



Elementary Historic Bethlehem Partnership Century at Burnside

A Century at Burnside© developed by Historic Bethlehem Museums and Sites Education Department, led by Judy Cannavo, introduces young learners to life on a Colonial Pennsylvanian farm. This school program situates learning on an authentic 18th Century Plantation, and like all Historic Bethlehem school programs, is based on state and national standards. The program's pre-visit guide provides background information about the Plantation, helps to orientate students, and includes relevant lesson plans designed to develop students' critical thinking skills. The Post-visit guide extends the learning experience and encourages collaborative learning with the students' family and friends.

A Century at Burnside© learning experience engages students in meaningful and relevant cross-curricular activities in the plantation house, in the barns and in the kitchen. Hands-on activities, facilitated by interpreters dressed in period attire, appeal to all learning styles and have been designed to help students form, in their own way, an understanding of various Colonial technologies and the importance of these technologies in development of America's Colonial period communities.

Friend of Social Studies



Tim Devlin-Allegheny CONNECT

Tim Devlin has been working as a Program Director at the Allegheny Intermediate Unit 3 (AIU3) in Pittsburgh, Pennsylvania for eight years. AIU3 serves classrooms in school buildings in forty-two suburban Pittsburgh school districts and four career centers. Devlin is managing the development of a \$9M county-wide fiber optic network that connects the 200 school buildings in Allegheny County to provide high-quality streaming media capability and new interactive videoconferencing capabilities. Devlin and his colleagues also provide other technology support and training programs for administrators and staff. Devlin 's undergraduate work included a Bachelor of Science in Computer Science from the University of Pittsburgh, a Master's Degree of Public Management of Information Systems and Master's of Educational Technology Management from Carnegie Mellon. He also holds the Project Management Professional (PMP) certification through the Project Management Institute (www.pmi.org). Devlin has transitioned from twenty years of private industry experience in the foodservice and metals mining industries to technology management in a local school district and at AIU3. Together with several educational partners across Pennsylvania he developed over 50 interactive educational videoconference programs in a variety of subject areas engaging regional students with school students in twelve countries in the 2011-2012 school year.

2012 PCSS Awards

President's Awards by PCSS President Joseph Labant

*Mary Ellen Schaffer, Lead Trainer, Project PEACE
Dr. Dominic Scott, Social Studies Methods Professor, Millersville University
Dr. David Hall, Social Studies Teacher, North Penn High School*

Outstanding Secondary Projects

*Wissahickon Charter School, Jon Scherer and Michael Friedman-Sustainable City Design
Mars Area Centennial School, Lori Jones-Veterans' Day Celebration*

Outstanding Secondary Teacher

Chris Muritz-Cedar Crest Middle School

Outstanding Elementary Teacher

Janice Altieri-Allentown School District

Student Teacher (Co-Recipients)

*Rusty Bragg (David Hall, Supervisor) -West Chester University
Jacob St. Clair (Mark Previte, Supervisor) -University of Pittsburgh at Johnstown*

Outstanding Programs

*(University Level) Andrea Reidell and Dr. Christine Woysner,
National Archives at Philadelphia/Temple University,
Cultural Fieldwork Practice for Pre-Service Teachers*

*(Secondary) Joseph Selfridge, West Philadelphia Catholic High School,
International Studies Program*

*(Middle) Kathryn Szymkiewicz, Student teacher, Shaler Middle School/University of Pittsburgh,
Classroom Management Program*

*(Elementary) Historic Bethlehem Partnership
Century at Burnside*

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Future Leader

Sarah Beeghley-Bishop McDevitt High School

CONGRATULATIONS!

Join PCSS in honoring these winners at the Awards Reception 7-9 pm, Thursday October 11th at the Annual PCSS Conference in Bethlehem.

For more information on our award winners, please visit our website:
<http://pcssonline.org/pcss-annual-awards>

President's Awards by PCSS President Joseph Labant

Mary Ellen Schaffer, Lead Trainer, Project PEACE

Mary Ellen Schaffer, a long time educator from Illinois, is being presented with a PCSS President's Award for her work since 1999 in Pennsylvania with Project PEACE (Peaceful Endings through Authorities, Children and Educators). Project PEACE, a partnership of the Pennsylvania Office of the Attorney General, the Pennsylvania Bar Association and the Pennsylvania Bar Foundation, is a peer mediation, anti-bullying and youth court training program that enhances in Pennsylvania schools and communities the skills of non-violent conflict resolution and active civic engagement that are necessary for productive citizenship. This public-private partnership introduces dispute resolution techniques first to elementary school students throughout the Commonwealth while promoting Olweus bullying prevention education in the schools. Youth courts, where students serve as jurors, judges and attorneys, handling real-life cases involving their peers, are then introduced as students move into middle school.

