

# The NCSS Centennial

Rozella G. Clyde and Jeremiah Clabough, Guest Editors

NCSS is a membership organization that has grown in strength and impact over its first hundred years. In order to best decide our most productive and impactful pathways moving forward, it is helpful to have an understanding not only of the pathways we have trod and the impact we have generated, but of those features and factors that have provided us with the strength and durability to continue our task of supporting educators and those whose lives they help to mold. There is still much more for us to accomplish as an organization moving into its second century in the context of a rapidly changing world.

We have published a series of columns on the NCSS Centennial throughout the year in *Social Education* and our coverage of the first 100 years of NCSS culminates in this special publication. You will find memories and images shared by past presidents and individual members, historical narratives explaining the growth of our associated groups, stories from communities and Rho Kappa units, descriptions of how we recognize and reward outstanding efforts, and the various publications and media we use to share our creative energies with our stakeholders in the various educational communities. Throughout the publication, you will find QR codes leading you to specific locations that offer more information on the NCSS website. Names and titles may have changed over the years, but our mission to support social studies educational stakeholders and advocate for inclusive educational policies has never wavered. Our educators and the students whose lives they impact are our primary audience and our primary beneficiaries.

The special commemorative section of this issue is divided into three parts. The first part describes “Who We Are” and introduces readers to the associated groups of NCSS and the Rho Kappa and Junior Rho Kappa honor societies. Part 2 describes “How We Reach Out,” and presents NCSS publications and educational strategies that enrich social studies education, emphasizing the C3 Framework. These strategies empower students and encourage civic engagement. They support learn-

ers in validating sources, taking positions rooted in discipline-specific detail, and then taking informed action—speaking out in public forums and halls of power to seek solutions and promote the common good. In this part, members also describe their experiences at NCSS conferences, and past NCSS presidents reflect on the issues that confronted the organization during their terms as presidents, and their approaches to dealing with them. Part 3 looks toward the future with articles on the organization's governance structure, our hopes for the future of social studies, and reflections on the tasks ahead.

We would like to acknowledge the contributions of the many individuals who have shared their stories, and we thank them for their contribution. We would have loved to publish all the contributions that we received in response to our call to members to share their memories and reflections, but space did not permit this.

In February 2022, NCSS will hold a virtual conference celebrating its first hundred years and looking toward the next hundred. The theme of the conference will be “Democracy Ready.” We encourage everyone to attend.

We hope that all NCSS members will find value in this publication. It has been a labor of love. 🌍



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# Other Contents of This Issue

## Michael Simpson

I would like to express my gratitude to Rozella Clyde and Jeremiah Clabough for taking on the roles of guest editors of this special issue of *Social Education* and for their excellent contributions to the Centennial column in our journal this year. This issue emphasizes the accomplishments of NCSS as a professional association sustained by the dedicated volunteer efforts of its members, who share their vivid reflections and recollections of their activities in its pages.

Most articles in *Social Education* are voluntary contributions submitted by individual NCSS members or department directors of *Social Education*. Our journal also benefits greatly from regular columns that result from collaborative arrangements with leading institutions committed to the advancement of social studies education. This special issue concludes with columns by each of them. The Library of Congress provides the Sources and Strategies column, edited by Lee Ann Potter, which shows how to use the Library's rich collection of primary resources in the classroom; the National Archives offers us the Teaching with Documents column edited by Kimberlee Ried and Andrea Reidell, which focuses on significant historical documents in the Archives collection; and the American Bar Association Division for Public Education prepares our Lessons on the Law column, edited by Tiffany Willey Middleton, to support high standards of law-related education. In addition, C3 Teachers, the organization established by the lead writers of the College, Career, and Civic Life (C3) Framework, Kathy Swan, S.G. Grant, and John Lee, provides regular updates for our readers on the implementation of the Framework.

The recent Education for American Democracy (EAD) Roadmap marked a significant step forward in civic education<sup>1</sup> In this issue's Lessons on the Law column, Jen Reidel draws on her experience of more than two decades as a classroom teacher to show how each of the seven themes of the Roadmap can be used for law-related education. Her column offers resources for instruction related to each theme and points out that the Roadmap offers educators "a powerful tool to equip students for meaningful and informed participation in American society" (372).

The study of historical maps can fascinate students. In our Sources and Strategies column, Kareena Black introduces a map that was constructed in the late nineteenth century from the Library of Congress's cartographic collection (the largest in the world) and is titled "Map of North America showing Indian tribes." She suggests questions and accompanying class

activities for students, and introduces our readers to the Living Nations, Living Words project of the Library, which includes poetry by 47 Native poets that explore the themes of place and displacement.

Although a law passed in 1807 banned Americans from participating in the international trade that transported enslaved people to the United States from other parts of the world, the practice of slavery continued in the United States and was characterized by an active domestic slave trade. In our Teaching with Documents column, Colleen F. Hall examines a manifest of the ship *Ohio* for a voyage it made in 1821 from New Orleans to Philadelphia. Slaves were treated as property, not as passengers, and two enslaved women were listed by their first names, Betsey and Harriett, as part of the ship's cargo. Hall's teaching suggestions enable students to examine the merciless system of enslavement and its human cost.

An increasing number of teachers nationwide are using the C3 Framework. In our column on Teaching the C3 Framework, Alexander Cuenca emphasizes that "teaching and teacher education are inextricably linked," (382) and outlines seven core practices that need to be incorporated into teacher education programs to support the instructional shift toward inquiry that is taking place in schools. In-service teachers will also find Cuenca's suggested core practices useful because they outline the instructional approaches that are "most likely to help students inquire into different dimensions of the social studies curriculum." (386)

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at [socialed@ncss.org](mailto:socialed@ncss.org).

### Note

1. For a description of this initiative, see the article by Jane C. Lo, "A Roadmap to *E Pluribus Unum*: The Educating for American Democracy Project," *Social Education* 85, no. 3 (May-June 2021): 139–142.



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