



# Part 1: Who We Are

NCSS is an organization of many parts: state and local councils, special interest communities, affiliated groups, and now Junior and Senior Rho Kappa honor societies. We are bolstered by our affiliated organizations: the College and University Assembly (CUFA), the National Social Studies Supervisors Association (NSSSA), the Council of State Social Studies Specialists (CS4), and the International Assembly (IA). We also have important partners such as the American Bar Association (ABA), the National Council of Geographic Education (NCGE), and others with whom we share common goals.

In preparation for this centennial issue, we reached out to NCSS members asking them to share their experiences and their connections to NCSS and to one another. The articles in this section share their descriptions and responses.

The article on NCSS Communities contains a QR code leading to the NCSS Connected page where NCSS Communities share information. Many communities also have a Facebook page or other social media connections. They share information between conferences via virtual meetings, webinars, and newsletters.

The NCSS Affiliated Groups hold their annual conferences during the same week and location as the main NCSS conference and share in programming options. The National Social Studies Supervisors Association celebrated its Golden Anniversary in 2020 and provided a separate celebratory section.

One of the most active affiliations is our Rho Kappa and Junior Rho Kappa network. These social studies honor societies truly represent our future. The young people inducted into these two societies, in middle schools and high schools around the world, learn the importance of service at a time when their world views are forming. Even when COVID-19 forced the closing of school buildings, Rho Kappa groups found ways to connect virtually and continue their outreach.

We welcome you to reflect upon the multiple ways in which you connect with colleagues, friends, content materials, resources and adventures through your relationship with NCSS.

## ASSOCIATED GROUPS

**CUFA**, submitted by Margaret Smith Crocco, Professor Emeritus, Columbia University



In 1997, in an article titled “The Early History of the College and University Faculty Assembly of NCSS: A Personal View,” Jack Nelson, now professor emeritus at Rutgers University, offered this origin story in CUFA’S flagship journal, *Theory and Research in Social Education* (TRSE):

CUFA, the College and University Faculty Assembly of the National Council for the Social Studies, was formally established as an NCSS-affiliated organization in 1969. Prior to that date, social studies educators from colleges and universities met at NCSS annual meetings, starting in 1965 ... Set in the contexts of the professionalization of subject field education and the school reform movement of the 1960s, the establishment of an

organization for college-level social studies educators to communicate about their common interests seemed a natural development.(p. 168)<sup>1</sup>

Today’s CUFA bylaws reaffirm the original intention of the group: “The Assembly’s purpose shall be to promote the common interest of social studies educators in research, teaching, and other scholarly activities.” Then, as now, CUFA facilitates this exchange of ideas through its annual conference, held just prior to the NCSS conference in the same geographic venue. The organization also sponsors a biennial retreat, typically held at a higher educational setting in January of odd numbered years. The research done in the field of social studies education, while taking up a variety of issues across and beyond the constituent academic disciplines represented within the field, aims at promoting and supporting better teaching of preK-16 students, as well as undergraduate and graduate students in the field. Expanding the research base addressing the preparation of future teachers, teacher educators, curriculum developers, and researchers in social studies is also supported through scholarly articles in the CUFA journal, *Theory and Research in Social Education*, which is published four times a year.

As one of four associated groups within NCSS, CUFA works closely with the parent organization and other parts of the larger NCSS governance structure—for example, through the NCSS House of Delegates and Board of Directors. Together, these units work towards common purposes of advocating for social studies, offering position statements on pressing educational issues, and sponsoring professional development opportunities online and face-to-face. CUFA members make presentations in both CUFA and NCSS sessions and workshops.

The current structure of CUFA, which is governed by a set of bylaws and an operational handbook, includes an Executive Board of nine individuals elected by the assembly membership, as well as a Chair, Past Chair, and Chair-Elect. CUFA also has one spot on each of the NCSS Operations Committees and participates in decision-making by the Fund for the Advancement of Social Studies Education (FASSE) Board, which administers the biennial grant program to which CUFA contributes funds.

According to the bylaws, CUFA membership is open to all NCSS members who are concerned with social education and who meet one of the following criteria: (1) they are faculty members at institutions of higher education; (2) they are graduate students pursuing advanced degrees with the intention of teaching at colleges or universities; or (3) they are other persons directly involved in research and/or teacher education.<sup>2</sup>

Over the last half century, CUFA has retained stability in its membership numbers. Exact records are not available to chart the numerical growth of the assembly, but some documentation indicates that in 2000 CUFA had about the same number of members as it does today—between 500 and 600. Given the tightening of many higher education institution budgets and the concentration of resources in many colleges of education in literacy, ESOL, and STEM, this stability in membership signals CUFA's resilience and commitment to continuing its focus on citizenship education, which is at the heart of the social studies field.

While CUFA membership numbers have remained stable, the assembly has changed in other ways. First, membership has become more gender-balanced. If one reviews the authors of most articles in *TRSE* and in *Social Education* (NCSS's flagship, more practitioner-oriented journal) during the last century, authorship tilted male, as did the leadership of both NCSS and CUFA. Over the last 50 years, women have become more and more visible as *TRSE* authors and editors, college faculty in social studies education, and leaders of both NCSS and CUFA. The first woman to become NCSS president was Bessie Louise Pierce in 1926. The first woman to become CUFA executive board chair was Carole Hahn in 1977. The first woman to become *TRSE* editor was Elizabeth Yeager in 2001.