Originally brought to Pennsylvania by Schaffer and PCSS President-Elect, David Trevaskis, at the request of then Attorney General, Mike Fisher, in 1999 after the tragedy at Columbine High School, the program has continued to flourish under Attorney Generals, Jerry Pappert, Thomas Corbett and Linda Kelly. Fourteen presidents of the PBA have endorsed the program and over the past thirteen years Project PEACE has brought its antiviolence programming, directly and indirectly, to nearly 200 Pennsylvania schools. All schools, regardless of socioeconomic status, diversity and location, have been forced by outbreaks of school violence, from bullying to school shootings, to confront the issue of conflict among school students. That initial look at tackling the problem of violence has led to a broader look at building involved communities, first at the school level, and then beyond. In this era of high stakes testing, when double periods of math and reading are taking the place traditionally reserved for social studies in the early grades and beyond, Project PEACE also provides a valuable means of providing civic learning in the schools. Project PEACE is a signature program of the Pennsylvania Council for the Social Studies and Schaffer, as the heart and soul of the program, deserves great praise.



Dr. Dominic Scott, Social Studies Methods Professor, Millersville University

As PCSS evolves with a greater focus on the next generation of educators, the work of social studies methods instructors such as Dr. Dominic Scott becomes vital to the future of the organization. With a wide range of interests--disaffected and marginalized youth, social studies education, social justice, multicultural education, diversity training, critical pedagogy, cultural studies, teacher training—

Within Szymkiewicz's Classroom Management Plan, individual students monitor on a daily basis the behaviors of their fellow classmates by simply stating one of the four words (Self-control, independence, responsibility, and respect) that direct all actions in the classroom and offer substitute actions. Students serve as role models for their peers, an extremely empowering role for any young adult to partake in. A setting of mutual respect can also be created by requiring students to rely on their fellow classmates' opinions, aid, and understanding, a respect that can be carried over into other courses and situations in life outside of the school day. Effective citizenship requires understanding the importance of proper decorum.

A set of clear classroom rules work in conjunction with a hierarchy of rule infraction constructed out of the belief that students should be granted the opportunity to self-monitor and manage their behavior prior to being directly reprimanded and removed from the learning environment. Deliberate ignorance places the responsibility of acknowledging and subsequently amending the behavior onto the student. Choice and subsequent reflection are primary components to the method of discipline. Each student is bestowed with the responsibility to consistently amend their decision-making process, a process that will enable a clear and productive development of both social and academic skills to take place.

By finding answers to their own behavioral issues, students will be offered the opportunities to adapt their actions and decisions through intrinsic motivations fashioned out of this type of environment, a reality coupled with occasions to make decisions regarding content and techniques for academic productivity. In doing so, the manipulative aspect of rewards and punishments are diminished, placing the responsibility for actions and adapting negative behaviors upon the students individually and independently. Working with the students through offering them choices and opportunities to express their own desires and interests is the catalyst necessary to construct solid motivation, motivation that will last throughout the course of their lives.

Classroom management requires a communal respect of and appreciation for expectations. Students must be granted opportunities to reflect, adapt, and share what they have acquired within the confines of a school setting with those individuals they interact with on a daily basis. This process extends out from its initial foundation to influence the relations and decisions pupils will encounter throughout their life. Motivating students through choices and independence coupled with clear expectations and guidelines provide realistic opportunities in which to practice and develop proper methods of behavior and self-reflection.

Every year the seminar sends students from each school to the UN Day Conference at the United Nations and all seminar students participate in the live simulcast session which is the purpose of the conference. This traditionally involves 6 to 10 schools across the US and six or seven foreign countries. In the last nine weeks of the seminar, students are required to create, plan and execute a project on international issues with an educational component. Samples include the aforementioned program website, a website on water issues which can be viewed there, a self-published book on the United Nations, a face to face simulcast meeting with students in Mexico concerning nuclear issues, multiple fundraising events and, most recently, a world hunger project with 6th grade students at a nearby school which can be viewed at You Tube: Operation Feed Me Please. This 11 minute documentary shows every aspect of the project. All projects are assigned a blog on the Ning Forum to document every step from inception to planning, execution and grade evaluation. Some fifty such projects are archived in the Ning Forum.

