could not afford to offend our hosts, yet our senses were apprehensive concerning the forthcoming assault on our gustatory sensibilities.

One of the group, apparently the cook, place a large flat looking utensil over the coals and proceeded to prepare the first of several foods. First, flat sliced chunks of meat from a scavenging animal were placed in the utensil and were soon sizzling and swash in its own fat. Next, a number of embryo of unborn fowl, each covered with a slimy, dripping mucus, were also placed in the same utensil to cook.

These two “delicacies,” together with a dark and heavy pungent brew made from the pulverized seeds of some unknown plant cooking on an adjacent fire, reminded us that it would take all our willpower to avoid offending these people during the course of the meal.

The much dreaded moment had come, the call was made inviting all to partake of the meal. “Come and get it!” Bacon and eggs and coffee for breakfast.”


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**ALPHABET GAME**

Divide the class into two teams with each time in turn naming a city of the United States in alphabetical order. For example, the first player on the first team might name Atlanta; the first player from the second team then names Boston and so on. There should be a time limit for each student to think of an appropriate city. When a player cannot respond the opposite player from the other team may respond. Once the alphabet has been completed the team with the most correct responses is the winner. You may wish to play through the alphabet twice before deciding on the winning team. Any team coaching one of their members might be penalized one point for each such incident. The game can be altered by using countries, animals, personalities, etc., instead of cities.

**SOCIAL STUDIES**

112
THE TASADAY WAS RECENTLY VIEWED IN CLASS. IT WAS LEARNED THAT DAFAL WAS AN EXAMPLE OF THE "MARGINAL MAN."
BASED ON THIS VIDEO TAPE. MARK YES IF THE STATEMENT IS A TRUE STATEMENT FOR THE TRADITIONAL TASADAY CULTURE. MARK NO IF THE STATEMENT IS NOT TRUE OF TRADITIONAL TASADAY CULTURE.

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<tr>
<th>Statement</th>
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<td>1. CHIEF</td>
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<td>5. HERD TENDING</td>
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<td>6. SOPHISTICATED TECHNOLOGY</td>
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<td>9. CATTLE IS BASIS OF ECONOMY</td>
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<td>13. USE OF GUNS</td>
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<td>18. RESPECT FOR NATURE</td>
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<td>19. POLYGAMY</td>
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<td>20. JET PLANES</td>
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<td>21. WESTERN CLOTHES</td>
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<td>22. POLLUTION</td>
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<td>23. BELIEF IN A SPIRITUAL BEING</td>
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<td>24. EMPHASIS ON LAND-OWNERSHIP</td>
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<td>25. BAPTISM</td>
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COMPUTER STUDIES
Web Browsers

We have recently established an online service with the Internet using both Mosaic and Netscape in the Kettering schools. These tools offer some very high-powered engines with which to browse the World Wide Web (WWW); its somewhat fascinating to be able to establish a graphic interface with the White House (URL: http://www.whitehouse.gov). Jughead provided a wealth of data on the Future Problem Solving topic of privacy. Students have also been introduced to several research topics with the assistance of Gopher and Veronica. If you are familiar with a standard Internet account (either commercial or academic), you will be impressed with Mosaic and Netscape.

He “Net” may be somewhat cumbersome to navigate without the use of a browser. The primary advantage of a browser is a graphic interface which permits “point and click” navigation throughout the World Wide Web. There are several browsers available: Agora, Cello, WinWeb, Mosaic, Netscape, …

The Internet

I’ve been able to access the Internet for several years through Wright State, but I’m certainly impressed with our new service. Both Mosaic and Netscape integrate hyperlinks with text and graphics. Some of our students are familiar with the World Wide Web through America On Line. We will need some time and creativity to introduce our students to these tools.

Once a student identifies a topic for research, the student will use a simple (or complex) search engine to locate a website. The search engine permits the student to enter a topic such as “privacy” and then locate data on the subject. Full text and abridged text research is available. Further the hypertext links or hypermedia links will transport the user to additional information.

A research project may now include text, quick time videos, sounds and graphic presentations. Be prepared for these multimedia presentations by having large storage space on hard drives or by using newer hardware such as the Iomega Zip drives which permit the user to store 100MB on removable 3.5 cartridges. Floppy discs may not be able to store these new research presentations.

Our students have constructed the Kettering Middle School homepage, which may be accessed through the WWW. Our students have used the WWW for assistance in various research projects; but a strong educational component is visiting many different websites through the use of “bookmarks” which permit the user to select and store a website in the database. The bookmarks are then accessed using the menu bar.

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Bookmarks

Classroom learning
**HISTORY OF THE UNITED STATES OF AMERICA**
//info.hed.apple.com
A list of Visual Libraries on the Web
Academy One
ASKERIC Home Page
Cape Cod
Charm Net
City.Net
Cleveland Free Net
Creative Internet
Clickable USA
Clip.html
Current Weather Maps/Movies
Dayton, Ohio Home Page
Dealer Net
Division of Education Programs
Earthquake Information-Joe Walker
Education Online Sources
Education k-12: Gifted Youth
Election 96 Homepage
Employment Opportunities and Resume Postings
EriNet Home Page
Fedworld Beta Home Page
ftp://198.6245.66/pub/kettjunr/kettering.html
FYI.RFC#1578-Schools and Internet
George Cassutto’s Bookmarks
Gifted and Talented Resources
Home Page: pfilio/SWOCSS
Index.html
Info Page
Interactive Weather Browser
Internal CNN Newsroom
IPL The Internet Library
Jeff’s World of Macintosh
K12net
Kettering Middle School Homepage
Kidlink
Kidsphere
Land o’ Links
Learning Tool – Educ. & Children
Links, Links, Links
Macintosh Distributed Software
Macintosh Educator’s Page
Macintosh software
Media Literacy On-Line Project
Homepage
NASA archives
NASA k-12 Internal Initiative
NCSS Online
Nissan
Ohio Link
Patch American High School
Scholastic central
Scholastic network
SeaWorld
Silicon Graphics Silicon Surf
Smithsonian Institution Homepage
Solar Star System
Spacelab Homepage
Spacelink
Star Trek Homepage
Star Trek: Voyager
Starting Point – Travel
Subscribed Newsgroups
The American Civil War Homepage
The Hub
The Teacher Education Internet Server
The University of Dayton
The USA Citylink Homepage
The Whole Internet Catalogue
The World Wide Web Virtual Library:
Publishers
TIME SHARE USERS GROUP
University Page
Virtual Frog Dissection Kit
Virtual Tourist
Virtually Hawaii
WAIS Inc
Web 66
Web Museum
Welcome to Blacksburg Electronic Village
Welcome to Deweyweb
Welcome to the White House
WWW Virtual Library – Education
Yahoo
Yanoff
(Bob Allison’s HOME PAGE) Uncle Bob’s Kids Page

Caveats
Be cautioned that the Net may contain many websites which educators and parents may find objectionable. Yes, there is a Playboy homepage. The web has a variety of sexual explicit material. We recommend a software product called Surfwatch, which blocks objectionable Net materials. A yearly subscription to Surfwatch will automatically update your computers. Surfwatch may be
contacted at 800-458-6600 or info@surfwatch.com.

Curriculum Development

There is a good deal that we need to learn about Web Browsers as research tools. While we plan to have several ongoing projects in the classroom, we must closely supervise student access to the Internet. Our kids are bright, creative, and curious. We hope to offer some enlightened guidance.

Significant shifts in theories about curriculum development and learning are presenting dramatic challenges to traditional teaching methodology. The Internet may revolutionize our teaching strategies.

Attention: Loraine County

History Alive Conference

Date: October 19-20, 1995
Cost: $99 (materials and food)
More Information:

   Mary Kastansis
   Phone 216-324-5777 x131

World Pen Pals

The International Institute of Minnesota tries to match student pen pals around the world between the ages of 12 and 20. For more information, contact Carrie Tahtamouni, World Pen Pals Coordinator, International Institute of Minnesota, 1964 Como Avenue, St. Paul, MN 5108 or phone 612-647-0191.
A Study of Social Science Technology Indicators for Social Science Teachers

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The National Social Science Technology Journal

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A Study of Social Science Technology Indicators for Social Science Teachers
Abstract

It is to be expected that a technology study that is inconclusive of the year 1998 through the year 2009 will exhibit some degree of variation in both technology and technology skills. The current National Educational Technological Standards for students and for teachers have been revised since the original longitudinal study was developed and implemented.

As a National Council for the Accreditation of Teacher Education Board of Examiners member and The National Council for the Accreditation of Teacher Education Program Review Auditor, the author is extremely aware of the role of current educational technology in the unit assessment as well as in specific candidate assessment for the preparing Pk-12 classroom teachers.

Do teaching candidates have the skills to plan and teach technology rich lesson plans and resource units? How might the education courses enhance the candidates’ skills in planning, teaching, and impacting student learning with technology rich lesson plans and resource units?

What is the evidence of a longitudinal study that the educational methods courses enhance the candidates’ skills in planning, teaching, and impacting student learning with technology rich lesson plans and resource units?
Introduction

The Conceptual Framework of the author's university specifies that all education candidates shall develop technology proficiency prior to internship in the setting.

The College of Education and Human Services states the following:

Technology is reaching into our lives more everyday. The fields of education and human services are no exceptions to that reality. The College of Education and Human Services offers a wide variety of services to support technology and to provide both students and faculty with the tools they need to take advantage of technological explosions in your fields of study. Extensive use of new technologies is apparent throughout the College - from state of the art electronic classrooms to video conferencing facilities that make teaching and learning more effective (http://www.cehs.wright.edu/technology/index.php.)

The college's conceptual framework clearly identifies Technology as one of six strands:

Technology (Strand 4)
Teacher candidates and candidates for professional roles apply appropriate technology to add value to the learning process.

The technology strand represents the Unit’s commitment to assuring professional educators/leaders/counselors and candidates are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the learning process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society. Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assignments and activities, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance student learning and client outcomes for diverse populations through innovative options for instruction and assessment. Technology can also support professionalism by facilitating productivity, planning, and administrative functions (http://www.cehs.wright.edu/main/conceptual-framework.php.)
Essential Technology Skills

The National Council for the Accreditation of Teacher Education (NCATE, 1994) and the International Society of Technology in Education (ISTE, 1996) have recommended fundamental concepts and skills needed by all prospective teachers for applying technology in educational settings. The original ISTE 1996 indicators have been updated and are currently available at NETS for Teachers. The longitudinal study is based on the International Society of Technology in Education that was developed in 1996.

The following are ISTE guidelines related to technology in professional education programs:

Professional studies culminating in the educational computing and technology literacy endorsement prepare candidates to use computers and related technologies in educational settings. All candidates seeking initial certification or endorsements in teacher preparation programs should have opportunities to meet the educational technology foundation standards.

Professional studies in educational computing and technology provide concepts and skills that prepare teachers to teach computer/technology applications and use technology to support other content areas.

Professional preparation in educational computing and technology literacy prepares candidates to integrate teaching methodologies with knowledge about use of technology to support teaching and learning.

The National Council for the Social Studies Standards for Social Studies Teachers (2000) stated that all social studies teachers at all levels should provide developmentally appropriate experiences as they guide learners in the study of technology. The prospective teacher should (a) address social, ethical, and human issues, (b) use productivity tools, (c) use telecommunications and access
information, and (d) use technology to research, problem solve, and develop products.

The National Council for the Social Studies *Social Studies Curriculum Guidelines* (1971) demonstrated foresight by including an appendix of “Essential Skills for Social Studies: Acquiring Information,” when it spoke to the need for technical skills (148.)

Specifically with respect to social studies, Lee (2008) has provided a set of guidelines for effectively integrating technological pedagogical content knowledge into a social studies context. These guidelines include the following:

- Locating and adapting digital resources for use in the classroom.
- Facilitating students’ work in nonlinear environments.
- Working to develop critical media literacy skills among students.
- Providing students with opportunities to utilize the presentational capabilities of the Web to motivate and encourage students.
- Using the Internet to extend collaboration and communication among students.
- Extending and promoting active and authentic forms of human interaction and technology enabled social networks. (Lee, 2008, p. 130)

**Problem Statement**
The author has garnered several state and federal technology grants. The purposes of these grants were to “infuse” technology into the secondary social studies methods course for future social science educators. The conceptual issue would be “how might the secondary social studies methods course ‘infuse’ various technological skills that are necessary for teaching in settings that provided a rich technology environments?”

The study focused on necessary technological skills for emerging social studies teachers.

Given two social studies methods courses and a social studies student teaching seminar, would the social studies candidates acquire the necessary technological skills to function adequately in the classroom?

**Participants**

The population consisted of 284 secondary social studies candidates during the years 1998 – 2009. During this 1998 – 2009 study, all candidates were given pre- and post technologies inventories. None of the secondary candidates had taken a formal university technology course. The study proposed to measure pre and post technology skills. The social studies methods courses exceeded NCATE/NCSS requirements because the same professor had the same candidates for two social studies methods courses as well as a concurrent student teaching seminar.

**Research Design**
On the first day of the first methods class, all candidates were given the technology inventory. On the last day of the second social studies methods course, the final inventory was administered to the candidates.

**Survey: Basic Technology Indicators**

Adapted from the 1996 [http://profiler.scrtec.org](http://profiler.scrtec.org), National Educational Standards for Teachers – International Society for Technology in Education. However, the original ISTE 1996 indicators have been updated and are currently available at [NETS for Teachers](http://nets.scrtec.org).

Please complete the following survey by selecting one of the choices (indicating your best estimate of your skill or knowledge level) about each of the technology or social studies related indicators.

==================================================================

**Survey Key:**

A = Strongly Agree  
B = Somewhat Agree  
C = Neutral  
D = Somewhat Disagree  
E = Strongly Disagree

**Part One: Technology Indicators**

(http://profiler.scrtec.org)

As social science education candidate, I currently have the following knowledge, skill or ability:
1. Solve common printing problems

2. Use advanced features of a word processor (tables, headers and footers, macros, table of contents, columns, etc.)

3. Copy a graphic from a Web site

4. Create and use bookmarks/favorites

5. Cut, copy, and paste text both within an application and between multiple open applications

6. Merge information from a database into a word processing document (mail merge)

7. Download and decompress files

8. Subscribe and unsubscribe from a mailing list (listserv)

9. Scan a document

10. Create a Web page

11. Create and maintain backups

12. Open a file from a floppy disk or a local or network hard drive; save a file to a floppy disk or to a specific location on a local or network hard drive

13. Configure computer to connect with network

14. Reduce, enlarge, or crop a graphic and convert graphics from one file format to another

15. Format/initiate a disk

16. Setup computer system and connect peripheral devices

17. Record an audio file or digitize a video clip

18. Access a specific Web page (URL) and search the Web using a variety of tools
19. Install application software
20. Create an electronic presentation
21. Manage names and groups in an address book
22. Create, copy, move, rename, and delete folders
23. Send e-mail messages and send/receive attachments
24. Install/reinstall system software and printer drivers
25. Use formulas and/or functions in a spreadsheet
26. Create a graph from spreadsheet data
27. Allocate memory to an application (Mac only)
28. Start up and shut down the computer; open and close an application/program;
   insert and eject a removable disk (floppy disk, CD-ROM)
29. Create a report (query/find request) in a database and sort the results
30. Correct a locked-up computer

Part Two: Professional Preparation Performance Profile

(National Educational Standards for Teachers – International Society for Technology in
education)

As social science education candidate, I currently have the following knowledge,
skill or ability:
31. identify the benefits of technology to maximize student learning and facilitate higher order thinking skills
32. differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities
33. identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction
34. identify, select, and use hardware and software technology resources specially designed for use by PK/12 students to meet specific teaching and learning objectives.
35. plan for the management of electronic instructional resources within a lesson design by identifying potential problems and planning for solutions
36. identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity
37. design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students
38. design and peer teach a lesson that meets content area standards and reflects the current best practices in teaching and learning with technology.
39. plan and teach student-centered learning activities and lessons in which students apply technology tools and resources
40. research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students.

41. discuss technology-based assessment and evaluation strategies

42. examine multiple strategies for evaluating technology-based student products and the processes used to create those products.

43. examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data.

44. integrate technology-based assessment strategies and tools into plans for evaluating specific learning activities.

45. develop a portfolio of technology-based products from course work, including the related assessment tools.

46. identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education

47. apply online and other technology resources to support problem solving and related decision making for maximizing student learning.

48. participate in online professional collaborations with peers and experts

49. use technology productivity tools to complete required professional tasks

50. identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information

51. examine acceptable use policies for the use of technology in schools, including strategies for addressing threats to security of technology systems, data, and information.
52. identify issues related to equitable access to technology in school, community, and home environments.

53. identify safety and health issues related to technology use in schools.

54. identify and use assistive technologies to meet the special physical needs of students.

Findings of the Study

It is to be expected that a technology study that is inconclusive of the year 1998 through the year 2009 will exhibit some degree of variation in both technology and technology skills. Who in 1998 might have predicted that Apple Inc. market cap of $222.6 billion would supersede Microsoft's total stock value of $219.4 billion (Sarno, A10) In 1998 who would have predicted the plethora of electronic and digital devices that exist in 2010? Whether or not the current fads/electronics of 2010 will have educational value will be the consideration for future educational studies. Perhaps one of the greatest advances is the elimination of the “old disks,” and the replacement with current storage products.

The finding of the study indicated a greater technological sophistication by candidates (since 2005), but several concerns remained constant. Given the 30 specific indicators in part one of the indicators, 100% of candidates in the longitudinal study indicated little or
no knowledge or experience with Part One: Technology Indicators, items 1., 6., 9., 10.,
14., 16., 17., 24., 25., 26., 27., and 30. These technology indicators are as follows:

1. Solve common printing problems
2. Merge information from a database into a word processing document (mail merge)
9. Scan a document
10. Create a Web page
14. Reduce, enlarge, or crop a graphic and convert graphics from one file format to another
16. Setup computer system and connect peripheral devices
17. Record an audio file or digitize a video clip
24. Install/reinstall system software and printer drivers
25. Use formulas and/or functions in a spreadsheet
26. Create a graph from spreadsheet data
27. Allocate memory to an application (Mac only)
30. Correct a locked-up computer

That is 100% of the students responded “somewhat disagree or disagree.” By the end of the social studies methods courses 100% or the candidates responded “strongly agree” to all of the technological indicators. The two Social Studies Methods courses had “demonstrated impact on student learning.”

Given the 30 specific indicators in part one of the indicators, 100% of the candidates in the longitudinal study responded “strongly agree” with Part One: Technology Indicators,
items: 2., 3., 4., 5., 7., 8., 11., 12., 13., 15., 18., 19., 20., 21., 22., 23., 28., 29. These technology indicators are as follows:

2. Use advanced features of a word processor (tables, headers and footers, macros, table of contents, columns, etc.)

3. Copy a graphic from a Web site

4. Create and use bookmarks/favorites

7. Cut, copy, and paste text both within an application and between multiple open applications

7. Download and decompress files

8. Subscribe and unsubscribe from a mailing list (listserv)

11. Create and maintain backups

12. Open a file from a floppy disk or a local or network hard drive; save a file to a floppy disk or to a specific location on a local or network hard drive

13. Configure computer to connect with network

15. Format/initialize a disk

18. Access a specific Web page (URL) and search the Web using a variety of tools

19. Install application software

20. Create an electronic presentation

21. Manage names and groups in an address book

22. Create, copy, move, rename, and delete folders

23. Send e-mail messages and send/receive attachments

28. Start up and shut down the computer; open and close an application/program; insert and eject a removable disk (floppy disk, CD-ROM)
29. Create a report (query/find request) in a database and sort the results

While the two social studies methods courses provided cross platform (PC and MAC) resolution to those indicators that required the greatest consideration, attention was also given to those indicators that the students had indicated mastery.

The two social studies courses integrated specific problem solving and coursework that would involve all 30 technology indicators over two quarters. Rather than teach the courses in a specific computer lab, the courses were taught in a wireless electronic classroom. Students were required to bring laptops to each class, and time was allocated to “cross platform (PC and MAC) resolution” in order that the candidates might exhibit technological skills in any setting regardless of platform.

Given the 24 specific indicators in part two of the survey of the indicators, 100% of the candidates in the longitudinal study indicated little or no knowledge or experience with Part Two: Technology Indicators, items 31-54. These technology indicators are as follows:

31. identify the benefits of technology to maximize student learning and facilitate higher order thinking skills
32. differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities
33. identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction
34. identify, select, and use hardware and software technology resources specially designed for use by PK/12 students to meet specific teaching and learning objectives.

35. plan for the management of electronic instructional resources within a lesson design by identifying potential problems and planning for solutions

36. identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity

37. design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students

38. design and peer teach a lesson that meets content area standards and reflects the current best practices in teaching and learning with technology.

39. plan and teach student-centered learning activities and lessons in which students apply technology tools and resources

40. research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students.

41. discuss technology-based assessment and evaluation strategies

42. examine multiple strategies for evaluating technology-based student products and the processes used to create those products.

43. examine technology tools used to collect, analyze, interpret, represent, and communicate student performance data.
44. integrate technology-based assessment strategies and tools into plans for evaluating specific learning activities.

45. develop a portfolio of technology-based products from course work, including the related assessment tools.

46. identify and engage in technology-based opportunities for professional education and lifelong learning, including the use of distance education.

47. apply online and other technology resources to support problem solving and related decision making for maximizing student learning.

48. participate in online professional collaborations with peers and experts.

49. use technology productivity tools to complete required professional tasks.

50. identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information.

51. examine acceptable use policies for the use of technology in schools, including strategies for addressing threats to security of technology systems, data, and information.

52. identify issues related to equitable access to technology in school, community, and home environments.

53. identify safety and health issues related to technology use in schools.

54. identify and use assistive technologies to meet the special physical needs of students.

The two social studies courses integrated specific problem solving and coursework that would involve all 24 Part Two technology indicators over two quarters. Part
two indicators are vital considerations for all practicing social studies teachers. These indicators are not on the same level with the skill based indicators of part one. The Part Two indicators will continue to raise questions throughout the careers of the social studies students.

Given the 24 specific indicators in part two of the survey of the indicators, 100% of the candidates by the end of the two social studies methods courses in the longitudinal study indicated “strongly agree.” That is, the candidates recognized that these 24 indicators may continue to be problematic, but the candidates indicated that they were “ready” to function in the classroom with these indicators.

Conclusions

The study indicated that two social studies methods courses could “infuse” current technological skills as well as specific professional dispositions towards technology considerations. The study concluded that a generic technology course was not necessary for the student to learn technological skills and dispositions.

Clearly, the richness of the technology aspect of the methods courses required much more professor preparation planning and time and also involved supplemental lessons taught by technologists. The ongoing demand of NCATE Program Reports, federal and state assessments, curricular redesign, and an ongoing university course alignment require course and professor time as well. There is good reason that “NCATE 101” has also been infused into the social studies method courses.
Technology skills and instruction in today greatly exceed the expectations of those in the past decade. The study has concluded that the social studies Program of Study should re-incorporate a high-level specific technology course. But technology skills and dispositions will continue to be “infused” in the social studies methods courses. While the study’s conclusion that the technology infusion is successful, the time demands of current technology and the several other NCATE and program assessments lead the author to conclude that basic technology skills are best taught in an independent technology course and then finely tuned in the social studies methods course.

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\textbf{Multiculturalism and Social Studies}

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Abstract
Ohio social studies and history teachers have learned many concepts of multicultural education in many social science and history courses. In 1981, Banks stated that multicultural education is "an educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups."

The National Council for the Accreditation of Teacher Education (http://www.ncate.org/) requires that diversity issues be integral to all teacher preparation courses. Ohio social studies and history teachers have learned many concepts of multicultural education in many social science and history courses. The term multicultural education is understood in a number of ways by various authors, depending on their own personal perspective. James Banks, a seminal authority in multicultural education, consistently maintains that multicultural education in the United States began as a response to inequities in the areas of racism, sexism and socio-economic status. In 1981, Banks stated that multicultural education is "an educational reform movement that is concerned with increasing educational equity for a range of cultural and ethnic groups" (32).

The U.S. macroculture is shared by all of the nation’s citizens; however, individual microcultures are also an invaluable part of the society referred to as American.

“Conflicting forces related to values, lifestyles, and societal impediments within and
between cultural groups are integral to this complexity and the resulting cultural adaptations” (Gollnick and Chinn, 1994, 11). Often these conflicting values and lifestyles become issues of debate or even open conflict in the schools.

Geneva Gay (1993) enumerates the significant pre-requisite skills for teachers to provide an equitable education to students in the classroom. Gay first suggests knowledge of one's own beliefs and biases; second, a familiarity with the cultural values and behavioral codes of the community; third, a thorough knowledge of multiple learning and teaching styles; and fourth, well developed skills in cross-cultural communication and interactional style.

Multicultural education is not one-dimensional, and teaching tolerance is not easily accomplished. Nieto (1992) noted that seven characteristics of exemplary multicultural educational programs are as follows:

- Multicultural education is *antiracist education*.
- Multicultural education is *basic education*.
- Multicultural education is *important for all students*.
- Multicultural education is *pervasive*.
- Multicultural education is *education for social justice*.
- Multicultural education is *process*.
- Multicultural education is *critical pedagogy* (208).
Some very important web sites are available for educators and for students. In fact, multicultural addresses are becoming a common occurrence for students and teachers as they publish articles and their own webpages in an electronic format (Helms, 1996). A prime example of a multicultural website is:

http://wps.ablongman.com/ab_na_onthenet_02/0,4240,65742,-00.html.

Some general diversity sites may be viewed at the following sites:

**USA TODAY index charts rise in nation's diversity**


The nation's diversity increased dramatically over the past decade, according to the USA TODAY Diversity Index. That's because of a huge increase in immigrants, particularly Hispanics, in more regions of the country. There is nearly a 1 in 2 chance that two people selected at random are racially or ethnically different, according to the index. USA TODAY used 2000 Census numbers released this week to calculate the nation's diversity. The index for 2000 is 49, up 23% from 40 in 1990. The index means that there is a 49% chance that two people are different
Group ready to advise police

http://enquirer.com/editions/2001/11/19/loc_group_ready_to.html

Greater Cincinnati Study Circles Sunday said it has developed a plan to improve police-community relations after meetings that included hundreds of citizens and police officers. After months of sharing ideas and opinions, local participants in Study Circles—a nationally recognized community action program based in Pomfret, Conn. focused on four “action themes.”

Resources on diversity

http://www.entrepreneur.com/tradejournals/article/87430152.html

This site describes an approach to developing and delivering corporate training programs that consistently evaluates the significance of differences such as gender, skin color, ethnicity, age, sexual orientation, organizational level, and disability status. The site includes a set of recommendations for ensuring the inclusion and affirmation of diversity within the development and delivery of training programs.

The Statue of Liberty-Ellis Island Foundation, Inc.

http://www.ellisislandrecords.org/

This site has become the premier site for U.S. citizens desiring to trace their ancestors.
Center for Multilingual Multicultural Research

http://www.usc.edu/dept/education/CMMR/

The Center is an organized research unit at the University of Southern California, facilitating the research collaboration, dissemination and professional development activities of faculty, students, and others across School of Education, university and outside organizational lines.

Addressing Cultural Diversity Issues

http://www.introspecinc.com/

Introspec offers consulting, training, and lectures on cultural diversity issues, personal motivation, conflict resolution, mediation, minority business, African heritage; media utilization, computerization

Racial Respect

http://www.racialcompact.com/

Racial Respect is a national organization formed to encourage the development of Australia as a nation where racial diversity is recognized and respected.

Multiculturalism, Diversity & Ethnicity

http://www.multiracial.com/links/links-multicultural.html

This site provides links to a number of multicultural and diversity sites.
**Race Relations**

http://racerelations.about.com/?once=true&

This site provides an extensive discussion of race relations.

**Teaching Tolerance**


Teaching tolerance is a national education project dedicated to helping teachers foster equity respect and understanding in the classroom and beyond.

There is a variety of specific websites that may be valuable to the classroom teacher:

**The Black Community's Crusade for Children**

http://www.childrensdefense.org/bccc.htm

Coordinated nationally by the Children's Defense Fund, the BCCC seeks to: enrich the lives of black children through involvement of the black community, younger and older, involve black leaders in the future success of the young, and to "identify, train, nurture, link, and empower a new generation of effective Black servant-leaders younger than 30."
The Future of Children  
http://www.futureofchildren.org/

Links to journal articles written on major issues related to children's well being, such as children's health issues, child abuse and neglect, providing adequate and appropriate child care and education, etc.

Youth in Action Network  
http://www.teaching.com/

Youth in Action Network is an interactive online service for youth, educators, organization members and classrooms that want to learn about, and participate in, positive social action and service projects.

World Religion Resources  
http://aril.org/World.html

Among the best resources concerning world religion on the Internet and growing diversity of the U. S can be found at this site, with a special view to its new immigrant religious.

"The Plain People"  
http://www.800padutch.com/amish.shtml

The Amish are a religious group who live in 22 U.S. states and in Ontario, Canada. This is an excellent page on the culture of the Amish, the Mennonites, the Brethren, and the other "Plain People" which contains some very good photos and is very descriptive of the "plain people." This page may reflect a different dimension of discussions on social class.
Sociology 401/501 -- This page is a syllabus for a class on social class and stratification. This syllabus is a good introduction to these two concepts.

**WWW Virtual Library: Sociology**
http://www.mcmaster.ca/socscidocs/w3virtsoclib/socnet.htm

This is a very serious web site for the study of social class as well as many other issues in sociology. This is truly a mega-site for students of sociology.

**The National Information Center for Children and Youth with Disabilities** *(NICHCY)*
http://www.nichcy.org/Pages/Home.aspx

This site has merited several awards, most recently, as one of the top ten sites in terms of gender equity and education by the Women's Educational Equity Act (WEEA). It contains access to information for families, educators and community members and organizations on children with special needs, in both English and Spanish. Additionally, the NICHCY site provides personal responses to specific questions by phone or e-mail; access to many kinds of publications; and can put users in touch with other organizations and sources of help.

**National Association for Gifted Children**
http://www.nagc.org/

NAGC is one of the most important organizations for the gifted community and is the parent organization for the state organizations. The "frames" compress the appearance of the page. The page provides much information (the use of Photoshop would enhance the
appearance of this page). NAGC provides annual conferences and is a source of sound literature for parents and teachers.

**Advancing Women: Women's Role in Education**
http://www.advancingwomen.com/womedu.html

This article discusses the facts that the teaching profession is predominately female and that the beginning salaries are lower than those for any other field requiring a bachelors degree. It goes on to propose that the few men in the school system dominate and exercise the control.

**All One Heart, "Promoting Diversity Tolerance Through Education"**
http://www.alloneheart.com/

Discusses issues regarding tolerance of all races and genders.

**Asia Society**
http://www.asiasociety.org/

This is a premier site. The Asia Society is America's leading institution dedicated to fostering an understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. The Asia Society presents a wide range of programs including major art exhibitions, performances, international corporate conferences, and contemporary affairs programs.
A Line in the Sand
http://www.hanksville.org/sand/
This is a Native American site; this site deals with issues of cultural property, which includes not only land and other tangible property, but also ideas, traditions, and other non-tangibles. The site explores cultural stereotypes, ethics in archaeology and anthropology, and cultural suppression. Both fiction and non-fiction references are provided. This site is being developed into commercial CD-ROM permitting students to study these issues without being on-line.

The Human Rights Campaign
http://www.hrc.org/
This site was selected by POINT as one of the Top 5% Best Sites on the Net! The Human Rights Campaign envisions an America where lesbian and gay people are ensured of their basic equal rights, and can be open, honest and safe at home, at work, and in the community.

National Multicultural Institute
http://www.nmci.org/
The national multicultural Institute is primarily concerned with offering multicultural training. This page offers training information, resources and several important links to other multicultural sites.
**Student Activities:**

There is much to investigate in multicultural education by engaging students in selected WWW activities. This section is intended to provide Web-based examples of teaching and learning about multiculturalism in the Pre-K – 16 classrooms. The following examples provide URL’s, which demonstrate practical applications of Internet resources.

1. List selected Internet sites, which may be of value to your study of Multiculturalism. These sites should be age appropriate for the student of Multiculturalism.

Multiculturalism consists of several subcategories. The author cites selected URL’s for specific subcategories of Multiculturalism. Use a search engine to locate three activity based WWW sites in the selected subcategories.

2. Use a search engine to locate three activity-based WWW sites in the subcategory of Age

3. Cite three age appropriate student activities from each of these sites.

4. Use a search engine to locate three activity-based WWW sites in the subcategory of Religion
5. Cite three age appropriate student activities from each of these sites.

6. Use a search engine to locate three activity-based WWW sites in the subcategory of **Social Class**

7. Cite three age appropriate student activities from each of these sites.

8. Use a search engine to locate three activity-based WWW sites in the subcategory of **Exceptionalities**

9. Cite three age appropriate student activities from each of these sites.

10. Use a search engine to locate three activity-based WWW sites in the subcategory of **Gender Equity**

11. Cite three age appropriate student activities from each of these sites.

12. Use a search engine to locate three activity-based WWW sites in the subcategory of **Inclusion/Integration**

13. Cite three age appropriate student activities from each of these sites.
14. Use a search engine to locate three activity-based WWW sites in the subcategory of

Language

15. Cite three age appropriate student activities from each of these sites.

16. Use a search engine to locate three activity-based WWW sites in the subcategory of

Race/Ethnicity

17. Cite three age appropriate student activities from each of these sites.

18. Use a search engine to locate three activity-based WWW sites in the subcategory of

Sexual Orientation

19. Cite three age appropriate student activities from each of these sites.
References:


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50 K Street, NW
Washington, DC 20006

American Economic Association
313 21st Avenue South
Nashville, TN 37212

American Federation of Labor and Congress of Industrial Organizations
AFL-CIO Building
615 16th Street, NW
Washington, DC 20006

American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

American Institute of Banking
120 Connecticut Avenue, NW
Washington, DC 20036

American Iron and Steel Institute
Public Relations Department
1000 16th Street, NW
Washington, DC 20036

American Petroleum Institute
220 L Street, NW
Washington, DC 20005

American Stock Exchange
Public Affairs Division
86 Trinity Place
New York, NY 10006

Betty Crocker
General Mills, Inc.
Department 360
400 2nd Avenue South
Minneapolis, MN 55440

Board of Governors of the Federal Reserve System
20th Street and Constitution Avenue, NW
Washington, DC 20551

Bureau of Labor Statistics
Associate Commissioner, Office of Publications
U.S. Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210

Bureau of the U.S. Budget
Assistant Director for Public Affairs, Office of Management and Budget
Executive Office Building
Washington, DC 20503

Chamber of Commerce of the United States
1615 H Street, NW
Washington, DC 20062

Changing Times
Education Service, Suite G-84
1729 H Street, NW
Washington, DC 20006

Chase Manhattan Bank
1 Chase Manhattan Plaza
New York, NY 10015

Citizen's Advisory Committee on Environmental Quality
722 Jackson Place, NW
Washington, DC 20006

Consumer Affairs Office
U.S. Department of Agriculture
14th Street and Independence Avenue
Washington, DC 20250

Consumer Product Safety Commission
1111 18th Street, NW
Washington, DC 20207

Consumers Union
256 Washington Street
Mount Vernon, NY 10553

Cost of Living Council
P.O. Box 7075
Congress Heights Station
Washington, DC 20032

Council of Better Business Bureaus, Inc.
1515 Wilson Boulevard
Arlington, VA 22209

Credit Union National Association
Box 431
Madison, WI 53701

Dow Jones and Company, Inc.
11501 Columbia Pike
Silver Springs, MD 20910

Dow Jones and Company, Inc.
44 Broad Street
New York, NY 10006

Dun and Bradstreet, Inc.
1290 Avenue of the Americas
New York, NY 10019

Family Service Association of America
44 East 23rd Street
New York, NY 10010

Federal Reserve System
Public Services Division of Administration
20th Street and Constitution Avenue, NW
Washington, DC 20551

Firestone Tire and Rubber Company
Director of Consumer Affairs
1200 Firestone Parkway
Akron, OH 44317

Food and Drug Administration
5600 Fishers Lane
Rockville, MD 20857
<table>
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<tr>
<td>Forecast for Home Economics</td>
<td>902 Sylvan Avenue&lt;br&gt;Englewood Cliffs, NJ 07632</td>
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<tr>
<td>General Mills</td>
<td>Department 435&lt;br&gt;400 Second Avenue South&lt;br&gt;Minneapolis, MN 55440</td>
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<tr>
<td>Good Housekeeping Bulletin Service</td>
<td>959 Eighth Street&lt;br&gt;New York, NY 10019</td>
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<tr>
<td>Grocery Manufacturers of America</td>
<td>205 East 42nd Street&lt;br&gt;New York, NY 10017</td>
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<td>Home Economics Education Association</td>
<td>1201 16th Street, NW&lt;br&gt;Washington, DC 20036</td>
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<tr>
<td>Home Economics Instruction Media Center</td>
<td>Texas Tech University&lt;br&gt;P.O. Box 4067&lt;br&gt;Lubbock, TX 79409</td>
</tr>
<tr>
<td>Institute of Life Insurance</td>
<td>488 Madison Avenue&lt;br&gt;New York, NY 10032</td>
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<td>Insurance Information Institute</td>
<td>110 Williams Street&lt;br&gt;New York, NY 10038</td>
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<td>Joint Council on Economic Education</td>
<td>1212 Avenue of the Americas&lt;br&gt;New York, NY 10036</td>
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<td>Economics</td>
<td>Two Park Avenue&lt;br&gt;New York, NY 10016</td>
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<td>Kraft Foods</td>
<td>P.P. Box 956&lt;br&gt;Dayton, OH 45401</td>
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<td>Major Appliance Consumer Action Panel</td>
<td>20 North Wacker Drive&lt;br&gt;Chicago, IL 60606</td>
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<td>Media and Consumer Foundation, Inc.</td>
<td>P.O. Box 850&lt;br&gt;Norwalk, CT 06852</td>
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<tr>
<td>Metropolitan Life Insurance Co. Health and Welfare Division</td>
<td>1 Madison Avenue&lt;br&gt;Ney York, NY</td>
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<tr>
<td>National Center for Research in Vocational Education</td>
<td>1960 Kenny Road&lt;br&gt;Columbus, OH 43210</td>
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<tr>
<td>National Dairy Council</td>
<td>6300 River Road&lt;br&gt;Rosemont, IL 60656</td>
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<tr>
<td>National Foundation for Consumer Credit, Inc.</td>
<td>Federal Bar Building West&lt;br&gt;1819 H Street, NW&lt;br&gt;Washington, DC 20006</td>
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<td>National Funeral Directors Association</td>
<td>135 West Wells Street&lt;br&gt;Milwaukee, WI 53201</td>
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<td>444 North Michigan Avenue&lt;br&gt;Chicago, IL 60611</td>
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<td>135 Western Avenue&lt;br&gt;Albany, NY 12203</td>
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<td>Ohio Office of Consumer’s Council</td>
<td>137 East State Street&lt;br&gt;Columbus, OH 43215</td>
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<td>J.C. Penny Co., Inc. Educational and Consumer Relations</td>
<td>1301 Avenue of the Americas&lt;br&gt;New York, NY 10019</td>
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<td>Prudential Insurance Company</td>
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<td>Sears, Roebuck and Co. Consumer information Service</td>
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<td>U.S. Department of Commerce</td>
<td>14th Street and Constitution Avenue, NW&lt;br&gt;Washington, DC 20236</td>
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<tr>
<td>Wall Street Journal</td>
<td>200 Burnett Road&lt;br&gt;Chicopee, MA 01021</td>
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</table>
GEOGRAPHY
DATA SOURCES

American Geographical Society, Library Research Catalog, 15 volumes and map supplement, G. K. Hall, Boston.

British government publications may be obtained from the sales office of Her Majesty’s Stationery York House, Kingsway, London, W.C2. (A monthly catalogue is available by subscription. H.M.S.O. also issues a series of section catalogs listing the publications of various government departments. Copies are free.)


Economic surveys of many countries may be held free by writing the following:
Barclay’s Bank D.C.O. Ltd.
54 Lombard Street
London E.C.3, England

Harris, Chauncey. Bibliographies and References for Research in Geography, University of Chicago. Index, National Geographic. National Geographic Society, Washington, DC.

Stateman’s Yearbook. St. Martin’s Press, New York. Published annually since 1864


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<th>Games</th>
<th>Approx. Cost</th>
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<td>$10.00</td>
<td>Urban Systems 1033 Massachusetts Ave. Cambridge, MA 02138</td>
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<tr>
<td>Environmental Planning</td>
<td>$12.60</td>
<td>Nova Scientific Corp. 111 Tucker Street P.O. Box 500 Burlington, NC 27215</td>
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<tr>
<td>The Dead River Ecology</td>
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<td>Ecology</td>
<td>$10.00</td>
<td>Urban Systems</td>
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<tr>
<td>Extinction</td>
<td>$12.00</td>
<td>Sinauer 20 Second Street Stamford, CT 06905</td>
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Additional sources of game ideas and materials:

Brain Teaser Games
Crestline Manufacturing Co.
1502 Santa Fe Street
Santa Ana, CA

Simulation Games for the Social Studies Classroom
Foreign Policy Association
345 East 46th Street
New York, NY 10017

Warren Educational Supplies
980 West San Bernadino Road
Corina, CA 91722
OHIO: THE HEART OF IT ALL

PLAN A 7-10 DAY TOUR OF OHIO: YOU MAY NOT EXCEED THE SPEED LIMIT, AND YOU MAY DRIVE/TOUR A MAXIMUM OF 14 HOURS PER DAY.

GEOGRAPHIC OBJECTIVES:

OF 220 POINTS

10 HISTORICAL SITES
LAKE ERIE
COLUMBUS
THE OHIO RIVER
MAD RIVER SKI AREA

5 STATE PARKS
BUCKEYE OR INDIAN LAKE
5 MAJOR CITIES
PYMATUNING LAKE
MARIETFA

Written Report:

- 10 COVER/TITLE PAGE
- 5 TABLE OF CONTENTS
- 10 8.5 * 11 INCH MAP OF OHIO; INDICATE CITIES, HISTORICAL SITES, STATE PARKS, …
- 10 8.5 * 11 INCH MAP OF OHIO; INDICATE INTERSTATES, STATE ROUTES, MAJOR CITIES
- 30 DAY-BY-DAY ITINERARY:

<table>
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<tr>
<th>DAY #1 DAYTON AND CINCINNATI</th>
<th>MILES</th>
<th>ROUTE</th>
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<tr>
<td>9:00 - 9:45 DAYTON ART INSTITUTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 - 10:45 WRIGHT BROTHERS MUSEUM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:40 PATFerson HOMestead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOON - 2:00 AIR FORCE MUSEUM &amp; LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 - 3:00 EN ROUTE TO CINCINNATI</td>
<td>62</td>
<td>I - 75</td>
</tr>
<tr>
<td>3:10 - 5:00 ART MUSEUM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 - 6:10 DINNER @ XENO’S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30 – 8:00 MUSEUM OF NATURAL HISTORY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30- WESTERN HOTEL</td>
<td></td>
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</tr>
</tbody>
</table>

50 VISITS MAJOR CITIES & 4 SITES PER CITY – ONE PARAGRAPh DESCRIPTION OF EACH SITE & CITY
50 TEN HISTORICAL SITES - ONE PARAGRAPh DESCRIPTION OF EACH SITE. FT MEIGS, ROSCOE VILIAGE, CENTURY VILIAGE,…
25 FIVE STATE PARKS - ONE PARAGRAPh DESCRIPTION OF EACH PARK
10 OTHER POINTS OF INTEREST & DESCRIPTIONS --- MAD RIVER SKI, LAKE ERIE, OHIO RIVER, …
20 TEN PICTURES, PHOTOS, OR DRAWINGS. LABEL AND DESCRIBE EACH PICTURE

GRADING WILL BE BASED ON NEATNESS, COMPLETENESS, ORIGINALITY, AND ACCURACY.
<table>
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<tr>
<th>Day # 1</th>
<th>Cincinnati</th>
<th>miles</th>
<th>route</th>
<th>amount spent</th>
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<tr>
<td>8:00 AM - 8:20 AM</td>
<td>Breakfast: McDonald’s</td>
<td>8:00 AM - 8:20 AM</td>
<td>Breakfast: McDonald’s</td>
<td>$3.00</td>
</tr>
<tr>
<td>8:20 AM - 9:00 AM</td>
<td>Enroute to VDA</td>
<td>30</td>
<td>I-75</td>
<td>$4.00</td>
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<tr>
<td>9:00 AM - 10:00 AM</td>
<td>Visit VDA</td>
<td>6:00 PM - 6:45 PM</td>
<td>Dinner: Bob Evans</td>
<td>$10.00</td>
</tr>
<tr>
<td>10:00 PM</td>
<td>Days Inn</td>
<td>$41.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 AM - 11:00 AM</td>
<td>Enroute to Cincinnati</td>
<td>11.00 AM - 12:00 PM</td>
<td>Krohn Conservatory</td>
<td>$1.50</td>
</tr>
<tr>
<td>11.00 AM - 12:00 PM</td>
<td>Krohn Conservatory</td>
<td></td>
<td>Krohn Conservatory</td>
<td>$1.50</td>
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<td>12:30 PM - 1:00 PM</td>
<td>Lunch: Zoo</td>
<td>1:00 PM - 5:00 PM</td>
<td>Cincinnati Zoo</td>
<td>$5.25</td>
</tr>
<tr>
<td>1:00 PM - 5:00 PM</td>
<td>Cincinnati Zoo</td>
<td>6:00 PM - 6:45 PM</td>
<td>Dinner: Bob Evans</td>
<td>$10.00</td>
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<tr>
<td>6:30 PM - 7:00 PM</td>
<td>Baseball @ Riverfront</td>
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<td></td>
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<tr>
<td>7:30 PM - 10:00 PM</td>
<td>Baseball @ Riverfront</td>
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<td>Baseball @ Riverfront</td>
<td>$25.00</td>
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<tr>
<td>Day # 2</td>
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<tr>
<td>8:00 AM</td>
<td>Breakfast: Hotel</td>
<td></td>
<td>Breakfast: Hotel</td>
<td>$4.00</td>
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<td>10:00 AM - 11:00 AM</td>
<td>Sharon Woods Village</td>
<td>$3.00</td>
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<td>11:30 AM - 12:30 PM</td>
<td>Taft Historical Site</td>
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<td>12:40 PM - 1:10 PM</td>
<td>Lunch: Burger King</td>
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<tr>
<td>1:20 PM - 2:45 PM</td>
<td>Taft Museum</td>
<td></td>
<td>Taft Museum</td>
<td>$2.00</td>
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<tr>
<td>3:00 PM - 4:00 PM</td>
<td>John Hauck House</td>
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<td>John Hauck House</td>
<td>$1.00</td>
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<td>5:30 PM - 6:30 PM</td>
<td>Dinner: Bill Knapps</td>
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<td>Dinner: Bill Knapps</td>
<td>$10.00</td>
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<tr>
<td>6:30 PM</td>
<td>Days Inn Cincinnati East</td>
<td>$41.00</td>
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<tr>
<td>Day # 3</td>
<td>Cincinnati/Hillsboro</td>
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<tr>
<td>8:00 AM – 8:30 AM Breakfast at Hotel</td>
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<td>Breakfast at Hotel</td>
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<td>10:00 AM - 11:00 AM</td>
<td>Peterloon</td>
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<td>Peterloon</td>
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<tr>
<td>11:15 AM – 12:15 PM</td>
<td>Miller Leuser House</td>
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<tr>
<td>1:00 PM - 2:00 PM</td>
<td>Enroute to Hillsboro</td>
<td>50</td>
<td>S.R. 50</td>
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<td>2:00 PM - 3:00 PM</td>
<td>Highland House</td>
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<td>4:30 PM</td>
<td>Rocky Fork State Park</td>
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<td>5:30 PM</td>
<td>Dinner: E. Shore Marine</td>
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<td>Day # 4</td>
<td>Hillsboro/Rio Grande</td>
<td>$3.00</td>
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<td>7:30 AM – 8:30 AM Breakfast: Camp (cleanup)</td>
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<td>8:30 AM – 9:00 AM</td>
<td>Enroute to Serpent Mound</td>
<td>23</td>
<td>S.R. 73</td>
<td>$3.00</td>
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<td>9:00 AM – 10:30 AM</td>
<td>Serpent Mound</td>
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<td>10:00 AM – 11:45 AM Lunch: Locust Grove</td>
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<td>12:00 PM – 1:15 PM</td>
<td>Enroute to Jackson</td>
<td>50</td>
<td>S.R. 23</td>
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<td>1:30 PM – 2:15 PM</td>
<td>Buckeye Furnace</td>
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<td>2:30 PM – 3:00 PM</td>
<td>Enroute to Rio Grande</td>
<td>25</td>
<td>S.R. 35</td>
<td>$2.50</td>
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<td>3:00 PM – 4:00 PM</td>
<td>Bob Evans Farms</td>
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<td>4:00 PM – 5:00 PM</td>
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<td>5:00 PM</td>
<td>Horseback Camping</td>
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<td>80</td>
<td>S.R. 7</td>
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<td>10:30 AM – 11:45 AM Rufus Putnam House</td>
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<td>3:45 PM – 7:00 PM Dinner: Enroute to Akron</td>
<td>132</td>
<td>I-77</td>
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<td>7:30 PM</td>
<td>Comfort Inn West</td>
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<td>Comfort Inn West</td>
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<td>Day # 6</td>
<td>Akron/Youngstown</td>
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<td>Akron/Youngstown</td>
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WANDER INDIANA

PLAN A 4 – 6 DAY TOUR OF INDIANA; YOU MAY NOT EXCEED THE SPEED LIMIT, AND YOU MAY DRIVE/TOUR A MAXIMUM OF 14 HOURS PER DAY.

WRITTEN REPORT:
10 COVER/TITLE PAGE
10 8.5 * 11 INCH MAP OF INDIANA: INDICATE CITIES, HISTORICAL SITES, STATE PARKS, …
10 8.5 * 11 INCH MAP OF INDIANA: INDICATE INTERSTATES, STATE ROUTES, and MAJOR CITIES
30 DAY-BY-DAY ITINERARY:

DAY #1 INDIANAPOLIS

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<td>UNION STATION</td>
<td>___</td>
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<tr>
<td>INDIANAPOLSE SPEEDWAY</td>
<td>___</td>
</tr>
<tr>
<td>MALL</td>
<td>___</td>
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OBJECTIVES:

WRITE A ONE-PARAGRAPH DESCRIPTION OF EACH SITE AND EACH SUB-SITE.

5 MADISON
5 INDIANA DUNES NATIONAL LAKESHORE
5 POKAGON STATE PARK
5 FORT WAYNE
5 HISTORIC FORT WAYNE

5 INDIANAPOLIS
5 CHILDREN'S MUSEUM
5 INDIANAPOLIS SPEEDWAY
5 UNION STATION
5 ANY SHOPPING CENTER

5 METAMORA
5 BROWN COUNTY {NASHVILLE}
5 COLUMBUS
5 NEW HARMONY
5 CONNER PRAIRIE {NOBLESVILLE}
5 GEORGE ROGERS CLARK PARK {VINCENNES}
5 PURDUE UNIVERSITY {WEST LAFAFETTE}
5 INDIANA BEACH {MONICELLO}
5 LINCOLN BOYHOOD NATIONAL MEMORIAL
5 FRENCH LICK

GRADING WILL BE BASED ON NeATNESS, COMPLETENESS, ORIGINALITY, AND ACCURACY

162
1 US $ = 1 AUS $
1 USD = 1.2971 NZD
1 NZD = 0.82 USD

$100NZD = $82.00USD
$150NZD = $123.00

+44 7710 107088

http://www.tripadvisor.com/members-reviews/SavantIII_11?offset=1


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**Helms’ Rules: New Zealand & Sydney**

1. Rent a car in Auckland, New Zealand (population = 4 million) & rent a Garmin (NZ trains are not developed). Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour NZ by the coastal ports.

