

Indoctrination without Apology: Social Studies Teachers Share Strategies on How to Mold Students

By Mary Grabar



President Obama's sister -- "peace educator" Maya Soetoro-Ng -- is shown at the Democratic National Convention in 2008. She is associated with the National Council for the Social Studies (NCSS). The NCSS teaches students to become global citizens and commit themselves to "peace" and "social justice." Obama's group "Organizing for America" is recruiting students for the "progressive" agenda in the public schools.

Introduction

By Cliff Kincaid

America's Survival, Inc. (ASI) held a "Communism in the Classroom" conference at the National Press Club in Washington, D.C. on August 20, 2009. Professor Mary Grabar was a featured speaker, analyzing the activities of University of Illinois Professor Bill Ayers, a former leader of the communist terrorist group, the Weather Underground. Bill Ayers and President Barack Obama were political associates and worked on educational issues together when Obama was an Illinois state senator.

In his best-selling book, *Dreams from My Father*, Obama said that when he went to college he picked Marxist professors and others as friends in order to avoid being perceived as a "sellout." On page 100 of the book, he declared, "To avoid being mistaken for a sellout, I chose my friends carefully....The Marxist Professors and structural feminists and punk rock performance poets."

Grabar's ASI report, *The Extreme Make-Over of William Ayers: How a Communist Terrorist Became a "Distinguished" Professor of Education*, proves that Ayers is an educational fraud and that his "teaching" methods consist of communist tactics of brainwashing and disinformation, similar to what had been exposed decades earlier in Communist Party defector Louis Budenz's book, *The Techniques of Communism*. This report and other material on corruption in education can be found at our web site www.usasurvival.org

Grabar turns her attention in this report to the powerful National Council for the Social Studies (NCSS), which says it represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies. Obama's sister, "peace educator" Maya Soetoro-Ng, was supposed to be a speaker at this conference but has been rescheduled for 2010. Her official bio says that, "From 2007 to 2008, Maya Soetoro-Ng was an avid campaigner for her brother, President Barack Obama, for whom she worked on outreach to teachers, women, Latinos, and Asian Pacific Americans. Part of her campaign work involved visiting schools and discussing Obama's education platform. She has a long and rich background in global and multicultural education." It can safely be said that she believes in education for a purpose. That is the same mission of the NCSS.

Despite the failure of Soetoro-Ng to appear, Grabar found much at the NCSS to investigate and analyze. Her shocking analysis finds that this educational association operates on the following assumptions:

- That the use of Euro-thinking, i.e., linear and logical methods, be avoided in favor of other methods associated with Native American traditions.

- That students eschew contemplative activities for group work, puppets, songs, and quick responses to emotional prompts.
- That students be groomed to become “global citizens” committed to “social justice.”
- That students eschew writing for multimedia “doing” projects.
- That students practice good citizenship by taking on community projects and community service.
- That students be exposed to Islam as a positive alternative to the Judeo-Christian traditions.
- That students gain an understanding of LGBT (Lesbian, gay, bisexual and transgender) issues.
- That students gain sympathy for illegal aliens.
- That students be used to promote political issues, i.e., for D.C. statehood at the behest of its “shadow senator.”
- That liberal-left National Public Radio should provide curricula and teachers to the classroom.
- That government agencies should have a presence in the classroom and recruit children to do their bidding, like bugging parents to fill out Census forms.
- That in discussing World War II attention should be focused on victims of the Nazis, but not of communist regimes.

We have found fresh evidence of how the schools are being used for political indoctrination. Pamela Geller’s blog Atlas Shrugs revealed that an Ohio school teacher was handing out “Organizing for America” internship forms to recruit students to “build on the movement that elected President Obama by empowering students across the country to help us bring about our agenda...” Organizing for America is the successor to Obama for America.

She reported, “Chuck, a reader of my website AtlasShrugs.com, has a daughter in the eleventh grade in a public high school, Perry Local in Massillon, Ohio. The teacher in her government class passed out a propaganda recruiting paper -- headed with Obama’s distinctive ‘O’ logo -- asking students to sign up as interns for Organizing for America...The form carries a recommended reading list, including *Rules for Radicals* by the notorious hard left community organizer and Obama mentor Saul Alinsky; two *Huffington Post* articles by Zack Exley,

'The New Organizers' and 'Obama Field Organizers Plot a Miracle.' The first of those, published in October 2008, enthuses about 'an insurgent generation of organizers' inside the Obama campaign that has, "almost without anyone noticing ... built the Progressive movement a brand new and potentially durable people's organization, in a dozen states, rooted at the neighborhood level."

Mary Grabar's report about social studies teachers makes it clear that this is not an isolated example. The Ohio case is simply more overtly partisan than most.

Grabar was born in Slovenia and escaped communist Yugoslavia as a two-year-old with her parents. She grew up in Rochester, New York, and moved to Atlanta in the 1980s. She earned her Ph.D. in English from the University of Georgia in 2002, and now teaches part-time on two campuses in and near Atlanta. She writes for such publications as *The Weekly Standard*, Pajamas Media, Minding the Campus (Manhattan Institute), Clarion Call (The John William Pope Center for Higher Education), CNS News, *The American Spectator*, *The Atlanta Journal-Constitution*, Big Government, and Townhall. Her poetry and fiction have been published in *Saint Ann's Review*, *The Pedestal*, *Ballyhoo Stories*, and other journals. She is a contributing editor to the *Chattahoochee Review* and has completed two novel manuscripts, one a satire about the sexual revolution and higher education, and another, a semiautobiographical literary mystery involving immigrants from communist countries.

Executive Summary

By Mary Grabar

If anyone doubts that indoctrination takes place in our schools, he should attend the annual National Council for the Social Studies conference. The NCSS is the major professional organization for social studies teachers from pre-kindergarten through high school. Their 2009 annual meeting in November drew about 3200 educators. Teachers met in Atlanta to share pedagogical strategies in workshops and through poster sessions. They listened to speeches and visited booths offering curriculums. For their attendance—paid for by taxpayers and less frequently through private tuition—they earned graduate credit and continuing education credit. As they imbibed the decidedly progressive atmosphere they thus made themselves eligible for promotion and raises in salary. I spent two days and one evening sampling from over 400 sessions, over a dozen speeches, and several cultural events.

I have been writing about education for a number of years and have taught at the college level for nearly twenty. I am familiar with the left-wing bias in higher education and have witnessed the decline in intellectual abilities of college students. But even I was surprised to see that blatant political bias in curriculums, anti-intellectualism, and emotional manipulation of often very young children are accepted as a matter of course in our schools. Among the troubling trends were the promotion of primitivism (in the form of Native American “thinking”) and of Islam. A District of Columbia Senator encouraged very receptive teachers to propagandize his cause of DC statehood and use children to lobby legislators. A middle school teacher detailed how she used an adult-level polemic to induce feelings of sympathy for illegal aliens. Government agencies like the Census Bureau and the Federal Reserve Bank sent officials to offer their curriculums and teaching strategies, and ask teachers to recruit students to do their bidding. The tax-supported National Public Broadcasting Corporation sent numerous representatives to present workshops on using PBS-produced curriculums and even teachers in the classroom. When actual U.S. history was presented it was from the perspective of various “victims.” Vital facts about political issues and historical events were routinely omitted from the workshops, curricular materials, and speeches. The presence of an alternative perspective was limited to a handful (among hundreds) of out-of-the-way booths (Hillsdale College and Ashland University, for example).

In workshops, the goals of effecting “social justice” and using children in the public forum were openly advocated. Teachers were overwhelmingly and uncritically receptive to messages from government officials, politicians, advocacy groups, and activists. (A listing of the workshops grouped by broad categories appears at the end of the report.) I could not find one that promoted a positive view of the U.S. and the West. The idea of patriotism never came up. Nor was there a speaker to offer such an alternative perspective, including to that

of keynote speaker historian Eric Foner, an apologist for communism. And while several workshops focused on the victims of the Nazi regime, none did for the communist regimes.

The sessions I attended were as follows:

“Hooray for Heroes”: by Dennis Denenberg who uses puppets and projects (that do not include writing traditional papers) to promote certain generally leftist heroes, like Eleanor Roosevelt.

“Teaching Like a Native”: presented by Native American teachers and a “Euro-Canadian” teacher who offered advice for reaching Native American students who see history differently and learn in a different way.

“Muslim Perspectives Through Film and Dialogue: Understanding, Empathy, Civic Discourse”: Barbara Petzen of the Saudi Arabian-funded Middle East Policy Council at Harvard University promoted a film called *Allah Made Me Funny* that featured three young, hip Muslim comedians. The insults against Christianity were subtle, but Islam was presented as an appealingly tolerant religion of virtuous young people.

“Exploring the Human Rights of Illegal Immigrant Students and Communities”: presented by middle school teacher Martha Infante who used the high school/adult level book, *Enrique’s Journey*, in her class. Her exercises were blatant displays of emotional manipulation to get students to accept illegal immigration.

“Count Me IN! Census and Economic Sustainability”: by the Census Bureau. Teachers were encouraged to use the free educational materials from the Bureau. But Bureau officials also stressed the importance of conveying the assurance of privacy to students whose parents might not be English speakers. Funding for schools and accurate counts for redistricting were stressed. Students were to be enlisted as “advocates for participation in the 2010 Census.”

“‘Doing’ Social Studies in Georgia”: an all-day thematic display of Georgia programs that teach social studies through various activities. A couple students who had participated in the Georgia Governors Program (a summer program) testified about the value of the experience, while revealing that topics learned included such things as the history of hippies, the “rape of Africa,” and “the psychology of the serial killer.” A demonstration of high school student group work was then put on display with music and “I feel” prompts for group discussion. The Ron Clark rappers of the Oprah-praised academy of the same name performed next. Ron Clark gave a promotional speech for his school that enjoys corporate support and features a bungee jump and slide between floors. Another student group demonstrated how they learned economics through

raising money for Heifer International. The other two sessions (which I did not attend) emphasized service learning.

“Fulfilling Democracy for All Americans”: featured Senator Michael Brown’s pitch for DC statehood. He offered teachers sources for curriculums from advocacy groups and urged them to get students actively involved in the cause. Nary a mention was made of the founders’ original arguments for keeping the District of Columbia neutral.

“Yes We Can! Students Making a Difference Through Service Learning”: the story of an elementary school student who, motivated by her friend’s death from cancer, began the group Friends Helping Friends. Other students engaged in service learning offered opinions on how they plan to improve the world.

“WAMC Public Radio Student Town Meetings: Civic Awareness & News Literacy”: by Maryanne Malecki employed by National Public Radio who works as a “stealth teacher” in the public schools and bragged about persuading seventh- and eighth-graders to “champion social justice.” While publicly funded PBS participated in several workshops, there were none for conservative media.

I learned that not only are students presented politically biased information, but they are emotionally manipulated into believing it. “The Civic Mission of Schools,” which served as the stated theme for the conference, does not seem to involve producing well-educated and independent-thinking citizens.

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The praise songs to Barack Obama by school children and the [University of Minnesota's](#) ideological litmus test¹, the insistence that race, class, gender be the “overarching framework” for classroom lessons, would not be as shocking to the general public had they attended the 89th Annual Conference of the National Council for the Social Studies

Meeting in the gigantic Georgia World Congress Center and the Omni Hotel in downtown Atlanta, about 3200 social studies teachers and educators came together for several days in November largely to share techniques for using their social studies curriculums to advance “social justice.” The line-up of entertainment, speakers, panels, curriculum providers, publishers, poster panels, and workshops all pointed toward advancing a progressive political agenda. The modes of instruction, too, complemented a curriculum that abandoned historical objectivity for promotion of ideology. The alternative perspective was limited to the presence of less than a handful of out-of-the-way booths by conservative institutions like Hillsdale College and the James Madison Constitution Center among over 130 exhibitors. Among the over 400 sessions, workshops, and clinics offered, not one promoted a traditionally patriotic perspective or the upholding of traditional Judeo-Christian principles. NCSS President Syd Golston’s message in the program stated, “The civic mission of schools, the creation of active and empathetic citizens who can change our world, is the focus of our activities.” Although knowledge is not mentioned in Golston’s message, the workshop leaders were keenly aware of *mandated* guidelines and made a point of demonstrating how teachers could mold the material to adhere to official learning objectives.

The conference seemed to prove the claims that Augustin Rudd made in *Bending the Twig*—that social studies was a new subject devised to replace the objective study of history and civics. Indeed, the overwhelming assumption among the teachers is that the teacher’s duty to “her” kids (as each commonly referred to “my kids”) is to advance the goals of “social justice.”

Thus, they do what Rudd in 1957 accused progressive educators of doing: of assuming parental roles and indoctrinating instead of educating children. (At the conference, this objective was couched in terms of caring about the “entire student.”) Rudd took to task progressive educators like William Kilpatrick (a

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<http://www.startribune.com/opinion/commentary/70662162.html?elr=KArksc8P:Pc:U0ckkD:aEyKUiacyKUnciaec8O7EyUr>

disciple of John Dewey) who in 1932 advocated expanding the role of schools.² Kilpatrick criticized the traditional curriculum as “largely bookish, often conventional and snobbishly ‘cultural.’”³ He attacked also the “safe” content: “mathematics, Latin, English, classical literature, modern languages, general history, physics.” Such subjects, he charged, offer no “critical consideration of life’s problems as the young face them” and no interest in the “common good” beyond “school spirit.”⁴

Kilpatrick’s critique echoes that of the Progressives who came before him and who would continue working in the schools, even during periods of political conservatism. Infused with hubris, Progressives saw their mission as not simply educating citizens, but molding a new kind of citizen to usher in a new social order. Thus, the objectives of educators reach far beyond what parents, taxpayers, school boards, and employers would assign them.