Finally, the overall program has field trips which allow every student in the school to have the opportunity to visit the Philadelphia Museum of Art Asian collection, The University of Pennsylvania Archeology Museum's collection of artifacts from around the world and the National Liberty Museum's interactive tour dealing with various world and national issues. If a student completes all four years as a participant in every component of the IS program, they are declared an International Studies Major and such is noted on the diploma awarded at graduation. In the decade of existence there have been over fifty students who have graduated as majors. This reflects over 500 hours of participation.



Middle

Kathryn Szymkiewicz, Student teacher, Shaler Middle School/University of Pittsburgh

Classroom management program

Kathryn Szymkiewicz, a recent graduate of the University of Pittsburgh's Graduate School of Education, centered her internship at Shaler Area Middle School in Glenshaw, Pennsylvania on the development of student self-regulatory methods. The Classroom Management Plan constructed for a graduate course entitled "Classroom Management and Assessment" embodies the overarching goals of collaboration, accountability, critical thinking, and preparing each individual student for life in an ever changing and increasingly connected world. Productive classroom management in this type of environment entails the creation of a secure and distinct connection between how to conduct ourselves both in and out of the classroom. The primary aim of Szymkiewicz's classroom plan centers upon enabling the students to translate the experiences faced and lessons learned within the confines of the academic sphere into meaningful practices and actions outside of school.

President's Awards by PCSS President Joseph Labant

Scott's work gives life to the W. B. Yeats quote that "Education is not the filling of a pail but the lighting of a fire." Scott currently teaches Educational Foundation courses for pre-service teachers over a period of over 20 years, he has taught economics, social studies, and special education in both public and private settings at the middle and high school levels. A celebrated academic, Scott has earned a variety of degrees and honors--Diploma in Social Studies Oxford University, England, BA in History and Economics, the University of Ulster, Northern Ireland, Diploma in Adult Education, Edinburgh University, Scotland, Master of Arts in Teaching and Master of Arts in Education, Western New Mexico University, Ph.D. Curriculum and Instruction, New Mexico State University. Scott has traveled widely to enrich his teaching, having visited over 30 countries, studying world cultures. He is being honored by PCSS for his support of current President Joseph Labant's efforts to expand the reach of the social studies umbrella organization to colleges and universities. Scott will be hosting a PCSS mini-conference at Millersville University on March 11th at Millersville in cooperation with the American institute for History Education.



Dr. David Hall, Social Studies Teacher, North Penn High School

Dr. David M. Hall, a social studies teacher by training and profession, is a past PCSS Board member. The nationally recognized educator is also a distinguished corporate trainer, author and professor. His teaching awards range from his high school students naming him Most Creative Teacher to GLSEN (Gay, Lesbian and Straight Education Network) honoring him with their Educator of the Year Runner-Up Award. Hall's long list of clients includes JPMorgan Chase, US Department of Energy, University of Pennsylvania, Merck and many others. As the founding Co-Chair of Out & Equal Philadelphia, and co-creator of the Transgender Workplace Inclusion Scale, he has worked on transforming workplace culture for a 21st century economy. Hall is the author of *Allies at Work: Creating a Lesbian, Gay, Bisexual and Transgender Inclusive Work Environment* as well as the editor of *Taking Sides: Family and Personal Relationships*, a college text. For iPhone and Droid users, Hall has created apps such as Bully Shield and Allies at Work. Hall is being honored for his continued support of PCSS, from donating books which will be raffled off at the conclusion of the conference to promoting PCSS among the many students and educators he works with each year. Hall is the model for a twenty-first century social studies teacher, an educator who sees the classroom as extending far beyond the schoolhouse gate.

Outstanding Secondary Projects:



Jon Scherer and Michael Friedman --Wissahickon Charter School - -Sustainable City Design

Wissahickon Charter School Social Studies and Science teachers Jon Scherer and Michael Friedman are receiving the Pennsylvania Council for the Social Studies 2012 Outstanding Social Studies Project Award for their "Sustainable City Design" project. Their yearlong integrated curriculum, in which social science units on the Middle East, Asia, and Africa are connected to science units on Water, Energy, and Geology, provides a unique learning experience for their students. Content, skills, vocabulary and concepts permeate throughout both classes, allowing students to make deeper connections and increase academic skills. Through a series of field trips, students connect what they are learning in the classroom with the world around them. Students are provided with many opportunities to meet professionals working in the field of sustainability, and learn about careers in the green economy.