2. Use public transportation in Sydney (population = 4 million); train from airport to Sidney Harbor Marriott Hotel at Circular Quay

3. Use buses, ferries (No to taxis)

4. Arrive Auckland, ferry to South Island, Fly out Queenstown to Sydney

5. Visit North Island one week; South Island two weeks, Sydney one week

6. Use Delta Elite points in FLYING Business Class = free beds and gourmet meals & resist alcohol @ 35,000 feet; do use lots of lotion & water.

7. Trade into 3 weeks of condos = free, & have washer/dryers in units.

8. Nearly all “Guidebooks Experts” are useless. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. Do consult Tripadvisor.com and mapquest.com

9. Use the WWW and parts of Guidebooks to design one’s own trip

10. Choose Taupo Condo on N Island for a Central location, visit the numerous GEOTHERMAL CENTERS. I used a natural set of 5 geothermal pools 5 minutes north of Taupo every day. Resist the Hot Springs Prawn center (Good idea and excellent, but expensive prawns.)

11. Visit both coasts on both Islands

12. Choose MT Hutt condo as central to (center) S Island (Near Christchurch)

13. Choose Queenstown as central to (south) South Island
14. Fill in with Reserved hotels like airport Novotel in Auckland

15. Skip the North of Auckland and skip Auckland

16. Skip the BIG cities/traffic messes

17. Nearly all rental cars are Automatic (rent Garmin)

18. Roundabouts are easy to navigate

19. Take only one roller bag & one small bag; Pack only clothes. DO NOT check luggage.

20. Weather in NZ varies between 30 degrees and 65 degrees with sun, wind, rain, and little snow.

21. Weather in Sydney = 100% sun and 65-75 degrees. Blue MTS requires a jacket. Sunscreen and lotion are required.

22. Do Not engage activities such as bunging jumping & Black water Glow Worm Caves; Do ski near Tango and Mt Hutt.

23. Go in the fall, winter, and spring (avoid the summer hordes.)

24. Prepare breakfast in condo kitchen

25. Purchase a venison pie ($4.00) at a BP station for lunch

26. Prepare a Salmon or Venison or Rack of Lamb dinner in Condo

27. Restaurants and EVERYTHING is expensive ($8.00 gallon fuel.)

28. Do not listen to the “idiot experts” who alarm: “roads may be closed in the winter.”)
    Yeah! -Roads may or may not be closed.

29. I survived the “Storm of a Generation”-The Kiwis are wimps.

30. My (US Navy) son laughs at 15-meter waves in the 3.5-hour ferry crossing; I laugh at the 5-meter waves in the 3.5-hour ferry crossing) _The Kiwis are wimps.

31. I like the ScotteVest  Gortex  26 pocket parka for wind, rain, and snow.

32. I like a Gortex baseball hat and Gortex hiking boots

33. Do the activities that fit one’s lifestyle like skiing near Taupo and skiing the Mt Hutt.
34. Plan the expedition, and be flexible in the event that Arthur’s Pass or Lindis Pass is closed. There are alternative routes.

35. The Southern Alps in the winter beats the beach in the summer. The NZ Alps in the winter are magnificent as are the Swiss, Italian, French, and German Alps. The Canadian and US Rockies may be more breathtaking (winter or summer.)

36. Do take Kiwi and Aussie $$, but not too much.

37. Don’t whine at the slight charges when using a credit card

38. Memorize the New Zealand Map

39. Do not go to the Opera in Sydney if one is not into Opera

40. In Sydney, stay at the Marriott using Elite points = free room with a view (of the Opera) on the concierge level, & free breakfast buffet, free dinner buffet, and free ADULT drinks

41. Take a few DVDs for evening TV

42. Purchase a SMALL int’l cell phone

43. Take an iPad (rather than a laptop)

44. Yes, a VISA is required in Australia (even if just in transit.) A ten-minute e-mail to State attached an electronic VISA to the Passport for $17.00

45. Milford Sound is NOT as beautiful as Prince William Sound Cruise near Valdez, Alaska or The Kenai Fjord near Seward Alaska. Perhaps Milford Sound is not worth the hype or the ten hours.

46. The Blue Mountains tour near Sydney is at an elevation of 3,000’. For those who have experience in the Appalachians, give this a pass. Perhaps The Blue Mountains tour is not worth the hype or the eleven hours.

47. The Kiwi and Aussie wineries are a delight

48. The Kiwis and Aussies LOVE Americans; They KNOW we saved them during WWII, and very soon, 50,000 US troops will be transferred to Australia as a deterrent to Chinese expansion

49. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Sydney. Seems only the Brits have discovered the Marriott Central Quay.
50. As a Marriott Platinum Elite member, I have FREE room WiFi and free Concierge level computers.

Includes activities
# Master Schedule NZ & Sydney

**7.10.13**

1. **6.11.13** T CVG Marriot Overnite  Free Room & Parking (~30 Hr Flight)

2. **6.12.13** W Depart CVG 4:05PM_AR 5:35PM LAX De 10:35PM LA_SYD_AUC

3. **6.13.13** R Cross International Time Line  **Lose a day**

4. **6.14.13** F Sr 6:40AM SYD /D 10:35AM_AR 3:45PM AUC Customs & Immigration, Overnight Novotel Auckland Airport


5. **6.15.13** S WK 24 Pickup NZ Rent a Car <aucklandairport@nzrentacar.co.nz> wGarmin  Drive 4 hours  
5*II, The Village Resort Taupo, NZ CNR Lake Terrace & TUI ST.  
http://www.monad.co.nz/resorts/The-Village-Resort/  
Explore Taupo

Drive around Lake Taupo, Craters of the Moon, and eastern edge of Lake Taupo to reach Turangi. The drive is very scenic, Huka Falls, Taupo Village.

7. **6.17.13** M Village Resort Taupo Spa Park Hot Pools – Hobbiton, Crafty Trout Restaurant

8. **6.18.13** T Village resort Taupo Waimangu Volcanic Valley Te Puia Maori Cultural Center tour, Inferno Crater, filled with brilliant turquoise water, geothermal activity and fascinating volcanic landscapes, Ski Mt Doom


10. **6.20.13** R Village Resort Taupo Drive to Napier (Bay) 2 hrs/ to Te Mata Peak  
The major entertainment on the road from Napier to Taupo is the fantastic scenery. Mount Victoria, Napier wieries_ESK winery, Hawes Bay Pacific Beaches

Wellington @ 1:30 Ferry 2:30PM – 5:30PM $250.00 Ferry cancelled due to “Storm of a Generation.” Overnignt at Apollo Hotel_Wellington, due to cancelled Ferry Service

12. **6.22.13** S Ferry (rise 6:00AM) 8:15 – 11:30_Ashburton (Pacific Coast) Regency Motel, Braden River restaurant
13. 6.23.13 SU 5* The Ridge Resort Queenstown w views of Lake Wakatipu and the Remarkables (wood stove, hot tub, washer/dryer)
   http://www.monad.co.nz/resorts/The-Ridge-Resort/
   Beautiful Drive thru Alps_Several VIEW stops

    Queenstown begins with the beautiful Lindis Pass – just magic when there’s snow around. Drive to Glenocracy (one of the nicest drives in the Alps.)

15. 6.25.13 T The Ridge Resort Queenstown
    The Aoraki Mount Cook National Park includes the highest peak in Australia (Mt Cook – 3755m) = 40 min. starring New Zealand’s highest Mount Cook. QTown Bus to Milford Sound = 3.45 = 180 miles dominated by the 5,560-foot pinnacle of Mitre Peak rising sheer from the sound_Sailed to the Tasman Sea.
    QTown to Fox Glacier = 4 Hrs = 206 miles

16. 6.26.13 W The Ridge Resort Queenstown
    Drive to Fox & Franz Joseph Glacier
    Finz Wharf Restaurant

17. 6.27.13 R The Ridge Resort Queenstown
    The only thing better than the drive to Glenorchy is the road to Paradise, Arrowtown
    Cruise lake to Sheep Station for High Tea, Sheep Shearing, red Deer Gondola to MT top, Maori Presentation, and great buffet dinner (venison)

18. 6.28.13 F Leave Queenstown to Dunedin and Otago Peninsula for Penguin Observations
    Portobello Motel
    10 Harington Point Road Portobello | Portobello, Dunedin 9014, New Zealand
    http://www.portobellomotels.com/
    Dinner at 1908 Tavern

19. 6.29.13 S Mt Hutt, Rakaia Gorge
    http://www.monad.co.nz/resorts/Mt-Hutt-Lodge/
    Handsome Condo viewing MT Hutt
    Great Drive from coast to the Alps. Views of Mt Cook

20. 6.30.13 SU Mt Hutt, Rakaia Gorge
    Ski Mt. Hutt

21. 7.01.13 M Mt Hutt, Rakaia Gorge
    Take trans Island train from Springfield over Arthur’s Pass to Tasman Sea & return

22. 7.02.13 T Mt Hutt, Rakaia Gorge to Antium Arms Hotel in Queenstown

23. 7.03.13 W (Drop car in) Depart Queenstown 4:30-5:30
    Sydney Harbour Marriot Hotel at Circular Quay
    Concierge Level room w Opera view; Dinner in Concierge Lounge
24. 7.04.13 R Sydney Harbour Marriott Hotel at Circular Quay
Take train from airport to Circular Quay_marriot one block.
**Ultimate Sydney**, small group vehicles with excellent and professional tour
guides that provide outstanding commentary and cover a vast area of the City and
Surrounds. The tour is called **The Story of Sydney**, stopping frequently for photo
opportunities.
**Breakfast and Dinner Concierge lounge**

25. 7.05.13 F Sydney Harbour Marriott Hotel at Circular Quay
Manly Beach Ferry, Walk 4 miles on Manly Beach, Opera House Tour, Tour
Royal Botanic Gardens (by train.)
**Breakfast and Dinner in Concierge Lounge**

26. 7.06.13 S Sydney Harbour Marriott Hotel at Circular Quay
The Sydney Centre Point Tower is the tallest structure in Sydney and has
unsurpassed panoramic views of the city and is a nice way to see the city from an
elevated viewpoint.
Ferry to zoo, Darling Harbor, Watson Bay & Doyle’s Fish and Chips
**Breakfast and Dinner in Concierge Lounge**

27. 7.07.13 SU Sydney Harbour Marriott Hotel at Circular Quay
Tour Blue MTs **Sydney Great Escapes**
**Breakfast and Dinner in Concierge Lounge**

28. 7.08.13 M Depart Sydney Harnour Marriott Hotel at Circular Quay @ 6:30
Sydney 9:45AM_LAX_6:45AM/_D 8:15AM (Used Global Entry @
Immigration/Customs) = 12 minutes.
Arr Cincti 4:30PM
Helms’ Rules: Europe

1. Eur Rail for specific point-to-point travel. Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour Europe by the coastal ports.

2. Rent car for Loire Valley and for Austria__Italy.

3. Use subway, ferries, local trains, (NO to taxis)

4. Arrive Fresling_Munich and depart Fresling_Munich.

5. Use Marriot Points 4 nights = 5 nights per city

6. Use Delta Elite points in FLYING Business Class = free beds and gourmet meals & resist alcohol @ 35,000 feet; do use lots of lotion & water.

7. Marriotts provide free hot breakfast buffet and free evening dinner buffet.

8. Nearly all “Guidebooks Experts” are useless. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. Do consult Tripadvisor.com and mapquest.com

9. Use the WWW and parts of Guidebooks to design one’s own trip

10. Choose a logical circular route: Germany, Austria, Czech Republic, France, Switzerland, Austria, Italy, and Germany.

11. Visit large cities and historical villages.

12. Passport, no visa, Global Entry

13. Choose Queenstown as central to (South) Island

14. Fill in with reserved hotels as in Loire Valley.

15. Skip large industrial cities.

16. Avoid rental cars in the BIG cities_traffic messes

17. Nearly all rental cars 5 speed (rent Garmin)

18. Europe’s roads are easy to navigate

19. Take only one roller bag & one small bag; Pack only MICROFIBER or Gortex cloth. DO NOT check luggage.
20. Weather in July Europe varies between 50 degrees and 80 degrees with sun, wind, rain.

21. Weather in requires a gortex jacket. Sunscreen and lotion are required.

22. Go in the fall, winter, spring, and summer.

23. Restaurants and EVERYTHING is expensive ($8.00 gallon fuel.)

24. My (US Navy) son laughs at 15 meter waves in the 3.5 hour ferry crossing; I laugh at the 5 meter waves in the 3.5 hour ferry crossing) The Kiwis are wimps.

25. I like the ScotteVest Gortex 26 pocket parka for wind, rain, and snow.

26. I like an Irish walking hat and Gortex hiking boots

27. Do the activities that fit one’s lifestyle. Plan the expedition, and he flexible in the cities.

28. Do take Euros, but not too much.

29. Don't whine at the slight charges when using a credit card

30. Memorize the European Map

31. Take a few DVDs for evening TV

32. Purchase a SMALL int’l cell phone

33. Take an iPad (rather than a laptop)

34. The Loire Valley wineries are a delight

35. Most Europeans like Americans and speak English

36. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Europe.

37. As a Marriott Platinum Elite member, I have FREE WI-FI and free room Concierge level computers.
Europe 2011 Itinerary

1. July 2 Sat  Depart CVG @ 11:55 AM — Atlanta

2. July 3 Sun  Ar Munich 7:50AM

7. July 8 F  2. Train to Vienna
Munich main railway station (Hauptbahnhof, Bahnhofplatz.)

10. July 11 M  Vienna to Zurich
3. Train Vienna to Zurich

12. July 13 W  Zurich to Tours 7 Hrs
4. Train Zurich_Tours

Rental Car in Tours( St. Pierre)

14. July 15 F  Drop Car in Tours July 15
and Train Tours to Paris


II. Rental Car from Munich airport

23. July 24 SU  Munich
Drop car @ Munich Airport


All Western Europe = same time zone

3.5 WK Hotel Calendar w Day Trips, Train, Auto

$10,206.00 _480,000_ Marriott points Current Itinerary
$600.00 _4 additional Hotels
$16,408.00 _800 SKY MILES_Delta Business Class Ticket
$1,046.00 EurRail & Auto Rental
$500.00 Local transport, admissions, day trips
PHONE = US 001, Austria 43, Fr 33, Gr 49, Swiss 41
http://maps.google.com/maps?q=Western+Europe&oe=utf-8&client=firefox-a&hl=en&um=1&ie=UTF-8&sa=N&tab=wl

http://www.raileurope.com/rail-tickets-passes/europe-rail-pass-list/

**Bahnhof Gare**

0. July 1 Sat  CVG_Marriott_ Use Certificate

1. July 2 Sat  Depart CVG @ 11:55 AM — Atlanta Use Delta Points=Bus. Elite

2. July 3 Sun  Ar 7:50AM  **Munich Marriott Hotel** 5  300B = $420
   Email: mhrs.mucno.gm@marriott.com  Use Certificate
   Berliner Strasse 93 - Munich, 80805 Germany
   Phone: 49-89-360020
   **Grand Munich Tour, Nymphenburg Palace**
   **Marienplatz_Hofbrau Haus_Cathedral**

3. July 4 M  **Munich Marriott Hotel** 5  Use Certificate  300E = $420
   (11) BERCHTESGADEN AND EAGLE’S NEST

4. July 5 T  **Munich Marriott Hotel** 5  300E = $420
   (10) ROMANTIC ROAD-ROTHENBURG AND HARBURG Castle

5. July 6 W  **Munich Marriott Hotel** 5  300E = $420
   (16) THE ROYAL CASTLES NEUSCHWANSTEIN AND LINDERHOF

6. July 7 R  **Munich Marriott Hotel** 5  300E = $420_$2100
   Subway to Dachau

Total Marriott Reward Points = 100,000 & Total Euros =

July 8 Train  to Munich to Vienna (reserved seating)_
Munich main railway station (Hauptbahnhof, Bahnhofplatz.)

7. July 8 F  **Vienna Marriott Hotel** Use Certificate 6  209E = $293
"MHRS, Vienna Austria AYS" mhrs.vieat.ays@marriotthotels.com
Parking 12a - Vienna, 1010 Austria
Phone: 43-1-515180
Vienna City Tour
St. Stephen's Cathedral
Belvedere Palace

8. July 9 S  
Vienna Marriott Hotel 6 209E = $293
Royal Tours (Bus) to Prague from Vienna
7.00 am Hotel pickups commence prior to this time, you must contact the local service provider to verify your exact pick up time. Duration: 14 hours (approx.)

Wenceslas Square, Prague Castle, Charles Bridge, Jewish Quarter, St. Nicholas Church, The Astronomical Clock

9. July 10 SUN  
Vienna Marriott Hotel 6 209E = $293 _$879
Schonbrunn Palace
Hofburg - Chapel of the Imperial Palace, Imperial Apartments, National Library
Total Marriott Reward Points = 90,000

10. July 11 M  
Vienna to Zurich
Train Vienna(reserved seating) to Zurich
Marriott Renaissance Zurich
E-Mail renaissance.zurich@renaissancehotels.com
Thurgauerstrasse 101 - Zurich-Glattpark, 8152 Switzerland
Phone: 41-44-874 5000
Tram number 10 and Tram number 11 leave every five minutes from Zurich mainstation to our hotel. The station where you need to get off the tram is called Glattpark, which takes around 20 minutes.

11. July 12 T  
Zurich
Marriott Renaissance Zurich, Use Certificate
Augustinergasse is one of Zurich's most beautiful old, narrow streets with its many colorfully painted oriel windows.

Bahnhofstrasse
The world-famous shopping precinct was created following the construction of Zurich Main Station...

Excursions
Uetliberg (874m/2,867ft) - 2 hours incl. 50 min. by rail
The short railway journey is mainly through woods.
Rapperswil — City of Roses
This makes a beautiful one-day excursion from Zurich. Rapperswil is a small town at the opposite end of Lake Zurich

12. July 13 W  
Zurich to Tours 7 Hrs_Tours
Lv Zurich(open seating) to Basel (reserved seating) _ to Paris (reserved seating) _ to Tours
Train Zurich Tours (Exit St. Pierre 1 stop prior to Tours)  
Car in Tours (Actually St. Pierre)

http://www.hotel-chenonceau.com/  
Hotel La Roseraie (Dinner @ 7:00pm & two days of breakfasts)
$170.00 w A/C  
E-mailed 5.27.2011  
Hotel La Roseraie <Samx28@aol.com>  
Tel: +33 (0) 2 47 23 90 09

http://www.tripadvisor.com/Hotel_Review-gl87123-d219871-Reviews-or10-Hotel_la_Roseraie-Chenonceaux_Loire_Valley_Centre.html#REVIEWS

Loire Chateaus

Chenonceau illuminations

Hotel La Roseraie  
Tours_Chartes 2 Hrs Bastille Day  

Loire Valley chateaux — Chateau de Chambord __ Chateau de Chenonceau__  
Amboise's cliff-hanging castle

Drop Car in St Pierre July 15  
And Train Tours to Paris

14. July 15 F Tours to Paris(reserved seating)  
Paris Marriott Rive Gauche Hotel 6  
Use Certificate 409E = $573  
Email: mhrs.parst.ays@marriott.com  
17, Boulevard Saint Jacques - Paris, 75014 France  
Phone: 33-1-4078 7980

St Jacques station in front of the Marriott Hotel Rive Gauche.  

City Tour: The best of Paris in 3 1/2 hours  
Carnet

Austerlitz station/Gare d’Austerlitz:
From the Austerlitz station, you can use the metro, line 5 (Orange line), by the direction of Place d'Italie and you will get off at Place d'Italie. At Place d'Italie, you will switch with the line 6 (Green line), by the direction of CDG Etoile, and you will get off at St Jacques station in front of the Marriott hotel Rive Gauche. You will need about 15 to 20mn maximum, and the price is 1.70 euros.

15. July 16 S  
Paris Marriott Rive Gauche Hotel 6 409E =
Notre Dame_Left Bank
Paris Seine cruise Illuminations

16. July 17 SU  
Paris Marriott Rive Gauche Hotel 6 409E = $573  
Sacre Coeur_Effiel Tower

17. July 18M  
Paris Marriott Rive Gauche Hotel 6 409E = $573  
Paris_Louve_ Arc de Triomphe_ Champs-Elysées

18. July 19 T  
Paris Marriott Rive Gauche Hotel 6 409E $573 _$2865  
Chartes and Versailles  
Total Marriott Reward Points = 160,000

19. July 20 W  
Train Paris to (reserved seating)_Basil (reserved seating)_to Lucerne  
Renaissance Lucerne Hotel Use Certificate 60,000  
Email: renaissance.lucerne@genaissancehotels.com

20. July 21 T Renaissance Lucerne Hotel 60,000

Golden Round Trip, which combines a cruise on a lake steamer together with a journey on the world’s steepest cogwheel railway up to the Pilatus Mountain peak. From here you can enjoy the spectacular View of Lucerne, its lake and even the Alps. Enjoy a Lake cruise from Lucerne to Vitznau. See the sights of Lucerne including the wooden chapel bridge, the lion monument and picturesque villages along the lakeside.

21. July 22 F  
Train Lucerne(reserved seating)_to Munich  
Rental Car from Munich airport  
Hilton Innsbruck

Salumer Strasse 15  
Innsbruck,  
Austria, 6010  
Tel: 43 51259350  
Fax: 43 5125935220

WORLDWIDE GOVT. Rate per night: 129.00 EUR Total for Stay per Room: Rate 89.00 EUR Total includes bkfast EUR Total for Stay: 89.00 EUR

Drive Munich to Innsbruck (2 hrs) to Bressanone, Italy(1 hr.)  
Visit Old Innsbruck and Bixen (Bressaonone)
22. July 23 S  

Sheraton Salzburg Hotel

Room Features: Non-smoking Executive, Newly Renovated, City View, Air Conditioned, Plasma TV 42 Inch  
Total For Room Rate Only: EUR 204.25

Auerspergstrasse 4  
Salzburg, 5020 Austria  
Phone: (43) (662) 889990 Fax: (43) (662) 881776

Drive to Innsbruck to Salzburg  
Visit Old Salzburg

23. July 24 SU  

Drive Salzburg to Munich (4.5Hrs)  
Visit Old Salzburg

Munich Airport Hotel  
4 109E = $153, 20,000  
Email: muenchen.airport@marriotthotels.com

Alois Steinecker Strasse 20 - Freising, Bavaria 85354 Germany  
Phone: 49-8161-966-0

Drop car Munich Airport  
Marriott Shuttle to Hotel (call) Use Certificate  
Walk through Freising

Total Marriott Reward Points = 20,000


Marriott Shuttle to Airport

Total Marriott Reward Points for the Trip = 480,000 _ $10,206
Dear Dr. Ronald G. Helms:

Thank you for your reply.

The contact information that you requested is included below:

Munich Marriott Hotel
Phone: 49 89 360020
Fax: 49 89 36002200
Email: mhrs.mucno.gm@marriott.com

Vienna Marriott Hotel
Phone: 43 1 515180
Fax: 43 1 515186736
Email: Vienna.marriott.info@marriotthotels.com

Renaissance Zurich Hotel
Phone: 41 44 874 5000
Fax: 4144 874 5001
Email: renaissance.zurich@renaissancehotels.com

Paris Marriott Rive Gauche Hotel & Conference Center
Phone: 33 1 4078 7980
Fax: 33 1 45884393
Email: mhrs.parst.ays@marriotthotels.com

Renaissance Lucerne Hotel
Phone: 41 41 2268787
Fax: 4141 2268790
Email: renaissance.lucerne@renaissancehotels.com

Munich Airport Marriott Hotel
Phone: 49 8161 966 0
Fax: 49 81619666 281
Email: muenchen.airport@marriotthotels.com

If we can be of further assistance, we invite you to reply to this email.
Thank you for choosing Marriott.

Regards,
Alexis Benson
Marriott Custo
Europe Hyperlinks

http://www.luxurytraveler.com/loire.htm

http://www.autoeurope.com/car.cfm


This advice might seem rather rudimentary, but if you already have a passport, check to see that it won't expire while you are traveling or living over there. Some countries require that your passport be valid for three months or six months from your date of arrival on their piece of the earth.

http://www.frommers.com/destinations/paris/0062020515.html

Paris Apt

http://www.tripadvisor.com/VacationRentals-g187147-Reviews-Paris-ile-de-France-VacationRentals.html
Paris Apt

http://www.enioy-europe.com/the/chap05/clothes.htm


https://www.marriott.com/hotels/maps/travel/pardp-marriotts-village-dlle-de-france/

From Disney to Paris

Paris touring

http://www.imagetours.com/itinerary.cfm?tourname=GS
Germ, Aust, Swiss

http://www.imagetours.com/

http://www.destinationeuropa.info/
DIY
http://www.parislogue.com/disneyland-paris


http://tourvacationstogo.com/globus_tours.cfm?npid=19912&nhr=1

http://www.affordabletours.com/search/tours/35519/#itindata
Vienna – Munich

Google Small group tours Europe

Rick Steves Trier to Vienna – 14 Days = $3500.

Paris & France = 11 days = $3000.00
3.5 Weeks on the Continent  
July, 2011

Transportation?
Route?
Map?
Hotels?

Sites to visit?  
Restaurants?  
Budget?

Cities to visit:

Bressanone (Bixen) 2-4 HRS
Freising 1 night
Chartes 4-5 HRS
Munich 5 Nights
Paris 5 Nights
Berchtesgaden 8 HRS
St. Pierre 1 HR
Innsbruck One Night
Basel 1 HR
Tours 3-4 HRS
Dachau 5-6 HRS
Prague One Day
Zurich 2 Nights
Vienna Three Nights

Versailles 3-4 HRS
Rothenburg One Day
Salzburg One Night
Neuschwanstein One Day
Lucerne 2 Nights
Loire Valley 2 Nights

**2014-2018 The Great War Centenary:**
Normandy 1066 – Normandy, 1945

Ronald G. Helms, Ph.D.
Professor, College of Education and Human Services
Wright State University

Global Education Journal

pp. 1-20
The manuscript has not been submitted or published elsewhere.
Ronald G. Helms is a professor of global education and cultural studies at Wright State University, a national auditor for NCSS_NCATE/CAEP Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards Principal Investigator; Helms is the recipient of 45+ grants including a $916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 49 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.
Helms is also active with the following professional organizations: National Council for Accreditation of Teacher Education National Assessment Auditor, National Pearson Teaching Performance Assessor, National Council for the Social Studies Author, Consultant, and Assessor, National College and University Faculty Assembly Program Review Board, Phi Delta Kappa Author, National Lecturer, Kappa Delta Pi Forum Peer Review Publications Board, International Assembly Author, Presenter, International People to People Ambassador Author, Delegation Leader, Presenter, Sister Cities International Ambassador, Author, Delegation Leader, Presenter.

Introduction

The author and Dr. James Shiveley, Professor at Miami University, Ohio have been friends and colleagues for three decades. Both professors received PhDs from the Ohio State University.

Dr. James Shiveley is the Condit Endowed Professor and former chair of the Department of Teacher Education at Miami University where he teaches courses in social studies methods, American government and economic systems, and comparative education. He is a former social studies teacher at Beavercreek and Wilmington, Ohio. Dr. Shiveley has been leading study tours to Europe for over a decade.

This article, Journal, 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945, was conceived during a meeting in November 2014. The author had recently returned from an Alaskan expedition, and was investigating a 2014-2018 The Great War Centenary tour in July 2015.

The author has taken the luxury of twelve months to read numerous WWI and WWII histories, articles, WWI archives, and to view hundreds of film clips, and other WWW resources.

The author’s paternal grandfather was a U.S. Doughboy, and was a sergeant in the U.S. army with the American Expeditionary Forces who arrived in France in 1917. The author’s grandfather seemed to have had more WWI stories than did his father, who was in the WWII Pacific Theater. On April 6, 1917, when the United States declared war against Germany, the U.S. had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches. The author’s paternal grandfather greatly enjoyed his time in Paris following the WWI November 11, 1918 Armistice.

The Armistice was an agreement signed by representatives of France, Great Britain and Germany. It was an agreement to end fighting as a prelude to peace negotiations. The Treaty of Versailles signed six months later would act as the peace treaty between the nations. Although "armistice" is used as a term to describe any agreement to end fighting in wars, "The Armistice" commonly refers to the agreement to end the fighting of the First World War.

The Armistice began at on 11th November 1918 at 11am (French time) - the eleventh hour of the eleventh day of the eleventh month. The Armistice itself was agreed 6 hours earlier at 5am with the first term of it being that fighting would end at 11am.
The Great War Centenary Tour is a fully customized educational tour, and perhaps readers might profit from the reviews of sights, restaurants, and hotels. There are several other tour operators who offer The Great War Centenary as well.

Note that the 2014-2018 The Great War Centenary Tour included the Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066; a visit to one of France’s most iconic attractions: Mont Saint-Michel; Bruges, Belgium one of the best preserved medieval towns in all of Europe; as well as the beaches of the D-Day landings with visits at several German bunkers, the Pegasus Bridge, and the Arromanches landing site; and a visit the Omaha Beach site and museum before moving on to Pont du Hoc and St. Mere Eglise. For those who teach and study history, the tour included much that is relevant to the teaching of history. Also note that there was no attempt to visit any of the Eastern Front WWI sites.

The following represents a day-by-day journal entry with an objective for publishing the various sites, hotels, and restaurant information for those who are interested in a similar The Great War Centenary Tour.

In July 2015, EducaTours, 2014-2018 The Great War Centenary, led by Dr. Jim Shiveley, spent two weeks in Flanders, Belgium, the Verdun and Meuse-Argonne Region, the Normandy countryside, and the city of Paris. The study tour was from July 6 – 20, 2015 and originated in Brussels before traveling to Flanders to the sights of three of the most horrific battles of WWI, the First, Second, and Third battles of Ypres (1914, 1915, and 1917).

While in the area we visited the perfectly preserved medieval city of Bruges, Belgium. We visited some sights associated with the nearby Battle of the Somme (1916) before heading to the village of Chatel-Cherey, France, where we hiked the Sergeant York Trail, and visited some major sights connected with the American offensive of the Meuse-Argonne (1918).

These two days were capped off with a visit to one of the largest battles of the Great War: Verdun (1916). The next visit was the Normandy area, visiting en route the cliffs of Etretat and the historic city of Honfleur.

In addition to the Normandy beaches and neighboring villages critical during the D-day landings, The Great War Centenary Tour Group visited the UNESCO World Heritage site of Mont Saint Michel.

The Great War Centenary Tour Group then visited Giverny and terminated in Paris for the final three nights.

Did the U.S. troops make a difference?

Hindenburg’s response: “The American infantry in the Argonne won the war….Without the American blow in the Argonne, we could have made a satisfactory peace.”
Itinerary

1. Monday, July 6, 2015

**Depart for Marriott Cincinnati Airport Hotel in order to enjoy complimentary airport parking for the trip’s duration. Dinner at Crescent Springs, KY, Bonefish Grille.**

2. Tuesday, July 7, 2015

Depart for Brussels, Belgium and overnight business class flight.

Wednesday, July 8, 2015

Explore Brussels and adjust to jet lag. Overnight at the Ibis Brussels Hotel off Grand Place.

Thursday, July 9, 2015

The Great War Centenary Tour Group will meet at the Ibis Hotel off Grand Place (Rue du Marché aux Herbes 100 Brussels 1000) at 1:00P.M. The Great War Centenary Tour Group will then take bus to Ibis Hotel in Kortrijk — about 90 minutes away by bus. After checking in to the hotel we will leave for nearby Ypres (pronounced Eee Pra) to visit the Flanders Field Museum. This will provide a great overview of the sights we will see on Friday. The Great War Centenary Tour Group will then return to Kortrijk for dinner with group at local restaurant.

Friday, July 10, 2015

The Great War Centenary Tour Group will return to Ypres to join the tour guide. The Great War Centenary Tour Group will spend the day visiting key locations associated with one of the three major battles of the Ypres Salient of WWI. Each of the battles and their importance will be addressed; however, it is impossible to visit the sites chronologically, so a synopsis of the major battles will be provided. The Great War Centenary Tour Group’s our visits will include: the site of John McCrae’s poem, “In Flander’s Field where the poppies blow”; the site of the first gas attacks; the Tye Cot Cemetery; the Passendale Museum, and; the field where the soccer games of the Silent Night Truce of Christmas, 1914 occurred. Lunch is planned at the Lost Brother Café near the Polygon Wood battle site. Dinner will be in the town of Ypres before we meet up again at the Menin Gate for the Last Post at 8:00 pm. The Last Post is a bugle memorial service that has been performed each evening at the gate since 1928 (except for the four years of German occupation during WWII.)

Saturday, July 11, 2015
The Great War Centenary Tour Group will depart after breakfast for a full day in the nearby town of Bruges, Belgium, about 45 minutes to the north. Bruges is one of the best-preserved medieval towns in all of Europe, with more canals than Venice. The Great War Centenary Tour Group will have all day to explore this wonderful town.

Sunday, July 12, 2015

The Great War Centenary Tour Group departs for the French village of Châtel-Chéhéry, the site of the Sergeant York Trail. While this is a three-and-half hour ride, we will be stopping along the way near several of Battle of the Somme sights. The Battle of the Somme was one of the two largest single battles of the Western Front during World War I. The Great War Centenary Tour Group will visit the Beaumont/Canadian battle site, the Theipval memorial, and the La Boissellse crater before heading on to the Château de Châtel-Chéhéry. The château where we are staying is not a hotel, but a French gite (a renovated traditional country cottage or barn conversion in a small village or countryside). With a couple of exceptions, the group will be staying in larger group rooms during our two nights here. The website for the chateau is: http://chateaudechatel.pagesperso-orange.fr/ A light dinner will be provided upon arrival.

Monday, July 13, 2015

In the morning, The Great War Centenary Tour Group will hike the Sergeant York Trail. The trail was inaugurated in 2008 after many years of research and “the help and coordination of the Boy Scouts, volunteers, military liaisons”, according to the website: http://www.sgt yorkdiscovery.com/York_Trail.php This website will also show pictures of the trail. The trail is a well-marked and documented hike of about 1.5 miles. Afterwards, we will meet a local guide who will accompany us to some nearby sights. This area is one in which American troops fought heavily in 1918 and, in addition to the Sergeant York Trail, includes the site of the Lost Battalion and the Montfaucon American cemetery (the largest American cemetery in all of Europe). By mid-afternoon we will move on to the battle site of Verdun for an overview of the largest single battle site of WWI. A picnic lunch will be provided during the day, and a dinner will be catered in when we return to the chateau that evening.

Tuesday, July 14, 2015

This is a travel day to Honfleur, France, with a visit at the cliffs of Étretat en route. A picnic lunch will be provided on the way to the village town of Étretat on the Normandy coast; famous for its coastal scenery of naturally formed arches reaching into the sea. Honfleur is an ancient fishing village located at the mouth of the Seine River, and a favorite site of many early Impressionist painters. We will be staying at the Hotel Le Cheval Blanc (the white horse) Best Western and dinner will be provided at a restaurant nearby.

Wednesday, July 15, 2015
The Great War Centenary Tour Group departs Honfleur and head for the beaches of the D-Day landings with visits along the way at several German bunkers, the Pegasus Bridge, and the Arromanches landing site. We will then visit the Omaha Beach site and museum before moving on to Pont du Hoc and St Mere Eglise. Lunch will be at the museum, and dinner will be at the hotel that evening – the Mecure Omaha Beach.

Thursday, July 16, 2015

Today, The Great War Centenary Tour Group visits one of France’s most iconic attractions: Mont Saint-Michel. This monastery was built in the Eighth century and is famous for the tides that come in “as fast as a galloping horse”, meeting the rocky perch island twice a day. The Great War Centenary Tour Group will arrive at this UNESCO World Heritage Site by late morning, allowing the afternoon to explore the medieval town and church before heading to the walled citadel town of St. Malo on the Brittany coast for dinner. We will then return to our Omaha Beach hotel.

Friday, July 17, 2015

The Great War Centenary Tour Group departs for Paris in the morning, making two visits along the way. The first is in the nearby town of Bayeux. Here we take some time to view the Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066. This tapestry (another UNESCO site) was created shortly after the battle and resided in the nearby cathedral until moved to a museum created especially for its display following WWII.

The Great War Centenary Tour Group will then travel on to Giverny to visit the home and studio of Jean Claude Monet, before arriving late afternoon in Paris. We will be staying at the FIAP Jean Monet (or other) for three nights, located in the 14th arrondissement just south of the Luxembourg Gardens and near Montparnasse.

The author chose to use the Paris Marriott Rive Gauche as his Paris Hotel.

Saturday and Sunday, July 18 and 19, 2015

Two days in Paris; these two days are set aside to allow The Great War Centenary Tour Group to explore this great city at their own pace, and to pursue attractions that appeal to their interests.

Monday, July 20, 2015

Many of the group members will fly home this day, while others will extend their stay in Paris or branch out to visit other European sights.
Monday July 6, 2015.
Dinner at Bonefish Grille in Crescent Spring, Kentucky.

We have developed a convention of dining at this Bonefish when staying at the Cincinnati Marriott (CVG.) Tomorrow we depart for a designed tour of WWI and WWII sights in Flanders and Normandy (2014-2018 The Great War Centenary.) It is the Centennial of the WWI years. Interesting, that our last French hotel shall be a Paris Marriott.

This Bonefish Grille is especially appealing on a warm July evening. We like the ambience of the dining room, and the welcome greeting from the hostess. We tend make reservations at this Bonefish Grille, and that never have experienced a wait.

Tonight it seems to be a challenge to decide between the Arctic Char and the Chilean Sea Bass. These are two distinct species of fish, and we like both. We settle on the Arctic Char with au gratin potatoes and asparagus.

Monday July 6, 2015.
Cincinnati Marriott at Cincinnati Airport.

We often use the Marriott Cincinnati Airport as our primary hotel when touring the U.S., Europe, or other continents. We know that there are several Marriotts as well as other branded properties in the area.

We prefer a full service Marriott to the other Marriott properties. As Marriott Platinum Elite members, we do take advantage of the concierge amenities, which often include a complimentary breakfast buffet in the lobby restaurant as well as evening concierge social hours. We are always offered a concierge level room.

We visit various Accor/Ibis/Mercure properties in Flanders, Normandy, and Paris. Arguably, The Marriott Cincinnati Airport and the Paris Marriott Rive Gauche will be the “premium” properties of our European Study Tour. Our departure is a United Business Class flight to Brussels, and we are prepared for moderate, business hotels/gites in the nights to come.

A few years ago, we designed a personal European Holiday with Marriott Hotels as our city anchors, and Marriott provided pure luxury.

We are spending our last night in Paris at the Marriott Rive Gauche as a Platinum Elite member with full concierge level amenities. Thus we begin and end (2014-2018 The Great War Centenary Tour) with Marriott properties. Of course, we did use several local hotels when visiting sites such as the Loire Valley.
Tuesday July 7, 2015.
Depart Cincinnati Airport for Overnight Business Class Flight to Brussels, Belgium.

Wednesday July 8, 2015.
Arrive at Ibis Hotel, Central Brussels, Grasmarkt 100 Rue du Marché aux Herbes 100.

The Ibis Hotel, Central Brussels, Grasmarkt 100 Rue du Marché has an excellent location, and we know that this Ibis is served by a train connection to the airport. The location was our primary concern, and easy access to the “plane train” was valuable to our WWI and WWII tour.

This Ibis/Accor is a large, modern property and is located in central Brussels. We found the staff to offer friendly. We found a comfortable and well-equipped room, modern and designer public areas. We also found a 24-hour reception, breakfast from 4:00 am to midday, light meals served round the clock and a non-stop bar. We also found that early bookings at Ibis were to our economic advantage.

It was important to us that the Ibis have air conditioning and be non-smoking. We had connectivity in the Ibis rooms, and the WIFI is complimentary. Do expect elevators.

We spent four hours touring central Brussels, and the Market Square clearly reminded the author of Munich, Germany. Of course, we did sample Belgium waffles, chocolate, and beer.

July 9, 10, and 11, 2015.
The Ibis Kortrijk Centrum

Thursday July 9, 2015.
Visit the Flanders Field Museum. We like to read the various international views on the WWW concerning the Flanders Field Museum. This museum is recommended as a prelude to any WWI visit and especially as a prelude to visiting the various Ypres Salient areas of WWI (2014-2018 The Great War Centenary.) There were five battles at Ypres and three battles are often listed in history. We have arranged limited museum visits, and are spending much time in the field with local guides. We know that Flanders Field Museum is recently renovated, and we like the various settings in the museum.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more. In addition to historian’s books and articles, the WWW offers an excellent collection of relevant videos.

The Flanders Field museum is an absolute requirement prior to visiting the five battles of Ypres. In addition, the Flanders Field museum has a lovely “tap room,” where Belgium beer and sandwiches are served.
Note that Ypres was totally destroyed during WWI, and the present day Ypres is a total recreation of the destroyed city.

We find that our prior research has prepared us for our on-going numerous WWI and WWII encounters.

We appreciate that King Albert I of Belgium played a powerful and dramatic roll in electing to prevent the Germans from fulfilling their WWI modified Schlieffen Plan. King Albert I also played a major roll in the Belgium postwar recovery.

In our view, a visit to the Flanders Field Museum is well worth the minor expense, and is well worth the time.

Friday July 10, 2015.
Flanders Battlefield Tours.
Rain or sun, Flanders Battlefield Tours are a must. Knowing that we are on a WWI and WWII Tour (2014-2018 The Great War Centenary Tour) there is a high level of international tourist interest in the Flanders Battlefield Tours.

We absolutely profited from the knowledge and wisdom of Flanders Battlefield Tours, and we highly recommend Flanders Battlefield Tours.

A field guide (human) is really necessary to experience the Ypres Salient battles of WWI.

We found that talking with the numerous Brits, Canadians, Aussies, and Kiwis be very interesting. The British Commonwealth nations played a prominent role in many Flanders and French battles.

We always recommend doing research prior to visiting any important historical site. In addition to historian’s books and articles, the WWW offers an excellent collection of relevant videos.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field location that much more.

The author’s paternal grandfather was a U.S. Doughboy, and was a sergeant in the U.S. army with the American Expeditionary Forces who arrived in France in 1917. The author’s grandfather seemed to have had more WWI stories than did his father, who was in the WWII Pacific Theater. On April 6, 1917, when the United States declared war against Germany, the U.S. had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches.

The Tyne Cot Cemetery is one of the most notable cemeteries of WWI. We recommend a visit because Tyne Cot Cemetery has been well maintained, and because the record
keeping is advanced. Tyne Cot Cemetery is the resting place of 11,954 soldiers of the Commonwealth Forces.

This is the largest number of burials contained in any Commonwealth cemetery of either the First or Second World War. It is the largest Commonwealth military cemetery in the world. Tyne Cot' or 'Tyne Cottage' was the name given by the Northumberland Fusiliers to a barn which stood near the level crossing on the Passchendaele-Broodseinde road. The 3rd Australian Division captured the barn, which had become the center of five or six German blockhouses, or pillboxes, on 4 October 1917, in the advance on Passchendaele. We found that talking with the numerous Brits, Canadians, Aussies, and Kiwis be very interesting.

We learned that many Commonwealth visitors had family members buried in Tyne Cot Cemetery. We noted the Commonwealth headstones in Tyne Cot Cemetery are different from the distinct “markers” used by the U.S. The Germans used a variety of WWI headstones in the German Cemeteries.

Lt. Col. John McCrae, M.D., with the Canadian army, wrote a touching poem in memoriam to the brave soldiers who fought and died “In Flanders Fields.

Fittingly, Flanders Field American Cemetery takes its name from the poem. As a tribute, every year during the Memorial Day ceremony, John McCrae’s renowned words are recited:

“In Flanders fields the poppies blow
   Between the crosses, row on row,
   That mark our place; and in the sky
   The larks, still bravely singing, fly
   Scarce heard amid the guns below….”

American Expeditionary Forces arrived in France in 1917. My paternal grandfather seemed to have more WWI stories than did my father who was in the WWII Pacific Theater.

We highly recommend reading several period histories, and viewing a few excellent DVDs. On April 6, 1917, when the United States declared war against Germany, the nation had a standing army of 127,500 officers and soldiers. By the end of the war, four million men had served in the United States Army, with an additional 800,000 in other military service branches.

Our tour next took us to the Memorial Museum Passchendaele – Zonnebeke.

We noted that this museum offers visitors both German and Allies artifacts including viewing the reconstructed outdoor trenches of both sides.
During the Great War of 1914-1918 the villages of Passchendaele/Paschendaele, Zonnebeke, Beselare, Geluveld and Zandvoorde became famous for the part they played on the battlefields of the Ypres Salient. The end of the war devastated the area in November 1918.

The Memorial Museum Passchendaele 1917 was opened in Zonnebeke Chateau on ANZAC Day 25 April 2004.

We next visited an impressive network of outdoor British and German trenches. The trenches have been constructed using the same materials and methods of construction to give an accurate example of a set of 1914-18 trenches on the Western Front.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more. In addition to historian’s books and articles, the WWW offers an excellent collection of relevant videos.

**Christmas Truce of 1914**

https://www.youtube.com/watch?v=NWF2JBB1bvM

On December 7, 1914, Pope Benedict XV suggested a temporary hiatus of the war for the celebration of Christmas; however, the truce was not accepted.

Our take is that often the WWI soldiers on both sides exhibited better judgment than their commanding officers and “royal leaders.”

We spent several hours in the area of the “Christmas Truce,” and held interesting international conversations with many foreign visitors.

The “Christmas Truce of 1914” came only five months after the outbreak of war in Europe and was one of the last examples of the outdated notion of chivalry between enemies in warfare. It was never repeated; future attempts at holiday ceasefires were quashed by officers’ threats of disciplinary action, but it served as heartening proof, however brief, that beneath the brutal clash of weapons, the soldiers’ essential humanity endured.

Roughly 100,000 British and German troops were involved in the unofficial cessations of hostility along the Western Front. The first truce started on Christmas Eve 1914, when German troops decorated the area around their trenches in the region of Ypres, Belgium and particularly in Saint-Yvon (called Saint-Yves, in Plugstreet/Ploegsteert – Comines-Warneton.

The Germans placed candles on their trenches and on Christmas trees, then continued the celebration by singing Christmas carols. The British responded by singing carols of their own. The two sides continued by shouting Christmas greetings to each other. Soon
thereafter, there were excursions across No Man's Land, where small gifts were exchanged, such as food, tobacco and alcohol, and souvenirs such as buttons and hats.

The Last Post, the traditional final salute to the fallen, is played by the buglers in honor of the memory of the soldiers of the former British Empire and its allies, who died in the Ypres Salient during the First World War.

Menin Gate or sometimes Menepoort is a large public square housing a gate-like building structure. In the summer expect that 8:00PM will be in daylight.

The actual Last Post may require between 10 – 30 minutes depending on the time of year. We recommend that assembly of international visitors be 20-30 minutes prior to the Last Post.

The Last Post may or may not involve a short military parade. The Last Post usually will feature a set of Bagpipers and from three to ten bugles. Of course, one can hear a pin drop preceding the Last Post.

Fortunately, there are a number of videos showing the Last Post at Menin Gate, and we recommend viewing several videos (WWW) prior to an actual visit. We noted that we visited the 30,001 tattoo, and the previous evening the Belgium Queen had attended the 30,000 tattoo.

We always recommend reading various historians prior to a field visitation. If one has conceptualized the several views prior to historical visit, then one shall appreciate the field that much more.

Saturday July 11, 2015.
Historic Centre of Bruges, Belgium

We recommend the purchase of a guidebook for the town, either prior to departure or at the tourism information shop in town, be advised.

We spend the full day in the nearby town of Bruges, Belgium, best preserved medieval towns in all of Europe, with more canals then Venice.

"Bruges is the best-preserved medieval city in Belgium!"

Yes, we know that Bruges, Belgium, is pronounced "broozh," because we recall the 2008 film, “In Bruges,” with Colin Farrell and Ralph Fiennes. If you have not viewed the film, we recommend the opening scenes for a preview of Bruges, and we find the movie plot a bit silly.

At any rate our tour provides a full day in Bruges, Belgium. Bruges is often a day trip from Brussles; however, our WWI & WWII tour has determined that Bruges is a featured site, and we enjoy that.
If one set out to design a fairy-tale medieval town it would be hard to improve on central Bruges. Picturesque cobbled lanes and dreamy canals link exceptionally photogenic market squares lined with soaring towers, historic churches and old whitewashed almshouses. And there’s plenty of it. The only downside is that everyone knows. That means that there’s an almost constant crush of tourists, especially through the summer months.

The Ibis Hotel, Central Kortrijk has an excellent location, and we found this Ibis is near Ipres, and was valuable to our WWI & WWII tour.

This Ibis/Accor is a large, modern property and is located in central Kortrijk, Belgium. We found the staff to be friendly. We found a comfortable and well-equipped room, modern and designer public areas. We also found a 24-hour reception, breakfast from 4:00 am to midday, light meals served round the clock and a non-stop bar. We also found that early bookings at Ibis were to our economic advantage.

It was important to us that the Ibis have air conditioning and be non-smoking. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of air conditioning, WIFI, non-smoking, buffet breakfast, and 24-hour reception. Given our travel history, we predicted 50 years ago that a newer class of European hotel would arise.

The room and bed are very functional, and following a tour of Ipres was very welcome.

We had connectivity in the Ibis rooms, and the WIFI is complimentary. Do expect elevators.

The hotel concierge provided useful touring, restaurant, and other suggestions on how to make our visit to Kortrijk more interesting.

Sunday July 12, 2015. Battle of Somme Tour

One hundred and twenty-five miles northwest of Verdun, the British and French armies joined at the Somme River. A Franco-British offensive was planned here for 1916 to relieve pressure on the French at Verdun.

Comprising the main Allied attack on the Western Front during 1916, the Battle of the Somme is famous chiefly on account of the loss of 58,000 British troops (one third of them killed) on the first day of the battle, 1 July 1916, which to this day remains a one-day record. The attack was launched upon a 30-kilometer front, from north of the Somme River between Arras and Albert, and ran from July 1 until November 18.

British General Douglas Haig ordered a massive bombardment of the German lines that would last a week and could be heard across the Channel in England.
But the German troops were deeply dug in and the bombardment did not reach them. Once the shelling was over, of the 100,000 British troops who attacked the German lines July 1, 1916, and 20,000 were killed and over 40,000 were wounded.

It was the single worst day in deaths and casualties in British military history. Eventually this battle, which did not change the front line trenches much at all, involved over 2 million men along a 30 mile front. British and French losses numbered nearly three-quarters of a million men.

July 12 and 13, 2015 Chateau in French village of Chatel-Chehery.