Taxpayers and tuition payers, furthermore, now pay for these teachers to gather at the NCSS conference to learn new strategies for molding students. They pay not only by funding teachers’ travel and tuition expenses, and substitute teacher expenses, but with higher salaries that are awarded to these teachers as they earn credits towards advanced degrees. According to NCSS’s Conference Services Coordinator Rachel Clausen, teachers in Georgia and other places earn Professional Learning Units (PLUs) for making presentations or attending the sessions. PLUs are part of the expected continuing education for teachers, and are taken into consideration when decisions on promotion are made. Those in a graduate program could earn the credits of one graduate seminar by attending fifteen hours of sessions and writing a 3-5 page paper summarizing what they’d learned. In Georgia, a teacher with an advanced degree gets a significant bump in salary that carries over into retirement. For the social studies teacher, it’s a win-win situation.

As samplings of workshops over two days and perusal of booths and poster sessions, as well as attendance at the keynote speech, demonstrated to me, the last concern of the vast majority of these educators is historical knowledge, literacy, or independent thought. In fact, taken as a whole, this conference demonstrated a lack of awareness of even age appropriateness of subject matter and teaching methods. As they speak and share among themselves, these educators openly admit to aims of indoctrination.

Furthermore, the “New Educationists,” like Kilpatrick, that Rudd wrote about have become the mainstream educationists. The suburban high school teacher who lives down the street could have been at the conference learning

² Rudd, Augustin G. *Bending the Twig: The Revolution in Education and Its Effect on Our Children*. (New York: Sons of the American Revolution, 1957).

³ Kilpatrick, William Heard. *Education and the Social Crisis: A Proposed Program*, (New York: Liveright Publishing, 1932), 56.

⁴ *Ibid.*

new strategies for teaching social justice. While Rudd wrote about community resistance in the 1950s, today the New Educationists draw very little protest or notice in their communities.

Rudd noted that “It is their contention that the time given to history (also geography and civics) could be more advantageously used if courses of instruction emphasized subject matter ‘especially selected’ to prepare our youth for the new social order.”⁵ To this end, social science courses “supplant history, geography and civics as separate subjects.” History “is confined largely to material of ‘social significance’ or otherwise believed to be of advantage to their purpose.”⁶ As workshops indicated, selective historical events—slavery, the American Civil Rights Movement, the Holocaust, Indian removal, the women’s movement—become the focus in order to advance a progressive ideological agenda.

Today, the designations of history, geography, and civics still apply—as evidenced by the official categorization of workshops. A new social order remains the objective, though. For example, a workshop on middle level to junior high school “economics” was titled “Conscious Consumption for Citizens in a Material World” that promised to help the teacher “Guide your students in examining their personal economic decisions by thinking critically about their values, mass media, and the impact of consumption on the environment.”

The second part of Rudd’s critique, “the teaching concept behind this sabotage of history,” was evidenced in pedagogy that allowed barely five minutes of concentrated study for the student. Rudd links this back to “Dewey’s Activity Program” of “learning by doing.” Rudd rightly points out that Kilpatrick’s prescription of assigning one-third of school time to “the study of social life and institutions” and another third to “socially useful activities” leaves very little time for academic studies.⁷ He correctly diagnosed such a teaching method as a perfect complement to the political agenda of a new social order. Today’s educators now have many technological tools to assist them in such activities. Words like “learn” and “study” have been replaced by such words as “doing”—as in “Doing Social Studies.” In fact an entire day’s presentation on Georgia programs was presented under the umbrella title, “Doing Social Studies.” In addition, to the emoting and talking in peer groups that was demonstrated in these workshops, “doing social studies” involves community service projects and overt use of students for liberal political projects.

Rudd labeled such activities “anti-intellectual.”⁸ He would have been dismayed to see even further decay of intellectualism. Surveys show more drops in civic knowledge each decade. He would have been appalled to see the

⁵ p. 183.

⁶ *Ibid.*

⁷ *Ibid.*

⁸ *Ibid.* p. 184.

rejection of the “EuroAmerican” ways of thinking (as educators castigate them)—i.e, logical ways of thinking—rejected for more primitive forms, purportedly of Native Americans. He, in 1957, would have been appalled at how the veneer of compassion and concern for “our kids” obscures teachers’ emotionally coercive methods of indoctrination.

I tried to attend a workshop that illustrated a major theme of the conference. I have broadly categorized these as follows:

- the victimization of certain groups by the U.S.,
- the virtues of Islam,
- adopting non-“EuroAmerican” ways of thinking (primarily through Native American studies),
- the use of the classroom for political activism in progressive causes,
- adopting “community service” projects,
- the advancement of LGBT issues
- amnesty and rights for illegal immigrants.

Almost all instruction seems to be done through activities, group work, or the burst of image or sound through electronic media. Never did I hear advocacy of the traditional “EuroAmerican” forms of reading, contemplation, study, weighing of evidence, or orderly debate. As a result our colleges are filled with students requiring [remedial reading and math](#)⁹ classes.

Appropriately, to comport with the “non-linear” kind of thinking that one of the presenters (“Teaching Like a Native”) asserted belongs to Native Americans, the conference opened on Thursday night with a cultural demonstration of Native American dances, with NCSS president and various school teachers and administrators taking part. The significance of feathers on headdresses and the history of the dances were explained to teachers, as were the now well-known stories about the Trail of Tears and the injustices perpetrated on an “advanced” civilization (because women could own property, and women and children participated in council meetings). And on the opening night, Democratic Congressman John Lewis was a speaker. These events appropriately set the tone for the workshops and discussions in the days ahead.

The New Heroes

I was intrigued by the title of the presentation the following morning, “Hooray for Heroes,” since traditional heroism seems to be passé these days and has been replaced by stories about victims and their oppressors. However, what Dennis Denenberg presents are [“REAL heroes for today's children and young](#)

⁹ http://www.mindingthecampus.com/originals/2009/12/by_sandra_stotsky_and_zeev.html

[adults](#).”¹⁰ His [list](#)¹¹ reveals a selection not of those who risk life and limb, but such individuals as Martha Graham, I.M Pei, and Walt Disney.

Showing what seemed to be the favored “non-linear” mode of teaching, Denenberg, attired in a vest plastered with images of Eleanor Roosevelt and quotations from her, entertained the audience by donning various hats he uses to make “heroes” come alive for students. The vest, a “walking biography,” he explained, was made for him by a college student. He suggested assigning the vest-making project to fifth- and sixth-graders, and then having them inspire kindergarteners through fourth-graders to do the same. Other suggested projects included similar image-festooned tote bags, bathroom signs, and hall passes. And rather than assigning boring papers, he suggested students make cereal boxes, like one he held up for “Nelson Mandela Freedom Flakes.” The box was cleverly designed with Mandela’s visage posted in the usual place of sports stars. Where the nutritional values usually go was the value that such a hero demonstrates, for example, “25% perseverance, 50% courage,” etc.

“It’s okay to use gimmicks,” Denenberg said after acting out Eleanor Roosevelt in a falsetto, and pointing to the puppet he held. While one might picture rapt kindergartners following such lessons, I realized that he meant their use through high school because he then described using a Gandhi puppet for seven weeks in a high school class. Another gimmick was to set the ideals of Martin Luther King to the music of “Frere Jacques” (lyrics in English “Are You Sleeping, Brother John?”) with the lyrics changed to “Reverend King had a dream / all the blacks and whites / on one team.” Holding up a life-sized cut-out of King, Denenberg claimed that such a song summarized the “essence” of the man’s philosophy. At his school, Millersville University (where [Bill Ayers](#)¹² was invited last year to speak on education), education majors are immersed in such heroes.

Thinking like a Native

More strategies against traditional Euro-thinking were presented in the next session I attended, “Teaching Like a Native,” which with 40-50 people in the audience seemed to be better attended than most. It included some of the previous night’s dancers, as well as a “Euro-Canadian curriculum coordinator and teacher” from the Northwest Territories. The Euro-Canadian claimed that he sensed that “aboriginal peoples are having a resurgence,” not only in population but in culture and values, especially those concerning the environment and international relations. He encouraged teachers to use wikispaces and to visit his website strongliketwopeople.wikispaces.com. Teachers in the audience also learned from a Native American former teacher that Native Americans see U.S. history from a different perspective. They also tend to learn differently, through

¹⁰ <http://www.nationalheroesday.com/>

¹¹ <http://www.heroes4us.com/list.html>

¹² http://www.usasurvival.org/docs/Mary_Grabar_rprtl_Ayers_Updated.pdf

association, and not in the linear “Euro” way. Teachers were enjoined not to emphasize the Indians in discussions about Thanksgiving and to refrain from making hats with colored paper feathers, for “You can’t just get a feather.” Other tips for avoiding offense were given, such as using the correct word to say “hello” (not “How” if discussing Cherokees), not to use the word “chief” indiscriminately, for some are elected and some gain positions by heredity, to be careful about performing dances, for some may not be appropriate for men or women, to be tribally specific, and to find the native perspective when discussing current events. Teachers were cautioned about movies like *Tonto and the Lone Ranger*, *Last of the Mohicans*, and *Dances with Wolves* that present the Euro-American’s perspective.

Most would agree that cultural respect is a good thing. But teachers were being asked to use non-linear (illogical) modes of teaching in mixed classrooms, presumably to cater to different ways of learning based on ethnicity. Such an argument has been made before on behalf of black children—with disastrous results. The presentation also gave the false impression that Native Americans are all peaceful, earth-harmonious peoples, and continually guarding against further victimization. Teachers were encouraged to go to ncai.org, the [Native American Rights Fund](http://NativeAmericanRightsFund.org)¹³, [Indian Country Today](http://IndianCountryToday.com)¹⁴, Indianz.com (with the warning that it is “controversial”), and powwows.com. All of these, however, focus on political advocacy, with the exception of powwows.com, which lists Native American cultural events across the country.

Guest Speakers

While a very liberal Democrat Congressman, John Lewis, had been invited to speak, no one from the other side of the political aisle was. Speakers promoted the themes and agendas of the workshops and included Emory Professor of Modern Jewish and Holocaust Studies (reflecting the conference’s ignoring the much larger number of deaths under communist regimes); Dr. Nasim Ashraf, Executive Director of the Center for Pakistan Studies at the Middle East Institute; Bryan Lindsey of the CDC on the Tuskegee Experiment (in line with the focus on victimization of blacks); Greg Mortenson (whose bestseller *Three Cups of Tea* posits his kind of humanitarian assistance as a backhanded indictment of U.S. military involvement in the Middle East); John A. Stokes, original plaintiff in *Brown v. Board of Education*; and Chadwick “Corntassel” Smith, Principle Chief of the Cherokee people.

Columbia history professor Eric Foner, featured speaker on Friday afternoon, drew hundreds of people. His talk was underwritten by the Gilder Lehrman Institute of American History, which of late seems to have slipped into the focus of the fashionable topics of slavery and the Nazi holocaust. For

¹³ http://www.sourcewatch.org/index.php?title=Native_Americans_Rights_Fund

¹⁴ <http://www.indiancountrytoday.com/>

example, in a [module for teachers on terrorism](#)¹⁵ they reprint an article from *Slate* online magazine that contextualizes the 9/11 attack as one like many perpetrated throughout history, in the West as well as from the Mideast.

Foner's talk on Abraham Lincoln was informative and engaging, and other than the invocation of progressive historian Charles Beard, avoided explicitly contentious references to ideology. Foner displayed scholarly objectivity in noting Lincoln provided a mirror for both conservatives and liberals and that the comparison of Lincoln to Obama does not hold beyond speaking skills. Reviewing in historical context how and why Lincoln's views, especially on slavery, changed, Foner gave what appeared to be a fair historical presentation.

But this was one side of Eric Foner. John Earl Haynes and Harvey Klehr, in their book *In Denial: Historians, Communism, and Espionage*, assert that although Foner "made his reputation in nineteenth-century U.S. history [, he] has never hesitated to intervene in historical debates far afield from his specialization when myths of the pro-communist left were challenged."¹⁶ Citing numerous examples of Foner's distortion of history defending communism, Haynes and Klehr place him in the school of "revisionist" historians. Foner defended Julius Rosenberg, even after the Venona documents of the opened Soviet archives, showed that he had spied for Stalin. Foner, returning from a trip to the Soviet Union in 1990, "grouse[d] that Soviet historians no longer accepted his negative views of America."¹⁷ Furthermore, "The subsequent decomposition of communism taught him nothing, and in *The Story of American Freedom*, published in 1998 . . . Foner made the American Communist Party into "a heroic organization that profoundly changed American history for the better, 'the center of gravity for a broad democratic upsurge'. . . ."¹⁸

On 9/11, along with historians who placed blame on U.S. policies, Foner "demonstrated his sense of historical proportion by noting soon after September 11, 'I'm not sure which is more frightening: the horror that engulfed New York City or the apocalyptic rhetoric emanating daily from the White House."¹⁹ In 2006, he wrote the infamous [editorial](#)²⁰ in the Washington Post, ranking George W. Bush the worst president ever.

Foner repeated the charge in September 2009 in an [interview](#)²¹ that was full of the truisms of the radical left regarding race. In an inauguration day interview [on NPR](#),²² Foner hailed Obama's presidency as a "turning point in our

¹⁵ http://www.gilderlehrman.org/teachers/module_pop_intro.php?module_id=631&reading_id=484

¹⁶ John Earl Haynes and Harvey Klehr. *In Denial: Historians, Communism, and Espionage*, (San Francisco: Encounter Books, 2003), 203.

¹⁷ *Ibid.*, p. 39.

¹⁸ *Ibid.*, p. 40.

¹⁹ *Ibid.*, p. 49.

²⁰ <http://www.washingtonpost.com/wp-dyn/content/article/2006/12/01/AR2006120101509.html>

²¹ <http://www.thegrio.com/2009/11/-eric-foner-is-dewitt-clinton.php>

²² <http://www.npr.org/templates/story/story.php?storyId=99473678>

history,” as a repudiation of “the principles that Reagan established . . . limited government, deregulation . . . the market being the arbiter of economic policy.” In expressing his hopes that Obama would establish a “new governing paradigm,” Foner sounds more like a radical progressive than the disinterested professor. According to his online curriculum vitae, Foner sits on the editorial board of far-left *The Nation* magazine and is involved with PBS productions, a tax-supported organization that is deeply invested in education as indicated by their omnipresence at the NCSS conference.

