



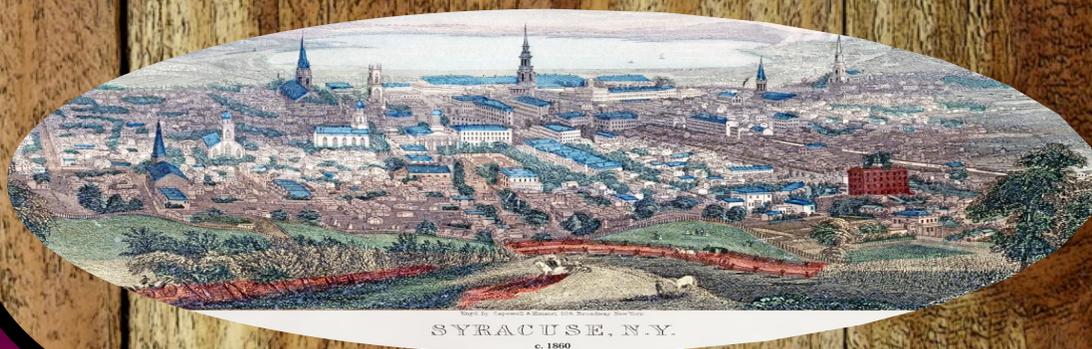
CNYCSS



*Central New York Council for the
Social Studies*

FALL / WINTER 2021 - 2022 ISSUE

Passionately Serving, Connecting,
Informing, and Advocating for
Social Studies Educators Across
Central New York



Inside this Issue:	Message from the President - Pg. 2	Message of Advocacy Pg. 4	Online PD / Resources - Pg. 6
Opportunities for Involvement - Pg. 22	Local Resources - Pg. 32	Class Resources & Book Reviews Pg. 45	Involvement With CNYCSS: Last Page

MESSAGE FROM THE PRESIDENT



How is everyone doing? On behalf of the CNYCSS Board I hope you are all well and I also want you to know that we are very hopeful of having Social Studies events hosted by CNYCSS in the near future. In the meantime, this newsletter will highlight several organizations that have adapted their usual in-person offerings to virtual “real-time” offerings. Most of us are, I believe, back in the classroom. Speaking for myself, finding out I would be back in my actual classroom and that students would be allowed to transition between classes was like getting Christmas in September! The high of that return to “normalcy” is still there, but the ongoing impact of what COVID means for the classroom and students has also settled in.

While wanting to deliver a positive message I also have the desire to be candid. The weariness of chronic student absenteeism is a struggle that taxes the heart and mind of all teachers and administrators. I remind myself daily that it is “better” and that we are continuing to make strides towards recovering from some of the losses resulting from COVID. However, if you are like me, there is still extensive exhaustion of the mind resulting from continuous changes of attendance procedures, ever evolving plans for how to handle kids in quarantine when the Zoom option is no longer an option, and the continuum of anxiety as we balance what we know we can’t control with ways we may make a difference in our students’ lives.

Not so positive as I review what I’ve written so far. But perseverance is the character trait this time is forcing us all to develop more than ever before. In fact, when I circulate through the classroom I am constantly reminded to keep striving and developing engaging lessons for those who are getting themselves to school ready to learn each day. Yes, absenteeism is still higher than normal, but the ones who are attending are developing what I chose to believe is “grit” and perseverance that will benefit all of us in the future. If history teaches us anything it teaches us that “this too shall pass” and “what doesn’t kill us makes us stronger”.

There is something doggedly hopeful about the various ways Social Studies organizations have adapted to offer PD virtually. Please review and explore the various opportunities included in this newsletter. The National Council for the Social Studies and others are finding new and inventive ways to seek to accommodate the times. Many local historical sites have continued to use these strange times to improve and expand their online presence. Take time to look up the website of your favorite historical site and see what they have added.

Also, maybe now is the time to explore participating in National History Day. With limited in-person conferences, channel your Social Studies energy towards exploring a new opportunity for your students. This year’s theme is “Debate and Diplomacy in History: Successes, Failures, Consequences.”

And, as always, if you haven't designated some funds for professional membership, consider joining the National Council for the Social Studies and the New York State Council for the Social Studies. The New York State Council for the Social Studies will hold their conference in March 2022. If you are interested in presenting, please go to nyscss.org as they have extended the deadline for proposals.

Whatever you do, keep growing your Social Studies repertoire. Visit a site you haven't before, attend a virtual program on a topic you've known you should "beef up" on for a long time, start reading a book on content or pedagogy with your colleagues.

~ Erica Martin

**CNYCSS is Proud to Serve 103 Districts Across 16 Counties
Including BOCES, Colleges, and Universities**



Teaching in a Political Moment

By Kate Gross



As I write this, we are a few days from an important local election. The pandemic has brought incredible attention to the role local governments play in our everyday lives - from mask mandates, to resources that support our students' mental health, it seems to me that the interplay between schools and local government is at an all-time high. I hope you all exercise your vote to ensure the best leaders to address these challenges. Recent debates in our local politics also have made their way into social studies classrooms - the debate over the removal of the Columbus Statue in downtown Syracuse, the ongoing disputes over the transformation of I-81, and most recently the redrawing of County Legislature districts. These issues, and others, remind us that we as teachers, but more so our students, need sophisticated civic understanding to navigate these times, not just talk of politics and elections every four years. More and more, the controversies hit closer to home and require us to both teach about and take our own political action. As you are aware, school board meetings across the region have become hotbeds for political in-fighting and our schools are an easily-accessed civic space for people to air their political viewpoints and grievances. Understandably,

within our ranks as social studies teachers, there is fear, frustration, a feeling that we are under a community microscope, and real and understandable fatigue from teaching in such a complicated time with so many other obstacles in our way. A few thoughts on how to best navigate this:

- 1. Stay Informed!** Our students are not immune to the news, and we can not be either. As we've all experienced, whether it is our lesson plan or not, students arrive with questions that deserve our ability to deliver context, to address misinformation and to give them opportunities to discuss the issues in a safe space. If we do not ourselves understand the issues that are being debated in the community, we will fail to create the appropriate learning environment for our students. Ours are the classrooms where students are mostly likely to ask about an issue they hear about elsewhere - we need to anticipate those conversations and make sure that we deliver factual and fair information so that students can make up their own minds about these controversies. Additionally, understanding the decisions that are being made that affect us, our schools, and our communities is a matter of professional commitment. It is hard to defend the important job teachers do if we don't know what the fundamental concerns - especially at the local level - are. As we are learning through the pandemic, society needs schools to function. We need to be informed, accurate and effective communicators to ensure that decisions are made to support our schools and our children, and not merely to satisfy other people's interests and ambitions.

- 2. Make connections!** There are a lot of places in the community that can help us and our students navigate the moment. We do not need to feel alone in the work of addressing civic issues. Local historians, leaders, journalists and community groups want to help. Consider inviting different people into your classrooms so that students hear multiple perspectives on a single issue. Our local museums have incredible programs that can be brought to your students (virtually!) that give context to a controversy. Leaders themselves can be called upon to listen directly to the concerns students have about all kinds of issues they care about in their communities. Other colleagues have expertise and experiences that can enrich your students' understanding of key issues. Ask them to help with a lesson or "guest teach" your class. Social studies teachers often fear that they will be accused of indoctrinating students. If we see ourselves as facilitators of civic engagement versus the sole delivery mechanism of information, it is more difficult for the accusation to stick.
- 3. Take Action!** There are legitimate issues in which teacher voices are needed and political activity is important to maintaining ours and our students' well-being. We must encourage our local leaders to pursue the best policies that help the pandemic to end and allow us to return to normal in our classrooms. We are being asked to address DEI, and very often it is expected that this will largely take place in social studies classrooms. We need to fight for this to be a schoolwide enterprise, in which all teachers need training and support to do it well, and that administrators need to protect us as we develop new approaches to meeting the needs of all students in our classrooms. Our local leaders - especially school boards - also need our attention, and at times support, as they often must defend our work against misguided and impatient members of our community. Additionally, our expertise is necessary to the success of our schools. School districts have important financial and policy decisions to make right now. Nothing should be enacted without teacher input. We work with students everyday and need to fight for our seat at the decision-making table. Additionally, we have the right to defend ourselves - in these "troubled times" our academic freedom is important to defend, but even our prescribed curriculum comes under attack. It has become so evident over the last three years that we are integral to society's survival. We have to seize the moment to make sure that our voices are heard as we move forward. Education in the 21st century needs to change, and teachers need to be empowered if we want our students to thrive.
- 4. Keep teaching!** One of the concerns I hear expressed by many is that the community is simply too polarized and we should really avoid, where possible, political topics and controversies. I must admit, I've thought so myself. However, a person said to me recently "it might be better for you if you 'wait for things to calm down,' but that's not better for the kids in your class who need the space to process right now." Social studies teachers have often complained about our discipline being on the "backburner." Now we find ourselves in the forefront of a critical civic moment. As Horace Mann once said, "It may be an easy thing to make a Republic; but it is a very laborious thing to make Republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness, and passion." We can not shy away from this work. Every student in our class is a stakeholder, and we have an obligation to them and to the community to lead and to promote the kind of civic environment they deserve. It may seem hyperbolic to suggest that democracy depends on it, but it isn't. As study after study tells us, young people are losing faith in democracy. We can not afford to be bystanders. We can and we must teach our way to a more peaceful and productive time.

Online PD Opportunities



Register

101st NCSS Annual Conference Goes Virtual

For more information visit: <https://www.socialstudies.org/>

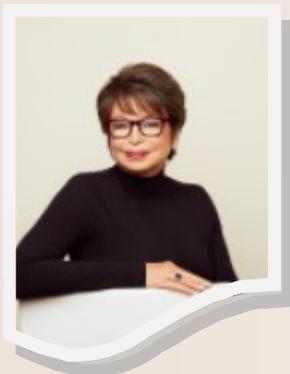
The 101st NCSS Annual Conference will be held online from Monday-Sunday, November 15-21, 2021. Last year we delivered the hottest virtual conference of the season, and this year will be no different as we focus on Solidarity in Social Studies.

This year's conference is designed with you in mind, based on what we have learned from hosting and attending virtual conferences. This is professional learning designed to fit your lifestyle. Our full week will provide you with the most engaging and comfortable environment to experience your best virtual event yet.

You will not need to attend the virtual conference for a full week. Most of the live presentations will be scheduled on Saturday and Sunday, and perhaps during the week in the evening. New recorded sessions will be released each day for on-demand viewing.

- Experience more than 300+ hours of social studies content to increase your professional learning. All sessions will be recorded and available on-demand for registrants until April 30, 2022.
- Get the latest in social studies and law-related education from us and our partners at the American Bar Association's Division for Law-Related Education.
- Learn from prominent keynote speakers.
- Explore the virtual exhibit hall highlighting the latest social studies products and services. Connect with others via virtual networking.

