



Social Studies VISION



Fall, 2004

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GEOGRAPHY

CIVICS

HISTORY

ECONOMICS

Consider This...

Developing Thoughtful "Cybercitizens"

by Michael J. Berson and Ilene R. Berson

What does it mean to be a good citizen in a digital world where technology has facilitated global connections? The children of today are immersed in a digital age, and as increasing numbers of students go online, they require skills to securely and responsibly take full advantage of computers and the Internet. Despite the natural enthusiasm that many young people have for online activities, they are often unaware that the privilege of "cybercitizenship" requires skills beyond the technical capacity to search out information, engage in dialogue, or play games. Children need continued guidance to successfully manage the challenges associated with responsible use of technology. These skills include instruction on evaluating and comparing informational web sites, identifying commercial messages, protecting their identity and privacy, demonstrating responsible behavior online, and managing difficult situations that might be encountered in "cyberexchanges" such as chat rooms and discussion lists.



Today's children are the first generation to be raised in a wired world where computers are common in classrooms and homes. In addition to the tremendous benefits that Internet technology has afforded, including access to information and educational resources, its use also brings new issues, problems, and risks. For example, the Internet

can expose children to information with questionable legitimacy, ideas that can be contrary to positive behaviors, and messages that are intended to manipulate their actions or beliefs. Additionally, new issues of public policy and ethics have arisen as information technology gains prominence in the national infrastructure, accelerating the capacity for economic opportunities and opening communication. Given these emerging applications, society is increasingly recognizing that technology-based assets must be protected from threats to personal, corporate, and national security.

Furthermore, digital communication is integrally connected with global understanding, multicultural respect, diversity, and tolerance. In spite of the broad global access the Internet brings, users often lack cultural sensitivity that can foster collaboration in a global community. Young people are especially prone to misperceive

the opinions of others and may therefore refrain from respectful interactions. In order to adequately prepare children for use of the Internet, developmentally appropriate approaches to cybersafety must be fully integrated into the school curriculum. Such approaches can optimize use of teachable moments in school.

In December, 2000, Congress enacted the Children's Internet Protection Act (CIPA). This law requires schools seeking federal funding for technology to install a "technology protection measure" that will restrict access to material that is considered harmful for minors and to develop an Internet Safety Plan. The vast majority of education decision-makers have responded to this legislation by installing commercial filtering software.

Ultimately, the best way to enhance learning experiences of children on the Internet is to prepare them to make safe and responsible choices. Preventive intervention may preserve the extraordinary opportunities that the Internet presents. However, cyberspace, with the lowest threshold of publication of any communication medium, necessitates skills to evaluate the credibility of information, inspect sources, and look to see if the diversity of perspectives and people in a global community is fairly maintained. Subsequently, youth can help shape social and cultural interaction in a cyberworld by building on the values of respect, responsibility, justice, and tolerance.

A compelling role for the social studies emerges from an awareness of our vulnerabilities due to our new reliance on technology. To this end, we are obligated to educate children on critical protection and security in a digital age as well as prepare them for cybercitizenship. This connection between responsible choices and global awareness provides a strong linkage between social studies and preparation of students for their role in cyberspace. Cyberspace offers a globally-connected community in which children will be challenged to apply their social competence and ethical decision making skills within a worldwide forum.

The social studies have a long history of preparing youth for their roles as responsible citizens. As Internet users, students become members of a global community with



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important new powers to share ideas and communicate with people around the world. The Internet facilitates the open sharing of opinions, personifying the freedoms of a democratic society. However, our approach to computers has typically focused more on the mechanics of their use and less on social consequences. Since many teachers did not grow up using computer technology, they may not understand or recognize the potential risks associated with the Internet.

Yet the word "citizenship" takes on new dimensions when it is applied to the online world. In cyberspace, young people often perceive that they are functioning in an anonymous and lawless land where there are no consequences for actions. As a result, children have a greater tendency to experiment with behaviors that they normally would not do in person. Their public persona on the web can be more mischievous and dangerous. This behavior has been most notable among adolescents who, for example, would never steal a CD from a store, but may happily download music and movies over peer-to-peer networks free of charge and in violation of copyright laws.



