

Social Studies Web sites

MarcoPolo provides many great resources to help your students learn more about the elements that shape society: culture, social customs and beliefs. The lessons and activities highlighted below from the **MarcoPolo** Partner sites will help you bring creative social studies activities into your classroom. Here are some trivia questions to get you started! Scroll down for answers and links.

QUESTIONS:

1. What inspired writer/director George Lucas to develop the theme of journey and redemption in his famous "Star Wars" trilogy?
2. In 1999, Shawn Fanning dropped out of college to develop "Peer to Peer" communications software that eventually became the downfall of his company. What is the name of the online file-sharing company?
3. In the field of archaeology, what is an "ecofact?"
4. In China, children tune in to "Zhima Jie" (starring a character called Da Niao), that country's version of a popular American children's television series. What is the name of the American series?
5. When did the world's population reach 6 billion people?

You might also want to try www.nationalgeographic.com/news. This site is always free, and often carries AP (associated press) stories, that you may be paying for on the New York Times site.

MarcoPolo has gone to the trouble of archiving every page on the nationalgeographic.com site for the MP search engine, but the news site is updated daily, so you may want to bookmark the site.

Call for Participation -- Congress in the Classroom® 2001

Congress in the Classroom® is a national, award-winning education program now in its tenth year. It is sponsored by The Dirksen Congressional Center located in Pekin, Illinois in cooperation with Bradley University, Peoria, Illinois, and is dedicated to the exchange of ideas and information on teaching about Congress.

Congress in the Classroom® is designed for secondary school teachers and junior and community college faculty who teach U.S. history, government, civics, political science, or social studies. Between 30 and 35 teachers are selected each year to take part in the program.

The 2001 program theme will be "The Legislative Process." Individual sessions will be offered on these topics, among others: lobbying, committees, the demographics of membership in the House and Senate, the policy agenda for the new Congress, the relationship between the President and Congress, and the exercise of leadership in Congress. You will also gain experience with The Center's educational Web site, "CongressLink" -- (<http://www.congresslink.org/>), which features online access to lesson plans, student activities, historical materials, related Web sites, and subject matter experts. Throughout the program you will work with national

experts as well as colleagues from across the nation. This combination of first-hand knowledge and peer-to-peer interaction will give you new ideas, materials, and a professionally enriching experience.

The workshop will be held August 5-8, 2001, on the campus of Bradley University in Peoria, Illinois. Congress in the Classroom® 2001 is free to participants. All conference costs are underwritten by The Center, including materials, lodging, and some meals. Each participant who completes the workshop will receive \$100 and will have the option of purchasing one hour of graduate credit for the workshop from Bradley University.

The deadline for application is April 17, 2001. Enrollment is competitive and limited to thirty-five. Selection will be determined by The Dirksen Center. Individuals will be notified of their acceptance status by May 15.

Take a look at The Dirksen Center Web site -- (<http://www.pekin.net/dirksen/progcongressinclassroom.htm>) -- to see what participants say about the program.

If you are interested in registering for the Congress in the Classroom® 2001 workshop, you can complete an online registration form found at -- (<http://www.pekin.net/dirksen/CiCApplication.htm>). If you have any questions or want more information, call, write, or e-mail:

I agree there are terrific resources at the Library of Congress. There is a wonderful little museum in Kansas City of a steamboat that was buried in mud from the 1850s and has been unearthed with most things aboard intact. Their web site is only marginal (a couple of spelling errors, etc.), but does have some good images you can use. That address is: <http://www.1856.com/home.html>

Sylvia Earle is an Explorer in Residence at the National Geographic Society who was the chief scientist for the U.S. National Oceanic and Atmospheric Administration, and has been published more than 125 times. Her research in marine biology and technology for research is world famous.

You might want to share her site with your child, and discuss contributions women have made to the sciences and the arts, especially since it is Women's History Month. (The lead image in the "Arctic and Antarctic Circles" Family Expeditions was taken by a woman photographer in Antarctica).

Dr. Earle's biographic information is on http://www.nationalgeographic.com/eir/bio_earle.html and you might want to visit the wonderful interactive game called Monterey Bay, based on her research. http://www.nationalgeographic.com/monterey/ax/primary_fs.html

Just a follow-up on Susan Jenson's post re: the Social Studies forum.

I've posted a few of the topics the forum will discuss on this list, and certainly would invite anyone associated with this list to join us on Wednesdays. We meet from 8-9 p.m. Eastern (5-6 p.m. Pacific) in TAPPED IN (<http://www.tappedin.org>). TAPPED IN is a MUVE (multi-user virtual environment).

In addition, we keep a series of "transcripts" of forum sessions as well

as moderate a listserv for the forum. You can access past transcripts of sessions and suggest resources on the listserv. The listserv address is <http://www.tappedin.org/mailman/listinfo/ssf>.