The village of Chatel-Chéhéry is a small village located north east of France. The town of Chatel-Chéhéry is located in the department of Ardennes of the French region Champagne-Ardenne. The village of Chatel-Chéhéry is located in the township of Grandpré part of the district of Vouziers.

The Chateau Chatel-Chehery has excellent location, and the Chateau reminded us of lodging options in the Loire Valley. It may be important to note for U.S. travelers to know that that the Chateau Chatel-Chehery is a registered French Gîte. A gîte is a holiday home available for rent. Gîtes are usually fully furnished and equipped for self-catering. Many owners choose to handle their own rentals, and one can find these by searching online on the multitude of listing sites or by checking with the local tourist information office. Gîtes today vary from being luxury holiday homes to very basic apartments.

The term "gîte" is sometimes confused with "chambre d'hôtes", but in fact the two are different. A "chambre d'hôtes" is necessarily lived in by the service provider, and breakfast is served each morning. A "gîte" is a holiday home in an independent building. A chambre d'hôtes thus is more akin to a bed and breakfast.

We hiked the Sergeant York Trail and the WWI Battlefield where Sergeant Alvin C. York earned his Medal of Honor during the Meuse-Argonne Campaign. We enjoyed the catered picnic that The Chateau Chatel-Chehery arranged.

It was important to us that The Chateau Chatel-Chehery be non-smoking. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of WIFI, non-smoking, buffet breakfast, and 24-hour reception.

The room and bed are very functional, and following a tour of the WWI battlefields was very welcome.

The Chateau Chatel-Chehery is similar to a small French hotel; we had connectivity in The Chateau Chatel-Chehery rooms, and the WIFI is complimentary.

Monday July 13, 2015.
Sergeant York Trail
The idea for the Sergeant York Historic Trail came from a desire to allow visitors to the area a chance to "follow the footsteps" of the brave men who fought for freedom.

The actual location where Sergeant York earned the Medal of Honor had never been accurately documented and, with the passage of time, had been lost. With years of research in the American and German archives complete, The Sergeant York Discovery Expedition was formed to locate and mark the "York Spot" so that it would never again be lost in time.

The trail and monument are designed to preserve the Sergeant York legacy in the Argonne and honor all those who sacrificed for the cause of freedom in the "Great War."

It would take the help and coordination of the Boy Scouts, Volunteers, Military Liaisons, Political Leaders, Government Officials, and people willing to donate funds and time to make this dream a reality.

Battle of Verdun (1916)

We find that the long Battle of Verdun is very complicated. The science and technologies of the German and French forces are a major step in modern warfare. It is highly interesting to walk the battlefield where thousands of Germans and French fought and died.

The Battle of Verdun is considered the greatest and lengthiest in world history. Never before or since has there been such a lengthy battle, involving so many men, situated on such a tiny piece of land. The battle, which lasted from February 19, 1916 until December 21, 1916 caused over an estimated 700,000 casualties (dead, wounded and missing). The battlefield was not even a square ten kilometers. From a strategic point of view there can be no justification for these atrocious losses.

We recommend that one visit the Verdun site with an expert guide. A skilled guide leader accompanied our tour group through The Ossuary, Fort Douaumont, the Bayonet Trench, and the destroyed village of Fleury devant Douaumont.

The attack on Verdun (the Germans code-named it ‘Judgment’) came about because of a plan by the German Chief of General Staff, von Falkenhayn. He wanted to “bleed France white” by launching a massive German attack on a narrow stretch of land that had historic sentiment for the French: Verdun.
The area around Verdun contained twenty major forts and forty smaller ones that had historically protected the eastern border of France and had been modernized in the early years of the Twentieth Century.

Tuesday July 14, 2015.
Visit the cliffs of Étretat en route.

Visit village town of Étretat on the Normandy coast

July 14th (Bastille Day)
Lodging is at Cheval Blanc Best Western medieval village of Honfleur, France, on the Normandy coast.

Honfleur is so utterly enchanting; it is difficult to remember that Honfleur was built essentially for commerce. Honfleur’s harbor sits in a great location, tucked away on the southern side of the Seine’s estuary. During the Hundred Years War, the French king had this strategic spot fortified, but that did not stop the English occupation for several decades.

Honfleur’s beauty has long attracted artists, with works to be seen both in the town museums and in the modern galleries that abound. As Honfleur is so clearly dedicated to tourism today, one can choose from an exceptionally enticing selection of hotels, restaurants and shops around town.

The Cheval Blanc Best Western has excellent location, and we found that Cheval Blanc Best Western is in a medieval village.

Cheval Blanc Best Western is a small, European property and is located in central Honfleur. We found a comfortable and well-equipped room. We also found a 24-hour reception and breakfast service.

Cheval Blanc Best Western does not have air conditioning, and is non-smoking. Opening the windows provided fresh air and street noise. The room and bed are very functional, and following a tour of Honfleur and the harbor, the hotel room was very welcome. We found excellent coffee and a nice breakfast selection.

Cheval Blanc Best Western is small city center European hotel. We had connectivity in the Cheval Blanc Best Western rooms, and the WIFI is complimentary.

Wednesday July 15, 2015.
German bunkers, Normandy.

The Pegasus Bridge.
The taking of Pegasus Bridge in the early hours of D-Day was a major triumph for the Allies. The control of Pegasus Bridge gave the Allies the opportunity to disrupt the Germans ability to bring in re-enforcements to the Normandy beaches, especially those that the British and Canadians were landing at Gold, Juno, and Sword. Even the most basic of delays in getting German troops to the beaches would have been important and the capture of the bridge that guarded the main road to Ouistreham, and then on to the beaches further west was of great importance to the Allies. Control of the road, also meant that the 6th Airborne Division, that had been dropped to the east of Caen, could be supplied by Allied troops that had landed at Sword Beach. Without any control of this road, the 6th Airborne would have been starved of vital equipment.

The Arromanches landing site.

Arromanches is remembered as a historic site of the Normandy landings and in particular as the location where an artificial port was installed. This artificial port allowed the disembarkation of 9,000 tons of material per day.

Pont du Hoc.
Pont du Hoc was a nearly 100-meter-high cliff, with perpendicular sides jutting out into the Channel. It looked down on Utah Beach to the left and Omaha Beach to the right. There were six 155mm cannon in heavily reinforced concrete bunkers that were capable of hitting either beach with their big shells. On the outermost edge of the cliff, the Germans had an elaborate, well-protected outpost, where the spotters had a perfect view and could call back coordinates to the gunners at the 155mm cannons.

Those 155mm cannons had to be neutralized. The Allied bombardment of Pointe-du-Hoc had begun weeks before D-Day. Heavy bombers from the U.S. Eighth Air Force and British Bomber Command had repeatedly plastered the area, with a climax coming before dawn on June 6. Then the battleship Texas took up the action, sending dozens of 14-inch shells into the position. Altogether, Pointe-du-Hoc was hit by more than ten kilotons of high explosives, the equivalent of the explosive power of the atomic bomb used at Hiroshima.

St Mere Eglise.

Despite all setbacks, by 04:30 on the morning of 6th June the Stars and Stripes flag was flying proudly over Sainte Mère Église which became the first town in France to be liberated.

During the first few months of 1944 there were quite a number of allied air raids on and around this small town; the night of June 5 was initially thought by the enemy garrison not to be any different. As it happens a prominent house in the town square caught fire, most likely the result of one or more flares dropped by the Pathfinder squadron.

July 15 and 16, 2015
The Normandy area Mercure (Accor) Omaha Beach Hotel with dinner at the hotel
The Mercure Omaha Beach (Accor property) has excellent location, and is very near Omaha Beach. The hotel is located out of town, and offers a very peaceful stay with a great view of the coast.

Mercure Omaha Beach is a small, European property and is located near central Omaha Beach. We found a comfortable and well-equipped room. We also found a 24-hour reception and breakfast service. We also found that early bookings at Mercure Omaha Beach were to our economic advantage.

Mercure Omaha Beach does not have air conditioning, and is non-smoking. Opening the windows provided fresh air and street noise. We have found that given nearly 50 years of international travel that many business travelers do require the amenities of air conditioning, WIFI, non-smoking, buffet breakfast, and 24-hour reception. Mercure Omaha Beach is a small European hotel. We had connectivity in the Mercure Omaha Beach rooms, and the WIFI is complimentary. Note, we visited during Bastille Day, and the noise and fireworks prevailed into 1:00AM. Fortunately the author was so exhausted that he slept through all of the celebration.

Thursday July 16, 2015
Tour Mont Saint-Michel (UNESCO World Heritage Site)

Mont Saint-Michel has been on our to do list for nearly 50 years. We were very pleased that the 2014-2018 The Great War Centenary Tour included a visit.

Our bus dropped us near a tram going to Mont Saint-Michel, and it is a bit of a hike to ascent to the main area of Mont Saint-Michel. We were prepared for many tourists, and tourist shops; however, our main goal to visit this ancient Abbey. We do recommend an official tour, and some of were happy not to climb the Abbey stairs.

Perched on a rocky islet in the midst of vast sandbanks exposed to powerful tides between Normandy and Brittany stand the 'Wonder of the West', a Gothic-style Benedictine abbey dedicated to the archangel St Michael, and the village that grew up in the shadow of its great walls. Built between the 11th and 16th centuries, the abbey is a technical and artistic tour de force, having had to adapt to the problems posed by this unique natural site.

Actually the Mont Saint-Michel web site is very professionally done, and several other review sites offer some important advice for the 2015 visit.

We also visited the walled citadel town of St. Malo on the Brittany coast for dinner.

Friday July 17, 2015.
Visit the nearby town of Bayeux and Bayeux Tapestry, depicting the victory of William the Conqueror in the Battle of Hastings of 1066.
The Bayeux Tapestry

The Bayeux Tapestry (actually an embroidery measuring over 230 feet long and 20 inches wide) describes the Norman invasion of England and the events that led up to it. It is believed that the Tapestry was commissioned by Bishop Odo, bishop of Bayeux and the half-brother of William the Conqueror. The Tapestry contains hundreds of images divided into scenes each describing a particular event. The scenes are joined into a linear sequence allowing the viewer to "read" the entire story starting with the first scene and progressing to the last. The Tapestry would probably have been displayed in a church for public view.

“History is written by the victors” and the Tapestry is above all a Norman document. In a time when the vast majority of the population was illiterate, the Tapestry's images were designed to tell the story of the conquest of England from the Norman perspective.

Giverny to visit the home and studio of Jean Claude Monet.

When Monet and his family settled in Giverny in 1883, the parcel of land sloping gently down from the house to the road was planted with an orchard and enclosed by high stone walls. A central alley bordered with pines separated it into two parts. Monet had the pines cut down, keeping only the two yews closest to the house to please Alice.

From this Clos Normand of about one hectare, Monet developed a garden of perspectives, symmetries and colors.

The land is divided into flowerbeds where flower clumps of different heights create volume. Fruit trees or ornamental trees dominate the climbing roses, the long-stemmed hollyhocks and the colored banks of annuals. Monet mixed the simplest flowers (daisies and poppies) with the most rare varieties.

The central alley is covered over by iron arches on which climbing roses grow. Other rose trees cover the balustrade along the house. At the end of the summer nasturtiums invade the soil in the central alley.

Claude Monet did not prefer organized or constrained gardens. He blended flowers according to their colors and left them to grow rather freely. With the passing years he developed a passion for botany, exchanging plants with his friends Clemenceau and Caillebotte. Always on the look out for rare varieties, he bought young plants at great expense. "All my money goes into my garden," he said. But also: "I am in raptures."

July 17, 18, and 19, 2015
Paris FIAP Jean Monnet is just south of the Luxembourg Gardens and near Montparnasse
Or Paris Marriott Rive Gauche Hotel & Conference Center
Paris FIAP Jean Monnet has a reputation as an inexpensive school group hostel/hotel. Paris FIAP Jean Monnet is located just south of the Luxembourg Gardens and near Montparnasse. Paris FIAP Jean Monnet is opposite the Centre Hospitalier Sainte Anne (hospital) in the 14th arrondissements (or districts.). This no-frills hostel is a 6-minute walk from the Glacière métro station, 11 minutes from the Catacombes de Paris.

Paris FIAP Jean Monnet provides friendly service, and welcomes families, and grey-haired travelers who enjoy a social atmosphere and the company of fellow foreigners. Note: Paris FIAP Jean Monnet provides no air conditioning. The Lobby WIFI seems fine, but do not count on WIFI for the rooms.

The Metro is a saving grace of the Paris FIAP Jean Monnet (Glacière on Line 6.) One does not have to partake of the “continental breakfast” and other cafeteria meals. This is Paris, and there are thousands of choices.

Know that Line six is the primary metro line and Paris FIAP Jean Monnet is near Glacière on Line 6. Always purchase a carnet (ten tickets for about 14 Euros.)

Paris Marriott Rive Gauche was our choice of business class hotels for the Paris visit.

We know that Marriott Platinum members have access to concierge level amenities, and we find that the Paris Marriott Rive Gauche offers the highest level of personal concierge advice. There are five-six concierges, and all are fluent is a variety of languages.

We have been communicating with Paris Marriott Rive Gauche advisors for the past eight weeks, and have requested special reservations for restaurants and for touring. Frankly, in our younger years, we have lodged at “the Rick Steve’s properties, the ones with staircases and weak air conditioning.” We have learned to eschew these properties.

Simply enjoying a drink in the lobby provides a cosmopolitan atmosphere that one would expect in Paris.

We find that Concierge level rooms are on a par with Marriott's finest. Because of our Platinum Elite status, we are upgraded to a Concierge level room with an outstanding view of Scare Coeur and Montmartre.

We have experienced the “big tourist sights” in Paris, and we find that the Paris Marriott Rive Gauche Concierge understands that we may be seeking smaller venues, and that the Concierge is current on Paris attractions that we might enjoy visiting.

We feel at ease and at home with the Paris Marriott Rive Gauche, and this is very important. The Paris Marriott Rive Gauche is within steps of two Metro stops. We also know the railway station Denfert Rochereau is 10 minutes walk from the hotel. The ticket to CDG airport is 10 Euros.
We know the “city” location of Paris Marriott Rive Gauche, and we know that there are numerous restaurants within walking distance.

Given a carnet and the nearby metro, central Paris, and indeed all of Paris were easily available. We could rely on Paris Marriott Rive Gauche Concierge to provide optional travel routes for the sights that we visited. We never had need for Uber or for cabs.

A few years ago, we had designed a six-week Western and Eastern European Holiday taking advantage of Marriott Reward Points, and found that European Marriotts often exceeded the standards of U.S. Marriotts. Yes, at locations like the Loire Valley, we did reserve “upscale” non-Marriott properties, and we found this mix of local hotels and brand Marriott to be very appealing.

We began our “2014-2018 The Great War Centenary” from a night in a Cincinnati, Ohio Marriott (for complimentary airport parking,) and we enjoy that our final nights in The Paris Marriott Rive Gauche.

We highly recommend The Paris Marriott Rive Gauche to the discerning traveler.

Nearby restaurants and lounges include the following:

R'Yves(On-Site), L’Auberge du 15(0.4 miles), L'Ourcine(0.4 miles), and Swann et Vincent(0.6 miles.)

Monday July 20, 2015.
Depart Charles De Gaulle International Airport at 12:30P.M. for an 5:00P.M. Cincinnati arrival.

According to CNN, ten majorly despised international hubs have all inspired enough fury, flak and “never again” air-rage to merit a place on the list. And the most despised airport: Paris-Charles de Gaulle, Paris, France.

“The baffling circular layout is worsened by warrens of tunnel-like structures, dismissive staff and seething travelers waiting forever in the wrong queue. The worst part may be this airport’s aura of indifference to it all.”

Nearly all of the flying public has first hand horror stories, or knows someone who does concerning Charles De Gaulle International Airport.

Even the most experienced international traveler rates Depart Charles De Gaulle International Airport as meriting the title “worst airport in the world.” We think this is untrue; we found Paris-Charles de Gaulle to be as easy to navigate as any major airport in the U.S.
Conclusion

Given the hindsight of history, it is not difficult to conclude that WWI was an international miscalculation of huge proportions that ultimately led to WWII, the Cold War, and the terrorism of the 21st Century.

The author has taken the luxury of nine months to read numerous WWI histories, articles, WWI archives, and to view hundreds of film clips, and other WWW resources.

None of the royal leaders; King, Kaiser, Tsar, or Emperor had much influence in terms of planning or prevention of oncoming war. Despite bloodlines and royal relationships, none of this mattered much; even in the final days when Tsar appealed to King for amnesty.

Political leaders seemed to be a non sequitur. Prime Ministers and Premiers came and went with out having much influence.

Military Generals of the same nationality plotted against both the enemy and each other.

In the end, the only clear lesson was how to fail at a “peace accord.” The plans of President Wilson (including the 14 Points and the wartime Berlin negotiations with Berlin) were largely ignored by David Lloyd George and Georges Clemenceau. Lloyd George and Clemenceau were intent of providing a humiliating and punitive peace treaty with Germany. President Wilson lacked the diplomatic skills, knowledge, and leadership to prevent the British and French revenge.

The Germans and other powers were absent from the negotiations, and were stunned by the severity. President Wilson’s goal was the establishment of the League of Nations, and Wilson was strongly opposed by Senator Henry Cabot Lodge.

President Wilson at the Paris Peace negotiations was opposed by a Republican congress, and Wilson was disabled by a massive stroke with 17 months left in his presidential term.

Historians concur that the Treaty of Versailles “guaranteed” a second world war.

It seemed that Supreme Commander’s Eisenhower famous dictum during the Normandy invasion must hold true; “In preparing for battle I have always found that plans are useless, but planning is indispensable.”

In preparing for 2014-2018 The Great War Centenary: Normandy 1066 – Normandy, 1945, perhaps the one author who was among the most recognized was John Keegan, The First World War. There is a paucity of current WWI historians concerning the U.S. participation; however, Burton Yale Pine, America's Greatest Blunder: The Fateful Decision to Enter World War One is a very comprehensive text.

As one who values the historian over the novelist, I did conclude that Stanley Weintraub’s, Silent Night: The Story of the World War I Christmas Truce held some truth.
concerning the millions of soldiers demonstrated that the frontline soldiers, if left to their own devices manifested clearer thinking than most of their leaders.

Today, it is heartening to participate in the leadership of two organizations associated with President Eisenhower: International People to People Ambassadors and Sister Cities International Ambassadors. The author has participated in both organizations as the Delegation Leader to various European nations.

It is very easy for the son of a WWII veteran and the grandson of a WWI veteran to meet the “enemy” in his home, and to receive the gracious welcome and food and drink that these new friends extend. It is also a great pleasure to honor the “enemy” in my home and to continue to enjoy these international friendships.

The author recalls that in the late 1960s that he and his wife were boarded on a U.S. airliner to Europe, and while landing in Labrador to refuel, a Soviet airliner was also refueling. It was senseless that the “authorities” resorted to great efforts to keep the citizens separated as we deplaned for refueling purposes.

The author is fond of quoting the truism, “one-half of a great expedition is in the planning, one-half of a great expedition is in the expedition, and one-half of a great expedition is in the remembering.” Truly the whole is greater than the sum of its parts.

The author is grateful to Dr. James Shiveley’s expertise with taking study tours to Europe for over a decade. It was Dr. Shiveley whose planning resulted in the many details of hotels, transportation, restaurants, Normandy 1066 – Normandy, 1945 sight selection and bring together for nearly two weeks a fascinating group of adults who all shared the common quest of a love of experiencing history. Indeed, Dr. Shiveley has a magnificent genius for planning these expeditions.

The author is confident that all of the participants of Normandy 1066 – Normandy, 1945 will cherish lifelong memories. We were indeed fortunate to travel with professional class of adults, who manifested a love of history, culture, art, dining, and sincere care for one another.

Historians of all persuasions have presented U.S. neutrality and U.S. participation in several different manners. During a period in U.S. history when hyphenated Americans were more of a consideration than today, clearly the U.S. government and later the U.S. population projected a much more compassionate view toward the French and British than to the Germans.

Propagandist in the U.S. tended to vilify the German, and the “Kaiser’s war.” Despite a significant German-American population and Irish-American population, the U.S. scales tipped in favor of the Allies during “U.S. neutrality.”
General Pershing was consistently assaulted by both the British and the French to defer U.S. troops as “feeder corps” to both the French and British general. General Pershing persisted in defining the AEF as a separate and distinct entity.

Did the U.S. troops make a difference?

Clearly, British and French historians (and even some U.S. historians) have sought to minimalize the role of the AEF, and very often U.S. school children are taught that the U.S. role in WWI was a marginal role.

That the WWI cemetery at Romagne-sous-Monfaucon has 14,200 graves and is larger than the Colleville-sur-Mer Normandy WWII cemetery with 9,387 speaks volumes concerning the AEF WWI actions. Without question, U.S. losses in WWI would have been much higher if Americans were under either French or British command.

April 6, 1917 did not see the first participation of the U.S. in WWI; General Pershing was receiving U.S. troops at a rate of 10,000 per day, and insisted on waiting until the AEF could function as an American Army.

Sadly, both the French and British were distressed that the U.S. forces might achieve victories, when the French and British suffered defeats and stalemates.

Following the war, Von Hindenburg replied to the question, “Who won the war?”

Hindenburg’s response: “The American infantry in the Argonne won the war….Without the American blow in the Argonne, we could have made a satisfactory peace.”

Now, during The Great War Centenary, is the time to revise the history of U.S. “neutrality” and the winning of WWI. U.S. students must be taught the significant role that the U.S. played in WWI.
References:


Marriott's Kauai Beach Club: Urbane Kauai

By
Dr. Ronald G. Helms, Centerville, OH

A visit to Hawaii demands research, decisions, and an awareness of geography, history, and economics. There are several Hawaiian Islands, and these islands differ in diversity, ecology, volcano activity, and in several other ways. Most mainland (not the states) air carriers will land in either O’ahu or Maui, and these are very different destinations. Based on a previous visit, we wanted to fly into Kaua’i. Fortunately, we deplaned from our select carrier, walked down the open-air hallway to board immediately a Hawaiian carrier, and in 30 minutes were at Lihue airport in Kaua’i. Marriott’s Kauai Beach Club is about one mile away. Avoid the free Marriott shuttle and rent an automobile.

This trip was a combination business trip and pleasure trip that followed Christmas and proceeded into the second week of January. I knew that this is high season, but I was presenting a paper on the last day of the trip in Honolulu.

We wanted to visit Kaua’i the first week of the Hawaiian trip. There are only ten acceptable timeshare on Kaua’i, and I began my search through Interval International in May. The odds were very good that I would trade a Marriott property for a Kaua’i Marriott or a comparable property. Marriott provides the members “trading tools” that are not available to the general public.

We had previously traded into Marriott’s Waiohai Beach Club at Koloa on Poipu Beach on the south shore of the island. This is a newer Marriott resort known for its pristine beauty. However, the Marriott’s Kauai Beach Club became available first, and I was unwilling to gamble that a more preferred property would be available the last week of December.
There is a huge difference between the Marriott’s Waiohai Beach Club at Koloa and the Marriott’s Kauai Beach Club. The former is designed to be a private condo resort with full condo amenities; the later was “cobbled” together from a large Marriott hotel property. Check out the resale prices, and you may be tempted to buy the Marriott’s Kauai Beach Club. Do not purchase this property.

Caveat emptor applies to the purchase of Marriott’s Kauai Beach Club. The property is accessed from a busy highway in Lihue, and the access is on a curve as well. We found entrance and egress always dangerous. Next there is very restricted parking for our Mustang convertible at the hotel/condo entrance, but there was an army of valets to fend off.

The actual check in location and process is difficult (unless one has endured the experience.) The reception desk was one floor down and at least 100 yards from the entry to the hotel. In many respects, we were checking into a hotel! The entire procedure is very unpleasant and could be easily remedied by a simple remote check in stand for condo visitors. The photos posted at Interval International are accurate. The exterior photos apply to the common areas of the hotel and the integrated condos. Beware any time a condo posts photos using mirrors (“smoke and mirrors?”)

Marriott’s Kauai Beach Club is not a combination of villas and hotel, but it is a large Marriott hotel with converted hotel rooms passing as a condo. This is one of the smallest Marriott condos we have ever stayed. The kitchen, appliances, cookware, dishware are inadequate. The living room dining room is very small; the bedroom is tiny; the balcony is non-existent. The parking is in a remote lot that is several football fields away. And when it rains, the parking lot seems much further away.

The whole experience of people constantly checking in and out is very disconcerting. The phone line to the front desk is never answered.

On the other hand, we know the hotel people have less than one-half the space that we do. We can prepare minimum meals, and the view from the condo is pure Kaua’i. The outdoor pools and sunning area are delightful; the on-property restaurants are filled with people without automobiles.

Marriott does know how to plan and execute a New Year’s evening bash. The upper restaurant is extended with tents and is really festive. I am careful to select a table under solid roof because this is the rainy season, and sure enough all of the tent people are flooded out around ten P.M.

Marriott also presents a fantastic Sunday Brunch, and we always schedule a Sunday morning table when we are near a Marriott hotel.

We are determined not to permit our disillusionment and disenchantment with this property deters our enjoyment of the special island of Kaua’i. We did visit
Marriott's Waiohai Beach Club at Koloa and requested a day pass to enjoy this special area. We were able to participate in almost all the activities that Kaua‘i offered.

Marriot exchange program offers "points" for every visit to a Marriott property, and we were able to use these points in exchange for the Waikoloa Beach Marriott Resort & Spa located beachfront along the sun-splashed Kona Kohala Coast on the Big Island of Hawaii. This very modern property is pure Marriott, and we were able to island hop, pick up a Mustang convertible and enjoy the Big Island. The Big Island is the Hawaiian island that has the most volcano activity; this island is very different from the other island of Hawaii.

Finally, it was time to present a scholarly paper at a conference in Honolulu. We had taken care to use Marriott “points” to reserve Waikiki Beach Marriott Resort & Spa on the world-famous Waikiki Beach for our final two nights. It is rather luxurious to reserve a very high room with a large balcony overlooking Waikiki Beach, and to open a brut champagne with sushi while enjoying a Hawaiian sunset.

I always liken Honolulu, O‘ahu to southern California freeway traffic, crowds, and tourists. If you like the congestion of Los Angeles why would you fly hours more to experience the same traffic congestion. I have a strong bias for Kaua‘i, Maui, and the Big Island. I tend to prefer nature rather than high rises that dominate a beach filled with tourists.

In summary, we planned the Hawaiian trip using Delta Sky Miles and upgraded to first class; we traded for a condo in Kaua‘i; we used Marriott elite points for our visit to the Waikoloa Beach Marriott Resort & Spa and the visit to Waikiki Beach Marriott Resort & Spa. This two-week Hawaiian holiday was extremely inexpensive, and I am planning the next holiday as I author this article.
The Maritimes: White Point

By

Dr. Ronald G. Helms, Centerville, OH

As owners of ten timeshare weeks, the university's academic schedule permits numerous opportunities during the calendar year for adventure and exploring. We have visited the Maritime Provinces in Canada on several occasions. Our usual motor route is Ohio to Ontario and then time is allotted to visit London, Waterloo,

For this holiday, we opted to fly into Halifax, Nova Scotia for a ten-day visit to the Maritimes. We extended the week's visit to White Point Vacation Club with overnight lodgings in Amherst, Nova Scotia, Charlottetown, Prince Edward Island, and New Glasgow, Nova Scotia prior to our week at White Point Vacation Club in southern Nova Scotia. We returned to our Ohio home for one night, and immediately flew to our Marriott Ocean Pointe resort in Palm Beach. In eighteen days we experienced the beaches of the Maritimes and the Palm Beaches.

The contact information is White Point Beach Resort (#R638), 75 White Point Road #2 Queens County, NS, B0T 1G0, Canada, 866.869.2585 or 800.565.5068. The RCI photos do not accurately display the condos, but

http://www.redweek.com/resort/P5064-white-point-vacation-club does provide several accurate interior and exterior photos of White Point Vacation Club.

My initial reaction to the photos was that these condo are “mobile home units” similar to ones that we had visited in Napa Valley. The Napa Valley units were much too small for two adults.

However the White Point Beach Resort condos are actually freestanding modern spacious wooden homes. Each condo is located on nearly an acre of ground. White
Point Vacation Club provides seclusion and privacy. White Point Beach Resort condos are very large accommodations; offer a full kitchen, all cooking utensils, two spacious bedrooms and bathrooms, a small dining area, a large family room with a wood burning fireplace, a huge wood deck with furniture, and a gas grill.

White Point Vacation Club is a unique facility. Beware of the large bunnies that have been a White Point tradition for decades. The condo units are nestled in a forest setting similar to cabins in a state or national park. White Point Beach Resort resembles an “older” Michigan or New England resort. “Older” may connote romance and ambience. Some readers may recall the secluded lodge in the 1987 film Dirty Dancing. The storyline called for a setting (Kellerman’s Resort) in the Catskills, but the actual Dirty Dancing lodge is located in Virginia (Mountain Lake Resort in Pembroke, Virginia).

White Point Beach Resort was constructed in 1928 as a private hunting and fishing lodge. White Point Beach Resort initially consisted of a few cabins on the beach, an eight-room main lodge, and a dining room. These buildings remain, and are functional today. Expansion has been gradual and continuous through the years. All of the original buildings were of split log construction. Modern construction coexists with nearly 75 year-old structures.
White Point Beach Resort is Atlantic Canada’s very popular year-round, seaside beach vacation destination. The resort features a half mile white sand beach, indoor and outdoor pools, lake, golf, tennis, trails, surfing, recreation programs, a spa, and dining room showcasing Nova Scotia cuisine. White Point Beach Resort is in very high demand with the residents of Halifax who are only ninety minutes north. White Point Beach Resort is also a destination for many Canadians and U.S. citizens.

White Point Vacation Club is a timeshare that is an integral part of White Point Beach Resort. One visitor noted, “You won't be disappointed with the world-renowned Maritime hospitality. People are down to earth and not cosmopolitan as Nova Scotia mostly has small towns and villages.” We have frequently experienced this hospitality in the Maritimes.

White Point Vacation Club is s 95 miles southwest of Halifax on Route 103. Take Exit 20A, at the intersection of the highway connector and Route 3, turn right (West) on to Route 3 and follow Route 3 (White Point Road) to White Point Beach Resort. Liverpool is the nearest town where chain grocery stores and other small stores and restaurants are located. Liverpool is about ten minutes north of White Point Beach Resort.
It seems essential to arrive at White Point Beach Resort during the daylight hours. The driver must be careful of children and bunnies when entering the White Point Beach Resort property. Check-in for the White Point Vacation Club is at the main White Point Beach Resort lodge. The check in process is efficient and without the nuisance of a timeshare sales staff. The White Point Vacation Club is located in a forest beyond a small lake, and the drive involves several alternative dirt roads. The approach is very straightforward in daylight, but may be confusing after dark. Once we have carried our luggage and groceries to the cottage, navigation routes are memorized, and the night driving is of no challenge.

It seems to us that White Point Vacation Club offers superior accommodations to the lodge and cabins of the White Point Beach Resort. We determine as with our Marriott timeshares that advantages accrue when the Marriott timeshares co-exist with a large Marriot Hotel.

White Point Beach Resort provides several charming commons areas as well as seaside restaurants and bars. There is something very attractive about a large room with comfortable furniture, a large ancient wood burning fireplace, windows directly on the Atlantic Ocean, and the enjoyment of a single malt Scotch.
White Point Vacation Club is a very small timeshare, and trading possibilities are limited. We determined that mid-November would provide enjoyable outdoor weather, but without the demand of the summer of fall vacation season.

Planning and timing is important. We have taken care to arrive after the hoards of October visitors to the Maritimes, but before the winter season. In planning, a few phone calls to local residents informed us that mid-November is the “tricky” season. The warm Atlantic sea currents would probably guarantee shirtsleeve weather, and this was the case.

Our Delta Ohio flight connected through Boston to Halifax. We were in Halifax about four hours following Ohio departure. The flight to Palm Beach was direct and required one hour and forty minutes. Halifax is a delightfully small airport with a Hertz rental car location within a few feet of the terminal. We immediately set our course for Amherst, Nova Scotia to have dinner and secure lodgings. The following day we crossed the Confederation Bridge. The Confederation Bridge joins the eastern Canadian provinces of Prince Edward Island and New Brunswick. The curved, eight mile long bridge is the longest in the world crossing ice-covered water. The Confederation Bridge endures as one of Canada's top engineering achievements of the 20th century. After four years of construction using crews of more than five thousand local workers, the Confederation Bridge opened to traffic in the spring of 1997, at a total construction cost of one billion dollars.
Prince Edward Island is Canada’s smallest and greenest province. Cradled on the waves of the Gulf of St. Lawrence, Prince Edward Island is known for the vivid colors of its gently rolling landscape, surrounded by miles of sandy beaches and red sandstone cliffs. With a diverse landscape ranging from the wooded hills of the interior interspersed by acres of rolling farmland to the breathtaking scenery of the coastline, we always find Prince Edward Island to be an ideal destination.

We took care to revisit the Bay of Fundy. The Bay of Fundy is home to the world’s highest tides that may rise and fall nearly fifty feet twice a day. The Bay of Fundy is located off the northern coast of Maine and extending into Canada between New Brunswick and Nova Scotia. We recommend driving to the Hopewell Rocks in New Brunswick for a premier view of the tidal change. We entered Hopewell Rocks from Prince Edward Island. From Confederation Bridge, take Route 116 to Port Elgin, then Route 15 to Moncton. Follow the signs on Route 15 to Fundy National Park. At Riverview, turn south on Route 114. The driving time is about two hours.

Cape Breton was our next destination. Although Cape Breton is part of Nova Scotia, it has a distinct identity. Today, Cape Breton is an island famous for its Celtic heritage, which visitors may enjoy through the music, cuisine, and charm of the people. Cape Breton is also home to one of the world’s most beautiful drives: the Cabot Trail. Named for explorer John Cabot. The Cabot Trail winds around the northern end of Cape Breton Island. The 185 mile long Cabot Trail is famous for the
vistas it offers of the Gulf of St. Lawrence, the Atlantic Ocean and lush landscapes.
The Cape Breton National Highlands Park is at the trail’s most northern points and where the trail reaches its highest elevation. The trail takes a few hours to drive, and we found many business establishments closed in November. The Cabot Trail drive occurred in sunny weather, and we were able to stop at many beautiful vistas. We were fortunate to be unhampered by tour buses and recreational vehicles.

Following the Cabot Trail drive, we set our course for Halifax, Liverpool, and White Point Beach Resort. There is much to enjoy in Shelburne, Yarmouth, Digby, and of course Lunenburg. The coastal drives and the small towns all offered unique beauty and a variety of well-prepared seafood meals.

White Point Vacation Club is strongly recommended for people who greatly appreciate the outdoors, and who are open to experience a variety of cultures. Of course, one might visit White Point Vacation Club and take advantage of the White Point Beach Resort activities. However, the Maritime Provinces have so much to offer. Ideally, one could spend a month or two exploring this extremely interesting and diverse section of North America.
SURF WATCH: HILTON HEAD LUXURY

By

Dr. Ronald G. Helms, Centerville, OH

My travel experience confirms that Ohioans and Midwesterners as well as many travelers from the Northern states delight in a seaside holiday. Those Atlantic destinations that are the closest are not necessarily the most refined. Given the ease of airline travel, there is little reason to forego the Hilton Head experience for more plebian ocean strip vacation. A holiday should offer splendid amenities in a serene environment.

Our ownership of Barony Beach on the Atlantic coast encouraged us to trade into Marriott’s SurfWatch, which is a short beach stroll from Barony Beach. Marriott’s Surf Watch can be reached at 843-363-3400, and is located at 10 Fifth Street Hilton Head Island, SC 29928. The access from I-95 is uncomplicated, and does not require the use of a navigational device.

My wife and I fly from either the Cincinnati or Dayton airport into the Savannah, Georgia airport. Savannah is a very small airport, and car rentals are immediately adjacent to the airport. From I-95, exit at South Carolina State Route 278 for a short 21 mile drive to Hilton Head. Merge onto William Hilton Parkway for about 4 miles and turn east on Burk's road to Marriott Surf Watch. During daylight hours there is a more direct route to Hilton Head.
We prefer the off-season of a fall or spring holiday with pleasant weather and few tourists, and the absence of children and young parents. William Hilton Parkway can be an unpleasant drive in the summer season when southern hospitality is stretched to the limit. Off-season visits will find the local residents and the older tourists to be amazingly civil and pleasant.

We have been Marriott owners and fans for many years; Marriott offers a premium holiday experience, and the price tag is an indication of real value. Marriott’s Surf Watch employees are extremely well trained. The all-important check-in experiences are purely without stress or undo impediments. Front desk staff and management truly extend southern hospitality.

Our most recent visit raised a red flag concerning Marriott sales. We maintain that any sales approach uninitiated by the client is an unwelcome invasion of extremely valuable holiday time. The standard pretense of a one hundred dollar reward for a one and a half hour (read four hour) sales pitch is guileful invasion of our time. We find that many Marriott owners “pass on this opportunity.” I view the “new” Marriott practice of assigning a “personal concierge” as pure chicanery. The concept of assigning a “personal concierge” is distasteful, and Marriott patrons need to urge Marriott in the strongest of terms to forgo this deception.

As a newer Marriott property, this resort avoids several mistakes of older Marriott resorts, but provides a dilemma for discriminating owners who value the serenity of
an Atlantic Ocean view. The large whirlpool tub is absent due to lack of owner use.

The Hilton Head properties would benefit from fireplaces. Marriott’s Surf Watch eliminates the lockout units and offer two and three bedroom units. A couple should elect the two-bedroom unit because the living space is larger than in a three-bedroom unit.

We insisted on an Ocean Front unit. The insider’s viewpoint nicknames this property as “Marriott’s Surf Walk.” This is because several owners and visitors have not properly prepared themselves for this unique property. First, there really is only one building that is oceanfront. Second, it is a short walk on a boardwalk to the beach. In one sense “Marriott Surf Walk” is an apt description. Several other buildings provide serene Marshland and Atlantic Ocean views.

Given nearly 60 years of Atlantic and Pacific coast travel, I require an ocean front property, and I am willing to pay the premium cost for the view. Many of the Marriott SurfWatch buildings are “garden view.” These garden views provide a replica view of many tidewater areas, but fall short in terms of providing the clientele a balcony to enjoy a nice wine and sushi and a vision of the Atlantic Ocean.

I always read several guest on-line reviews, and it “cracks me up” when guests will schedule a golf cart to wheel them across the board walk to the ocean. In my view, one of the essential aesthetics of Marriott’s Surf Watch is the preservation of the
ecological wetlands and creek, indigenous grasses, scrub foliage, conifers, palm, and other flora and fauna that are a prelude to the natural grandeur of the ocean.

The seawater marsh that is integral to Marriott's Surf Watch is a vibrant ecosystem consisting of a creek and rising tides that provide a congenial stroll to the beach as well as provide an irenic 50-70 yards of contrasting beauty to the sand dunes, beach, and the Atlantic Ocean.

Outlet malls, shopping centers, and novelty shops, convenience stores, art galleries, and grocery markets are omnipresent. Some impulsive drivers are prone to slow driving, stopping, or turning without signals or warnings. Beware of the geriatric driver.

Nearby Bluffton, Beauford, Savannah, and Charleston offer historical, shopping, theater, restaurants, and art galleries.

It is always difficult to recommend Hilton Head restaurants because owners, management, chefs are variables that may change with the season. At the risk of recommending two restaurants, we have consistently been pleased with the water views and cuisine of Charley's Crab and the Ocean Grille.

Hilton Head offers 300 plus restaurants from national fast food chains to mom and pop restaurants to fine dining. Our recommendation is to confer with the Marriott
concierge with a specific request. We are careful to avoid the tourist traps, those places that refuse reservations, and the “discount” restaurants. Dining out requires some research and effort, and this experience will enhance the visit to Hilton Head. We prefer the white tablecloth, skilled waiter, no television, fine low country cuisine, and of course, a water view.

Perhaps, the very best restaurant to achieve these goals is the balcony or dining room of your ocean front villa at Marriott’s Surf Watch. Many of the fine dining restaurants do provide excellent cuisine; however, glasses of chardonnay, cabernet sauvignon, Maker’s Mark or Glenfiddich are sold at premium prices. Choosing a fine dining restaurant at Hilton Head will spare the visitor the experience of children, their parents, and the ubiquitous use of cell phone conversations.

The several excellent Marriott timeshare properties will ensure many years of continued visits to Hilton Head Island. Hilton Head is not the destination for the Disney crowd. The visitor who enjoys the natural beauty will be well rewarded.
Marriott Rewards: The United Kingdom

By
Dr. Ronald G. Helms, Centerville, OH

This column is somewhat different than my previous columns that focused on a specific timeshare resort. First, I need to provide a disclaimer that I am not a Marriott employee, and will not profit from Marriott in authoring this article. This article is not intended as an advertisement or as an inducement to purchase Marriott or any other timeshare that is also associated with any hotel properties.

Several premium hotels have realized the advantage of building resorts that are essentially hotels in areas that attract the public for holidays. Some of these premium hotels have also entered the timeshare market. Several of these hotels have developed a sales plan that coordinates hotels rewards with timeshare offers.

We have repeatedly stated that we are timeshare people, and we are not hotel people. Several years ago we were initially deterred by a Marriott sales pitch that we might convert our Marriott timeshare use into Marriot Reward “points.” We have been Marriott Reward members for years; and, yes, there are times that we might use Marriot Reward “points” to stay at a high end Marriott in lieu of a cash exchange.
“Points” is a pernicious, and often malicious concept in the timeshare world. Several guileful and disingenuous timeshare companies have used “points” in such a manner as to disillusion a growing number of owners. On the other hand some clients seem to harmonize with a “point system.”

I want to clarify to the readership that Marriot Reward “points” are not necessarily the “point” system that may exist in their timeshare contract. *Caveat emptor:* whenever the concept “points” is used.

Marriot Reward “points” for the general public are accrued at each paid stay at a Marriott property. One becomes a Silver Marriot Reward member, or a Gold Marriot Reward member, or a Platinum Marriot Reward member by staying a defined number of nights at a Marriott property. The system seems to function in much the same manner for a number of hotel brands.

Marriot Reward “points” are offered as incentives to the public in the primary market when a Marriott timeshare is purchased. Depending upon the contract, the owner may deposit his Marriott timeshare with Marriott on an annual or every other year basis. This arrangement does not apply to Marriott properties that are purchased in the secondary market. These secondary Marriott timeshare purchases are often at a small fraction of the primary market expense.
Once the Marriott Reward owner accrues enough points (Marriott advisors will explain the specifics), the owner might plan a two–three-four week holiday in Europe, Asia, Latin America, or anywhere that Marriott properties are available.

Shortly following my promotion to full professorship, I proposed another holiday to Great Britain. My wife readily agreed; however, she proposed a *quid pro quo*. Her condition was that we sell our home, and purchase a tony home in an upscale community.

Fine! We accomplished the sales and the purchase two months prior to our United Kingdom adventure. I had actually planned the three-week holiday during the previous December, and had completed all of the reservations with a ten-minute phone call to Marriott.

Marriott sales staff will propose a scenario that each owner is assigned a “personal travel planner” for planning an excursion. My intellectual response is if you require this service beware that sales people and “travel planners” are temporary “help,” and most sales associates lack the basic fundamental geographical, historical, and cultural knowledge to plan a trip. If you really require this kind of assistance, book a tour.

This is not our first trip to the United Kingdom, and a recent Irish self-tour encouraged us to focus on the United Kingdom. Three weeks in a small country may
seem like a good deal of time, but one can live years in the United Kingdom and not experience all the cultural and historic richness of this 1492 “backwater” island nation.

We have a long history of overseas travel; we have been traveling abroad for forty-five years on a frequent basis. In our youth, the rented manual transmission automobile and the Bed and Breakfast were de rigueur. And some European hotels are fine to excellent; however, we have transitioned to rented manual transmission automobile and to a Marriott property for our accommodations.

Our Marriott accommodations were former country manors, castles, abbeys, and other historic properties that have been thoroughly modernized. As Marriott Gold Elite members, we were invited to concierge level accommodations, concierge breakfast, and of course evening concierge refreshments.

The logical starting point is to map out the itinerary that focuses on the specific United Kingdom locations, historical, and cultural events that you value. There is no single web site or tour book that is complete enough for this research. And purchase the travel guides to mark, photocopy, and devour the information. Next, juxtaposition a map of the United Kingdom with Marriott property locations. The United Kingdom is an extremely convenient excursion to plan because of the prominence of Marriott properties. Yes, there are timeshare properties in the
United Kingdom; however, it is simply not convenient to tour the United Kingdom with a week of timeshare as home base.

Visit the Marriott home page to view the many Marriott properties; take a few hours and preview the outstanding historical buildings and rooms that will be "home" for a few days. Be careful to note the United Kingdom has not adopted the Euro, and room prices are not listed as U.S. dollars, but rather U.K. pounds. Some of these rooms are selling for $400.00 - $500.00 per night! Our three-week holiday involved two overnights of flight and 18 nights of Marriott. 18 nights at $450.00 per night equals $8100.00.

Because we used Delta Skymiles to book our flights and then to upgrade to Business Class, each of our airline tickets had a value of nearly $8,000.00. Business Class on international flights provides the ultimate luxury of space, comfort, and attention. The seats folds out into a single bed; my wife was able to keep all of her "necessities" within arms length.

A combination of Delta Skymiles and Marriott Reward points converted into nearly $24,000.00 for our United Kingdom holiday. A holiday like this requires left-brained planning as well as right-brain creativity.

We chose Gatwick International airport because Gatwick offers much less chaos than Heathrow, and also Gatwick is less of a terrorist target. We had several choices
of Marriott properties, and I am mindful that my wife actually requires more time in packing her “essentials” than I require. We did agree on one roller bag each and one small luggage piece. I have never checked a bag on an airline (to China, to Ireland, to Alaska, to Costa Rico, to Scandinavia, to Puerto Vallarta, to....)

We planned a hotel stay of 2-3-4 nights per hotel. Our first four nights were at the Swindon Marriott Hotel near the Cotswolds. We arrived at Gatwick early in the morning, and found a nearly deserted airport. The car rental was on site. We rented a V.W. Golf; and, upon moving the car from the lot, I had no concept how to move the stick shift into reverse. It seems the Brits had bobby-trapped the cars. Soon a British customer wandered by, and he simply pointed to a ring on the gearshift and instructed me to lift the ring before engaging reverse. We were off to check in to the Swindon Marriott Hotel.

This property is really much nicer than its Web appearance. Because of our Gold Elite membership, we were immediately upgraded to a concierge level room. This same experience happened every time that we checked in to a Marriott.

We spent the next several days re-visiting Bath and the Cotswolds. Then we were on our way to the Preston Marriott in order to visit Ironbridge Gorge and Ruthin and other small villages. We found that throughout our holiday that the British love these Marriott properties that are in historical sites. Perhaps two–four wedding parties might be scheduled for the same converted castle per weekend. The
gentlemen guests were always in tuxedos; the ladies were wearing some form of summer chiffon dresses with taffeta petticoats, and matching hats.

We planned four nights at Preston, but the British rain arrived; a simple phone call permitted us to transfer from the eastern shore to the western shore to the Sunderland Marriott that provided a serenely beautiful ocean front view for three nights (and more weddings.)

British cuisine has dramatically improved since the 1960’s; the British restaurants are no longer the caricature of meals that reputation provides. Nevertheless, “pub grub” remains an excellent alternative following a long day of touring. The British pub is a highly, civilized social experience that actually provide U.S. ladies with a tolerable and inviting experience (I would never take my wife to a common U.S. bar for a drink, let alone a meal.)

Scotland is always a great pleasure to visit, and we spent the next four nights at the Edinburgh Dalmahoy Marriott Hotel. The Edinburgh International Festival was in full swing, and of course we had to experience a Scottish tattoo.

We next drove south to the Marriott Lincoln Courtyard in Lincoln for four nights. Check out this property at the Marriott Website; it is not a Courtyard as we know Courtyards in the U.S. We had a beautiful view of the local river and maritime harbor. Of course we re-visited York and discovered a fourth copy of the Magna
Carta at the Lincoln Cathedral. Numerous copies of the Magna Carta were made each time it was issued, so all of the participants would each have one; in the case of the 1215 copy, one for the royal archives, one for the Cinque Ports, and one for each of the 40 counties of the time. Several of those copies still exist and some are on permanent display. If there ever was one single “master copy” of Magna Carta sealed by King John in 1215, it has not survived. Four contemporaneous copies (known as "exemplifications") remain, all of which are located in the United Kingdom.

And finally we spent our last four nights in the London Marriott Hotel County Hall. We dropped the car at Gatwick, taken the fast, nonstop Gatwick Express to Victoria Station, hailed a cab and checked into this London Marriott. This rather pleasant experience may have required 45 minutes. The London Marriott Hotel County Hall is a magnificent structure, and is directly across Westminster Bridge. Our room had a closet the size of a normal bedroom and a direct view of the Thames, Big Ben, the Houses of Parliament, and the London Eye. Yes, I finally convinced my wife to “fly the London Eye.

We like to believe that we are not jaded travelers; and we executed this excursion with aplomb and insouciance. The three weeks in the United Kingdom were hugely successful, inspiring, invigorating, historical, and now provide numerous pleasant memories. I have the Marriott points and Delta Skymiles “in the bank.” Now if only I can persuade my wife for the next adventure.
The Ridge Resort: Queenstown, New Zealand

By

Dr. Ronald G. Helms, Centerville, OH

Interval International rating for The Ridge Resort: Queenstown, New Zealand is Premier, and we rate The Ridge Resort in Queenstown as 10/10. New Zealand is a small country, similar in size to Great Britain or Japan. With a population of only four million people it’s also gloriously un-crowded, especially in the winter months. We visited for three weeks and encountered one North American (from Halifax, Nova Scotia.)

First, we arranged a trade through Interval International, and the on-line description, resort information, and several jpgs are “spot on.” Our three bedroom / two bath unit fronted on Lake Wakatipu and the Remarkables. On clear days the views of the lake, and, mountains are magnificent

Some debate “shall we do the North Island or the South Island?” Our answer is one week in the north and two weeks in the south. It takes nearly three weeks to experience New Zealand without the “glow worm caves.”
The Ridge Resort in Queenstown may not be Marriott Five Star, but the location and proximity to nearly all sights (south) on the South Island is at excellent. We soon discovered with all three New Zealand vacation exchanges, that there is a lack of central A/C and heating; however, this is a small problem. The Ridge Resort at Queenstown is heated with a fireplace, and vacation owners must be adept at building wood fires.

The Ridge Resort at Queenstown is an older resort, but has been newly remodeled. The kitchen and dining room are enclosed in a “greenhouse effect” with sliding glass doors and an abundance of windows. We enjoyed the open space concept.

We entered Queenstown shortly before dark, and there is potential confusion because another “Ridge Resort” lies on the road to the holiday unit; in addition there is a Ridge Resort downtown Queenstown, and Interval International supplied only the road and not the house number of the resort. Be prepared to drive about ½ mile beyond the “first Ridge Resort.”

We had the luxury of two years in planning our three-week New Zealand, and one-week Sydney holiday.

Because we elected to fly from Cincinnati to LAX to Sydney in Delta Business Elite using Delta Sky Miles, our flight was pure pleasure. We also used Marriott Rewards Points for a week in Sydney at the end of our holiday.
In Sydney, we transferred to Virgin Atlantic and arrived in Auckland at 3:45PM; winter night arrives by 5:30PM, and we elected to walk out of the airport, cross the street and overnight at Novotel.