Lessons in cybercitizenship address the problematic aspects of the Internet and enhance critical thinking skills for managing these challenges. Learning experiences should incorporate basics in "netiquette" and gradually include the more complex critical evaluation skills that one needs to recognize quality online resources and participate in the digital social space.

When children are equipped with the power of the Internet they do not automatically apply ethical decision making skills to their digital activities. Young people often make artificial distinctions between the ethics of behaviors that they apply to real life encounters and analogous cyber-interactions. Developmentally, young children typically lack the capacity to generalize these skills and become easily allured by the enticing images and sounds of cyberspace, which contribute to a fantasy-like experience. They may be challenged to recognize that there are real people who are affected by their online actions. Thus, cyberspace can serve as a test for the citizenship skills of youth.

Early experiences in using the Internet can provide a forum to prepare children as citizens of our media-saturated culture. For example, privacy is an important concept to understand when engaged in online activities. Lessons on the basics of what is meant by private information (name, address, phone number, school, etc.) can provide an important starting point for preparing elementary students for safe online experiences.



We usually encourage our students to proudly display information about themselves in the classroom. This is understandable, since children need repeated exposure to seeing their name and other identifying information written down to help them with recognition and familiarity. However, when each student's computer password is openly posted next to the computer screen in the classroom, teachers model poor safety practices. Children need to appreciate that passwords should never be shared with anyone except for their caregivers, teachers, or other significant adults. If students are young and cannot remember their passwords then they can be written in their notebooks and placed securely in their desks or cubbies. We usually encourage our students to share information and help one another as they study in pairs or small groups. Although sharing is usually good behavior, the sharing of personal information or schoolwork over the Internet may not be.

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Just as we teach children to be good citizens of their communities we can teach them to be responsible citizens of cyberspace. Many resources are available for integrating key ideas associated with cybersafety into the social studies curriculum and fostering responsible citizenship on the Internet. A good place to start is a discussion that centers on this tenet in cyberspace—just as in our classrooms and on the playground—we need to respect the rights of others. Students also need to understand that just like in the real world, misbehavior can have serious consequences. Some web sites provide excellent information for teachers on these issues (*see page 4*). The most important thing teachers should remember is that they don't have to be information-technology experts to integrate activities that teach the basics of such cyber ethics in social studies lessons. Indeed, integrating cybercitizenship activities into citizenship education can, and should, be a natural extension of the social studies. **V**


Excerpts reprinted with permission of the authors and National Council for the Social Studies. Article originally appeared in Social Studies and the Young Learner, Vol. 16, No. 4, March/April 2004

The Social Studies Department would like to welcome our newest Lead Teachers:

Stephen Utley, Abingdon
Maura Fitzgerald, ATS
Diane Mazziotti, ATS
Spencer Reisinger, Barrett
Suzanne Stork, Drew
Jackie Firster-Wolford, Hoffman-Boston
Tammy Matthews, Jamestown
Kyra Wohlford, McKinley
Martha Stewart, Nottingham
Shelley Jennings, Oakridge
Cathy Baker, Randolph
Nita Wade, Science Focus
Sarah Giese, Kenmore
Eric Tarquinio, Swanson
Casey Robinson, HB Woodlawn



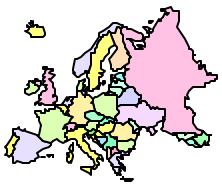
We'd like to welcome all the new teachers to Arlington County and your first issue of *Vision*. We hope everyone had a wonderful summer and a fantastic start to the 2004-2005 school year. Remember you are welcome to share your lesson ideas, resources, materials, and web sites, as well as news of the exciting events taking place in your classrooms and with your students. You may be featured in a future issue!



Professional Opportunities

George Mason University's Department of History & Art History announces an upcoming Saturday Seminar.