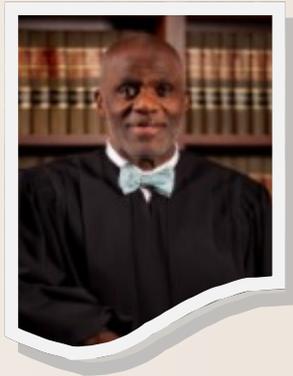
Featured Speakers



Valerie Jarrett is the President of the Barack Obama Foundation and a Senior Distinguished Fellow at The University of Chicago Law School. She is the author of the New York Times bestselling book *Finding My Voice: My Journey to the West Wing and the Path Forward*, published in April 2019. She serves as Board Chairman of Civic Nation, Co-Chair of The United State of Women, senior advisor to Attn, and is a One Million Black Women Advisory Board member. Jarrett also serves on the boards of Walgreens Boot Alliance, Inc., Ralph Lauren Corporation, Lyft, Inc., 2U, Inc., Ariel Investments, The John F. Kennedy Center for Performing Arts, The Innocence Project, Sesame Street Workshop and the Economic Club of Chicago.

Ms. Jarrett was the Senior Advisor to President Barack Obama from 2009-2017 making her the longest serving senior advisor in history. She oversaw the Offices of Public Engagement and Intergovernmental Affairs and Chaired the White House Council on Women and Girls. Ms. Jarrett worked throughout her tenure at the White House to mobilize elected officials, business and community leaders, and diverse groups of advocates. She led the Obama Administration's efforts to expand and strengthen access to the middle class, and boost American businesses and our economy. She championed the creation of equality and opportunity for all Americans, and economically and politically empowering women in the United States and around the world. She oversaw the Administration's advocacy for workplace policies that empower working families, including equal pay, raising the minimum wage, paid leave, paid sick days, workplace flexibility, and affordable childcare, and led the campaigns to reform our criminal justice system, end sexual assault, and reduce gun violence.

Alan Page became the first African American elected to the Minnesota Supreme Court in 1992 and served until he reached the mandatory retirement age of 70 in 2015. Law was his second career; he was first known for his skills in football, both in college and in the NFL. He is inducted in both the College Football Hall of Fame and the Pro Football Hall of Fame. He was named as the NFL's Most Valuable Player in 1971. Justice Page and his wife Diane founded the Page Education Foundation, which assists Minnesota students of color in their pursuit of post-secondary education. In June 2017, after a campaign initiated by students at Alexander Ramsey Middle School in Minneapolis, the school's name was changed to Justice Page Middle School. When a new elementary school in Maplewood, MN opens its doors in 2022, it will be named "Justice Alan Page Elementary School."



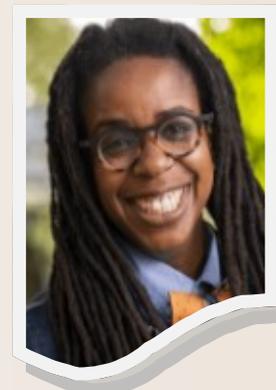
Nell Duke is a professor in literacy, language and culture in the School of Education and also in the combined program in education and psychology at the University of Michigan. Her work focuses on early literacy development, particularly among children living in economic poverty. Her specific areas of expertise include the development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. Dr. Duke has been named one of the most influential education scholars in the U.S. in *EdWeek*.

One of the nation's leading immigration and Asian American historians, **Erika Lee** teaches American history at the University of Minnesota, where she is a Regents Professor and Director of the Immigration History Research Center. The granddaughter of Chinese immigrants, she was recently elected to the American Academy of Arts & Sciences and serves as President-Elect of the Organization of American Historians. Dr. Lee is the author of four award-winning books, including *The Making of Asian America: A History*. A new version with a postscript about anti-Asian racism and Asian American activism during the pandemic will be published in 2021.



Dr. Yohuru Williams is Distinguished University Chair and Professor of History and Founding Director of the Racial Justice Initiative at the University of St. Thomas. He is the author of several books, including presently finishing his latest, *In the Shadow of the Whipping Post: Lynching, Capital Punishment, and Jim Crow Justice in Delaware, 1865-1965*. He is the editor of several books, and has served as an advisor on the popular civil rights reader *Putting the Movement Back into Teaching Civil Rights*. He is also one of the hosts of the History Channel's Web show, "Sound Smart."

Kyndell Harkness is the Assistant Managing Editor of Diversity and Community at the *Minneapolis Star Tribune*. Before stepping into this job Harkness was a photo editor for more than five years, coordinating coverage of the Ryder Cup, two Olympics, the Super Bowl, Final Four and breaking news such as Prince's death and occupations and protests after police shootings. Before becoming an editor, Kyndell spent more than two decades as a photojournalist, working 15 years at the Star Tribune covering communities across the state. She has taught as a photo instructor at a high school journalism camp called J Camp for 15 years that champions diversity of voices. Kyndell is also truly a part of the sandwich generation living with her son who is 11 and her mother who is 83.



Online PD Opportunities



Register

101st NCSS Annual Conference Goes Virtual



Stevie Van Zandt is a Musician, Performer, Songwriter, Arranger, Producer, Actor, Director, International DJ, Activist, Historian, Teacher, member of the New Jersey Hall of Fame, Rock and Roll Hall of Fame, nominated to the Radio Hall of Fame, and is recognized internationally as one of the world's foremost authorities on both Contemporary and Traditional Rock and Roll.

After helping create the "Jersey Shore" sound with the Asbury Jukes he became a founding member of Bruce Springsteen's E Street Band, and went on to become a successful solo artist in his own right recording and performing with his band Little Steven and the Disciples of Soul. He Co-Produced the seminal Bruce Springsteen and the E Street Band albums "The River", and "Born in the U.S.A.", and has also produced albums for Darlene Love, Southside Johnny and the Asbury Jukes, Gary U.S. Bonds, Ronnie Spector, Demolition 23, Arc Angels, Majek Fashek, and many more.

In 1985 Stevie formed Artists United Against Apartheid and wrote "Sun City," a song featuring over 50 major recording artists protesting the Apartheid system and considered by many political experts to be one of the fatal blows to Apartheid, leading to Nelson Mandela being freed only a few years later. He Stevie has twice been honored by the United Nations for his political activism. He Co-Starred in all seven seasons of the Sopranos, playing principle character "Silvio Dante," a character that he created. He Starred in, Co-Wrote, Executive Produced, provided the music supervision and scoring, and Directed (the final episode) for the award winning series "Lilyhammer," which was the FIRST original programming for Netflix. In 2001 he launched "Little Steven's Underground Garage," his internationally syndicated radio show and the most successful syndicated Rock music radio show in the past 50 years. Stevie also created and produces the first two channels of original content on SiriusXM Satellite Radio, the Underground Garage (Channel 21) and Outlaw Country (Channel 60). In 2006 he launched his record label, Wicked Cool Records, to further support new Rock and Roll.

Stevie is chairman of the Rock and Roll Forever Foundation, a non-profit that has developed a curriculum based around popular music, a subject that provides immediate common ground with student interest and passion, called "Teach Rock." This online educational resource is offered at NO COST to educators and individuals everywhere. Interdisciplinary in nature, it is geared toward middle and high school students but includes resources for learning at all levels.

Alexis Coe is the New York Times bestselling author of *You Never Forget Your First: A Biography of George Washington*, now out in paperback, and *Alice+Freda Forever: A Murder in Memphis*, soon to be a major motion picture. Coe has frequently appeared on CNN and the History Channel, and has contributed to *The New York Times*, *The New Yorker*, and many other publications. She was also a consulting producer on and appeared in Doris Kearns Goodwin's Washington series the History Channel, and hosted "No Man's Land" and co-hosted "Presidents Are People, Too!" Coe holds a graduate degree in American history and was a research curator at the New York Public Library. She lives in Brooklyn, New York.



Alysha Butler recently joined GBH Education as Senior Manager, Inclusive Social Studies Curriculum. In this role, Alysha works on a variety of social studies projects such as the new PBS LearningMedia U.S. History Collection, AMERICAN EXPERIENCE and FRONTLINE educational resources and new concept development. Alysha is the lead creator of classroom resources for FRONTLINE'S UN(RE) SOLVED which will be published on PBS LearningMedia in the fall of 2021. A 20-year veteran teacher, Alysha currently also teaches social studies at McKinley Technology High School in Washington, D.C. In 2019 she was recognized as the Gilder Lehrman National History Teacher of the Year and the Daughters of the American Revolution Outstanding Teacher of United States History.



Retired U.S. Army Captain **Florent "Flo" Groberg** received the Medal of Honor in 2015.

Born in France, Groberg moved to Bethesda, Maryland when he was 12 and became a naturalized U.S. citizen in 2001. He attended University of Maryland, College Park where he competed in varsity track and cross country. In May 2006, Groberg graduated from UMD with a bachelor's degree in criminology and criminal justice.

Groberg entered the Army in July 2008 and deployed to Afghanistan in November 2009. In November 2011, he was assigned as the brigade personal security detachment commander for the Fourth Infantry Brigade Combat Team, Fourth Infantry Division. He was promoted to captain in August 2012. On August 8, 2012, the personal security detail he was leading came under attack by two suicide bombers. Groberg tackled one of the bombers, saving numerous lives. As a result of his actions, he sustained the loss of 45 to 50 percent of his left calf muscle along with significant nerve damage, a blown eardrum, and a mild traumatic brain injury. Groberg spent his recovery at Walter Reed National Military Medical Center from August 2012 through May 2015, undergoing 33 surgeries. He was medically retired on July 23, 2015.

Groberg's awards and decorations include the Bronze Star Medal with one Bronze Oak Leaf Cluster, the Purple Heart, the Meritorious Service Medal, the Army Commendation Medal, the Army Achievement Medal with one Bronze Oak Leaf Cluster, the Afghanistan Campaign Medal with three Bronze Service Stars; the Global War on Terrorism Medal, the National Defense Service Medal, the Army Service Ribbon, the Overseas Service Ribbon, the NATO Medal, the Combat Infantryman Badge, the U.S. Army Parachutists Badge, the U.S. Army Ranger Tab, and the Meritorious Unit Commendation. Groberg currently resides in Washington state with his wife and serves as the Director of Veterans Outreach for The Boeing Company.

Erika Howard is Impact Producer for the documentary series, FRONTLINE. She joined FRONTLINE from POV/American Documentary, where she served as the Senior Director of Station Marketing and Audience Engagement. In that role she created engagement campaigns and partnerships for such projects as Dark Money, Bill Nye: Science Guy, Whose Streets, and Minding the Gap. She previously served as the Marketing Manager for Women Make Movies, and has presented on panels at the Cannes Film Festival, SXSW, the Athena Film Festival, NYU, PBS conferences and other festivals around impact, audience engagement, and multicultural audience growth.



Suki Dardarian joined the *Star Tribune* in 2014 as senior managing editor & vice president. Prior to that, she was a senior manager at *The Seattle Times* and the *Tacoma News Tribune*. Dardarian, a graduate of the University of Washington, is a former president of the Associated Press Managing Editors and serves on the advisory board of the Arthur W. Page Center for Integrity in Public Communication at the Penn State College of Communications. During her tenure at *The Seattle Times*, the paper earned two Pulitzer Prizes, and Dardarian has twice served as a Pulitzer juror.