A second change has been a more systematic attention to issues of diversity, equity, and inclusion in social studies. Nevertheless, CUFA continues to struggle with an acute under-representation of scholars of color in its ranks. One can trace back to the 1980s the participation of prominent scholars of color in CUFA such

as James A. Banks, who served as NCSS president in 1982, and Jesús García, as NCSS president in 2004. And yet it remains the case that the Assembly has struggled to attract and retain significant membership and participation by faculty and graduate students of color. Recent initiatives, such as the establishment of a Scholars of Color Forum in the governance structure of CUFA (along with a Graduate Student Forum and a Small College and Universities Faculty Forum), have called greater attention to issues of diversity and social justice within the CUFA annual conference program and its activities overall.

A third major change in CUFA in recent years has been the support by many of its researchers of the work of the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. This inquiry-oriented approach, for use in both digital and face-to-face environments, emphasizes the need for shifting teaching towards alignment with the best thinking about how students learn across the disciplines. In supporting the C3 Framework, CUFA scholars have pursued numerous related lines of inquiry, created a variety of exemplars and applications of C3 teaching strategies, and offered countless professional development workshops to local and national groups of practitioners.

Finally, in looking forward to the next 100 years, one CUFA executive board member expressed the wish for CUFA's future direction in the most passionate of terms: "I hope that our organization will continue to fearlessly advocate for democracy, take a stand on specific matters of social justice, and be a safe haven for academic freedom." This statement well summarizes the needs of this historical moment and the important ways in which CUFA can become even more visible and active in the social education landscape, both nationally and globally. 🌍

#### Notes

1. Jack P. Nelson, "The Early History of the College and University Faculty Assembly of NCSS: A Personal View," *Theory and Research in Social Education* 25 no 2 (1997): 168–195.
2. College and University Faculty Assembly (2015). The Bylaws of the College and University Faculty Assembly.

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**National Social Studies Supervisors Association**  
**Celebrates its Golden Anniversary**, submitted by  
*Steven Goldberg, 2010–11 NCSS President*



What became the National Social Studies Supervisors Association (NSSSA) started in 1967 as the Local School District Social Studies Supervisors. It originated as an affinity

group formed by social studies educators with similar responsibilities. For several years, it was chaired by the late Dr. Leonard W. Ingraham, director of Social Studies for the New York City Schools.

The group continued to refine its identity and target audience. Two years after it was formed, “school” was dropped from the name, and a year later, it transposed “district” and “social studies” in the title. Still under Ingraham’s leadership, in 1971, the organization became the Social Studies Supervisors Association. A final name change occurred in 1991 when “National” was added. Today, NSSSA is recognized as one of the four Associated Groups of NCSS. Since 1971, the group has been led by a series of public and private school educators who held supervisory roles around the United States. The work of NSSSA is supported by a Board of Directors consisting of both elected and appointed members.

Throughout its history, NSSSA has attracted a wide range of members and conference attendees. Membership is open to supervisors, administrators, teachers, and others who are members of NCSS and have or aspire to have responsibilities for the development, implementation, and supervision of social studies curriculum and instructional programs. Recognizing this, in 1989 the NSSSA Board of Directors adopted a position statement on the role and responsibilities of those identified as social studies supervisors. This statement, revised in 2016, was aimed at supporting current members and welcoming prospective members under a broad umbrella.

The purpose of NSSSA is to promote the interest of the social studies leaders in instruction, curriculum and materials, research, pre-and in-service training of teachers, and social action. NSSSA encourages and assists in the development of sound supervisory practices which result in the improvement of social studies instruction. These goals are supported through an annual conference and through scholarly articles in the NSSSA biannual publication of *The Leader*.



Timeline of past NSSSA Presidents

### Mel Miller Outstanding Social Studies Leader Award

Since 1993, NSSSA has recognized one of its own through an annual award. This recognition is significant because recipients have been nominated by their peers in the profession. Mel Miller was a social studies supervisor from Michigan, a board member, an NSSSA president, and himself a recipient of this annual recognition. Upon his death in 2006, the award was named to honor his contributions and dedication to NSSSA and to the social studies profession.



Past NSSSA presidents (l to r): Alice Reilly, Michael Lovorn, Mert Martens, Becky Ryckley



Mel Miller Award recipients and NSSSA presidents Jane Eason (2009) and Steve Goldberg (2014) with past NSSSA president Chris Elnicki.



Tina Ellsworth (left), 2019 Mel Miller Award winner, with Past NSSSA President Rebecca Bush.

## NSSSA—Mel Miller Outstanding Social Studies Leader Award Winners

1993 Marvin Awbrey (California)	2003 Rebecca “Becky” Finger (North Carolina)	2012 Barbara Hairfield (South Carolina)
1994 Ronald Sartor (Michigan)	2004 Mel Miller (Michigan)	2013 Michael Koren (Wisconsin)
1995 Cynthia P. Henry (North Carolina)	2005 Pam Merrill (Oklahoma)	2014 Steven Goldberg (New York)
1996 James R. Whiteman (Ohio)	2006 Imma Jeanne Alexander (Texas)	2015 Rebecca Reed (Delaware)
1997 Dawn Thomas (Maryland)	2007 Carolyne Creel (Texas)	2016 Nicholas Baker (Delaware)
1998 Thomas A. Gibbons (California)	2008 Cathy Geis (Georgia)	2017 Jessica Joliffe (Texas)
1999 Rita I. Geiger (Oklahoma)	2008 Jason Caros (Florida)	2018 Montra Rogers (Texas)
2000 Mark Willner (New York)	2009 Jane Carter Eason (South Carolina)	2019 Tina Ellsworth (Kansas)
2001 Margaret “Peg” Hill (California)	2010 Stephen Bullick (Pennsylvania)	
2002 Barbara Caffee (Texas)	2011 William Fernekes (New Jersey)	