Throughout the year, weekly city spotlights draw together issues learned in both classes into explorations of various cities, and environmentally sustainable innovations around the world. In the first trimester, students apply their learning and creativity while developing their own hand-drawn visions of their dream cities on graph paper. In the second trimester, they use the computer program Sim City 4 to explore the impact of issues such as taxation, health, safety, zoning, energy, geography, and pollution on city populations. During these stages, students are writing increasingly complex informational essays explaining the rationale for their design decisions. Using a process of negotiation, students shop their ideas with each other in order to form groups for the final project. In April, at the Sustainable City Summit, experts from various fields converge on Wissahickon Charter School. Student groups meet with these experts from around Philadelphia to discuss their ideas and get feedback. Finally through consensus and compromise, student groups build 3-D models to be exhibited at our school's Celebration of Learning in June.

Lori Jones- Mars Area Centennial School -- Veterans' Day Celebration

Lori Jones, on behalf of the Mars Area Centennial School, has won the Pennsylvania Council for the Social Studies Outstanding Social Studies Project Award for her school's Annual Veterans Day Celebration. Jones is a sixth grade social studies teacher at the Mars Centennial School in the Mars Area School District, located in Butler County. For twenty years, Mars Area Middle School sixth graders, under the direction of former teacher Mrs. Peg Harding, participated in an essay, poetry, and flag-folding ceremony for community veterans in response to a need for students to learn about Veterans Day. When Mrs. Harding retired and sixth grade was subsequently moved to the new Centennial School, Jones expanded on the flag folding ceremony by writing a Veterans Day play which included flag folding and etiquette, patriotic music, guest speakers, the history of Veterans Day, student essays and poetry, and information about various military branches and conflicts, and the Mars Centennial School's Annual Veterans Day Celebration was born.



Secondary

Joseph Selfridge, West Philadelphia Catholic High School, *International Studies Program*

The West Philadelphia Catholic High School International Studies Program is entering its 10th year and has served both the inner city and extremely diverse population at West Philadelphia Catholic High School under the direction of Joseph Selfridge. In addition, for the past five years, the program has reached out to the suburban La Salle College High School. There are three components to the program which can be characterized as competitive, social and academic although there are overlapping aspects in each.

The World Affairs Club provides students with the opportunity to take part in Model United Nations Competitions, History Day Contests and participation in events sponsored by the World Affairs Council of Philadelphia. Students have attended programs and lectures including world, national, state and local leaders. They have met heads of state, members of the US Supreme Court, journalists, United Nations Secretaries General, world religious and civil rights figures, generals, secretaries of state and many others. Students also have participated in live simulcast student conferences on international issues with students in other nations.

The Cultural Diversity Club celebrates the many ethnicities in the school community. There is a flag hanging in the hallway for every nation which has been represented in the student population over the last decade. There are 53 such flags at this time. The CDC has assembly programs for Black History Month, Students Against Destructive Decisions, Annual Peace Assembly and others which vary by year. The CDC also has a yearly International Night which includes food, costumes, entertainment and family fun which are representative of our many ethnic groups.

The International Studies Seminar is a totally academic arm of the program. Details of this and all WESTIS programs can be viewed at www.westis.org. This website was itself a project of three IS Seminar students as part of the course requirement. The course is entirely student centered and focuses on topics and research selected and conducted by the students which are discussed in periodic Roundtable Session which are also led by the students. Over the past four years the seminar has also been conducted at the La Salle College HS which is located in suburban Montgomery County. La Salle is an expensive private Catholic school. The students from both schools have worked together on projects and in meetings online through a Ning Forum which can best be described as a private Facebook. These meetings and project sessions frequently take place at night and on weekends as decided by the students. The seminar students also do simulation projects on topics such as China/Taiwan relations, European Union Prospective New Members and a business competition involving outsourcing among the BRICS nations. All such projects involve presentations which are videotaped and peer reviewed for presentation skills.