The Atlantic World—Europe, Africa, and the Americas

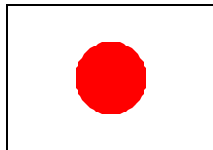


will explore the origins and developments of the American colonies using the emerging scholarly concept of “the Atlantic World.” This concept focuses on the interconnections between the people, places, and processes across the Atlantic Ocean from the late 15th century to the end of the 18th century. Across the Atlantic world, forces of slavery, trade, religion, material culture, ethnicity, and migration intersected to shape both individual and communal experience. This session will discuss a variety of approaches to teaching this topic, and available resources, including primary and secondary sources, films, web sites, and databases. **The session is Saturday, November 6** from 9:00am-2:00pm at the GMU Fairfax campus. The cost is \$40, which includes lunch and parking. The registration deadline is October 29. For more information or to register, contact Susan LeBlanc at 703.993.1214.



Middle and high school teachers are invited to participate in the **2005 East Asia Seminar: Themes and Strategies for Effective Teaching**, funded by the Freeman Foundation and presented by the University of Maryland.

The 30-hour seminar will provide participants with both the content and resources needed to implement the study of East Asia into the classroom. The sessions are on Saturdays at the U.MD College Park campus and begin in January. Teachers must commit to all sessions, including follow-up in Fall, 2005. Participants receive a \$500 stipend, \$200 worth of teaching materials, \$300 to purchase materials for their schools, and a one-year subscription to *Education About Asia* magazine. Application requirements include a brief essay and statement of support from your school administrator. The application deadline is November 4, and Mitch can send you a flyer with more information. Additional questions can be directed to Sharon Cohen, 301.989.5700 or sharon_c_cohen@fc.mcps.k12.md.us.



The International Spy Museum, located at 800 F St. NW in Washington, DC is sponsoring a free **Educator Open House** for middle and high school teachers on Wednesday, October 6, from 4:30pm-7:30pm. The event is to encourage teachers to bring students to view *The Enemy Within: Terror in America—1776 to Today* exhibit, which looks at eight historical events in which Americans were terrorized on our own soil. It also provides a rich context for the development of current U.S. counterintelligence and security measures. Teachers who attend receive a behind-the-scenes look at the exhibit with museum curators, discussion with Museum Executive Director and veteran CIA spy Peter Earnest on intelligence in today's world, educational resources including lesson plans and a bibliography, snacks, and a top secret prize giveaway. Advance registration is required by calling 202.654.0930. Additional information can be found at www.spymuseum.org.

The 40th Annual Conference of Virginia Social Studies Educators will be held October 29-30 at the Norfolk Waterside Marriott in Norfolk, VA. This year's conference theme is *Changing Tides, Changing Times, Changing Lives*. The pre-registration fee for the conference is \$90, which provides participants with access to all conference sessions, a Friday night banquet, and Saturday morning breakfast. The hotel cost with tax comes to \$131 per night, for a single or double, but does not include the cost for parking. To pre-register for the conference, visit www.vcss.org, click on “2004 conference registration, and follow the directions. The deadline for pre-registration is Friday, October 22.

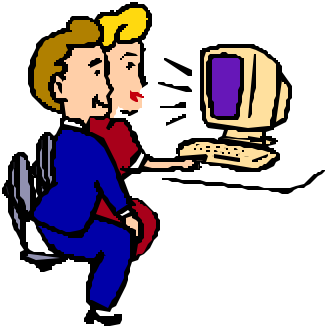
AP Geography teachers are invited to explore AP Central web site's new and improved area for AP Geography. There are a large number of valuable resources available, and the site can be accessed at www.apcentral.collegeboard.com. Also at the site is an AP Geography listserv, which will help teachers network with others teaching AP Geography. Free registration is required.

The Naval Historical Center at the Washington Navy Yard is hosting its **3rd Annual Teachers' Night** on Wednesday, September 29 from 4:00pm-6:30pm. Participants can learn about class tours, find free posters, stickers, and magazines for the classroom, talk with naval historians and librarians, and more. Refreshments will be served. The event is free, but reservations must be made by September 28. Photo ID is required for admission. For more information, call 202.433.4995.