While it's a "social studies" forum, we're not limited to simply inviting teachers in that discipline. For example, tonight (3/14), we're discussing lessons relating to the sinking of the Titanic. A journalism teacher might want to find information about lessons regarding this event in order to develop a lesson comparing the coverage of the sinking of the Titanic with the explosion of the space shuttle Challenger. A science teacher might look for lessons regarding the construction of the ship or how the composition of the metal of the ship contributed to its sinking.

We're a fairly informal bunch, and we'd welcome new participants to join us. We've been fortunate to have "special guests" join us in the forum, for example, producers from PBS, representatives from the Library of Congress, and the United Nations High Commissioner on Refugees.

Please feel free to e-mail me offlist if you'd like more information or have questions about the forum. We'd love to have you join us!

A little after the fact, but check out the lesson plans, "Images at War" http://edsitement.neh.gov/lessonplans/images_at_war.html and "Holocaust and Resistance" http://edsitement.neh.gov/lessonplans/holocaust_resist.html on EDSITEMent exploring WWII poster art.

You can take a look at CongressLink -- (<http://www.congresslink.org/>)

For those of you who are not familiar with CongressLink, it is a free educational web site for teachers and students that can be translated from English to French, German, Portuguese, Italian, and Spanish. Over the past five years it has been in existence, the site has undergone many changes and will continue to do so to meet the needs of its users. CongressLink has a growing library of lesson plans and other resources to encourage a better understanding of Congress. The site also gives teachers the opportunity to communicate with their colleagues and with subject matter experts. And if you can't find what you are looking for on CongressLink, we have an annotated list of over seventy-five related web sites to help you.

CongressLink is a service for teachers and students of government, politics, civics, and history. It is committed to exploring new ways to learn about Congress, how it works, its Constitutional underpinnings, its leaders and members, and the public policies it produces. CongressLink, developed by The Dirksen Congressional Center, focuses on serving teachers and students in schools. It employs innovative, technology-based approaches to instruction and cutting-edge services for teachers that will enhance civic education in the schools. These resources are designed in cooperation with teachers of American government, American history, and civics to address current trends toward student-centered, research-based, authentic curriculum. CongressLink serves as a laboratory within which to explore the new information technologies as tools for learning and for gaining a deeper understanding of Congress, the Constitution, and how they work.

Please take a look at CongressLink -- (<http://www.congresslink.org/>). You may also be interested in subscribing to CongressLink webCOMMUNICATOR -- (<http://webCOMMUNICATOR.congresslink.org/>) -- a free newsletter Web site providing educators and other CongressLink users with news about CongressLink and ideas for using the site to enhance civic education and improve understanding of Congress.

We welcome you to forward this message to any interested colleagues.

Resources at the Library of Congress and the American Memory program will be featured in this week's installment of the Social Studies Forum. The forum is held at 8 p.m. Eastern (5 p.m. Pacific) Wednesdays in TAPPED IN (<http://www.tappedin.org>)

Join us as representatives from the Library of Congress demonstrate resources that can be used in the classroom. As always, all teachers and prospective teachers are invited to join us for the session. The TAPPED IN interface is easy to use and navigate, and is user-friendly for both Macintosh and Windows environments. As always, TAPPED IN help desk personnel will be onhand to assist new users.

QUESTIONS:

1. The first Women's Rights Convention was held in Seneca Falls, New York, in 1848. How long after this date were women granted the right to vote?
2. Prior to her death, this First Lady burned personal letters and documents to ensure her family's privacy. Who was she?
3. Opera singer Marian Anderson (1897-1993) performed a free concert at the Lincoln Memorial on Easter Sunday, 1939. Why did this concert represent an important event in history?
4. Although Elizabeth Blackwell entered Geneva Medical School (N.Y.) in 1848, her admission to the all-male college was not based on qualifications or gender. Why was she accepted?
5. How many women have appeared on currency circulated in the United States?

ANSWERS:

(NOTE: If you have trouble clicking on the links in this message, copy and paste the URLs into your browser's address field. If the URL is split on two lines, make sure you copy the complete URL.)

1. Seventy-one years later, in 1919, the 19th Amendment became part of the U.S. Constitution and gave women the right to vote.

Have your students read original speeches and the Seneca Falls "Declaration of Sentiments" to discuss the history of the Women's Rights Movement in "**Cultural Change**" (Grades 10-12).

http://marcopolo.worldcom.com/partner/07neh_cultural.cfm

MarcoPolo Celebrates Black History Month

Would you like to introduce students to leaders of the Civil Rights Movement, the founders of jazz, blues and soul music, the writers of the Harlem Renaissance, and other historic figures?

MarcoPolo features some great lessons that can help teachers explore the meaning and significance of Black History Month this February.

Feel free to share this message with anyone who may be interested in these lessons or in **MarcoPolo**.