Outstanding Programs:

University Level

Andrea Reidell, National Archives at Philadelphia and Dr. Christine Woyshner, Temple University

Cultural Fieldwork Practice for Pre-Service Teachers

In 2011-2012, the Education Program at the National Archives at Philadelphia and Temple University's College of Education - Secondary Social Studies Certification Program partnered together and created the first cultural fieldwork practicum in the nation for social studies certification majors. Andrea Reidell of the National Archives at Philadelphia and Dr. Christine Woyshner of Temple University led the project. This new way of preparing social studies teachers brought together higher education training, educators, schools and community cultural and history institutions for a common purpose: to strengthen capacities for community-based learning. It further galvanized a community of cultural and history institutions, most of whom were already working together to produce National History Day Philadelphia. And most importantly, the program improved the certification majors' knowledge, skills, and dispositions as future social studies teachers through the practicum's course work and the field internship. The distinguished National History Day Program, which is incorporated into the Pennsylvania's curriculum standards, has a proven track-record for enabling students to acquire higher level critical thinking, analytical and presentation skills across the curriculum and is the 2011 recipient of the National Humanities Medal, was the foundational framing for this field service certification program. In sum, this innovative program brings together best practices in preparatory training for teachers in the Academy and those in one of our nation's "best of the best" Humanities programs for students.

The Cultural Fieldwork Initiative allowed 44 Temple University pre-service social studies students to conduct fieldwork in an array of regional cultural institutions. Students received credit for their fieldwork experiences, which took them out of the classroom and into new education settings within twenty-two archives, libraries, museums and historic sites. This project built a bridge between the classroom education setting and the cultural institution education setting. Bringing together separate but overlapping worlds is never easy, but it can be extremely valuable. The Cultural Fieldwork Initiative is a great example of how innovative partnerships can impact education regionally and nationally. Connecting future history teachers with the wealth of resources in archives, libraries and museums benefits us all: our teachers will be better trained to use the "raw materials" of history and will know where and how to access those materials before they enter the classroom. Consequently our students will be better versed in the use and analysis of primary sources, helping students to understand the process of doing history and be better critical thinkers. Our cultural institutions will understand more clearly the changing needs of classroom teachers, increase their connection to those educators, and develop new supporters who know about and can promote the use of their collections. And everyone benefits from the creation of a more connected education community and the understanding that education is not just something "other people" do – it is our shared responsibility and privilege.

Guest speakers at the event have addressed the Battle of Iwo Jima, POW/MIA bracelets sold during the Vietnam War, Green Berets and Special Operating Forces, Pearl Harbor memories, and the meaning of the table dedicated to POW's and MIA's at Veteran gatherings. The Celebration is presented to parents and students, as well as over 30 local veterans. Veterans attending are given ribbon corsages, are introduced to the student body, and enjoy light refreshments before and after the program. Students explore military vehicles, as well as response vehicles from local police, fire, and ambulance companies. Fifth graders participate in the program with a choral recitation of the Gettysburg Address, and sixth grade students man display tables, explaining memorabilia from military relatives. The program has grown each year, both in depth of information and participants. It affords the opportunity for partnership between school and community, promoting patriotism and respect.

In addition to the Veterans Day Celebration, Jones coordinates the District's National Geographic Bee. This year, she will volunteer as sponsor for a Geography Club to help students prepare for the Geographic Bee. She is also in the process of developing a cultural exchange project to be implemented in the fall of 2013, utilizing Skype technology as a means for her students to share information about their locale with students across the nation, creating and sharing physical and cultural geography lessons. Since 2011, Jones has been a member of the Pennsylvania Alliance for Geographic Education's Steering Committee, and looks forward to helping promote the importance of Geography Education for all people.

Outstanding Secondary Teacher:

Chris Muritz-Cedar Crest Middle School

The Pennsylvania Council for the Social Studies (PCSS) named Chris Muritz the 2012 Outstanding Secondary Level Social Studies Teacher of the Year. Since 2005, Muritz has taught 7th Grade Ancient History for Team Kestrels at Cedar Crest Middle School in Lebanon, PA. He has collected many artifact replicas to use as instructional tools for student driven inquiry and to create a stimulating learning environment. During 2009, Muritz travelled to Rome to study Roman art and architecture for part of his Master's program through Penn State University. In 2010, he studied Middle Egyptian hieroglyphics, including writing and translation. as part of a program offered by the Oriental Institute of the University of Chicago. He also helps mentor the Youth Action Club (YAC), a service organization at Cedar Crest Middle School. Prior to his service as a teacher, Muritz worked for Ephrata Community Hospital and Youth Advocate Programs. He also served in the United States Air Force, including support of the Eighth Rotation of Operation Desert Storm.