## Council of State Social Studies Specialists (CS4)



The Council of State Social Studies Specialists was founded in 1965 to provide a vehicle for the exchange of ideas among specialists, consultants, and supervisors of social studies education in various state departments of education/public instruction. The membership

officially meets once a year just prior to the annual convention of the National Council for the Social Studies. Other meetings are planned and held when feasible. These meetings aim to familiarize members with new developments and provide an opportunity for cooperative endeavors and coordination of efforts. Members have many common rules, responsibilities, and problems; yet each has a position that is also unique.

State social studies specialists occupy positions that require a variety of roles to strengthen instruction for students. At times, activities involve the specialists with local schools within the state; with the various bureaus, offices, and divisions of the state education department; with institutions of higher education within the state; with programs established by state and federal legislation; with professional organizations, and with public and private agencies outside of the state department of education.

State social studies specialists provide leadership in developing and improving education in local schools. They serve as liaisons within state education agencies and act as intermediary with colleges and universities. They also serve as advisors for state and federal legislative programs and as consultants to other public and private agencies.

Among school personnel throughout the state, state social studies specialists play a key leadership role. Through recognized competencies as successful classroom teachers, curriculum specialists, and state staff members, the specialists exert leadership for schools and teachers. The state specialists serve school personnel within the state as planners, as resource people, as advisors, as guides, as facilitators, as spokespeople, as representatives, and coordinators.<sup>1</sup>

### Note

1. <https://cs4.socialstudies.org/about/aboutus>

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**International Assembly**, submitted by *Jing Williams*,  
*Associate Professor, University of South Dakota.*



The audience of the International Assembly (IA) includes global-oriented social studies scholars, practitioners from other countries, and global international scholars in the United States. They are social studies teachers, teacher

educators, administrators, and graduate students. IA conducts its own program and business meetings during the annual NCSS conference. At its annual conference, IA has taken a strong leadership role in four key educational events: (1) roundtable sessions for the presenters of research and practice; (2) the election of board officers and representatives from the IA membership to the NCSS House of Delegates; (3) the selection of the Distinguished Global Scholar Award (every three years since 2016); and (4) the selection of prominent international and U.S.-based scholars to serve as keynote speakers at the annual Jan L. Tucker Memorial Lecture.<sup>1</sup>

Since its establishment as an NCSS associated group, in May 1, 1994, IA has played “an essential role in highlighting topics from an international perspective, providing a forum for international educators, and supporting international outreach that is so essential to the National Council for the Social Studies,”<sup>2</sup> as past NCSS President Margit E. McGuire wrote in the *Journal of International Social Studies*. The International Assembly promotes linkages between itself and NCSS to provide opportunities for educators to enhance professional development, enrich social studies learning, share global pedagogy, and promote collaborative research.

The International Assembly has connected to NCSS in all possible aspects. First, each IA Executive Board member works directly or indirectly with the NCSS Board of Directors. For example, the IA president works with the NCSS Board of Directors to plan the NCSS/IA meeting every spring, directs International Assembly affairs in accordance with the NCSS policy manual, writes reports to NCSS Board of Directors every spring, participates in the monthly Leadership Forum, and maintains frequent communication between IA and NCSS. The Program Chair works closely with several NCSS directors to set up the conference proposal submission system and ensure a successful annual IA conference. Most recently, the Marketing member has worked with the NCSS Director of Operations to establish a Giving Page, helping the International Assembly raise funds to support the International Travel Grants and the recognition of the Distinguished Global Scholars.

Second, the International Assembly ensures that it has one representative on each of the NCSS committees. These representatives make sure that the global perspective in social studies education is emphasized within NCSS. Finally, the International Assembly sends four delegates to the NCSS House of Delegates during the annual NCSS conference who report back to the IA President and Executive Committee.

The International Assembly has slowly but steadily gained international participants representing more diverse countries. In recent years, international members have come from Australia, Brazil, Canada, China, Germany, Japan, Netherlands, Nigeria, Saudi Arabia, Singapore, South Korea, Tanzania, Thailand, Trinidad and Tobago, Ukraine, and the United Arab Emirates. In particular, educator membership from Asian countries has increased, particularly from China, Japan, and Singapore. IA

membership from Latin American countries has grown much more slowly. It is important that there be a balance in IA membership from both the US and from around the world.

Since its inception, the International Assembly has aimed to provide a forum for the exchange of ideas and collaboration between members from the United States and other countries. What makes IA valuable is its unswerving focus on a global/international perspective in social studies education and its faithful international membership. For the next century, IA will continue to advocate for an international social studies education and recruit more international educators and scholars, in particular those from Africa and Latin America, to participate in the IA annual conference and in IA governance activities. 🌐

#### Notes

1. For more information about IA, please see <http://ia.socialstudies.org/ia/aboutia>
2. Margit McGuire, "An Historical Account of the International Assembly," *Journal of International Social Studies*, 1 no 1 (2010): 58–60.