Online PD Opportunities



Register

101st NCSS Annual Conference Goes Virtual



Erika Howard is Impact Producer for the documentary series, FRONTLINE. She joined FRONTLINE from POV/American Documentary, where she served as the Senior Director of Station Marketing and Audience Engagement. In that role she created engagement campaigns and partnerships for such projects as Dark Money, Bill Nye: Science Guy, Whose Streets, and Minding the Gap. She previously served as the Marketing Manager for Women Make Movies, and has presented on panels at the Cannes Film Festival, SXSW, the Athena Film Festival, NYU, PBS conferences and other festivals around impact, audience engagement, and multicultural audience growth.

Scott Ellsworth is the *New York Times* bestselling author of *The Secret Game*, winner of the 2016 PEN/ESPN Award for Literary Sports Writing. He has written about American history for *The New York Times*, *The Washington Post*, and the *Los Angeles Times*. Formerly a historian at the Smithsonian Institution, he is also the author of *The World Beneath Their Feet*, *Death in a Promised Land*, and *The Ground Breaking*. Scott lives in Ann Arbor, where he teaches in the Department of Afroamerican and African Studies at the University of Michigan.



Judge Ginsburg was appointed to the United States Court of Appeals for the District of Columbia in 1986; he served as Chief Judge from 2001 to 2008. After receiving his B.S. from Cornell University in 1970, and his J.D. from the University of Chicago Law School in 1973, he clerked for Justice Thurgood Marshall on the United States Supreme Court.



Thereafter, Judge Ginsburg was a full professor at the Harvard Law School, Administrator of the Office of Information and Regulatory Affairs (OMB), and Assistant United States Attorney General in charge of the Antitrust Division of the U.S. Department of Justice. Concurrent with his service on the federal bench, Judge Ginsburg has taught at the University of Chicago Law School and the New York

University School of Law. Judge Ginsburg is currently a Professor of Law at the Antonin Scalia Law School, George Mason University, and a visiting professor at University College London, Faculty of Laws. He also serves on the Advisory Boards of the Harvard Journal of Law and Public Policy; the Supreme Court Economic Review; the University of Chicago Law Review; the New York University Journal of Law and Liberty; and, at University College London, both the Center for Law, Economics and Society and the Jevons Institute for Competition Law and Economics.

In 2020, Judge Ginsburg created and hosted, *A More or Less Perfect Union*, a three-part series about the U.S. Constitution. It aired nationwide on public television three times that year. The following year, he partnered with izzit.org® to create *Civics Fundamentals*, an educational series consisting of 100 two-minute videos based on the 100 questions on the U.S. Citizenship Test. In the videos, Judge Ginsburg provides the answer, as well as the context for each question. Available Fall 2021, the videos will be available at no cost to educators.



NCSS membership allows you to access social studies standards, professional learning, and a digital library of teaching materials including instructional documents and educational guides. Plus, you also receive deep discounts on the latest NCSS publications, webinars, and more! These resources are perfect for social studies educators, administrators, professionals, students, retirees, and institutions. Become a part of 10,000 global social studies members who create impact with NCSS resources to prepare future generations for college, career, and civic life!

About National Council for the Social Studies (NCSS)

Our Vision

A world in which all students are educated and inspired for lifelong inquiry and informed civic action.

Our Mission

The mission of the National Council for the Social Studies is to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators.

Our Community

Founded in 1921, National Council for the Social Studies is the largest professional association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all the 50 states, the District of Columbia, and 35 countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, civics, geography, economics, political science, sociology, psychology, anthropology, and law-related education. The NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.



April Francis, NCSS member and social studies teacher, guides two of her students at Lawrence Road Middle School in Hempstead, New York (2015).

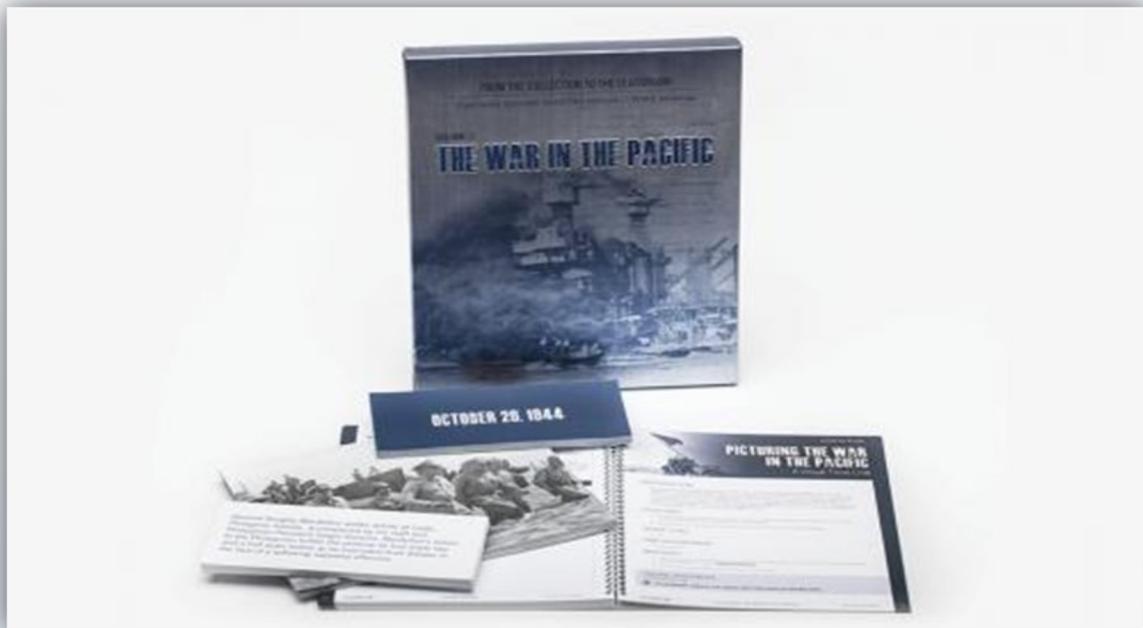
Membership in National Council for the Social Studies is open to any person or institution interested in the social studies. Visit <https://www.socialstudies.org/>

National World War II Museum's Teacher Institute

“From the Collection to the Classroom”

This summer I was fortunate enough to attend the National World War II Museum's Teacher Institute “From Liberation to V-J Day” in New Orleans.” The institute was phenomenal and packed with valuable information, lectures from preeminent WWII scholars, museum tours and pedagogical strategies. What I found the most valuable, however, is the wealth of classroom resources that the museum offers.

Let me start by discussing the “From the Collection to the Classroom” curriculum kits that are available for immediate download on the website (nationalww2museum.org) under the “Students and Teachers” tab. There are four different multimedia kits, each containing primary sources, lesson plans, videos, oral histories, essays and reproducibles. These kits cover topics ranging from homefront mobilization to the African American experience, the Holocaust and everything in between!



The museum offers a wide variety of opportunities for teachers and students to participate in engaging online learning including virtual field trips, webinars, traveling exhibits, “Real World Science” STEM curriculum and so much more. Most opportunities are completely free and can be accessed at your convenience.

Sign up for the museum's E-newsletter “Calling All Teachers” to be alerted for all of the opportunities and materials available, including professional development opportunities for teachers and special experiences for students!

~ Caitlin Goodwin



Professional Development

The Institute offers a wide range of professional development opportunities in American history, from customized in-person training at your school with scholars and master teachers, to rigorous weeklong teacher seminars and online courses for CEUs and graduate credits.

[Teaching Literacy through History](#)

Teaching Literacy through History (TLTH) is an interdisciplinary professional development program that uses primary sources to improve K–12 education. TLTH workshops are beneficial for elementary, middle, and high school teachers who teach American history, social studies, civics, and English language arts. [Learn more](#)

[Self-Paced Courses](#)

Our Self-Paced Courses are on-demand, graduate-level online courses in American history, taught by eminent scholars. Self-Paced Courses can be used to obtain professional development credit, and can be completed at your own time and pace, with no deadlines or expiration dates. [Learn more](#)

[Online Courses](#)

The Gilder Lehrman Institute's Online Courses offer you the opportunity to learn from leading scholars of US history in a virtual classroom with other students from across the country. [Learn more](#)

[Teacher Seminars](#)

The Gilder Lehrman Institute of American History offers rigorous Teacher Seminars for K–12 educators. Held at colleges and historic sites across the US and abroad, the weeklong workshops include daily programs with leading American historians, visits to local historic sites, and hands-on work with primary sources.

Learn more at <https://www.gilderlehrman.org/programs-and-events/teacher-seminars>

KQED Media Academy for Educators

Inspire and Engage Students through Digital Media

Now more than ever, educators need support around digital media literacy skills, in both remote and traditional classroom environments. The new KQED Media Academy offers a set of four free, instructor-led online professional development courses that prepare educators to effectively and meaningfully analyze, evaluate and make media with students to support curriculum goals.



These professional learning courses are open to all educators across the country, including PreK-12 classroom teachers, librarians, TOSAs and anyone who wants to make media-rich, digitally-savvy learning available to students. The Academy will give you the skills and experience you need to connect the dots between digital citizenship, media literacy, 21st Century skills and national curriculum standards.

When you take a KQED Media Academy course, you will:

- Gain the skills to create digital media and integrate it into lesson plans.
- Learn by doing hands-on media projects with a cohort of peers.
- Get individual feedback on your work from an expert instructor.
- Receive a Certificate of Completion that can be used to document PD hours (20 or 40 hours, depending on the course).

Develop the competencies and artifacts needed to earn the micro-credentials that lead to [PBS Media Literacy Educator Certification by KQED](#).

How it works:

- Online instruction delivered through videos, lessons and activities on the KQED Teach platform.
- Courses run between 3-6 weeks, and you can set your own schedule for when you work on the assignments.
- Individual support and feedback is provided by expert instructors on the platform and via video conferencing. You can sign up for a course on your own or with colleagues from your school or district. Sign up for as many Media Academy courses as you like. Either way, you'll be connected to a professional learning network of like-minded educators.

District and school leaders: get in touch to learn how Media Academy cohorts can help you meet professional development goals at <https://edu-landing.kqed.org/for-leaders/>

Instructor-Led Courses

Learn with a cohort of peers and get individual feedback from expert instructors! Assignments are aligned with requirements for PBS Media Literacy Educator Certification and a course certificate indicating 20 or 40 professional learning hours is awarded upon completion.

Certification and a course certificate indicating 20 or 40 professional learning hours is awarded upon completion. For a complete list of courses go to <https://teach.kqed.org/courses>



Analyzing and Evaluating Media for the Classroom (November 2021)

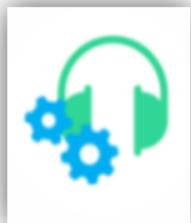
Misinformation is a constant in students' lives, especially in the current global reality. This instructor-led KQED Media Academy course will help you empower students to effectively assess the accuracy and quality of information across media formats and understand the techniques content creators use to shape their messages. **This Cohort: November 15-December 12, 2021**



Video Production for the Classroom (January 2022)

Video is a powerful medium for helping students find their voice and demonstrate their learning. This instructor-led KQED Media Academy course takes you step-by-step through the entire video production process, from the fundamentals of shooting to lesson planning, assessment, copyright and student privacy.