Muritz holds an Associate of Arts degree from Harrisburg Area Community College, Lebanon, PA, a Bachelor of Arts in History and Secondary Education from Lebanon Valley College, Annville PA, and a Master of Education in Teaching and Curriculum

from Penn State University, Middletown, PA. Muritz was nominated for this award by Jon Michael Petricoin, Social Studies Department Head at Cedar Crest Middle School.

This is what Petricoin said about Muritz: "Most of us come to school with a briefcase. Chris uses a hand truck and a flatbed. At the start of each of his history units, Chris transforms his classroom into a virtual time warp, a middle school archive full of museum quality reproductions and authentic artifacts. It is simply extraordinary. Chris spends his summers traveling extensively, draining his own financial reserves investing in pieces to create past worlds in his classroom. No mere flight of décor, Mr. Muritz's changing landscape is designed to capture student interest from the start, and the facets of each production serve a purpose in his intricately crafted units."

Outstanding Elementary Teacher

Janice Altieri-Allentown School District

Many of the elementary school students in the Allentown School District have parents or grandparents who came to Allentown from other parts of the United States, or from another country. These students do not have a knowledge or appreciation of Allentown, and its significant history. The Allentown School District Foundation's nominee, Janice Altieri, a Library Integration Specialist in the Allentown School District, scoured libraries and the internet for books about Allentown that would grab and hold the attention of elementary school students. Finding none, Altieri researched and wrote "An Allentown Adventure," an engaging book filled with information and pictures covering the 250 year history of Allentown. She has read the book to more than 2,300 elementary students and has experienced the students' tremendous engagement and excitement in learning about their city.

Reading "An Allentown Adventure" will impact students and their families in several important ways. Students will benefit from the child-friendly history of the city, creating opportunities for the student to make numerous connections to his/her environment. At a time when the Allentown School District is seeking to merge 6th grade social studies into the English curriculum (to enable more time for math studies), reading "An Allentown Adventure" will encourage students to gain a deeper pride, understanding and inquisitiveness to keep learning about the history of Allentown and the educational/cultural opportunities that exist in the City. Families will be able to share in the history of Allentown, with and through their children.

Altieri is seeking to include the book as part of the social studies curriculum. To ensure that all Allentown School District students in the 3rd- 5th grades have the opportunity to read the book themselves, the Allentown School District Foundation is seeking to raise funds to publish the book which will enable each student to have their own copy.

Student Teacher (Co-Recipients)

Rusty Bragg (David Hall, Supervisor)

-West Chester University

Rusty Bragg is a co-recipient of the 2012 Pennsylvania Council for the Social Studies (PCSS) Student Teacher of the Year Award. Bragg was nominated for this award by his supervising teacher, Dr. David Hall. Hall had this to say about Bragg in his nomination, "Rusty is smart, creative, funny, and has a big heart. He can connect with virtually anyone. Students love him. They are deeply engaged in class not out of fear of getting in trouble but out of respect for him. Rusty Bragg is incredibly talented, an asset to any classroom."

During student teaching, Bragg worked cooperatively with Hall to develop lessons that engaged students as they explored real life issues and controversies.



Jacob St. Clair (Mark Previte, Supervisor)

-University of Pittsburgh at Johnstown

Jacob St. Clair is a co-recipient of the 2012 Pennsylvania Council for the Social Studies (PCSS) Student Teacher of the Year Award. St. Clair was nominated for this award by his mentor, head of the Social Studies Department at the University of Pittsburgh at Johnstown, and past PCSS President Dr. Mark Previte. St. Clair was a returning student to the University of Pittsburgh at Johnstown, graduating magna cum laude with a Bachelors of Art in Secondary Social Studies Education in addition to his previous Bachelors of Art in Theatre and History. During student teaching at Richland Junior/Senior High School, St. Clair taught 11th grade US history, focusing on the Industrial Revolution through the Civil Rights Movement, as well as volunteering with the Mock Trial Team. St. Clair provided the students with the opportunity to participate in a week long school-wide simulation demonstrating the difficulty of preventing bootlegging as well as an interdisciplinary project in which the students created and played a teenager from the 1950's. St. Clair would like to thank his family and Jayme Brooks for their invaluable love and support during his student teaching.