Foner’s point in his lecture about the “serious weakness of Reconstruction” as the inability to follow through on the promise of “forty acres and a mule” because of violation of property rights takes on a new significance.

Foner’s authored a textbook titled *Give Me Liberty!* (Norton 2004).

Embracing Islam

One of many workshops on Islam, “Muslim Perspectives Through Film and Dialogue: Understanding, Empathy, Civic Discourse,” used humor to present Islam as a hip religion. This one was very well attended. Since the Fort Hood shootings were fresh on people’s minds, the presenter, Barbara Petzen, was quick to say that she doubted it was as an act of terrorism. Petzen is employed by Harvard University’s Middle East Policy Council, which is run by [Charles Freeman](#),²³ whose nomination as National Intelligence Council was ended over his financial connections and statements regarding 9/11 that contradicted official U.S. policy. MEPC receives its funding from Saudi Arabia. In 2002, the Massachusetts Department of Education stopped contracting with the organization to conduct seminars for teachers and students because of the [biased, anti-Israel](#)²⁴ view of history in its curriculum materials.

But Petzen was addressing teachers from across the country at this conference. Her mission was to make sure that teachers understood that it was not Islam that was at fault for terrorist attacks. She explained that just as it would be wrong to implicate all Christians as terrorists because of the Ku Klux Klan, it is wrong to implicate Muslims. Both extremist groups share similar anxieties about a “changing world.”

Petzen claimed that film is the best way to get this message across to high school students and recommended *Inside Islam* and *Allah Made Me Funny*, the latter about a comedy tour of three young Muslim comedians, a Palestinian, an Indian, and an African-American convert. “What I love about these guys,” said Ms. Petzen, “is that they’re normal.”

²³ <http://www.discoverthenetworks.org/printindividualProfile.asp?indid=2381>

²⁴ <http://www.campus-watch.org/article/id/2408>

Indeed, except for the beards, the comedians, in the baggy jean uniforms of today's urban youth, could fit into any community college campus. The film is part of a wider effort to introduce Islam as another part of the multicultural fabric of the country. In August, the Council on American Islamic Relations (CAIR) [announced](#)²⁵ the release of a video on Ramadan by a Muslim hip-hop group. But as Alex Alexiev wrote recently in the *National Review*,²⁶ Islamists, in their objectives of destroying Western civilization, prefer the tactics of "proselytism, indoctrination, infiltration, and undermining American society from within." They seek to destroy the West "with their [i.e., the West's] own hands."

The indoctrination is subtle in the film. Many shots of the audience showed families and young people in Western and Islamic dress laughing at the cracks from the guys on stage. The humor, however, disguises the insults against Christians and white women. The black convert joked that just because he was celibate did not mean that he was gay--just that he no longer liked white women. This change in him had confused his mother, still stuck in the old Christian religion and benightedly planning a church "intervention" on his behalf. One teacher in the audience apparently unaware that sensitivity extends only one way made a comment about "stereotyping" the black church. Another teacher in the audience then responded, "I thought he was loving toward the church." Indeed, the comedian did not display overt hatred towards his mother and her religion, only a loving bemusement at her childlike naivety. The film is cleverly done, careful to present Muslims as virtuous, tolerant, and hip.

Petzen offered a defense for Muslims who rioted and killed over the publication of cartoons about Muhammed. She pointed out that were cartoons published making fun of Christ, Christians too would get upset. To a question about why the 30 or so groups in Atlanta did not condemn terrorist attacks, she faulted the media for ignoring statements posted on their websites. She encouraged the teachers filling the room to order the video about the comedians for free from Unity Productions Foundation, the producer. The owner of Unity Productions and film director, [Michael Wolfe](#)²⁷, as a convert from his own self-described "mongrel" background of a mixed Jewish-Christian marriage, seems to know what will appeal to teenagers—especially those adrift or confused in their own religious convictions. Petzen also co-presented a seven-hour pre-conference clinic called "The Muslim Mosaic."

Embracing Illegal Immigrants

The next session, "Exploring the Human Rights of Illegal Immigrant Students and Communities," for the "Secondary Level-High School" cohort was presented by Martha Infante, a teacher at Los Angeles Academy Middle School. Like most teachers, Infante was careful to describe how her lesson plans could

²⁵ <http://www.cair.com/ArticleDetails.aspx?ArticleID=26062&&name=n&&currPage=1&&Active=1>

²⁶ "Jihad, Inc." December 7, 2009.

²⁷ http://en.wikipedia.org/wiki/Michael_Wolfe

fulfill official requirements; in a handout she quoted from California's Social Studies standards, among them 11.8, "Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California," and 11.9, "Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues."

The key "text" Infante uses is a book that has become mandatory reading for many high school and college students, and that has been placed on city-wide reading lists, *Enrique's Journey*. The publisher's web page notes that 20 colleges and 13 high schools have adopted the book as their freshman or summer read. But I suspect that this list underreports the actual usage, for I have seen the book appear on Atlanta area high school lists that did not make it to the publisher's list.

In 2002, blogger Joe Guzzardi expressed skepticism of the truth claims made by each of the participants in this odyssey of a 16-year-old Honduran boy who enters the U.S. illegally to be reunited by his mother. He noted that the Pulitzer Prize-winning journalist-author never confirmed her sources' stories.

Ms. Infante distributed a handout which suggested additional materials: the original *Los Angeles Times* articles, the movie *Under the Same Moon*, an interactive Internet game, www.icedgame.com, as well as laptop computers, Power Point software, poster paper, markers, and a spiral notebook. Infante does not seem to assign papers, but in congress with the emotional appeal of this book, has middle-school students do activities like drawing and acting out feelings—even though the book is classified by the *School Library Journal* as "Adult/High School."

In one of the exercises, "Sensory Figures," students are instructed to quickly draw a character and then fill in the blanks after following prompts for the character: "I think," "I see," "I hear," "I smell," "I touch," "I taste," "I feel," "I want," "My feet," "I wonder." Although the reference to feet might seem out of place, it soon became apparent that the expected answer would concern their soreness.

Two such figures drawn by students were included in the packet Infante handed out to us. Both were of an Enrique in patched and tattered clothing. One had a large tear drawn on his cheek. Around him are the prompts: "I taste the blood coming out of my mouth," "I touch mud, water, grass, dirt," and "My feet looks [sic] [illegible]." (Grammar and penmanship do not seem to be of primary concern.) The other drawing too seems to display a lesson well learned: "I smell the blood of beaten immigrants" and "My feet hurt from all the walking."

The other project is something called a "foldable," with directions instructing students: "Based on what you know about Enrique and immigrants

like himself, create a foldable that includes images that illustrate the push/pull factors that cause their migration to the United States.”

Over two dozen literature prompts are then provided, among them,

- “Enrique begins drug and alcohol abuse as he enters his teenage years. Tell of how these vices have affected anyone you know.”
- “Lourdes’ [Enrique’s mother] boyfriend in the US abuses her physically. What are your thoughts on domestic violence?”
- “Lourdes has a child in the US with her boyfriend. Write a diary entry about this event from the point of view of Enrique.”
- “The people of Chiapas are depicted as ‘takers’ who take away the dignity and material possessions of the migrants. The people of Veracruz are depicted as givers, who share food and drinks with migrants in spite of their own dismal poverty. Are you more Chiapas or Veracruz?”
- “Illegal immigrants are pursued by regular American citizens in border towns. Create a sensory figure of one of these citizens.”

And the final question:

- “Enrique has left his girlfriend in Honduras pregnant, with his child. He now wants Maria Isabel to join him in the US and leave their child behind. What do you think he should do?”

None of the questions, however, involve Americans justifiably angry over illegals trampling their private and public land, taking away jobs and money for social services and filling jail cells. However, when the anger is presented as coming *from* an illegal, it is justified, even if it crosses the line into profanity. As she passed a collage around with a drawing of a “migrant” behind barbed wire giving the middle finger, Infante explained that though the gesture violates policies against the use of profanity, she makes an exception for such righteous outrage.

Infante also told about holding mock election campaigns and debates. Her handout explained that the students play the video game “Iced” in order to “understand immigration law and to understand the complexity and global nature of the immigration issue.” Each student can choose a different character in the game and identify the following characteristics: name, gender, country of origin, reasons for emigrating, challenges faced in their journey, and “how do these challenges compare to Enrique’s challenges?”

After watching the movie *Under the Same Moon* loosely based on *Enrique’s Journey* and filling in a comparison chart, students are expected to complete a final project in the form of poster, performance, movie, power point presentation, brochure, or speech. Although the instructions tell students to give

“your opinion about illegal immigration,” it would take a stout-hearted twelve-year-old to make an argument against those like poor Enrique. In case it was not clear where Infante’s sympathies lay, she shed her veneer of scholarly objectivity (she had been insisting previously that her goal is only to “guide students” regarding the “complexity” of the issue), she spoke on behalf of the Dream Act and showed a segment from CNN about an illegal immigrant denied scholarships to prestigious colleges. In fact, Infante expressed a desire to do a project on these immigrants that would compare how they were “being dehumanized” to what had been done to Jews under Hitler. A teacher from Norcross, Georgia, whose class is 70% Hispanic, with 30% of those illegal, reaffirmed Infante’s concern about meeting the emotional needs of students. Infante is no fiery ideologue, but a young soft-spoken teacher. Her closing statement, “In the end they’re our kids,” however, should make us concerned about those kids.

Embracing the Gay Lifestyle

I did not attend any of the sessions on LGBT (Lesbian, Gay, Bisexual, Transgender) issues, but note them in the list below. Even more prevalent were poster sessions and curriculum materials that all sought to normalize the concept of a gay lifestyle. (The historical irony of my juxtaposition of these two causes—Islam and gay rights—hit me here as it does at a community college where I teach when I walk past posters next to each other on the bulletin boards, one displaying the gay triangle announcing the meeting of the LGBT club, and one by the Muslim Student Association displaying a poster asking women to “wear a hijab for a day.”)

Government Agencies Working through School Children

The Census Bureau was represented, with not only lesson plans for children about the original Constitutional requirement, geography, and redistricting, but also with updates about getting school children to convey the message to parents about filling census forms, with special attention to those disenfranchised by language barriers. This should be alarming, especially in light of the fact that one of the first acts of the Obama administration was to transfer control of the census to the White House. Conservatives’ fears about the new powers assigned to the Census Bureau also concern manipulating elections through counts of illegal aliens.

Linda Bennett, formerly at the University of Missouri, explained why the Census Bureau is “working through children.” School districts that want federal funds for foreign language programs need an accurate count of non-English speakers. But because parents might be reluctant to fill out forms because of their legal (or illegal) status, children need to reassure them that counts will be made confidentially. She said it was important to stress that neither Census Bureau—nor Immigration--employees, have access to the information.

While promoting materials available online for curriculums, guides, and activities, Bennett stressed that accurate counts are needed for each school to receive the maximum amount of federal funds. Census Bureau “It’s About Us” educational materials, [principals are told](#), use “**social studies, English language arts, math, and mapping skills** to educate students about the census.” But the curriculum also “seeks to **enlist students as advocates for participation in the 2010 Census**, in their homes and communities, especially in communities that might otherwise be undercounted or overlooked and, as a result may lose out on a wide range of benefits.” *Scholastic Magazine*, which had a ubiquitous presence at the conference, prepared the Census Bureau materials, which for high school students emphasize the need for an accurate count in order to ensure compliance with the Fair Housing Act, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. Redistricting is also discussed and sure to strike a note of recognition in the curriculum that emphasizes “social justice.” (The Obama election web site [change.org](#)²⁸ bragged that Scholastic succumbed to pressure from the group’s members and included a book about gay parents in its book fair. A *Scholastic Magazine* cover from 9/18/06 featuring what are described as Palestinian refugee children waiting in a bomb shelter during an Israeli attack adds further evidence to a leftist perspective.)

“Doing” Social Studies in Georgia

To begin the all-day series, the session on the Georgia Governors Program, described in the program as “a six-week summer residential instructional program designed to provide intellectually gifted and artistically talented high school students challenging and enriching educational opportunities not usually available during the school year,” had a testimonial from a student who described his activity there of researching hippies and revolutionaries, and doing a project on “Traditional Pacific Northwest Native American Economics,” as “intense and fun.” Another student, a theater major, described it as “the best experience of my entire life.” The subjects he studied were “1968, the lost books of the Bible, the rape of Africa, and the psychology of the serial killer.” Movies seemed to play a large role—horror movies to understand serial killers and *Invisible Children* to understand Africa. As with much of social studies education, community service, particularly global community service, was emphasized; this program engaged in the Books of Hope program for children in Uganda. The student enthused about this summer camp type experience, including part of his “growth” experience in learning how to do his own laundry.

Next was a demonstration in using “TCI strategies on the question, ‘How did change and conflict shape the American West?’” Students from Eagle’s Landing High School in McDonough, Georgia, recreating classroom lessons,

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http://gayrights.change.org/blog/view/scholastic_reverses_decision_to_exclude_gay_friendly_book_from_fairs

gathered in groups of four and five to collaborate after the song “Home on the Range” was played for them. Question prompts from the teacher of this class of eleventh-grade students included

“What kind of feelings does the song bring up?”
“Do you think the experience was good or bad?”
“Did it go well for everyone?”

As they investigated such feelings, students were instructed to take on the identities of such historical figures as railroad workers, railroad owners, settlers, African-Americans, and miners. The hand-outs for these prompts, with pictures of faces and instructions to use “I statements,” recalled the lessons regarding *Enrique’s Journey*.