Upcoming Cohort: January 10-February 20, 2022



Podcasting and Audio Production for the Classroom (February 2022)

Audio storytelling is an easy, accessible way for students to practice literacy and content creation—all they need is a phone. In this instructor-led KQED Media Academy course, you'll make audio for your classroom as well as learn how to teach and assess student audio projects.

This Cohort: February 28-April 10, 2022



Graphic and Interactive Media for the Classroom (April 2022)

The language of visual design offers a powerful way to engage students. In this instructor-led KQED Media Academy course, you'll learn to represent complex ideas, information, and data in compelling infographics and interactive maps.

This Cohort: April 18-May 29, 2022

Self-Paced Courses

Target specific media literacy skills with these shorter courses. Pick and choose relevant video instruction and assignments. These courses do not include a certificate of completion.

For a complete list of courses go to <https://teach.kqed.org/courses>

Audio Essentials: Basics of Recording

Before you can make the next hit podcast with your students, you'll need to know the basics of how to record high-quality audio. Get tips and tricks for storytelling with sound, and the lowdown on audio equipment and script-writing. (6 Hours)

Designing Presentations

How powerful is your Powerpoint? In this course, you will gain the knowledge and skills to create effective slideshow presentations, employing color, fonts, and images to support your message. By the end, you will have created your own slide template that is customized for your audience. (6 Hours)

How Misinformation, Disinformation & Propaganda Are Made

Why do people create hoaxes? How can deepfake videos and images look so real? Explore the history and evolution of disinformation and propaganda, and how to detect them by analyzing media production methods. Gain insights into “deepfakes,” a new method to create faked videos. (6 Hours)

Finding & Evaluating Information

Why is it so hard to see the difference between reliable information and biased misinformation? Between scientific facts and disinformation, like so called “alternative facts”? Learn how to spot misinformation with strategies used by professional fact-checkers. Review the concepts of reliability and bias, and practice evaluating online information and images so you can bring these skills to your students. (6 Hours)

How to Manage & Assess Media Projects

Managing and assessing media production in the classroom can be daunting even for experienced educators. In this course, you will develop the skills and knowledge needed to effectively organize media-making by your students and assess their learning along the way. (9 Hours)

Making Interactive Maps

Maps are one of the core ways that humans document and share the world around them. In this course, you will learn how to create your own digital maps and bring the world into your classroom! (6 Hours)

Civic Readiness Initiative

The New York State Board of Regents is committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic education facilitates the development of civic competencies, which are needed for a democratic society to flourish. Through civic education, students learn how to identify and address problems in their community or school community. Students also learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. Civic education can strengthen the relationships of schools and students with parents, families, civic leaders, and organizations and community partners.

In January 2020 The Civic Readiness Task Force appointed by the Board of Regents presented their recommendations to the Board of Regents. The recommendations include a Seal of Civic Readiness, a definition of Civic Readiness and the elements of a Civic Capstone Project.

For more details on the information outlined below, visit <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

Civic Readiness Taskforce

Updates for the Civic Readiness Initiative

General information regarding Civic Readiness

Civic Capstone Project

Seal of Civic Readiness Pilot Schools 2021 - 2022

Seal of Civic Readiness Updates / click [here](#) for video

STATE ED UPDATES

- Seal of Civic Readiness will be approved
- Pilots 2021-2022
- All can begin 2022-2023
- Can be used as 4+1 Pathway or as stand-alone seal on diploma
- 2 pts Civic Knowledge 2 points Civic Participation
- You need 6 points total

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
1784

NYS ED
.gov

New York State
EDUCATIO
Knowledge >

Press Esc to exit full screen



TEACHING HARD HISTORY PODCAST



What we don't know about American history hurts us all. *Teaching Hard History* begins with the long and brutal legacy of chattel slavery and reaches through the victories of and violent responses to the civil rights movement to the present day. From Learning for Justice and host [Dr. Hasan Kwame Jeffries](#), *Teaching Hard History* brings us the lessons we should have learned in school through the voices of leading scholars and educators. It's good advice for teachers and good information for everybody.

Check out the following podcasts, and to find more resources go to the following link:

<https://www.learningforjustice.org/podcasts/teaching-hard-history>

The Real Rosa Parks and the Montgomery Bus Boycott

[Listen Here](#)

Everyone thinks they know the story, but the real history of Rosa Parks and the Montgomery Bus Boycott is even better. This episode details the events that set the stage for Ms. Parks' civil disobedience. You'll meet the leaders and organizations who transformed a moment of activism into a 13-month campaign. And you'll learn about the community that held fast in the face of legal and political attacks, economic coercion, intimidation and violence.

The Forgotten History of our Ancestors

[Listen Here](#)

Alice Qannik Glenn is the host of *Coffee and Quaq* and assistant producer of *The Forgotten Slavery of our Ancestors*. This short, classroom-ready film offers an introduction to the history of Indigenous enslavement on land that is currently the United States. This new resource from Learning for Justice features an extensive group of experts, many of whom will be familiar to listeners from Season 2.



Baseball, Civil Rights, and the Anderson Monarchs Barnstorming Tour

[Listen Here](#)

In 2015, Coach Steve Bandura loaded the Anderson Monarchs, a Little League baseball team from Philadelphia, onto a 1947 Flexible Clipper Bus for a barnstorming tour back in time. Bandura and the players recount lessons learned while visiting historic civil rights sites, meeting veteran activists and playing baseball along the way. And historian Derrick E. White, co-host of The Black Athlete podcast, explores the intersection of sports and civil rights history.

Jim Crow: Yesterday and Today

[Listen Here](#)

This season, we're examining the century between the Civil War and the modern civil rights movement to understand how systemic racism and slavery persisted and evolved after emancipation—and how Black Americans still developed strong institutions during this time. Co-hosts Hasan Kwame Jeffries and Bethany Jay discuss how students need to grasp this history to understand injustices many of them face today, from voter suppression to mass incarceration.

Reconstruction 101: Progress and Backlash

[Listen Here](#)

Just months after the Civil War ended, former Confederates had regained political footholds in Washington, D.C. In her overview of Reconstruction, Kate Masur notes how—in the face of evolving, post-slavery white supremacy—Black people claimed their citizenship and began building institutions of their own. Ahmad Ward then takes us to 1860s Mitchelville, South Carolina, where Black policing power, land ownership and more self-governance were the norm.

Making a Scene: The Movement in Literature and Film

[Listen Here](#)

From the hard work of organizing to the reality of everyday life under Jim Crow, films and literature can bring historical context to life for students. In this episode, we recommend several “must use” films, books, poems and plays for teaching the civil rights movement. We also discuss strategies for incorporating these works across the curricula and for turning even problematic texts into grist for meaningful critical discussions.

Correcting History: Confederate Monuments, Rituals, and the Lost Cause

[Listen Here](#)

The Lost Cause narrative would have us believe that Confederate monuments have always been celebrated, but people have protested them since they started going up. Historian Karen Cox unpacks how the United Daughters of the Confederacy used propaganda to dominate generations of teachings about the Civil War through textbooks, legislation, and popular culture—and how, after the war, the South and the North prized white reconciliation over justice for all.



Our Vision

iCivics envisions a thriving American democracy supported by informed and civically engaged young people.

Our Mission

We champion equitable, non-partisan civic education so that the practice of democracy is learned by each new generation. We work to inspire life-long civic engagement by providing high-quality and engaging civics resources to teachers and students across our nation.

Our Story

Civics was founded by [Justice Sandra Day O'Connor](#) in 2009 to ensure that all Americans have the knowledge and will to participate in our unique experiment in self-government. Since then, iCivics has become the nation's premier non-profit civic education provider of high-quality, non-partisan, engaging, and free resources to more than 7.6 million students annually, in all 50 states. That equates to the majority of our nation's middle and high school students. iCivics first-of-its-kind digital [civic library](#) includes more than 260 curricular resources, digital literacy tools, professional learning materials, and educational video games. And behind those numbers lie countless young people who now feel the weight of their civic roles and agency. Our engaging resources are proven to improve civic knowledge, skills and dispositions.

Check out middle and High School Unit / Lesson Plans and everything else they have to offer at: <https://www.icivics.org/> or click the link below for access to Curriculum Units



Classroom Resources



Bring National Geographic to your classroom through lesson plans, maps, and reference resources.

Visit: <https://www.nationalgeographic.org/education/classroom-resources/>

Check out the link above for a variety of classroom resources that can be searched by Grade Level / Content Types / or Subject



ENCYCLOPEDIC ENTRY

Roman Republic

Archaeology, World History, Anthropology, Social Studies

The Roman Republic describes the period in which the city-state of Rome existed as a republican government (from 509 B.C. to 27 B.C.), one of the earliest examples of...

GRADES
6 - 8



180



VIDEO

Global Human Journey

Anthropology, Social Studies, Human Geography, World History, Geography

An animated map shows humans migrating out of Africa to Asia, Europe, and the Americas.

GRADES
5 - 12+



489



ARTICLE

Roman Empire: Road and Trade Network

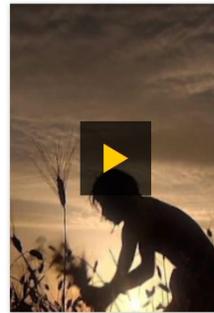
Archaeology, World History, Social Studies, Geography, Anthropology

A guide to using a map of the ancient Roman Empire. This map gives information about the Roman's road system throughout the empire and its primary maritime trading...

GRADES
6 - 8



213



VIDEO

Hunter Gatherers

Anthropology, World History, Geography, Human Geography, Social Studies

What allows some societies to flourish while others to plateau or disappear? Join Pulitzer Prize winning author and National Geographic Explorer Jared Diamond as he...

GRADES
5 - 12+



376



ENCYCLOPEDIC ENTRY

Distribution of Fossil Fuels

Earth Science, Geology, World History, Social Studies

Fossil fuels form from the remains of prehistoric dead animals and plants due to geologic processes.

GRADES
5 - 12+



219



LESSON

Teaching Idea: Ancient Rome

Anthropology, Social Studies, Archaeology, World History

Use this idea and suggested resources to help you build a lesson or activity on ancient Rome.

GRADES
6 - 8



442



ACTIVITY

Trade and the Black Death

Health, World History, Biology, Social Studies

Students will explore the diffusion of the Black Plague from Asia to Europe. Students will explain relationships between the Silk Road and the Black Plague.

GRADES
6 - 12+



375



ENCYCLOPEDIC ENTRY

The Silk Road

Ancient Civilizations, World History, Social Studies

For more than 1,500 years, the network of routes known as the Silk Road contributed to the exchange of goods and ideas among diverse cultures.

GRADES
5 - 8



297

Consider Hosting a Student Teacher This Spring

The SUNY History department invites you to consider hosting a Social Studies student teacher for the Spring, 2022 semester. The placements, would be for a single period from January 24, 2022 through Wednesday, May 11th. Payment would be at the SUNY level of \$400 as it is considered as a two quarter placement.