Our rental car, (three weeks) a Nissan Bluebird (Sentra,) preformed great in the Southern Alps. We never were required to “chain up,” although I have confidence in changing the tires if necessary.

We were warmly greeted at all three New Zealand vacation clubs, and because I had insisted on one roller bag each plus a carry-on for laptops, moving was never a challenge.

We found a large supermarket within five minutes, and Information Site, and numerous restaurants. It is our habit to prepare a condo breakfast, take a venison pie for lunch from a BP fuel station, and dine in the evening at a local restaurant.

At this point, I suggest some travel rules.
## Helms’ Rules: New Zealand & Sydney

1. **Rent a car** in Auckland, New Zealand (population = 4 million) & rent a **Garmin**
   (NZ trains are not developed). Do NOT engage a GROUP TOUR. Resist the Cruise Ship babble; one cannot tour NZ by the coastal ports.

2. Use **public transportation** in Sydney (population = 4 million); train from airport to **Sydney Harbour Marriott Hotel at Circular Quay**

3. Use buses, ferries (NO to taxis)

4. Arrive Auckland, ferry to South Island, Fly out Queenstown to Sydney

5. Visit North Island one week; South Island two weeks, Sydney one week

6. Use Delta Elite points in **FLYING Business Class = free beds and gourmet meals** & resist alcohol @ 35,000 feet; do use lots of lotion & water.

7. Trade into **3 weeks of condos = free**, & have washer/dryers in units.

8. Nearly all “Guidebooks Experts” **are useless**. I do not require some person to PLAN my trip. I do not require a hotel or restaurant guide. Do consult **Tripadvisor.com and mapquest.com**

9. Use the WWW and parts of Guidebooks to design one’s own trip

10. Choose Taupo Condo on N Island for a Central location, visit the numerous **GEOTHERMAL CENTERS**. I used a natural set of 5 geothermal pools 5 minutes north of Taupo every day. Resist the Hot Springs Prawn center (Good idea and excellent, but expensive prawns.)

11. Visit both coasts on both Islands

12. Choose MT Hutt condo as central to **center** S Island (Near Christchurch)
13. Choose Queenstown as central to (south) South Island

14. Fill in with Reserved hotels like airport Novotel in Auckland

15. Skip the North of Auckland and skip Auckland

16. **Skip the BIG cities_traffic messes**

17. Nearly all rental cars are Automatic *(rent Garmin)*

18. Roundabouts are easy to navigate

19. Take only one roller bag & one small bag; Pack only MICROFIBER or Gortex clothes. DO NOT check luggage.

20. Weather in NZ varies between 30 degrees and 65 degrees with sun, wind, rain, and little snow.

21. Weather in Sydney = 100% sun and 65-75 degrees. Blue MTS requires a jacket. Sunscreen and lotion are required.

22. Do Not engage activities such as bunging jumping & Black water Glow Worm Caves; **Do ski near Taupo and Mt Hutt.**

23. Go in the fall, winter, spring (avoid the summer hordes.)

24. Prepare breakfast in condo kitchen

25. Purchase a venison pie ($4.00) at a BP station for lunch

26. Prepare a Salmon or Venison or Rack of Lamb dinner in Condo

27. Restaurants and EVERYTHING is expensive ($8.00 gallon fuel.)

28. Do not listen to the “idiot experts” who alarm: “roads may be closed in the winter.”) Yeah!_roads may or may not be closed.

29. I survived the **“Storm of a Generation”**. The Kiwis are wimps.
30. My (US Navy) son laughs at 15 meter waves in the 3.5 hour ferry crossing; I laugh at the 5 meter waves in the 3.5 hour ferry crossing) _The Kiwis are wimps.

31. I like the ScottieVest Gortex 26 pocket parka for wind, rain, and snow.

32. I like a Gortex baseball hat and Gortex hiking boots

33. Do the activities that fit one’s lifestyle like skiing near Taupo and skiing the Mt Hutt.

34. Plan the expedition, and be flexible in the event that Arthur’s Pass or Lindis Pass is closed. There are alternative routes

35. The Southern Alps in the winter beats the beach in the summer. The NZ Alps in the winter are magnificent as are the Swiss, Italian, French, and German Alps. The Canadian and US Rockies may be more breathtaking (winter or summer.)

36. Do take Kiwi and Aussie $$, but not too much.

37. Don’t whine at the slight charges when using a credit card

38. Memorize the New Zealand Map

39. Do not go to the Opera in Sydney if one is not into Opera

40. In Sydney, stay at the Marriott using Elite points = free room with a view (of the Opera) on the concierge level, & free breakfast buffet, free dinner buffet, and free ADULT drinks.

41. Take a few DVDs for evening TV

42. Purchase a SMALL int’l cell phone

43. Take an iPad (rather than a laptop)
44. Yes, a **VISA** is required in Australia (even if just in transit.) A ten minute e-mail to State attached an electronic VISA to the Passport for $17.00

45. **Milford Sound** is NOT as beautiful as **Prince William Sound Cruise near Valdez, Alaska** or **The Kenai Fjord near Seward Alaska.** Perhaps Milford Sound is not worth the hype or the ten hours.

46. The Blue Mountains tour near Sydney is at an elevation of 3,000’. For those who have experience in the **Appalachians,** give this a pass. Perhaps The Blue Mountains tour is not worth the hype or the eleven hours.

47. The Kiwi and Aussie wineries are a delight

48. The Kiwis and Aussies LOVE Americans; They KNOW we saved them during WWII, and very soon, 50,000 US troops will be transferred to Australia as a deterrent to Chinese expansion

49. Be prepared for lots of various Muslims, Japanese, Chinese, and Brits in Sydney. Seems only the Brits have discovered the Marriott Central Quay. As a **Marriott Platinum Elite member,** I have FREE room WI-FI and free Concierge level computers.

The purpose of our holiday was to enjoy the natural wonders of New Zealand as opposed to the museums and architecture of the cities.

**Queenstown, New Zealand,** is the Southern Hemisphere’s premier four-season lake and alpine resort. Surrounded by majestic mountains and nestled on the shores of
crystal clear Lake Wakatipu, Queenstown’s stunning scenery is inspiring and revitalizing.

World-renowned for its adventure, Queenstown is home to a huge choice of adrenaline-based activities. There are plenty of things to do in Queenstown if you enjoy the great outdoors, superb food and wine, and a more relaxed pace. Families have lots to choose from on land, lake or in the air, and if you love golf, biking, walking, sailing and fishing you will love Queenstown.

We had the pleasure of much sun and a beautiful drive through the Alps as we made our way to Queenstown.

Most New Zealand tourists never view an actual KIWI. We had three weeks in New Zealand with car and condos, and never expected to visit an actual Kiwi.

Queenstown seems to have something for everyone. The Kiwi bird park is great for families, and great for anyone.

The Kiwi bird park is one of the easiest attractions to locate in Queenstown; simply drive to one of several car parks near the Gondola. The Kiwi bird park is directly across from the Gondola and is worth several hours.

So how can one visit a nocturnal animal in the daytime? The Kiwi bird park

240
simulates darkness to bring the kiwis into activity. The front desk provides feeding hours so that visitors can time their visits. Seems like 1-2 hours is adequate for this Five Star attraction.

We highly recommend.

No matter how many times one visits Queenstown, the Gondola ride to Bob’s hill is a neat experience. We purchased a combo ticket permitting afternoon Luge and PM adult activities.

Following the Luge, we attended a very well produced small Maori production. OK, the show is not like the big shows on the N. Island, but still neat!

Of course, we had several single malts in the bar. Yes, the Gondola is for kids, families, and adults. The viewing complex (wait for a sunny day) is magnificent. Lake Wakatipu, and the surrounding mountains and valleys are clear, and the sunset is magnificent.

On to the "Gourmet" buffet great views and excellent wines. However, the handsome buffet is of mixed quality. In our view, the salmon is overcooked; the lamb is an inferior cut: the venison is quite good; we wonder why poor cuts of beef and pork are served: yes, the prawns are fine; give a pass to the dessert station; the cheese station is acceptable, order a Port. Was it with it? Yes!
Nearly all tourists visit Milford Sound, and count on a 12-hour bus trip. Select good to great weather. Nearly any "Sound" cruise in Alaska is better. We do recommend this tour.

We recommend the Walter Peak High Country Farm. Allow five hours from wharf in Queenstown. Short natural scenery tours High Tea at Station. Real Sheep Farms with dog and shearing. Red Deer and Scottish Cows are in evidence. Delightful for families and adults, nothing "Disney" about this Station Tour.

As we left for week three at Mt. Hutt, we visited the Penguin Place located at 45 Pakihau Road, Harington Point on Otago Peninsula, Dunedin, New Zealand. We are fans of the wild! Whales, penguins, dolphins, seals,... The Penguin Center is quite small, and features a 2.5-hour visit, tram, blinds, and ocean trip to view the Penguins at Dusk! No guarantees. Sighted 9 penguins! 4 Penguins within 3 meters for 1/2 hour! Well with the $49.00 fee! GO!

And then week number three begins .... To be continued.
The Suites at Fisherman's Wharf: San Francisco

By
Dr. Ronald G. Helms, Centerville, OH

We have visited San Francisco a dozen plus times during the past 45 years. Only once have we been able to trade into a timeshare. San Francisco is one of the most visited cities in the U.S. “The City and County of San Francisco is the fourth most populous city in California and the 13th most populous city in the United States, with a 2008 estimated population of 808,976. The second most densely populated major city in the U.S., it is the financial, cultural, and transportation center of the larger San Francisco Bay Area, a region of more than 7 million people.”

We fly into the San Francisco International Airport; although, there are alternative airports. The car rental park is easy to locate, and parking is inconvenient to impossible as well as expensive in the city. City driving is relatively easy, and an automobile is necessary to visits the sites of interest near San Francisco

A recent visit was a business trip to present papers and attend meetings at the San Francisco Moscone Center. We were able to trade into the Suites at Fisherman’s
Wharf (2655 Hyde Street San Francisco, CA 94109, 415-771-0200.) Interval International lists six possible timeshares located in the urban center of San Francisco. Because we required several days to present papers and attend meetings at the Moscone Center, we opted for a timeshare trade over some pricey conference hotels. Following the convention we were able to tour the area surrounding San Francisco and use the Suites at Fisherman’s Wharf for overnight accommodations.

Check in procedures at the Suites at Fisherman’s Wharf is very smooth and require little time. The San Francisco timeshares tend to be small properties, and do not provide much room choice. Obviously exchanging into a one-bedroom unit provides a more probable trade than requesting a two-bedroom condo. The rooms are small, and this seems common to most urbane timeshares. The Suites at Fisherman’s Wharf provide a fully equipped kitchen and are very nicely decorated.

When in San Francisco, one will not spend much time in the timeshare because of the enormous range of cultural, natural, and business activities. The Suites at Fisherman’s Wharf are much preferable to a $350.00 hotel room. Parking is available at the Suites at Fisherman’s Wharf for an extra charge. Street parking is also available, but the city enforces strict parking regulations that require the movement of the parked automobile at least twice a day.

The Interval International photos provide a limited visual view of the Suites at Fisherman’s Wharf. Very few rooms offer the view that is available from the rooftop.
The rooftop deck is quite small, and does offer a spectacular view of Alcatraz, Sausalito, and the Golden Gate Bridge. Often the rooftop is too cold and too windy to enjoy.

The Suites at Fisherman’s Wharf are located just one block from Ghirardelli Square, The Cannery, and a short walk from Pier 39. A plus feature is that the Suites at Fisherman’s Wharf are located at a terminal of the San Francisco cable car line. This terminal is vital and important because the “celebrated” cable cars are a natural tourist magnet. This means that often many cable cars are always full and one simply cannot count on the cable cars as a transportation source. However, because the Suites at Fisherman’s Wharf are located near a terminal, there is guaranteed cable car boarding.

Fisherman’s Wharf will sell Dungeness crab and other seafood for triple the price that is available in a short drive. Sooner of later, Fisherman’s Wharf, the other wharfs, China Town, The Presidio, Union Square, and other San Francisco attractions will become “been there, done that....”

The Suites at Fisherman’s Wharf serve as a home base for day tripping. One activity that we enjoy is hiking from the Suites at Fisherman’s Wharf to the Golden Gate Bridge, hiking across the Golden Gate Bridge, and hiking into Sausalito. Then we locate a seaside restaurant for lunch, do some Sausalito shopping, take the ferry
back to San Francisco, and enjoy the city lights. Yes, all of this can be done more rapidly in an automobile, but how many tourists have enjoyed this hike?

Visiting Hearst Castle is a real treat. Publisher William Randolph Hearst’s 165-room estate was designed by noted architect Julia Morgan and built between 1919 and 1947.

There are several tours, and plan on spending nearly a day at Hearst Castle.

“The magnificent Monterey Peninsula has been called the greatest meeting of land, sea and sky and is recognized as an ideal vacation and business destination. This beautiful seaside community combines all the charm of small town America with an endless variety of recreational and cultural activities. Monterey’s rich history, the saga of California’s Mission Trail, historic Fisherman’s Wharf and Cannery Row, 20 world-class golf courses, the world’s best aquarium, ..., a unique variety of shops and galleries and a spectacular assortment of parks and natural areas"... await the visitor.

Carmel is a must visit small town of featuring a unique variety of shops and galleries and a spectacular assortment of parks and natural areas.

Big Sur is located approximately 30 miles south of Monterey via Highway 1.

“Volcanic peaks rise from the surf and towering redwoods meet with the rugged coastline. Its wild natural beauty can be experienced at ..., parks, ocean and river
beaches which include three million acres of untouched wilderness and three hundred miles of trails on state and federal land.”

Muir Woods is located north of Sausalito, and is home to the world’s tallest trees. Set aside in 1908 as a federally protected area, Muir Woods is the only surviving stands of old growth forest in the Bay Area today.

Napa valley and Sonoma valley are within an hour’s drive north of San Francisco. Perhaps an overnight in the area is recommended if one is into serious wine tasting.

The Mendocino Coast, a scenic drive three hours north of San Francisco is an idyllic hideaway surrounded by coastal mountains with beaches.

These outstanding day tours are the reason to rent an automobile. There are numerous commercial tours for hire, but we find these tours expensive and too crowded to enjoy the natural experiences of the area. We strongly recommend using a San Francisco timeshare and do-it-yourself touring.

In summary, given all the outdoor activities in an urban environment and the many possible daytrips the Suites at Fisherman’s Wharf gets a “two-thumbs up” from us.
Aquarius Vacation Club @ Dorado del mar: Puerto Rico

By
Dr. Ronald G. Helms, Centerville, OH

The Aquarius Vacation Club @ Dorado del mar: Puerto Rico (201 Dorado del Mar Boulevard, Dorado, 00646 Puerto Rico, 787-278-2529, www.aquariusvacation.com) is a mid-size resort that provides 1-2 bedroom units, and most of these timeshares provide a pleasant view of the Caribbean. The greatest demand for trading is during the winter months, and as expected the fall hurricane season has the least demand. The Christmas season is the highest demand season.

Most visitors will fly into San Juan, rent a car, and drive the short 30 – 45 minutes to Dorado. San Juan like many American cities will have heavy and light traffic, and the visit to the Aquarius Vacation Club @ Dorado del mar may include several visits to San Juan. The initial approach to the Aquarius Vacation Club @ Dorado del mar probably should be made in the daylight for ease of navigation. Mobile GPS units will ease the drive to the Aquarius Vacation Club @ Dorado del mar as well as touring Puerto Rico.
San Juan is located on the NE part of Puerto Rico, and the Aquarius Vacation Club @ Dorado del mar is due west of San Juan. A nearby Hyatt timeshare and hotel provide additional amenities.

The Aquarius Vacation Club @ Dorado del mar is nicely decorated, but the actual unit is a bit “Spartan” and small. There is a functional kitchen that is similar to a “suites hotel,” than a condo. The timeshare is actually an Embassy Suites that has been modified for timeshare and for hotel rental. There are abundant nearby restaurants from inexpensive local cuisine to white tablecloth-dining restaurants.

Arrival, check in, and parking is accomplished with ease. Elevators transport luggage to the condo. The exterior design of the Aquarius Vacation Club @ Dorado del mar is pleasant and in keeping with a tropical theme. Care has been taken to provide large swimming pools, sunning areas, and an ocean front beach. Some may be content to vacation at the resort without experiencing Puerto Rico. We found the grounds, commons, and condos to be well maintained and inviting. The Aquarius Vacation Club @ Dorado del mar provides the amenities for a pleasant holiday. While the resort is not a Hyatt or Marriott, it is an excellent “base camp” to explore Puerto Rico.

The Commonwealth of Puerto Rico is a self-governing unincorporated territory of the United States located in the northeastern Caribbean. Because of the association
of Puerto Rico with the United States, this is an excellent island for a first visit to the Caribbean, and visitors may find themselves returning many times. Puerto Rico is a short flight from the mainland. Puerto Rico has been under U.S. sovereignty for over a century and Puerto Ricans have been U.S. citizens since 1917.

The maximum length of the main island from east to west is 110 miles, and the maximum width from north to south is 40 miles. Compared to U.S. states, it is larger than Delaware and Rhode Island combined, but slightly smaller than Connecticut. This is the reason that we find an automobile to be essential. San Juan and several highways have excellent roads, but mountain villages may provide “tricky driving conditions.” The current population is nearly four million people with San Juan being the cultural and population center. The coastal regions have higher population than does the interior regions.

One should consult various guidebooks and Internet resources prior to a Puerto Rican holiday. San Juan and “Old San Juan” are home to nearly one-third of all Puerto Ricans. San Juan was founded in 1521 and is the oldest city in U.S. territory. San Juan is both a modern and very historic city; the “old” city reminds one of walking through the streets of a Spanish city. It is important to consult a guidebook for tourist ideas in visiting the city. Old San Juan contains carefully preserved examples of 16th- and 17th-century Spanish colonial architecture. More than 400 buildings have been beautifully restored. The Old City is partially enclosed by walls that date from 1633 and once completely surrounded it. Try to avoid the PM traffic rush hour
in San Juan. Another event to avoid are the days when cruise ships dock in San Juan. The influx of these tourists can quickly convert calmness into chaos.

The 28,000-acre El Yunque National Forest (known as El Yunque after the benevolent spirit Yuquiyú) is a beautiful "rain forest. More than 100 billion gallons of precipitation fall here annually, spawning rushing streams and cascades, 240 tree species, and oversize impatiens and ferns. In the evening, millions of inch-long coquis (tree frogs) begin their calls. El Yunque is also home to the cotorra, Puerto Rico’s endangered green parrot, as well as 67 other types of birds.

La Playuela is located at the southwestern most tip of the island. There are breathtaking views of salt mines and the stretches of white sand at the foot of the Cabo Rojo Lighthouse. Getting to this beach is a bit of an adventure. Access is via a very bumpy road; a four-wheel SUV is recommended.

The Central Mountains (La Cordillera Central) provides an interesting alternative to the many beaches of Puerto Rico. The Central Mountains transverses Puerto Rico from west to east with an average elevation of about 3000 ft. and divides the territory's northern and southern coastal plains. Side roads to villages may offer some challenges, and the visitor is rewarded with contact with rural citizens and various cuisines.
A well-prepared visitor can visit a good deal of Puerto Rico in day trips using The Aquarius Vacation Club @ Dorado del mar as home. Future visits might concentrate more on areas that demand more time and attention.
Pay attention to the advice of the several Alaska Designated Experts - These folks are experts.

A focus on the Kenai for ten days sounds about right.
There is so much to do - Hope that Denali happens to be in view while you are near Anchorage.

Steward to Homer: know that there is NO direct road; you must re-drive part way back to Anchorage, and this is not BAD! The Kenai weather may vary greatly, and the Kenai drives are spectacular.

Please restudy the Kenai map - It may be worth 2-3 nights as you journey to Homer. Lots of nature and glaciers.

Try to allow time for the weather to settle. We like the Kenai National Parks cruise for wildlife.
Sounds like you may be visiting Whittier for the Prince William Sound cruise and visit to Surprise Glacier. Know that the tunnel to Whittier is one way and there are specific times to enter Whittier.

We actually like to drive to Valdez to take the Prince William Sound cruise, but the Whittier cruise is nice.

If you really "feel" that you should see more, consider a visit to Denali. There are air tours from Talkeenta.

As to restaurants, read the many reviews of the Alaskan towns that you shall visit. Alaskans dine fairly well at reasonable prices, and the "mom and pop' restaurants are great!

I'll bet that this will NOT be your last Alaska visit.
HISTORY
HISTORY

American Historical Association
400 A Street, SE
Washington, DC 20003

Association on American Indian Affairs
95 Madison Avenue
New York, NY 10016

Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue, NW
Washington, DC 20245

Center for History of the American Indian
Newberry Library
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Chicago, IL 60610

CIA Public Affairs Office
Washington, DC 20505

ERIC Clearinghouse for Social Studies/Social Science Education
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School of Education
Indiana University
Bloomington, IN 47405

World Future Society
4916 St. Elmo Avenue
Bethesda, MD 20814-5089
THE FRONTEIRSMAN: PART I

WITH HELP FROM BLOOM'S TAXONOMY SELECT ANY THREE QUESTIONS. WRITE 1/2 --- 3/4 PAGE PER QUESTION. WRITE ON ONLY ONE SIDE OF THE PAPER. SIGN YOUR TEST.

1. COMPREHENSION
   SUMMARIZE THE EVENTS BETWEEN ELLEN CUMMINS, SIMON KENTON, AND WILLIAM LEACHMAN WHICH RESULTED IN KENTON'S DECISION TO LEAVE THE FAMILY FARM AND HEAD FOR THE FRONTIER

2. SYNTHESIS
   RELATE THE DETAILS OF THE DEATH OF CORNSTALK, AND HYPOTHESIZE ON HOW FRONTIER LIFE MAY HAVE BEEN DIFFERENT IF CORNSTALK HAD NOT DIED ON OCTOBER 10, 1777.

3. ANALYSIS
   DIFFERENTIATE BETWEEN THE STRATEGY OF COLONEL ANDREW LEWIS AND THE STRATEGY OF CORNSTALK AT THE BATTLE OF POINT PLEASANT ON OCTOBER 9, 1774. YOU WILL NEED TO RELATE THE EVENTS OF THIS MAJOR BATTLE.

4. COMPREHENSION
   RESTATE THE EVENTS OF MARCH 9, 1773 WHICH INVOLVED SIMON KENTON, GEORGE STRADER, JOHN YEAGER, AND THE INDIAN ATTACK
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Why are there gaps between chapter numbers? Because this is a list of features—only part of GTV’s contents. Throughout GTV, you’ll find additional chapters—American Journals and Population Clocks—liberally sprinkled among the features. Or, at least, crammed everywhere we had a bit of room for more facts ‘n’ fotos. See the Date Directory (in the software) for a complete list.
Molly Andrews: A Biography

By: Janaki Ranpura
   Jenny Middleton
   Molly Hamby
   Matt Dolson
   Grant Jackson
Molly Andrews
A biography

Molly Andrews was born 1759 or 1760 in Tunisia, Africa. Her recorded life
began when she met Mr. Richard Andrews, the captain of his ship, the Argyll. The way in
which this meeting came about was that, as a young African slave girl of 9 or 10, Molly
Andrews (as she later became to be known) burst into a tavern in Tunis followed by a
cutthroat slave-dealer. Richard Andrews and his crew helped to shield Molly from the
scoundrel and took such a liking to her that Mr. Andrews decided to take her aboard his
ship. Once there Richard gave Molly her name and took her in as his own, teaching her
how to speak his tongue as well as how to read, write, and do arithmetic. She learned
quickly and fervently wished to be in the favor of all the crew. Unfortunately bad weather
prevailed over the Argyll and none other but innocent Molly was blamed. On one occasio
Molly and the cook, Kelly, had an argument, but all the crew kept in mind that
this little black girl was favorably looked upon by their captain.

February 15, 1774 an ill twist of fate came upon the Argyll. Close to 37N latitude
in the Atlantic Ocean the Argyll shipwrecked, killing nearly the entire crew. There was
only one survivor: Molly. She clung to a piece of wreckage in order to keep her head
above water and finally washed up upon the shore of Assateague Island off the coast of
Maryland. Molly had survived, but was by no means safe.

One of her greatest challenges was when she was spotted and thought to be a
runaway slave. When Molly tried to conceal herself she was shot in the leg and chained
to a coffle with other Africans being led away to be sold. That day left her with a lifelong
limp.

By chance the slave train stopped at the Rappahannock River near
Fredericksburg, Virginia. Also there was Amos Bedford Tuttle and one of his slaves by
name of Nero. They were collecting fossils and Molly inquired of their doings. She thus
captured Tuttle's interest and he purchased her that July of 1775 and took her to his
plantation in Suffolk County.

Molly helped Mr. Tuttle with his museum much. She found various bones and
fossils for him and served him well, even in her own opinion. She devised clever
inventions and very quickly the relationship between Molly and Tuttle changed from
owner and servant to almost good Friends.

In 1775 the mill that Molly designed helped to make Mr. Tuttle's plantation a
center of commerce. It also helped to make it a center for information and news as well.

Soon the prospect of war with England was becoming increasingly evident, but
Mr. Tuttle did not share the general air of enthusiasm most people had.

At Tuttle's tavern a group of men appeared to recruit soldiers for the militia.
Among them was Major Wallace Brinnon, the older brother of Tuttle's wife, Miss Annie.
The recruiters fired a cannon in front of the tavern to attract attention. But this act was
hardly necessary for a large crowd had already gathered.

The Major invited young men to sign the muster roll for a year's service in the
army and, purely as an act of goodwill, offered each volunteer a drink of rum in
appreciation. Forty men signed on and a party continued on late into the night.
Among the participants the Major seemed the center of action and kissed and danced with all of the women in the tavern. He attempted to kiss Molly as well but she evaded him and ran in her fear.

Mr. Tuttle decided to sign on into the army and was assigned to the rank of captain while his tavern became a military rendezvous. From that point on Tuttle's enthusiasm swayed and he spent much of his time persuading men to enlist in the army. For some reason he had a greater affect than his brother—in—law, Major Brinnon.

The year passed into 1776 and upon one-day two travelers showed up at Tuttle's Tavern identifying themselves as British deserters. They brought news of 2 shiploads of runaway slaves that the British had sent to the West Indies to be sold because the British claimed to have "no place to put them." Molly felt any hope of escape and freedom that she had had were dashed.

In July of 1776 Holly completed the construction of a crude wooden printing press with which she intended to print news of the war. This never occurred though because later that very day a rider came bringing tidings everyone was glad to hear. America had officially declared her freedom from England.

Molly was happy to hear the news but soon afterwards she thought about what good the Declaration would be for a chattel such as herself. The more she thought about it, the more she realized that no good would come of it for her type. Thus, she burdened Tuttle with her anxieties and asked him for emancipation. After much pondering over her question, Tuttle agreed to get a lawyer to draw up manumission papers on his next journey to Fredericksburg. Molly then readily agreed to stay with Mr. Tuttle as a free person, and the two danced a jig in Molly's joy. On September 15, 1776 Molly Andrews was emancipated from the ownership of Amos B. Tuttle.

In 1777 as the tempo of the war increased Hessians arrived to stay at Tuttle's Tavern as prisoners of the victorious battle at Trenton. Of the eighty that arrived Molly picked two favorites among them. One, a former printer with a waxed moustache, was named Friedrich. The other was a short, fat man by name of Ernst who was a talented metalworker.

One evening in approximately the middle of '77 Molly overheard a discussion between Captain Tuttle and three others. They were speaking of how overpowering the British Navy had become, and how America had no naval Force of any consequence to prevent the taking of the rapidly falling Southern ports. That very night Molly dreamed of an invention she called the floating bomb. It was an explosive which stayed half submerged in the water and, when hit by (hopefully) an enemy vessel, would trigger an explosion beneath the ship! Mr. Tuttle was overjoyed to hear of Molly's splendid idea and quickly set to work on building the contraption.

On the first test run of the bomb a small crowd gathered at the millpond to watch the event. A log was shoved toward the bomb and struck it squarely, but nothing happened. The procedure was repeated and the second time a terrific explosion rent the air and many thanks fell upon Captain Tuttle, though Molly was the responsible party behind the work.

Molly constructed 12 of these bombs and demonstrated how they were used to Major Rallings. After they had ben put to use in the open sea Molly heard various reports of success, though a few problems showed themselves. Nevertheless, the fear the British displayed for the device was heartening enough.
In 1778 Molly and Nero worked together to make over an old corncrib to which Molly addressed as home. It was even equipped with a bottle window of which Molly someday hoped to replace with glass. She also regularly attended church where she sat with the slaves of a man by name of Wilts. There was one she especially enjoyed seeing called Jeb. He was a tall, dark, well-made man who Molly later purchased for 50 pounds - a generous price. The whole purpose behind Molly wishing to purchase Jeb is because she wished to marry him, and in December of 1778 the two were united in holy matrimony in the Presbyterian Church where none other than Mr. Wilts himself tied the knot.

During 1779 Molly's time was occupied with teaching Jeb how to read and write. He was nimble in his pursuit and Molly was pleased she could offer such a treasured gift to her husband.

* Because of lack of information, nothing is available concerning the next 2 *
* years of Molly Andrews's life. *

In 1781 Suffolk County, the place of Molly's residence, very nearly became engaged in hands-on battle with the troops of Cornwallis. Luckily though battle was avoided because Cornwallis changed his route and passed around Suffolk. For that moment they were safe.

When Tuttle returned from taking the Hessians to a holding spot 30 miles distant in preparation for possible battle he was in horrible humor. It was said 6 of the Hessians had escaped and Tuttle blamed Nero for this happening. The captain did something no one ever expected him to do: he cut a tree limb and beat Nero with it. Molly was sick when she heard the news. She slowly began to doubt her beloved Captain.

Later in the year 1781 Molly went with Captain Tuttle to the battle at Yorktown in which Cornwallis was involved again. She aided the men in firing the cannons, organizing the efforts of the commissaries, and distributing supplies. She also received a Brown Bess in reply to her request for one.

While preparing to leave Yorktown Molly witnessed a particularly pathetic sight: runaway slaves in such poor condition Molly thought they would be better off dead. American soldiers were rounding them up in order to send them back to their plantations.

In 1786 Molly became caught up with the notion of steam power and pressed it upon Mr. Tuttle. While she, Ernst, and Tuttle were heatedly discussing the idea in the tavern a man walked in by name of Donnellson. He took an interest in the conversation and sided with Molly. A few days after Captain Tuttle had agreed to support Molly's building of a steamboat and even agreed to contribute funds toward the project. After much arguing between Ernst and Molly a small, steam-powered toy boat was finally produced and given a test run. It turned out to be a gigantic success! A crowd gathered to watch the run and once the little craft showed its mettle Ernst, Molly, and Tuttle were praised with 3 hurrahs and carried to the tavern for a celebration.

Quickly the thoughts of Molly and Ernst turned from the success of their tiny craft to the problems of developing a life-size vessel fit to carry passengers. During this dilemma Molly and Jeb moved to a house in Brunswick where Molly felt sure she would launch her boat.
Plans and work on the steamboat continued through the end of 1786 and on into the spring of 1787. Major Wallace Brinnon proved to be an annoying hindrance to Molly's work but since he had raised 1/4 of the 400 pounds necessary to purchase parts no one could offend him too much. Jeb also helped bring home money with his printing, and of course Tuttle contributed quite a bit as well.

When Jeb and Ernst returned from Baltimore with cylinders for their craft, Molly was overjoyed. But the still the matter of propulsion for the craft hung over their heads.

Early in the year 1788 Molly returned to Suffolk County for a wonderful 2 week stay. Though Captain Tuttle's mind was preoccupied with work on the Constitution, he and Molly still enjoyed one another's company. Reluctantly she returned to Brunswick and resumed work on the steamboat.

Finally the Atlantic, as Molly had named her ship, was ready to take its maiden voyage. They made it out to midstream with Jeb as tiller, but then the cylinder failed. Derisive comments were heard from the shore, but Molly was sure to find a better cylinder and try again.

Molly struggled to raise another 100 pounds in order to get the Atlantic back on the water. Jeb worked day and night at his printing in order to keep the wolf from the door.

Late in 1789 the Atlantic was tried again and was a much greater success than the last time, though not as large a crowd appeared to see her sail up the James River. All would have been perfect if she had not run aground upon a sandbar.

A week after this tremendous success the crew of the Atlantic was again crushed. The proud Atlantic was burnt to the water line and was no more.

In her late years Molly Andrews aided in the escape of many captive slaves and publicly spoke out against the horrors of slavery. Alas the great woman died in late 1835 or early 1836 but was followed by 3 children, her first having an early death. Very little is known concerning Molly's remaining 2 children, Nathaniel and Mary.

Molly Andrews was a great woman, one we all owe a lot to. Brave sister, farewell
Early American History of the Chesapeake Bay Area

Checklist

- Chesapeake summers are hot and humid.
- Meals — Breakfast at Hotels, Lunch as group or OYO. Dinner Reservations for each evening as a group. See the dining schedule.
- Communications - Do bring cell phones/chargers — all hotel phone # are provided. Do stay in touch with your families.
- Cameras — Do bring.
- Wear comfortable shoes and clothes (shorts).
- Be prepared to walk three-five miles per day. Basic transportation is hiking.
- Be prepared to do laundry in hotels.
- Packing — Identical to carry-on luggage & one small bag for the airlines.

6.25.04 Saturday
Depart Meijer’s (Adjacent to WSU) @ 8:00AM
Lunch (en route)
Total Est. Time: 7 Hours, 46 minutes Total Est. Distance: 489.75 miles
Dinner in Alexandria, VA.  
The Chart House  
on the Potomac

Potomac River Cruise PM

Please obtain maps of PA, VA, KY, and DC

Marriott CT Yard - Alexandria-On the Metro  
($129.00 Room & full breakfast)

Metro to Marriott CT Yard -- Eisenhower Ave — Yellow Line

2700 Eisenhower Avenue  
Alexandria, Virginia 22314 USA  
Phone: 1 703 329 2323

Shuttle to Dinner in Alexandria  
The Chart House

1 Cameron St., 703/684-5080  
www.chart-house.com
Old Town waterfront location; Potomac River views. Relax and enjoy our imaginative  
new menu! Reservations recommended.

Following dinner:

Potomac River Boat Company (PRC)

Enjoy a leisurely, round-trip 90-minute cruise - sights: Washington's majestic landmarks,  
such as the Lincoln Memorial, the Jefferson Memorial, the Washington Monument, and the Kennedy Center.

Potomac Riverboat Company  
Alexandria City Marina, 703/548-9000  
Washington by Water
6.26.05 Sunday
Metro to Mall Metro to Marriot CT Yard
-- Eisenhower Ave – Yellow Line

Metro: L’ Enfant Plaza Station; exit Maryland Avenue/Smithsonian Museums

Smithsonian – American History Program
http://www.smithsoniameducation.org/educators/index.html
Metro to Mail

Smithsonian —
National Museum of the American Indian

10:15am Timed entrance — Report as a group to South entrance on Independence Ave

http://americanindian.si.edu/subpage.cfm?subpage=dc&second=visitor&third=group

About the National Museum of the American Indian

The National Museum of the American Indian is the sixteenth museum of the Smithsonian Institution. It is the first national museum dedicated to the preservation, study, and exhibition of the life, languages, literature, history, and arts of Native Americans. Established by an act of Congress in 1989, the museum works in collaboration with the Native peoples of the Western Hemisphere to protect and foster their cultures by reaffirming traditions and beliefs, encouraging contemporary artistic expression, and empowering the Indian voice.

Group Visits

Groups of 10 or more can arrange an educational program by contacting NMAI's Group Reservations Office: 202-633-6644.
America on the Move will align with the emphasis on transportation in 5th and 8th grade curriculum but that comes towards the end of the 5th grade guide. There is a new exhibit, "The Price of Freedom: Americans at War" from the 1750s to the recent past.

Lunch — OYO

2005 Smithsonian Folklife Festival
http://www.folklife.si.edu/festival/2005/index.html

American Folklife Festival

The Festival is held outdoors on the National Mall of the United States in Washington, D.C., between 7th and 14th Streets, near the Smithsonian museums. There is no admission charge for Festival events. Visitors should dress for very hot and humid weather.

Festival program books, which include daily schedules, will be sold at the site. Visitors may purchase Middle Eastern and other program-related lunches, snacks, and dinners from Festival food concessions. A variety of objects produced by Festival artisans and a selection of related books and recordings will be available at the Festival Marketplace on the Mall-side lawn of the Freer Gallery of Art. Smithsonian Folkways recordings will also be available there and through www.folkways.si.edu.
National Archives

http://www.archives.gov/

The Charters of Freedom exhibit is on display with the Declaration of Independence.

Lunch (OYO) Museum lunches are air-conditioned & inexpensive
Dinner 5:30pm - Old Ebbitt Grill

15th & F Streets (across from U.S. Treasury) (202) 347-4800

Restaurants & Institutions’ Top 100 Independent Restaurants
The Old Ebbitt Grill ranks seventh in the top 100 restaurants list posted in April 2004 by Restaurants & Institutions. In all, two Clyde's restaurants made the top 100 list, with Tower Oaks Lodge debuts at 67.

Kennedy Center Performance/Ford Theater — (OYO; Reservations)
Metro to Marriott CT Yard -- Eisenhower Ave - Yellow Line
Marriott CT Yard — Alexandria-On the Metro ($129.00 Room & full breakfast)

2700 Eisenhower Avenue
Alexandria, Virginia 22314 USA
Phone: 1 703 329 2323

6.27.05 Monday
Depart for Williamsburg

2 hours, 25 minutes Total Est. Distance: 148.73 miles
Lunch

http://www.history.org/media/index.cfm
Please visit to preview Williamsburg visit
The Colonial Williamsburg Foundation
P. O. Box 1776
Williamsburg, VA 23187-1776
(757) 229-1000
This extensive guide to Colonial Williamsburg contains more than one hundred color photographs of the activities and attractions available in Virginia’s restored colonial capital. Color-coded maps identify things to see and do and locate places to shop and dine. Building-by-building drawings enable visitors to tour completely and easily. Short biographies about 18th-century inhabitants impart glimpses into colonial society. Information about the museums—Public Hospital, DeWitt Wallace Decorative Arts Museum, and Abby Aldrich Rockefeller Folk Art Museum—is included. Special sections highlight Carter’s Grove plantation and modern lodging and dining opportunities. 176 pp., 108 color photographs, 10 duotones, 14 maps, 137 building drawings, 22 biographies, 7 x 10
Educational Resource Center

Located next to the Colonial Williamsburg Visitor Center Bookstore, the Educational Resource Center offers a centralized location to obtain teaching materials. Some items available for sale at the center include: lesson plans, videos, children's literature, teacher's resource books, and reproduction artifacts and documents such as the Virginia Gazette, and the Virginia Declaration of Rights. In the computer lab, visitors have access to computers for exploring Colonial Williamsburg's web site and other history-related Internet sites. Visitors can also preview videotapes on electronic field trips and other Colonial Williamsburg programs. The staff is able to provide assistance with educational resources available for purchase at the bookstore and with the use of the Colonial Williamsburg website for questions regarding the eighteenth-century (1700's) history of Williamsburg and the Virginia colony. For more information send an e-mail to the Educational Resource Center.

We will obtain tickets at the Tickets, Treasures, & Books Shop on Duke of Gloucester Street rather than the visitor’s center - We have special parking.

https://secureorders.williamsburgmarketplace.com/tickets2.htm
Immerse yourself in 18th-century life and America’s opening chapter.
$45 Adults The Governor’s Key to the City Pass
* All privileges of the Colonial Sampler Ticket:

* Admission to the Capitol (simulation)
* Admission to the Governor’s Palace (Guided Tour)
* Admission to the Magazine (Guided Tour)

* Admission to the Courthouse (simulation)
* Admission to Bassett Hall
* Colonial Explorer Activities
* Orientation Walk
* Complimentary Historic Area shuttle bus service
* Viewing of the movie short Williamsburg: The Story of a Patriot
* Free Parking at the Visitor Center

**Williamsburg Colonial Tours (TBA) — WSU will schedule before and after dinner (TBA) For EG. How Other Half Lives — Slaves in VA.**
http://www.history.org/history/teaching/

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**Christina Campbell’s Tavern**

This historic tavern, George Washington’s personal favorite, offers such seafood specialties as: Sherried Crab Stew, Skillet-seared Salmon, Crab Cakes, Seafood Muddle (a dish of fresh seafood, seasoned broth and Saffron Vegetable Pilau), as well as Gloucester Chicken, and Gridironed Delmonico Steak. The entrees are complemented by long-time tavern favorites: Campbell’s Cabbage Slaw, Spoon Bread and Sweet Potato Muffins.
Casual attire. On Waller Street near the Capitol. Reservations for Colonial Williamsburg restaurants may be made at the Visitor Center Dining &Lodging Reservations Desk, or by calling 1-800-TAVERNS or (757) 229-2141.

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**Williamsburg Colonial Performance — (OYO; Reservations)**

http://www.colonialwilliamsburg.com/visit/eventsAndExhibits/colonialPerformances/

Many choices: Please order your preferred evening tickets at this site

Marriott CT Yard Williamsburg
6.28.05 Tuesday
Jamestown

Jamestown/Yorktown

http://www.historyisfun.org/visitus/itinsamples.cfm

Tour Jamestown Settlement 9:30-11:30

Lunch 11:30 - noon/on site
Workshop - noon - 2:00
Tour Yorktown 2:30 - 4:30
(757) 253-4454
heather.hower@jyf.virginia.gov

Half-Day Trip - Legacy Learning at Jamestown Settlement
Start the trip with “First Settlers” program at Jamestown Settlement by participating in “Cultures in Contact” (hands-on program). Then enjoy a self-guided tour of exhibit galleries and outdoor areas, or stay in the “settlers’ den” for a film. Browse in the gift shops. Dine on your own at the Jamestown Settlement Café. Upgrade Options: Guided Tour, Lunch, Box Lunch to Go. For group reservations call (757) 253-4939 or email groupreservations@jyf.state.va.us.

WSU Tour has a special education workshop at Jamestown

Half-Day Trip - Legacy Learning at the Yorktown Victory Center
Start the trip with the “First Freedom” program at the Yorktown Victory Center. Participate in “Colonial Medicine” (hands-on program), then a self-guided tour of galleries and outdoor areas, or stay in the “freedom den” for a film. Visit the gift shop and head for home through historic Yorktown. Length: 4 hours. Cost: See Group Admissions, Self-Guided Visit with Hands-on Program. Upgrade Options: Guided Tour, Lunch, Box Lunch to Go, Yorktown Lady Cruise.
For group reservations call (757) 253-4939 or email groupreservations@iyf.state.va.us.
Yorktown

http://www.historyisfun.org/visitus/itinsamples.cfm

Depart for Monticello
Total Est. Time: 2 hours, 4 minute; Total Est. Distance: 122.77 miles

Marriott CT Yard - Charlottesville ($89.00 Room & no breakfast)
638 Hillsdale Drive Charlottesville, VA 22901 USA Phone: 1 434-973-7100

6:00PM Dinner in Charlottesville
ABERDEEN BARN
2018 HOLIDAY DR
1-434-296-4630

6.29.05 Wednesday

Educational Tour of Monticello

http://www.monticello.org/

http://www.monticello.org/education/study_resources.html
Please visit to download education packets
Monticello

-- Guided tours of the home are limited to 25 people at a time and run every 4-5 minutes. They last approximately 30 minutes. Written translations of the house tour are available in Braille, Chinese, French, Italian, Japanese, Korean, Spanish, and Russian. Because of fire codes and insurance restrictions, the second and third floors of the house are not open to the public.

Educational Tour of Monticello
http://monticello.org/

http://www.monticello.org/education/study_resource.html
Please visit to download education packets

Lunch at Michie’s Tavern

Michie Tavern ca. 1784

683 Thomas Jefferson Parkway
Charlottesville

Michie Tavern is a Virginia Historic Landmark, which has welcomed travelers for more than 200 years. Established in 1784 by Scotsman William Michie, the Tavern served as the social center of its community and provided travelers with food, drink and lodging. In 1927, the Tavern was moved 17 miles to its present location close to Monticello, serving as a prime example of the Colonial Revival period. Today, as you cross the threshold of old Michie's Tavern, you enter another time. This is where your 18th-century counterpart came to dine and socialize. Visitors experience the Tavern's past through an historical journey, which recreates life when Mr. Michie operated his Inn. During the afternoons, April through October, visitors may be invited to dance the Virginia Reel in the Assembly Room, drink an 18th-century tavern punch or write with a quill pen. After visiting the original Inn, the tour continues through the Tavern's dependent outbuildings and the Virginia Wine Museum.

Depart for Lexington, KY & Fort Boonesborough

Total Est. Time: 6 hours, 58 minutes Total Est. Distance: 422.18 miles

Courtyard Lexington South/Hamburg Place — Lexington, KY
($109.00 Room & no breakfast)
* 1951 Pleasant Ridge Drive, I-75 at Man-O-War Boulevard
* Lexington, Kentucky 40509 USA
* Phone: 1 859 263 9090
Dinner — Damon’s 859-264-8023 (near Marriott)
6:00PM — Private Room

6.29.05 Thursday
Total Est. Time: 35 minutes Total Est. Distance: 26.01 miles
Guided tours of FT. Boonesborough, KY
& Kentucky River museum
Depart for Dayton

AR Meijer’s (Adjacent to WSU)

http://parks.ky.gov/ftboones.htm

Fort Boonesborough was established in 1775 by Daniel Boone and Richard Henderson. Boone, in the advance party, first constructed several log huts in a sycamore hollow, which led to the Kentucky River. Henderson later moved settlement to a nearby rise on the riverbank. They enclosed the settlement of cabins and blockhouses in a stockade, which was completed in September 1778—just in time to withstand a nine-day attack by Indians and Frenchmen, later known as "The Great Siege."

Boonesborough remained a trade center on the Kentucky River for the next fifty-one years. The population of the town declined however, and the defensive need for the fort ended after the British and Indians reached a peace agreement. By 1820, Boonesborough was no longer a functioning town. It was turned into a mineral spring resort in the early twentieth century.

Today, Fort Boonesborough has been reconstructed as a working fort complete with blockhouses, cabins and period furnishings. Resident artisans perform pioneer craft demonstrations with 18th-century antiques so visitors can truly be a part of the pioneer experience.

Museum Tours
Tours available April-Oct, 9am-5:30pm. $6 adults, $3 children (6 to 12). Children under 6 free. Student groups of ten or more $2.50/student. Adult groups of ten or more $3.50 each. Admission to the Kentucky River Museum is included in this fee.

Depart for Dayton
AR Meijer’s (Adjacent to WSU)
Estimated Budget:

$6000.00  $750.00 * 8 meals/admissions  Stipends

$8,000.00 for 4 Hours at 8 teachers  
Tuition
Each teacher pays $250.00 Tuition 8 * 250 = $2000.00

$8,000.00 

Lodging
$654.00  6 rooms - $109.00  DC
$654.00  6 rooms - $109.00  DC
$984.00  6 rooms - $164.00  WMS
$534.00  6 rooms - $89.00  CHAR
$425.00  6 rooms - $109.00  Lexington
$3253.00  Subtotal

$600.00 Van Rental
$600.00 Fuel

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$15,336.00  EST Costs
+ Books & supplies
  10 Williamsburg Guides @10.00
+ SK
  WWW sites packets Free

Enterprise Rental 291-9020 Loop Road

Reference # = 607885 & 607900

Request Chrysler Town & Country, Nissan Quest
Pick up 2 Minivans @4:00 PM 6.24.04
Return 2 Minivans @ 5:00 PM 6.30.04

2 @ $49.95 per day (6 days)  6*100 = $600.00
Hallowed Ground: Historical Investigation
http://www.nssa.us/tech_journal/volume_1-2/vol1-2_article3.htm

Ronald G. Helms, Ph.D., Professor
Wright State University

Jerry Baydo, NSSA President

National Social Science Technology Journal
Hallowed Ground: 
Historical Investigation

Ronald G. Helms, Ph.D., Professor
Wright State University

Jerry Baydo, NSSA President

Introduction

Time, continuity and change is the National Council for the Social Studies standard that many social studies educators apply to the study of the Battle of Gettysburg (July 1-3, 1863). The complexities of the Battle of Gettysburg (the turning point of the Civil War) and with causalities estimated between 46,000 and 51,000 have been and will continue to be a major source of historical study for students and citizens of the United States (http://americancivilwar.com/getty.html). Nearly 650,000 American soldiers died as a result of the Civil War.

A teaching unit on the Battle of Gettysburg or a secondary or university course on the Battle of Gettysburg and the Civil War demonstrates that all ten National Council for the Social Studies standards (Culture; Time, Continuity, and Change; People, Places, and Environment; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; Civic Ideals and Practices) apply to this brief time period (http://www.socialstudies.org/standards).

Historical polls may provide different results for rating the presidents, and the variables of leadership, accomplishments, political skill, appointments, and character are integral to the ratings. Persico (365) cited the 1997 book, Rating the Presidents in which Lincoln is rated first, and FDR is rated second. In a Schlesinger survey of fifty eminent historians, Lincoln is rated first, Washington is rated second, and FDR is rated third (Persico, 365). This historical leader rating is employed to place Gettysburg in American historical perspective. The Battle of Gettysburg was fought 146 years ago; the Great Depression occurred only 66 years following Gettysburg; and the author first visited Gettysburg 55 years ago. The Battle of Gettysburg is only two lifetimes away using this math, and it is vital that all Americans have a sense of history that includes a vast array of accomplishments that have led to U.S. history. Goodwin (532) observes the following concerning the importance of the Battle of Gettysburg:

If Lee achieved victory at Gettysburg, he could move on to Philadelphia, Baltimore, and Washington. His aura of invincibility might, it was feared, eventually lead the British and French to recognize the independence of the Confederacy and bring the war to an end.

The Dayton American History Project is a professional development program for teachers of U.S. history in the fifth, eighth, ninth, and tenth grades. The three and one-half year project is funded through the “Teaching American History” grant program of the U.S. Department of Education (http://teachingamericanhistory.org/tahgrants/). "Citizenship,
Creativity, and Invention” are the themes of the Dayton Teaching American History Project, which is directed jointly by the Dayton Public Schools and Wright State University in partnership with ThinkTV and area historical museums and organizations.

The $1 Million Partnership grant received $916,000 plus dollars from the Teaching American History federal funds and together with numerous state and local grants exceeded the $1 Million grant. The Teaching American History grants are highly competitive federal grants that may be awarded to Local Education Agencies (LEAs) in partnership with universities, humanities organizations, libraries, or museums.

An online lesson bank of 300 deeply-aligned American history lessons, created by a historian from trusted sources such as the National Archives and Library of Congress, is available to all Dayton Public School teachers twenty-four hours a day at the Teaching American History WWW site. This Teaching American History WWW site provides American history curriculum and lesson plans for grades 5, 8, 9, and 10 at http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm

Hallowed Ground

The author was born and raised just south of Uniontown, PA. As a young student, Gettysburg was truly hallowed ground. The author experienced first hand over a period of 55 years the importance of Gettysburg. The author has “felt” the “spirituality” of numerous American historical sites: Ground Zero, The Viet Nam Wall, our great U.S. West national parks, and Gettysburg. As a child, visiting Gettysburg was a life-changing experience that promoted the love of learning and for experiencing first hand the American landscape. Family and school visits to Gettysburg were linked with visits to Washington, DC, Williamsburg, Jamestown, and Yorktown.