Because of the praise I’d heard, I was hopeful for the next session “The Ron Clark Academy Rappers.” The Ron Clark Academy, of course, is the school run by the phenomenal Ron Clark who has the reputation of making academic achievers of students from “disadvantaged” backgrounds. The audience seemed to be enchanted by his presentation as he literally jumped up on a chair and from there very animatedly described his odyssey from turning around a school in Harlem, where he had initially been spat on and had tables thrown at him, to his appearance on *Oprah*, where he was encouraged to write his book, *The Essential 55*. The book’s success enabled him to begin a foundation and start his school here in Atlanta. Clark is widely known for his philosophy of teaching to the brightest (a good concept) in order to raise standards; he has received national kudos and enough corporate support so that his students travel around the world.

Clark’s frenetic style made me tired, though. And I wondered about a school with a slide between floors and a bungee jump—used also by adults. Children, of course, too often today are denied outlets for their energy, but should the school building *itself* be made into a playground? Should the teacher become the child’s playmate?

I was becoming increasingly disturbed by the lack of age appropriateness I was seeing throughout the conference. The dismay continued as the uniformed middle school Ron Clark Rappers danced and shouted out slogans about Iraq and domestic spending, categorizing them with shouts of “Obama on the left” and “McCain on the right.” Clark defended himself against the charges of indoctrination that had been leveled for the post-election song about Obama. He explained that two songs had been prepared, one for each candidate, depending on the election outcome. There was only one child who was not black among the group Clark had brought in, and as he defended his school, Clark brought up some racist comments posted under the YouTube video. “They will experience racism again,” he sorrowed. Yet, thanks to Delta Airline, his students have enjoyed the privilege of visiting six continents.

A similar narrative was put on display with a presentation about how Dougherty County, Georgia (with a 83-90% poverty rate), students raised money to travel to the Presidential inauguration. These students are part of the Albany Early College program, where they are housed on campus and attend college for free. A DVD of the DC trip was shown; a student testified about witnessing where King made his “I Have a Dream” speech and where the first African-American president was inaugurated.

The complement to the victim narrative is the narrative about the privileged white student redeeming himself by helping the poor. In the next session, “A 5th Grade Standards Based Study of Economics,” students demonstrated “how they learned about world hunger and poverty issues through a standard-based study of economics, running a class business to raise money for Heifer International.”

I did not stay for the other two final sessions of Georgia “Students Doing Social Studies.” These were “Yes We Can! Students making a Difference Through Service Learning” (for elementary school students) and “Helping Hands: Extending Middle School Social Studies Through Service Learning.” I left, concluding that middle-school students are expected to be political pundits and elementary school students are to volunteer in the community. Oddly, adults are expected to act like children in the classroom, and children are to spend their off hours in “service learning”—the volunteer functions once left to mothers and fathers involved in PTA and Scouts.

Student Activism for a Senator’s Political Cause: D.C. Statehood

An afternoon session, “Fulfilling Democracy for All Americans” featured District of Columbia Senator Michael Brown, activist Anise Jenkins, and Patricia Brown (Senator Brown’s wife), who is employed by the District of Columbia Public Schools. The objective became quickly clear: to recruit students to campaign for changing the Constitution to allow D.C. representatives to be voting members of Congress. (The district had voted 92% for Obama.) Senator Brown suggested teachers visit www.teachdemocracy.net, which links to [DCvote](http://www.dcvote.org)²⁹, which itself lists a number of “national partners,” like Friends of the Earth, Hip Hop Caucus, and People for the American Way. [The Teacher Talking Points handout](http://www.dcvote.org/library/lessonplan/teachertalkingpoints.cfm)³⁰, however, offered *nothing* from the other side about the founders’ reasons for not granting the District of Columbia statehood. It does say, though, “The overwhelmingly white Congress has traditionally been hesitant to grant the District’s African American majority a vote in the House and the Senate.” A major part of the lesson plans involved the issue of rescinding the District’s gun bans. The League of Women Voters (which was represented in the audience) has a strong hand in these educational efforts, among these Larry Sobato’s

²⁹ <http://www.dcvote.org/about/coalition.cfm>

³⁰ <http://www.dcvote.org/library/lessonplan/teachertalkingpoints.cfm>

University of Virginia Center for Politics Youth Leadership Initiative, which promotes Sobato's *A More Perfect Constitution*, a book that calls for major revisions to the Constitution. The 35-page joint lesson plan presents the struggle as akin to the one by blacks and women to get the vote. The questions provided are all leading questions, tugging at students' feelings about fairness. Sobato is usually hailed as a fair-minded political analyst, but his involvement in these teaching materials promoting D.C. statehood throw that into doubt.

Anise Jenkins, the dreadlocked activist, who said her "entrance in the movement came out of anger," told teachers about her blog FreeDC.org, which has some (nonworking) links for "Teach-Ins." "We're talking about power," she told the assembled teachers. A video showed eight-year-old children dressed as young suffragettes at the White House, a child around the same age explaining (absurdly), "We pay taxes but don't have a senator," and testimony of high school students before Congress. "These kids *get* these issues," explained Senator Brown, noting that on Valentine's Day students sent "Be mine" messages to a hundred senators. He again suggested teachers visit www.teachdemocracy.net for ideas. "We need your help to stand up for democracy," he said, and said it was honor to serve AFT, NEA, NCSS, NOW, and Amnesty International. Senator Brown reminded teachers of "a great opportunity to engage your students" in an admittedly "political battle." No one in the well-attended event (about 25) expressed any curiosity about the other side of the issue or voiced an objection to this senator calling on teachers to recruit students to advance his political agenda.

Senator Brown, a shadow senator, was a super delegate who endorsed Obama, according to Barack Obama's Organizing for America website³¹. He participated in the Green Party Forum for DC Statehood³². In fact, I received a "special invitation" post card in the mail for this workshop. On the front of it was a quotation from President Obama: "Senator Brown has always been a strong advocate for the rights of DC residents. . . ."

Yes We Can...Do Community Service!

While senators, activists, and teachers feel free to recruit children for political causes, another session demonstrated teachers' willingness to be taught by children. It was a story that had one teacher in the audience weeping. The title of the workshop was "Yes We Can! Students Making a Difference Through Service Learning." The description read, "Students and teachers from the 2009 Program of Excellence Award winner, Luella Elementary School, Henry County, Georgia, will present an overview of why involvement in service learning makes a difference in people's lives." The story, which had aired on a local television station, involved an eight-year-old girl who helped her friend who eventually died of cancer. The eight-year-old is certainly to be commended for sticking by her

³¹ http://www.barackobama.com/2008/02/26/two_more_dc_superdelegates_end.php

³² <http://www.gp.org/press/pr-state.php?ID=177>

terminally ill friend and then founding a group, Friends Helping Friends, for childhood cancer. But a woman who was a corporate sponsor may have gone overboard by claiming that students involved in such projects show “more leadership potential in their pinkies than some CEO’s I know,” especially since five such children ranging in age from about six to thirteen shared the stage with her. Furthermore, what would have at one time been expected (that one did not abandon friends in time of sickness) is now presented as heroism and a lesson for all, including adults. The effect is to inflate children’s own sense of themselves, and contribute to the rising narcissism that psychologists see among the young.

The eldest of the group, who appeared to be about 13 years old, provided a display of inflated self-worth as she responded to a teacher about what her “generation” will be doing differently in the future. Speaking from the heights of the stage, she proclaimed that under her generation’s leadership things would be different in a positive way, especially regarding war and disease. “We’re going to have better decisions for the youth of that day,” she pronounced.

Then she continued pontificating, telling her audience that more programs like Greg Mortenson’s Pennies for Peace program are needed. (Mortenson was a featured speaker and had the longest line for selling books, which are used and promoted as reading material in the classroom.)

This received approving applause.

Another admiring teacher then asked her what her favorite books were. She cited Nicholas Sparks and said she wants to read *Students on Strike* about a strike in 1951 to desegregate schools. “Our dreams and deeds are leading to an improved world,” she read from a statement. But I was picking up my things, and feeling an evil urge toward her and the teacher who put her up to this. I hurried out as her words trailed off, “Then your students will be saying, ‘Yes, we can. . . .’”

Your Tax Dollars at Work: Public Broadcasting in the Schools

My last session involved one many efforts by Public Broadcasting in the schools. Multiple booths offered materials from Public Broadcasting, from websites to movies that covered historical periods, especially those involving civil rights. The materials—paid for in part with tax dollars—are expertly produced, but of course present a biased view of history.

But PBS also has *people* to come in to help the teacher out, and by the presentation I saw, lead the lesson for her. (School districts spend millions on curriculums and programs by such groups, thus calling into question the training teachers receive in education schools.)

Maryanne Malecki from WAMC Public Radio in Albany, New York, a former teacher herself, calls herself a “stealth teacher” as she attempts to get seventh-and-eighth-grade students to “champion social justice.” Malecki also teaches at a community college. She bragged that although students think she is someone from the outside, she really works in “collusion” with the teacher.

She had us do an exercise in small groups to simulate what students do. We were asked to think of topics students would be interested in researching. The groups came up with the topics of “trends and fads,” legalization of marijuana, the high cost of college, gun violence, Afghanistan, abortion, poverty and kids, and youth culture. Then we were asked to come up with five questions for each topic in three minutes. This exercise would eliminate “shocker” topics like abortion that would not attract enough questions for research.

Malecki had ideas for using the Internet for research and for bringing in speakers. She suggested county agencies, like the department of social services, to discuss poverty. She did suggest the Chamber of Commerce, but emphasized the ACLU and Planned Parenthood more strongly. Her salary is paid for from outside grants, from the Educational Foundation of America founded in 1959 by Richard Prentice Ettinger, founder of the major textbook publisher Prentice-Hall. EFA gives grants in the areas of arts, democracy, education, environment, health and human services, peace and security, and reproductive rights. A goal of the peace and security branch is “reduced military spending.” One of Ettinger’s major concerns was overpopulation. And as always, Malecki offered suggestions on how to write her material into the courses and make sure they fit the official criteria.

From 1957 to 2009

Augustin Rudd in 1957 attempted to stem back the tide of progressivism. He wrote, “A knowledge of our history helps to strengthen faith in the foundations of our Republic. It portrays the good and bad of the past; the deadly parallels of ancient and modern demagogues; and the pitfalls into which men have fallen when they entrusted their liberties to men instead of laws.”

But at this conference, it didn’t seem that any were even aware of such an argument for a traditional curriculum. The teachers, even those well into middle age, have themselves likely received biased educations. They have uncritically accepted the dominant ideology that promotes a certain view of history and sociology that lends itself to the unprecedented promotion of a candidate, and now president, of the United States.

Barack Obama has not only been presented in a manner uncharacteristic for a democratic republic, through songs, bulletin boards, and class discussions, but also in children’s books (counted at no less than 48 in the year after his inauguration). Many of those hagiographies were promoted to educators at this

conference in publishers' booths. And most recently, through Pamela Geller's blog, we learn that Obama's Organizing for America group is actively recruiting interns in the high schools of middle America.

And as mentioned, next year Obama's sister is scheduled to be the main speaker.

Educational Materials

Many vendors promoted interactive materials as well as books. But just about all the materials reflected the biases of the workshops and the pro-Obama attitudes among teachers. For example, Random House had four authors at the conference signing their books: Richard Michelson author of *As Good as Anybody: Martin Luther King, Jr.*; Warren St. John author of *Outcasts United: A Refugee Team, An American Town*; Velma Maia Thomas author of *Lest We Forget: The Passage from Africa and Emancipation*; and Thomas Mullen author *The Last Town on Earth*, which by the [online teachers guide](#)³³ suggests anti-war and socialist themes. Many of the books advertised in the program offered teacher's guides for many of their other titles, including the aforementioned *Enrique's Journey* and Barack Obama's *Dreams from My Father*.

In fact, the catalogue I picked up at the Random House booth provided good insight into the kind of teaching done today. Amidst the advertisements for books were teachers guides. One, titled, "The Role of Critical Literacy in Citizenship," began, "Critical literacy is the practice of challenging texts through an analysis of the roles that power, culture, class, and gender play in the message." Another, titled "All Fiction Has an Agenda" about the young adult novel, *Un Lun Dun*, quoted the socialist author as saying "If people are concerned about so-called "activism" in writing, they might remember that all fiction, whether it knows it or not, comes with an agenda." The author of the article (and editor for the author) concluded that the novel displayed "activism in the strictest, most important sense, and we can only hope to see more of that kind of message in the future." The catalogue also featured an article by author Sonia Nazario about her own book, "A Life Worth Fighting For: How *Enrique's Journey* Teaches Students to Be Grateful Citizens."

Random House also publishes books on the environment and promoted them with an article, "Think Globally, Act Locally: Getting Your Students to Become Good Citizens of Earth." Another article tells teachers how to use Rock the Vote's online voter registration tool on their school's Web site. (Rock the Vote's [advocacy](#)³⁴ for national health care and "green" jobs indicates a clearly progressive agenda.) Random House publishes books on volunteering and community work, as well as the Scholastic imprint.

³³ <http://www.randomhouse.com/acmart/catalog/display.pperl?isbn=9781400065202&view=tg>

³⁴ <http://www.rockthevote.com/issues/>

Among the variety of vendors of educational materials, one sold African-American-themed books for \$7.00. None of the nonfiction titles featured a conservative and a typical young adult novel dealt with a town's racism when a black girl moves in.

NCSS's periodicals also provide teachers with advice year-round. The November/December issue of *Social Studies and the Young Learner* (K-6) focused "on immigration trends and the importance of immigrants to this country's history." The articles repeated the themes of service learning and tolerance. But the pullout lesson for fifth-graders, on Angel Island, presented a grossly biased view of the way the U.S. treated the Chinese who came through this center. In fact, the title in itself gave away the overall objective: "Echoes of Angel Island: Developing Historical Empathy for Detained Immigrants." The pullout features a 1925 photo of shirtless Chinese boys waiting to be examined by a doctor, with the ungrammatical caption, "Unfamiliar with the language, customs, and Western medical procedures, the examination at Angel Island was often characterized by newcomers as humiliating and barbaric." (It should be noted that I saw not one mention of the barbaric Chinese custom of foot-binding or of the barbaric slaughter by Mao Tse-Tung of millions of his fellow Chinese.)