We also are now seeking placement for Field Experience students in the greater Cortland area. If you are interested or have questions, please contact Jim Miller at james.miller@cortland.edu.

Thank you for supporting the next generation of Social Studies teachers.



Regional Councils

Please visit the websites listed below for events and PD Offerings through our fellow Councils

Capital District Council for the Social Studies (CDCSS)
<https://cdcss.wildapricot.org/>

Long Island Council for the Social Studies (LICSS)
<http://www.licss.net/>

Mid-Hudson Council for the Social Studies (MHCSS)
<https://www.midhudsonsocialstudies.org/home>

Niagara Frontier Council for the Social Studies (NFCSS)
<https://www.nfcss.org/about-nfcss.html>

Westchester Lower Council for the Social Studies (WLCSS)
<http://www.wlhcss.info/>

facebook

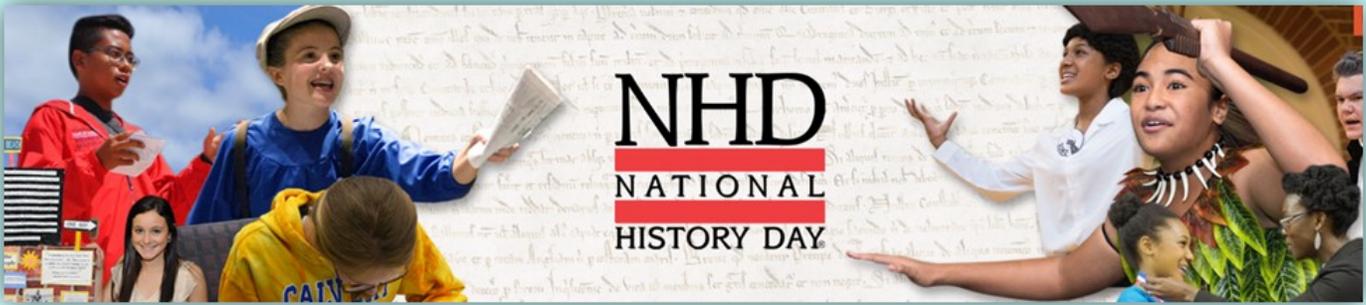
Scholarships,
Grants and
Summer Institutes
for Teachers

Private group

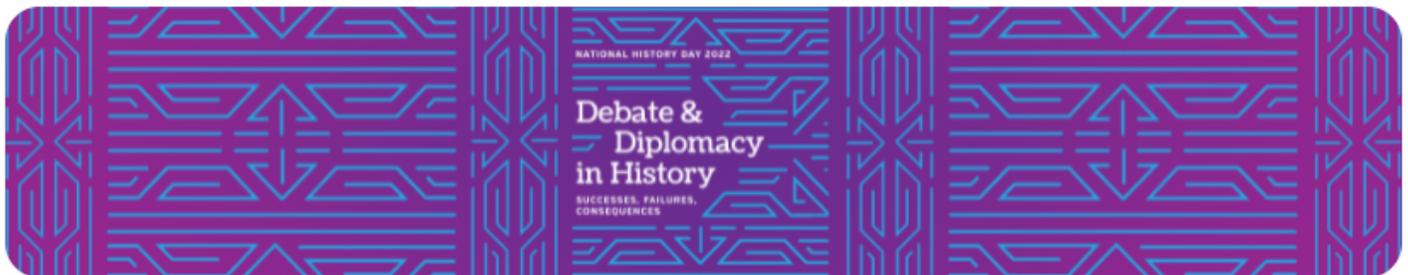
Scholarships, Grants and Summer Institutes for Teachers

If you are one of those folks always looking for the next amazing professional development opportunity you may want to join the Facebook group called Scholarships, Grants, and Summer Institutes for Teachers. It's a private group so you'll need to fill out a very brief form to gain membership, but it is totally worth it as it provides information and deadlines for an incredibly wide selection of top notch opportunities.

National History Day



DEBATE & DIPLOMACY IN HISTORY



Each year, National History Day[®] frames students' research within a historical theme. The theme is chosen for broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2021-2022 theme is *Debate & Diplomacy in History: Successes, Failures, Consequences*.

[2021-2022 THEME INTRODUCTION VIDEO](#)



The National Contest is the final stage of a series of contests at local and state/affiliate levels. Students begin their journey by presenting their projects in classrooms, schools, and districts around the world. Top entries are invited to the state/affiliate level contests. The top two entries in every category at the state/affiliate level are then invited to the National Contest.

For updates and more details go to: <https://www.nhd.org/>

A Historical Central New York History Day Winner PeiLin Lu



PeiLin Lu from Fayette Manlius High School has won second place in the New York State History Day contest and came in 8th place in the National History Day Contest. Her project also received an award from the Asian American Society. Her project is on exhibit at the Onondaga Historical Association Museum.

PeiLin learned of Anna May Wong when she saw a black and white photo on Google Doodle commemorating the birthday of the early 20th century Chinese American actors stereotyping Asian actors in American movies and led to her National History Day Exhibit Project. Following the 2021 History Day theme, “Communication in History, The Key to Understanding“, she created her exhibit, “Anna May Wong, Communicating the Asian American Identity” highlighting her struggle in early films.

PeiLin said that she felt this was an important topic to bring to light in this day of wide spread attacks on Asian individuals in this country. In the process of creating the

project, she learned much about herself. PeiLin is entering her senior year at Fayette Manlius High School, where Kristina Jeanneret and Justin Polly were her History Day advisors on the project. At F.M. she is captain of the History Bee team, Director of the Asian Student alliance Social Justice Diversity Coalition. PeiLin participates as a human rights ambassador with the Matilda Joslyn Gage House and has worked with the Stanford University Racial Humanities Institute. She hopes to major in History and Asian American Studies at Yale.

National History Day is open to students in grades 6 through 12 to create projects in history based on a theme chosen by the National History Day Committee. Projects may be a paper, exhibit, documentary, website or a performance. They may be individual or group projects, (Papers are only allowed to be individual). The participants go through a regional contest, (The Onondaga Historical Association sponsors the Central New York Regional Contest) and then may progress to the state contest. Where, if chosen, continue to the national competition. This year due to the pandemic all contests were virtual.

In 2021 half a million students entered the contest. There were 2,600 participating in the finals. For more information on National History Day go to the National History Day Website or contact Scott Peal at scott.peal@cnyhistory.org

NATIONAL HISTORY DAY 2022

Debate & Diplomacy in History

SUCCESSES, FAILURES,
CONSEQUENCES

CNY 2021 National History Day

The Local Component of National History Day

Registration Opens: February 3rd 2021

Entries Close: March 5th 2022

Winners announced: March 19th, 2022*

*Virtual or In-Person Judging has yet to be determined.

Students in Grades 6-12 will:

- Choose an aspect of the theme and research it in a certain time and place in history
- Demonstrate their understanding of their choice, and its effects on society, through a paper, performance, exhibit, website or documentary
- Projects may be individual or group
- Judging will take place at the local, state and national levels

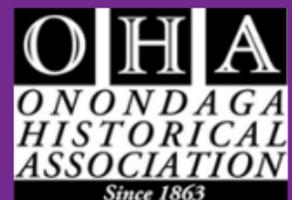
For more information:

<https://nyshd.weebly.com/>

Local Coordinators:

Scott Peal at: scott.peal@cnyhistory.org

Nancy Roberts at: nancyc.roberts@gmail.com



The CNYCSS invites all members of our social studies community to consider nominating a colleague for one of our Social Studies Educator Awards for the 2020-2021 school year.



The purpose of our awards is to recognize exceptional social studies teachers in our Central New York school community. Nominating a teacher who strives to go above and beyond is a wonderful way to show them that their commitment to teaching and learning has not gone unnoticed. Our support of excellence in the classroom contributes to the professional growth of all teachers.

Roger Sipher Beginning Teacher Award

5 years or less in teaching profession

Nominee may be either an elementary or secondary teacher

Outstanding Social Studies Educator Award

Elementary Educator Award: Candidate should be a K-5 teacher or librarian

Middle School Educator Award: Candidate should be a 6-8 teacher or librarian

High School Educator Award: Candidate should be a 9-12 teacher or librarian

Distinguished Educator Award

Can be an educator at any level, including higher education

Someone who has made a significant and unique contribution to the field of social studies in our area

Visit our website cnycss.com for information regarding the nomination process and nominate a colleague today!



How to Actively Shape the Future of Social Studies Education in New York State

◆ — . . . — . . . — . . . — . . . — . . . — . . . — . . . — . . . — . . . — . . . — . . . — ◆

In 2013, John Langdon and Doug Pelton formed a professional learning community dedicated to finding new approaches to teaching Global History. This 9th and 10th grade teacher team was called PARRE (A practical approach to regaining relevance and enjoyment). The group worked together over the years to make sense of the changes in the state curriculum and testing and to share lesson ideas and tools that worked well in the classroom.

As changes at the state level continue, we will continue expanding in 2019 - 2020 under the title "Global History Group". Any 9th or 10th grade Global History teacher from the region is welcome to join us. Please contact jmedwid@bville.org for additional information.

TEACH GLOBAL HISTORY? WANT TO IMPROVE YOUR PRACTICE?
JOIN TEACHERS FROM AROUND CENTRAL NEW YORK AT THE

GLOBAL HISTORY GROUP

(Formerly PARRE)

What we do:

- We are a professional learning network affiliated with CNYCSS that meets once a month to offer support to Global teachers of all experience levels who wish to improve their practice.
- We collect and compare tools and ideas used in our classrooms to make learning relevant, engaging, and enjoyable for all involved.
- We strive to develop lessons and assessments tied to the content and skills of the new state framework and Regents exam.

**INTERESTED?
EMAIL [JMEDWID@BVILLE.ORG](mailto:jmedwid@bville.org)**

NYSCSS



NEW YORK STATE
COUNCIL FOR THE SOCIAL STUDIES

2022 Annual Convention

ENGAGE EMPOWER INSPIRE

REGISTER HERE

HOTEL INFORMATION

Proposal submissions have closed. More information about the schedule will be released soon!

