

The Iowa Council for the Social Studies Journal

EDITOR

Lynn E. Nielsen
Department of Curriculum and Instruction
University of Northern Iowa
Cedar Falls, Iowa

OFFICERS AND EXECUTIVE BOARD OF THE IOWA COUNCIL FOR THE SOCIAL STUDIES

EXECUTIVE SECRETARY

Carol Brown
Des Moines, Iowa

PRESIDENT

Nancy Peterson
Ames, Iowa

VICE-PRESIDENT

John Wheeler
Des Moines, Iowa

SECRETARY

Louise Thurn
Elkader, Iowa

TREASURER

Catherine Mien
Hubbard, Iowa

MEMBERSHIP COORDINATOR

Dan Jones
Des Moines, Iowa

CONFERENCE EXHIBITS

CHAIR

Linda Vandeventer
Davenport, Iowa

NEWSLETTER EDITOR

Jason Follett
Ames, Iowa

JOURNAL EDITOR

Lynn E. Nielsen
Cedar Falls, Iowa

DELEGATE AT LARGE

Ryan Rahmiller
Charles City, Iowa

PAST-PRESIDENT

B.J. Herrick
Waterloo, Iowa

The Iowa Council for the Social Studies Journal

Volume 19

Fall, 2006

Number 1

Civic Literacy in a Global Age

Table of Contents

CIVIC LITERACY IN A GLOBAL AGE: IMPERATIVES FOR TEACHING AND LEARNING

Jeff Cornett and David Smith 7

CITIZENSHIP--LOCAL TO GLOBAL: CHANGING THE WORLD ONE CHILD AT A TIME

Phyllis Burger 17

PRICE LABORATORY SCHOOL ELEMENTARY CITIZENSHIP PROGRAM: A LABORATORY FOR DEMOCRACY

Clare Struck and Kim Miller 21

THE MIDDLE SCHOOL ARCHIVE PROJECT

Bill Betzen 29

WORKING WITH INCONVENIENT TRUTHS: INTEGRATING HISTORY, ENVIRONMENTAL SCIENCE, AND CIVIC ENGAGEMENT

Lee Weber 35

LAW: THE LANGUAGE OF LIBERTY

John Wheeler 43

SOCIAL STUDIES AND THE GOOD CITIZEN: AN HISTORICAL ANALYSIS OF CITIZENSHIP EDUCATION

Mark Mraz 49

FORWARD

The 2006 issue of the ICSS Journal focuses on the theme *Civic Literacy in a Global Age*. This focus is particularly apropos because teachers from coast to coast are currently confronted with the largest and most expansive educational intervention ever imposed on the public schools by the federal government. While reading and mathematics occupy the prominent seats at the banquet held for No Child Left Behind, social studies remains “behind” waiting for its invitation. Yet it does show up, not by request, but as a shadow, a phantom guest whose self-evident presence is validated by its own identity, an image tightly linked with the very definition of teaching and learning in a democratic society. Despite the sins of omission and commission on the federal level, the absence of an invitation resonates in the conscience of many educators while a quiet voice restates the obvious: “*The teacher’s job is not done when mathematics and reading scores are on the rise.*”

Clearly civic virtue is at the heart of what American education has always been about. C.S. Lewis wrote, “*Education without values, as useful as it is, seems rather to make man a more clever devil.*” In this short phrase, Lewis captures the essence of the tension confronting today’s teachers. Should they obey their own conscience and teach the whole child or follow factory-like mandates which reduce teaching to a series of industry-like outputs? While the front page of every newspaper underscores the importance of teaching civic values, federal and state mandates work to separate teachers from their own hearts by rewarding them for replacing the goals of good citizenship with a synthetic substitute—making the gold standard of education’s effectiveness, student performance on standardized achievement tests.

Cornett and Smith address these issues in their article *Civic Literacy in a Global Age: Imperatives for Teaching and Learning*. They recommend building a highly effective civic education program through personal commitment on the part of school leaders, planned school-based learning experiences and links with community resources such as the American Bar Association.

In her article, *Citizenship--Local to Global: Changing the World One Child at a Time*, Burger explicates how an ethic of caring can provide the framework for building the next generation of leaders through communicating, decision making and modeling on the part of empathetic adults.

In their article, *Price Laboratory School Elementary Citizenship Program: A Laboratory for Democracy*, Struck and Miller provide an overview of the evolution of the Price Laboratory School Citizenship Program.

In his article, *The Middle School Archive Project*, Bill Betzen of Dallas, Texas provides an overview of a program designed to place a positive projection on the future lives of middle school students who otherwise might face an uncertain future devoid of images of hope.

In his article, *Working With Inconvenient Truths: Integrating History, Environmental Science, and Civic Engagement*, Lee Weber describes how civic action projects can lead to engagement on the part of students.....one student at a time, one project at a time.

In the article, *Law: The Language of Liberty*, John Wheeler unpacks the foundations of American democracy not as common language, culture or customs. Rather he observes that law preserves a republic and the basic tenets upon which it is based – in our society, concepts of freedom, liberty and equality.

In the article, *Social Studies and the Good Citizen: An Historical Analysis of Citizenship Education in Social Studies*, Mark Mraz provides an overview of citizenship education from ancient times to the present.

Lynn E. Nielsen, Editor
ICSS Journal