The official journal of NCSS, *Social Education*, took on such topics as patriotism, Mexican law, political campaign commercials, advocacy in the classroom, biking for map skills, Martin Luther King Day, rapping to memorize Constitutional amendments, same-sex marriage, and the war in Afghanistan.

The article on patriotism, however, was careful to distinguish "democratic patriotism" from "authoritarian patriotism." The historical example of "authoritarian patriotism" to be provided to students was "McCarthy Era House Un-American Activities Committee (HUAC) proceedings, which reinforced the idea that dissenting views are anti-American and unpatriotic." The favorable "democratic patriotism" was exemplified by "The fiercely patriotic testimony of Paul Robeson, Pete Seeger, and others before HUAC admonishing the committee for straying from American principles of democracy and justice."

So, two American communists, Robeson and Seeger, are presented as "fiercely patriotic" and advocating "democracy and justice"—against the "red scare" tactics of McCarthy.

The "contemporary example," likewise, juxtaposes supporters of the Iraq War "equating opposition to the war in Iraq with 'hatred' of America or support for terrorism" to the positive alternative: "Reinforcing American principles of equality, justice, tolerance, and civil liberties, especially during national times of crisis." In his introduction, the editor lauds the author for urging "schools to encourage students to develop a commitment to democratic ideals and a willingness to engage in civic action and critical thinking about contemporary problems." The only mention made of Ronald Reagan was by necessity, here for an article about

the designation of the Martin Luther King, Jr., holiday. The article on “Teaching with Documents” featured Franklin Roosevelt’s speech at the dedication of the Triborough Bridge, a New Deal project, much in line with the “shovel-ready” public works projects promised by Obama.

Speakers:

The line-up of speakers was similarly skewed to the left with a kick-off speech by Democrat Congressman John Lewis. Other speakers included Dennis Denneberg “Hooray for Heroes” (discussed earlier); Deborah Lipstadt, Professor of Modern Jewish and Holocaust Studies (again with no equal time devoted to Communism); Dr. Nasim Ashraf, described as a “community activist” and Executive Director of the Center for Pakistan Studies at the Middle East Institute, where his issue expertise includes “conflict resolution,” (in an October 2009 [editorial](#) about Afghanistan he called for a “political solution” by facilitating talks with the Taliban because “military victory is not possible”); Eric Foner, the communist denier, listed as “only the second person to serve as president of three major professional organizations: the Organization of American Historians, the American Historical Association, and the Society of American Historians; Bryan Lindsey, public health advisor at Centers for Disease Control on “The Tuskegee Experiment”; three children’s book authors on “Using Children’s Literature to Teach Social Studies”; Carl D. Levine of [The Forum for Education and Democracy](#)³⁵, which receives support from George Soros’s Open Society Institute, [Peter Levine](#)³⁶ of Tufts’ Jonathan Tisch College of Citizenship and Public Service, and Mabel McKinney-Browning of the American Bar Association speaking on “The Civic Mission of Schools”; Greg Mortenson author of the best-selling *Three Cups of Tea*; John A. Stokes “an original plaintiff in *Brown v. Board of Education*; and Chadwick “Cornassel” Smith, Principal Chief of the Cherokees and Indian legal scholar, who “has fought for tribal sovereignty and Indian rights for the last 15 years.” Maya Soetoro-Ng, described as “peace educator and sister of President Barack Obama,” is a confirmed speaker at the 2010 conference in Denver.

Clinics

Twenty pre-conference clinics promised “in-depth, hands-on examination of topics and techniques.” Among these half- and full-day sessions were such offerings:

- Preparing Youth to Become Agents of Change: Utilizing Youth Voice
- 21st Century Requirements: Teaching for Intellectual and Emotional Learning

³⁵ <http://www.forumforeducation.org/our-team/our-funders>

³⁶ <http://www.google.com/profiles/peterlevine6>

- Using Music, Television, and Film to Teach the Civil Rights Movement
- Teaching Social Studies for Social Responsibility: Concepts, Perspectives and Practice

Exhibitors

An overwhelming majority of the exhibitors were left-of-center publishers and curriculum providers. A sampling of exhibitors includes,

- The Annenberg Public Policy Center
- Center for Civic Education
- C-SPAN Networks
- Dar al Islam (Teachers Institute about teaching about Islam)
- Federal Reserve Bank of Atlanta
- Houghton Mifflin Harcourt (a sponsor)
- The Human Rights Campaign (the homosexual gay rights advocacy group)
- McCormick Freedom Project (which by its literature seems to advocate against the 2nd Amendment and for gay marriage (title of handout: “Gay Rights: The Struggle Continues)
- National Geographic School Publishing
- National Peace Corps Association
- Public Broadcasting Service (had four of its own workshops offering its own materials, as well as teachers who incorporate PBS materials)
- Polish Perspectives
- United States Institute of Peace
- U.S. Census Bureau

Some Curriculum Sessions

The Council of State Social Studies Supervisors (CUFA) held a “Symposium: Clio in the Classroom” with ten sessions, including “iDemocracy: Civic Engagement and Podcasting in an Elementary Classroom,” “Adopting ‘International Education,’” “To Create Global Citizens . . . or Not?” “Causing Confusion: Asyndetic Constructions as a Means of Relating Cause and Effect in History Textbooks,” “Alternative Format: Queering Silence—the Parallel, Invisible Identities of Gay Students and Hard-of-Hearing Students,” and “Corporate Multiculturalism and Commercializing Black History Month.”

Another was on a subject Obama taught at the University of Chicago: “Critical Race Theory, Interest Convergence, and the Voting Rights Act.” A “Symposium: Expanding the Dialogue About Gender and Sexuality in the Social Studies” was also offered.

Other sessions offered to curriculum developers were “Challenging Dysconscious Common Sense: Enriching Social Studies with Sylvia Wynter” and “Challenges in Teaching for Social Justice”

For the International Assembly, there were roundtables, such as “Barack Obama as a Model Global Citizen,” “Educating for Global Citizenship,” “Examining Teachers’ Practices for Teaching for Social Justice and Human Rights in Post-2008 U.S. Election” “Education for a Sustainable Future: It is Our Mission!” “Islam and Democracy,” and “Using Graphic Nonfiction to Find Multiple Perspectives on Contemporary Topics.”

WORKSHOPS (Note: Titles have been reproduced without correction for faulty capitalization. Many of the topics overlap, e.g., a workshop could have been listed under “peace studies” and “technology”; In that case, I tried to list it under what seemed to be its main focus.)

While educators have been saying for years that balance needs to be added to previously overlooked groups like women and blacks, and while the workshops described earlier did just that, there were not any put on by conservative groups. For instance, no workshops were advertised of positive portrayals of the U.S. military, the Judeo-Christian heritage, the founding fathers, the opportunities for immigrants, or of the aid given to the rest of the world by the U.S. None offered lessons warning about communist regimes that have killed over 100 million (compared to about 10 million under Nazi regime). While several workshops demonstrated ways to present Islam positively to students, there were none to present Judaism or Christianity in a similar way. The standard argument, that students have been immersed in the Judeo-Christian tradition, is less and less the case. And within the curriculum materials, Christianity is usually presented negatively. And while several focused on women’s obstacles and overlooked contributions, nothing was said of the fact that throughout history women were treated better in Western society than anywhere else. Within the context of the conference, one could expect that topics like the Constitution or World War II would be approached with a jaded, anti-U.S. eye.

What was also disturbing was the lack of awareness of age-appropriateness of the material and pedagogical strategies. Kindergartners and elementary age students were asked to apply “critical thinking” skills to world problems, while high school students were entertained with games and songs, and were asked to express their emotions.

Age Inappropriateness and Emotional Manipulation

An example: **Using Children’s Literature to Foster Empathy and Perspective**, by Trudy Ludwig, children’s book author focused on bullying: “Learn how children’s literature can be used by educators to empower young minds with

critical thinking skills to address social cruelty and foster empathy and perspective-taking.” PreK-Elementary.

Others:

- **Deliberating in Democracy: Should Hate Speech Be Free Speech?** “Learn how to implement an interactive teaching methodology that deepens student understanding of democratic principles and values and increases critical thinking skills about controversial issues, such as hate speech.” Secondary Level-High School.
- **Cyber-Citizens: Thinking Critically in an Era of Information Overload** Middle Level-Jr.-High School.
- **Deconstructing Bias in the Classroom.** “Investigate your own teaching for conscious or subconscious biases you may be passing on to your students. Learn how to create a classroom without bias.” Middle Level-Jr. High School.
- **Today’s Students: What Do We Really Know About Generational Differences?** Higher education. Learning About and Writing for Journals in the Social Studies. Secondary Level-High School.
- **Building Our Community: Using Morning Meeting in the Methods Classroom,** “A caring classroom community is integral to the social studies curriculum. This interactive presentation provides an introduction to the use of ‘Morning Meeting’ in my university social studies methods classes.” Higher education.
- **You Taught It But Did They Get It?** “easy to manage strategies that informally assess students’ understanding of concepts while encouraging interaction among students.” Middle Level-Jr. High School.
- **Understanding and Addressing Cyberbullying in Schools** by the Anti-Defamation League, secondary level-high school.
- **Enhancing Elementary Students’ Critical Thinking with Maps,** PreK-Elementary.
- **The Economic Crisis Is a Reality for Elementary Students,** PreK-Elementary.

History as Focus on Special Groups

An illustrative workshop was “**Investigating the Japanese American Internment Experience**”-- ten stand-alone lessons from the national project, Enduring Communities, whose website calls the internment camps “concentration camps.” Middle-Level-Jr. High School.

Others:

- **Using Engaging Pedagogies to Teach About the Civil Rights Movement**, using Storypath approach to connect “low-performing students to the ‘lived experiences’ of the Civil Rights Movement” PreK-Elementary.
- **Enriching American and World History with Jewish Experiences** by Institute for Curriculum Services. Secondary Level-High School.
- **Jim Crow and Nuremberg Laws: The Impact of Racist Ideologies** “Explore connections between the pre-war experiences of Jews in Nazi Germany and those of African-Americans during the Jim Crow period.” Secondary Level-High School.
- **Using Global Literature in the Social Studies Classroom.** “Literature from Korea and Japan will be examined.” Middle Level-Jr. High School.
- **Beyond America’s Founding Fathers: Revolutionary Dreams and Deeds of “Others.”** Middle Level-Jr. High School.
- **Pullman Strike: Labor, Injunction, Trial, and Human Rights**, “The 1894 Pullman Strike offers opportunities to teach about labor, the use of injunctions, Eugene Debs, and the human experience.” Secondary Level-High School.
- **Wobblies, Strikers, Vagrants and Undesirables: The Bisbee Deportation of 1917.** “Learn practical interactive and spatial thinking using a dynamic and captivating study of American social and economic justice during the early 20th century.” Secondary Level-High School.
- **African American Children’s Literature That Exemplifies Civic-Minded Dreams and Deeds**, PreK-Elementary.
- **Growing the Dream.** “Designed to teach the values of Dr. Martin Luther King, ‘Growing the Dream’ is a multidisplinary project developed by the Education and Family Programs of the National Black Arts Festival.” PreK-Elementary.

- **Chasing Freedom: An Interdisciplinary Approach to Teaching the Underground Railroad.** Middle Level-Jr. High School.
- **Facilitating Fifth Grade Students' Civil War Understanding Through Perspective Recognition.**
- **The Wolf Was Framed: Teaching Multiple Perspectives to Elementary Students; Auschwitz-The Landscape of Hell,** featuring the personal testimony of camp survivor Eva Baron.
- **Advocating for Abolition: Staging a Mock Abolitionist Society Meeting.** Middle Level- Jr. High School.
- **The Ethics of War: Holocaust Resistance and the Jewish Partisans,** Secondary Level-High School.
- **The Historical Roots of Affirmative Action** “By examining personal narratives, oral histories, and other documents, participants will explore restrictions on opportunities for blacks and women prior to the 1960s, restrictions underlying the call for affirmative action.” Secondary Level-High School.
- **Harry Truman's Historic Stand for Civil Rights,** by Harry S. Truman Library. Secondary Level-High School.
- **Presidents' Efforts to 'Establish Justice': Successful or Not?** “Engage in activities and case studies on pardons from Washington to Ford, anti-lynching legislation, and military justice from Lincoln to Hoover.” Secondary Level-High School.
- **Dispelling Ethnic and Racial Myths in Your History Classroom:** “Building student connections to American struggles and triumphs related to race and ethnicity is key to reducing prejudice.” Secondary Level-High School.
- **Studying Injustice: Making It Personal:** “Learn about strategies and materials that enable students to develop historical empathy with controversial events of the past. The focus will be on the Japanese American internment experience.” Secondary Level-High School.
- **The Roots of American Culture . . . are** “African Americans have shaped our culture in many ways. See an overview of the contributions African Americans have made to our nation's way of life. . .” Pre K-Elementary.

- **Will the Real Abraham Lincoln Please Stand Up?** “Having children compare the information presented in picture books about Abraham Lincoln is one way to help them engage in historical thinking and form their own ideas about Lincoln.” *PreK-Elementary*.
- **Fostering Afro Latino Students on the Road to Citizenship** “Meet the educational needs of Afro Latino students as they learn the democratic process by gaining a deeper understanding of their cultures. Middle Level-Jr. High School.
- **Canada’s Underground Railroad Connection: Then What Happened?** Middle Level-Jr. High School.
- **The Role of the Black Press in the Great Migration**, PreK-Elementary.
- **From Africa to America: The Evolution of ME!** “Having grown up amidst Nigerian beliefs and customs conflicting with an ‘African American’ lifestyle, the presenter seeks to help students of foreign descent turn perceived stumbling blocks into stepping stones.” Middle Level-Jr. High School.
- **Beyond a Story Well Told: Helping Students Analyze Oral Histories**, “this multimedia session offers a cooperation learning strategy to evaluate, corroborate, and synthesize varying perspective from oral histories about racial desegregation in Illinois.” Secondary Level-High School.
- **The Path Toward African American Citizenship, 1900-1925:** Online Teacher Resources, Secondary Level-High School.