History teachers should view “David McCullough’s Talk at the 2008 Annual Meeting of the Journey Through Hallowed Ground Partnership” (http://www.journeythroughhallowedground.org/jthg-mccullough-annual-mtg-2008.html.) McCullough clearly establishes that teachers and parents must take children and students to visit historical sites. Students need to experience the landscape and architecture of America in order to experience history.

As a young teacher the author taught in southwestern Ohio and was amazed at how few students had experienced the ten-hour journey to Gettysburg and Washington, D.C. Clearly, there was a mission to enable more Ohio students to experience the Gettysburg National Military Park. The author soon joined the Dayton Council of World Affairs as a vice president for education while teaching, and led numerous Junior Council of World Affairs expeditions to Gettysburg and Washington, D.C. The Junior Council of World Affairs was leading expeditions of six – eight Greyhound bus loads of high school students to “Hallowed Ground” that few southwestern Ohio students had ever experienced.

The Dayton Teaching American History Grant

Following years of public school teaching, the author is currently director of social studies education at an Ohio university. One of the forty plus grants that the author has been a project director, is the $915,000.00 Teaching American History project (TAH) (http://www.ed.gov/programs/teachinghistory/index.html) that resulted from The Dayton American History grant (http://www.dps.k12.oh.us/academic/secsoc/americanhistory/index.htm.) This grant is a federally funded project that extended from October 2002 to June 2006. Several components of the Teaching American History Project are currently sustained, and will benefit Dayton teachers and students into the future.
The Teaching American History grants are highly competitive federal grants that may be awarded to Local Education Agencies (LEAs) in partnership with universities, humanities organizations, libraries, or museums:

The Teaching American History Grant program is a discretionary grant program funded under Title II-C, Subpart 4 of the Elementary and Secondary Education Act. The goal of the program is to support programs that raise student achievement by improving teachers' knowledge, understanding, and appreciation of American history.

The program supports competitive grants to local educational agencies. The purpose of these grants is to promote the teaching of traditional American history in elementary and secondary schools as a separate academic subject. Grants are used to improve the quality of history instruction by supporting professional development for teachers of American history. In order to receive a grant, a local educational agency must agree to carry out the proposed activities in partnership with one or more of the following: institutions of higher education, nonprofit history or humanities organizations, libraries, or museums.

As project director, the author learned that few southwestern Ohio teachers had visited Gettysburg and the historical areas of Virginia. Teaching About Early American Historic Sites: Virginia, the Chesapeake, and Washington, D.C. became a mandatory goals for several years of the TAH institute, which included an expedition to the Chesapeake region and sites such as Gettysburg National Battlefield, Smithsonian’s American History Program, D.C. memorials, Mt. Vernon, Manassas, Colonial Williamsburg, and the National Road Zane Grey Museum.

The TAH project offered major field trips to Boston, San Jose, Philadelphia, Gettysburg, Washington, D.C, Yorktown, Jamestown, and Williamsburg offered free college credit, free meals and lodging, free transportation, as well as stipends to purchase classroom resource materials. The teachers’ favorite national conference is the annual NCSS conference, and the TAH project directors were able to write an NCSS conference proposal that permitted our teachers to present at Kansas City.

**The Teaching American History Grant: The Gettysburg National History Park**

The Gettysburg National Military Park (http://www.nps.gov/gett/) is a critical visit and experience for educators and for students. It seems amazing that school groups will set their sites on Washington, D.C. or Williamsburg with little knowledge of the geography of Gettysburg. These two historical areas are one hour and thirty minutes apart or nearly 86 miles. I have always tried to avoid the summer tourist season for educational visits to Gettysburg.


To teachers and students who may envision the Battle of Gettysburg, the Battle of the Bulge, the Battle Verdun, the Battle of the Marne, the Battle of Midway, the Battle of Yorktown, the Battle of Fallen Timbers, the Battle of New Orleans as a confusion of dates, enemies, and time, that is to be memorized and forgotten, teaching history requires more than reading a few pages, PowerPoint presentations, and lectures. The Battle of Gettysburg has important focal points: Little Round Top, the Wheatfield, Devil’s Den, the Peach Orchard, Culp’s Hill, Pickett’s Charge, Cemetery Hill, Cemetery Ridge, Seminary Ridge, a cast of leading generals, and statistics that may seem arcane to both teacher and student.
Best Practice (http://webshare.northseattle.edu/eceprogram/bestprac.htm) may be applied in several ways to the teaching of the Battle of Gettysburg. Best Practice includes lectures, group discussion, Socratic questions, reflective responses, learner participation, active learning strategies, cooperative group assignments, modeling, and climate setting. Please visit http://webshare.northseattle.edu/eceprogram/bestprac.htm for a detailed discussion of each of the Best Practice strategies.

While a combination of Best Practice is recommended, active learning strategies that follow the Dewey tenet of “learning by doing” applies to a field trip to Gettysburg. The NCSS and many states social studies standards clearly mandate the value of field trips. The Ohio Department of Education (2) Academic Content Standards for K-12 Social Studies provides for the importance of field trips as a best practice:

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings.

The Gettysburg National History Park: Planning and Experiencing

In planning a field trip to Gettysburg, allow for one – three days of actual 9:00AM – 7:00PM touring. There are 34 plus hotels and motels, 33 plus Bed and Breakfasts, and 25 plus restaurants. Several of the “tavern dining inns” may add a to this unique visit (http://www.gettysburg.travel/visitor/index.asp). This same WWW site provides a number of historical package visits for those who prefer to leave the planning to others; visit http://www.gettysburg.travel/visitor/ps.asp?ps_category_id=280 for more information.

The $915,000.00 Dayton Teaching American History project legacy website at http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm provides numerous U.S. history lessons and while the specific lesson is developed for grade 8, this lesson plan is easily modified for several different grades. By clicking on Unit 8, The Civil War, teachers will receive a five-day lesson plan.pdf. This specific unit encourages the use of many appropriate WWW sites, and all the sites and lesson plans have been carefully field-tested.

TeachingAmericanHistory.org (http://teachingamericanhistory.org/tahgrants/) is a listing of the many TAH projects that have constructed web sites for teachers. Many of these web sites will provide lessons for teaching about the Battle of Gettysburg. In preparing for the Dayton teachers to journey to Gettysburg, the teachers were required to review the available lessons and to begin construction of their own Battle of Gettysburg teaching unit.

The single premier WWW site is The Gettysburg National Military Park at http://www.nps.gov/gett/. The WWW site For Teachers (http://www.nps.gov/gett/forteachers/index.htm) suggest planning a trip, curriculum materials, and even a “Traveling Trunk” for those students who may not be able to visit Gettysburg. The curriculum materials include the following:

Learning Activities
1. Choose and develop a character.(pdf- 24.9k)
2. What would you do, stay or flee? (pdf- 28.4k)
4. Long Remember- Postwar (pdf- 11.6k)

Resources
Because of the limited “Teacher Workshops,” the Dayton Teaching American History Project has not been able to take advantage of these in-service opportunities; however, previous experiences with similar workshops indicate that these “Teacher Workshops” deserve a high priority. The Gettysburg National Military Park at http://www.nps.gov/gett/ provides an excellent annotated bibliography on the Civil War and on the Battle of Gettysburg. The Dayton Teaching American History Project provided $500.00 to each participating teacher to purchase curriculum materials for their classrooms. An excellent source for the teachers is Gettysburg National Park Service Visitor’s Center and Bookstore. We were traveling in vans, and had plenty of room for teacher supplies.

While there are several options for touring the Gettysburg National Military Park, it is important to have a plan unless a Gettysburg historian accompanies the teacher cohort. Experience recommends some initial time at the Gettysburg National Military Park Museum and Visitor’s Center, to view the film “A New Birth of Freedom,” and to View the Gettysburg Cyclorama program.

An essential factor in an education tour is to employ a Licensed Battle Field Guide (http://www.nps.gov/gett/planyourvisit/feesandreservations.htm). The fee is extremely reasonable given the knowledge and personal attention that the Licensed Battle Field Guides provide. The Dayton teacher cohorts choose to forgo the commercial bus tours, and as projector director, I had vouchers prepared months in advance for payment of these fees; I was able to also provide a “tip” for the service.

Our method is to hire a guide for each van of teachers. In all of my many visits to the Gettysburg National Military Park, this is the best way to appreciate the three days of history that may have changed the course of U.S. history. I am certain that future visits with friends and family will include the services of the Licensed Battle Field Guides.

**The Gettysburg National History Park: Conclusion**

One of the most important historical sites in the nation is the Gettysburg National Military Park located near Gettysburg, PA. Numerous Teaching American History Grants have the economic resources to bring teachers to the Gettysburg National Military Park. The Gettysburg National Military Park is about one and one-half hour from Washing, DC and is centrally located to millions of Americans. The following illustrates some selected driving distances to Gettysburg: New York City – 206 miles; Philadelphia – 118 miles; Trenton – 149 miles; Chicago – 640 miles; Columbus, OH – 348 miles; Baltimore – 54 miles; Washington - 78 miles.

Gettysburg National Military Park is within a day’s drive of nearly one-half of the U.S. population. First hand experiences such as field trips are Best Practice. A visit to Gettysburg National Military Park and its history much be planned and savored. A visitor has little to gain by aimlessly driving through the park. America’s children and students must experience the importance history of Gettysburg National Military Park. This author highly
recommends the Licensed Battle Field Guides in small groups for the most engaging history of the Gettysburg National Military Park.

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By
Ronald G. Helms

Ohio Association for Supervision and Curriculum Development Journal
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Ronald G. Helms is a full professor, one of two national auditors for NCSS_National Council For Accreditation Of Teacher Education Program Reviews, a member of National Council For Accreditation Of Teacher Education Board of Examiners, National Board for Professional Teacher Standards facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process. Helms is the recipient of 45+ grants including a $916,000 Teaching American History Grant from the U. S. Department of Education. Helms is active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.
Engaging Public School Teachers: Teaching American History

The University and Public School Dialogue

Wright State University's College of Education and Human Services is formally involved in the ongoing process to bring about systemic change in preK-Higher education. No partnership can exist where only one partner grows and benefits. As Goodlad (1994) emphasized in *Educational Renewal: Better Teachers, Better Schools*, working together must be mutually advantageous.

In order to further the Dayton Public Schools and Wright State University Partnership effort, a written Partnership Agreement is in place. This Agreement serves as a working document to articulate the purposes and direction of the Dayton Public School collaboration. The four partnership purposes established are used as the baseline:

1. Creating and sustaining learning communities that enables preK-12 learners and partners to construct meaningful knowledge;
2. Preparing educators;
3. Providing professional development;
4. Conducting inquiry

(http://ieiseattle.org/Publications/compact.htm)

The establishment of Dayton Public Schools partnership has created a preK-12 forum for urban teacher pre-service opportunities as well as a preK-12 forum for urban teacher in-service opportunities.
An initial project: The Nearby History Institute

Many citizens and students share Henry Ford’s declaration that “history is more or less bunk (http://www.phrases.org.uk/meanings/182100.html.)” However, this attitude continues to confound and challenge professors and teachers. Ford may have been contemptuous of “traditional history,” but he clearly knew that events in the workplace and the community were significant. Henry Ford spent millions of dollars to preserve history. Greenfield Village and the Henry Ford museum in Dearborn, Michigan is one of Ford’s greatest legacies (The Henry Ford: America’s Greatest History Attraction, http://www.hfmgv.org/).

The institute was offered to teachers in the Dayton Public Schools. The Nearby History Institute is an integral part of this process of assisting teachers to connect local history resources and research with Ohio social studies standards.

The focus of Nearby History Institute is the study of the history of Dayton, Ohio, and also includes the study of the Ohio Bicentennial and the centennial of the Wright brothers’ first flight.

The institute focused on integrating local history resources and research across the K-12 social studies and language arts curriculum. Given the area's history and the exciting public history partners, this project viewed Dayton and the surrounding Miami Valley area a laboratory for engaging students in an exciting and meaningful exploration of the American experience.
The Dayton Teaching American History Grant

The success of the Nearby History Institute is prelude to a $915,000.00 Teaching American History project that will continue to sustain education for a democracy: The Dayton American History grant. This grant is a federally funded project that extended from October 2002 to June 2006. Several components of the Teaching American History Project are currently sustained, and will benefit Dayton teachers and students into the future.

The Teaching American History grants are highly competitive federal grants that may be awarded to Local Education Agencies (LEAs) in partnership with universities, humanities organizations, libraries, or museums.

While experience and confidence apply to the grant writers, an initial sense of euphoria was the initial reaction of the partnership members. $915,000.00 is one of the largest humanities grants that the Dayton partnership, The History Department, or the College of Education and Human Services has ever achieved.

Implementation of The Dayton Teaching American History Grant

The early October notification of the Dayton Teaching American History grant meant that Dayton Public School history teachers must be consulted very soon. Traditionally, The Western Ohio Education Association (WOEA) a fall in-service program for teachers. The Dayton Teaching American History project directors immediately scheduled an
October WOEA planning meeting, followed by a November planning meeting and a December celebration at the Carillon Park Museum Education Center.

The Dayton teachers are ecstatic about receiving the grant dollars, and the project directors know it is important that the teachers take ownership of the grant. From the very beginning the Dayton Teaching American History project solicits the needs and curriculum concerns of the teachers. The focus of the federal grant is to provide resources for educators to improve the teaching of American history. The university project directors are committed to working directly with the Dayton educators as colleagues.

The unique aspect of the Dayton Teaching American History project is that for the very first time, the history curriculum and the history teachers are targeted to receive resources and materials that exceed the wildest dreams of the teachers. Science, math, reading, and special education grants are numerous (and necessary), and the realization of a history project inspires the Dayton teachers to design curriculum, review and purchase resources, and given a period of reflection to envision newer possibilities.

The Dayton Teaching American History project provides respect and appreciation for teaching American history, and the teachers realize that Dayton Teaching American History project is a very unique opportunity. The project directors are mindful that sustainability is an important goal as well. From the beginning, the teachers are urged to envision a strategy to provide revisions to a ten-year old curriculum that has not yet been
aligned with the current Ohio Curriculum Standards; teachers are encouraged to develop projects that will continue with the termination of grant dollars.

Upon notice of receipt of the grant, the project directors carefully refined a job description to specify the requirements for the project coordinator to be an American history Ph.D. who will be a “teacher in residence” in the Dayton Public schools. All three project directors have abundance experience with urban education; it is clear that another layer of bureaucracy is not useful to teachers. The project coordinator while holding a Ph.D. must exhibit excellent people skills, gain the trust of teachers and students, design curriculum, support urbane teaching, and be a lead American history teacher in grades 5 – 11.

There were numerous applications from Ohio for this position, and all applicants held a Ph.D. in history. However, an essential part of the application processes involved model classroom teaching as well as an interview process by the teachers. The Dayton Teaching American History project coordinator was hired very early during the delivery of the project to the Dayton teachers.

**The Dayton Teaching American History Project Performance Data**

The quality of project evaluation was contracted to an external evaluator from the Wright State University Center of Urban and Public Affairs. The assessment process addressed the following questions:
Has American history teaching improved?

How many Dayton teachers obtained National Board Certification?

Is the Dayton curriculum aligned with appropriate state and national standards?

Have Wright State University history professors have an impact on the teaching of American History?

Have peer observation and consultation had an impact on American history education?

Have mentoring and team teaching had an impact on American history education?

Has the provision of technology and technology training in American history assisted the teachers of American history?

What support provided under the grant has been most effective?

The final report to the U.S. Department of Education provides numerous quantitative data that measures target as well as actual performance data. One performance measure is number of teachers receiving coaching by an historian in the classroom. The target was 40 and the actual performance data is 97, well exceeding the target number.

Out of a target population of 120 American history teachers, 155 teachers participated in Teaching American History professional development, a participation rate of 100% (due to changes in teaching assignments, new Individuals were drawn in each year, thus exceeding the 120 teacher target.)

In nearly all cases, the Dayton Public schools teachers benefited in measurable ways by
the intervention of the Dayton Teaching American History project.

The Dayton Teaching American History project coordinator delivered 479 hours of coaching and one-on-one assistance to all 120 Dayton American history teachers in their classrooms.

The independent evaluator required by the Teaching American History Project provides detailed and quantitative data on each of the initial questions. The independent evaluator was provided assessments of each Teaching American History Project event or activity. Teachers directly assessed events like field trips to Williamsburg, the new Dayton history curriculum, and professional development days. The independent evaluator developed several instruments that were consistently used in classroom assessment by trained graduate assistants from the Center of Urban and Public Affairs.

The independent evaluator restructured the initial questions in order to provide quantitative data. We can document that six Dayton teachers obtained National Board Certification because of Teaching American History Project support. A question “Has American history teaching improved?” is more complicated even given an independent evaluator. An obvious complication is that the set of 120 teachers in year one is not identical to the set of 120 teachers in year three or year four. There is simply greater mobility in the Dayton public School teaching profession than in suburban or rural settings.

The question “Is the Dayton curriculum aligned with appropriate state and national
“standards?” merits a solid yes, and both paper and WWW documentation exists to support an affirmative answer.

Rather than to provide direct and or indirect answers to the all of the following questions, the project directors are providing selected commentary from the independent evaluator’s report:

Has American history teaching improved?
How many Dayton teachers obtained National Board Certification?
Is the Dayton curriculum aligned with appropriate state and national standards?
Have Wright State University history professors have an impact on the teaching of American History?
Have peer observation and consultation had an impact on American history education?
Have mentoring and team teaching had an impact on American history education?
Has the provision of technology and technology training in American history assisted the teachers of American history?
What support provided under the grant has been most effective?

Attendance, participation, and involvement of all history teachers in TAH-sponsored events

Increasing teacher involvement in Teaching American History activities became a major objective of the project shortly after it debuted in 2002. The project evaluator pinpointed low enrollments in project activities as an early concern….
Over the three-year period of the grant, 155 individuals (unduplicated count) actually participated.

Teachers are acting as mentors. The Teaching American History Fellows are serving as mentors to other DPS teachers and are a central aspect of the legacy, both formally and informally.

Western Ohio Educators Day (WOEA Day) is a regional professional development day that all Dayton Public Schools teachers participate. The Dayton Teaching American History Project developed a special WOEA Day conference about teaching American history and presented it every fall during the project. The Dayton TAH Project successfully used WOEA Day as a venue for discussing American history content and teaching strategies. Teaching Fellows took responsibility for preparing and presenting much of the content in the conference. Conference luncheon speakers included Dr. Cathy Gorn, executive director of National History Day, and historical re-enactor Sojourner Truth. Overall satisfaction with the sessions each year approached a 5 on a 5-point scale.

In 2005, the project offered “Teaching About Early American Historic Sites: Virginia, the Chesapeake, and Washington, D.C.” Dr. Ron Helms of Wright State University taught this institute, which included a trip to the Chesapeake region and sites such as Gettysburg National Battlefield, Smithsonian’s American History Program, D.C. war memorials, Mt. Vernon, Manassas, Colonial Williamsburg, and the National Road Zane Grey Museum. The project also
offered “Philadelphia and the Constitution,” led by project coordinator and historian Dr. Julieanne Phillips.

Overall satisfaction with the field institutes was a 5 on a 5-point scale.

All findings of the independent evaluator are available from TEACHING AMERICAN HISTORY FINAL PERFORMANCE CFDA#84.215X PR/Award#S215X020474 Budget Period #1 Report Type: Final Performance

The Dayton Teaching American History Project Professional Development

Teaching and especially urban education is demanding, emotionally draining, rewarding, and frequently exhausting. Often teachers with excellent intentions may not be willing at the day’s end to attend a history seminar at a local university. Not all university professors are adroit enough to connect with exhausted teachers for an evening seminar. Following a brief experiment with the “sage on the stage” approach, the project directors acknowledged that more emphasis must be placed in the setting and during defined district professional days.

Dayton Public Schools “history fellows” were volunteer cohorts of teachers who exhibited unusual stamina as well as a deep thirst for historical knowledge and pedagogy. When other grants invited national historical scholars to address Dayton area academic historians, the project directors provided special pedagogical seminars for educators. Teachers were always included at these professional banquets at no charge. The project directors arranged for teachers to attend annual OAH and NCSS conferences.
Project directors drafted a proposal for several Dayton Public Schools teachers to present at their very first national conference at NCSS in Kansas City. Mini-field trips were offered for overnight visits to local and out of state historical conferences and historical sites.

Major field trips to Boston, San Jose, Philadelphia, Gettysburg, Washington, D.C, Yorktown, Jamestown, and Williamsburg offered free college credit, free meals and lodging, free transportation, as well as stipends to purchase classroom resource materials.

Special events were held at ThinkTV, on WOEA day, and “spring flings,” provided day-long in-service programs often featuring teacher presentations. Teacher mentoring provided paid release time for teachers to visit other history classrooms. Various history book groups are scheduled for the future.

A “spring fling” and the fall WOEA day were professional in-service days designed by Dayton history teachers and implemented by the project directors and coordinator. The Teaching American History Project held one annual Spring Fling at the Dayton Aviation Heritage National Park Wright Cycle Complex. The Fling features new and engaging resources and approaches to teaching American history. Teachers learned "Revolution," a multiplayer role-playing game set during the American War for Independence, received standards-aligned curriculum and information for field trips, and toured the museum.
Over fifty American history and social studies teachers and staff gathered at Sinclair Community College in October (during the TAH project) to share history projects and ideas. Teachers presented sessions on a wide range of American history topics and learned about new approaches to content. Following lunch, the project provided awards for special achievement to the teachers and provided speaker-actors like Sojourner Truth to inspire the teachers.

The Dayton Teaching American History Project Sustainability

Two outstanding legacies of the Dayton Teaching American History Project are the Dayton Teaching American History WWW site and adoption of National History Day as a curricular event in the Dayton Public schools.

An online lesson bank of 300 deeply-aligned American history lessons, created by an historian from trusted sources such as the National Archives and Library of Congress, is available to all Dayton Public School teachers twenty-four hours a day at the Teaching American History WWW site. This Teaching American History WWW site provides American history curriculum and lesson plans for grades 5, 8, and 9 at http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm. Project directors were careful to solicit teacher decisions and review of the new Dayton Public School history curriculum, lessons, and web site. Dayton Public School teachers, ThinkTV and Wright State University professors came together at the Teacher Education Council meeting at Wright State University, where their work on lesson planning was
featured. A cohort of teachers spent several days at Wright State reviewing curriculum on a regular basis. Project directors and teachers consistently updated the Teacher Education Council. At one of these formal Teacher Education Council (TEC), the Dayton teachers were joined at the TEC lunch by the Dayton Public Schools superintendent. Later the superintendent introduced the Dayton teacher to the full TEC. The Dayton Public Schools superintendent in an article for the Dayton Daily News credited the Teaching American History grant as a primary factor in raising district state tests scores.

An energetic National History Day program is in place in the Dayton Public Schools and is growing larger by each year. With over 500 students participating in the first year, 78 students progressed to statewide competition, and several students progressed to national and recognition.

The theme for National History Day varies each year. The American History Grant enabled and encouraged Dayton Public schools to initiate National History Day competition in 2003. The event is very successful. National History Day competition is an annual event, and is a legacy of the Dayton Teaching American History project.

The competition has grown to include students in a dozen of Dayton schools. Breakfast and briefing began at 8:00AM followed by the judging at 9:00 to 12:00 p.m.
The College of education at Wright State University continues to provide a local grant to provide an evening dinner institute for teachers. Social studies education candidates from Wright State University provide the cadre of judges required for a successful National History Day competition.

**The Dayton Teaching American History Project updates for 2009 and 2010**

The Dayton Teaching American History Project directors were instructed by the grant to omit student achievement on standardized tests as an objective or goal. Nevertheless, Dr. Percy Mack, superintendent, of the Dayton Public Schools observed that Ohio Department of Education testing results at various grades levels have increased and are continuing to increase.

155 Dayton Public School teachers were directly involved in the Dayton Teaching American History Project. While perhaps eight to ten percent of these teachers have retired or have moved, the contagion of best practices affects teaching history in the Dayton Public Schools.

An active history book group meets regularly with an attendance of 20-30 history teachers. The twenty-seven high quality American history lessons written by Dayton Public Schools history teachers and a lesson bank of 300 deeply-aligned history lessons form the core of history instruction in the Dayton Public Schools.
Every year there is an increase in the number of Dayton Public School history teachers and history students who participate in the annual National History Day competition. Several Dayton Public School National History Days continue to advance to Ohio competition, and it is not unusual for one–three teams to advance to national competition.

The author continues to serve as a state and national consultant, grant writer, and Teaching American History assessor for various projects. The Dayton Teaching American History Project has proved that the merits and achievement of the project has survived following the expenditures of the grant dollars.

**The Dayton Teaching American History Project Conclusion**

The Dayton Teaching American History Project is an exemplar partnership of university faculty in the arts, university education faculty and the public school setting faculty to achieve the four partnership purposes:

1. Creating and sustaining learning communities that enables preK-12 learners and partners to construct meaningful knowledge;
2. Preparing educators;
3. Providing professional development;
4. Conducting inquiry

Experience, content knowledge, pedagogical content knowledge, state of the art use of technology, the ability to embrace diversity, demonstrated emotional intelligence, and acknowledgement of the professionalism of the setting partners is the conceptual framework that guided the success of the tripartite history projects and fostered the agenda for education in a democracy.
References


Introduction

The Gettysburg National Military Park Museum and Visitor Center is one of Pennsylvania’s and the nation’s premier historical sites. Teaching candidates and in-service teachers should prepare by visiting The Gettysburg National Military Park Museum website and navigate to the “For Teachers” page. This vital page includes all the preparations necessary for a successful visit to The Gettysburg National Military Park Museum and Visitor Center. A teacher can plan a field trip, access curriculum materials, participate in professional development, order or create Traveling Trunks, and review suggested reading.
“Social Studies teachers examine the restored flag of the 83rd Pennsylvania Volunteer Infantry, present on July 2, 1863 at the heroic defense of Little Round Top in the Battle of Gettysburg.”

This example provided by the Pennsylvania Department of Education Social Studies Classroom of the Future, documents the fundamental importance for Pennsylvania teaching candidates, in-service teachers (from the nation), students and the general public to visit The Gettysburg National Military Park Museum and Visitor Center.

Time, continuity and change is the NCSS standard (Expectations of Excellence: Curriculum Standards for Social Studies Teachers, 22) that many social studies educators apply to the study of the Battle of Gettysburg (July 1-3, 1863). The complexities of the Battle of Gettysburg (the turning point of the Civil War) with causalities estimated between 46,000 and 51,000 are and continue to be a major source of historical study for students and citizens of the United States. Nearly 650,000 American soldiers died as a result of the Civil War.

An actual teaching unit on the Battle of Gettysburg or a secondary or university course on the Battle of Gettysburg and the Civil War will demonstrate that all ten NCSS standards (Culture; Time, Continuity, and Change; People, Places, and Environment; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; Civic Ideals and Practices) apply to this
brief time period (Expectations of Excellence: Curriculum Standards for Social Studies Teachers).

The Pennsylvania social studies standards are based on the current NCSS standards, and in several instances the Pennsylvania standards directly match the NCSS standards. In other instances, Pennsylvania social studies methods professors must take care to connect the NCSS standard with the Pennsylvania standard.

**NCSS standards with Pennsylvania Standards Correlations**

(State Academic Standards)

1.1 Culture
1.2 Time, Continuity, and Change (PA. Standard History)
1.3 People Places, Environments (PA. Standard Geography)
1.4 Individual Development and Identity
1.5 Individual, Groups, Institutions
1.6 Power, Authority and Governance (PA. Standard Civics and Government)
1.7 Production, Distribution & Consumption (PA. Standard Economics)
1.8 Science, Technology, and Society (PA. Standard History and Economics)
1.9 Global Connections (PA. Standard History)
1.10 Civic Ideals & Practices (PA. Standard Civics and Government)

Pennsylvania social studies teaching candidates and in-service social studies teachers are required to take courses the history of the U.S. including the Civil War and The Battle of Gettysburg. It is beyond the scope of this article to review the specific history of The Battle of Gettysburg. One might assume that if Pennsylvania social studies methods professors are teaching national and state standards, the Pennsylvania social studies candidates possess the skills necessary to correlate national and state standards concerning The Battle of Gettysburg. These teaching candidates and in-service social studies teachers who have content mastery as well as a competent university social studies methods professor will be able to determine which aspects of the Battle of Gettysburg correlate with the Pennsylvania social studies standards. Any given social studies lesson may involve several of these standards, and candidates and teachers must
continue to recognize that teaching The Battle of Gettysburg is a prime example of a
teaching unit that utilizes all Pennsylvania social studies standards. Adequate university
social studies methods courses and continuing social studies in-service programs such as
those offered by various Teaching American History grants will reinforce Pennsylvania
social studies standards.

The Teaching American History Grant: The Gettysburg National History Park
The Gettysburg National Military Park (http://www.nps.gov/gett/) is a critical
visit, tour, and experience for educators and students. It seems astonishing that school
groups will set their sights on Washington, D.C. or Williamsburg, VA with little
knowledge of the geography of Gettysburg. These historical areas are 90 minutes apart or
nearly 86 miles. Pennsylvania geography suggests that a visit to The Gettysburg National
History Park is an essential historical destination because the selected route to
Washington, D.C. from Dayton, OH is I-68 through WV and I-70 through MD. The
drive from Hagerstown, MD to Gettysburg, PA is accomplished in less than one hour.
The teachers are well prepared for The Gettysburg National History Park tours and on-
site history lessons.

The directors (The Dayton American History Grant) of the Teaching American
History Grant arranged for National Park Service to mail the following guides for study
and preparation prior to the visit to Gettysburg; all teachers were provided the following
guides:


To teachers and students who may envision the Battle of Yorktown, the Battle of Verdun¹ (August 20, 1792) the Battle of Fallen Timbers, the Battle of Gettysburg, the Battle of New Orleans, the Battle of Verdun² (February 21, 1916 to December 18, 1916), the Battle of the Marne (September 12, 1914 and July 15 to August 6, 1918), the Battle of Midway, the Battle of the Bulge as a confusion of dates, enemies, and time that is to be memorized and forgotten. Teaching history requires many strategies, pacing, and student engagement.

The Battle of Gettysburg has important focal points: Little Round Top, the Wheatfield, Devil's Den, the Peach Orchard, Culp's Hill, Pickett's Charge, Cemetery Hill, Cemetery Ridge, Seminary Ridge, a cast of leading generals, and statistics that may seem arcane to both teacher and student.

Active learning strategies which follow the Dewey tenet of “learning by doing” applies to a field trip to Gettysburg (Democracy and Education, 38.) The NCSS and many states social studies standards clearly mandate the value of field trips. The Ohio Department of Education Academic Content Standards for K-12 Social Studies provides for the importance of field trips:

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social
studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings (Academic Content Standards K-12 Social studies, 2.)

The Gettysburg National History Park: Planning and Experiencing

In planning a field trip to Gettysburg, allow for 1 to 3 days of actual 9:00AM – 7:00PM touring. There are 34 plus hotels and motels, 33 plus Bed and Breakfasts, and 25 plus restaurants. Several of the “tavern dining inns” may add to this unique visit (http://www.gettysburg.travel/visitor/index.asp.) This same web site provides a number of historical package visits for those who prefer to leave the planning to professionals; visit http://www.gettysburg.travel/visitor/ps.asp?ps_category_id=280 for more information.

The $915,000.00 Dayton Teaching American History project legacy website at http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm provides numerous U.S. history lessons, and while the specific lesson is developed for grade 8, this lesson plan is easily modified for several different grades. By selecting Unit 8, The Civil War, teachers will receive a five-day lesson plan. This specific unit encourages the use of many appropriate web sites, and all the web sites and lesson plans have been carefully field-tested.

TeachingAmericanHistory.org (http://teachingamericanhistory.org/tahgrants/) is a listing of the many TAH projects that have constructed web sites for teachers. Many of these web sites will provide lessons for teaching about the Battle of Gettysburg. There are 20 plus Teaching American History grants awarded to Pennsylvania public schools and
In preparing for the journey to Gettysburg, Dayton teachers were required to review the available lessons and to begin construction of their own Battle of Gettysburg teaching unit. The curriculum materials include the following:

**Learning Activities**

1. Choose and develop a character. (pdf- 24.9k)
2. What would you do, stay or flee? (pdf- 28.4k)
4. Long Remember- Postwar (pdf- 11.6k)

**Resources**

1. African American Bios. (pdf-19k)
2-4. Supplementary Material. (pdf-29k)
5. Mag Palm Account. (pdf-112k)
6. The Gettysburg Address. (pdf-12k)
7. Lincoln on Race Relations. (pdf-12k)
8. Reactions to the Gettysburg Address. (pdf-21k)
9. Contemporary Views of the Lincoln Administration. (pdf-20k)
10. Worksheet. (pdf-13k)
11. Grave diggers at Gettysburg (photo; pdf-43k)
12. Basil Biggs and wife (photo; pdf-69k)
13. Owen Robinson (photo; pdf-66k)
14. John Hopkins (photo; pdf-32k)
While there are several options for touring the Gettysburg National Military Park, it is important to have a plan unless a Gettysburg historian accompanies the teacher cohort. Experience recommends some initial time at the Gettysburg National Military Park Museum and Visitor’s Center, to view the film "A New Birth of Freedom,” and to view the Gettysburg Cyclorama program.

An essential factor in an education tour is to employ a Licensed Battle Field Guide (http://www.nps.gov/gett/planyourvisit/feesandreservations.htm). The fee is extremely reasonable given the knowledge and personal attention that the Licensed Battle Field Guides provide.

**The Gettysburg National History Park: Conclusion**

One of the most important historical sites in the nation is the Gettysburg National Military Park located near Gettysburg, PA. Numerous Teaching American History Grants have the economic resources to bring teachers to the Gettysburg National Military Park. The park is about one and one-half hour from Washington, DC and is centrally located to millions of Americans. The following illustrates some selected driving distances to Gettysburg: New York City – 206 miles; Philadelphia – 118 miles; Trenton – 149 miles; Chicago – 640 miles; Columbus, OH – 348 miles; Baltimore – 54 miles; Washington -78 miles.

Gettysburg National Military Park is within a day’s drive of nearly one-half of the U.S. population. A visit to Gettysburg National Military Park and its history much be planned and savored. A visitor has little to gain by aimlessly driving through the park. This author highly recommends the Licensed Battle Field Guides in small groups so that
America’s children, students, educators, and the general public experience for the most significant and engaging history of the Gettysburg National Military Park.

References


Ohio department of education. (2003). Academic Content Standards K-12 Social studies, Columbus OH.


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http://teachingamericanhistory.org/tahgrants/
Ohio’s Bicentennial: Exploring Nearby History

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Helms is currently the Social Studies Education Director for Wright State University. In addition to teaching technology courses, Helms is the Principal Investigator for the National Board for Professional Teaching Standards and the U.S. Department of Education Teaching American History Grant at Wright State University. Helms is an active NCSS/NCATE Program Review Evaluator and the Ohio Director for NCSS/NCATE Program Review.

Marjorie McLellan is Public History Program Director and Associate Professor, Department of History, Wright State University, September, 2000. McLellan’s other academic experiences include the following:

Associate Professor of History and American Studies, Miami University, Middletown Regional Campus, 1997-2000.

Assistant Professor of History and American Studies, Miami University, Middletown Regional Campus, 1990-1997.
Humanities Scholar in Residence, Minneapolis Public Schools, 1988-1990.


Ohio’s Bicentennial: Exploring Nearby History

Introduction

Many citizens and students share Henry Ford’s declaration that “history is more or less bunk”. However, this attitude continues to confound and challenge professors and teachers. Ford may have been contemptuous of “traditional history,” but he clearly knew that events in the workplace and the community were significant. Henry Ford spent millions of dollars to preserve history. Greenfield Village and the Henry Ford museum in Dearborn, Michigan is one of Ford’s greatest legacies (The Henry Ford: America’s Greatest History Attraction, http://www.hfmgv.org/).


Clearly, the Ohio Bicentennial is an important event for celebration. The Ohio Barn Project is certainly worthy of celebration and of study (Ohio Bicentennial-Ohio Barns, http://www.ohio200.org/barns/). The Ohio Bell project is equally worthy (Ohio Bicentennial-Ohio Bells, http://www.ohio200.org/bells/). The 500 new Ohio Markers are also a fascinating study (Ohio Bicentennial- Bicentennial Historical Markers, http://www.ohio200.org/markers/). “The centerpiece of Ohio’s Bicentennial is five
"signature" events. These events are expected to attract tens of thousands of visitors from across the state and throughout the Midwest,’’(Ohio Bicentennial- Signature Events, http://www.ohio200.org/signature/).

These five "signature" events are as follows:


Columbus, OH -- Columbus Celebrates Ohio’s Bicentennial, July 2003.

Follow Ohio Bicentennial- Signature Events, http://www.ohio200.org/signature/ for more detailed descriptions of each of these events.

Nearby History Institute

This article seeks to promote the Ohio Bicentennial by reviewing the local or public aspect of history. The focus will be the study of the history of Dayton, OH.

Wright State University developed the Nearby History Institute, which brought public historians from area archives and museums together with faculty from the public schools, and Wright State University to rethink and strengthen American history teaching in the Miami Valley. The Ohio Humanities Council and the Martha Holden Jennings Foundation funded the institute.
The institute focused on integrating local history resources and research across the K-12 social studies and language arts curriculum. Given the area's history and the exciting public history partners, this project viewed Dayton and the surrounding Miami Valley area a laboratory for engaging students in an exciting and meaningful exploration of the American experience.

Local schools, the Public History Program, the College of Education at Wright State University, the Montgomery County Historical Society, and Wright State University collaborated to offer the Nearby History Institute as part of an ongoing program.

The institute was offered to teachers in Southwest Ohio. The Nearby History Institute is an integral part of this process of assisting teachers to connect local history resources and research with Ohio social studies standards.

Dr. Marjorie McLellan, director of the Public History Program, together with students enrolled in HST 485/485 Neighborhood History: Wolf Creek (Spring, 2002) developed a curriculum packet for the summer institute based on their research in the Paul Laurence Dunbar and Wright brothers historic neighborhoods. Gerald A. Danzer and Lawrence W. McBride's People, Space and Time: The Chicago Neighborhood History Project, an introduction to community history for schools, provided a model for resources to be developed for Teaching Nearby History.
Background and Purpose of the Project

Dayton is an excellent location for active learning about significant developments in American history. The years framing 2003, when Dayton will celebrate both the invention of flight and Ohio's Bicentennial is an especially auspicious time to examine, reflect upon, and reinvigorate the teaching of American history in the Dayton Public Schools. The purpose of the Teaching Nearby History Institute was to provide K-12 teachers of Social Studies, English, Art, and other disciplines, an opportunity to explore the rich history of the Miami Valley while learning research skills and strategies. The summer institute provided model information and approaches, which infuse local history across several of the National Council for Social Studies and Ohio Department of Education thematic strands for social studies curriculum.

Local history activities fostered significant skills across many disciplines: reading with understanding and fluency, writing to communicate for a variety of purposed, listening and speaking effectively in a variety of situations; and using language arts to acquire, assess, and communicate information. While at least 80% of the students were teachers, public historians and professionals enrolled in the institute learned to develop educational programs for archives, museums, and historical organizations, which will meet current curriculum goals and provide effective resources for students and teacher.
"We are part of all we have met," a motto of the National Cash Register Company and seems a particularly apt description of the Miami Valley in the early 20th century. In *The Bishops Boys: A Life of Wilbur and Orville Wright*, Tom Crouch describes Dayton:

> After one hundred years, this most typical of American cities seemed poised on the brink of unprecedented expansion and prosperity. The population had doubled between 1870 and 1880, and then increased by another 60% to reach 80,000 in 1896. Most Daytonians were employed in the one thousand factories, machine shops, and foundries that dotted the city. Dayton was a national center for the production of farm implements, bicycles, metal castings, and railroad cars.

The city of Dayton thrived as a mercantile and industrial center at the turn of the last century; central city streets were paved, electric trolleys (which still run on overhead lines in Dayton) replaced horse drawn streetcars, and electric interurban lines connected Dayton with nearby towns. Tall buildings rose up around Dayton's Old Courthouse, a fine example of Greek Revival public architecture. When James Cox launched the Dayton Daily News, two of the city's five newspapers were published in German. In 1914, close to one third of the population listed at least one foreign-born parent. Jacob Moscowitz recruited Eastern European Catholic and Jewish workers for the Dayton Malleable Ironworks; these immigrants constituted an ethnic enclave known as the West Side Colony. North of downtown, the Kossuth Colony, a walled company town within the city, housed Hungarian immigrants working for the railroad car manufacturer, Barney & Smith Car Company. Dayton's African American population, about 5% in 1900, grew dramatically during W.W.I.

To the east of downtown, smokestacks and workers' housing surrounded the city's railroad yards. Dayton's industries included paper companies, foundries, and metal shops. Women joined other groups entering the industrial workforce and political life at the turn
of the century. In the midst of farm fields further east, Hallie Q. Brown, the daughter of former slaves and an activist for human rights and woman suffrage, studied and taught at the historically black Wilberforce University.

To the west, across the Great Miami River, were Dayton's suburbs, a mix of modest and elegant, brick and frame houses. This neighborhood was home to the Wright brothers whose invention of manned flight in 1903 fostered the globally interrelated world we know today. They attended high school with and printed early works by African American poet and essayist Paul Laurence Dunbar.

To the north, immigrant communities took hold in neighborhoods not far from the farm that would become McCook Field, a test site for aeronautic engineering. In 1884, John and Frank Patterson launched the National Cash Register Company, which produced a growing complex of factory and office buildings to the south. Innovations at NCR transformed industrial work, retail sales, and international commerce. Concerns about women riding streetcars lead John Patterson to have women arrive at work a later and depart earlier than male workers. After the Miami Valley's devastating 1913 flood, new suburbs emerged on the hills south of NCR.

According to historian Judith Sealander, Dayton "heralded the significant changes to come, not just to the region, but to the country, in the four decades between 1890 and 1929." Sealander's Grand Plans: Business Progressivism and Social Change in Ohio's Miami Valley, 1890-1929 (1988) examines four local "projects" which suggest both the
significance of Dayton in historical developments as well as the role of business in the reforms of the Progressive Era: extensive programs of employee benefits instituted at the National Cash Register Company; public works in the form of a massive flood control prevention system; the introduction of city-manger government; and ground breaking educational reform.

The Miami Valley in the 1930s was best described as a region of opposites. On one hand there were all the same sufferings experienced by the rest of the country, but also there were germinating the seeds that would lead to change and greater prosperity. While some farm families were forced to find work in cities; others escaped relatively unscathed from the Depression years. In Dayton, bulbs were removed from street lamps to save money and the city paid workers in city issued script redeemable for food while the Dayton Daily News ran free advertisements for those seeking jobs. In the early part of the decade a shantytown was established on Island Park where refugees fleeing unemployment in the South and other parts of the country could temporarily find a place to rest. Many Dayton industries, although hit by the depression, were still operating, offering at least the hope that employment might be ahead. These industries became a beacon to desperate people. These people however were not always welcome. Dayton would see a small but significant rise in Klan activities. (The Klan was very big in the Midwest during the 1920s; it was dying by the late Twenties and the Depression helped bring it back). A sign of the Miami Valley's growing African American population, in 1929 Dayton had the Dayton "Marcos" one of the original Negro league teams.
Despite all this suffering Dayton was still seen as the cradle for the future. Contributions made by Daytonians in the late 1930s made possible the computer and contributed to the development of atomic energy. The theory behind what we now know as digital technology was first introduced by a young engineer working for NCR in the late 1930's. In 1939 engineer's working at MIT turned to Dayton's miracle worker Joe Desch who had invented what many believe is the first computer processor capable of one million calculations a second. Dayton's Wright, Patterson and McCook airfields came to employ close to 45,000 with many working in aircraft design, flight-testing, and equipment repair. Women and minorities found employment in large numbers for the first time in the early 1940s. The Dayton Daily News profiled happy homemakers turned "Rosie the Riveter" in order to recruit women into war industries. Dayton was a magnet for those seeking new opportunities and the city regulated rents and built public housing in the face of dramatic expansion.

Given this rich history, a collaborative and on-going effort has been made by the History Department and the Education Department to assist Dayton and area teachers in becoming more knowledgeable about the events of the Dayton area.

**Nearby History Institute Goals**

1) to offer a graduate level professional development experience not normally found in more traditional courses;

2) to introduce new inquiry based, interdisciplinary approaches to teaching;
3) to help teachers gain a greater understanding of the multicultural, economic, social, and political history of Dayton and the Miami Valley;
4) to integrate local history research and resources with the NCSS, Ohio Department of Education curriculum;
5) to foster collaboration between area museums, archives, and school systems;
6) to promote effective educational programs in museums and archives;
7) to serve as a model for subsequent Teaching Nearby History Institutes on a variety of topics.

**Nearby History: Course Content**

The Nearby History Institute included:

1) presentations on topics in local history by various specialists;
2) inquiry based learning workshops to develop research skills for nearby history;
3) opportunities for discussion of teaching strategies;
4) tours of area historic sites and archives.

**Resource Presenters**

Dr. John Fleming, Vice President for Museums, Cincinnati Museum Center

Brian Hackett, Executive Director, Montgomery County Historical Society

Claudia Watson, Research Center Director, Montgomery County Historical Society

Curt Dalton, Photograph Curator, Montgomery County Historical Society

Glenn Harper, Historic Preservation Office, Ohio Historical Society
Laverne Sci, Director, Dunbar House

Anne Honious, Dayton Aviation Heritage National Historic Park

Mary Ellen Mazey, Dean, College of Liberal Arts and Professor of Urban Affairs

Jack Dustin, Professor, Urban Affairs

Carol Baugh, Sinclair Community College

Dawne Dewey, Head of Archives and Special Collections, Paul Laurence Dunbar Library, Wright State University.

**Topics and Locations (June 24 — June 28, 2002)**

**Monday — Wright State University**

Living and Working in the Miami Valley, 1890-1945

Using and Evaluating Internet Resources: Hands on workshop

(The American Memory Project, the Ohio Memory Project, U.S. Census, and the Digital Media Collections)

**Tuesday — Wright State University**

Migrations and Immigration

Dayton Neighborhood Histories 1913 Flood, flood control, Dayton politics, and urban planning

Evening Dinner
Guest Lecture: “The Struggle of African Americans to Acquire an Education Following the Civil War,” Dr. John Fleming, Vice President for Museums, Cincinnati Museum Center

Dessert Reception

**Wednesday: Meet at and return to Dayton Aviation Heritage National Historic Park**

African American history in the Miami Valley tour:

Bus tour beginning with the Dayton Aviation Heritage National Historic Park, followed by a stop at the Paul Lawrence Dunbar House and concluding at the National Afro American Museum

**Thursday — Montgomery County Historical Society Research Center**

Skills for nearby history reading artifacts and photographs

Invention and Industry in the Miami Valley

Dayton Goes to War: the Miami Valley in the World Wars

**Friday — Wright State University and Patterson Homestead**

Appalachian Migration and Miami Valley History

Women's Lives in the Miami Valley

**Dayton American History Collaborative**
The Nearby History Institute received outstanding reviews and student evaluations. The authors were encouraged to apply for a federal grant – Teaching American History. The result was:

Program: Teaching American History Grant Program
Writers: Ron Helms, Marjory McLellan, & Pat Day, co-authors – Dayton Public Schools recipient
Agency: U. S. Department of Education
Period: 10/01/02 -- 6/30/06
Amount: $915,615.00

Through a partnership with Wright State University and local historical organizations, Dayton’s Teaching American History project will provide for sustained, ongoing interactions among teachers, academic historians, and public historians. The Dayton American History Collaborative (DAHC) will develop activities within schools, seminars, programs in area historical organizations, summer institutes, exchanges between teachers, the collaborative development of online curriculum resources, and individual mentoring activities. The organizations that have agreed to participate in the DAHC and to support the efforts outlined in this grant include the U.S. Air Force Museum, the Dayton Aviation Heritage National Historic Park, the Montgomery County Historical Society, the National Afro American Museum, the Ohio Historical Society’s Paul Laurence Dunbar Historic Site, Wright State University Special Collections and Archives, the Dayton and Montgomery County Public Library, the Boonshoft Museum of Natural History, the Dayton Art Institutes, and Carillon Historic Park.

Wright State University’s History Department and Teacher Education Department will offer seminars and summer institutes for in–service history teachers, substitute history teachers, and recently hired history teachers. The Dayton initiative will revitalize history teaching and learning in the Dayton Public Schools while aligning historical content with state and national standards for American history and producing and disseminating significant models for effective American history curriculum.
World Wide Web Resources

In addition to the WWW addresses cited in the references, Dr. McLellan provided the Nearby History Summer Institute, 2002 with the following list of WWW resources:

Ron Helms
Ronald Helms' Web site.
http://www.ed.wright.edu/~rhelms/home.html

Marjorie McLellan
Director, Public History Program.
http://www.wright.edu/~marjorie.mclellan/

American Memory Project
Historical collections for National Digital Library.
http://memory.loc.gov/

Ohio Memory Project
An online scrapbook of Ohio history.
http://ohiomemory.org/

Wright state University Special Collection and Archives
Historical resources
http://www.libraries.wright.edu/special/

Montgomery County Historical Society
Resources of local community over 100 years.
http://www.daytonhistory.org

Dayton VA Virtual Museum
National military home, Dayton, Ohio.
http://www.dayton.med.va.gov/museum/intro.html
How Much? Economic History
EH.Net operates the Economic History Services file server and several electronic discussion lists to provide resources and promote communication among scholars in economic history and related fields.
http://eh.net/ehresources/howmuch/dollarq.php

Ohio Digital Media Collection (Access from WSU or a library)
http://www.libraries.wright.edu/libnet/enewss/multimedia.html

Dunbar House
The Ohio Historical Society is a nonprofit organization incorporated in 1885 "...to promote a knowledge of archaeology and history, especially in Ohio." The society exists to interpret, preserve, collect, and make available evidence of the past, and to provide leadership on furthering knowledge, understanding, and appreciation of the prehistory and history of Ohio and of the broader cultural and natural environments of which Ohio is a part.
http://www.ohiohistory.org/places/dunbar/

National Afro American Museum and Cultural Center
The mission of the Center is to educate the public about African American history and culture from the African origins to the present by collecting, preserving, and interpreting material evidence of the Black experience.
http://www.ohiohistory.org/places/afroam

Dayton Aviation Heritage National Park
Dayton Aviation Heritage commemorates three exceptional men - Wilbur Wright, Orville Wright, and Paul Laurence Dunbar - and their work in the Miami Valley.
http://www.nps.gov/daav/

Dayton and Montgomery Public Library Local History Collections
Twenty-one locations and outreach service offer a rich collection of printed and electronic materials, including audio and video recordings. They offer a continuing schedule of programs, ranging from pre-school story hours to programs of interest to senior citizens.
http://www.daytonmetrolibrary.org/
Preservation Dayton
Preservation Dayton, Inc., a grassroots historic preservation alliance of historic neighborhoods and individuals, continually invents new ways to look at our city and world.
http://www.preservationdayton.com/

Cincinnati Memory Project
The online database of 5,884 images. Next phase will add additional content. Continuing with the theme of pre-1940 photos, postcards, and slides of area landmarks and events, the Project has been expanded to include images of Cincinnati area people.
http://memory.gclc-lib.org

Cincinnati Museum Center
Where learning and fun come together.
http://cincymuseum.org/

National Underground Railroad Freedom Center
A $110-million facility, the Freedom Center will feature three pavilions, celebrating courage, cooperation and perseverance. The story of freedom is woven through the heroic legacy of the Underground Railroad and the American struggle to abolish human enslavement and secure freedom for all people.
http://www.undergroundrailroad.org/

Ohio Historical Society Teacher Resources
A Catalog of Educational Programs, Services, and Resources for the 2001-2002 School Year.
http://www.ohiohistory.org/resource/teachers/

Ohio Humanities Council
The mission of the Ohio Humanities Council is to encourage all Ohioans to become explorers of the human story, to use history, philosophy, and the other humanities as the means to arrive at new insights.
http://www.ohiohumanities.org/

Martha Holden Jennings Foundation
Educational opportunities for students and teachers in the state of Ohio.
http://www.mhjf.org/
Center For History and New Media
Designed for high school and college teachers of U.S. History courses. This site serves as a gateway to Web resources and offers useful materials for teaching U.S. history.
http://historymatters.gmu.edu/

Evaluating Internet Research Sources
The highly recommended reading for teachers whose students are using the Internet for research.
http://64.226.212.131/03_educators/teach99/web/evaluate.htm

National Endowment for the Humanities EdSitement
The best of humanities on the web.
http://edsitement.neh.gov/

Oral History Association
Oral History Association, Dickinson College, Carlisle, PA.
http://omega.dickinson.edu/organizations/oha/
References


Ohio Bicentennial- Bicentennial Historical Markers, http://www.ohio200.org/markers/

Ohio Bicentennial- Signature Events, http://www.ohio200.org/signature/
The Emergence of American Democracy

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EDUCATION

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Helms is the recipient of 45+ grants including a $916,000 Teaching American History Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations, and over 159
consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.


Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada, Puerto Vallarta, Costa Rico, British Isles, Puerto Rico, China, Hong Kong, Ireland Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.
The Emergence of American Democracy

Ronald G. Helms, Ph.D
Wright State University

Fareed Zakaria in *The Future of Freedom* notes, “in 1900 not a single country had what we would consider a democracy” (Zakaria, 13). The women’s movement resulted in a real American democracy as well as the successful suffrage campaign that resulted in the right to vote for all American women. Alice Paul truly applied issues of race, ethnicity, class, and gender in her life’s work for social equality (http://www.alicepaul.org/alicep.htm).

The first major country to permit women’s suffrage in national elections was New Zealand in 1893. Various states and territories in Australia and the United States had given women the vote prior to this date. The first major country to permit women’s suffrage and the right to stand for election was Australia in 1902. The first major European country to permit women’s suffrage was Finland in 1906 (http://www.history.com/search.do?searchText=Women%27s+suffrage&targetDB=THC_WORLD_TIMELINE_v2.)

The Weimar Republic, proclaimed on November 9, 1918, was perhaps the world’s first modern democracy because the new German constitution provided for universal suffrage (http://www.germanculture.com.ua/library/history/bl_weimar_republic.htm).
The Nineteenth Amendment - Women's Suffrage Rights provides for the following:

Section 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. (National Archives and Records Administration).

Section 2. Congress shall have power to enforce this article by appropriate legislation.

One cannot study the history of democracy in the United States without investigating the courageous vision of Alice Paul. In *From equal suffrage to equal rights*, Christine Lunardini has written the definitive history of Alice Paul’s contribution to equality and democracy. Lunardini (xiii) documents the efforts of Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt of the National American Woman Suffrage Association (NAWSA), and Lunardini observes that Carrie Chapman Catt, as leader of NAWSA in 1913, thought that woman suffrage would not be attained in her lifetime.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women’s influence and leadership. Joseph Ellis in *Passionate Sage* explains influence of women in democracy with the historical letters of John and Abigail Adams. Fisher Ames noted “that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as a Lady in the old French Court (21).”

The influence of Abigail Adams has been well documented by historians. During the Jefferson presidential campaign both Adams argued that Jefferson has placed party above principle. Joseph Ellis in *Founding Brothers* (210-211) summarizes the Adams’ view as follows:
We can be reasonably sure that Abigail was speaking for her husband as well as herself in this brief volley of letters. The Adams team, then, was charging Jefferson with two serious offenses against the unwritten code of political honor purportedly binding on the leadership class of the revolutionary generation. The first offense, which has a quaint and anachronistic sound to our modern ears was that Jefferson was personally involved in his own campaign for the presidency and that he conducted the campaign with only one goal in mind—namely, winning the election.... His second offense was more personal. Namely he had vilified a man whom he claimed was a long-standing friend. He had sponsored Callendar’s polemics against the Adams administration even though he knew them to be a gross misrepresentation.

Joseph Ellis in *His Excellency: George Washington* laments the historical destruction of letters between George and Martha by Martha (42), and observes that history records over a thousand letters between John and Abigail Adams, “the most fully revealed marriage of the age.”

McCullough (2005, 43) supports the influence of Abigail Adams in recounting that when John Adams described Washington as “amiable and brave”, Abigail wrote to John that “he has hardly said enough” about Washington.

Ellis (2003, 72-73) explores the effect of Abigail on Jefferson as follows:

> … the deep emotional bonding of the two men occurred in France in 1784-85…. Abigail was the link between questions of foreign policy and family priorities, probably the first woman Jefferson came to know well who combined the traditional virtues of a wife and mother with the sharp mind and tongue of a fully empowered accomplish in her husband’s career.

In another account describing the influence of Abigail Adams on John, McCullough (2001, 479) writes that during the Adam’s Presidency concerning the affair with the French, Adams “confessed to being totally exhausted and begged her to come to his rescue:”

> I must go to you or you must come to me. I cannot live without you.... I must entreat you to lose not a moment’s time in preparing to come on, that you may take off from me every care of life but that of my public duty, assist me with your councils, and console me with your conversation.... The times are critical and dangerous, and I must repeat this with zeal and earnestness. I can do nothing without you.

However much women had influence, neither the constitution nor the Bill of Rights granted women the franchise and formal political power and influence. Democracy was extended to the
U.S. with the ratification of the Nineteenth Amendment on August 26, 1920 (http://caselaw.lp.findlaw.com/data/constitution/amendment19/). The dramatic challenges faced by Alice Paul in the ratification process are a vital component of the university’s Democracy and Education courses and the social studies method courses (http://www.alicepaul.org/alicep.htm).

Lunardini bridges the historical gap between the suffrage movement led by Susan Anthony and Elizabeth Cady Stanton to the National American Woman Suffrage Association led by Carrie Chapman Catt to Alice Paul and the National Woman’s Party (ix-xiii).

Kraditor (41) summarizes the prevailing view of Elizabeth Cady Stanton as follows:

Here is the classical natural right theory on the verge of change. Unlike the eighteenth-century Robinson Crusoe, the female Robinson Crusoe of the nineteenth century could not create her own destiny. Equal in natural right, she was unequal in condition. Her equality was in the future, not something given but rather a potential to be developed. Mrs. Stanton was demanding for woman not the right to manifest her equality but the right to become equal. For this she needed education and the vote. Hence the claim to equality; it required concrete demands for specific social and political rights.

Gurko (303) in writing The Ladies of Seneca Falls observed that the fears of Mrs. Staunton and Mrs. Catt were realized:

In later decades of the twentieth century, women were still regarded as a second sex, inferior or “different” in a sense that implied inferiority. And this in spite of the visible advances—the vastly expanded and vocational opportunities, the larger social and sexual freedoms (sic). Though the pressures were subtler, girls were still being steered into exclusive domestic lives and attitudes, or made to think that they were less than their brothers in everything from playing tennis to the capacity for abstract thought. And being less implied an automatic confinement to the kitchen or typists’ pool.

Eleanor Cliff in Founding Sisters and the nineteenth amendment illustrated the typist opportunities (4-5). Cliff recounts her career:

My own career parallels the women’s movement. I started at Newsweek as a secretary in 1963, with no expectation of becoming a reporter or writer. With rare exceptions, women at the newsmagazines were confined to clerical and research positions. I was grateful to work in a place where what I typed was interesting. When feminist Gloria Steinem appeared on the cover of Newsweek in March 1970, there was no woman of staff
whom the editors would entrust to write about her. An outsider brought in, journalist Helen Dudar, who did a first-rate job interpreting the new feminism sweeping the country as a long-lasting movement with consequences for men and women alike. But the fuse was lit. The women at Newsweek brought a class action suit against the magazine for discrimination. Nora Ephron, a Newsweek researcher, was among the plaintiffs. The Washington Post owns Newsweek, and when publisher Katherine Graham learned of the lawsuit, she asked, “Which side am I supposed to be on? She was management, but she was also a woman. The case was settled out of court, and Newsweek agreed to a system of goals and timetables to advance women at the magazine. I applied for an internship, and the biggest hurdle I had to get over was convincing the chief of correspondents that I could handle out-of-town assignments because I had young children. Soon after my internship, I was assigned to cover Jimmy’s Carter’s first presidential campaign. When he won, I was named White House correspondent for Newsweek. I call it my Cinderella story.

Too often both men and women of all races and classes take voting and democracy for granted. Americans must take care to review the vital history of women suffrage and study issues of race, ethnicity, class, and gender as core components of social justice.

Women have outnumbered men on college campuses since 1979, and on graduate school campuses since 1984. More American women than men have received bachelor's degrees every year since 1982. Undergraduate levels rose from 41% to 56% between 1969 and 2000. Issues of race, ethnicity, class, and gender are core components of a course on Democracy and Education.

The history of American education is linked with the history of democracy in the U.S. In teaching the Education and Democracy course, the author found both men and women were fascinated with the study of Alice Paul. Many students commented in class and in private that this was the very first time that they had any idea of the 1912-1920 suffrage movement.

Sections of the recent film, Iron Jawed Angels were viewed and discussed (Iron Jawed Angels and http://www.hbo.com/films/ironjawedangels/)

Iron Jawed Angels recounts for a contemporary audience a key chapter in U.S. history: in this case, the struggle of suffragists who fought for the passage of the 19th Amendment. Focusing on the two defiant women, Alice Paul (Hilary Swank) and Lucy Burns (Frances
O'Connor), the film shows how these activists broke from the mainstream women's-rights movement and created a more radical wing, daring to push the boundaries of political protest to secure women's voting rights in 1920. Breathing life into the relationships between Paul, Burns and others, the movie makes the women feel like complete characters instead of one-dimensional figures from a distant past. Although the protagonists have different personalities and backgrounds - Alice is a Quaker and Lucy an Irish Brooklynite - they are united in their fierce devotion to women's suffrage. In a country dominated by chauvinism, this is no easy fight, as the women and their volunteers clash with older, conservative activists, particularly Carrie Chapman Catt (Angelica Huston). They also battle public opinion in a tumultuous time of war, not to mention the most powerful men in the country, including President Woodrow Wilson (Bob Gunton). Along the way, sacrifices are made: Alice gives up a chance for love, and colleague Inez Mulholland (Julia Ormond) gives up her life. The women are thrown in jail, with an ensuing hunger strike making headline news. The women's resistance to being force-fed earns them the nickname "The Iron Jawed Angels." However, it is truly their wills that are made of iron, and their courage inspires a nation and changes it forever.

Given this history Alice Paul (Lunardini, 5) emerged fresh from suffrage experiences in England to assume leadership of NAWSA’s Congressional Committee. Alice Paul was born on January 11, 1885 to Tacie and William Paul, a Quaker family residing in Moorestown, New Jersey. It was from this Quaker background that Paul acquired the values of equality between the sexes. Alice Paul earned a number of college degrees (Lunardini, xiv) including two law degrees and a Ph.D. Lunardini concludes (xiv-xv) the following:

Yet Paul was an extraordinary personality, perhaps the single truly charismatic figure in the twentieth-century suffrage movement. Certainly she was the engine that powered the militant suffrage movement. She successfully mobilized both impatient and younger women and discontented older women. To these women, Paul represented the force that made them willing to take uncommon risks, including imprisonment and possible estrangement for family, friends, and peers. In the Sociology of Religion, written in 1922, Max Weber might have used Paul as his model in developing the concept of the charismatic leader.

Political scientists and historians have long observed the necessary role of education in a democracy. It is vital that students realize the importance that a single person of group of people may have in changing American society. The success of women in education is largely dependent upon the successes of women in American democracy.

This site found the following:

Women who wanted to teach, historically, faced the same struggle as women who wanted to vote, and those today who want to become tailhook pilots, or to join the top echelon of leadership in education. Just as throughout the rest of society, in education patriarchal systems prevail, and male models for leadership dominate. The laws may exist on the books, but in the real world, support often evaporates, and those making it to the top are a token minority of the capable women available for those positions which will shape the future of education and ultimately, the future of our children and therefore the future for all of us.

Both female and male university students are quite engaged and thoughtful when presented with the story of Alice Paul and the ratification of the Nineteenth Amendment on August 26, 1920. Perhaps the student’s interest is engaged because *Iron Jawed Angels* “recounts for a contemporary audience a key chapter in U.S. history.” Perhaps the plot, storytelling, and dynamic acting engaged the student’s interest.

At any rate university students may become very engaged with women’s issues, and women’s leadership roles given a thought blending of history and contemporary issues, the time to write reflective papers, and appropriate guidance in class discussion.

There is little question that women have made enormous strides in American society, government, and education. There is also little question that the youthful voters of today have the smallest voter turnout of any age cohort. It is as if the gains of the past 150 years are being taken for granted. Unfortunately, colleges of education may not depend on liberal arts colleges to engage students in the study of women’s rights, education, and leadership.
At best professional educators must realize that women studies and leadership programs are primarily elective courses. There is every reason to infuse the goals and achievement of Alice Paul and others into education foundations and education methods courses. The National Council on the Accreditation of Teacher Education’s standard of diversity must include education concerning women in leadership positions. Somehow, the current cohort of teacher educators must assume their responsibility to promote and cherish the hard-won values of gender equity and female leadership into future generations.

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Chesapeake: Historical Inquiry

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Chesapeake:
Historical Inquiry

Introduction

The Dayton American History Project is a professional development program for teachers of U.S. history in the fifth, eighth, ninth, and tenth grades. The three and one-half year project is funded through the “Teaching American History” grant program of the U.S. Department of Education

(http://teachingamericanhistory.org/tahgrants/.) “Citizenship, Creativity, and Invention” are the themes of the Dayton Teaching American History Project, which is directed jointly by the Dayton Public Schools and Wright State University in partnership with ThinkTV and area historical museums and organizations.

The $1 Million Partnership grant received $916,000 plus dollars from the Teaching American History federal funds and together with numerous state and local grants exceeded the $1 Million grant.

The Teaching American History grants are highly competitive federal grants that may be awarded to Local Education Agencies (LEAs) in partnership with universities, humanities organizations, libraries, or museums

(http://www.ed.gov/programs/teachinghistory/index.html)
An online lesson bank of 300 deeply-aligned American history lessons, created by an historian from trusted sources such as the National Archives and Library of Congress, is available to all Dayton Public School teachers twenty-four hours a day at the Teaching American History WWW site. This Teaching American History WWW site provides American history curriculum and lesson plans for grades 5, 8, 9, and 10 at

http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm

The Chesapeake Expedition

The teachers desired mobile summer institutes. As project director, I learned that few southwestern Ohio teachers had visited Gettysburg and the historical areas of Virginia. Teaching About Early American Historic Sites: Virginia, the Chesapeake, and Washington, D.C. became a mandatory goal for several years of the TAH institute, which included an expedition to the Chesapeake region and sites such as Gettysburg National Battlefield, Smithsonian's American History Program, D.C. memorials, Mt. Vernon, Manassas, Colonial Williamsburg, and the National Road Zane Grey Museum. The expedition offered free college credit, free meals and lodging, free transportation, as well as stipends to purchase classroom resource materials.

Since the expedition required reading for both course credit as well as preparation for the actual historical sites, dinner meetings were held prior to the expedition to discuss the following texts:

Edinger, M., & Fins, S. *Far Away and Long Ago: Young Historians in the Classroom.*

Finkelman, P. *Slavery and the Founders.*

McCullough, D. *1776*

Price, D. *Love and Hate in Jamestown: John Smith, Pocahontas, and the Start of a New Nation.*

Based on the readings the performance objectives were the following:

Participants will construct lesson plans relevant to grade levels 5, 8, 9, & 10 in American History, using the Teaching American History Lesson Plan format that includes

- Designing lessons/units that will give students the opportunities to explore, engage and experience history.
- Ohio Social Studies Academic Standards, benchmarks and grade level indicators for topics in American History.
- Writing essays on the required history texts.
- Identifying data based research for applications of specific skills for success in teaching/learning history content.
- Developing an assortment of informal/formal assessments for student evaluation of skills and content taught.
- Including activities that for differentiated instructional strategies for all students to learn.
- Organizing Units/Lessons for the Teaching American History web site for other teachers to use.
The project director arranged for two mini-vans for the transport of the eight-ten teachers per historical visit. Adequate space was provided for baggage, snacks, and for the purchase of teaching materials. Laminated foldout maps of DC were given to each teacher; each teacher received a DC Metro pass. The project director selected a “branded” hotel within walking distance of the DC metro.

The Chesapeake Expedition: Implementation

The Gettysburg National Military Park ([http://www.nps.gov/gett/](http://www.nps.gov/gett/)) is a critical visit and experience for educators and for students. In addition to WWW resources, we equipped all teachers with the following guides:


The Battle of Gettysburg has important focal points: Little Round Top, the Wheatfield, Devil's Den, the Peach Orchard, Culp's Hill, Pickett's Charge, Cemetery Hill, Cemetery Ridge, Seminary Ridge, a cast of leading generals, and statistics that may seem arcane to both teacher and student.

Several of the “tavern dining inns” may add a to this unique visit ([http://www.gettysburg.travel/visitor/index.asp](http://www.gettysburg.travel/visitor/index.asp)). This same WWW site provides a number of historical package visits for those who prefer to leave the planning to
others; visit http://www.gettysburg.travel/visitor/ps.asp?ps_category_id=280 for more information.

The single premier WWW site is The Gettysburg National Military Park at http://www.nps.gov/gett/. The WWW site For Teachers (http://www.nps.gov/gett/forteachers/index.htm) suggest planning a trip, curriculum materials, and even a “Traveling Trunk” for those students who may not be able to visit Gettysburg.

An essential factor in an education tour is to employ a Licensed Battle Field Guide (http://www.nps.gov/gett/planyourvisit/feesandreservations.htm). The fee is extremely reasonable given the knowledge and personal attention that the Licensed Battle Field Guides provide.

Washington, DC (http://www.washington.org/) is hot, humid, and a tourist magnet in the summer. DC is a logical area to visit, and many tour companies provide assistance. Laminated foldout maps of DC were given to each teacher; each teacher received a DC Metro pass. The project director selected a “branded” hotel within walking distance of the DC metro.

Old Town Trolleys (http://www.trolleytours.com/washington-dc/) provided a nice tourist’s eye view of the capitol, and also provided an “on-off” opportunity that fit our schedule.
Next, I scheduled the teachers for a tour of DC in the evening by way of the Potomac River. We provided the teachers with tickets to the Potomac River Boat Company (http://www.potomacriverboatco.com/) and sights included Washington's majestic landmarks, such as the Lincoln Memorial, the Jefferson Memorial, the Washington Monument, and the Kennedy Center.


We had several reservations for our visit to Washington DC: The National Museum of the American Indian, the Smithsonian Museum of American History, the National Archives, The World War II exhibit, The Viet Nam Wall, The FDR Memorial, Arlington National Cemetery, the Lincoln Memorial, Jefferson Memorial, and MT Vernon. This is a very ambitious schedule, and for the most part, we toured as a
group. Pre-arranging professional tours of sights added to the educational value, and the teachers contributed to the DC economy by purchasing educational artifacts that were destined for classroom use.

Colonial Williamsburg (http://www.history.org/) is a short drive from the metropolis of Washington, D.C., but historically, the drive to this tidewater area is a journey of over 400 years. Our Ohio license plates were celebrating 200 years of history, while the Virginia license plates were reminding us that Jamestown history is over 400 years old. My wife and I are careful to avoid Williamsburg is the summers, and we prefer a week’s residence in a Williamsburg condo during the Christmas season.

The Official Williamsburg Guides were preordered for the teachers. Tickets were preordered in order to save some dollars and especially to save time. Each teacher received the special Governor’s Key-to the City Pass at $49.00, and at an Internet price of $44.10. Tourists were actually waiting in two-hour lines at the ticket center.

Our tickets included access to as many as 20 to 40 Historic Area buildings and exhibits, such as the Capitol, Raleigh Tavern, Great Hopes Plantation, all historic trades sites (wheelwright, blacksmith, silversmith, milliner, wigmaker, etc.), all gardens, and all original 18th-century exhibition sites (the Courthouse, Gaol, Magazine, and the homes of Peyton Randolph and George Wythe), along with admission to Revolutionary City®. Also includes Capitol tour, orientation tour,
regular daytime programs, and viewing of the movie classic Williamsburg—The Story of a Patriot. Plus, free parking at the Visitor Center and use of Historic Area shuttle buses. Because I am very familiar with Williamsburg, we by-passed the lines to the Historic Area shuttle buses and parked the vans near Raleigh Tavern.

Williamsburg is a town that the teachers could enjoy without a specific schedule, and we broke into small groups and visited the ticketed area of town. I had reservations for our group at Christiana Campbell’s Tavern (http://www.history.org/visit/diningExperience/christianaCampbells/) and we spent nearly three hours enjoying a historical dinner and entertainment; we were provide our own dining room, and conversation grew loud. The Trellis restaurant (http://www.thetrellis.com/) is frequented more by locals than the tourist population.

Of course, we scheduled time for the Williamsburg Education Center:

The Educational Resource Center offers a centralized location to obtain teaching materials. Some items available for sale at the center include: lesson plans, videos, children’s literature, teacher’s resource books, and reproduction artifacts and documents such as the Virginia Gazette, and the Virginia Declaration of Rights
Jamestown and Yorktown (http://www.historyisfun.org/) required a full day to visit and to participate in a planned education seminar. Of course, we pre-arranged the special teacher seminar and teacher tours of Jamestown and Yorktown.

The teachers were experiencing U.S. history in a way that John Dewey would approve “learning by doing.” We found our luggage area nearly full as the teachers carefully selected classroom displays and historical maps, pictures, and charts for teaching lessons.

Monticello (http://www.monticello.org/) and Michie Tavern http://www.michietavern.com/index.cfm/fuseaction/viewpage?CFID=271050&CFTOKEN=78807395 are a short drive from the Virginia Tidewater to the Virginia Piedmont. Because summer tourists are few in this area, it is a simple matter to tour Monticello.

It is normal to expect that urban teachers from Dayton to ask about Sally Hemings (http://www.monticello.org/plantation/hemingscontro/hemings-jefferson_contro.html). On two recent occasions, The Monticello guides acknowledged that the Thomas Jefferson Foundation agreed with DNA testing that Jefferson fathered several children with Hemings. However, a third guide (southern gentlemen) feigned indignation at the question, and dismissed the Jefferson-Hemings relationship as irrelevant.
Shortly after the DNA test results were released in November 1998, the Thomas Jefferson Foundation formed a research committee consisting of nine members of the foundation staff, including four with Ph.Ds. In January 2000, the committee reported its finding that the weight of all known evidence - from the DNA study, original documents, written and oral historical accounts, and statistical data - indicated a high probability that Thomas Jefferson was the father of Eston Hemings, and that he was perhaps the father of all six of Sally Hemings' children listed in Monticello records - Harriet (born 1795; died in infancy); Beverly (born 1798); an unnamed daughter (born 1799; died in infancy); Harriet (born 1801); Madison (born 1805); and Eston (born 1808).

Since then, a committee commissioned by the Thomas Jefferson Heritage Society, after reviewing essentially the same material, reached different conclusions, namely that Sally Hemings was only a minor figure in Thomas Jefferson’s life and that it is very unlikely he fathered any of her children. This committee also suggested in its report, issued in April 2001, that Jefferson’s younger brother Randolph (1755-1815) was more likely the father of at least some of Sally Hemings' children.

Although the relationship between Jefferson and Sally Hemings has been for many years, and will surely continue to be, a subject of intense interest to historians and the public, the evidence is not definitive, and the complete story may never be known. The Foundation encourages its visitors and patrons, based
on what evidence does exist, to make up their own minds as to the true nature of
the relationship.

The High Road or The Low Road

The return trip to Dayton Ohio offers at least two choices. And the project director
chose both roads with different expeditions. The “high road” refers to a return trip
using I-70 through Ohio and joining the “Old National Road or U.S. 40 to dine at the
Old Market House Inn in Zanesville, and then to tour the National Road Zane Grey
Museum near Zanesville. The “low road” provided a return trip through Kentucky
and dinner at the Bonefish Grill, followed by a guided tour of one of the U.S.’s best
restored forts: Fort Boonsboro.

The “high road” provided two very interesting experiences with dinner at The Old
Market House Inn Restaurant and a substantial narrated tour of the National Road
Zane Grey Museum.

The Old Market House Inn Restaurant
(http://www.theoldmarkethouseinn.com/story.html), situated across the street
from the site of Zanesville’s original farmers’ market, preserves an era of pioneer
Zanesville while offering a gourmet menu in an atmosphere of the bygone days.

The National Road Zane Grey Museum
(http://www.ohiohistoryteachers.org/03/05/se03.shtml) is nearly an hour due
east of Columbus and can easily be a one-day field trip for many schools.
The “low road” provided another fish dinner in Lexington, Kentucky at the Bonefish Grill (http://www.bonefishgrill.com/) followed by a guided tour of nearby Fort Boonsboro. Fort Boonsboro was essential to U.S. history and to Kentucky history.

Colonel Henderson reached Boonsboro, with his party, a few days afterwards, and found the people there in a state of careless security, which evinced the most perfect self-confidence. A small fort, which the labor of two or three days would have rendered a sufficient protection against any sudden inroad of the Indians, had been suffered to remain unfinished and wholly useless, and it was not until this little colony had suffered severely from their indiscretion, that Fort Boonsboro was placed in a defensible condition.

**The Chesapeake Expedition: Assessment**

Teacher participants rated all aspects of these educational trips as a ten of ten. The project director became one with the teacher team. The project director shared 100% of the expedition time with the teachers, provided tours and narratives upon request, and was flexible to individual requests. These teachers are sharing a wealth of information with the Dayton Public School students.

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Political Science
Government

American Civil Liberties Union
132 West 43rd street
New York, NY 10036

American Political Science Association
1527 New Hampshire Avenue, NW
Washington, DC 20036

Associated Press
50 Rockefeller Plaza
New York, NY 10020

Center for Law and Education
Gutman Library, 3rd Floor
Six Appian Way
Cambridge, MA 02138

Center for War/Peace Studies
218 East 18th Street
New York, NY 10003

Citizenship Development Program
Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201

Constitutional Rights Foundation
1510 Cotner Avenue
Los Angeles, CA 90025

Federal Trade Commission
Pennsylvania Avenue at 6th Street, NW
Washington, DC 20580

Law in a Free Society
606 Wilshire Boulevard, Suite 600
Santa Monica, CA 90401

League of Women Voters of the United States
1730 M Street, NW
Washington, DC 20036

National Assessment for Educational Progress
CN 6710
Princeton, NJ 08541

National Association for the Advancement of Colored People
1790 Broadway
New York, NY 10019

National Center for Law Focused Education

Law in American Society Foundation
33 North LaSalle Street, Suite 1700
Chicago, IL 60602

National Institute for Citizen Education in the Law
25 E Street, NW
Washington, DC 20001

National Organization for Women Chicago Chapter
West Jackson Boulevard
Chicago, IL 60604

National Organization on Legal Problems in Education
5401 Southwest Seventh Avenue
Topeka, KS 66606

Robert A. Taft Institute of Government
420 Lexington Avenue
New York, NY 10017

SANE
711 G Street, SE
Washington, DC 20003

Tax Foundation, Inc.
1 Thomas Circle, NW
Suite 500
Washington, DC 20005

Ward’s Modern Learning Aids Division
5100 West Henrietta Road
P.O. Box 92912
Rochester, NY 14692-9012
ASSIGNMENT: POLITICAL CARTOONS

REQUIREMENTS: **COLLECT TEN POLITICAL CARTOONS** {THREE MAY BE HUMOROUS}. BUILD A FILE FOLDER, WHICH HAS ONE CARTOON PER PAGE. THE DATE OF THE CARTOON AND AN ANALYSIS OF THE CARTOON.

SOME QUESTIONS TO ASSIST IN ANALYSIS:

1. WHAT SYMBOLISM HAS THE CARTOONIST USED?

2. WHAT IMPACT MAY THE CARTOON HAVE ON PUBLIC OPINION?

3. DOES THE CARTOON CAUSE YOU TO FEEL ANY STRONG EMOTION?

4. WHAT ARE THE CARTOONISTS FEELINGS ABOUT THE SUBJECT?

5. WHAT ARE YOUR THOUGHTS ABOUT THE APPROPRIATENESS OF "MAKING FUN" OF LEADERS OF THE USA AND OF THE WORLD?
REPUBLICAN OR DEMOCRAT

1. JOBS
   __ ENACT A $12 BILLION ANTI-RECESSION PROGRAM-PROVIDE AT LEAST 800,000 NEW JOBS
   __ SHIFT THE EMPHASIS FROM THE FEDERAL GOVERNMENT TO PRIVATE BUSINESS.

2. TAXES
   __ SUPPORT A CONSTITUTIONAL AMENDMENT THAT WOULD REQUIRE A
       BALANCED BUDGET
   __ INCREASE TAXES

3. WOMEN
   __ OPPOSE E.R.A.
   __ SUPPORT E.R.A.

4. WELFARE
   __ SUPPORT FULL FUNDING FOR FOODSTAMPS.
   __ CUT THE FOODSTAMP PROGRAM.

5. DEFENSE
   __ ACCELERATE PRODUCTION OF M.X. MISSLES.
   __ NEGOTIATE ARMS TREATY.

6. LABOR
   __ OPPOSE CUTTING MINIMUM WAGE FOR YOUTH.
   __ REDUCE MINIMUM WAGES FOR YOUTH.

7. HEALTH
   __ FAVOR NATIONAL HEALTH PROGRAM.
   __ REJECT NATIONAL HEALTH PROGRAM.

8. SOCIAL SECURITY
   __ MAINTAIN A FULL PROGRAM.
   __ RAISE AGE TO RECEIVE BENEFITS.

9. EDUCATION
   __ CUT AID TO COLLEGE STUDENTS.
   __ SUPPORT AID TO COLLEGE STUDENTS.

10. ENVIRONMENT
    __ DO NOT SACRIFICe ENVIRONMENT QUALITY.
    __ DESIGN WAYS FOR PRIVATE ENTERPRISE TO ESTABLISH BUSINESSES IN NATIONAL PARKS AND
        FORESTS.

11. CRIME
    __ SUPPORT ASSISTANCE FEDERAL TO VICTIMS OF CRIME.
    __ PUSH FOR THE DEATH PENALTY FOR CERTAIN FEDERAL CRIMES.

12. CIVIL RIGHTS
    __ EASE REGULATIONS WHICH OUTLINE AFFIRMATIVE-ACTION GOALS.
    __ SUPPORT AFFIRMATIVE-ACTION GOALS.

13. ABORTION
    __ SUPPORT CONSTITUTIONAL AMENDMENT BANNING ABORTION.
    __ SUPPORT WOMEN’S RIGHT TO CHOOSE.

14. NUCLEAR POWER
    __ "RETIRE" NUCLEAR POWER PLANTS.
    __ SUPPORT INCREASED NUCLEAR POWER.

15. UNEMPLOYMENT
    __ MOST AMERICANS ARE VERY WELL OFF.
    __ TOO MANY AMERICANS ARE OUT-OF-WORK.
From the Mac of... DR. HELMS  
7123 W. VON DETTE CR. CENTERVILLE, OHIO 45459

THE REAGAN/BUSH REPORT CARD

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Women’s Suffrage:
The Nineteenth Amendment

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Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations, and over 159
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Modern Democracy

Fareed Zakaria in *The Future of Freedom* notes, “in 1900 not a single country had what
we would consider a democracy” (Zakaria, 13). The women’s movement resulted in a real American democracy as well as the successful suffrage campaign that resulted in the right to vote for all American women. Alice Paul truly applied issues of race, ethnicity, class, and gender in her life’s work for social equality (http://www.alicepaul.org/alicep.htm).

The first major country to permit women’s suffrage in national elections was New Zealand in 1893. Various states and territories in Australia and the United States had given women the vote prior to this date. The first major country to permit women’s suffrage and the right to stand for election was Australia in 1902. The first major European country to permit women’s suffrage was Finland in 1906 (http://www.history.com/search.do?searchText=Women%27s+suffrage&targetDB=THC_WORLD_TIMELINE_v2.)
The Weimar Republic, proclaimed on November 9, 1918, was perhaps the world’s first modern democracy because the new German constitution provided for universal suffrage (http://www.germanculture.com.ua/library/history/bl_weimar_republic.htm).

The Nineteenth Amendment

The Nineteenth Amendment - Women's Suffrage Rights provides for the following:

Section 1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. (National Archives and Records Administration).

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Women have always been involved in leadership in America

One cannot study the history of democracy in the United States without investigating the courageous vision of Alice Paul. In From equal suffrage to equal rights, Christine Lunardini has written the definitive history of Alice Paul’s contribution to equality and democracy. Lunardini (xiii) documents the efforts of Susan B. Anthony, Elizabeth Cady Stanton, and Carrie Chapman Catt of the National American Woman Suffrage Association (NAWSA), and Lunardini observes that Carrie Chapman Catt, as leader of NAWSA in 1913, thought that woman suffrage would not be attained in her lifetime.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women’s influence and leadership. Joseph Ellis in Passionate Sage explains influence of women in democracy with the
historical letters of John and Abigail Adams. Fisher Ames noted “that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as a Lady in the old French Court (21).”

The influence of Abigail Adams has been well documented by historians. During the Jefferson presidential campaign both Adams argued that Jefferson has placed party above principle. Joseph Ellis in *Founding Brothers* (210-211) summarizes the Adams’ view as follows:

> We can be reasonably sure that Abigail was speaking for her husband as well as herself in this brief volley of letters. The Adams team, then, was charging Jefferson with two serious offenses against the unwritten code of political honor purportedly binding on the leadership class of the revolutionary generation. The first offense, which has a quaint and anachronistic sound to our modern ears was that Jefferson was personally involved in his own campaign for the presidency and that he conducted the campaign with only one goal in mind-namely, winning the election…. His second offense was more personal. Namely he had vilified a man whom he claimed was a long-standing friend. He had sponsored Callendar’s polemics against the Adams administration even though he knew them to be a gross misrepresentation.

Joseph Ellis in *His Excellency: George Washington* laments the historical destruction of letters between George and Martha by Martha (42), and observes that history records over a thousand letters between John and Abigail Adams, “the most fully revealed marriage of the age.” McCullough (2005, 43) supports the influence of Abigail Adams in recounting that when John Adams described Washington as “amiable and brave”, Abigail wrote to John that “he has hardly said enough” about Washington.

Ellis (2003, 72-73) explores the effect of Abigail on Jefferson as follows:
… the deep emotional bonding of the two men occurred in France in 1784-85…. Abigail was the link between questions of foreign policy and family priorities, probably the first woman Jefferson came to know well who combined the traditional virtues of a wife and mother with the sharp mind and tongue of a fully empowered accomplish in her husband’s career.

In another account describing the influence of Abigail Adams on John, McCullough (2001, 479) writes that during the Adam’s Presidency concerning the affair with the French, Adams “confessed to being totally exhausted and begged her to come to his rescue:”

I must go to you or you must come to me. I cannot live without you… I must entreat you to lose not a moment’s time in preparing to come on, that you may take off from me every care of life but that of my public duty, assist me with your councils, and console me with your conversation…. The times are critical and dangerous, and I must repeat this with zeal and earnestness. I can do nothing without you.

However much women had influence, neither the constitution nor the Bill of Rights granted women the franchise and formal political power and influence. Democracy was extended to the U.S. with the ratification of the Nineteenth Amendment on August 26, 1920 (http://caselaw.lp.findlaw.com/data/constitution/amendment19/). The dramatic challenges faced by Alice Paul in the ratification process are a vital component of the university’s Democracy and Education courses and the social studies method courses (http://www.alicepaul.org/alicep.htm).

Lunardini bridges the historical gap between the suffrage movement led by Susan Anthony and Elizabeth Cady Stanton to the National American Woman Suffrage Association led by Carrie Chapman Catt to Alice Paul and the National Woman’s Party (ix-xiii).
Kraditor (41) summarizes the prevailing view of Elizabeth Cady Stanton as follows:

Here is the classical natural right theory on the verge of change. Unlike the eighteenth-century Robinson Crusoe, the female Robinson Crusoe of the nineteenth century could not create her own destiny. Equal in natural right, she was unequal in condition. Her equality was in the future, not something given but rather a potential to be developed. Mrs. Stanton was demanding for woman not the right to manifest her equality but the right to become equal. For this she needed education and the vote. Hence the claim to equality; it required concrete demands for specific social and political rights.

Gurko (303) in writing *The Ladies of Seneca Falls* observed that the fears of Mrs. Staunton and Mrs. Catt were realized:

In later decades of the twentieth century, women were still regarded as a second sex, inferior or “different” in a sense that implied inferiority. And this in spite of the visible advances—the vastly expanded and vocational opportunities, the larger social and sexual freedoms (sic). Though the pressures were subtler, girls were still being steered into exclusive domestic lives and attitudes, or made to think that they were less than their brothers in everything from playing tennis to the capacity for abstract thought. And being less implied an automatic confinement to the kitchen or typists’ pool.

Eleanor Cliff in *Founding Sisters and the nineteenth amendment* illustrated the typist opportunities (4-5). Cliff recounts her career:

My own career parallels the women’s movement. I started at *Newsweek* as a secretary in 1963, with no expectation of becoming a reporter or writer. With rare exceptions, women at the newsmagazines were confined to clerical and research positions. I was grateful to work in a place where what I typed was interesting. When feminist Gloria Steinem appeared on the cover of *Newsweek* in March 1970, there was no woman of staff whom the editors would entrust to write about her. An outsider brought in, journalist Helen Dudar, who did a first-rate job interpreting the new feminism sweeping the country as a long-lasting movement with consequences for men and women alike. But the fuse was lit. The women at *Newsweek* brought a class action suit against the magazine for discrimination. Nora Ephron, a *Newsweek* researcher, was among the plaintiffs. The *Washington Post* owns *Newsweek*, and when publisher Katherine Graham learned of the lawsuit, she asked, “Which side am I supposed to be on? She was management, but she was also a woman. The case was settled out of court, and *Newsweek*
agreed to a system of goals and timetables to advance women at the magazine. I applied for an internship, and the biggest hurdle I had to get over was convincing the chief of correspondents that I could handle out-of-town assignments because I had young children. Soon after my internship, I was assigned to cover Jimmy’s Carter’s first presidential campaign. When he won, I was named White House correspondent for Newsweek. I call it my Cinderella story.

**Education and Democracy**

Too often both men and women of all races and classes take voting and democracy for granted. Americans must take care to review the vital history of women suffrage and study issues of race, ethnicity, class, and gender as core components of social justice.

Women have outnumbered men on college campuses since 1979, and on graduate school campuses since 1984. More American women than men have received bachelor's degrees every year since 1982. Undergraduate levels rose from 41% to 56% between 1969 and 2000. Issues of race, ethnicity, class, and gender are core components of a course on Democracy and Education.

The genesis for this article is a new general education course (Education and Democracy) designed by a committee of the College of Education and Human Services. The committee’s design was an outgrowth of a project for the National Network for Educational Renewal. John Goodlad's recommendation (29) to provide future educators with multiple experiences in classroom settings further emphases the need for various experiences and learning in democracy and education.
Political scientists and historians have long observed the necessary role of education in a democracy. While it is logical for educators to discuss democracy and education, it seems that few colleges of education have taken the opportunity to provide a general education course on democracy and education. At a recent National Network for Educational Renewal conference, the author (presenter) asked a large audience if any other universities provided a general education course on democracy and education; the answer was a resounding “no” (Finegan and Helms, 2005). In New York City at a National Conference on Race & Ethnicity in American Higher Education the author (presenter) found the same response (Helms, 2005). In Baltimore at the 84th Annual Conference of The National Council for the Social Studies the author (presenter) again found the same response (Helms, 2004). It is vital that students realize the importance that a single person of group of people may have in changing American society.

Historically, women have always been involved in leadership in America. One can explore the prehistoric Native American matriarchies to the historical Native American matriarchies to revolutionary times to find evidence of women’s influence and leadership. Joseph Ellis in *Passionate Sage* explains influence of women in democracy with the historical letters of John and Abigail Adams. Fisher Ames noted “that the good Lady his wife (Abigail) has often been as talkative in a similar strain, and she is as complete a politician as an Lady in the old French Court (21).”
Iron Jawed Angels

The history of American education is linked with the history of democracy in the U.S. In teaching the Education and Democracy course, the author found both men and women were fascinated with the study of Alice Paul. Many students commented in class and in private that this was the very first time that they had any idea of the 1912-1920 suffrage movement.

Sections of the recent film, Iron Jawed Angels were viewed and discussed (Iron Jawed Angels and http://www.hbo.com/films/ironjawedangels/)

Iron Jawed Angels recounts for a contemporary audience a key chapter in U.S. history: in this case, the struggle of suffragists who fought for the passage of the 19th Amendment. Focusing on the two defiant women, Alice Paul (Hilary Swank) and Lucy Burns (Frances O'Connor), the film shows how these activists broke from the mainstream women's-rights movement and created a more radical wing, daring to push the boundaries of political protest to secure women's voting rights in 1920. Breathing life into the relationships between Paul, Burns and others, the movie makes the women feel like complete characters instead of one-dimensional figures from a distant past.

Although the protagonists have different personalities and backgrounds - Alice is a Quaker and Lucy an Irish Brooklynite - they are united in their fierce devotion to women's suffrage. In a country dominated by chauvinism, this is no easy fight, as the women and their volunteers clash with older, conservative activists, particularly Carrie Chapman Catt (Angelica Huston). They also battle public opinion in a tumultuous time of war, not to mention the most powerful men in the country, including President Woodrow Wilson (Bob Gunton). Along the way, sacrifices are made: Alice gives up a chance for love, and colleague Inez Mulholland (Julia Ormond) gives up her life.

The women are thrown in jail, with an ensuing hunger strike making headline news. The women's resistance to being force-fed earns them the nickname "The Iron Jawed Angels." However, it is truly their wills that are made of iron, and their courage inspires a nation and changes it forever.
Given this history Alice Paul (Lunardini, 5) emerged fresh from suffrage experiences in England to assume leadership of NAWSA’s Congressional Committee. Alice Paul was born on January 11, 1885 to Tacie and William Paul, a Quaker family residing in Moorestown, New Jersey. It was from this Quaker background that Paul acquired the values of equality between the sexes. Alice Paul earned a number of college degrees (Lunardini, xiv) including two law degrees and a Ph.D. Lunardini concludes (xiv-xv) the following:

Yet Paul was an extraordinary personality, perhaps the single truly charismatic figure in the twentieth-century suffrage movement. Certainly she was the engine that powered the militant suffrage movement. She successfully mobilized both impatient and younger women and discontented older women. To these women, Paul represented the force that made them willing to take uncommon risks, including imprisonment and possible estrangement for family, friends, and peers. In the Sociology of Religion, written in 1922, Max Weber might have used Paul as his model in developing the concept of the charismatic leader.

Political scientists and historians have long observed the necessary role of education in a democracy. It is vital that students realize the importance that a single person of group of people may have in changing American society. The success of women in education is largely dependent upon the successes of women in American democracy.

For a review of electronic resources on leadership of women in education please refer
Provenzo, G., Finegan, C., Helms, R., & Barr, L. (2003) iSearch for Education. The
author recommends Advancing Women: Women's Role in Education at
http://www.advancingwomen.com/womedu.html

This site found the following:

Women who wanted to teach, historically, faced the same struggle as women who wanted to vote, and those today who want to become tailhook pilots, or to join
the top echelon of leadership in education. Just as throughout the rest of society, in education patriarchal systems prevail, and male models for leadership dominate. The laws may exist on the books, but in the real world, support often evaporates, and those making it to the top are a token minority of the capable women available for those positions which will shape the future of education and ultimately, the future of our children and therefore the future for all of us.

Both female and male university students are quite engaged and thoughtful when presented with the story of Alice Paul and the ratification of the Nineteenth Amendment on August 26, 1920. Perhaps the student’s interest is engaged because Iron Jawed Angels “recounts for a contemporary audience a key chapter in U.S. history.” Perhaps the plot, storytelling, and dynamic acting engaged the student’s interest.

At any rate university students may become very engaged with women’s issues, and women’s leadership roles given a thought blending of history and contemporary issues, the time to write reflective papers, and appropriate guidance in class discussion.

There is little question that women have made enormous strides in American society, government, and education. There is also little question that the youthful voters of today have the smallest voter turnout of any age cohort. It is as if the gains of the past 150 years are being taken for granted. Unfortunately, colleges of education may not depend on liberal arts colleges to engage students in the study of women’s rights, education, and leadership.

At best professional educators must realize that women studies and leadership programs are primarily elective courses. There is every reason to infuse the goals and achievement
of Alice Paul and others into education foundations and education methods courses. The National Council on the Accreditation of Teacher Education's standard of diversity must include education concerning women in leadership positions. Somehow, the current cohort of teacher educators must assume their responsibility to promote and cherish the hard-won values of gender equity and female leadership into future generations.

**Timeline of Women's Suffrage in the United States**


1776   Abigail Adams writes to her husband, John Adams, asking him to "remember the ladies" in the new code of laws. Adams replies the men will fight the "despotism of the petticoat."

1777   Women lose the right to vote in New York.

1780   Women lose the right to vote in Massachusetts.

1784   Women lose the right to vote in New Hampshire.

1787   US Constitutional Convention places voting qualifications in the hands of the states. Women in all states except New Jersey lose the right to vote.

1792   Mary Wollstonecraft publishes *Vindication of the Rights of Women* in England.

1807   Women lose the right to vote in New Jersey, the last state to revoke the right.

**Women Join the Abolitionist Movement**

1830s   Formation of the female anti-slavery associations.

1836   Angelina Grimke appeals to Southern women to speak out against slavery.
1837  The "Pastoral Letter of the General Association of Massachusetts to the Congregational Churches Under Their Care" is promulgated against women speaking in public against slavery, it is mainly directed against the Grimke sisters.

1840  World Anti-Slavery Convention in London. Lucretia Mott, Elizabeth Cady Stanton, and other women barred from participating on account of their sex.

**Women Begin to Organize For Their Own Rights**

1848  First Women's Rights convention in Seneca Fall, New York. Equal suffrage proposed by Elizabeth Cady Stanton. After debate of so radical a notion, it is adopted.

1850  Women's rights convention held in April in Salem, Ohio. First national women's rights convention held in October in Worcester, Massachusetts.


1861-1865  Civil War. Over the objections of Susan B. Anthony, women put aside suffrage activities to help the war effort.

1867  Fourteenth amendment passes Congress, defining citizens as "male;" this is the first use of the word male in the Constitution. Kansas campaign for black and woman suffrage: both lose. Susan B. Anthony forms Equal Rights Association, working for universal suffrage. Suffrage Movement Divides Over Black vs. Woman Suffrage

1868  Fourteenth amendment ratified. Fifteenth amendment passes Congress, giving the vote to black men. Women petition to be included but are turned down. Formation of New England Woman Suffrage Association. In New Jersey, 172 women attempt to vote; their ballots are ignored.

**Civil Disobedience Is Tried**

1870  Fifteenth Amendment ratified. The Grimke sisters, now quite aged, and 42 other women attempt to vote in Massachusetts, their ballots are cast but ignored. Utah territory grants woman suffrage.

1871  The Anti-Suffrage Society is formed.

1872  Susan B. Anthony and supporters arrested for voting. Anthony's sisters and 11 other women held for $500 bail. Anthony herself is held for $1000 bail.

1873  Denied a trial by jury, Anthony loses her case in June and is fined $100 plus costs. Suffrage demonstration at the Centennial of the Boston Tea Party.

1874  Protest at a commemoration of the Battle of Lexington. In Myner v. Happerstett the US Supreme Court decides that being a citizen does not guarantee suffrage. Women's Christian Temperance Union formed.

1876  On July 4, in Philadelphia, Susan B. Anthony reads The Declaration for the Rights of Women from a podium in front of the Liberty Bell. The crowd cheers. Later, the suffragists meet in the historic First Unitarian Church.

1878  Woman suffrage amendment first introduced in US Congress.

1880  Lucretia Mott, born in 1793, dies.
1882 The House and Senate appoint committees on woman suffrage, both report favorably.

1884 Belva Lockwood runs for president. The US House of Representatives debates woman suffrage.

1886 Women protest being excluded from the dedication ceremonies for the Statue of Liberty. Suffrage amendment reaches the US Senate floor; it is defeated two to one.

1887 Utah women lose right to vote.

1890 The NWSA and the AWSA merge to form NAWSA. The focus turns to working at the state level. Campaign loses in South Dakota.

1893 Matilda Joslyn Gage publishes Woman, Church and State. After a vigorous campaign led by Carrie Chapman Catt, Colorado men vote for woman suffrage.

1894 Despite 600,000 signatures, a petition for woman suffrage is ignored in New York. Lucy Stone, born in 1818, dies.

1895 Elizabeth Cady Stanton publishes The Woman's Bible. Utah women regain suffrage.

1896 Idaho grants woman suffrage.

**Suffrage Activism Enters the 20th Century**

1900 Carrie Chapman Catt takes over the reins of the NASWA.

1902 Elizabeth Cady Stanton, born in 1815, dies.

1906 Susan Brownell Anthony, born in 1820, dies.

1907 Harriet Stanton Blatch, Elizabeth's daughter, forms the Equality League of Self Supporting Women, which becomes the Women's Political Union in 1910. She introduces the English suffragists' tactics of parades, street speakers, and pickets.
1910  Washington (state) grants woman suffrage.

1911  California grants woman suffrage. In New York City, 3,000 march for suffrage.

1912  Teddy Roosevelt's Progressive Party includes woman suffrage in their platform. Oregon, Arizona, and Kansas grant woman suffrage.

1913  Women's Suffrage parade on the eve of Wilson's inauguration is attacked by a mob. Hundreds of women are injured, no arrests are made. Alaskan Territory grants suffrage. Illinois grants municipal and presidential but not state suffrage to women.

1916  Alice Paul and others break away from the NASWA and form the National Women's Party.

1917  Beginning in January, NWP posts silent "Sentinels of Liberty" at the White House. In June, the arrests begin. Nearly 500 women are arrested, 168 women serve jail time, and their jailers brutalize some. North Dakota, Indiana, Nebraska, and Michigan grant presidential suffrage; Arkansas grants primary suffrage. New York, South Dakota, and Oklahoma state constitutions grant suffrage.

1918  The jailed suffragists released from prison. Appellate court rules all the arrests were illegal. President Wilson declares support for suffrage. Suffrage Amendment passes US House with exactly a two-thirds vote but loses by two votes in the Senate.