"Families in Bondage"

http://marcopolo.worldcom.com/partner/06neh_families.cfm

Subject Areas: U.S. History, Language Arts, Social Studies

Grade Level: 9-12

This two-part EDSITEment lesson plan draws on letters written by both enslaved and free African Americans, offering students a glimpse into slavery and its effects on African American family life.

"Harriet Tubman"

http://marcopolo.worldcom.com/partner/06kc_harriet.cfm

Subject Areas: Language Arts, Performing Arts, U.S. History, Social Studies, Journalism, Music, Visual Arts, Literature, Dance, Painting, Folk Arts

Grade Level: K-4

This ARTSEdge integrated unit incorporates five lessons, allowing students to learn about the life and times of Harriet Tubman through music, art, dance, literature and reference materials. Lessons in this unit can be adapted to focus on other famous people -- African Americans, famous women, freedom fighters, people involved in the Civil War or the Underground Railroad and others.

"Martin Luther King, Jr. Day"

http://marcopolo.worldcom.com/partner/06nce_martin.cfm

Subject Areas: Economics, U.S. History, Social Studies

Grade Level: 6-12

In this EconEdLink lesson, students explore the history behind this charismatic man and learn about the relationship between Civil Rights legislation and the development of the black middle class.

"Learning the Blues"

http://marcopolo.worldcom.com/partner/06neh_blues.cfm

Subject Areas: American Literature, Poetry, Art and Culture, Music, Social Studies, U.S. History

Grade Level: 6-12

This EDSITEment lesson introduces students to the blues, one of the most distinctive and influential elements of African American musical tradition. Students learn the history and evolution of the blues in relation to the African American experience, examine the structure and language of blues lyrics and compose their own blues lyrics to reflect present-day attitudes and concerns.

These are just a few of the numerous units offered by **MarcoPolo** partners that explore African American life and history. **MarcoPolo** features a specially designed search engine that can help you quickly find classroom-ready lesson plans that work with your existing curriculum. To find additional lessons on Black History Month, go to the search engine at http://marcopolo.worldcom.com/partner/06mp_search.cfm and try the following search terms: African American, slavery, black history, civil rights, Martin Luther King, Jr., or others that match your classroom needs.

Subject: Re: Holocaust Sites

I would start at <http://www.facing.org>. They offer a number of excellent resources that can be loaned to you.

Use the Education Center at the Holocaust Museum in Washington D.C.

PBS.org has several good sites on the Holocaust that your students might be interested in:

Daring to Resist -- about the experiences of three young women in the Holocaust who refuse to remain passive:

<http://www.pbs.org/daringtoresist/>

NOVA: Holocaust on Trial -- about revisionist historians and the Holocaust:
<http://www.pbs.org/wgbh/nova/holocaust/>

Frontline "Shtetl" -- an exploration of Jewish/Polish relations:
<http://www.pbs.org/wgbh/pages/frontline/shtetl/>

We have put some resources together for each of the fifty states drop by and take a look. http://www.nebo.edu/nebo/learning_resources/states.htm Dave

I'm not sure if you've tried the US Mint website, but it sounds like the kind of site you need. The URL is:
<http://www.usmint.gov/kids/>
You will find activities about currency through the program called: h.i.p pocket change. I hope this helps.

Subject: RE: Holocaust Sites

There are some powerful images and information at www.remember.org

One of the sites my teachers have found helpful is:

www.50states.com

There is a wealth of information on each state and the site links you to over 20,000 websites with appropriate information.

You may want to check EDSITEment for the following resource on Islam for 5th graders and older students.

<http://eawc.evansville.edu/ispag.htm> from "Exploring Ancient World Cultures" website

The Church of Jesus Christ of Latter-Day Saints has one of THE premier sites for family history and genealogical searches. It can be found at: <http://www.familysearch.org/> The site will walk you through the basics of family history research and gives you access to millions of records for searching. Yes, the site is Church affiliated, but the resources are presented without bias and open to anyone.

Check out also, "My History is America's History," <http://www.myhistory.org/> a National Endowment for the Humanities website for tracing family history co-sponsored with Genealogy.com. and the White House Millennium Council. This website has LOTS of great suggestions for tracing family history including creating family trees, recording family treasures, and placing family history into the context of American history. We hope to link to this site from EDSITEment in the near future.

Student:CurrencyProject

OOPS! I am sorry for pasting the wrong link!!! I got it from that page but

it

is wrong. The correct link to the project is

http://www.epals.com/projects/class/currency/index_en.html

In the meantime, I just found this other ePALS project...From Shekels to Shillings which might look interesting

http://www.epals.com/interactive/shekels/final_shekels.e

> You might look at ePALS Currency, Money and the Barter System Project at

> <http://www.ed.gov/Technology/guide/international/vocational.html> You may

> be able to adapt some of the ideas for your student.

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