Political Activism

A typical example: **Problem Solution Project: In the Service of Learning and Activism**. “Hear presentations by teachers who implemented class Problem Solution Projects, social-action/service learning projects designed to *empower urban children while covering curriculum standards*. Strategies and discussion follow. How-to handout is included. *PreK-Elementary*.”

Others:

- **Get in the Game: Bringing Political Candidates to Your Classroom.** Secondary Level-High School (with representatives of UVA Center for Politics-Youth Leadership Initiative).
- **Social Action in Teacher Education: A Case Study**, which examined “the learning experiences of graduate, K-5 teacher education students

who engaged in a social action project as part of their social studies education course work”.

- **Do Controversial Issues Have a Place in the U.S. History Curricula?** “the teaching of controversial issues to promote Dewey’s democracy” (CUFA).
- **Exemplary Research Award: Controversy in the Classroom: The Democratic Power of Discussion** to “learn about the rationales for infusing discussions of highly political issues in the curriculum”.
- **Children Making a Difference**, “Music, award-winning children’s literature, and an Oscar-winning documentary are used as instructional tools for teaching about children’s participation in the Civil Rights Movement, specifically the Birmingham Children’s March of 1963.” Pre-K-Elementary.
- **History Alive! Keeping High School Students Engaged in Social Studies** “Challenge your high school students to think like active citizens, develop financial literacy, and debate the founding ideals of our nation.” Secondary Level-High School.
- **Decision Making in U.S. History: Better Citizens Through Critical Thinking** “Use decision-making activities not only to teach students a different way of thinking about American history, but also to help them practice skills they’ll need to become effective citizens.” Secondary level-High School.
- **Doing Democracy: Empowering Students to Remake Their World** “We can only do democracy if we empower students to remake their world.” Higher Education.
- **Utilizing Jerome Bruner’s Three Modes of Knowing to Teach Voting**, *PreK-Elementary*.
- **Social Networking and Civic Responsibility**, “basic information on how to utilize blogs, Facebook, Twitter, Google Earth, and other online networking tools to teach civic responsibility and involvement.” Secondary Level-High School.
- **Bring the Principles of Democracy to Life!** “The American Promise video series shows real life stories of democracy in action.” Secondary Level-High School.

- **In Our Own Backyards: Raising Civic Engagement Through Local Issues.** Middle Level-Jr. High School.
- **Teaching to Support Civic Mission and Civic Action.** Secondary Level-High School.
- **Building Effective Learning Communities Through Democratic Classroom Practice.** PreK-Elementary.
- **Project Citizen at College: A Civic Engagement Gateway to Teaching,** Higher Education.

Illegal Immigration

- **Engaging Students in Immigration Issues Through Partner Journaling** “The study of global issues through partner journaling is demonstrated in this session by pairing preservice teachers with 5th and 6th graders to discuss and journal about issues of immigration. Pre-K-Elementary.
- **Exploring the Human Rights of Illegal Immigrant Students and Communities** (reviewed).
- **Teaching Social Justice and Human Rights Through Immigration Law** “Participatory techniques will be demonstrated to teach the basics of immigration law and the practice of removing immigrants. Policies regarding how immigrants should be treated will be discussed. By Ed O’Brien, Second Street Law Inc., Silver Spring, MD, Secondary level-High School.
- **Across the Borderline: “New” Technologies for Teaching Immigration Issues.** Secondary Level-High School.

Community Service

Example: **Service Learning: How to Nurture and Develop Active Citizenship** was aimed at *pre-K-elementary* teachers: “Citizenship is more than knowing the Pledge of Allegiance and state symbols. Learn how service learning methods engage teachers and students at an urban Foxfire school in active, progressive citizenship.”

Others:

- **Try It—You’ll Like It: Motivating Teachers to Use Service Learning:** “Imagine having 100 teachers of 3rd, 4th, and 5th graders engage their students in service learning for the first time. We did it and it worked”.

- **Empowering Democratic Citizens in the 21st Century**, Generation Citizenship Project (provides grants for sustainability; blogging from Copenhagen climate talks, skepticism about the hacked emails). Secondary Level-High School.
- **Promoting Social Understanding: Teaching Philanthropy in the Middle School**. Middle Level-Jr. High School.
- **How to Create a Service Learning Network in Your Community**, Supervisory-Administrative.
- **Understanding and Challenging the Civic Empowerment Gap**, “the ramifications of traditional civic education approaches, especially for economically disadvantaged youth of color and immigrant youth, with respect to their civic identity development, sense of efficacy, and critical participatory capacities. The aim: “helping all youth construct empowered civic identities.” Secondary Level-High School.
- **Take Action: Make Service Learning Successful at Your School** “Inspire students through an engaging service learning curriculum developed for the Action Team, a youth volunteer program led by the Major League Baseball Players Trust in partnership with Volunteers of America.” The Wall Street Journal Classroom Edition. Secondary Level-High School.
- **Service Learning Basics: The How and Why of Service Learning**, Secondary Level-High School.
- **Cultivating Civic Engagement: The Healthy Neighborhoods/Healthy Kids Project**. *PreK-Elementary*.

Everything but reading a book

Example: **Teaching U.S. History Effectively Through Original, Content-Based Songs**. “In this multimedia musical presentation, original, content-based songs will be performed live, and participants will be empowered with effective proven tools and strategies to energize and transform their classrooms.” *Secondary Level-High School*.

Others:

- **Strategies for Inclusive Social Studies Classrooms**, “interactive session examines how to develop a successful inclusive and collaborative classroom setting using research based strategies that help all students

succeed, including students with disabilities.” Secondary Level-High School.

- **Anything But Boring!** “Join National Geographic to learn how to engage and teach the ‘story of history’ with stunning visuals while employing informational text features”.
- **Using News and Technology to Promote Civic Engagement**, “how to use FREE online news resources, blogs and iReports from CNN Student News to tie current events to the curriculum and promote students’ civic engagement.” Secondary Level-High School.
- **Engaging Middle Level Learners in a Democratic Social Studies Classroom:** “Participants will discover how a learner-centered curriculum prepares students to be effective citizens as they step into the shoes of decision-makers, construct historical knowledge, and connect content to lives.” Middle level-Jr. High School.
- **Using Social Issues on Film to Actively Engage Students.** Secondary Level-High School.
- **Experiential Learning: Applying Democracy, Nature, and Art in Social Studies**, “experiential methods including democracy education, art, and nature.” Secondary Level-High School.
- **Teaching American Dreams and Deeds to 21st Century Students** “This strategy is student-centered and encourages higher-level thinking.” Secondary Level-High School.
- **History Lab:** “Doing History” in the 21st Century Classroom “allows students to ‘do’ history by collaborating with their peers to construct a multimedia project and create an original interpretation of an historical event or era.” Secondary Level-High School.
- **Take the Eek Out of Economics!** “Teach your K-5 students economics using the dog puppet Herschel, and Play Dough!”.
- **Living in a “Wiki” World:** secondary- high school level on learning to construct classroom wikis. “A successful classroom wiki on children’s rights will also be demonstrated. . . .”
- **History Matters! A Conceptual Approach to Teaching Elementary Social Studies.** Pre K-Elementary.
- **Creating 21st Century Citizens: Using Emerging Technologies in the Social Studies**, “Social networking, role-playing simulations, and online

gaming are among the newest technologies.” Secondary Level-High School.

- **Teaching Civics with a Multiplayer Online Role-Play Game**, demonstration of Oceana: A Virtual Democracy. Middle Level–Jr. High School.
- **Digital Documentaries in a Box: Digital Toolkits for Teachers** Middle Level-Jr. High School.
- **A Brave New World: Teaching Colonization Through Simulations and Games**. “Play the teacher-created simulation ‘Space Case’ and the free online game ‘Jamestown.’” Middle Level-Jr. High School.
- **Save-Our-Schule: Multi-Media Game Teaching Core Democratic Values** “multi-media decision-making games where players use their democratic rights and values to Save-Our-Schule and Race 4 the Future.” Middle Level-Jr. High School.
- **Differentiated Classroom Questioning Strategies at Specified Levels of Cognitive Complexity**. Methods for understanding cognitive abilities among students for classroom discussions. Secondary level-high school.
- **Outrageous Teaching: U.S. History Education**. “A high-energy, entertaining session filled with magic, mayhem, and most importantly, methods to capture and engage your hard-to-motivate students through interactive and creative approaches to teaching history.” Secondary Level-High School.
- **“Make and Take” American History Activities** “a creative hands-on approach.” PreK-Elementary.
- **Mythbusters, Cash Cab, CSI: Using Pop Culture in Middle School**. “Learn how students can solve historical mysteries, like detectives on CSI, play Cash Cab as a test review, use Mythbusters to determine historical fact or fiction and much more”.
- **21st Century Social Studies**, on integrating technology. Middle Level-Jr. High School.
- **Oh the Drama! Bringing History to Life Through Classroom Theater**. Secondary Level-High School.
- **Making Choices: Engaging Students in Research, Analysis, and Collaborative Writing**. “Participants engage in making and supporting choices of historical significance. This project encourages students to

respect multiple perspectives, focus on making reasoned democratic choices and work collaboratively.” Secondary Level-High School.

- **History Minutes: Historical Narratives in 60 Seconds**, “student created video-based history minutes.” Higher Education.
- **The Sandra Day O’Connor “Our Courts” 21st Century Skills Program**. “Attendees will participate in activities and some other features of the website, including the online game.” Middle level-jr. high school.
- **A Journey Through Time: Creating and Using Historical Traveling Trunks**. Secondary Level-High School.
- **A Simulation of the WWI Paris Peace Conference**. Secondary Level-High School.
- **Using Scrapbooking in the Classroom for Student Motivation**. Secondary Level-High School.
- **Teaching the 17th-19th Century U.S. History in a “21st Century” Way**, History as Mystery strategy Middle Level-Jr. High School.
- **Exploring Social Studies with Videoconferencing: New Faces, Voices, and Ideas**. Secondary School-High School.
- **A Class Act: Role Play Your Way Through Personal Finance**, Federal Reserve Bank of Kansas City. Middle Level-Jr. High School.
- **Rembrandt in Social Studies: Understanding Ourselves Through Art**. Middle Level-Jr. High School.
- **Stretching the Elasticity of the Mind Through Technology**. Middle Level-Jr. High School.
- **Teaching Without Books: Civics Education, Generation Next and Annenberg Classroom**. Secondary Level-High School.
- **Powerful and Free: Web 2.0 Resources for the Classroom**. “Free simulations, cartoon/movie/avatar generators, podcasts, wikis, quality public domain resources (content, images, music).” Secondary Level-High School.
- **The Interdisciplinary Shift: Effective and Innovative Instruction in a Collaborative Classroom**, combining “online research with classroom exercises devoted to exploring the story of western settlement through photos, arts, and the written word.” Secondary Level-High School.

- **Utilizing GIS to Teach the Five Themes of Geography**, demonstrations of GIS software. PreK-Elementary.
- **Citizenship Games and the Middle School Student**, “a year-long classroom simulation game.” Middle Level-Jr. High School.
- **History Alive! Keeping Middle School Students Engaged in Social Studies**. “Learn how multiple intelligence and cooperative learning are put into effective practice using a TCI lesson.” Middle Level-Jr. High School.
- **Prepare your AP Economics Course for Success**, “rigorous interactive lessons.” Secondary Level-High School.
- **Using Video Game Knowledge to Tap into Students’ Schema**. “Teachers often use local items to relate content to what students already know. We explore the history in video games and how teachers can use this content with students.” Higher Education.
- **Improving Your Digital History Skills With the National History Education Clearinghouse**, using online resources. Middle Level-Jr. High School.
- **Listen Up! Using iPods to Inspire Civic Engagement and Meaningful Writing**. Secondary Level-High School.

Global citizenship

Example: **A World Made New: Educating Global Citizens**, “Young people must see themselves as global citizens, with national and international rights and responsibilities. Explore the Universal Declaration of Human Rights as a tool for social justice education.” Secondary Level-High School.

Others:

- **Effective Strategies for Teaching About Youth Cultures in East Asia**, Secondary Level-High School.
- **What’s in the News? Civic-Mindedness in Second Grade**: “Second graders can be global citizens too. Participate in activities using newspapers that engage children with current issues, promote literacy, and encourage newspaper reading as a life-long skill and habit.

- **Teach About International Issues:** Participate in the International Activities Community. Secondary Level to High School.
- **Do You Get It?** Encouraging Students to Become Global Citizens by Heifer International which focuses on global sustainability to alleviate poverty, apparently by providing livestock for small farming. Middle Level-Jr. High School.
- **Larry Metcalf Exemplary Dissertation Award: Seeking Cosmopolitan Citizenship: A Comparative Study of Two International Schools for Secondary Level – High School:** “Participants will learn about innovative social studies programs that incorporate both global and multicultural dimensions. . . .”
- **Judge Me, Judge Me Not: The Trials of War Criminals** “Debate over Guantanamo leads to the larger question of enforcing international law and the trials of war criminals. . . .” Secondary Level-High School.
- **Global Reporting and New Media: From Information to Participatory Engagement** by the Pulitzer Center on Crisis Reporting. Secondary Level-High School.
- **Teachers Share Experiences: Global Current Events in the Elementary Classroom** “Multiple teacher-created videos will demonstrate a variety of instructional strategies for introducing global current events in the elementary classroom, along with students’ reactions to and teachers’ reflections on their experiences.” PreK-Elementary.
- **Change Your Thinking about Independent Projects,** “An independent research project can allow students to apply 21st-century skills to learn and think about global change beyond the classroom walls.” Middle Level-Jr. High School.
- **Including the World in Our Civic Mission Using ICTs.** “American citizenship in a world context,” with Interactive Communications Technologies, by National Peace Corps Association and Indiana University. Secondary Level-High School.
- **An Interdisciplinary Approach Toward Understanding Global Citizenship and Social Justice,** Higher Education.
- **Global Issues and Sustainable Solutions for the Classroom.** “Discover hands-on activities to enliven classroom discussions, stimulate

critical thinking, and help students relate to global issues.” By [Facing the Future](#)³⁷ Secondary Level-High School.