### On the Establishment of the International Assembly, *submitted by Margit McGuire, Professor, Seattle University, former NCSS president*

The establishment of the International Assembly in 1994 as an affiliate of NCSS recognized the organization's long-standing commitment to global and international endeavors. Under the leadership of previous NCSS presidents, an international dimension had been realized when former President Jan Tucker spearheaded an international conference at the University of British Columbia with a focus on the Pacific Rim. Sponsorship came from the British Columbia Social Studies Teachers Association and the Washington State Council for the Social Studies, with support from the Alaska and Oregon state councils. This conference set in motion a number of international conferences:



Six NCSS past presidents gathered at the International Social Studies Conference in Nairobi, Kenya in 1994. (From left to right Denny Schillings, Charlotte Anderson, Paul Shires, James Banks, Margit McGuire, and Carole Hahn.)

Miami, 1991; Nairobi, Kenya, 1994; Sydney, Australia, 1997; and Calgary, Canada, 2000.

The impetus for international conferences also raised the need for an associated group within NCSS. After considerable debate, the Board of Directors on May 1, 1994, voted to establish the International Assembly. At the annual meeting in Phoenix in 1994, the International Assembly formally met and approved its constitution. Robert Fowler, of the University of Victoria, Canada, an early and strong advocate for an international assembly, at the Pacific Rim International Conference, served as the first chairperson.

The International Assembly has provided a forum for educators from around the world to gather together and share research and best practices in a less formal setting than the national meeting. The International Assembly has often sponsored notable speakers such as Former German Chancellor Helmut Schmidt in 1999. Additionally, the International Assembly instituted the Jan Tucker Memorial Lecture award in which an educator is recognized for outstanding contributions to global and international education. 🌐

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## RHO KAPPA

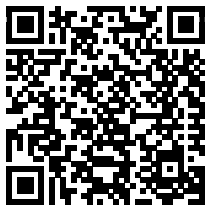
One of the most important NCSS initiatives has been the creation of the system of Rho Kappa Honor societies. Rho Kappa is the only national organization for high school juniors and seniors that recognizes excellence in the field of social studies. Any accredited public or private high school can apply for a local chapter, through which individual students will be inducted into the Rho Kappa Honor Society.

Rho Kappa was initiated by the Florida Council for the Social studies in 2000 based on a model from Fort Myers High School in Fort Myers. NCSS adopted it as the association's official National Social Studies Honor Society and launched the Rho Kappa program in 2011. In 2019, NCSS extended opportunities for student service and recognition to middle school students with the creation of Junior Rho Kappa.

As of mid-2020, there were 815 Rho Kappa chapters and six Junior Rho Kappa chapters around the world. There are chapters in 41 states. The seven international chapters are located in China, England, Italy, Nicaragua, Peru, Singapore and South Korea. In April 2020, Rho Kappa advisors were invited to share images and comments on their experiences. The following comments are excerpted from their responses.



Please scan the following QR codes with your phone to find out more information from the Frequently Asked Questions about Rho Kappa.



Rho Kappa FAQ



Rho Kappa Junior

**Roxanne Bristow, Sponsor of Grayslake North High School, Grayslake, Illinois, Rho Kappa chapter.** The most amazing aspect of being a Rho Kappa sponsor is watching the students develop their voices and use them to improve the school and their community. The students really come alive when they are given the ability to develop their own projects, and it is truly inspirational to watch their leadership and passion grow. Our greatest triumph was hosting a “Women in Power” panel discussion to celebrate Women’s History Month and the 100th anniversary of the 19th Amendment, which also featured the “Rightfully Hers” exhibit by the National Archives. Students loved working on this project and were inspired by the panelists. It was an incredible event created by student leadership.



**Mary Rose Cilento, Faculty Advisor of Rho Kappa Chapter at St. Catharine Academy, Bronx, New York.** Our chapter is 30 students strong, and service to community and school is at the forefront of our chapter activities. We also believe it is important to spread cultural awareness and promote the diversity of our student body. The students created a video to celebrate Black History Month that perfectly encapsulates the mission and diversity of the St. Catharine Academy Chapter. In addition to the video, students provided tutoring for all social studies courses and volunteered in the community. Our goal as a Rho Kappa Chapter is to grow our presence both in the school and the larger community.

**Patricia Sano, Sponsor of Rho Kappa Chapter at Kingwood High School, Kingwood, Texas.** As the Rho Kappa advisor, what I have been most impressed with is the incredibly diverse students who have a common love for the social sciences. Our chapter feeds this commonality by providing opportunities for civil discourse, service learning, fellowship and academic competition.

Chapter Events at Kingwood HS for the 2018–2019 school year included a *Les Miserables* Movie Night, Dunkirk Movie Night, a Communism Seminar, Tet Offensive Seminar, World War I Seminar, City of Houston Service Opportunity where students wrote letters thanking veterans, a Border Security Seminar, Merits of NATO Seminar, Senior Cord Ceremony and Induction Ceremony. During 2019–2020, students conducted a Global Warming Seminar and organized donations of cards and jeans, a Middle East Seminar. and a Holiday Culture Social.



Kingwood High School Rho Kappa small group seminar table discussion.



The 2019–2020 Kingwood High School Rho Kappa yearbook photo.