1919  In January, the NWP lights and guards a "Watchfire for Freedom." It is maintained until the Suffrage Amendment passes US Senate on June 4. The battle for ratification by at least 36 states begins.

1920  The Nineteenth Amendment, called the Susan B. Anthony Amendment, is ratified by Tennessee on August 18. It becomes law on August 26.
American Voting Rights Timeline

http://www.peaceworkmagazine.org/pwork/0410/041005.htm


1789 Establishment of the American democracy. White men with property can vote. Poor people cannot vote. Women, Native Americans, and enslaved African-Americans cannot vote.

1790 Between 1770 and 1790, each state handles its own naturalization laws. In 1790 the US passes its first law that grants citizenship to white men and some women. The right to vote is only for whites who have lived in the country for two years. In 1798 the law is changed so that white immigrants must live in the US for 14 years before they can become citizens. This changed to 5 years in 1902.

1820 The property laws are taken off the books and whites can vote even if they do not own property. But they must pay a poll tax or be able to read and, in some places, they must pass religious tests to vote.

1840 Poll taxes, literacy taxes, and religion tests are taken off the books. Only white men can vote.

1848 The Treaty of Guadalupe-Hidalgo ends the Mexican-American War. The treaty guarantees citizenship to Mexicans living in the newly acquired territories of Arizona, California, New Mexico, Texas, and Nevada. Voting rights are denied -- Mexican-Americans are not allowed to vote despite having US citizenship. Property laws, language and literacy requirements keep people from voting. "Night Riders" use intimidation and violence.

1860 Maine, New Hampshire, Vermont, Rhode Island, and Massachusetts allow free black men to vote.

1866 The Civil War ends in 1865. The Civil Rights Act of 1866 grants citizenship to native-born Americans but excludes Native Americans.

1870 The 15th Amendment establishes the right of African-American men to vote. In the South especially, poll taxes, reading requirements, physical violence, property destruction, hiding the polls, and economic pressures keep most African-Americans from voting.

1882 The Chinese Exclusion Act bars people of Chinese ancestry from becoming citizens. They cannot vote.
1887 The Dawes Act gives citizenship only to Native Americans who give up their tribal affiliations.

1890 The Indian Naturalization Act grants citizenship to Native Americans in an application process similar to immigrant naturalization.

1901 Congress grants citizenship to Native Americans living in the Indian Territory (Oklahoma).

1920 White and African-American women gain the right to vote. (Prior to 1920, some parts of the country let some women vote. For what or for whom they could vote depended on where they were. Some could vote only in school elections.)

1921 The Sons of America organize to fight for equality and the rights of Mexican-American citizens, including the right to vote. It will be 1975 before the right to vote is available to all Mexican-Americans.

1922 In the case of Takao v. United States the US Supreme Court upholds the 1790 Naturalization Act that barred Asian Americans from becoming citizens. This enforces the policy of no voting rights for Asian immigrants.

1923 The court ruling in the case Bhagat Sing Thind v. The US rules that Asian Indians are eligible for citizenship. Technically it means that they can vote because they are now citizens. However, almost all immigrants who are people of color continue to be denied the right to vote.

1924 The service of Native Americans during World War I helps bring about the 1924 Indian Citizenship Act. The Act grants Native Americans citizenship, but many western states refuse to allow them to vote.

1943 Chinese Exclusion Act is repealed, making immigrants of Chinese ancestry eligible for citizenship.

1946 Filipinos are now allowed to become citizens.

1952 The McCarran-Walter Act repeals the racial restrictions of the 1790 Naturalization Law. First-generation Japanese can now become citizens.

1965 In direct response to the Civil Rights movement, the Voting Rights Act of 1965 is enacted. It bans literacy tests and provides federal enforcement of black voter registration and voting rights.

1971 The 26th Amendment gives full voting rights to 18-year-olds. This is a response to demonstrations demanding the vote for men under the age of 21 who were being drafted and sent to Vietnam.

1975 The Voting Rights Act is amended to include language assistance to minority voters. Language requirements have been used routinely to keep the vote from US-born citizens who speak other languages. It is now that the Voting Rights Act has some real impact and enforcement in the Southwest.

1990 The Americans with Disabilities Act requires access to the polls and to the ballot.

References


POLITICAL
INVOLVEMENT
ACTIVITIES

A Handbook for Concerned Educators

Ronald G. Helms
POLITICAL AWARENESS

Ronald G. Helms

President: ......................................................... J. Richard Zimmerman

President Elect: ................................................. William Wilen

Vice President: ............................................... William Collie

Secretary: ......................................................... Charles Schierloh

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III. POLITICAL ACTIVITY PROJECT

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- Deadline #4
- Note #3
- Deadline #5
- Final Deadline
- Teaching Idea
- American Political Behavior
- Political Activity Project
  - Special Report Forms (2)
  - Report Forms #1, 2, 3, 4
  - Final Report Form
PREFACE

The good teacher is the teacher who both involves students and relates the activities of the classroom to the activities of the world. The Ohio Council for the Social Studies exists as a professional organization to enhance communications among a community of educators. Teachers at all levels request actual hand—on activities that can be replicated in their own classrooms.

Political Awareness provides four very successful student projects. Kathaleen Herdman, Social Studies Chairperson of Fairmont West High School in Kettering, Ohio, authored the section entitled "Political Awareness week." Mrs. Herdman has been using this project for the past four years with good success. Her article provides a formula for the interested teacher.

Louis Gabbard, and Ronald G. Helms, of Fairmont East High School in Kettering, Ohio, provides a step-by-step manual for the school system that would undertake the task of the "Mock Political Convention." Gabbard and Helms have been staging this convention since 1968.

J. Richard Zimmerman, of Field local High School, in Kent, Ohio, has successfully used the "Political Activity Project" for a number of years. The project is a fine example of a strategy to involve students in a political campaign. Finally, Paul Pangrace, of Lincoln Jr. High School in Cleveland, Ohio, offers an advertising activity that can easily become a political assignment.
CHAPTER I

POLITICAL INVOLVEMENT ACTIVITIES:
A HANDBOOK FOR CONCERNED EDUCATORS

By:
Kathaleen Herdman

Introduction

In 1976, the Social Studies Department at Fairmont Mast High School discussed sponsoring a program that would attempt to renew our young people's faith in the political system. As history and government teachers, they had weathered the aftermath of Watergate. Since these educators were directly involved with 18-year old voters, they were searching for a vehicle that would replace skepticism with involvement.

In October 1976, the staff's idea became a reality in the form of POLITICAL AWARENESS '76, a week of programs that emphasized each facet of the political spectrum. The result of their energy and time is a quality program, which has become a tradition at Fairmont west. The teachers have observed not only awareness but also a genuine excitement from the entire school and from the community. POLITICAL AWARENESS has received support and reinforcement from the press and media. It is the hope of the social Studies Department of Fairmont west High School that other educators will benefit from the suggestions that are offered in "Nine Steps to Political Awareness."
Step 1: Gaining Support

The Social Studies Department must be united in the commitment to the idea of a full-scale student involvement project. The program results in publicity and positive regard for the department and for the entire school. In 1976, the first Political Awareness week was co-chaired by James Roe, American History teacher, and Kathaleen Herdman, Civics teacher and department chairperson. One of their first tasks was to inform Principal Al Bolender of the project; Mr. Bolender became one of Political Awareness’ staunchest supporters, and he even assisted in obtaining U.S. Congressman Charles Whalen. Al Bolender’s successor, John Stuckey, has continued to support the program by encouraging staff and student involvement.

An introductory letter was sent to the teachers and to the school administrators. The letter stated the purpose of P.A., the dates, the program format, and a general invitation to attend. Custodians, secretaries and the stage crew teacher were also informed.

Step 2: Compiling Ideas for Programs

Each year, the Fairmont West Social Studies Department sponsors a voter registration drive. During the April and September drives in 1978, Kathaleen Herdman, deputy registrar, registered 262 18-year old voters. The fall voter registration serves as the preliminary activity of the political season.

One of the first necessary telephone calls should be to the Board of Elections. They usually have a compiled list of all the candidates and the state/local issues. Some of the state constitutional issues provide heated, controversial debates. In regards to finding
pro-con speakers for the various issues, the League of Women Voters usually has names of spokespeople for organizations and agencies. Also, check with the state representatives and with the county Republican and Democratic Headquarters.

Programs featuring judicial candidates have not been the most successful. Candidates will not respond to questions where "judicial ethics" are at stake. One exception to this general principle was a 1977 municipal judge who had just been involved in a highly publicized scandal. The program with this judge who also had the reputation of being "hard" on teenagers was one of our most exciting programs. There were 300 students packed in the auditorium that day, and many remained to personally question the judge.

One program consisted of the film, *Making of a President, 1968*. Numerous film rental companies can help supply program needs. Finally, review the 1976, 1977 and 1978 programs for additional ideas. The main ingredient is "relevance." What is happening now within your community, your state, and the nation that reflects public concern.

**Step 3: Making the First Contacts**

A letter of introduction was composed and sent to all potential guests. The addresses were gathered from the Board of Elections, from the Republican and Democratic Headquarters. The Program Committee sent personally typed (not reproduced copies) letters. The third week in September was devoted to sending the letters of invitation. After the event became an annual tradition, sample programs from the previous years were also sent.
A priority list of the guests was made, and top-priority individuals were scheduled first.

**Step 4: Makin Political Awareness a School Project**

Although the Social Studies Department needed to "get the ball rolling," the entire school became involved in Political Awareness Week. Three social studies teachers (Ben Ankney, Freda Clark, Robert Karl) were responsible for decorating the three unit display cases. In order to record the week's events, social Problems teacher, Phil Drayton, was asked to videotape the series of programs. A culminating event was the Mock Election directed by Robert James, American History teacher.

P.A. has involved the other disciplines as well. In 1976 English teacher, Pattie Gulling wrote the lyrics to our theme song "Voices," while music teacher, Wes Haines composed the music. In 1976, the social studies department, in coordination with the Art Department, sponsored a political cartoon contest. Engraved plaques were presented to the top three artists by Bob Englehart, award-winning political cartoonist for the Dayton Journal Herald.

The program chairperson must work closely with the custodians, the stage teacher, and the stage crew. Informing these individuals is an important key to gaining positive regard for the department program.

Student volunteers were solicited from the social studies classes. Announcements were also made on the public address system in the mornings. The Question Committee researched newspaper articles for appropriate questions.
All the teachers of the school were given the opportunity to attend the various programs. To accommodate the large numbers, the programs were held in the cafeteria or the auditorium.

Since Fairmont west had a school radio station, the station advisor was informed of the program. The Student News Director scheduled interviews with the guests. WKET also recorded the programs for their listening audience.

**Step 5: Selling the Program**

Publicizing the program reinforced a sense of pride among the student body and the staff at Fairmont West. The local newspapers, radio and T.V. stations were sent "press releases" and "radio spots" by the Publicity Committee. The school newspaper and yearbook staffs were also notified. Telephone calls were made to follow up any letters that had been sent.

Be sure to post the event on the outside announcement board. This is one way of publicizing the program to the community. For the past three years, letters have been sent to community leaders, board of education members, local retirement homes, city officials, school administrators, and civic organization presidents.

Do not overlook your community resources for program ideas. Area university professors have been most willing to appear at various programs. In 1978, Dr. Jerry Kerns (University of Dayton, Department of Political Science) gave a presentation on "Voting Behavior." In 1976, Economist Ralph Germer from Wright State University gave his evaluation of "President Carter's Economic Promises and Accomplishments." Again in '76, Kettering Schools‘ tax levy provided a topic for a heated discussion on the pros
and cons of increasing the local property taxes. In 1978, Economics Professor John Treacey (WSU) and Kettering City Manager, John Laney, were invited to participate in a panel discussion entitled "The Tax Revolt of '78." The school has received several letters of praise from the community resource people. In '76, Fairmont West's Political Awareness Week was the subject or the editorial in the Dayton Journal Herald.

Step 6: Providing Program Variety

The dreaded disease, student boredom, was avoided by providing format variety. Both candidates, or spokespeople, for opposing viewpoints were invited to the same program. For the forums, there was always a three-student panel. The moderator was a student, an administrator, a faculty member, or a community leader.

For the '78 Ohio Gubernatorial Election, the Social Studies Department wanted to have at least one of the two major candidates for Political Awareness '78. This was made possible with TELEXPLORER, Bell Telephone's amplified telephone system. One of the telephone jacks was placed in the cafeteria for large-group sessions. The students were able to talk with Richard Celeste, Democratic candidate for Governor of Ohio. Celeste Headquarters also sent a representative to answer additional questions of the students and staff. It was an exciting experience for all those in attendance.

Step 7: Double-checking the Final Preparations

The Program Chairperson checked on the last minute preparations and took nothing for granted. The student panel's questions were proofread. The Stage Decorations Committee finished draping the panel's tables with red/white/blue crepe paper, the
podiums were decorated also. All the name placards for the guests were finished. All the brochures for the Campaign Literature Table were gathered from the candidates. A schedule of panelists and moderators for each program was devised and distributed to all participants.

Political Awareness Week has had a very high success rate with visitors "showing up" at the scheduled time. Out of the forty-one programs in the past three years, only one had to be cancelled due to a "no show." Three days before each program, a letter of confirmation was sent to the homes of the guests. A map of the school and a program was also included in the mailing. Since the press and the media extensively covered Political Awareness week, their presence added an extra incentive to fulfill their commitment.

Step 8: Organizing a Mock Election

Since the goal of the project was to provide "awareness" in the form of first-hand experiences with the candidates and the issues, the staff discussed the possibility of sponsoring a mock election that would be held on the "real" general election day. The election was organized and directed by Robert James, American History teacher.

"Registration" occurred three weeks before the Election Day. A list of "registered voters" was compiled, and the voting students were checked against the registration records. A sample ballot was devised. Temporary booths constructed from clothesline and crepe paper accommodated ten voters at one time. Volunteer poll workers were recruited from the social studies classes.
Step 9: Breathing a Sigh of Relief

The immediate reaction of all those involved was to breathe a sigh of relief at the end of the week. However, one important public relations duty still remained – sending a "thank-you" to all the participants. Again, the Program Committee was called into action.

In '78, the students witnessed political change as a result of their involvement and concern. At one of the programs, state Representative Robert Corbin commented that he had actively supported legislation that extended working hours for high school students. Several students expressed their concerns that employers had taken advantage of this law and were forcing student employees to work late hours. As a result of the expressed concerns of these students, Mr. Corbin recently re-introduced a bill that would repeal the General Assembly's previous action. This is the type of change that can result when young people are politically concerned and aware.

The staff also found that Political Awareness week provided a stepping stone to all sorts of student involvement programs: Ohio and Kettering Youth in Government Programs, Law Meek, the Model United Nations. Throughout the year, the teachers made references to the various guests who attended the Political Awareness Programs. By providing significant follow-up activities, the teachers attempt to emphasize that "awareness" is a continuing process that serves to politically stimulate the students into becoming educated and responsible citizens.
In 1976, the Social Studies Department at Fairmont West High School discussed the possibility of sponsoring a program that would attempt to renew our young people's faith in the political system. As history and government teachers, they had weathered the aftermath of Watergate. Since these educators were directly involved with 18-year old voters, they were searching for a vehicle that would replace skepticism with involvement.

In October 1976, the staff's idea became a reality in the form of POLITICAL AWARENESS '76, a week of programs that emphasized each facet of the political spectrum. The result of their energy and time is a quality program, which has become a tradition at Fairmont west. The teachers have observed not only awareness but also a genuine excitement from the entire school and from the community. POLITICAL AWARENESS has received support and reinforcement from the press and media.

The POLITICAL AWARENESS program is always preceded by the bi-annual voter registration drive. In 1978, Kathaleen Herdman, department chairperson and deputized registrar, registered over 300 students to vote.

At present, the Fairmont west Social Studies Department is anticipating their Third Annual POLITICAL AWARENESS Program. On Tuesday, October 31st, "Democrat vs. Republican: Principles and Practice" will feature state Rep. Paul Leonard and State Rep. Bob Corbin in this keynote presentation. Later that day, Tony Hall, Democratic candidate for the 3rd Congressional District, will be appearing on Wednesday morning.
The following day, Babe Ferguson and Burton Horne will be appearing. On Wednesday at noon, Mr. Jerry Bell, professional public relations counselor, will be answering questions asked by a student panel. A presentation on the proposed 27th Amendment entitled "ERA - Now or Never" will be given by Kathy Ellison and Anwyl Thomas at 2:00 on Wednesday. At 10:25 on Thursday, November 2nd, candidates for the State House's 38th District, Bob Corbin and Jack Stevison, will be participating in a panel discussion. Professor Jerry Kerns from U.D. will also be a guest that day. He will be speaking on the subject of "Voting Behavior." On Friday, Professor Treacey from WSU will have several questions fired at him during the program entitled "The Tax Revolt of '78." At 9:25, during the program "Campaign Management", three campaign managers, Ted Brown (Governor Rhodes), Brian Weaver (Pall Leonard), and Ballard Everett (D. Kircher), will discuss the strategies and finances of campaigning. At 10:25, Dudley Kircher, Republican Candidate for the Third Congressional District, will be the final guest of POLITICAL AWARENESS '78. One of the highlights of the week will be a direct telephone call to Richard Celeste via the TELEXPLORER system. Students will be able to question Mr. Celeste directly. The culminating activity will be the Mock Election, which will be held during the school day on Tuesday, November 7th.

(For more information, contact Mrs. Kathaleen Herdman)
296-7705 (school) or 434-7440 (home)
# POLITICAL AWARENESS 1976

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<th>Time</th>
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<td>Keynote Speaker:</td>
<td>Libertarian Party</td>
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<td>Ted Brown</td>
<td>Bob Englehart</td>
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<td>(State Senate)</td>
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<td>10:20</td>
<td>“He’s Making Us</td>
<td>“Grits and Fritz”</td>
<td>Corbin-Kerns</td>
<td>Movie: Making</td>
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<td>(Ford’s</td>
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<td>(State Senate)</td>
<td>Paula Macilwaine</td>
<td>Election</td>
<td>Charles Simms</td>
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<td>Debate Miami</td>
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<td>Dale Chandler</td>
<td>Richard DeLon</td>
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# POLITICAL AWARENESS 1978

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<th>Thursday 11/2/78</th>
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<tr>
<td>10:25 – 11:20</td>
<td>Jack Stevison (Dem) Bob Corbin (Rep) Candidates for the State House 38th Dist.</td>
<td>Dudley Kircher Republican Candidate for the 3rd Congressional District</td>
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<td>12:00 – 12:55</td>
<td>“Public Relations &amp; Politics” Mr. Jerry Bell-Publicom (P.R. Counselors)</td>
<td>“Voting Behavior” Prof. Jerry Kerns Dept. of Political Science, Univ. of Dayton</td>
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<td>1:00 – 1:55</td>
<td>Tony Hall Demo. Candidate for the 3rd Congr. District</td>
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<td>Babe Ferguson (Dem) Burtob Horne (Rep), Cand. For the Montg. County Comm.</td>
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<td>2:00 – 2:55</td>
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<td>“ERA-NOW or NEVER” Kathy Ellison &amp; Anwyl Thomas</td>
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The MOCK ELECTION will be held on Election Day, November 7th, in Room 205. The polls are open from 8:10 to 2:55.
POLITICAL AWARENESS CHECKLIST

September
- Meet with the Social Studies staff
- Contact the school administration
- Establish dates for Political Awareness week
- Contact the Board of Elections for the positions & candidates
- Compile list of possible programs/candidates/keynote speaker
- Compile list of other (non-election) speakers/programs
- Order any films (optional) based on issues/current events
- Recruit students for committees: student Panel, Questions, Program, Stage Crew, Stage Decorations
- Send introductory letters to candidates
- Conduct Fall Voter Registration Drive
- Inform Question Committee to begin collecting articles for candidates/issue
- Place Political Awareness week on the October Calendar
- Begin follow-up phone calls to candidates
- Reserve Telexplorer, portable microphones, videotape equipment

October
- Assign teachers to committees: Display Cases (East, west, Central Units), Literature Table, Mock Election, videotaping.
- Inform stage teacher of the program
- Contact WKEI (school radio station)
- Send letters to community leaders
- Send radio spots to local stations
- Schedule Activity Marquee (in front of school)
- Circulate sign-up for teachers
(Week before)
- Assign seats for classes
- Send letters of confirmation, maps, and programs to guests
- Review/Compile/Type questions for all panels
- Write introduction speeches for moderators
- Assign student panelists and moderators for all programs
- Receive campaign literature for Literature Table (during lunch periods)
- Make name placards for guests
- Make table drapes for panel's table and guests’ table
- Decorate podium

November
- Conduct Mock Election (on general election day)
The Social Studies Department of Fairmont Mast High school is sponsoring a program entitled POLITICAL AWARENESS '76, which is scheduled for October 26th - 28th. The main objective of the program is to provide the students with a learning experience that embraces each facet of the political spectrum.

On behalf of the social Studies Department, I would like to extend to you an invitation to participate in one of the 55-minute forums entitled - MEDIA: FUNCTIONS AND RESPONSIBILITIES IN ELECTION YEAR '76. A student panel will present questions to the participants. Prior to the program, all participants will have a list of questions and issues. I feel that this program will provide an outstanding opportunity for you to express your views and opinions to students, faculty members, and the community. The press and the media, including Kettering’s own high school station, WKET, will cover this program.

I do hope that you will be able to set aside one hour for an appearance at this program. I will be contacting you in the near future to confirm a time and date.

* * * * * * * * * *

I am so pleased that you have consented to participate in one of the POLITICAL AWARENESS '76 sessions, October 2 at . . . .

I am enclosing a map of the school, a program, and a list of possible questions and issues that the student panel has formulated.

The students and faculty at Fairmont nest High School are looking forward to your visit.

* * * * * * * * * *

The Social Studies Department would like to invite you to POLITICAL AWARENESS '76. This program will present an inquiry into each facet of the political process. The department feels that these sessions will provide an excellent opportunity for our community to view an invaluable learning experience in the educational environment.

I am enclosing a schedule of the planned events. I hope that you will be able to attend any or all of these sessions.
POLITICAL AWARENESS '78

Teacher: ______________________________ Room: _______________________

1. Please accompany your class to the cafeteria or auditorium as soon as you take attendance.

2. There will be assigned seats for those programs scheduled in the auditorium. Inform your students of the assigned rows. Please sit with your class.

3. Please keep your class together for those programs in the cafeteria.

4. The following are a few suggestions for increasing Student interest in POLITICAL AWARENESS:
   
a. Post the schedule in the classroom.
b. Formulate question as a class. Designate students who will ask questions to the speaker(s).
c. Discuss the candidates/issues that will be presented in the program your class will attend.
d. Have your students write an "editorial" or position statement on the programs they have attended.

5. Remember - the cooperation of the teachers is essential if there are to be future Political Awareness programs!

*Assigned Seating-Auditorium

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</tr>
</tbody>
</table>
Format #1: Forum

Moderator's opening remarks and introductions 5 minutes
Guests’ opening statements 10 minutes
Student Panel's questions to guests 15-19 minutes
Audience's questions to guests 15 minutes
Moderator's closing remarks 1 minute

Format #2: Debate

Moderator's introductions 5 minutes
Guest A's opening statements 8 minutes
Guest B's opening statements 8 minutes
Guest A's rebuttals 8 minutes
Audience questions to Guests 8 minutes
Guest A's closing statements 2 minutes
Guest B's closing statements 2 minutes
Moderator's closing statements 1 minute

STAGE SETUP

1. The stage will be set up as follows:
   Curtain
   Podium
   Student panels table
   Speaker’s table

2. Re. microphones:
   One table mic for speakers’ table
   One table mic for student panel's table
   One podium mic
   One standing mic (in front of orchestra pit)

3. Lights:
   Stage Lights
   House Lights
   (No spotlights)
Planning Guide for Political Awareness Week

I. Phone Numbers
(Names/addresses/phone numbers)

Radio stations
TV Stations
Newspapers — Area and Community
Newspaper Editors
Newspaper Cartoonists
Universities and Colleges (Social Science Professors)
TV Station Personalities and Manager
Radio Station Manager and Personalities
County Commissioners
Democratic Headquarters
Republican Headquarters
Board of Elections
League of women Voters
Campaign Headquarters
U.S. House Representatives
State House Representatives
State Senate Representatives
City Council Members
Special Interests Groups

II. Materials Needed

1. Table Drapes (2) heavy cotton (red or blue) $24.00 (w/felt letters)
2. Crepe paper
3. Portable Mic(s) (2)
4. Masking Tape (to adhere drapes to table)
5. Tables (2)
6. Podiums (2) (Cafeteria and auditorium)
7. School letterhead stationary and envelopes
8. School maps
9. Stencils — 2" letters/6" letters
10. Stage Set-up
WEST PROGRAM LAUDED

TO THE EDITOR:  (K.O. Times/November ’77)

During the week of Nov. 1-4 the social science department of Fairmont West High School presented "Political Awareness Week '77." This was the second year for the program, which brings various guests to the school to discuss politics and issues facing the community today.

Mrs. Kathaleen Herdman, chairperson of the department, should be commended for a job well done in once again arranging a successful program for Fairmont West. The endless hours before, during and after the program that Mrs. Herman put in were an example of her dedication to the students of west and of her desire to help the students become more "politically aware."

As a student at Fairmont West who attended and participated in the program, I feel that I was more prepared to vote in the past election than a lot of the adults in our community. And quite a bit of this preparation is owed to the guests and presentations of "Political Awareness '77."

ACCORDING TO many of the speakers during the week, a common problem facing elections today is lack of voter participation, and those who do vote are not always as prepared as they should be. Perhaps the adult community needs to be offered something similar to the program at West so that these problems can be corrected.

This would not only benefit their lives now, but all of ours in the future.

Barbara C. Wolcott
3204 Waltham Avenue
Kettering, Ohio
CHAPTER II

HOW TO ORGANIZE AND EXECUTE A
MOCK POLITICAL CONVENTION

By
Lou Gabbard
and
Ron Helms

(Reprinted from OCSS REVIEW, Spring, 1977)

Fairmont East High School in Kettering has sponsored mock political conventions during the past three presidential election years. At our mock 1968 GOP convention, Ohio State Auditor Roger Cloud was the keynote speaker. In 1972 and 1976, United States Senator Henry Jackson and Congressman James Stanton, respectively, keynoted our mock Democratic conventions.

All three convention days contained elements of fun, learning serious study, carnival atmosphere, intense lobbying, persuasion, and overall interest. Some invited observers remarked that the days went off like clockwork - and indeed they did. But how? How do you maintain control of 1800 students beginning at 8:30 A.M. and complete a presidential nomination by 3:00 P.M.? How do you involve students, faculty, and administration so that almost everyone feels good about the experience? How do you involve over 200 students each with some specific responsibility for some aspect of the convention?

The initiative must begin somewhere. Who else but a history or government teacher would be the most interested doing all of the necessary work? One or two teachers can identify a student cadre who will soon excite the student body. Yes! One or two teachers. However, there is one major caveat - the inspiration must occur in the fall or early winter; the excitement can wait until spring.

Quite early, the two faculty advisors developed a Job Checklist and identified the students to complete the tasks. It must be stressed that in all three convention years, the students did the work, not the advisers. The advisors were present for all meetings, which were held after school. By-and-large, the meetings focused around the following job Checklist.
1. Form work committees of interested persons

2. Write convention rules

3. Write party platform

4. Assign states and votes to homerooms

5. Find keynote speaker
   a. letters to potential speakers
   b. contact local political leaders

6. Arrange for seating, public address system, platform, and decorations

7. Arrange for publicity within the school
   a. classroom presentations
   b. school newspaper
   c. announcements

8. Write campaign rules

9. Organize campaigns

10. Hold Primaries or opinion polls

11. Decorate gymnasium

12. Arrange top publicity within the community
    a. local newspaper
    b. television and radio stations
    c. civic organizations

13. Print Convention program

14. Assign sergeant-at-Arms and pages

15. Arrange music and opening ceremonies

As work progressed throughout the winter, it became necessary to expand the original cadre to include other student chairmen. These chairmen were recruited directly from the student body. In order to facilitate recruitment, we mass-produced the following “Who Are They” description:
WHO ARE THEY AND WHAT DO THEY DO?

**Campaign Chairman** - (12) One for each candidate

1. Responsible for organizing an extensive campaign for their candidate
2. Report concerning this campaign is due April 3; it should give a detailed account of candidate's plans
3. Must get each state to cooperate
4. Running campaign smoothly as planned
5. Establishing demonstrations
6. Coordinating events
7. Organization committees
8. Sell their candidate in the most ingenious and effective method
9. This office demands a great deal of time and effort

**Delegate Chairman** - One for each homeroom

1. Selects committee to research their state
2. Selects platform committee member and alternate
3. Day of Convention - spokesman of his delegation
4. Organizes the decorations for his state and submits a report explaining these decorations by April 3rd
5. **Must be sure that his selections are dedicated and doing their job**

**Platform Committee Member and Alternate** — One for each homeroom

1. Attends committee meetings in order to set-up the Democratic Party Platform
2. If member cannot attend, then it is the alternate's responsibility

**DELEGATES—Every student of Fairmont East High School**
CONVENTION RULES

The rules of the Democratic National Convention and Roberts’ Rules of Order shall be the rules of this convention, so far as they are applicable and consistent with the rules herein set forth.

Delegate Procedure
1. Each delegate shall conduct himself in a reasonable and respectful manner at all times, or he shall be removed from the convention.

2. Each delegate shall be assigned one vote in alignment with the assigned state vote.

3. Each delegate's vote must be cast for one and only one candidate and cannot be split into fractional parts.

4. In the case of absenteeism within a delegation, the state chairperson shall cast their vote(s).

5. Each chairperson shall be responsible for his state delegation's behavior and knowledge of each member's whereabouts.

Power Delegation
1. The convention shall be functionally operated by a party chairman, co-chairman, secretary, and parliamentarian.

2. The party chairman shall preside over the convention. He shall call the meeting to order, determine the order of nominating speeches, and preside over the activities of the convention.

3. The party co-chairman shall be chairman of the tabulation committee, and disciplinary committee.

4. The party secretary shall take notes for future reference, and call the roll.

5. The parliamentarian shall advise the chairman as to the rules of order and parliamentary procedure.

Nominating Procedure
1. To officially become a candidate, one must be nominated and seconded.

2. The time for nominating speeches shall be divided equally among the candidates. They shall be allowed as many speeches as they desire, as long as they do not exceed their time limit and they have one nominating and one seconding speech.

3. Demonstrations shall be permitted within each candidate's allotted time period.
Delegation of State Officials
1. Each state shall elect a state chairperson and a tabulation official.

2. The state chairperson shall announce the state's vote for each candidate.

3. The tabulation official shall record the vote on paper acting as a check and reporting to the party co-chairman.

4. In homerooms composed of more than one state, a slate of each of the officials shall be elected wherever possible.

5. In states composed of more than one homeroom, each homeroom will elect officials and one shall be used as spokesman for the convention.

Students planned agendas for each meeting. Following is an example of one such agenda.

AGENDA/MEETING—FEBRUARY 6, 1976

I. Research and organization
   A. research convention
   B. research school
   C. rules by Feb. 16
   D. voting apportionment
   E. agenda for convention day
   F. states selected Feb. 27
   G. primaries in States
   H. faculty adviser
   I. new business

II. Platform
   A. candidates research
   B. write up of candidates
   C. party research
   D. issues researched
   E. platform written by Feb. 27
   F. possibilities of presenting to State delegates
   G. new business

III. Public relations
   A. faculty newsletter
   B. classroom presentations
   C. publicity campaign within school
      1. Articles in school newspaper
      2. WKET
   D. faculty adviser
   E. new business
IV. Floor
   A. seating arrangement
   B. platform
   C. public address system
   D. decorations
   E. delegate cards
   F. faculty adviser
   G. new business

V. Keynote speaker
   A. draft of letter written and submitted
   B. letters sent
   C. faculty adviser
   D. new business

VI. Campaign
   A. application for campaign managers
   B. campaign rules written by Feb. 4
   C. faculty advisers for campaigns
   D. new business

The agenda and convention procedures were then finalized for the April convention.

**TENTATIVE AGENDA AND CONVENTION PROCEDURES**

Agenda (day of convention)

8:10 - 8:35  Extended homeroom with state chairperson informing of the day procedure
8:35 - 8:45  Move from homeroom to gym, sit in states
8:45 - 9:00  Opening ceremonies
             Presentation of colors
             Pledge of allegiance
             National anthem
             Chairman opens convention and reads the rules
9:00 - 9:30  Keynote speaker
9:10 - 10:00 Platforms presented for approval by convention
10:00 - 11:30 Nominating speeches and demonstrations
11:30 - 1:00 Staggered lunch period, return to homerooms and leave at regular teacher time
1:00 - 3:00  Roll call of states for President
              Vice-Presidential roll call

**Conclusion**

The three key words in our success have been planning, people, and work. We were able to involve the entire population of the school, as many as 1856 students, faculty, and administration have viewed the efforts with our mock political conventions as largely successful.
DELEGATE
76
NATIONAL DEMOCRATIC CONVENTION

NAME _____________________
Committees:

I. Research and Organization
   A. Research national convention
   B. Provide plan for how convention should be run
   C. Write rules
   D. Provide information for other committees

II. Platform committee
    Writes platform for convention. Platform should resemble as closely as possible that of the national convention. To obtain this similarity, research should be done into:
    A. Party background
    B. Candidates’ backgrounds
    C. Information provided by Research and Organization committee

III. Public relations
    A. Raise faculty support of the convention
    B. Raise student support of the convention
    C. Promote the convention on the local level
    D. Handle the press

IV. Floor
    A. Make arrangements for use of gymnasium
    B. Make seating arrangements
    C. Obtain platform for speakers
    D. Obtain adequate public address system
    E. Obtain bunting, flags, placards, and other decorations
    F. Set up all of the above
    G. Take down all of the above

V. Keynote Speaker
    Make arrangements for a party official or possible candidate to speak at the convention.

VI. Campaign
    Coordinate the organization of the campaigns for the various candidates.
Which committee would you like to be on?  1.  2.  3.

How much time are you willing to devote to the convention?
   great deal    average    or little

Any special skills? (Typing, speaking, etc.)

Do you know anyone that might be interested in the convention but did not come today?

Name: ________________________________________________________________
Address: __________________________________________________________________
Telephone: _______________________
Home Room: _______________________

FAIRMONT EAST HIGH SCHOOL: MOCK POLITICAL CONVENTION

Advisors Checklist

_____ November 1975 - student committee meeting

_____ December 1975 - student subcommittees

_____ Meet with committees - Winter and Spring

_____ Conference with Principal, December 1975

_____ Conference with superintendent, December 1975

_____ Full Faculty meeting, April 1, 1976

_____ Faculty Assistance
   _____ Mrs. Lemons - Typing and Secretarial
   _____ Mr. Couchman - Printing
   _____ Mr. Priser - Platform
   _____ Mrs. Magness - Campaign chairwoman
   _____ Mr. Tite, Public relations
   _____ Mr. Schmidt, Sergeant-at-Arms
   _____ Keynote address
   _____ Mr. Wagner, Supt. of Personnel P.R.

_____ April 10, 1976, meet with all Homeroom Chairmen
ASB WORKS TO ORGANIZE APRIL’S MOCK CONVENTION

(Reprint from Eastern Echoes, December 1975.)

Preparations are well underway for the Mock Political Convention to be held April 23. Chairman Wes Newhouse has already organized six committees of five to seven people to organize the democratic Convention.

1. The Platform Committee, after much research into the views and opinions of the Democratic Party, wrote the platform for the Mock Convention, will hopefully parallel the one to be written by the Democrats this summer. George Landerman and Sue Lindner are co-chairmen of the platform committee.

2. The rules from which the convention will be conducted by are being written by the Research and Organization Committee. The rules will assure that the convention will be run much like the actual Democratic convention. The rules will designate the time limit for speeches, rebuttals, voting, role calls, breaks, and in the order they shall occur.

The research and organization committee are also organizing each homeroom so that it will represent one of the fifty states at the convention. Each homeroom member will act as a delegate and vote for whatever candidate his "state" prefers. A $15 prize will be given to the most authentic state. Second prize is $10 and third is $5. Mike
Mathias and Carl Shields are co-chairmen of the committee.

According to wary Binger it has not yet been decided how many candidates will be represented at the convention.

3. Candidates that will be represented are George Wallace, Henry Jackson, Minny Carter, Birch Bayh, Ted Kennedy, Sergent Shriver, Morris Udall, Fred Harris, Milton Shapp, and Robert Byrd. Candidates that may be represented are Barbara Jordon and Hubert Humphrey.

Applications were collected last week and selections for campaign chairmen are being made. Selections that have already been made are Mike Orzen, for Udall; Toni Brumfield for Bayh; Bill Jacobs for Byrd; Robyn Davis for Shapp; Lou Hrkman for Kennedy and Terry Schoer for Sanford. Mary Binger and Marty Ford are in charge of recruiting people for the various candidates’ campaigns. Campaigning will begin April 1.

4. The Public Relations Committee has been making presentations to civics classes to generate interest and recruit workers. They are also in charge of the press. The networks covered the league convention not only locally, but also nationally. Cathy Cummin and Mike Patton are in charge of this committee.

5. Seating arrangements for the entire school, the setting up of equipment, pages, and the public address system are the responsibility of the floor committee. The co-chairmen are Sue Dominy and Beth Bussman.

6. Mark Nelson and Jeff Childs are in charge of getting a keynote speaker. At this time they are not sure whom they will get but they have extended invitations to all of the major democratic candidates.
CHAPTER III

POLITICAL ACTIVITY PROJECT

By

J. Richard Zimmerman

Purpose: This project is designed to provide each student with the opportunity to become actively involved in a political campaign.

Identification of Candidate:

Identify a candidate in whose campaign you are to be actively involved.

Below are activities in which you can start during the summer that will enable you to select a candidate in whose campaign you will be actively involved.

A. Observe the campaign for the primary election taking place on June 6, 1978.

B. Collect newspaper clippings about political endorsements of candidates for the primary.

C. Watch the election returns on the evening of June 6.

D. Write to three or more candidates asking for information about:

   1. Personal background.
   2. Positions on specific issues, which you are interested.
   3. Issues or issues about which they are particularly interested.
   4. Campaign material used in the primary and material to be used in the General Election.

E. Make a collection of newspaper clippings about several candidates. (As the end of the summer approaches, you should be reaching a decision on "your candidate". Your clippings should reflect that choice.)

F. Attend the Portage County Fair or other Fairs in the area. Many candidates will have booths at the Fairs and will make appearances to meet potential voters and engage in a variety of campaign activities. This will provide an excellent opportunity to meet and talk with candidates.

G. Talk about the candidates with your family, relatives and friends.

H. Write your candidate and indicate that you have decided to work in his/her campaign and would like to know how you can become actively involved.
DEADLINE #1 ****************************

Before____________

1. Make a final selection of a candidate.
2. Write your candidate. (Make a copy of the letter to turn in with the 2nd deadline.)
   (See sample copy)
3. Get your newspaper clippings about your candidate in order and concentrate your clippings of that candidate.

DEADLINE #2 ****************************

__________________

Submit progress report #1. Report should include the following:

A. Name of candidate for whom you have decided to work for in the campaign.
B. Rationale for your choice.
C. Copies of all correspondence with candidate(s).
   (A minimum of one letter sent by you is required.)
D. If replies have been received from the candidate or from his office, these should also be attached.
E. If you are already engaged in the campaign, this detailed information should be included.

Plans for Classroom Activities:

Make overtures to the candidate for whom you are working concerning a visit to the class.

If arrangements can be made:
A. Check and clear calendar for the visit.
B. Prepare a summary of your candidate's views to be presented to the class on the day before the visit is to take place.
C. Prepare an introduction for the candidate, which you will give on the day of the visit.
NOTE #1 - - - - - - - - - - - - - - - - - - - - - - - Situations may exist where several students are supporting and working for the same candidate. If this situation exists, then those students should work together to arrange a visit, prepare a summary for the candidate's views and provide an introduction.

If arrangements cannot be made for a visit:

A. Prepare a summary of your candidate's views for presentation to the class.

B. Try to arrange a videotape interview with the candidate to be viewed in class.

C. Visit a rally where the candidate is speaking, take pictures, interview a person at the rally for his/her reaction, or do something to get a story to report back to the class.

D. Try something else that you think would be of interest to the class.

Collect materials and prepare a display of campaign materials about your candidate. (Snapshots of you with the candidate or of you doing your "thing" for the candidate would be great.) These materials will be displayed somewhere in the room. We'll find a place somewhere.

DEADLINE#3 * * * * * * * * * * * * * * * * * * * * * * * * * * * * All Students should have made a contribution to displays by ____________________

Outside Classroom Activities:

Consider taking one day off from school during the fall, close to Election Day to work for your candidate. (Complete Special Report Form)

NOTE #2 - - - - - - - - - - - - - - - - - - - - - - - Not everyone the same day PLEASE.

You worry about what you want to do; I'll worry about the administration and the red tape. I'll even write a letter to your parents if needed.
TEACHING IDEA

By
Paul Pangrace

Another activity that could be used in conjunction with a political unit is the completion of a project on how advertising is an important factor in our system of political elections. Students are asked to select a candidate who is running for political office that year. Local elections can yield as positive a result as can a national election. The student is asked to collect data on how their particular candidate is being sold to the voters. Such data would include newspaper ads, pamphlets, handbills, as well as radio and television commercials. In their report, the student is asked to analyze the various advertising techniques that were used to sell their candidate.
Sample letter

Your Address

Date

Candidate's address

Dear ____________,

I am interested in becoming involved in your political campaign. I am interested in ________(you might suggest these or some of these examples plus any others which you are interested in—distributing materials, dropping materials in my neighborhood, working your party's campaign headquarters, making telephone calls, putting up signs.) I would appreciate someone from your campaign committee getting in touch with me. I can be reached at ___(Phone #)___ during the hours of _____________ or by writing me at the above address.

I will look forward to hearing from you in the near future.

Sincerely,
POLITICAL ACTIVITY PROJECT

Special Report Form
(To be turned in the day after taking time off from school to engage in political activity)

Name ______________________ Class Period __________________

Candidate you are supporting
Name ______________________ Office seeking ___________ Pol. Party ____________

Political activity in which you are engaged (Explain in detail)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

POLITICAL ACTIVITY PROJECT

Special Report Form
(To be turned in 3 days prior to taking a day off from school)

Name ______________________ Class Period __________________

Candidate you are supporting
Name ______________________ Office seeking ___________ Pol. Party ____________

Date you plan to be away: Day _________ Date _________ Time __________________
Periods _________________

What type of prior planning have you made to prepare and justify this time off from school?
________________________________________________________________________
________________________________________________________________________

Activities in which you plan to be engaged during the time off:
________________________________________________________________________
________________________________________________________________________

Where will you be doing these things? ________________________________________
POLITICAL ACTIVITY PROJECT

Report Form #1
Due:

Name ___________________________________ Class Period ____________________

Candidate you have selected to support in the November election.

Name ______________________ Office seeking ___________ Pol. Party ____________

Reason you chose the above candidate to support:  Explain fully.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If you are currently involved in a candidate's campaign, identify these activities and explain the kinds of involvement in which you are engaged:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

NOTES

1. Attach a copy of the letter you sent to the candidate.

2. Attach any correspondence you have received from the candidate.

3. Attach clipping collection.
POLITICAL ACTIVITY PROJECT

Candidate you have selected to support in the November election.

Name ______________________ Office seeking ___________ Pol. Party ____________

Identify types of activities in which you have been involved:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Has your candidate been contacted about:

1. A visit to the school? _______ Date arranged: _______________________
2. A Videotape interview? _______ Date arranged: _______________________
   Location: ___________________________

Have you attended or made arrangements to attend:

1. A political rally for your candidate? _______ When _______ Where _______
2. A political rally for another candidate? _______ When _______ Where _______
3. A fund-raising activity for a candidate? _______ When _______ Where _______
4. A political party's campaign headquarters? _______ When _______ Where _______

Types of campaign materials or information, which you have contributed to the class display:

1. Bumper stickers _____
2. Buttons _____
3. Bulletins or brochures _____
4. Handouts _____
5. Others (please specify)

________________________________________________________________________
________________________________________________________________________

NOTE

Attach any correspondence between you and your candidate.
Candidate you are supporting.

Name ______________________ Office seeking ___________ Pol. Party ____________

At this point in the campaign do you think your candidate will win the election: _______

On what basis do you make this observation? ___________________________________

________________________________________________________________________

________________________________________________________________________

State at least two issues on which your candidate has taken a position and give your
candidate's position on these issues:

<table>
<thead>
<tr>
<th>Issue #1</th>
<th>Position</th>
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<table>
<thead>
<tr>
<th>Issue #2</th>
<th>Position</th>
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</table>

If you were able to question your candidate's opponent, write two specific questions that
you believe would identify ways in which your candidate and his opponent differ on
issues:

1. __________________________________________________________________
   __________________________________________________________________

2. __________________________________________________________________
   __________________________________________________________________
POLITICAL ACTIVITY PROJECT

Report Form #4
Due:

Name ___________________________ Class Period __________________

Candidate you are supporting.

Name ___________________ Office seeking __________ Pol. Party __________

Political activities in which you have been engaged since you last filed a report:

Places
I. Visits _______________________________ Date(s) ____________
   _____________________________________________
II. Conducted an interview: When? _________ Where? ____________
    With whom? ___________________________
III. Worked in Campaign Headquarters: When? _____ Where? ____________
    Types of activities in which you were engaged:
    ___________________________________________
    ___________________________________________
    ___________________________________________
IV. Made Telephone calls: For whom? __________________________
    How many? ________________________________
V. Other activities:
   (Give specifics)
   ___________________________________________
   ___________________________________________
   ___________________________________________

NOTE

If you are considering taking a day off from school to work for your candidate, you should begin to draw up plans and prepare to fill out the Special Report Form for taking a day off from classes.
POLITICAL ACTIVITY PROJECT

Final Report Form
Due:

Name ____________________________ Class Period ____________________

Candidate’s Name ____________ Office seeking _________ Pol. Party _________

Did your candidate win or lose? ______

<table>
<thead>
<tr>
<th>Number votes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your candidate</td>
<td></td>
</tr>
<tr>
<td>2. Opposing candidate(s)</td>
<td></td>
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</table>

Result of the vote

Identify the activities in which you were engaged during the campaign. (This list should include all activities in which you engaged during the time this project has been in operation.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

In the space below and on the back of this paper, include a very personal summary of your feelings concerning (1) the work you have done, (2) joys or frustrations which you experienced during the campaign and, (3) your reactions to the results of the election.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PSYCHOLOGY
PSYCHOLOGY

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

American Psychological Association
1200 17th Street, NW
Washington, DC 20036

Association for Childhood Educational (ACEI)
3615 Wisconsin Avenue, DC
Washington, DC 20016

BRS/LVE, Inc.
9381-D Davis Avenue
Laurel, MD 20707

Mental Health Materials Center, Inc.
419 Park Avenue South
New York, NY 10016

National Association for Mental Health
10 Columbus Circle, Suite 1300
New York, NY 10019

National Institute of Mental Health
Narcotic Addiction and Drug Abuse Information
5454 Wisconsin Avenue
Chevy Chase, MD 20015

U.S. Department of Health and Human Services
Office of Youth Development
Room K21D
200 Independence Avenue, SW
Washington, DC 20201

University Associates, Inc.
8517 Production Avenue
San Diego, CA 92121
The New Jim Crow: Critical Reality for Diversity

Studies

Ronald G. Helms, Ph.D.
Professor, College of Education and Human Services
Wright State University

Global Education Journal
Ronald G. Helms is a professor of global education and cultural studies at Wright State University, a national auditor for NCSS_NCATE Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards Principal Investigator; Helms is the recipient of 45+ grants including a $916,000.00 Teaching American History Grant from the U. S. Department of Education (co-author and/or consultant to six Teaching American History Grants. Helms is active with OCSS and NCSS for the past 47 years, and currently is serving on the NCSS Teacher of the Year Committee and the NCSS/NCATE Program Review Committee.

Helms is also active with the following professional organizations: National Council for Accreditation of Teacher Education National Assessment Auditor, National Pearson Teaching Performance Assessor, National Council for the Social Studies Author, Consultant, and Assessor, National College and University Faculty Assembly Program Review Board, Phi Delta Kappa Author, National Lecturer, Kappa Delta Pi Forum Peer Review Publications Board, International Assembly Author, Presenter, International People to People Ambassador Author, Delegation Leader, Presenter, Sister Cities International Ambassador, Author, Delegation Leader, Presenter.
The New Jim Crow: Critical Reality for Diversity Studies

The Rationale for Using The New Jim Crow in the University

The College of Education and Human Services and other colleges and schools at Wright State University have since our founding considered diversity and multiculturalism to be cornerstones of the college and university. Wright State University “is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, learn, and grow without prejudice, without intimidation, and without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all” (http://www.wright.edu/foundational-principles/diversity-statement).

The College of Education and Human Services and other colleges and schools at Wright State University prizes diversity, and diversity is central to our conceptual framework (http://www.cehs.wright.edu/main/conceptual-framework.php). The conceptual framework states the following:

Diversity (Strand 3) Teacher candidates and candidates for professional roles are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations. Diversity interweaves with the other five strands in the Conceptual Framework to
develop the art and science of teaching/leadership/counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual needs, making pedagogical decisions and applying technology to facilitate learning. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive and respectful communication in all settings. This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Because diversity is central to university, it is an expectation that many courses and programs will attend to teaching diversity issues and concerns. In several programs, the university requires unique courses and major components of courses to align with the principles of diversity.

The university expects professors to read and teach issues of diversity as well as to present at regional and national conferences on issues of diversity. It has often been observed that ethnicity and race may not matter “when we stop talking about race and ethnicity.” While some viewed the Obama presidency in 2008 and 2012 as evidence of ethnic and racial equality, clearly much work remains to be done.

In general, universities view diversity and multiculturalism as “macro” areas that may reside in specific courses; however, all education courses must address diversity and multiculturalism. Diversity and multiculturalism include (but are not limited) to the following subdivisions: General Multicultural Resources, Age, Belief System, Religion, Social Class, Exceptionalities, Disabilities Gender, Language, Race and Ethnicity, and
Sexual Orientation. Michelle Alexander’s research focuses on Age, Belief System, Religion, Social Class and Caste, Gender, Language, Race and Ethnicity. Colleges of Education might incorporate as a text resource or by including various aspects of The New Jim Crowe in existing courses.

Sound educational practice teaches that previously taught concepts must be revisited thought out a program of study. Michelle Alexander’s The New Jim Crowe might become a text in a Social Foundations course, Sociology, Criminology, and then referred to in subsequent courses.

Alexander attacks the issue of the “missing black fathers” directly as she relates the Father’s Day speech in 2008 of candidate Barack Obama (178 – 179.) Obama choose to exploit the common belief of many educators (black and white) concerning black men as fathers:

“If we are honest with ourselves, we’ll admit that too many fathers are missing – missing from too many lives and homes. Too many fathers are MIA….AWOL.” Alexander notes that “hundreds of black men are unable to be good fathers, not because of a lack of commitment or desire but because they are warehoused in prisons, locked in cages” (180.)