- **Sharing a World of Seven Billion: Activities for Global Citizenship.** Middle Level-Jr. High School.
- **The Role of International E-learning Communities in Promoting Human Rights.** Secondary Level-High School.
- **Microfinance and Service Learning for the Social Science Classroom,** incorporating “global awareness and service learning opportunities” Secondary Level-High School.
- **The Latest Online Training in Economics, History and Globalization.** Secondary Level-High School.
- **Community Classroom: Exploring International Social Justice Issues Through Film** “introduces exciting documentary video content and curricula about social justice and women’s empowerment from an international perspective.” Secondary-High School.
- **Global Schoolhouse.** “Our fifth grade students explore what schools around the world are like.” PreK-Elementary.
- **The Millennium Development Goals: A Report Card for the World,** “the UN’s initiative targeting eight goals for reducing global poverty.” Secondary Level-High School.

LGBT

- **We’re Coming Out: LGBTQ Students Talk about Creating Safe Schools.** Secondary Level-High School.
- **We’re Coming Out: LBGTQIQ Youth Talk about Creating Safe Schools,** CUFA Research into Practice Session.
- **That’s So Gay: Ending Name Calling in Schools.** Secondary Level-High School.
- **Gay and Lesbian Issues in the Social Studies Classroom.** Secondary Level-High School.
- **GSAs for Social Justice: Saving Lives in Secondary School Settings.** “The Gay Straight Alliance encourages students and faculty to keep minds

³⁷ <http://www.facingthefuture.org/AboutUs/AboutUsHome/tabid/98/Default.aspx>

and hearts open, while stressing equity for ALL. Learn how this orientation *saves lives* at one Midwestern high school” (emphasis added).
Secondary Level-High School.

- **Demonstrations by Government Agencies**
- **GDP & Pizza: Economics for Life**, a “student-driven, online curriculum” presented by Barb Flowers of the Federal Reserve Bank of St. Louis.,
Secondary Level-High School.
- **Got Data? Census Lessons and Resources for Your Classroom pre-K-Elementary**, Paul Reyes, U.S. Census Bureau.
- **\$mart \$ites: Links for Teaching and Learning Social Studies**. On websites. Federal Reserve Bank of St. Louis, Memphis, Nashville.
Secondary Level-High School.
- **The Environment and Diplomacy: U.S. History** “Join the U.S. Department of State for a preview of its latest instructional package focusing on past, present, and future interactions of U.S. diplomacy and environmental issues.” Secondary Level-High School.
- **Count Me IN! Census and Economic Sustainability**. PreK-Elementary.
- **Abraham Lincoln and the Five Dollar Note**, “lessons using economic concepts of money and the \$5 bill as a tool to examine Lincoln’s leadership characteristics and those of others pictured on U.S. currency”
Federal Reserve Bank of St. Louis. Middle level-Jr. High School.
- **Economic Stability: The Critical Mission of the World’s Central Banks**, Federal Reserve Bank of Dallas and Federal Reserve Board of Governors, Washington, D.C.
- **WAMC Public Radio Student Town Meetings: Civic Awareness & News Literacy**. Secondary Level-High School.
- **STAMPS: Engaging Urban Youth in the National Parks**, National Park Service.
- **Teaching American History Grants**, U.S. Department of Education.
- **Personal Finance: Deeds Make a Difference**, by Federal Reserve Bank of St. Louis-Memphis Branch. Secondary Level-High School.

Technological Gimmicks

Example: **Civic Engagement: Lessons Learned From The 2008 Presidential Campaign** “YouTube and text messaging were successfully used by the 2008 Obama campaign. Technology lessons learned may be applied in the classroom to engage your students and inspire community service experiences.” Secondary Level-High School.

Others:

- **Social Networks in the Social Studies: Promise and Potential**, “Social networks from LinkedIn to my.barackobama.com are transforming society. This presentation will showcase ideas for helping teachers develop a learning network and helping students contribute to a Web 2.0 world.” Secondary Level-High School.
- **Using Interactive Notebooks to Promote Student Processing**. Middle Level-Jr. High School.
- **Rubrics, Portfolios, and Presentations—OH MY!** “asks students to use their ‘techie-wits’ with an easy-to-use rubric for a paperless portfolio project. . . . research, discourse, and presentation skills for the 21st century.” Middle level-Jr. High School.
- **Technology and Economics: Supplying Student Demands for Creative Learning**. Secondary Level-High School.
- **Technology and Global Citizenship: Stories from Educators** “Learn how educators are using technology to develop rich, interactive classroom-to-classroom collaborative projects designed to enhance 21st century skill development, media literacy, and global citizenship among students. Secondary Level-High School.
- **Powerpoint Gameshows in the Classroom**. Secondary Level-High School.
- **Electronic Portfolios: Digital Video to Assess Social Studies Pre-Service Teachers**. Higher Education.
- **Sure, Simulations Are Fun, But Are They Learning?** “Simulations are commonly used to promote student participation. . . . This presentation discusses the design and implementation of instructional simulations and accompanying assessments.” Middle Level-Jr. High School.
- **What About EconEdLink?** Council for Economic Education. Middle Level-Jr. High School.

Peace Studies

- **Ground Zero at Hiroshima/Nagasaki: Voices of A-Bomb Survivors** “To go beyond the hard facts and political debates surrounding Hiroshima/Nagasaki, we must incorporate the voice of Hibakusha as a way to bring new perspectives and spread messages for peace.” Secondary level-High School.
- **Living in a Nuclear Age: Considering U.S. Policy Alternatives.** “Help your students understand the complicated issues surrounding nuclear weapons and explore alternative viewpoints on U.S. nuclear weapons policy.” Secondary Level-High School.
- **Academic Freedom and Controversy: Teaching About War,** “the teaching of controversial issues such as war and empire-building.” Secondary Level-High School.
- **Transitional Justice: Exploring Conflict and Peace at Home and Abroad.** “This interactive session will train educators on using *The Road to Peace: A Teaching Guide on Local and Global Transitional Justice* to teach about conflict, peacemaking, and restoration of justice.” Secondary Level-High School.
- **Non-Violent Civic Action and International Conflict.** Secondary Level-High School.

Feminism

- **Using Technology to Study Women in the Civil Rights Movement** “Who are Ella Baker, Fannie Lou Hammer, and Septima Poinsette Clark?” *Pre-K-Elementary.*
- **Her Stories in U.S. History: Using Women’s Biographies:** an “interactive session.” Secondary Level-High School.
- **Women in Sports: Changing Roles in Early Twentieth Century American History.** Secondary Level-High School.
- **Teaching the History of Women in Congress, 1917-2009.** Secondary Level-High School.
- **Real Heroes: The Rest of the Story.** “Move over Superman! It’s time to inspire kids with REAL American superheroes to admire, such as the Fantastic Four of the Revolutionary Era and the Dynamic Duo of women’s rights.” Middle level-Jr. High School.

- **From Republican Motherhood to the Ya-Ya Sisterhood**, “An interdisciplinary presentation examining the range of female representations in art, literature, and history from the founding of the United States until the Modern Age.” Secondary Level-High School.
- **20th Century Women: Achievement of Their Dreams and Deeds.** Secondary Level-High School.
- **Dreams and Deeds of Women in History: Teaching With Images**, “Explore teaching women’s history through partnerships with museums and archives, focusing on the use of images”. Secondary Level-High School.
- **Goddesses, Empreses, Mothers, Businesswomen: The Transformative Roles of Japanese Women.** Secondary Level-High School.

Multiculturalism

- **Multiculturalism Begins with Me** Pre-K through elementary school students look at “perspectives. Starting with themselves, students compare and contrast their unique characteristics and backgrounds, to those of others.”
- **Embracing ALL Students: Teaching from Multiple Perspectives.** Secondary-High School.
- **A Civics Curriculum that Maximizes Your Students’ Dreams and Deeds!** “new strategies to teach about civics education and our nation’s history of diversity. . .” Middle Level-Jr. High School.
- **Teaching the American Revolution as a Culturally Responsive Educator.** Middle Level-Jr. High School.
- **Diversity and Indigenous Inheritance of Mexico and Peru**, “Aztec, Maya, and Inca contributions to Mexican and Peruvian history and culture, and explore contemporary cultures to increase understanding of diversity both at home and abroad.” Middle level-Jr. High School.
- **Building a Productive Citizenry: Examining Diversity in the Classroom.** PreK-Elementary.

Native American

- **Effective Social Studies Strategies: Teaching Like a Native** Pre-K-Elementary.
- **Strong Like Two People: Aboriginal Pedagogies for the Whole Class** “Insights and teaching strategies will be explored that reference Native North Americans yet can benefit all.” Middle Level-Jr.-High School.
- **Champlain and First Nations: Teaching Multiple Perspectives with a Map**, the “multiple cultures” that Champlain “intersected” with. Middle Level-Jr. High School.
- **To Apache from Zulu: Integrating Indigenous America into World History 19th-20th century curricula.** “Emphasis is given to Indian removal, nation building, native responses to genocide, and civil rights in apartheid states.” Secondary Level-High School.
- **The Role of Indian Nations in the Development of America.** Middle Level-Jr. High School.
- **Tribal Government in the United States.** Middle Level-Jr.-High School.
- **American Indians: Human Beings Within The Eyes of the Law.** Secondary Level-High School.
- **Embracing the Dreams and Deeds of the Elders.** “Students can learn not only social studies content, but also provide a service to American Indian tribes (or the students’ communities), by chronicling the dreams and deeds of the elders.” Secondary Level-High School.
- **Beyond Pilgrim Hats: Meaningful and Critical Ideas for Teaching Thanksgiving** “Participants will learn creative ideas for infusing critical thinking and social studies content into their Thanksgiving curriculum. Strategies will include critical literacy, service learning, historical inquiry, and critical media literacy.” PreK-Elementary.

Social Justice

- **Notable Trade Book Lessons That Inspire Dreams and Deeds** “social justice themes and others in the book selections and lessons.” Pre K-Elementary.
- **Primary Sources to Die For: Death Records, Obituaries, and Tombstones.** PreK-Elementary.

- **Social Justice: Psychological Phenomena That Contribute to Decision Making.** Secondary Level-High School.
- **Simulations Seminar for Social Studies:** “Simulations on international relations, trade, economics, social justice and diversity will have participants actively involved in this research-based seminar.” Middle Level-Jr. High School.
- **Teach Social Justice: Incorporate African American History into US History:** Teaching Human Rights: Meeting a Civic Responsibility. Secondary Level-High School.
- **Thinking Critically About Youth, Democracy and Experimentation in Participatory Spaces:** “This session will discuss youth involvement in creating participatory spaces in and beyond classrooms. Democracy as an ongoing and dynamic project with implications for classrooms and communities will be explored.” Higher Education.
- **Some-Like-It-HOT: Facilitating Conversations About Controversial Topics** “art-based activities to begin classroom conversations about controversial social issues” Middle Level-Jr. High School.
- **Helping to Form a Collective Voice for Social Justice.** Supervisory-Administrative.
- **Teaching Social Justice in Jim Crow’s Georgia: Lessons for Today:** “Learn how five Georgia African American teachers taught citizenship and social studies before the civil rights era and their ‘life lessons’ for today’s K-12 educators.” Middle level-Jr. High school.
- **The Needs of Society: Social Justice in World History Courses,** Secondary Level-High School.
- **Social Justice Through Literature Demonstrated by Authors Through Historical Interpretation,** “Early Childhood and Elementary Community members host a southern tea with historical interpretation (social justice from children’s literature) by researcher/author Anne Dalton,” PreK-Elementary.
- **Their Silence Is Broken: Two Personal Narratives of Social Injustice,** “She remained silent for 60 years after being interned in a Japanese prison camp; he for 50 years after striking for equality.” Middle Level-Jr. High School.
- **Teaching Social Responsibility Through Mapmaking: Southern Africa and U.S. Perspectives,** PreK-Elementary; **Connecting the Ten Themes**

of Social Studies with Dr. Seuss. “Experience human rights across the curriculum in ways that are natural, authentic, and holistic for all learners.” PreK-Elementary.

- **Revolution '67: Teaching for Social Justice Through a Documentary Film.** “The award-winning ‘Revolution ‘67’ film, which explores the Newark riots and race relations at the end of the Civil Rights movement, and an extensive, accompanying curriculum will be presented.” Secondary Level-High School.

Environmentalism

- **Conscious Consumption for Citizens in a Material World:** “Guide your students in examining their personal economic decisions by thinking critically about their values, mass media, and the impact of consumption on the environment.” Middle level-Jr. High School.
- **Exploring Environmental Issues: “Places We Live” Project Learning Tree Module** by Georgia Project Learning Tree and Kris Irwin, University of Georgia. Secondary Level-High School.
- **Methodology Course for Teaching Social Studies in Puerto Rico,** “research on environmental and social issues.” PreK-Elementary.
- **It’s Up to You and Me: Here and Across the Sea,** “The U.S. and Germany are working together to combat climate change,” “new curriculum designed to promote ‘green’ education and learn about study tours to Germany, Goethe-Institut. Middle Level-Jr. High School.

