



# horizon

*∞ a quarterly publication for MCSS members ∞*

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# See You At The Lake

## *2009 Conference Set for Lake of the Ozarks*

The Board of Control has announced the site selection for the 2009 MCSS Annual Conference. Make plans now to join us at the Lake of the Ozarks for an exciting two days of networking and learning.



Building on the successes of past conferences, the 2009 Conference visits the Lake region for the first time in recent memory! The experience promises to be a great opportunity to meet other educators from across the state, hear from practitioners about best practices in social studies, and learn from recent research in the world of academia.

Do you have a great strategy for teaching reluctant learners, an interesting twist on helping students experience history, or an innovative professional development experience? We'd love to hear from **you** as a presenter at the Lake in 2009! Visit the MCSS website this fall for details on how you can share your experiences with us!

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# MESSAGE FROM THE MCSS PRESIDENT

*Dear MCSS Members,*

*I am proud to serve in an organization that continues to promote the importance of social studies education and professional development! This commitment was never more evident to me than at our recent re-scheduled annual conference. There were 140 participants registered for the February conference and 110 of those re-newed their registrations for the re-scheduled conference in May. To me, this speaks to the commitment of social studies teachers across the state to continue to grow professionally and to continue to offer the best of instruction to our social studies students, despite the de-emphasis our field has experienced over the past several years. Thank you for keeping social studies alive in your "corner" of Missouri!*

*The MCSS Board has already started planning the conference for next year. Keep your fingers crossed for good weather so that we can continue our tradition of providing quality social studies professional development next February in the Lake of the Ozarks. We would love to see you and your colleagues there!*

*For the past several years, we have seen increased attendance at our annual conferences, which indicates that MCSS is successfully providing support to Missouri's social studies teachers. But is there more that we can do to support our membership? The MCSS Board believes the answer to that question is "yes!"*

*Under the leadership of Ted Green, who just finished his tenure as President of MCSS, we began a thorough analysis of the needs of our membership and began planning ways to meet those needs with the resources that we have available. The MCSS Board will continue that analysis this July as we participate in a Summer Retreat. Our goal is to expand the services that we provide to you, our members. I am looking forward to sharing our plans with you in future editions of the Horizon. In the mean time, if you have any suggestions or ideas regarding expanding what MCSS offers, please contact me. I would love to hear from you!*

*This is an exciting time to be a social studies educator and a member of the Missouri Council of the Social Studies!*

*Have a restful, rejuvenating summer!*

*Michelle Kratofil*  
MCSS President

kratofil@smithville.k12.mo.us  
816-532-0406

**MCSS is an organization that strives to improve social studies education throughout the state.**

**MCSS believes that the study of civics, history, economics, and geography as well as other social studies disciplines will prepare our students to be responsible citizens in a democratic society.**

**This is our commitment to the future.**

**Changing Political Power: Democracies, Monarchies, Dynasties  
Joint Conference: Missouri & Kansas Councils for History Education  
September 26 – 27, 2008  
Adams Pointe Convention Center: Blue Springs, Missouri**

Registration includes both days of the conference, two continental breakfasts, two lunches and an evening reception with entertainment at the Truman Presidential Museum and Library.

The conference will be held at the Adams Point Conference Center in Blue Springs, Missouri. The adjacent Courtyard by Marriott will offer a special conference room rate of \$79.00 per night. To take advantage of this rate, conference participants will need to reserve their room by September 10. To do so, call 816-228-8100.

**Payment and registration form should be sent to:**

Make check payable to: Missouri Council for History Education  
Mail to: Pam Sanfilippo, Treasurer 2855 Wakonda Drive  
St. Louis, MO 63121

(Please check the appropriate costs for your registration)

**MOCHE/KCHE Members** \$ 85 \_\_\_\_\_

**Non-Members** (conference + membership) \$100 \_\_\_\_\_

**Optional Tours (Thursday 12:30 – 5:00 p.m.)**

**Steamboat Arabia:** This remarkable collection of pre-Civil War cargo is beautifully exhibited startling visitors with what was available to settlers on the frontier. \$28 \_\_\_\_\_