Thursday, March 10 - Saturday, March 12, 2022

Location: Crowne Plaza Albany - the Desmond Hotel, Albany NY



To Register for the 2022 Annual Conference visit <https://nyscss.wildapricot.org/>

Become a Member of NYSCSS

As a member of NYSCSS, you have exclusive access to materials created by the council and its members. These resources include:

- Materials from convention presentations
- Recordings of presentations and webinars
- Assessments and instructional resources for elementary, middle, and high school levels created by the NYSCSS committees
- Access to Teaching Social Studies our biannual journal co-produced with the New Jersey Council for Social Studies
NYSCSS committees
- Access to previously sent E-Blasts



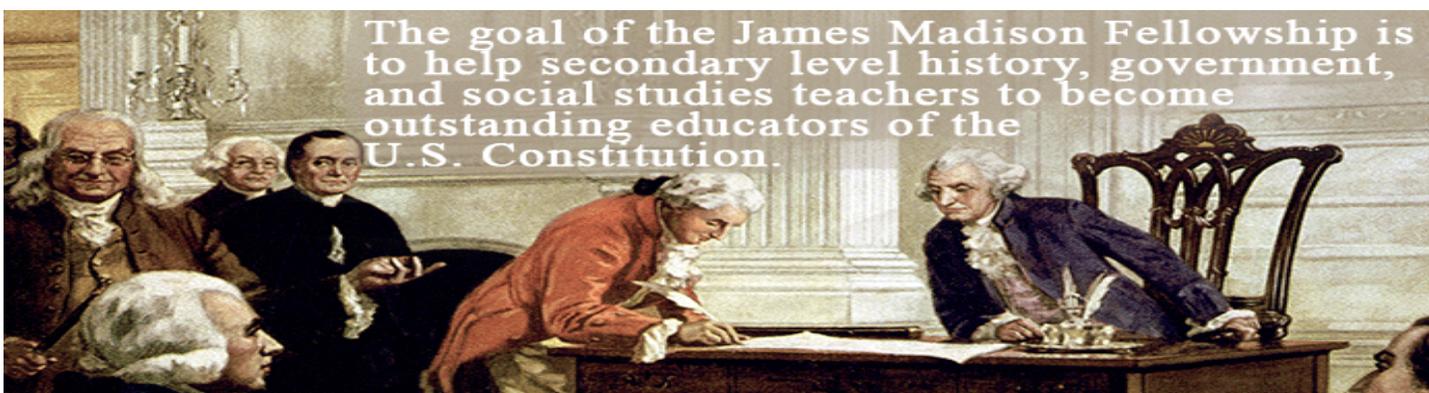
James Madison Fellowship

Four years ago I had received my rejection letter from the James Madison Memorial Fellowship. Three years ago I received a sticker on my door to pick up a package directly from the UPS sorting facility on Northern Boulevard. Eureka! Persistence paid off and I was a 2016 James Madison Fellow! If you have never heard of the program and are a teacher of U.S. History I cannot encourage you enough to consider applying to the program. While many of us in New York already have a Master's Degree as a part of our certification requirements, it is also true that many of our Districts recognize with a pay increase additional Master's Degrees and/or graduate credits. The James Madison Fellowship provides up to \$24000 for you to pursue a Master's Degree in an approved program that has a concentration on the U.S. Constitution.

One of the key highlights of the program was a month spent at Georgetown with your fellow "Fellows". To say it was amazing is an understatement. Three years later, as my degree has been completed, I'm not certain whether that month in Georgetown was impactful because of the scholars we met or because of the camaraderie of the 4 dozen other teachers who share the journey with me. Teachers from nearly every state and walk of life spending a month together devoted to studying the U.S. Constitution was like a History Summer Camp on steroids. As Lewis Larsen, President of the James Madison Fellowship, reminded us, when will you ever have a month where the primary task is to dive deeply into the creation and implementation of the U.S. Constitution. Those words still echo with me today. Taking graduate courses one at a time over the past 3 years was a regular source of inspiration, but that 4 week period where my only daily task was to discuss and understand more deeply our U.S. Constitution was a once in a lifetime experience.

Three years later, with my degree in hand, I look back nostalgically on that month long experience. The network of friends and fellow teachers I made and still have from that experience is tremendous. As a teacher in New York we often face stiff competition for national fellowships and awards, most particularly with our downstate counterparts. Mainly this is a result of the density of Social Studies teachers. If you are interested in applying for this Fellowship, please reach out to me at ekvmaratin@gmail.com. I would love the chance to help out a fellow Central New York colleague have the chance for such a life-changing experience.

~ Erica Martin **Registration for 2022 Fellowships is currently open. The deadline to submit the 2022 application is March 1, 2022.**





CENTRAL NEW YORK COUNCIL FOR THE SOCIAL STUDIES

Join the CNYCSS or Renew Membership

We Are Proud to Serve as Your Local Council!

For More Information Please Visit: <http://www.cnycss.memberlodge.com/>

The Central New York Council for the Social Studies is a regional Social Studies professional organization established to provide services for K-12 teachers with a bridge to higher education. The general purpose of the organization is to provide a network and a forum for Social Studies educators to talk about teaching pedagogy and academic content.

C.N.Y.C.S.S. offers opportunities for educators to:

- Keep abreast of recent scholarly activity in their respective fields through professional development workshops and dinner meetings with featured speakers
- Keep updated with curricular and assessment changes coming from the New York State Department of Education
- Encourage high expectations for the professional development of pre-service and untenured teachers at all academic levels
- Disseminate and receive information through our newsletter
- Act as a clearinghouse of information where teachers can share ideas about classroom materials and methods
- Have a support bridge to the state (N.Y.S.C.S.S.) and national (N.C.S.S.) councils which offer more extensive services to Social Studies educators
- Give input to the state and national departments of education to voice concerns and to suggest policy direction, with the emphasis on promoting the importance of teaching social studies education to all K-12 students
- Act as mentors to other member educators
- Attend local trips to historical sites with their families and students during the summer to encourage appreciation for the resources in our local communities
- Acknowledge and reward exemplary educators



The Onondaga Historical Association Museum and Research Center at 321 Montgomery Street, Downtown, (315 428 1864)and The Skä·noñh – Great Law of Peace Center on Onondaga Lake Parkway, (315 453 6767) are currently open to the public with special safety measures, disinfectant stations, and travel patterns in place. The Research Center will be open by appointment . Please call 315 428 1864 x 325 to schedule. and check our website. The reopening will continue to be contingent on State Mandates. Continue to check the OHA website for additional information and updates.

Check out OHA's Facebook and Youtube for BEDTIME STORIES. Hear fascinating stories of people and events from Syracuse's history told by OHA Onondaga Historical Association Director, Gregg Tripoli. Visit OHA's Virtual Programming Here: <https://www.cnyhistory.org/virtual-programming/>



Friday Facebook Live with Curator Bob

Museum to You! Every Friday at 1:30 pm on the Onondaga Historical Association's Facebook page, Curator of History, Bob Searing, will go live in a different part of the downtown museum to take you through the exhibit, objects, and stories housed there. Did you miss one weeks video? No worries! You can re-watch it on OHA's Facebook page or video page.

Explore a [virtual museum](#) with the mission to preserve local black history.

Browse our [books](#) on black history and prominent historic figures.

Read former, related [History Highlights articles](#).

Watch [OHA's Bedtime Stories](#).

Explore related OHA [panel exhibits](#).

Due to the outbreak of the novel Coronavirus and the shutdown of “non-essential” businesses, OHA has created new content and ways to connect via virtual programming. Want more video content on our local history? Visit OHA’s [YouTube channel](#) and subscribe!

Below is just a sample of OHA's offering of virtual videos. Visit the YouTube channel and <https://www.cnyhistory.org/virtual-programming/> for more information

Tours

OHA’s observance of the Women’s Suffrage Centennial reminds us of how far we have come, as well as the conflicts that remain regarding voting rights and the balance of power between the states and federal government. This exhibit features garments representative of the movement as well as rare and fragile items including an autograph book from the National Women’s Suffrage Association. Enjoy getting up close and personal with some of the items with OHA curators Tom Hunter and Bob Searing (“Curator Bob”)!
Sponsored by Humanities New York.



OHA Bedtime Stories

You know the name Syracuse China, but do you know the man behind the fine dinnerware? James Pass brought the United States out of the china-world dark age and rocketed us into the future to become an international company, still recognized today. Enjoy the story of Mr. Pass and his journey to the top.
Sponsored by M&T Bank



Curator Talks

OHA Curator of Collections, Tom Hunter, discusses this painting, "Syracuse by Moonlight" and its artist, Johann Mongales Culverhouse. In this piece, we are transported back to the years just after the Civil War, and find ourselves gazing at the evening activities of downtown Syracuse from a vantage point much like that atop a boat on the Erie Canal.



Curator Q&As

As promised, here is our Curator of History, Robert Searing (aka Curator Bob), as he discusses some of the questions that you submitted, a little bit about his job and some of his “favorite” creepy objects from the OHA collection!



Interviews

Ruth & OHA met on Zoom for a Q&A session on her new book, “My Travels Through Life, Love, and Literacy – A Memoir.” If you did not get a chance to join us, enjoy some of the highlights of the conversation! Ruth Colvin is a local, living legend who has lived, loved, and learned much over her last 100+ years. Very rarely do we have the ability to talk with someone who has seen and done so much. Take advantage of the amazing opportunity to listen to Ruth’s story and gain some valuable life advice.



Liverpool Public Library Videos

Intriguing characters pumped life into the Village of Liverpool’s veins back in the day. People who pioneered industry, paved political trails and entertained the masses along the shores of Onondaga Lake.





Chittenango Landing Canal Boat Museum

In the mid 1980s, a small group of visionaries came upon an overgrown, rubbish-strewn parcel of land along the old Erie Canal at Chittenango Landing. With the help of an 1895 map, a photo, and archaeology surveys, the “dreamers” learned of the site’s history and the possibility for preservation, restoration, and reconstruction. These visionaries looked back over one hundred years and could see canal cargo boats being built on land and others being repaired within the dry docks. They envisioned boat builders shaping the wood timbers, they could hear the blacksmith’s hammer striking the anvil and the boarding house cook calling the men to the noon day meal. Young mule drivers, called hoggees, could be seen tending to the needs of the tired animals and then running into the store-warehouse for penny candy.

PROGRAMS FOR STUDENTS

Visit Chittenango Landing Canal Boat Museum and experience a unique, hands-on experiential learning opportunity that aligns with the Common Core. The 4 hour educational program, created and taught by school educators, immerses students in the 19th century Erie Canal era. Students get hands on experience using tools of the canal era. The museum hosts Fall and Spring programs. The typical cost for this program is \$10 per student, see other details at <https://chittenangoland.org/education-resources>



FALL / WINTER LEISURE

Join Chittenango Landing Canal Boat Museum on a series of exciting paranormal investigations of our historic site! Events are led by our experienced paranormal investigator, Kenny Harris! Paranormal Investigations will run until December 31st. Please contact Kenny to confirm before the event: kenny@clcbm.org



New York State Archives Partnership Trust

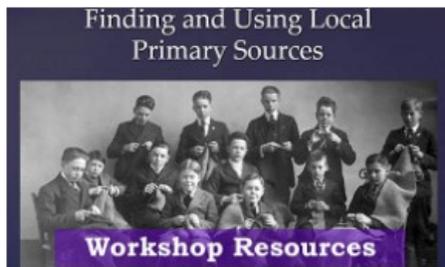
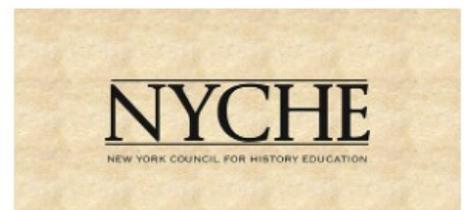
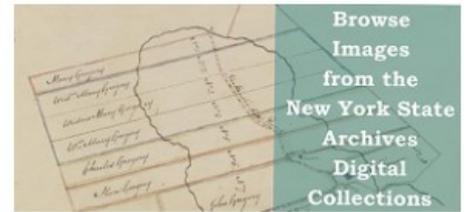
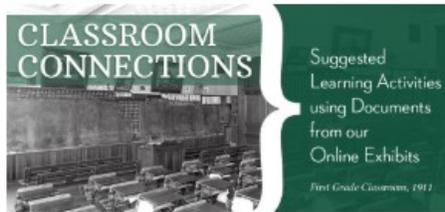