By Liberal Groups

- **Teaching Students About the Holocaust, Holocaust Denial and Anti-Semitism,** by Anti-Defamation League. Secondary Level-High School.
- **Up in Arms: The Second Amendment in U.S. History.** American Bar Association. Secondary Level-High School.
- **The Gettysburg Address, Then and Now** American Bar Association. Middle Level-Jr. High School.
- **Preview of the U.S. Supreme Court’s Term,** Street Law, Inc. Secondary Level-High School.
- **A More Perfect Union: Engaging Middle-Level Students in Constitution Study** by Constitutional Rights Foundations, which

[awarded](#)³⁸ a prize to a law firm representing Guantanamo prisoners (who don't fall under the Constitution obviously). Middle Level-Jr. High School.

Middle East and Islam

- **Turkish Students' Perceptions of the Israeli-Palestinian Conflict**, secondary level-high school; **Educators to Saudi Arabia Program: Two-Week International Opportunity for Teachers** "Fully-Funded International Study Tours for U.S. Educators, Institute of International Education. Secondary Level-High School.
- **Peace and Perspective Through Poetry**, "Learn how middle school students tackled the Israeli-Palestinian conflict by taking on the perspectives of Israelis and Palestinians through poetry." Middle Level-Jr. High School.
- **Saudi Arabia: Women in the Kingdom**. Secondary Level-High School.
- **Unclenching Our Fists: Making the Middle East Relevant to Students**, Middle Level-Jr. High School.
- **Perception of Students in Muslim Societies: The Case of Sudan**. Higher Education.
- **Muslim Perspectives Through Film and Dialogue: Understanding Empathy, Civic Discourse** (see report);
- **Teaching About the Muslim World** with [NCSS Ten Thematic Strands](#)³⁹.

Anti-Business

- **The Economics of Personal Food Choices** "Do personal food choices reflect federal economic policy and corporate marketing? Is childhood obesity related to these policies?" Secondary Level-High School.

Psychology

- **Resolution, Reality, and Responsibility: Teaching the Economy to Elementary Children Pre K-elementary** "comparative study about the Great Depression and contemporary economy."

³⁸ http://www.jenner.com/news/news_item.asp?id=14786224

³⁹ <http://www.socialstudies.org/standards/strands>

- **It's All About the Biology:** Biological Connections in Psychology. Secondary Level-High School.
- **Formative Assessment: Diagnostic Items in the Psychology Classroom.** Secondary Level-High School.
- **Using Psychology to Teach Psychology.** “Psychological assessments and support strategies can be used to promote student success, while enhancing understanding of psychology. Presenters share how such strategies have enhanced success of minority students in AP Psychology”.
- **Psychology Lessons to Stimulate Learning.** Secondary Level-High School.
- **Psychology: Dreams, Deeds and Effective Instructional Strategies.** Secondary Level-High School.

Good Subjects in the Right Hands

It is difficult to tell the slant of the following workshops. However, one would guess they would not diverge dramatically from the rest of the conference.

- **StrataLogica: Nystrom Powers the 21st Century Social Studies Classroom**” a “3-D learning environment” powered by Google Earth.
- **What’s So Great About Unity? Civil Discourse, Justice, and Freedom**” with Veronica Burchard of the Bill of Rights Institute. Secondary Level-High School.
- **The Controversial Issue of Teacher Disclosure.** College and University Faculty Assembly (CUFA).
- **The Stressed-Out Teachers Guide to Classroom Projects.** Secondary Level-High School.
- **Teachers Across Borders in Cambodia** “in the time of the . . . [Khmer Rouge] all the teachers in Cambodia were killed. . . . [Now we are] trying to rebuild . . . our educational system.” Global Connections.
- **Beyond Angels and Demons: How to Talk Responsibly About Genocide,** “When discussing genocidal conflicts in far-off places like Darfur, it’s tempting to depict entire communities as good or evil. Explore innovative strategies for teaching genocide that don’t perpetuate harmful stereotypes.” Secondary Level-High School.

- **Building History in the College Classroom: Thomas Jefferson’s Travels:** online archival display.
- **Visual Images in U.S. History: Effective Strategies for ELL Students.** Secondary Level-High School.
- **Geographic Strategies for Teaching Young Learners** Pre-K-Elementary.
- **Keeping Economics “Real” in the Middle School.** Middle Level-Jr. High School.
- **K-3 Civics Education: Yes They Can!** “The Center for Civics Education’s ‘Foundations of Democracy’ materials exemplify how fables make abstract civics concepts understandable for elementary students.” PreK-Elementary.
- **How to Design an Effective Personal Finance Course,** by Council for Economic Education. Secondary Level-High School.
- **Calling All National Board Certified Teachers and University Researchers,** “Help to shape the NCSS research agenda. . . .” Higher education.
- **It’s the Water, Stupid!: Understanding Conflict from Kashmir to Gaza.** Secondary Level-High School.
- **Vocabulary Strategies Help Students Make Content Connections in Social Studies.** PreK-Elementary.
- **What Works? What Research Says About Civic Education.** Secondary Level-High School.
- **When Ethics and Economics Collide.** Secondary Level-High School.
- **Teaching the Concept of Genocide with Geographical Information Systems (GIS).** Secondary Level-High School.
- **The Constitution and Security-Abraham Lincoln and Woodrow Wilson** by The Bill of Rights Institute. Secondary Level-High School.
- **Visions of Powerful Integrative Elementary Social Studies.** Higher Education.

- **Archeology: Effective Strategies for an Interdisciplinary Curriculum** “will consider the rights of indigenous peoples to recovered artifacts and how to create a school-site dig.” Secondary Level-High School.
- **Korea 101. Using the Virtual Historian to Engage in Authentic Historical Tasks** CUFA Research into Practice Session “how best to integrate Internet-based primary source documents, images, and animations into their instruction”. Secondary Level-High School
- **You are Marcus Aurelius: How Should You Protect Your Empire?** “Students take on the role of Marcus Aurelius at the peak of his empire facing the decision of whether to fight his military enemies or focus on domestic concerns.” Middle level-Jr. High School.
- **Ordered Liberty: Privacy and National Security** by Center for Civic Education. Secondary Level-High School.
- **Recruiting Students’ Ideas: Authentic Learning Through Reasoning and Writing**, using primary sources. Secondary Level-High School.
- **Evolving an Evidence Base for Effective Social Studies Practice.** Higher Education.
- **Character Education Across the Curriculum: An Easy Fit**, PreK-Elementary.
- **Tibet and China: The Dilemma Continues.** Secondary Level-High School.
- **“Gone Bust” An American Story**, comparison of present financial disaster to pasts. Secondary Level-High School.
- **Power and Liberty: A Delicate Balance.** Secondary Level-High School.
- **Teaching History for Good Citizenship** PreK-Elementary.
- **Teacher Tested Curriculum and Instructional Strategies for Upper Elementary Grades** “To assist teachers in meeting social studies requirements. . . “ PreK-Elementary.
- **Innovative Strategies to Integrate Social Studies and Visual-Performing Arts.** PreK-Elementary.
- **Geographic Features: From Majestic Mountains to Spectacular Seas**, “easy-to-implement hands-on geography lessons.” Middle Level-Jr. High School.

- **Engaging Economics with Current Events and Free Web 2.0 Tools**, Secondary Level-High School.
- **Citizenship and Archeology: Engaging Students Through Effective Instruction**. Secondary Level-High School.
- **Embodied Presidency: Presidential Roles in United States Development**. Secondary Level-High School.
- **Dreaming Railroad Dreams: Documenting the Deeds of World Industrialization**. Secondary Level-High School.
- **Demystifying Primary Documents with Drama**. Middle Level-Jr. High School.
- **Tulipmania! Understanding Today's Economy by Exploring Yesterday's Dreams of Wealth**, an interactive session to “explore the 1630s Dutch tulip trade as a parallel to the current economy.” Secondary Level-High School.
- **The Art of Discussion**, “detailed instruction in five different discussion methods: debate, scored discussion, on-line, fishbowl and Socratic.” Secondary Level-High School.
- **Reinventing the Mock Trial: New Methods for the 21st Century**. Secondary Level-High School.
- **What You Say Matters: Analyzing the Lincoln Douglas Debates, 1858**. Secondary Level-High School.
- **When History Happens: Primary Sources and Technology Equal Classroom Success**. Secondary Level-High School.
- **Stimulating the Legislative Process: Promoting Civic Competence Through Debate**. Middle Level-Jr. High School.
- **Differentiation in the Social Studies Classroom**. Middle Level-Jr. High School.
- **What's New Online from The National Archives in Washington, D.C.**, Secondary Level-High School.
- **Only Connect: Making Sense(s) of History** using “artifacts, sound, and smells to help students connect topics with each other, and with lived experience.” Elementary.

- **NCSS Notable Trade Books Authors Talk About Writing “Real” Stories**, NCSS-CBC Notable Social Studies Trade Books by Carmen Agra Deedy and Trudy Ludwig. PreK-Elementary.
- **Responding to Current Time Pressures in Teaching Social Studies**, PreK-Elementary.
- **Match It Up: Using Children’s Literature and Primary Sources**, PreK-Elementary.
- **A Workshop Model for the Teaching of Civic Efficacy**, Middle level-Jr. High School.
- **Toward Historical Literacy: Action Research to Improve Content-Area Literacy**. Middle Level-Jr. High School.
- **Battle for the Continent: The Conquest’s 250th Anniversary**. Middle Level-Jr. High School.
- **Civics Solutions: Creative Strategies to Promote Civic Responsibility and Participation**. Secondary Level-High School.
- **Understanding Economics in Civics and Government**. Secondary Level-High School.
- **Many Different Needs, One Curriculum: Differentiating Instruction for Student Success**. Secondary Level-High School.
- **The Changing Faces of Lincoln, Slavery, and the Civil War**. Secondary Level-High School.
- **The Ottoman Empire and the Question of Human Rights**. Secondary Level-High School.
- **Geography and Economics: An Interdisciplinary Approach** PreK-Elementary.
- **Perspectives on Civic Education: A Dialogue with International Educators**. Secondary Level-High School.
- **Freshmen Alive** “topics and skills covered over four years on high school graduation tests.” Secondary Level-High School.
- **Thinking Geographically: Linking Research with Practice**, developing spatial thinking skills. Middle Level-Jr. High School.

- **A Click Away: Customizing Primary Material According to Students' Needs**, NYS archives free customization tool. Middle Level-Jr. High School.
- **Teaching with the New Georgia Encyclopedia and Civil Rights Digital Library**. Secondary Level-High School.
- **From Dreams to Deeds: Ensuring Success in AP Human Geography**. Secondary Level-High School.
- **Moving Forward Into the Past: How Teachers Teach and Learn History**, a study that follows three first-year teachers and “reveals that these teacher learn history content differently than they teach it.” Higher Education.
- **It Is Why and When Not Just What and How!** Secondary Level-High School.
- **No Field Trip Money? The Virtual Field Trip is Priceless**. Middle Level-Jr. High School.
- **Do You Have Time to Teach Studies?** “hands-on geography classroom activities.” PreK-Elementary.
- **Quebec 101: Lessons in Citizenship and Democracy**. Secondary Level-High School.
- **Exploring the NCSS Themes Through Literature, Artifacts and Inquiry-Based Activities**. Higher Education.
- **The New American Promise-Promoting Citizenship Through Literacy**, American Promise video series. PreK-Elementary.
- **Using Inquiry Projects to Engage Students in Relevant Social Studies**. Secondary Level-High School.
- **Dreaming Beyond Classroom Walls Connecting Schools and Museums**. Supervisory-Administrative.
- **Powerful and Purposeful Teaching in Elementary Social Studies: Exemplary Lessons**. PreK-Elementary.
- **From Reconstruction to the Modern Age: An Economic Record**, SIFMA Foundation for Investor Education. Middle School-Jr. High School.

- **New Directions: Using Primary Sources in the 21st Century**, Library of Congress. Middle Level-Jr. High School.
- **Teaching with Documents and Works of Art: An Integrated Approach**, National Archives and Smithsonian American Art Museum. Middle Level-Jr. High School.
- **Practicing Critical Thinking and Writing While Studying the Ancient World**. Secondary Level-High School.
- **Dream and Deeds: Social Studies and Literacy Skills**. “Participants identify the skills, learn literacy/literature connections, and apply instructional/assessment methods.” PreK-Elementary.
- **C-Span’s Free Storehouses** for Public Affairs Programming and Congressional Information. Secondary Level-High School.
- **Using Literature to Promote Critical Geographic Awareness in Young Learners**. Pre K – Elementary.
- **Preparing Students for Economic Realities with The Civic Mirror**, which “challenges students to manage their own economy.” Secondary-High School.
- **An Economic Analysis of the Great Depression: Implications for 2009** Secondary Level-High School.
- **World War II: Perspectives on Fear**. Secondary Level-High School.
- **Use Thinkfinity.org Throughout the Social Studies Curriculum**. Middle Level-Jr. High School.
- **Using Primary Sources to Teach About the Middle East** Secondary Level-High School.
- **Taking Pizza Production Further: Learning Costs and Curves with Excel** Secondary Level-High School.
- **Man: A Course of Study and a Study of Controversy**. “[MACOS](#)⁴⁰, one of American history’s most innovative and controversial curriculum projects with relevance today, will be discussed with one of its founding architects.” Middle level-Jr. High School.

⁴⁰ <http://www.coe.ufl.edu/CT/Projects/MACOS.html>

- **Multiple Approaches for Designing Meaningful Social Studies Units, PreK-Elementary.**
- **The Instruction Community Members Present Their Favorite Teaching Techniques.** Middle Level-Jr. High School.
- **Teaching Historical Thinking Skills in AP U.S. History.** Secondary Level-High School.
- **Working Towards the Ideal.** Secondary Level-High School.
- **19th and 20th Century Economic Crises Influence United States Development.** Secondary Level-High School.