**World War I Museum:** Enjoy a special tour of this new museum that recounts the history of The Great War. Drawing on a collection of 49,000 objects, this is a must see for history teachers. \$16 \_\_\_\_\_

**Nelson-Atkins Museum of Art:** The museum education department will provide a special tour focusing on the use of art in teaching history. Items from the museum’s extensive collection will be used as examples. \$16 \_\_\_\_\_

**Charter Bus from St. Louis area [depart 6:00 p.m. Thursday]** \$25 \_\_\_\_\_

**TOTAL** \_\_\_\_\_

Checks or District Purchase Order made payable to MOCHE

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

School Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Email address \_\_\_\_\_

# 2008 Annual Conference Presenter Information



## **Picture Word Induction Model and Social Studies**

Presented by Rotha Perkins, University of MO-Kansas City  
[rmp923@umkc.edu](mailto:rmp923@umkc.edu), 816-235-2245

## **Networking Common Assessment Activities Through Quia**

Presented by Brett Coffman, Liberty School District and Ron Ludwig, Raytown School District

[bcoffman@liberty.k12.mo.us](mailto:bcoffman@liberty.k12.mo.us), 816-736-5340;  
[ron.ludwig@raytownschools.org](mailto:ron.ludwig@raytownschools.org), 816-268-7360

## **Personalizing Holocaust Education**

Presented by Jenny Buchanan and Rhonda Ireland, Lee's Summit School District

[jenny.buchanan@leesummit.k12.mo.us](mailto:jenny.buchanan@leesummit.k12.mo.us), 816-986-3000;  
[rhonda.ireland@leesummit.k12.mo.us](mailto:rhonda.ireland@leesummit.k12.mo.us), 816-986-1140

## **Westward Ho with Geo-History**

Presented by Sarah Coppersmith, University of MO-St. Louis and Mark Coppersmith, National Geospatial Intelligence Agency

[mscopper@swbell.net](mailto:mscopper@swbell.net), 314-729-0283

## **Government Alive! Public Opinion and the Media**

Presented by Dawn Smith, TCI  
[dsmith@teachtci.com](mailto:dsmith@teachtci.com), 866-794-0677

## **How I Met My Librarian: A Tale of Collaboration**

Presented by Kelly Knudsen and Beth Roberts, Blue Springs School District

[kknudsen@bssd.net](mailto:kknudsen@bssd.net), 816-795-5830; [eroberts@bssd.net](mailto:eroberts@bssd.net), 816-795-5830

## **Hardtack to Hard Drives—A Civil War Book Blog Project**

Presented by Eric Langhorst, Liberty School District  
[elanghorst@liberty.k12.mo.us](mailto:elanghorst@liberty.k12.mo.us), 816-736-7300

## **This Isn't English: Encouraging Writing in Social Studies Classes**

Presented by Joanne Bateman, Smithville School District  
[batemanj@smithville.k12.mo.us](mailto:batemanj@smithville.k12.mo.us), 816-532-0405

## **The Lesson Study Process: The United States Holocaust Memorial Museum's Belfer Exemplary Lesson Initiative**

Presented by Jenny Buchanan, Lee's Summit School District  
[jenny.buchanan@leesummit.k12.mo.us](mailto:jenny.buchanan@leesummit.k12.mo.us), 816-986-3000

## **Maximizing Hands-On Material and the Internet**

Presented by Charlie Murphy, Nystrom  
[murph@everestkc.net](mailto:murph@everestkc.net), 816-678-6366

## **Enhancing Student Interest in Democratic Participation**

Presented by Cynthia Thompson, American Promise  
[clthompson@suddenlink.net](mailto:clthompson@suddenlink.net)

## **Identifying Modern German Identity**

Presented by Karen Burgard, Harrisonville School District  
[burgardk@harrisonville.k12.mo.us](mailto:burgardk@harrisonville.k12.mo.us), 816-380-3273

## **Teaching Local History is as Easy as "Sliced Bread"**

Presented by Patricia Palmer, UMKC Center for Economic Education and Jana Shira, Chillicothe School District  
[outpalmr@greenhills.net](mailto:outpalmr@greenhills.net); [jshira@chillicotheschools.org](mailto:jshira@chillicotheschools.org), 660-646-1916