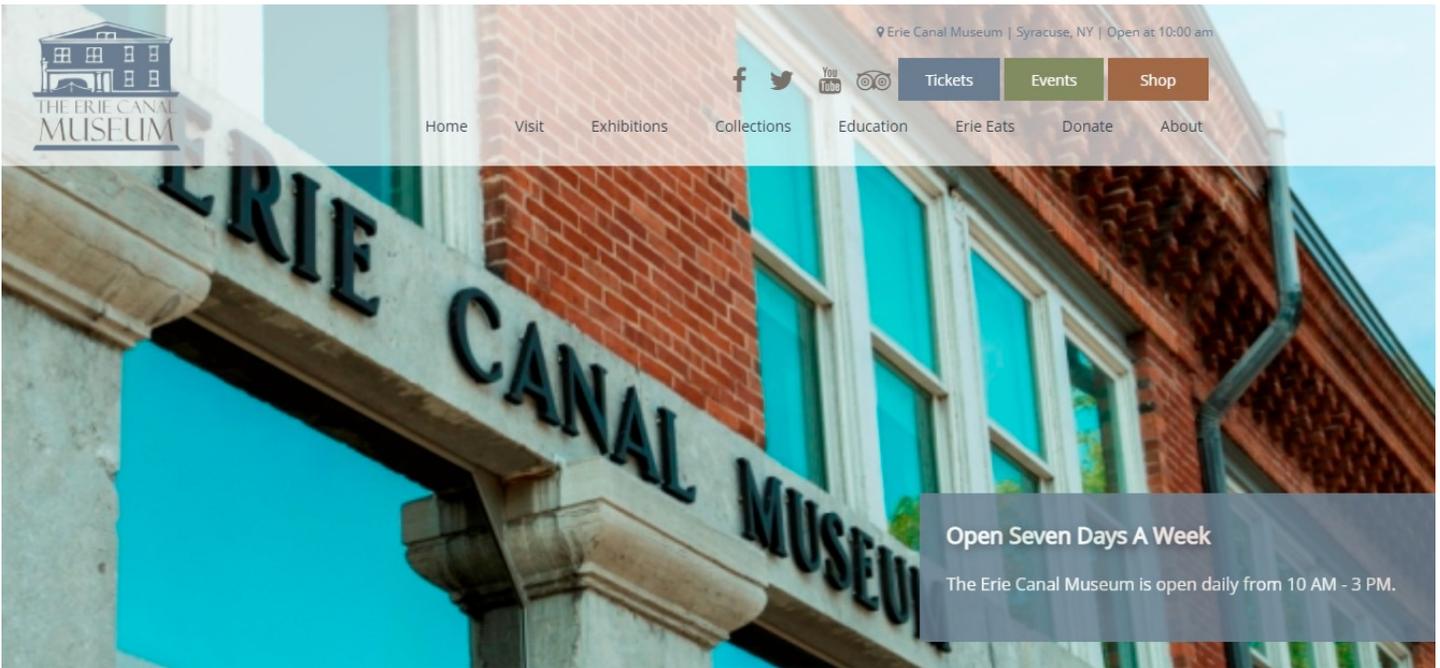
Consider the Source New York Teaching with Historical Records

Educational Resources from the New York State Archives

These educational resources are intended to provide teachers with tools to help teach their students historical thinking skills as outlined in the National Council for History Education's *History's Habits of Mind* and the *New York State Social Studies Framework's Social Studies Practices*.

For more information visit <https://www.nysarchivestrust.org/education>





Experience the Great American Adventure Story of the Erie Canal.

The Erie Canal Museum located in Downtown Syracuse, NY, is dedicated showcasing the 1850 National Register Weighlock Building, the last remaining structure of its kind, and to telling the incredible adventure story of the Erie Canal. Come aboard a full size replica canal boat. Explore life in a canal town. Experience a part of history that played an imperative role in the growth and development of the United States. The Erie Canal Museum is a must-see for adults and children of all ages! For More information visit: <https://eriecanalmuseum.org/>



Tours and Field Trips

Virtual Field Trips

The Erie Canal Museum is now offering a variety of virtual field trip experiences during the COVID-19 pandemic. These field trips are geared towards addressing the New York State Social Studies curriculum for 4th and 7th grade, though they can be modified for other grade levels as well. The field trips will consist of a mixture of prerecorded material and virtual interactions with a museum educator. At present, the virtual experiences being offered are:

Mapping the Erie Canal

Explore the unique geography of New York and discover why the Erie Canal was perfectly positioned to transform New York into the “Empire State” as well as how the Canal changed the day to day lives of New Yorkers along its banks.

Engineering the Erie Canal

Discover the engineering marvel that was the Erie Canal and how the efforts of novice engineers transformed the State of New York and the nation.

Life on the Erie Canal

What was it like to live on the Canal? Learn more about this transformative waterway through a discussion of the Canal’s folklore, everyday life, slang, and much more.

Virtual Scavenger Hunt

Take a virtual tour of the Erie Canal Museum’s exhibits and collections while keeping an eye out for important information concerning the impact of the canal on transportation, communities, and the environment.

Primary Source Workshop

Investigate and analyze a variety of primary sources from the canal era to discover how the transportation, the economy, the communities, and the lives of people living in New York were dramatically changed throughout the 19th century.

Virtual Field Trip Fees and Additional Information- All virtual field trip experiences take between 45 minutes and an hour to complete. Each field trip session costs \$75. To schedule a virtual field trip experience or for more information please contact Museum Educator, Derrick Pratt, at derrick@eriecanalmuseum.org or (315) 471-0593 x 14.

In Person Field Trips- A student field trip to the Erie Canal Museum includes a docent-led tour of the Museum and time for educator-led activities. Field trips are available year round, Monday through Friday between 9:30 AM and 3:00 PM. Field trip visits can accommodate up to 60 people with a minimum of 10 people.

Erie Canal Museum docents guide students through the Museum for about one hour, highlighting the important role the Erie Canal played in the development of our country. Tours focus on the history of the Erie Canal, the 1850 National Register Weighlock Building, the Frank Buchanan Thomson full size replica line boat, and education galleries. Museum educators also lead students in hands-on educational activities and provide additional ideas for instruction.

For more information about guided tours visit <https://eriecanalmuseum.org/education/tours/>

The Matilda Joslyn Gage Foundation

Dedicated to educating current and future generations about Gage's work and its power to drive contemporary social change.



Imagine there was a suffragist who exposed sex trafficking and the sexual abuse of women and children by priests over 100 years ago? Who offered her home to people escaping slavery when she was pregnant with her third child, and faced thousands of dollars in fines and six months in jail for doing it? What if she also saw Indigenous societies as far superior to her own, supported native treaty rights, recognized Native Nation sovereignty and was honorarily adopted into the Wolf Clan of the Mohawk Nation?

Yes, there was such a woman and she was a suffragist. But much more. She never ASKED for the vote; she impeached the federal government for not protecting women in their right as citizens from the states who had made it illegal for women to vote. She risked arrest by attempting to vote and by illegally presenting a Declaration of Rights of Women (which she co-authored) at the nation's centennial celebration. She wrote about women who had been denied their place in history, like Mrs. Greene, who invented the cotton gin. And she fought for the rights of all the marginalized, not just women. Gloria Steinem has named her "the woman who was AHEAD of the women who were AHEAD of their time." There's more...

This amazing social justice activist is also the reason we have *Oz!* "Unbelievable. If she did all this, why don't I know about her?", you rightly question. Hold onto your hat. This is painful. Susan B. Anthony is a big part of the reason. And a movement that became so conservative it couldn't handle her attacks on Christian dogma that required women to be under the authority of men.

So...welcome to a new universe. A suffrage story that doesn't fit the neat "Seneca Falls 1848 to the woman suffrage amendment in 1920" narrative. But, Matilda Joslyn Gage would caution, don't accept any of what you just read. THINK FOR YOURSELF. Examine the evidence in this website and beyond. And then decide if it's true.

Welcome to the voyage to Gage-land!!!

The Matilda Joslyn Gage Foundation

Dedicated to educating current and future generations about Gage's work and its power to drive contemporary social change.

Tours and visits are available (by appointment only) during the following hours: Call (315)637-9511
TO SET UP A VISIT OR TOUR!

Monday through Friday: 9:30am-2:30pm

Monday night: 4:00pm -8:00pm

**Saturday: Open the first and last Saturday of every month
10:00am – 3:00pm**

We offer Self-Guided Tours (by appointment only) which allow you to explore the Center on your own, focus on your special interests and have a facilitator available for dialogue and questions.

- **Begin with a short film featuring Gloria Steinem, the country's first woman Lt. Governor Mary Anne Krupsak, and descendants of Gage.**
- **Sit at Matilda's desk and write her a letter.**
- **Play with 19th century toys.**
- **Experience being an enslaved person hiding from slave-catchers behind a bookcase.**
- **Play the piano and sing abolition and women's rights songs that Matilda sang.**
- **Spend time in our Oz reading corner.**
- **Dress up in period clothing.**
- **Share your ideas about everything from human trafficking and reproductive justice to equal pay for equal work.**

Visit the Matilda Joslyn Gage Foundation at: <https://matildajoslyngage.org/>





You may have missed it, but CNYCSS hosted a series entitled “Museum Row” this past Spring. We scheduled several of our museum partners to share with our membership what they have been working on during the year of COVID. Many of you have likely visited a site or two in your youth or perhaps even in recent years. You might be surprised by how much the beloved sites have changed and how their digital/online presence has expanded in recent years.

One site that has been bumped to the top of my list because of my experience in their virtual workshop is The Seward House. If you haven’t had the pleasure of talking with Dr. Jeff Ludwig, Director of Education or Zachary Finn, Education and Outreach Coordinator, then plan a visit to the Seward House soon. These two gentlemen are energetic and passionate about the work they do at the Seward House.

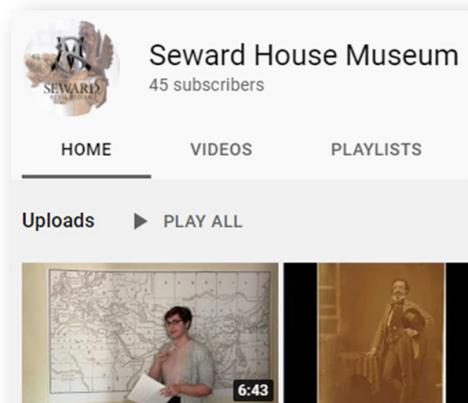
Dr. Ludwig and Mr. Finn have expanded the virtual tours they have pre-recorded and available on their [YouTube channel](#) and [two interactive virtual tours](#). If you are like me, the [Diplomats Gallery](#) is a site I always want to really linger at and take a moment to learn who all the interesting people are that Seward had a diplomatic relationship with, or according to the website and Seward, the people that were his “tormentors”.