Students at the United South High School, Rho Kappa chapter, Laredo, Texas.

**Melissa Ann Saenz and Fabiola Fernandez, Sponsors of the Rho Kappa Chapter at United South High School, Laredo, Texas.** The greatest challenge has been to develop our brand as the first chapter in our county and create ourselves to become an impactful force. Despite this struggle, it was encouraging to see how our members pulled together in participating in and hosting several events such as Hispanic Heritage Month, Move Texas Voter Registration Drive, Mercy Ministries Community Health Clinic for cancer awareness, and Father McNaboe Park Tree Planting and Clean up Event, a community planting initiative.



Student from Cooper City High School's Rho Kappa Chapter unboxes their new shirt design.

Aruna Mathura, Advisor of Jr. Rho Kappa program at Walter O. Krumbiegel Middle School, Hillside, New Jersey. This was the first year that Jr. Rho Kappa was available, and our students and I are proud that we were able to get a charter for our school. The inaugural group of Jr. Rho Kappa students at Walter O. Krumbiegel were 13 amazing students whose determination for success and service to others have helped build our school and township communities.



**Karen Thomas, Sponsor of Cooper City High School's Rho Kappa Chapter, Broward County Public Schools, Cooper City, Florida.** Rho Kappa brings a central focus to students who have excelled within a social studies subject area and rewards them for their stellar academic achievement. I am proud that Rho Kappa is there to recognize and give them that honor. The society has stood out based on our continual involvement with activities at our school and is well recognized.



Above: Students from Cooper City High School Rho Kappa chapter in Florida operate and promote a food drive.



## NCSS COMMUNITIES



NCSS Connected

NCSS communities were originally formed as Special Interest Groups (SIGs) in the mid-1980s by individuals who completed their terms on NCSS committees and who wanted to continue working on and advancing the related issues. These SIGs were converted to Communities in 2007. Together with the Associated Groups they acquired seats on the NCSS House of Delegates and have been active participants in NCSS governance. The QR code to the left leads to the 27 Special Interest Communities listed on our NCSS Connected page.

Connected is the platform where members participate in discussion or share feedback and resources.

In the pages that follow, leaders from several of these Communities discuss the formation of their Communities, leadership, connection to NCSS and goals moving into the next century.

A special Communities Showcase is an important part of each NCSS annual conference. To join NCSS Communities visit the Connected page at <https://connected.socialstudies.org/ncsscommunities/allncsscommunities>. There are no limits to the number of Communities NCSS members may join.

### **Academic Freedom Community** *submitted by Robert L. Dahlgren, Chair, SUNY Fredonia, New York*

The Academic Freedom Community serves K-12 and college-level educators interested in or concerned about issues related to the intellectual autonomy of educators in the United States and abroad.

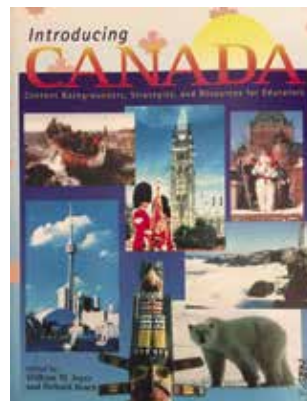
The community's chair attends state council meetings and NCSS national meetings, where he or she attends the House of Delegates Meeting. Our community convenes a business meeting at NCSS annual meetings and hosts a community session. Our Community has maintained a membership of about two dozen committed members since its inception as a Special Interest Group in 2005. Our main mission and goal for the future is to track abuses of academic freedom in K-12 schools and colleges and universities.

### **Canada Community** *submitted by Betsy Arntzen, Chair, Canadian-American Center, University of Maine, Orono.*

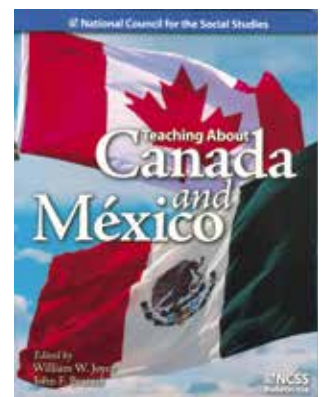
The Canada Community connects teachers, faculty, professional development providers and others who teach about Canada. We provide a wealth of resources to share understandings about Canada through workshops, community showcases and publications.



Some members of the National Consortium for Teaching Canada, Tom McGrath (VT), Frossa Loer (NY), Betsy Arntzen (ME), Ruth Writer (MI) and Dean June (NY).



**Bulletin 94: Introducing CANADA: Content Backgrounders, Strategies, and Resources for Educators (1997)**



**Bulletin 104: Teaching About Canada and Mexico**

### **Civic Learning and Engagement Community** *submitted by Janis Kyser, Chair, Tennessee Center for Civic Learning and Engagement.*

The Civic Learning and Engagement Community works to investigate, consider, and propose ways of defining, promoting, and enhancing effective citizenship within NCSS, the profession, school settings, and society. We are committed to ensuring that every young person acquires the civic knowledge, skills, and behaviors necessary for informed and authentic civic engagement. This pledge includes preparing educators with quality professional development, high quality resources, research, and access to civics scholars.

Our goal is to make the necessary systemic changes to expand quality civic education at the elementary, middle, and high school levels.

Join us as we connect members to explore current civic education topics and support the implementation of effective policies and practices to ensure that students engage in high quality civic education for generations to come.