## **Best Practice—Strategies and Assessments**

Presented by Bill Pallucca, McDougal Littell  
[Bill\\_pallucca@hmco.com](mailto:Bill_pallucca@hmco.com), 816-333-9057

## **The Four Ways of China: Using Visuals and Primary Sources to Explore China's Religions and Philosophies**

Presented by George Frissell, Columbia Public Schools/Columbia Friends of China  
[g.frissell@mchsi.com](mailto:g.frissell@mchsi.com), 573-424-3660

## **Colonial Period Comes Alive**

Presented by Gail Kramer, Parkway School District  
[gkramer@pkwy.k12.mo.us](mailto:gkramer@pkwy.k12.mo.us), 314-415-6500

## **Argument with a Purpose: Using Writing as a Springboard to Classroom Discussion**

Presented by Dr. Paul Rorvig, University of Central Missouri  
[rorvig@ucmo.edu](mailto:rorvig@ucmo.edu), 660-543-8748

## **The Louisiana Puchas\$e Experience**

Presented by Lori Keller, Savannah School District and Brian Swink, Maryville School District  
[kellerl@mail.savannah.k12.mo.us](mailto:kellerl@mail.savannah.k12.mo.us), 816-324-3419;  
[bswink@maryville.k12.mo.us](mailto:bswink@maryville.k12.mo.us), 660-562-3233

## **DBQ—Not Just for High School Anymore**

Presented by Rich Blackford, Rockwood School District  
[fab4fn@sbcglobal.net](mailto:fab4fn@sbcglobal.net), 636-207-2622

## **Meeting of the Minds: Collaboration for Super Teachers**

Presented by Brett Coffman, Liberty School District and Ron Ludwig, Raytown School District  
[bcoffman@liberty.k12.mo.us](mailto:bcoffman@liberty.k12.mo.us), 816-736-5340;  
[ron.ludwig@raytownschools.org](mailto:ron.ludwig@raytownschools.org), 816-268-7360

# Exploring Missouri through Geography, History and Communication Arts

*Sarah Coppersmith, UMSL*

The 2008 MCSS Conference in St. Joseph offered an opportunity to visit and explore another region of the state while enjoying interactions and learning with first-rate social studies education colleagues from across Missouri. Prior to the conference I was inspired by a well-written article on St. Joseph in the May 2007 "Horizon" newsletter written by R. Slater and J. Lewin which documented the history of St. Joseph in the northwest Missouri region.

## Geography and History

After reading the Horizon article I learned more about the tribes who settled the Platte Territory, the fur trade and the Platte Purchase, the geography of the Loess Hills and further details about the Pony Express excitement of 1860. This was a perfect integration of history and geography which could be expressed in the social studies and communication arts. To share this newfound appreciation of Missouri's heritage with other educators, I offered the workshop "*Westward Ho with GeoHistory*" at the 2008 conference, combining geography, history, and geospatial technology with literacy. Using the handheld GPS (global positioning system) unit as a tool for outdoor explorations, we hunted for a local **geocache** and used the **GeoDiaries** idea, borrowed from geographer Dr. Philip Gersmehl, to record outdoor explorations and to encourage geography, history, and literacy through writing.

Geocaching is an outdoor sport practiced worldwide, which uses GPS units to find hidden treasures or "caches". As a way to continue the learning inspired by the MCSS conference, we've placed a geocache "travel bug" called the **Pony Express Geo Bug** in the geocaching system, with a goal of the final destination as Sacramento, California as in the original Pony Express final destination of 1861. You can track the travels of this "travel bug" as geocachers place it in states along the historic Pony Express trail, by registering and logging into this website [www.geocaching.com](http://www.geocaching.com) and following the Pony Express Geo Bug on the map. Classrooms can place their own geocache travel bugs to track online, or can follow others in a variety of regions. (For an instruction sheet you can contact me at [MSCopper@swbell.net](mailto:MSCopper@swbell.net)). By the way, keep an eye on the upcoming 150<sup>th</sup> anniversary of the Pony Express in 2010 where Missouri's history and geography will predictably be in the media spotlight.