Alexander notes, “the majority of black women are unmarried today, including 70 per cent of professional black women” (179.)
Teacher educators must take to heart Goodlad’s Postulate Sixteen. “Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options”

(http://www.uni.edu/coe/iel/monographs/tchr.html)

This article will focus on the research of Alexander. Many U.S. citizens will find the facts on the War on Drugs stunning. The authors posit that university students will be better prepared to serve all children of our nation if their program of study includes the research findings from Alexander. Rather than to continue to dismiss “the problems and dilemmas arising out of the inevitable conflicts,” teachers will be armed with research data that is most important in meeting the needs of all children.

**Multiculturalism**

The National Council for the Accreditation of Teacher Education (http://www.ncate.org/) requires that Diversity issues be integral to all teacher preparation courses. The term multicultural education is understood in a number of ways by various authors, depending on their own personal perspective. James Banks, a seminal authority in multicultural education, consistently maintains that multicultural education in the United States began as a response to inequities in the areas of racism, sexism and socio-economic status. In 1981, Banks stated that multicultural education is "an educational reform movement that
is concerned with increasing educational equity for a range of cultural and ethnic groups (32).

The U.S. macroculture is shared by all of the nation’s citizens; however, individual microcultures are also an invaluable part of the society referred to as American. “Conflicting forces related to values, lifestyles, and societal impediments within and between cultural groups are integral to this complexity and the resulting cultural adaptations” (Gollnick and Chinn, 1994, 11). Often these conflicting values and lifestyles become issues of debate or even open conflict in the schools.

Geneva Gay (1993) enumerates the significant pre-requisite skills for teachers to provide an equitable education to students in the classroom. Gay first suggests knowledge of one's own beliefs and biases; second, a familiarity with the cultural values and behavioral codes of the community; third, a thorough knowledge of multiple learning and teaching styles; and fourth, well developed skills in cross-cultural communication and interactional style.

Multi-cultural education is not one-dimensional, and teaching tolerance is not easily accomplished. Nieto (1992) noted that seven characteristics of exemplary multicultural educational programs are as follows:

- multicultural education is antiracist education.
- multicultural education is basic education.
- multicultural education is important for all students.
multicultural education is pervasive
multicultural education is education for social justice.
multicultural education is process.
multicultural education is critical pedagogy (208).

Socioeconomic and political review of race in America

Perhaps, it is our Ohio State University colleague, Dr. Michelle Alexander who has raised the clarion call for a socioeconomic and political review of race in America. Michelle Alexander’s *The New Jim Crow* has been called “stunning” by David Lewis, “invaluable” by the *Daily Kos*, explosive by *Kirius*, and “profoundly necessary” by the *Miami Herald*. Numerous book reviews attest to the importance of Michelle Alexander’s *The New Jim Crow*.

The College of Education and Human Services has included the study of Michelle Alexander’s *The New Jim Crow* in several education courses, and our students and candidates are acquiring a historical, socioeconomic, and political perspective that has been infused into their studies. To state that most students and candidates simply lacked these perspectives is a gross understatement. Given this “new found” awareness from working with Michelle Alexander’s *The New Jim Crow*, we expect that our future teachers to engage in the developing “social movement” that shall benefit all Americans.

**The New Jim Crow**
Michelle Alexander’s *The New Jim Crow* is a vital analysis of the ethnic and African-American experience in the U.S. Alexander examines the American experience with slavery, Reconstruction, Jim Crow, The Civil Rights Movement, and the New Jim Crow. Alexander’s thinking is a clarion call for all university professors to re-think and re-examine the nature of cultural competence, diversity, and multicultural courses regardless of which school or college such courses are taught.

Omiuota Ukpokoda (Ukpokoda, 4) echoed the thinking and language of Dr. James Becker in writing, “students of the twenty-first century need to cultivate transformative and reflective knowledge, intellectual skills, and democratic attitudes and values to successfully navigate diverse cultural, social, economic and political contexts.” University professors are provided with a strategy to teach students to “to successfully navigate diverse cultural, social, economic and political contexts” as the professors consider the content of this article.

Dr. Cornel West refers to *The New Jim Crow* as the secular bible for a new social movement in the 21st Century. Cornell observes: “Alexander’s magisterial work takes us … to the systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, a intense police supervision” (Alexander, iv-x.)

Dr. Cornel West has long been in the forefront of current civil rights. His book, *Race Matters*, is a popular text in many sociology and multicultural courses. Miah
(http://www.solidarity-us.org/site/node/3079) points out in the chapter, “Nihilism in Black America,” West observes, the liberal/conservative discussion conceals the most basic issue now facing Black America: the nihilistic threat to its very existence. This threat is not simply a matter of relative economic deprivation and political powerlessness -- though economic well-being and political clout are requisites for meaningful Black progress. It is primarily a question of speaking to the profound sense of psychological depression, personal worthlessness, and social despair so widespread in Black America.” (West, 12-13)

In a recent column George Will, conservative thinker and scholar observed, “America with 5 percent of the world’s population, has 25 percent of its prisoners” (Dayton Daily News, A-12.) A week later, Leonard Pitts Jr. recall that the South in the 1870’s promised that civil rights would be observed (Dayton Daily News, A-19.) Nearly a century of Jim Crow followed. The South has changed. “Even so, attempts to dilute the black vote have hardly abated. We, just traded poll taxes and literacy tests for gerrymandering and Voter ID laws” (Dayton Daily News, A-19.)

In February 2013 as a statue of Rosa Parks was unveiled in the nation’s capitol (USA Today A-2), the front page headlines warns of possible civil rights turmoil (USA Today A-1.) The headline “A crack in civil rights law?” refers to a possible high court review of the 1965 voting rights act. For Congressman John Lewis, who suffered a fractured skull from an Alabama State Trooper in 1965 as he led 600 people across the Edmund Petus Bridge in Selma, Alabama, the goal of civil rights is not achieved (USA Today A-3.)
Cognitive structures distinguish different levels, such as lower and higher level thinking. For example, Bloom Taxonomy (Bloom, et al, 1956; Krathwohl, 2002) offered a clear criterion to order lower level thinking (knowledge) and higher level thinking (abilities and skills), with the latter comprising of comprehension, application, and analysis. It is this Higher Order Thinks Skills (HOTS) that professors must focus in engaging students and candidates in reading and discussing Michelle Alexander’s *The New Jim Crow* (http://www.hots.org/approach.html.)

**Survey: The New Jim Crowe Indicators as pre-assessment**

It is a tenet of curriculum and teaching to determine “where the student is.” This is often referred to as “concept pre-assessment,” and there are several strategies to deploy concept pre-assessment strategies. A strategy that we encourage is a survey of *The New Jim Crow* Indicators. In order to develop the exercise, it was vital that we read Michelle Alexander’s *The New Jim Crow*, and outline several salient points made by Alexander. We encourage the reader to “borrow” or to modify our “indicators” as they teach their own students.

We have elected to write a PowerPoint with each indicator as a distinct slide, and request the student or candidate to record their responses. This activity may be easily adapted to classroom “Clicker Technology.” Several of the indicators are affective and several of the indicators are cognitive. It is our purpose to “invite” our students and candidates to
initiate a higher order thinking skills approach as we read and discuss *The New Jim Crow* Indicators.

**Survey: The New Jim Crowe Indicators***

Please complete the following survey by selecting one of the choices concerning each of the following indicators:

Survey Key:
- **A** = Strongly Agree
- **B** = Somewhat Agree
- **C** = Neutral
- **D** = Somewhat Disagree
- **E** = Strongly Disagree

**The New Jim Crowe Indicators***

1. The U.S. is an egalitarian democracy.
2. I approve of the War on Drugs.
3. Convicted felons, on parole, should be denied the right to vote.
4. It is time for a wake-up call to the indifference to the poor and vulnerable.
5. There is systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, and intense police surveillance.
6. We have not ended the racial caste system; we have merely redesigned it.
7. Racial stratification is a normal result of the natural consequences of differences in education, sub-cultures, and motivation.
8. Most drug dealers are either black or brown.
9. President Reagan officially announced the War on Drugs in 1982.
10. In less than 30 years, the U.S. Penal population exploded from 300,000 to greater than 2 million, with drug convictions accounting for the majority of the increase.
11. The U.S. now has the highest rate of incarceration in the world.
12. The U.S. imprisons a larger percent of its black population than South Africa did at the height of apartheid.
13. Studies indicate that people of all colors use and sell drugs at remarkably similar rates.
14. In some states black men have admitted to prison at rates of 20 to 50 times greater than white men.
15. In some major cities, as many as 80% of young black men now have criminal records.
16. During the years 1960 to 1990, the official crime rates in Finland, Germany, and the U.S. were nearly identical.
17. Those Americans who had meaningful economic and social opportunities are unlikely to commit crimes regardless of penalty.
18. In some U.S. cities greater than 50% of black adult males are currently under correctional control.
19. The Emancipation Proclamation freed all of the slaves in the Confederate States.
20. The successes of black Americans like President Barack Obama and Oprah Winfrey are clear indicators of the racial climate of the U.S.
21. The 15th Amendment, while establishing the right for black males to vote did not prevent states from providing qualifications for voting.
22. The view that most illegal drug use and drug sales occur in the ghetto is pure fiction.
23. In ghetto communities, “The Occupation” arrives and many black youth “assume the position.”

24. Check “the Box,” (YES or NO: “have you ever been convicted of a crime”) is on job applications, housing applications, school applications, welfare applications, ….

25. No task is more urgent for racial justice than ensuring that America’s current racial caste system is it’s last.


**Discussion of The New Jim Crowe Indicators**

1. **The U.S. is an egalitarian democracy.**

While the high school civics teachers may teach the responsibilities of civic participation, the nation has never been egalitarian or democratic since the first state capital was established 1607 – 1610 in the mountains of New Mexico (http://www.thesantafesite.com/history.html). Neither the Spanish nor the English provided for the institutions of democracy. The U.S. Constitution did not establish a democracy; and, despite the rhetoric the U.S. has always maintained a social class system.

Zakaria (13) documents that “in 1900 not a single country had what we would consider a democracy…. Zakaria (228) continues, “America has always had elites – the small percentage of the country that actually runs most major institutions.” Alexander (iv) concludes “hundreds of years later, America is still not an egalitarian democracy.”

2. **I approve of the War on Drugs.**
The War on Drugs began during the Reagan administration, and was welcomed by a vast majority of U.S. citizens. Nearly all politicians with the exception of Michael Dukakis vowed to “get tough” on drugs and criminals. President George Bush Sr. knew the value of Willie Horton (Alexander, 54.) However, a January 2013 poll (http://www.huffingtonpost.com/2013/01/18/war-on-drugs-costs-poll_n_2504162.html) indicated “According to the new poll, 53 percent of Americans say that the war on drugs has not been worth the costs, while only 19 percent say it has been.” Get the facts http://drugwarfacts.org/cms/?q=node/64 found “Among prisoners ages 18 to 19, black males were imprisoned at more than 9 times the rate of white males.)

Alexander argues that the War on Drugs is “code for a war on blacks.” Often black women exhibit complex, complicated, and conflicted views about the war on drugs. As mothers, they desire better crime and law enforcement; however, as mothers they understand that their children may be saddled “with a felony conviction – a mark that can ensure economic and social marginalization (Alexander, 210.) Alexander saw the new racial caste system when she noticed a bright orange poster, “The Drug War is The New Jim Crow” (3.) Alexander cites the case of presidential candidate Bill Clinton, who vowed the “he would never permit any Republican to be perceived a tougher on crime than he (56.)

3. Convicted felons, on parole, should be denied the right to vote.
Alexander (197 – 198) argues that a racial caste system and stigma system has always existed in the U.S. The first caste and stigma was the shame of the slave. The second caste and stigma was the shame of the Jim Crow and of being a second-class citizen. The current caste and stigma is produced by mass incarceration. “Many ex-offenders described an existential angst associated with their pariah status; an angst that casts a shadow over every aspect of their identity and social experience” (198.)

4. It is time for a wake-up call to the indifference to the poor and vulnerable.

Alexander observed, “that mass incarceration in the United States had, in fact, emerged as a stunningly comprehensive and well disguised system of racialized social control that functions in a manner strikingly similar to Jim Crow” (4.)

5. There is systemic breakdown of black and poor communities devastated by mass unemployment, social neglect, economic abandonment, and intense police surveillance.

To survive a SWAT raid is to experience trauma. In 1981 President Reagan requested that congress pass the Military Cooperation with Law Enforcement Act. The act permitted local, state, and federal police to gain access to military bases, intelligence, research, weaponry, and other equipment for drug interdiction (Alexander 76- 77.)
Alexander concludes, “Drug arrests skyrocketed, as SWAT teams swept through urban housing projects highway patrol agencies organized drug interdiction units on the freeways, and stop and frisk programs were set loose on the streets (77.)

6. We have not ended the racial caste system; we have merely redesigned it.

The War on Drugs is code for the war on blacks. The War on Drugs results in extraordinary numbers of black men entering the penal system. Given “consent” the police can interrogate anyone, and this action often results in a prison system. Alexander observes, “As a criminal, you have scarcely more rights, and arguably less respect than a black man living in America at the height of Jim Crow (2.)

People who have been convicted of felonies almost never reenter society they inhabited prior to their conviction. Instead they enter a separate society, a world hidden from public view, governed by a set of oppressive and discriminatory rules that do not apply to everyone – an enormous population of predominately black and brown people who because of the drug war are denied basic rights and privileges of American citizenship and are permanently relegated to an inferior status (Alexander, 186 – 187.)

7. Racial stratification is a normal result of the natural consequences of differences in education, sub-cultures, and motivation.

Alexander (45) observes,

Daniel Patrick Moynihan’s now infamous report on the black family, which attributed poverty to a black “subculture” and the “tangle of pathology” that characterized it. As described by sociologist Katherine Beckett, “The (alleged) misbehaviors of the poor were transformed from adaptations to poverty that had the
The unfortunate effect of reproducing it into character failings that accounted for poverty in the first place.

8. Most drug dealers are either black or brown.

Alexander observes on page 99,

The notion that whites comprise the vast majority of drug users and dealers – and may well be more likely than other racial groups to commit drug crimes – may seem implausible to some, given the media imagery we are fed on a daily basis and the racial composition of our prisons and jails. Upon reflection, however, the prevalence of white drug crime – including drug dealing – should not be surprising. After all, where do whites get their illegal drugs? Studies consistently indicate that drug markets, like American society generally, reflect our nation’s socioeconomic boundaries. Whites tend to sell to whites; blacks to blacks.

9. President Reagan officially announced the War on Drugs in 1982.

Alexander documents this date on page 5 of *The New Jim Crow*.

10. In less than 30 years, the U.S. Penal population exploded from 300,000 to greater than 2 million, with drug convictions accounting for the majority of the increase.

Alexander documents this statistic on page 6 of *The New Jim Crow*.

11. The U.S. now has the highest rate of incarceration in the world.

In the U.S. the rate of incarceration is 750 per 100,000 (PEW Center, 5.)

12. The U.S. imprisons a larger percent of its black population than South Africa did at the height of apartheid.
Alexander documents this statistic on page 6 of *The New Jim Crow*.

13. Studies indicate that people of all colors use and sell drugs at remarkably similar rates.

Alexander documents this statistic on page 7 of *The New Jim Crow*.

14. In some states black men have admitted to prison at rates of 20 to 50 times greater than white men.

Alexander documents this statistic on page 7 of *The New Jim Crow*.

15. In some major cities, as many as 80% of young black men now have criminal records.

Alexander documents this statistic on page 7 of *The New Jim Crow*.

16. During the years 1960 to 1990, the official crime rates in Finland, Germany, and the U.S. were nearly identical.

Alexander documents this statistic on page 7 of *The New Jim Crow*.

17. Those Americans who had meaningful economic and social opportunities are unlikely to commit crimes regardless of penalty.
18. In some U.S. cities greater than 50% of black adult males are currently under correctional control.


19. The Emancipation Proclamation freed all of the slaves in the Confederate States.

On page 235 Alexander observes,

“But standing alone, Brown accomplished for African Americans little more than Lincoln’s Emancipation Proclamation. A civil war had to be waged to end slavery; a mass movement was necessary to bring a formal end to Jim Crow.”

20. The successes of black Americans like President Barack Obama and Oprah Winfrey are clear indicators of the racial climate of the U.S.

Alexander in The New Jim Crow observes, “The clock has been turned back on racial progress in America, though scarcely anyone seems to notice. All eyes are fixed on
people like Barack Obama and Oprah Winfrey, who have defied the odds and risen to power, fame, and fortune” (180.)

“Obama himself violated our nation’s drug laws and almost certainly know his life would not have unfolded if had been arrested on drug charges” (Alexander, 251.) Obama observed, Pot had helped, and booze;; maybe a little blow if you could afford it” (Alexander, 251.)

21. The 15th Amendment, while establishing the right for black males to vote did not prevent states from providing qualifications for voting.

The 13th Amendment abolished slavery, and was achieved at the urging of President Lincoln, but following his assassination. It is interesting to note that Mississippi ratified the 13th Amendment in February 2013

(http://www.npr.org/2013/02/23/172756963/getting-the-13th-amendment-passed-in-miss-just-a-little-late.)

The 14th Amendment provided for the following:

(http://americanhistory.about.com/od/usconstitution/a/14th-Amendment-Summary.htm)

1. State and federal citizenship for all persons regardless of race both born or naturalized in the United States was reaffirmed.
2. No state would be allowed to abridge the "privileges and immunities" of citizens.
3. No person was allowed to be deprived of life, liberty, or property without "due process of law."
4. No person could be denied, "equal protection of the laws."
The 15th Amendment provided for the following:

(http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html)

The 15th Amendment to the Constitution granted African American men the right to vote by declaring that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude." Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, Southern states were able to effectively disenfranchise African Americans. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.

22. The view that most illegal drug use and drug sales occur in the ghetto is pure fiction.

Patricia Davis and Pierre Thomas reinforce the idea that drug users tend to purchase drugs from someone who is their own race and ethnicity. Rural whites do not visit the "hood" to purchase drugs. White students tend to purchase drugs from other white students. “If your child bought drugs, it was from a student of their own race” (Davis and Thomas.) Alexander observes, “the clear majority of Americans of all races have violated drug laws on their lifetime…. whites constituted the vast majority of drug users then (and now). But almost no one pictured it" (104 - 106.)

23. In ghetto communities, “The Occupation” arrives and many black youth “assume the position.”

Alexander documents cases of racially biased police discretion. Alexander documents this indicator on page 125.
24. Check “the Box,” (YES or NO: “have you ever been convicted of a crime”) is on job applications, housing applications, school applications, welfare applications, .... Johnson speaks of the effects of “checking the box.” Discrimination seems ensured because nearly all aspects of life today require answering the question “have you ever been convicted of a crime?” “It’s not only on job applications ….It’s on housing. It’s on school applications. It’s on welfare applications. It’s everywhere you turn (Johnson.)

25. No task is more urgent for racial justice than ensuring that America’s current racial caste system is it’s last.

The ghetto must no longer be viewed as enemy territory Marijuana ought to be legalized. Prison inmates should be trained for real jobs. Drug treatment on demand should be available (Alexander, 233.) “If we want to do more than just end mass incarceration – if we want to put an end to the history of racial caste in America – we must lay down our racial bribes, join hands with people of all colors who are not content to wait for change to trickle down, and say to those who would stand in our way: Accept all of us or none….

That is the basic message that Martin Luther King Jr. aimed to deliver (Alexander, 258.)

References


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Al-Anon Family Groups Headquarters, Inc.
One Park Avenue
New York, NY 10016

American Association of Retired Persons
1909 K Street NW
Washington, DC 20049

American Educational Publishers Institute
One Park Avenue
New York, NY 10016

American Humane Association
9725 East Hampden
Denver, CO 80281

American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, CA 90027

American Social Health Association
260 Sheridan Avenue, Suite 307
Paio Alto, CA 94306

American Sociological Association
1722 N Street, NW
Washington, DC 20036

American Vocational Association
120 Engineering Center
Athens, GA 30602

B’Nai B’Rith International
1640 Rhode Island Avenue, NW
Washington, DC 20036

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, VA 23314

Bureau of the Census
Social and Economic Statistic Administration
U.S. Department of Commerce
14th Street and Constitution Avenue, NW
Washington, DC 20233

Council of Anthropology and Education
American Anthropological Association
1703 New Hampshire Avenue, NW
Washington, DC 20009

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Regional Office
Food and Drug Administration
1141 Central Parkway
Cincinnati, OH 45202

Foundation for Change, Inc.
1619 Broadway, Room 802
New York, NY 10019
International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

National Education Association
1201 16th Street, NW
Washington, DC 20036

Population Institute
110 Maryland Avenue, NE
Washington, DC 20002

Public Affairs Committee
381 Park Avenue South
New York, NY 10016

Public Education Religious Studies Center
Wright State University
Dayton, OH 45431

U.S. Department of Labor
Bureau of Labor Statistics
300 South Wacker Drive
Chicago, IL 60606

Zero Population Growth, Inc.
1346 Connecticut Avenue, NW
Washington, DC 20036
SOCIAL STUDIES
MEGATRENDS Chapter 10

1. In Manhattan, what is "Just Bulbs"

2. Explain the concept, "comparable worth" as it applies to nurses and pharmacists.

3. Explain the concept "gender bound" jobs.

4. What major religious group appears to profit from the national revival in religion?

5. What kind of TV is drawing the largest audiences?

6. What U.S. city is two-thirds Cuban?

7. What is the largest minority in the U.S.? (Not women)

8. What is America's second language?

9. How does mustard serve as an example that we are progressing from an "either—or" to multiple options?

10. How does the American family serve as an example that we are moving from an "either—or" to multiple options society?
The Marriage Project
2 to 3 class periods

The object of this lesson is to have students write a schedule for a family for a week (Mon thru Sun)

This project began as a sociology project for my 9th grade social science survey class. It would also work as an activity in late 20th century US History -- especially the stresses on people trying to manage their families and careers.

I recommend that you write the information needed on the board rather than handing it out - having students copy the information seems to add to the stress!

I'd also like to add that there are many assumptions here, from the structure of the family to the number of kids to the types of activities they engage in.

First: Announce that some students may wish to marry for the next project. Students will be making a schedule of activities for the entire family. Using the rules that follow the individual schedules below. Let them know that single parents are OK, but the experience is enhanced if two people work together. In sociology, I used this project to show how a family aided the socialization of children. (My class came up with possible marriage alternatives: single parent living with grandparent, two single parents sharing a household, divorce with joint custody, etc) Let the students come up with these alternatives, try to stay out!

You have 3 children A, B, C (the first family decision is to give them different names)
Here are their schedules for the week:

Child A
5 year old female
goes to kindergarten from 12-3 in afternoon
parent carpools A to school with 3 other children on Tue and Wed
parent scheduled to work in A's classroom on Mon 12-3
A attends story time at local library 11-11:45 on Tues
A's friends over at house on Mon and Tue 10-12
A's friends at house after school Tue Wed and Fri
attends kite flying contest in city park on Sat 9 – 11

Child B
10 year old male
attends 5th grade from 9-2:30
catches bus outside house at 8:30
Attends baseball practice on Tue and Thur from 4:30-6:30
B has science fair project due on Fri
(must spend 8 hrs Mon thru Thurs working on project)
has friends over on any 3 days of week
must do research at library (1 1/2 hrs).
needs to clean room (1 hr)
you need to take him shopping for new shoes this week

Child C
15 year old female
9th grade high school student
attends school 8-3
catches bus at 7:30
drama rehearsal Mon 4:30-6:30
tech rehearsal on Tue 3 - 6
1st dress rehearsal Wed 3-6
2nd dress rehearsal Thur 3-6
Performance Fri 7:30-9:30
(must attend all rehearsals!)
Cast party Sat 8-11 at director's home
homework (2 hrs /day)
big math test on Fri
softball practice Mon thru Fri 3-5
bake cookies for cast party
Bicycle club meeting. Mon 8-9pm
need to buy some props for costume

Parent D
drives to work
leaves house 8:30, returns 5:30
lunch hour 12-1
meeting with boss. Wed 7am
out of town. Thu, 8am to 8:30pm
needs 4 hrs/week of quiet time at home to do office work
volunteered at public library Sat, 11- 1

Parent E
drives to work
works 10-2 any two days Mon thru Fri
Home School Club meeting, Thurs 7:30–8:30
needs 6 hrs/week of quiet time to do office work at home
House duties

create dinner menu for week
go shopping for food (2 days)
food prep/cleanup
Laundry (wash/dry 5 loads @1 hr each)
launder sort/put away
clean kitchen (mop. counters, etc)
clean bathroom
clean parent bedroom
take out garbage (3 days)
yard work (total 6 hrs/week)
- repair fence
- trim trees
- pull weeds
- plant flowers
- start garden

Rules for creating a schedule
1. The goal is to eat dinner together each night (remember, its a goal, not a duty)
2. The 5 year old can never be left home alone
3. The 10 year old can be a "latchkey child" for no more than an hour a day
4. House duties can be done by anyone, but be reasonable, 5 yr old doesn't repair fence
   for example.

Note: If you can't do something for a child, you must write what the activity is, why it
   can't be done (remember, you're explaining it to a child who really wants to do these
   things!) You have to remind your children what they have to do, they forget sometimes.

IMPORTANT: If you are going to be a single parent, you MUST be parent D

To the teacher: make up additional rule if you need them. Try to get the students to work
in “real time", ie, make sure that they know what they'll be doing on Tuesday before it
arrives.

Create crises! On the second day of the project suddenly announce that the 10 year old's
teacher has just called for a parent conference on Wed or Thurs to discuss the child's
behavior in class. On the last day, tell them the 5 year old woke up saying “I don't feel
good" and can't go to school on Friday.

After the project, debriefing should center in the following areas:
How DID you manage time?
Was any child activity left out?
Did you depend on people outside the immediate family for anything? Who? What for?
Why?
Did spouse(s) have time to play with children?
What was the quality of family interactions?
If couples married, which spouse took (or was given) role E? Why?
Who stayed home when child A got sick? Why?

(For these last questions, note that the parent roles are gender neutral. Did students socialize along “traditional” sex roles?)

This project is a great deal of fun! You just need to wind it up and let it go! Let me know it you do this!
--TimK21
MARRIAGE & THE FAMILY:
SELECTED READINGS

THE AMERICAN FAMILY:
CHAPTER 1 - 3 PP 30, 38 – 39

FUTURE SHOCK:
CH 11 PP 238 - 260 238, 241, 243, 244, 252

OPEN MARRIAGE:
13 DEFINITION,
25-26 JUDGE LINDSAY,
29-30 EMOTIONAL MATURITY IN WIVES,
33-34 DR ROBINSON,
81 UNREALISTIC EXPECTATIONS,
83 REALISTIC EXPECTATIONS,
264 OPEN v. CLOSED

THE TOTAL WOMAN:
3 GREAT, 5 TALK, 6 STOP TALK,
7 RESTAURANT, 9 ENGAGEMENT,
25- $25,000 PLAN, 63 ADMIRE,
64 REVERENCE, 65 HERO WORSHIP,
79 BIBLE, 106 ASSIGNMENT
F.P.S. #2 CHANGING FAMILY STRUCTURES

RANK ORDER THE FOLLOWING FUTURE FAMILY POSSIBILITIES. RANK FROM 1 – 10. 1 IS THE MOST DESIRED; 10 IS THE LEAST DESIRED.

- Prefessional Parents
- Surrogate Motherhood
-Latchkey Children
- Nuclear Family – Father Working; Mom at Home
- Nuclear Family – Both Parents Working
- Serial Monogamy
-Supermom
- Program Child’s I.Q., Looks, Personality Traits
- Communal Living {Several Males and Females Live Together and Jointly Raise Children}
- Male & Female Living Together, Unmarried {With or W/O Children}

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Fragile Superpower: Expedition to China

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Ronald G. Helms is a full professor, one of two national auditors for NCSS/NCATE Program Reviews, a member of NCATE Board of Examiners, National Board for Professional Teacher Standards facilitator, the Principal Investigator at Wright State University for a NBPTS institute; Helms has assisted over 500 NBPTS candidates, and has offered several national presentations on the NBPTS process.

Helms is the recipient of 45+ grants including a $916,000 Teaching American History Grant from the U. S. Department of Education. Helms has been active with OCSS and NCSS for the past 40 years and currently is serving on the NCSS Social Education Committee and the Conference Committee.

Helms is the recipient of the following Wright State University college of education awards: Outstanding Faculty Member Award, 2006; Excellence in Scholarship Award, 2004, Excellence in Scholarship Award, 2001; Excellence in Scholarship Award, 1999; Excellence in Service Award, 1997.

Helms has offered over 36 international presentations, over 100 national presentations, over 100 state presentations, over 80 Invited Speaker presentations, and over 159 consulting presentations. Helms is the author/co-author of 17 books and over 110 educational articles.


Helms international service includes several leadership roles to Germany, Ontario, and China. Helms foreign travel includes the following: Mexico, Canada (East to West),
Puerto Vallarta, Costa Rica, British Isles, Puerto Rico, China, Hong Kong, Ireland, Germany, Eastern Europe, Iberian Peninsula, Scandinavia, and Western Europe.

**Fragile Superpower: Expedition to China**

Ronald G. Helms, Ph.D.

Wright State University

**Introduction: Social Studies Content Standards and China**

Both the National Council for the Social Studies (1994 & 2000) and the Ohio Department of Education (2003) mandate the study of China (as well as the culture, history, and economics of various people of the world.) Page two of Ohio Department of Education (2003) *Academic Content Standards: K-12 Social Studies* affords educators the ultimate rationale for visiting China: Students (teachers) “should engage in authentic experiences and take field trips” (ODE, 2). Ohio social studies teachers must take seriously the *Academic Content Standards: K-12 Social Studies*.

This article requests that the reader always thinks in terms of the *Academic Content Standards: K-12 Social Studies*. The article discusses some very real-life experiences of U.S. and Ohio educators, who learned first hand the culture, geography, history, and government of one of the world’s oldest nations.

**The study of China: Professional Growth**
An example of making connections with the *Academic Content Standards: K-12 Social Studies* is the examination of k-12 grade level indicators: “People in Societies” apply to grades k-12. Page fifty-six (kindergarten) specifies that students are to “identify different cultures….” The indicators continue through each grade level to page sixty-two with grade 12: “identify the perspective of diverse cultures ….”) Ohio social studies teachers will find the study of China and the countries of Asia imbedded throughout the *Academic Content Standards: K-12 Social Studies*.

**The Study of China as Professional Growth**

A common memory that many social studies teachers share is their inspiration with the stories of Marco Polo’s visits to Cathay. Marco Polo actually spent nearly a quarter of a century in China, and under Kublai Khan became governor of Hangchow (Durant, 1954, 3). Social studies teachers are among the Americans who read about China, watch the History and Discovery channels, and will seek out ancient Chinese fossil remains (Tarpy, 86-97) during their professional visits to China.

Social studies teachers read history, and social studies teachers read Chinese histories (Chang, 1997.) It is this reading and fascination that motivate social studies teachers to visit the China. Professionally, social studies teachers are compelled to keep abreast of current events in China. Fareed Zakaria (The Post-American World, 29) does not see the beginnings of a new Cold War. Zakaria does not view China as a new empire builder, but rather as a nation choosing “to get rich within the existing international order.”
While the 2008 Beijing Olympics focused worldwide attention on China (Liu, 43 – 47 and Gifford, 196- 204), there are multiple reasons why U.S. citizens and social studies educators are fascinated with China. Social studies teachers know that China has both domestic and international problems. Schell (39) writes that China is “bedeviled by internal problems – human right violations, media censorship, corruption, pollution, labor abuses, and lack of due process.” Social studies teachers may also visit the land of their dreams for professional growth; these teachers will infuse their units and lessons with enthusiasm and newfound knowledge.

**Social studies teachers and international travel**

Because we are social studies teachers, many of us are captivated by international travel. We are especially fascinated with China and with the Chinese. This article will report some events of a very specific PEOPLE TO PEOPLE Ambassador Program (http://www.peopletopeoplealumni.com/community/home.php). All of the participants in the Social Studies Delegation were social studies teachers, and a few participants were Ohio social studies teachers.

PEOPLE TO PEOPLE Ambassador Program selected the author as the leader, and recruitment was accomplished by using the NCSS membership list. This article is written to encourage social studies teachers to achieve their dreams of international travel to selected country or countries.
Britannica Online lists the area of the US at 9,518,287 sq km, and the area of China at 9,572,900 sq km. Encarta lists the area of the US at 9,826,630 sq km, with the land area of China at 9,571,300 sq km. The CIA World Factbook lists the area of the US at 9,631,418 sq km, and the area of China at 9,596,960 sq km.

Because there are several variables involved in calculating the land area of China, at present there is no agreement on which nation is larger. The point is that the U.S and China are relatively similar in landmass. Foreign visitors to the U.S who tour New York City, Orlando, Chicago, Las Vegas, and San Francisco have seen a very small part of our nation. This tour has missed both Columbus and Cincinnati, OH. The central point is that the People to People tour focused on Coastal China, and the tour participants saw a very small portion of a vast nation.

Usually, I prefer to arrange all of the details of international travel: managing my own air travel, selecting an itinerary, renting a car, making my own lodging arrangements, meeting the locals, and enjoying the role of serendipity in traveling. The People to People tour provided a highly structured tour, and also provided for a degree of serendipity.

Winter, spring, and fall had served as a time of preparation for this great Chinese adventure. As a forty-year veteran of the International Sister to Sister Program, and as a forty-year veteran of foreign traveler and veteran delegation leader, I was delighted to lead a social studies delegation to China. Much reading and research time is required to
prepare for a tour of China. China is a large country with much disparity in social and economic status. Beijing and the coastal cities are advanced, while some mountain, desert, and farming villages practice diverse cultures of a century past. One visit to China will not provide the experience and knowledge to be an expert. However, the social studies teachers took thousands of photos (mostly digital), sought numerous teaching artifacts, filled suitcases at each venue, dined on local cuisine, and taught hundreds of lessons about China to U.S. students. These social studies teachers are inspiring future generations of American travelers, scholars, businessmen, and other professionals.

These teachers had long anticipated the trip to the Peoples Republic of China. Our delegation invested a good deal of money, time, and energy in preparing for this expedition. The social studies delegation was responsible, civil, alert, knowledgeable, and most important flexible.

To be clear, the PEOPLE TO PEOPLE China exchange is not a vacation. Travel is tiring; the meetings are challenging, and conducting a meeting is mentally exhausting. No two meetings are ever the same. A script is not possible.

Air Travel

Who would have predicted that one of the largest airports in the U.S. would suddenly “shut-down” due to computer and radar problems? Some 90 plus American delegates to China were stranded either in air or on the tarmac for 2 plus hours while the LAX
computer problems were being solved. PEOPLE TO PEOPLE had insured that all
delegates would have “time” for such a contingency. We all were able to board Cathay
Pacific without anxiety, and the delegation enjoyed a high level of service. We found the
Chinese busses, trains, and planes to offer excellent transportation service.

The trip required seven hours in the U.S., an additional fourteen hours to Hong Kong, and
two and one-half hours to Shanghai. This equals twenty-three and one-half hours in air
as well as several hours in various airports. Cathay Pacific and Dragon Air are excellent
airlines with hosts and hostesses meeting all needs of those in transit. The land/air transit
system was seamless.

The Chinese Guides

Leonard and Shoe met us at the Shanghai airport. Leonard was our national guide; Shoe
was our city guide. Leonard stated that of course all guides are member of the
Communist Party, and there was no effort for any of our guides to discuss party politics;
the tour was a diplomatic tour. Our first Chinese culinary experience was a banquet at the
Seagull Hotel. This very first banquet was representative of Chinese dining throughout
the tour. The banquet was followed by a walking/photo tour of the BUND and
waterfront. Local city vendors were in abundance. Finally, we arrived at the Shanghai
Radisson. The Radisson is a five star Chinese Hotel, and all Chinese hotels that we
visited are five star properties. Dinners were often at or near the hotels, and were always
two-hour banquets consisting of multiple course servings and always good fellowship.
It may be important to note that following the air travel, we immediately visited the city; we did not check in to our hotel until 11:00PM that evening. This meant that many delegation members had been awake for nearly 40 hours, and we all wanted a shower and a change of clothes. The People to People Tour nearly always followed a schedule of a late night hotel check in, breakfast at 7:00AM and meetings or tours at 8:30AM.

“Shanghaied?”

In addition to the social studies educators, our tour bus consisted of a group of special educators and a group of early childhood educators. The social studies educators consistently explained the history, artifacts, and various cultural phenomena to the other educators. All three groups of educators formed friendships and cooperated very well.

The visit to Old Town Shanghai and to the serene gardens in Old Town was a special event. The delegates mixed with local Shanhainese to enjoy the pleasant Sunday afternoon. It is impossible to count the number of photos taken today.

Suddenly, the education delegates realized that three of our teachers were missing! We had begun the day well rested and eager for adventure. While the press of the Shanhainese and tourists was not quite that of a Mardi Gras in New Orleans, there were many people and sights in an area not unlike China Town, San Francisco. It was here that the first drama occurred.
Three delegates were missing! Three people whom we all knew and cared about were missing. This event weighted heavily on us. Cell phone calls were made. Leonard made a search of the park to no avail. Reluctantly, as group leader (of the three delegations) I instructed the bus driver to continue to the Shanghai Art Museum for our next appointment. The three missing delegates greeted us at the museum. I had carefully provided all delegates with a schedule (printed in English and Mandarin). My instructions were to hail a cab and to point to the schedule. In this way, “lost travelers” might find the main group. And the three teachers shortly re-joined the group at the next tour site. No one else was ever again late for the tour bus.

The next event was a visit the **Jade Buddhist Temple**. Buddhism is an important life force for many citizens of Shanghai. As always we encountered street vendors and many Shanhainese. We moved freely and without safety concerns.

A tour of the **Shanghai Museum** followed. This treasure rivals the National Gallery in Washington, D.C. We might easily have spent an entire day at the museum. The Seagull restaurant provided another feast. The delegates were fortunate enough to share in the events of a Shanghai marriage during the banquet. Then we were to visit the **Shanghai Grand Theatre** for the Acrobatic Show. We enjoyed two hours of super human events.
Following a visit to several cultural events, the entire social studies delegation was pleased to dialogue face-to-face with our Shanghai counterparts. We were eager to meet the Shanghai professionals.

Our first professional visit to the **Shanghai East Normal University** was eventful. This university campus might easily have been a Western campus. Seeing the young Shanhainese students provided a view of the future of China. The students were in western dress and behaved much as U.S. students behave. Teaching methodology seems to require an overhaul. A-V resources were scarce.

The author presented a study based on I.S.T.E. standards (http://www.iste.org/). A lively discussion followed. The focus of the discussion was the use/abuse of WWW and of the availability of computers to Shanhainese students. The students are enthusiastic about computers and the WWW. Professors are unconvinced of the education value of this resource.

Our visit to the **Shanghai Social Science Academy** was also successful. The author presented a paper on “An inquiry into the National Council for the Social Studies Standards.” The research model was explained to the Shanghai Social Scientists. Again there was spirited discussion on computers and the WWW.

PEOPLE TO PEOPLE arranged a magnificent banquet this evening. We were surprised to learn that the **banquet site was the famous location of the Shanghai accords signed in**
1972 by President Nixon. We savored the history. As a young man I had delighted in riding America’s rails. Now we were to be treated to a Chinese train ride from Shanghai to Suzhou. The transfer to one of the world’s largest train station was invigorating. To mix with the Shanhainese in common transport was an impressive opportunity for the delegates by PEOPLE TO PEOPLE. Delegates were able to view countryside, flora, gardening, and human residences during the train transportation.

New city guides, Jennifer and Benny assisted the delegates in learning about Suzhou. The visit to the Grand Canal was highly interesting; the canal was constructed 2,500 years ago, and is second only to the Great Wall as a Chinese engineering accomplishment. Suzhou is known as Venice of the East. Canals were everywhere. Guide Benny carefully escorted the delegates on a one-hour tour of the ancient city wall and the Grand Canal.

Street vendors were everywhere. Street shops were in abundance. The delegates freely mingled with hundreds of bicyclists and citizens of Suzhou. While the population is two million plus, we had the feeling of being in a small town.

Today we met with the Dean of the School of Sociology and Suzhou faculty members. The conference room was comparable to that of a Dean’s conference room in the U.S. Our colleagues at Suzhou’s University have state of the art technology.
Each delegate is a practicing professional in the U.S., and each delegate brought a wealth of knowledge to China. And all of our social studies delegates were skilled in critical thinking. The delegates strongly felt that the face-to-face discussions and presentations were central to our mission.

Jennifer was superb in guiding us through the **Humble Administrator’s Garden**. The beauty of tour was remarkable. Jennifer next guided the group on a one-hour tour of **Tiger Hill**. The large ancient **Pagoda** at the hilltop was similar to the tower of Pisa. The Pagoda was leaning. The foundation was sinking into an even more ancient Chinese King’s tomb.

The rail ride to Nanjing was purely nostalgic. Boarding the correct car would have been impossible without the assistance of our guides. The delegates immediately visited the **Nanjing Institute of Education**. Vice President Jia Lu greeted us; this was a very special honor. Several Nanjing professors and graduate students were in attendance. The Vice President was especially proud of the new addition to the university, and delegates viewed a new special video on Nanjing College of Education.

The discussions focused on several issues; pedagogy, curriculum, technology, pre-service and in-service education. All delegates and all Chinese thoroughly enjoyed this conference. The Vice President presented the delegates with two fine China plates.

**Travel concerns**
Many delegates were eager to contribute the Chinese economy. Since luggage was also available for sale, delegation luggage was to increase 50%. Due to the central location of the Mandarin Garden Hotel, many delegates choose to walk to the hotel following dinner. PEOPLE TO PEOPLE provide little shopping time. Delegates enjoyed the opportunity to walk the streets and visit the stores of the Chinese. Safety was never a concern on this tour. I found myself walking the city streets alone at night with no regard for crime; I did observe that young Chinese couples were enjoying public displays of affection. The Americans were assigned to the highest floors of the Chinese hotels. In the morning it was possible in the cities to look down and view a brown haze of smog. The Chinese have not yet solved the pollution problems. Air pollution was a factor in the 2008 Olympics (http://en.beijing2008.cn/news/dynamics/headlines/n214249684.shtml).

**Dr. Sun Yat Sen**

Dr. Sun Yat Sen is the father of modern China. Dr. Sun Yat Sen’s tomb in Nanjing is located in a large natural park on a mountainside overlooking the city. The climb of 362 steps to the top gave pause for historical reflection. To learn that this park was built as a monument for this Nationalist leader was awe-inspiring. A comparison to the Hearst Castle in California is descriptive the setting.

Americans view the monuments of Washington D.C. as inspirational. The Chinese truly revere Dr. Sun Yat Sen’s tomb. In addition, the delegation visited and hiked the hills of various mini tombs.
Nanjing’s number one High School

We were consistently impressed with the university conferences. The social studies delegates relished the visit to Nanjing’s number one High School, and the adjacent Jr. High School. The principal is an exceedingly dynamic educational leader. Following a long historical review, the principal was proud to report that his school had been number one in the province, and now enjoys number one status in the nation. Many students are housed in campus dorms, as are the young teachers.

This may have been our most dynamic meeting to date. We began the meeting at 1:45PM and departed at 5:15PM. The local students were dismissed at 5:00 PM. The delegates were eager to see Chinese education. We were provided with a school tour, and then a teacher asked if we wanted to visit the gym. The entire Jr. High School was seated in the gym. On the floor were two tables. A Jr. High School debate was in session. Proposed: education is very important and the counter debate; yes, but so too are co-curricular activities. The American delegates were truly awe struck for some forty-five minutes. Could this happen in an American school?

As social studies teachers, our delegation was well aware of the fall of Nanjing to the Japanese in December 1937. Following the rise of Sun Yat Sen, the national government continued to be headquartered in Nanjing. Military history is filled with the conquest of the enemy’s capital. Upon Sun’s death both Chaing and Mao claimed followers and authority. The historical view is that Chaing blundered when he choose to expend
resources and military to fight Mao. Even as the Japanese invaded China, this civil war endured. The Japanese war machine was simply too powerful for a divided China.

A must visit site in Nanjing (PEOPLE TO PEOPLE) is the visit to the memorial of the Japanese massacre of Nanjing (http://www.cnd.org/mirror/nanjing/). Over 300,000 citizens and soldiers of Nanjing were killed (Chang, 1997). This memorial is much like the U.S. Holocaust Memorial Museum in Washington D.C. The memorial was designed as a history lesson for Chinese students.

The delegates next visited the Nanjing Bridge spanning the Yangtze River. How could a bridge be of interest? The Chinese are extremely proud of this 1985 structure. Events had turned hostile between the USSR and China. The USSR had withdrawn all aid. Chinese infrastructure was still primitive. The Chinese had to learn to manufacture the quality of steel to span the river, and they did.

We were offered a visit to a rural elementary school on Saturday from 2:00-4:00PM. Our days had been filled from 6:30AM to 10:00 PM. The delegates visited a village elementary school forty-five minutes outside of Nanjing. The headmaster and teachers were expecting the delegation. The tour bus parked on the main highway. We then walked one mile on a dirt road to the village. Three young students greeted us at the highway; these elementary students were learning English, and were eager to practice their language skills. Today is October 28: the Chinese farmers were still tending their
gardens. Ducks and chickens were in abundance. This was a farming village. Clothes were hung out to dry. Garden plots were everywhere.

The Head Master, three teachers, and many students greeted us in a most friendly manner. Then small groups of students appeared until we had nearly fifty students practicing their English and shaking our hands. The U.S. delegates considered this event to be the highlight of the trip. Yes, we are to visit the Great Wall; but as educators we relished our one-hour with the children. A dorm had been built to house city high school students for the purpose of spending a week in the country and learning about rural China.

The headmaster pointed out that a Chinese student of John Dewey had founded the school. In addition, we were advised that the school was to be greatly expanded next year. The headmaster had just won a highly coveted Teacher of the Year Award. The headmaster gave us a book.

Both the Nanjing and Beijing airports are state of the art. I have been in almost every major airport in the U.S.; I really prefer both Chinese airports to most U.S. airports. The two-hour flight seemed like 15 minutes.

Beijing
The delegation is in Beijing. Our expectations are high. We have had an excellent expedition thanks to the detailed attention of PEOPLE TO PEOPLE. Leonard continues to narrate our visit to the Summer Palace. As Social Studies delegates, we know the history of the empress dowagers. We know the excesses of the empress. The recent film, The Last Emperor is in mind (http://www.rottentomatoes.com/m/last_emperor/). The delegate experienced a grand tour. Leonard is superb.

The Hotel Kunlun overlooks the modern city of Beijing. The schedule provided the delegates an opportunity to visit the prestigious China Social Studies Academy. The meeting was with an impressive group of Chinese Scholars. Delegates were able to ask insightful questions. By now we realized the initial answers from the Chinese were often insufficient. Follow-up questions were necessary. Again the current mixture of capitalization and socialism is explained: “It doesn’t matter if the cat is black or white as long as the cat catches the rat” (http://links.jstor.org/sici?sici=0156-7365(199407)32%3C197%3ABCWCAI%3E2.0.CO%3B2-S)

The afternoon meeting was held at the China Children Center. Our Chinese colleagues spoke flawless English and understood our educational concepts. We were then treated to visits to several classrooms. Teachers and students always greeted us warmly.

The evening’s entertainment was a visit to Beijing’s Opera. It has been an extremely long day. We begun at 6:30 AM and this report is finished at 11:00PM.
A 6:15AM wake up call alerted the delegates to the business of attending a meeting at **Beijing Normal University**. Our Chinese hosts had a variety of concerns about the present status of Chinese Education. The one child family is producing an egocentric generation of little “emperors”; very spoiled children. We have consistently discussed this concern throughout our visit to China.

The afternoon was filled with a tour of **Beijing attached number one High School**. We have direct experience with preschool, elementary, middle school, and high school students and teachers. The high school was equipped with state of the art audio, visual and many computers with Internet capabilities. We were able to photograph students with laptops and cell phones in the classrooms.

The classrooms of particular interest were the presence of sixty-plus American students who were carefully selected and screened (by American agencies) for this experience. One of the American teachers was a graduate of the College of Education at Wright State University.

Our final group banquet was very special Beijing Duck. The wake up is for 6:00 AM with a 7:15 AM departure for the Forbidden City and the Great Wall. The delegation had the good fortune of being joined by Rebecca Jones, daughter of Rick Jones, *National Board Certified Teacher from Marion Ohio*. Rebecca had chosen to live in China for two years.
Suddenly the delegation was in the center of Tiananmen Square (http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB16/documents/index.html). The events of 1989 were on our minds. We viewed the Great Hall with Mao’s Mausoleum. There was a marked absence of military and police. Undoubtedly security was present, and was watching us closely.

The Last Emperor” replayed in our brains as we entered the Forbidden City. This Forbidden City was truly forbidden for hundreds of years. The Chinese have much to be proud of. The social studies delegation delighted in recounting Chinese history to our early childhood and special education colleagues.

How can the delegates possibly climb the last 30 steps to the third tower on the Great Wall? The delegates were given two hours to explore the Great Wall. I knew of the old ancient walls and the restorative efforts of the Chinese. How could Nixon have spent only ten minutes at the Great Wall in 1972? The delegates relished the physical exertion, the beauty, and the history of this experience.

The delegation departs for Hong Kong today. Many of our delegates will then fly to Los Angeles and then to various locations in the U.S. Several of us choose to extend the tour to experience Hong Kong. Five social studies delegates and several other educators journeyed to Hong Kong for the experience of an extremely dynamic city. Hong Kong has a special status within China. Hong Kong is a vibrant modern city, and Hong Kong is an economic center in Asia.
Conclusion: Visit China

An educational tour of China is a life-changing event for most social studies teachers. I am not a sales person for a given tour company. I recommend PEOPLE TO PEOPLE Ambassador Program because this program is travel specific to our content. Typically, an NCSS national leader is the American delegation leader; the travel group includes k-16 social studies educators.

I have always profited immensely from OCSS, NCSS regional, and national conferences because my colleagues “spoke the same language.” For years, I have encouraged and funded my Wright State University teaching candidates to attend the OCSS conference. To a person, all of these candidates were delighted to be introduced to a vibrant profession, and are always truly amazed at the enthusiasm of the conference participants.

Those of us who have attended the NCSS annual conference for forty + years relish the annual reunion and renewal that transpires. These professional commitments improve our teaching, and improve the learning opportunities for students.

I maintain that an educational tour of China will improve our teaching and benefit the learning opportunities for students. National Geographic, Ohio State University, and many other tour providers are very capable of offering high-level tours of China. I recommend the tours that offer social studies educators opportunities to have honest dialogue with their professional colleagues in China. The PEOPLE TO PEOPLE
Ambassador Program tour provided small group face-to-face meetings with elementary teachers, middle school teachers, secondary teachers, and college professors. Other China tour operators can provide these professional experiences as well.

The opportunity to be in real Chinese schools and universities and to talk with the Chinese students is an invaluable experience. The Chinese students were not pre-selected, and sometimes the students were interacting with Americans for the first time in their lives.

There was always time for the U.S. social studies teachers to share purchased artifacts for classroom lessons. There were informal meetings that focused on our new ideas for teaching about China.

As professionals, we benefited greatly from our Chinese visit, and our students benefit every year from our knowledge and enthusiasm.

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