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Please be sure to
preview sites before
use with students!!

On the



Have a favorite web site that you use with your students? Send along the address and a brief description--and see your contribution in a future issue of *Vision*!

This issue's Consider This article discusses "cybercitizenship." The following web sites are related to this topic.

CyberSmart!——www.cybersmart.org

This site provides standards-based lesson plans for grades K-8 that address cybercitizenship and other cyber safety topics. The Lesson Plans and Activity Sheets link is divided by grade level (K-1, 2-3, 4-5, and 6-8). Each section has age appropriate links in the categories of online Safety, Manners, Advertising, Research, and Technology. Links within the sections include topics such as evaluating web sites, comparing and contrasting search engines, privacy issues, and how advertisers use the web to attract visitors. The site also offers free posters, letters to families, and online teacher resources.



Become a Cybercitizen——www.cybercitizenship.org

The goal of this site is to provide approaches for teaching children about "cyber ethics." While the home page is not incredibly impressive, there are some very useful links. "Just for Kids" lists student-friendly links that include online safety for kids, cyberethics for kids, a computer and Internet glossary, and more. "Understanding the Internet" has several links designed for parents, including safety issues, information from the U.S. Department of Education, and sites to visit with children.

Netiquette Home Page——www.albion.com/netiquette

This link provides information about "netiquette," net etiquette and online manners. It is more appropriate for older students through adults, although there may be some relevant topics for upper elementary and middle school students. Virginia Shea, netiquette guru, has written a book on the subject and this site has a complete online edition. There is a netiquette quiz and summary of core net etiquette rules.

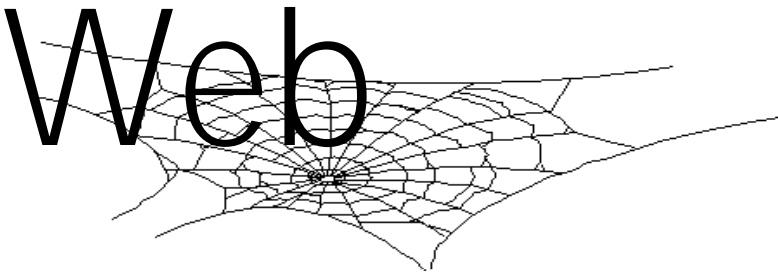


Disney's Surf Swell Island——disney.go.com/family/surfswell

Designed for elementary students, the Surf Swell Island site is a quiz-driven adventure game. Internet safety material is presented in a series of three games, each featuring a classic Disney character and focusing on an area of concern: privacy, viruses, or netiquette. Each of the three games is followed by a mini-quiz reinforcing what was presented in the game. The exciting Challenge of Doom mega-quiz brings together the content from the first three games. Answering correctly gives children access to a collection of fun Surf Swell-themed activities located in the password-protected Treasure Palace. There is a link to a Parents' Guide and a Teacher's Guide with specific suggestions for primary, lower, and upper elementary students.

Jo Cool or Jo Fool——www.media-awareness.ca/english/special_initiatives/games/joecool_joefool/index.cfm

Media Awareness Network has created an online cybertour and quiz for older students to test their cybersmarts. There is also an extensive Teacher's Guide, that contains background information for teachers, and questions and classroom activities for students, about online issues such as marketing, privacy, safety, responsible Internet use and authenticating information.



information such as science, geography, and history. There are reference tools including dictionary and thesaurus, and a link for students to get clip art.

Ask Jeeves for Kids — www.ajkids.com

This is the kid version of the popular “Ask Jeeves” search engine. Students can type in specific questions, or start with a list of topics from which to get in-

Awesome Library — www.awesomelibrary.org

The name of this site does it justice. This is an extensive collection of carefully reviewed web sites that has sections designed for parents, teachers, librarians, administrators, kids, teens, and college students. There are school-subject specific links, as well as more generic links for those working in schools. These topics include assessment, grant funding, and more. There really is a wealth of information here, be prepared to spend some time with this one.