## Geography and Writing: Your Missouri Region

A creative way to use the GPS units to support geography in the social studies and communication arts is in outdoor activities leading to a "writer's workshop". After using the GPS units and Dr. Gersmehl's Geo Diaries idea to explore and record the school grounds, why not continue the learning with a writer's workshop using terms, ideas and inspirations from your class's outdoor work. After exploring the school grounds, generate a question list about your local region. Each area of Missouri has a fascinating past, and you can use this resource to study questions about your own county: <http://www.deese.mo.gov/moheritage/About.htm> This resource, the **Missouri Heritage Project**, is offered by MO DESE and has easily accessible online videos from a variety of regions and information on Missouri counties for you to explore with your students. With the costs of fuel it is a good way to explore the geography and history right in your own backyard!

## GPS Units on Loan

One serendipity discovered from these recent explorations is a resource you can contact to receive a dozen GPS units via mail at only the cost of postage. The GPS units are offered on loan to educators by Geospatial Information and Technology Association, GITA, in a program called Location in Education, found at this web address: <http://www.giwis.org/education/locationineducation.asp>

## Cross-Curricular Geography

If you borrow the GPS units or do some local explorations around your schoolyard and would like to share with other educators, please consider attending or presenting at the **Missouri Geographic Alliance (MGA)** fall conference to be held in October this year. Details for this conference are forthcoming, but cross-curricular ideas are welcomed for this year's theme; keep your eye on the MGA website for dates and additional resources for geographic studies in Missouri: [http://www.ngsednet.org/community/index.cfm?community\\_id=424](http://www.ngsednet.org/community/index.cfm?community_id=424) And to encourage local and regional studies in Missouri please let other educators know about these rich resources offered through MCSS and MGA. Maybe we will learn **about your region** at the next conference – I hope to meet you there.



# Historical Research and Historical Thinking Through a Family History Project

*John Robinson, Cooperating School Districts*

Genealogy has become the fastest growing hobby in the United States and around the world. Local libraries, National Archives and specialty libraries provide large areas devoted to the study of family history. It can be argued that many young people are striving to discover their own personal identity. Through an educator's guidance, using the vehicle of genealogy, a student can gain personal insight on how their family history has influenced the evolution of their identity. Genealogical research becomes an avenue to teach valuable research skills in addition to providing an opportunity for students to understand their family's role in our nation's past. Through a process that promotes historical thinking, genealogy stimulates steps that historians use to formulate a narrative.

More and more libraries and sites devoted entirely to researching family history have made the gathering of information much easier than it was a few years ago. I remember having to take trips of many miles to find primary sources from county seats to acquire information on my family. Now with so much information readily available on the INTERNET, a researcher can add numerous primary sources to a family history inquiry: census records, wills, land grants, marriage licenses, death certificates, and burial sites. Teaching students to use the skill of questioning while reading and analyzing data makes them skeptical of information based solely on family lore and instead allows them to find support material to verify the oral history of a family.

Oral histories are a major vehicle of finding the first information that needs to be tested and verified. Interviewing family members to make the connections necessary can be a valuable lesson in memory and history. Beginning with a Four Generation chart provides students with enough information about time and place that they can begin their study. One of the most exciting and free sites is [www.usgenweb.com](http://www.usgenweb.com) where students can localize their study by time and place. Cindi's List [<http://www.cyndislist.com/>], another valuable free site, provides numerous links to help organize and to understand strategies and data for family research. Students can use *Ancestry.com* free for one month which links family research to U.S. Census records, military records, immigration records, birth, marriage, and death records as well as links to others who are researching the same lines that one is researching. For someone who is serious about genealogy *Ancestry.com* is a bargain. The Bureau of Land Management lists land grants by name, states, and counties, which also serves as a lesson in division of land in the settlement in the American West. In addition, viewing an original land grant connects a family to the land and to place.



Another source that Missourians are privileged to have which is now being placed on the Internet by Missouri's Secretary of State (<http://www.sos.mo.gov/archives/>), currently makes available death certificates from 1910 to 1957 and this data continues to expand. Through analysis of these primary source documents students can discover information about their family that can be placed in narrative form. As time goes on more and more data will become available to those interested in family history. Find A Grave (<http://www.findagrave.com/cgi-bin/fg.cgi?page=cs>) helps locate family members in cemeteries all over the United States. The site asks for a cemetery name by state and county

and often entire cemeteries have listed names of those in the cemetery and sometimes photos of each grave stone that gives important dates of birth and death. This site is another site that is growing daily and is a free site. Find a Grave also allows anyone to locate the burial sites of famous Americans.