**Early Childhood Educators Community** submitted by Kim Heckart, Chair, College Community School, Cedar Rapids, Iowa. The Mission of the Early Childhood and Elementary Community is to provide leadership, representation, and support to early childhood and elementary educators. As our vision statement says: “No matter their ages, all children deserve continuous access to high quality social studies instruction.”

Our goals include connecting with other communities and associated groups to create resources, partner in projects for elementary teachers, and advocate on social media outlets to connect with educators. The Community communicates via Facebook and Twitter with innovative ideas and current projects. We also create and promote webinars to promote best practices in social studies. We connect with our membership both at

conferences and throughout the year. We also present Notable Trade Book sessions at the Annual Conference. Many of the NCSS Notable Trade Book lesson plans that are created for the Early Childhood Educators Community (ECE/ELE) sessions on Notable Trade Books are submitted, reviewed, and published in the internationally recognized journal *Social Studies Research and Practice*, for dissemination to a global audience.

Our Position Statements on Early Childhood are located at [www.socialstudies.org/early-childhood-social-studies-context](http://www.socialstudies.org/early-childhood-social-studies-context), and on the Elementary Level at [www.socialstudies.org/positions/powerfulandpurposeful](http://www.socialstudies.org/positions/powerfulandpurposeful). Our webinars may be found on the NCSS platform. Our Twitter account is @EcNcss; Facebook at [www.facebook.com/NCSS.EC.ELE/](http://www.facebook.com/NCSS.EC.ELE/) and our website is at <https://ncssece.weebly.com/>

Photos courtesy of Mark Finchum



Above: Members of the Eastern Band of Cherokee Indians perform a traditional Cherokee dance during the tour of New Echota, Ga. Right: Antonio Gonzales (Comca'Ac/Chicano), a former participant of the Alcatraz Island occupation, gestures toward the water tower at Alcatraz during a pre-NCSS conference tour in 2017.

**Indigenous Education Community** submitted by Mark Finchum, Chair, Jefferson County Schools, Tennessee, retired.

The Indigenous Education Community is focused on helping teachers understand the history and culture of Native cultures and developing methods for teaching indigenous content in an accurate and respectful manner. Our community offers sessions at the NCSS national conference, pre-conference clinics, tours, and resources to help teachers achieve these goals. As examples, our community has hosted tours of New Echota, Georgia, the last capital of the Cherokee Nation before Removal. Participants were able to tour the site and also participate in traditional Cherokee dances.

Another tour was to Alcatraz Island, the site of a 19-month occupation by Native activists. This tour was led by one of the activists who took part in the occupation. Community members also receive notices concerning professional development opportunities and other resources throughout the year. In addition, community members work on creating webinars and articles for NCSS publications. All NCSS members with an interest in American Indian history, culture, and current events are encouraged to join. (<https://connected.socialstudies.org/ncsscommunities/allncsscommunities>)

**Friends of NCSS** submitted by Rozella Clyde, Chair, Educational Director, Clydeoscope Educational Consultants, LLC, Chatham, New Jersey.

The Friends of NCSS is the unofficial hospitality committee for NCSS. We assist NCSS in its mission of providing leadership, service, and support for social studies educators. Most community members are past (or present) NCSS or state council presidents, board members, committee members, conference presenters, active and retired educators, and pre-service teachers. Our community supports first time conference attendees through outreach after the conference offering information on how to be more involved in the work of NCSS. We also provide information about NCSS special interest communities to annual conference attendees and promote community membership.

The Friends of NCSS community organized this 100th anniversary commemorative publication of *Social Education*, soliciting input from all areas of NCSS life and involvement. We look forward in the future to creating a mentorship program for new teachers, supporting the work done by local and international social studies educators, and encouraging the expansion of Rho Kappa and Junior Rho Kappa chapters around the globe.

**NCSS Human Rights Education Community** submitted by Rosemary Ann Blanchard, former Chair, Associate Professor of Education Emeritus with California State University Sacramento. The Human Rights Education Community is made up of social studies educators at all levels of education (Pre-K through graduate). In 2012 we submitted a petition to the NCSS Board of Directors (BOD) for recognition, describing our intention as follows:

The Community's goal is to enrich and strengthen the presentation of the fundamental concepts of universal human rights and international humanitarian law, and their relevance to American civic life, community relationships and global understanding within the core social studies curriculum.

Our community was officially formed in 2013, and since that time we have worked to overcome the marginalization of education about universal human rights and international humanitarian law.

Our current leadership is a coordinating team of NCSS members who have through education and experience made a significant commitment to human rights education and the practice of human rights supportive pedagogy. The HRE Community regularly and fully participates in the NCSS annual conference, with a Community Scholar presentation, participation in the Community Showcase, often a Community Reception open to all conference attendees, and with representation in the House of Delegates. During the seven years of the HRE Community's existence, we have:

- Successfully proposed an NCSS Position Statement on Human Rights Education ([www.socialstudies.org/positions/human\\_rights\\_education\\_2014](http://www.socialstudies.org/positions/human_rights_education_2014))
- Edited a special section in *Social Education* on human rights that provided examples of lessons and standards integration as well as the NCSS Position Statement on human rights education (*Social Education* 79, no.3, May/June 2015)
- Contributed to the elevation of HRE competency in the 2017 NCSS National Standards for Preparation of Social Studies Teachers ([www.socialstudies.org/standards/teacherstandards](http://www.socialstudies.org/standards/teacherstandards))
- Secured NCSS affirmation of the importance of the 70th Anniversary of the Adoption of the Universal Declaration of Human Rights, through an NCSS BOD resolution and special content in *The Social Studies Professional (TSSP)*, no. 295, Nov. 20, 2018).
- The HRE Community Chair, Rosemary Blanchard, was interviewed in *TSSP* no. 295 regarding the 70th Anniversary of the Universal Declaration of Human Rights
- The HRE Community, through its representation in the NCSS House of Delegates (HOD), has proposed various resolutions that have been approved by the HOD, sent on to the NCSS Board of Directors (BOD) and adopted by the BOD:

#### EXAMPLES:

- RESOLUTION #19-04-3. NCSS to honor the 30th Anniversary of the Convention on the Rights of the Child by affirming its support for CRC Ratification, by urging local implementation of child-friendly policies and programs and by encouraging child-rights based youth initiatives.
- RESOLUTION #18-04-5. EXPRESSING the commitment of the National Council for the Social Studies and its members to resist furthering or legitimizing the detention of migrant children or their separation from their families, in violation of international and domestic law, and to employ the skills of civic literacy to help students evaluate and respond to actions by any government that violate fundamental human rights of children and families.
- RESOLUTION # 17-04-4. NCSS to encourage and support school-wide and district-wide programs that promote and model respect for the dignity and humanity of every person.
- RESOLUTION # 16-04-2. NCSS to encourage the United States Government to include support for human rights education in public schools as part of its commitment to honor various ratified treaties and approved declarations regarding human rights and humanitarian law.

The HRE Community maintains both a members' site with a distribution list on the NCSS website and a Facebook page for the community and those interested in the community.

In the coming century, we hope to see the ideals expressed in the NCSS Position Statement on Human Rights incorporated into social studies standards, curricula, lesson plans and practices. We hope to see every certified teacher of any subject, and particularly social studies teachers fully grounded in human rights concepts, values and practices. We hope to see human rights principles and practices inform the way in which education is experienced by every child.

**Issues Centered Community** submitted by Mark Previte, associate professor, University of Pittsburgh Johnstown, retired. The Issues Centered Education Community (formerly "Special Interest Group") was founded in the early 1990s. Its purpose is to introduce issues-centered approaches to teaching social studies and other content areas, with the aim of creating stronger linkages between students' lives and the subjects, topics, issues, and themes they study. If education is to reflect life, social studies teachers must prepare students for citizenship by confronting and evaluating past and present issues. According to Shirley Engle and Anna Ochoa (1986), two leading scholars of Issues Centered Education: "Democracy is a way of life that is learned as it is questioned, thought about, criticized, practiced and improved."<sup>1</sup>

Issues Centered Social Studies Education is an approach to teaching history, government, geography, economics, and other social studies courses through a focus on persistent social issues. It focuses on making social progress by posing problematic questions to be addressed and answered. Problematic questions may address problems of the past, present, or future; they may involve disagreement over facts, definitions, values, and beliefs; they may arise in the study of any of the social studies disciplines, or other aspects of human affairs.<sup>2</sup> If students are being prepared to assume their citizenship roles, then, classrooms should be viewed as sites of deliberation where they practice the skills of democratic citizenship. Greater voice and control should be placed in the hands of the students, especially in the areas of curriculum selection to increase their motivation and make relevant connections to their work.<sup>3</sup> It is the responsibility of the teacher to evaluate the applicability of the subject matter to be presented in relation to the life experiences of the pupil.

This approach requires teachers to go beyond the single textbook and offers students access to a wide range of curriculum materials to help them recognize the historical and/or contemporary impact of issues as well as the cross disciplinary connections among social studies, language arts, mathematics, science and the performing arts. The National Council for the Social Studies publications (*Social Education*, *Middle Level Learning* and *Social Studies and the Young Learner*) offer a wide-ranging series of articles to assist teachers in the development of their course curriculum and teaching methodology.

These issues include identifying American values, becoming change agents and taking informed action, confronting bullying, genocide, poverty, advocating for children's rights, LGBTQ rights, human rights, sports and gender equity, identifying the impacts of climate change, and developing consumer and media literacy.

Creating effective citizens in the 21st century requires an instructional and curricular philosophy that permits students to wrestle with the study of issues through a reflective approach.

#### Notes

1. Shirley H. Engle and Anna O. Ochoa, "A Curriculum for Democratic Citizenship," *Social Education* 50, no. 7 (Nov–Dec 1986): 514–16, 518–25.
2. R. W. Evans, F. M. Newmann, and D. W. Saxe, "Defining Issues-Centered Education," in *Handbook On Teaching Social Issues*, eds. R. W. Evans and D. W. Saxe (Washington, D. C., National Council for the Social Studies, 1996), 2–5.
3. R. L. VanSickle, "The Personal Relevance of the Social Studies," *Social Education* 54, no. 1, (1990): 23–27, 59; S. S. Shermis, "Edgar Wesley and the Definition of Social Studies," *Social Education* 50 (November/December 1986): 521.

#### **National Board for Professional Teaching Standards (NBCT) Community** submitted by Kim O'Neil, NBCT

*Community Chair, Elementary Teacher, Liverpool, New York*  
The Goals of the NBCT Community are to inform NCSS members about the National Board standards and assessment process and to assist and support all teacher candidates through their candidacy or maintenance of certification and teachers interested in pursuing board certification. Kim O'Neil and Alvin Peters serve as co-chairs.