Hammurabi’s Code — www.phillipmartin.info/hammurabi/homepage.htm

For our friends teaching ancient civilizations courses comes this site designed to aid in the teaching of Hammurabi’s Code. Visitors will find background information on the creation of this code of laws, translated sections of the code, and sample legal cases. Typically a primary source that is too difficult for students to understand, the Code of Hammurabi presented here is just a bit easier to comprehend. There are links to additional resources and a teacher’s lesson plan with interdisciplinary connections.

Ancient Egypt — www.ancientegypt.co.uk/menu.html

This site, from the British Museum, teaches about ancient Egyptian trades as well as Egyptian life, geography, religion, mummification, pharaohs, pyramids, temples, and writing. Each section has links for “Story” which tells about each topic in a story format, “Explore” for a deeper explanation of the topic, and “Challenge” for added enrichment. This includes a variety of interactive activities and requires Shockwave Player.

Ancient China — www.newton.mec.edu/Angier/DimSum/chinadimsumaconnection.html

It should be noted that this site was or scholarly organization. That said, graded resource on China. The site’s tion on geography, mapping, the Great designed for teachers with lesson plans, the background information is an appropriate



created by a school rather than a university this is a nice cross-curriculum and inter-Social Studies section includes informa-Wall, and the Silk Road. Each section is reproducible maps, and additional links, but supplement for both teachers and students.

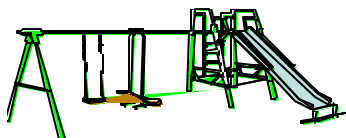
Rome: Republic to Empire — <http://vroma.org/~bmcmanus/romanpages.html>

This site was created by a college professor for her students as an additional resource on Ancient Rome. It focuses on many topics in Roman history and culture, such as slavery, names, Republican government, the army, clothing, houses, theater, baths, chariot racing, and gladiators. Each topic has an informative article, along with pictures of artifacts, charts, and maps. Some of the information is quite interesting, such as the fact that one way to tell the difference between upper and lower classes in early Rome was by the number of names they had. Wealthier Romans typically had three names, while poorer Romans usually had two. See? Today you learned something!



News You Can Use...continued from page 3

The Council for America's First Freedom, a non-denominational, non-political, non-profit educational institution, has begun its **12th annual First Freedom Student Competition**. The competition's goal is to prompt student reflection on the importance of the legal right to freedom of religion as established first by Virginia's Statute for Religious Freedom, and in the Constitution's First Amendment. The theme for this year's competition is "*Religious Freedom: My Right—My Responsibility.*" Students may enter one of three categories: essay, oratory, or poster. First place winners receive \$1,000 and second place winners receive \$500. Winning students' teachers receive a \$150 gift certificate for classroom supplies. Only one entry in each category is permitted per school. The deadline for entries is Saturday, October 30. Mitch can send a flyer with some additional information. You can also visit www.firstfreedom.org or call 804.643.1786. **V**



Backyard Treasures

Local area resources are announcing school programs for the upcoming year. Some have been highlighted previously, some have been updated.

The **National Building Museum** offers *Patterns that Thump, Bump, and Jump* that would be a nice introduction to our second grade thematic organizer. Students investigate what patterns are, why they are important, and how they are used to decorate and construct buildings. In addition to looking for patterns around the museum, students create patterns of their own. The program is 90 minutes and can accommodate 30 students, however the museum will run up to three programs at a time. The cost is \$60 per class. *Early American Architecture* would be appropriate for grades 6 & 7, as they trace the early development of several house styles across America. Working in groups, students survey building materials, maps, and photographs of different styles of housing and con-

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Backyard Treasures...continued from previous column
 struct models of them. They examine how geogra-phy, technology, and economics affect the appearance of American houses, past and present. This program also costs \$60 per class, and accommodates 30 students per session. Only one program runs at a time. Mitch can send a copy of the registration request form, or you can call 202.272.2448 ext. 3450 for more information.