How one chooses to create lessons around a family history project is entirely up to the teacher. I had my students interview the oldest family member available to them and with the basic information start their research. Summaries of these interviews can be part of the project and can teach students about memory and history. Finding and using inquiry to analyze primary sources such as census, land grant, and death certificate records can be part of interesting writing assignments. Short papers on origins of surname and on family ethnicity can be opportunities for students to share what they discover. After writing a short paper on ethnicity that addresses several questions such as "what is my ethnicity and the location of this culture?", "why did your group move and where did they settle in the United States?", "what was the route of migration?", and "how did your family come to this area of Missouri?" After writing their papers students were asked to work in like ethnic groups and share their findings. After sharing their information, they were asked to create a short presentation that explained the role of their ethnic group in the history of the United States. This aspect of the family history provided students with great insight into each other's diversity and in the diversity of peoples of the United States.

One of the favorite assignments by students required them to look through old photographs with family members. Choosing a minimum of three photographs from the past and asking family members to tell the story of the people in the photos and the story behind the story became interesting to the students. Students often commented that they would never look at a photograph in the same way that they had before completing this assignment.

The Family History project culminated with a student presentation on what they discovered about their family history. This can be done in portfolio format or through a PowerPoint/Keynote presentation. Some students created a combination of a portfolio, PowerPoint/Keynote presentation, and a visual display on their family. Each student is required to put together a Family History booklet of their work and their research. An essay is required that addresses the following questions: "What did you learn about your family's role in American History?" "What did you learn about the verification of evidence from memory?" and "How does it influence historical scholarship?"

There are some pitfalls to the assignment that must be addressed. I first informed parents of the reason that I was asking students to research their family history. Learning to use the tools of a historian, applying research skills, learning to analyze primary sources, and enhancing their knowledge of their family and the role it has played in the history of the United States are the major objectives of the assignment. Sometimes you have to explain to some parents that the data that will be used can be accessed by anyone and that you are not trying to pry into personal, private information. It is my belief that students, after completing the Family History project, had a greater understanding of research techniques and the skills of questioning to enhance their historical thinking. Most importantly students saw the benefit of looking into the past to have a greater understanding of their own identity and their family's place in the history of the United States.

Missouri Council for the Social Studies

## horizon

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**We Are On The Web!**  
[www.mosocialstudies.org](http://www.mosocialstudies.org)

### Creating effective citizens

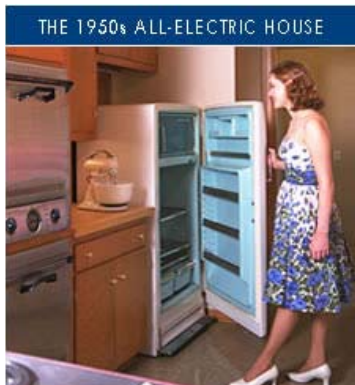


# Museum Spotlight



**Johnson County Museums**  
*Preserving & Sharing the Community's Memory*

The Johnson County Museum operates three museums: the Museum of History and the 1950s All-Electric House in Shawnee, and the Lanesfield School near Gardner. The museum offers permanent and changing exhibits, school and public programs, a speaker's bureau, a research library, workshops and summer camps, special events, professional development courses for teachers, and an online digital resource for teachers and the general public.



School programming corresponds to national and state themes while introducing students to our local history by detailing how Johnson County responded or reacted to various events. Programs are developed with an interdisciplinary approach and adhere to the Kansas State Curriculum Standards. Structured programs are offered at all three sites for nominal fees for grades K-5. Online lesson plans are offered for middle and high school students related to the themes of Native Americans, the 1930s Depression era, World War II, and Suburban race issues. Those resources can be accessed at [JoCoHistory.net](http://JoCoHistory.net). For more information about all the museum offerings, visit [www.jocomuseum.org](http://www.jocomuseum.org).