At each NCSS annual meeting, the NBCT Community presents a workshop session and holds a community meeting. In 2018, at the NCSS Chicago conference, attendee Kevin Podeweltz received notification that he had achieved National Board Certification on that day!



Alvin Peters, NBCT (left) Kevin Podeweltz, NBCT (center), and Kim O'Neil, NBCT (right).

**Psychology Community** submitted by *Daria Schaffeld, Chair, Prospect High School Mt. Prospect, Illinois*

In 1977, realizing that psychology teachers lacked a network within their schools as well as representation in the larger NCSS organization, Barry Beerman and Bob Goodale formed the “PESIG,” Psychology Educators Special Interest Group (the first NCSS SIG). In 1980, at the 60th NCSS Annual Meeting, Jim Matiya and Dale Kinney assumed leadership and continued the quest to provide psychology teachers with unique classroom teaching techniques and strategies while presenting each year at the NCSS Annual Conference.

Though our name changed in 2007 from the Psychology SIG to the Psychology Community, our focus has remained the same: to help psychology teachers be the best they can be.

Our membership outreach includes several actions. We write three digital newsletters a year providing our community with lessons, activities, resources, and information about profes-



Psychology Community Leadership Team at the Chicago Conference, 2018.

sional development, and we meet at the annual conference. Our members also may contribute to the newsletter via guest submissions, spotlight features and liaisons to other professional organizations. We have increased our social media presence including a Members only Facebook page, Twitter, and Instagram. We have also begun using Facebook Live to stream some of our presentations to Community members who are not present at the conference.

Psychology Community members help plan psychology programming for the annual conference and sit as members of the House of Delegates. We strive to create a memorable and valuable experience for community members at the annual conference. From programming to local sightseeing and social networking, we try to organize and include as many community members as possible.

The mission of the NCSS Psychology Community is to unite psychology teachers, build a collaborative environment, and to advocate for the science of Psychology. Our Community supports Psychology teachers at various levels from on-level, AP and IB, and different ages of schooling (middle and high school to higher education).

Looking ahead, the Psychology Community aims to continue our advocacy for quality high school psychology instruction, to encourage members to share contributions in our newsletters and to take active participation in NCSS committees.

**The Technology Community**, submitted by *Nick Lawrence, Chair*

The Technology Community strives to create learning experiences for anyone interested in what takes place at the intersection of technology and the social studies.

We are active year-around within NCSS, creating learning experiences for educators across the country both in online



A packed session of the Psychology Community at an annual conference.

settings and at the national and state conferences. We also push for reforms within NCSS, including creating a wider community as a council that supports teachers more effectively 12 months out of the year. In that vein, we have written position papers that have been adopted by the Board of Directors, established partnerships with major technology companies, and worked to model what an online professional learning community can be.

The Technology Community has evolved over the years with changes in membership, leadership, programming and technology. It began when “new technology” consisted of overhead projectors and marker boards. Prior to 2014, there

were several efforts to establish an online presence to share resources between community members. It was at the conference in Boston in 2014, however, that a period of consistent growth and expansion of programming began.

Our goals for the next 100 years will hopefully remain similarly framed! We will continue to connect and support educators so that they can share best practices in the implementation of instruction technology while demonstrating to their students how technology can be used to civically engage. We will also continue to work to publish academic works around this and explore the intersection of social studies and technology.🌐

# Teaching Writing in the Social Studies

Joan Brodsky Schur

NCSS Bulletin 118, 143 pages, 2020

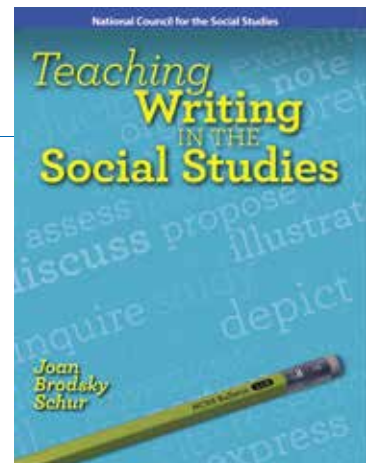
Good writing skills are a pathway to academic success and a lifelong asset for students. The social studies disciplines offer excellent opportunities for the development of these skills because social studies subjects require students to present information clearly and accurately, to summarize different perspectives, and to construct persuasive arguments.

In this book, Joan Brodsky Schur draws on her extensive experience as a teacher of both social studies and English to show how social studies teachers can integrate excellent writing instruction into their courses. In every chapter, she recommends several writing strategies, each of which is embedded in social studies content, to show how thinking skills, mastery of information, and writing reinforce one another. The chapters of the book present a structured progression in which students become proficient at writing on a small scale—for example, through short writes, or paragraphs about clearly defined topics—as the foundation for more ambitious projects such as essays and research papers. This book offers invaluable suggestions that will help social studies teachers in grades 7 through 12 to teach the skills of communication and self-expression that will enable students to achieve their college and career goals and become effective citizens with a voice in American society.

Joan Brodsky Schur is a social studies consultant, author, and teacher who taught both social studies and English to students in New York City for three decades. She is the author or co-author of six books for teachers on topics related to United States and world history, including *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–10*.

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