Gunston Hall Plantation offers a series of programs for students at all levels. Growing Up at Gunston Hall is a 75-minute program for grades K-2 and helps students experience life in the past through the eyes of an

18th century child. The program includes a tour of the mansion, outbuildings, and farmyard. There is a related craft activity in the Textile Museum. Two programs are available for grades 4 and 6. Plantation World allows students to experience what life was like for George Mason and his family, enslaved workers, and indentured servants at Gunston Hall in the 1700s. Through an interactive tour of the mansion, gardens, schoolhouse, and kitchen yard, students explore subjects such as the tobacco economy, slavery, recreation, and education. The program also includes a visit to the Touch Museum to examine objects from the past. George Mason, Patriot & Planter explores Mason's varied roles—father, husband, planter, slave owner, and American patriot. Students work with hands-on objects and primary documents to learn how George Mason contributed to the story of American rights. Two programs are also geared toward high school students. Land and Labor is an active tour of inquiry and discussion, in which students have the opportunity to discover why European travelers of the 1700s sometimes described a colonial plantation as a small village. Daily life, the plantation economy, educa-tion, and recreation are considered from the perspectives of the planter family, enslaved workers, and indentured servants. George Mason's Legacy of Liberty shares Mason's accomplishments as author of the Virginia Declaration of Rights and framer of the U.S. Constitution. This program includes a hands-on look at objects, primary documents, and buildings tour. While the recommended group size varies among programs, each program reservation includes a free teacher's guide and a video available on loan.



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Resources Roundup

The **Federal Reserve Bank of Atlanta**, like other Federal Reserve branches around the country, offers online resources for teachers. Teachers can sign-up for a free quarterly magazine on economic and business topics in the Southeast by registering under the “WebScriber E-mail & Publication Service” link on the home page. The site offers an online tour of “The Story of Money” which actually does a nice job of discussing monetary systems throughout history. This is accessible through the Visitors Center link. There is an “Economic Education” section that offers free curriculum materials, lesson plans, and classroom activities. This can all be found by starting at www.frbatlanta.org.

The **World Affairs Council** is a membership-based organization that creates forums for discussion of critical world issues. As part of its mission to bring the “world to your classroom,” the Washington DC based group is offering a free one-year subscription to *Foreign Policy* magazine. *Foreign Policy* is one of the premier international journals in the field, and might be a resource teachers can use in the classroom. To take advantage of the offer, email your first and last name; school name, city, and state; home mailing address; phone number; and preferred email address to ksimhan@worldaffairsdc.org.

Bringing Words to Life: Robust Vocabulary Instruction by Isabel Beck provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words. Amazon.com lists the retail price of \$19.00, however there are discount book sites that may list lower prices. Published by Guilford Press, the ISBN is 1572307536. The book has been well-reviewed.

Do you have a resource you use in your classroom that might be useful to share with others? Forward the information to the Social Studies Office so it can be featured in the next issue! 

Kyra Wohlford



Kyra Wohlford is the new Social Studies Lead Teacher at McKinley Elementary School. This is Kyra's eleventh year teaching in Arlington County, and second year at McKinley.

She began her career teaching 5th grade at Long Branch Elementary, as teammate to a young Mr. Pascal. Although she loves Virginia history, Kyra is looking forward to looping with last year's fourth graders and teaching the ancient civilizations course in fifth grade again. When not in school, Kyra enjoys spending time with husband Greg, and two-year old twins Kyle and Quinn, whom Kyra says keep her “busy and amused!”

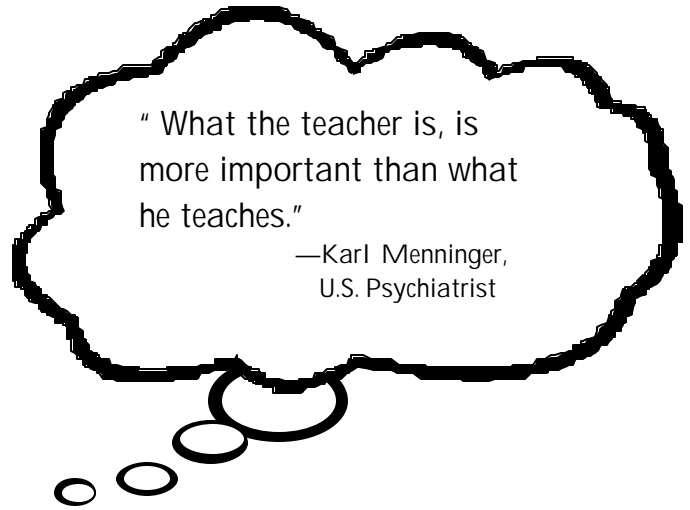
Thanks Kyra!

Backyard Treasures...continued from page 6...

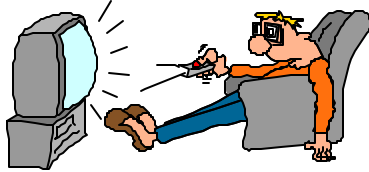
Programs all cost \$3.00 per student and \$6.00 per chaperone, and teachers are free. Reservations are required, and can be made by calling 703.550.9220.

Gunston Hall Plantation has one other offering for grades 4 and/or 6. **Colonial Day: At Home with George Mason** will be held on Tuesday, November 9. Classes are immersed in the people and activities of an 18th century Virginia plantation. Students will carry out plantation jobs in the kitchen yard; interact with characters from George Mason's time; and play colonial games on the plantation's lawns. The schedule will include both daily life demonstrations and hands-on opportunities, with a take-home for each participant. Student-friendly tours of the mansion and farm will round out the day. Reservations will be taken for 9:30, 10:00, 10:30, and 11:00am. The program is 2 1/2 hours, and there is not a limit to group size. The cost for this event is \$5.00 per student and \$6.00 per chaperone. Teachers are admitted free and receive a teacher's guide. Call 703.550.9220 to make a reservation. **V**

Thought of the Month:



"Must See TV"



Upcoming broadcast cable programs were not available at the time of publication. Listings will be sent to your social studies lead teacher in the coming weeks. Listed below are programs broadcast on MHz Networks, which in Arlington may run on channels 24, 53, or 56 depending on your cable/satellite service provider. In the event you miss any of the programs, videos will be available through the Instructional Video Library (IVL). Your library media specialist can assist you in ordering them.

Colonial Williamsburg Electronic Field Trips—promoted in the past, these programs allow subscribers to watch and interact live with historians and costumed interpreters. The programs can also be viewed on tape. Taxes, Tea, and Tyranny will air live on October 7 at 1:00pm and will be rebroadcast on October 9 at 1:15am. Hostages of Two Worlds premieres live on November 4 at 1:00pm and is played again on November 5 at 1:00am.

Geography Skills—For middle and high school students, each of the twelve 10-minute segments offers a new approach to teaching skills like map reading, graphing, problem-solving, and

are incorporated to present information in an easy-to-follow, understandable manner. Program titles include map symbols; map grid; latitude; longitude; measuring distance; direction; contours; theme maps; sampling; collecting data; graphing; and problem-solving. All 12 programs air November 19 at 1:00am.

Holiday Facts & Fun—For elementary students, each 15-minute program shares the significance of various holidays. Columbus Day airs October 6 at 1:00am, and Thanksgiving will run on November 17 at 1:30am.

My America—This series for elementary students combines elements of traditional civics and social studies curricula with techniques and activities that encourage children to participate in their schools and communities. There are twelve 20-minute programs in all. The first 6 air on November 16 at 1:00am, and episodes 7-12 run on November 17 at 1:45am. Titles include: What is a Flag?; A Pledge is a Promise; Neighborhood and Community; Liberty and Justice; What is an American?; The Story of the National Anthem; What is a Democracy?; Becoming an Active Citizen; How Our Laws are Made; Rights and Responsibilities; Parents, Teachers, and Community Working Together; and Teaching in the Multicultural Society. **V**

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