Beware, their enthusiasm is catching! After their workshop I dug into one of their book recommendations, “The Agitators” by Dorothy Wickenden. Listening to Wickenden recount the correspondence between Frances Seward and her husband was both hilarious and engaging as the two strong-minded Central New Yorkers sharpened their rhetorical knives over their positions on policies that impacted the state of slavery in the country.

Finally, check out their lesson plans for various grade levels. I encourage you to go ahead and take a peek at the lesson plans for a grade level other than your own as it will likely inspire additional ideas for your classroom. Introduce your families to the “bloody sheet” (always a fan favorite) while instilling in them the importance that Central New York played during a key moment in our country’s history.

~ Erica Martin

[Seward House Museum YouTube Channel](#)



[Current Exhibits](#)





Explore 2000 acres where America made history! Purchase daily general admission, add-on experiences, and after-hours special tours below. Save on your general admission tickets today when you become a [member](#)!

Explore the beautiful gardens, discover the epic history, find adventure in signature events, march with the Fifes & Drums, and learn about a historic trade. Visit the reconstructed fort, get lost in the 6-acre historic corn maze, enjoy the Carillon Battlefield hiking trail, and take in the unforgettable view from the top of Mount Defiance with a sweeping vista of Lake Champlain and Vermont's Green Mountains.

Stay up-to-date with on-site events and exciting virtual programs by visiting the event calendar



[Event calendar](#)



Access Educational Content
from Home!

Go beyond the historic grounds of Fort Ticonderoga and enjoy our award-winning educational programs digitally! Join engaging, interactive programs and discover the powerful stories of the men and women who lived at Ticonderoga in the 18th century.

[Learn More](#)

<https://www.fortticonderoga.org/learn-and-explore/center-for-digital-history/>

Fort Ticonderoga has an excellent [YouTube channel](#), which you can make use of if an in-person adventure is not available. From material topics like the “bull’s eye” glass of the 18th century to how to understand all those interesting markings on “old” cannons, the Fort Ticonderoga staff has a diverse and engaging collection that you and your students will find enjoyable.

A Few Upcoming Events



Living History Event: The Noble Train Begins

Join Fort Ticonderoga for this one-day living history event and relive Henry Knox's epic feat as he prepared to move massive cannon from Ticonderoga to Boston to force the British evacuation in 1776. Watch as soldiers work as carpenters to maintain Ticonderoga. Witness the raw power of oxen and horses as these thousand-pound animals pull sleds of cannon tubes. Examine the science of gunnery, preserved in Fort Ticonderoga's massive cannon collection. Listen to the stirring tunes of martial music during a Fife &

Drum performance. Tour through Fort Ticonderoga and learn more about our museum exhibits and daily demonstrations as you step into the first year of the Revolutionary War. Visit historic trades shops to discover daily routines for men and women at this strategic fortification in 1775. **December 4, 2021 @ 10:00am–4:00pm at Fort Ticonderoga**

Living History Event: 1777 Preparing for the Campaign

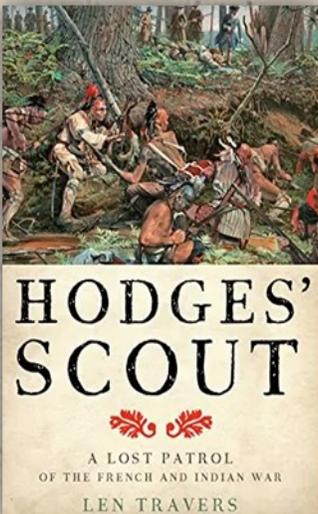
This event brings to life the story of American soldiers at Ticonderoga in the year 1777 as they prepare for a British attack. In the winter of 1777, as snow piled up, soldiers worked busily to build barracks, repair cannons, clothe, arm, and equip soldiers for another campaign season. Discover the incredible story of the last year of American-held Ticonderoga, set in the stark beauty of winter. Experience the flash of musketry, roar of cannons, and understand the intricate drill that allowed for their safe use then and now. Bring your family along to



experience this exciting living history event during Fort Ticonderoga's new schedule of programs during the Winter Quarters season. From now through April, visitors will be immersed in a more intimate experience at Fort Ticonderoga. From living history events, insightful seminars, specialty programs, and hands-on workshops, guests will have the opportunity to explore Fort Ticonderoga during what was traditionally the "Winter Quarters" season for armies of the 18th century. **January 15, 2022 @ 10:00am–4:00pm at Fort Ticonderoga**

Virtual Author Series

The Fort Ticonderoga Author Series features presentations by authors of books related to Fort Ticonderoga's history.



Len Travers talks about his new book Hodges' Scout: A Lost Patrol of the French and Indian War. Although largely forgotten, the story of Hodges' Scout can tell us much about this particular war as ordinary young men—those without whom wars cannot be fought—actually experienced it and for those who survived, remembered it. Pieced together from archival records, period correspondence, and official reports, Hodges' Scout recovers personal stories of survival, escape, homecoming, and tragedy. Len Travers is an Emeritus Professor of History at the University of Massachusetts at Dartmouth. He is the author of Celebrating the Fourth: Independence Day and the Rites of Nationalism in the Early Republic and Hodges' Scout: A Lost Patrol of the French and Indian War. **January 16, 2022 @ 2:00pm–3:00pm on Zoom**

Keep up to date by visiting the websites of our local Museums and Historical Associations for updates and valuable resources for curriculum planning and classroom instruction

Onondaga Historical Association
<https://www.cnyhistory.org/>



Chittenango Landing Canal Boat Museum
<https://chittenangolandng.org/>



Erie Canal Museum
<https://eriecanalmuseum.org/>



Camillus Erie Canal Museum
<http://www.eriecanalcamillus.com/>



Seward House
<http://www.sewardhouse.org/>



New York Geographic Alliance
<https://www.nygeographicalliance.org/>



National Abolition Hall of Fame & Museum
<https://www.nationalabolitionhalloffame-andmuseum.org/>



Seneca Falls Women's Rights National Park
<https://www.nps.gov/>



New York Council for History Education
<https://www.nysarchivestrust.org/nyche>



Fort Ticonderoga
<https://www.fortticonderoga.org/>



Center for New Americans,
 Interfaith Council
<https://www.interfaithworkscny.org/>



Help Students Take a Stand: Scaffolds for Argument

By Amy W. Pento

Instructional Specialist, Liverpool High School, Liverpool, NY

Fall 2021

Argumentation is the act of forming reasons and of drawing conclusions and applying them to a case. The word *argument* appears 84 times in the [College, Career, and Civic Life C3 Framework for Social Studies State Standards](#). The framework lists many forms that argumentation can take in classrooms: individual essays, group projects, and classroom-based written assessments, discussions, debates, policy analyses, video productions, and portfolios. It goes on to add that students need opportunities to work individually, with partners, in small groups, and within whole class settings.

While these all sound fantastic, they take time to do well and time is short.

Since argumentation is important, we must find ways to do it often so students get enough practice. It doesn't always have to be something big like a project or paper. One way to include argumentation more is to embed it right into your lessons by using argument to think about the content and content to think about argument.

I've gathered a collection of strategies that incorporate argumentation in ways you may not have considered. All of which can be done in less than a class period, some in mere minutes. The premise for each strategy is that it be embedded in content so students have sufficient knowledge of the topic to argue a point or so that by arguing a point they strengthen their knowledge. In short, use these with what the students are studying or have studied.

Strategy 1: **Because, But, So** from [The Writing Revolution](#) by Hochman and Wexler

Strategy 2: **Subordinating Conjunctions and Transition Words** from [The Writing Revolution](#) by Hochman and Wexler

Strategy 3: **Sentence Expansion** from [The Writing Revolution](#) by Hochman and Wexler

Strategy 4: **Identify and Rank the Reasons** from [The Writing Revolution](#) by Hochman and Wexler

Strategy 1: Because, But, So (The Writing Revolution)

- Students complete a sentence stem using because, but, and so.
 - Because = connects a claim to evidence
 - But = introduces a counterclaim
 - So = presents a cause and effect relationship

Ex. Make a claim in your sentence stem: Continental troops had low morale.

- **Evidence:** Continental troops had low morale because *there was a lack of basic provisions, cold weather, and disease.*
- **Counterclaim:** Continental troops had low morale but *they managed to defeat the Hessians in a surprise attack near Trenton.*
- **Cause and effect:** Continental troops had low morale so *General Washington planned the attack on the Hessians in the hopes that a victory would bolster morale and encourage men to reenlist.*

Ex. Make a claim in your sentence stem. The Argentine mothers protesting in the Plaza de Mayo were brave.

- **Evidence.** The Argentine mothers protesting in the Plaza de Mayo were brave because *the plaza was directly across from the presidential offices.*
- **Counterclaim:** The Argentine mothers protesting in the Plaza de Mayo were brave but *a few were murdered by the State.*
- **Cause and effect:** The Argentine mothers protesting in the Plaza de Mayo were brave so *the world learned of the forced disappearances during the Dirty War in Argentina.*

Strategy 2: Use subordinating conjunctions and transition words (The Writing Revolution)

Certain subordinating conjunctions enable students to bring in a counterclaim to their claim. You can provide a topic and a subordinating conjunction. Students must combine them into a sentence that starts with a counterclaim and then a claim.

- Ex. **While** successful in a surprise attack on the Hessians on Christmas night, the Continental Army suffered from low morale at the end of 1776.
- Ex. **Although** a few were disappeared and assumed murdered, the Mothers of the Plaza de Mayo were right to protest in front of the presidential offices.

If that is too difficult, provide the subordinating conjunction along with the counterclaim. Students provide the claim.

- Ex. **Although Andrew Jackson railed against government corruption,** he ignored the corrupt actions of government officials during the relocation of Indians on the Train of Tears.
- Ex. **While Jackson's presidency pushed the nation further toward democracy,** his many vetoes made him appear power-hungry and dictatorial.

You could give students two sentences about a shared topic and ask students to combine them by using a transition word that shows how the two sentences relate to each other. An alternative version of this would be to provide a bank of statements. Students search for two to use together, separate them with transition or conjunction to allow for claim and counterclaim.

- Ex. **Before Jackson, presidents had only vetoed legislation they believed to be unconstitutional.** However, Jackson vetoed legislation as a matter of policy.
- Ex. **Jackson believed that it would be impossible to assimilate Indian tribes into white society.** Moreover, he knew that whites wanted Indian lands.
- Ex. **Jackson was the first president who did not come from a wealthy family.** For example, he was born in a log cabin.

Strategy 3: Sentence Expansion (pp. 185-186 The Writing Revolution by Hochman & Wexler)

Provide students a simple, active, declarative sentence — that takes a position; this is referred to as a *kernel sentence*. Then follow it with question words to guide them in expanding their sentence by generating detail.

Ex. Kernel Sentence: The Emancipation Proclamation helped them.

- Whom? *The enslaved*
- When? *1863, Civil War*
- How / Why? *Changed the focus of the Civil War to include abolition of slavery*

Expanded Sentence: In 1863, the Emancipation Proclamation helped slaves because it changed the focus of the Civil War to include the abolition of slavery.

Continued...

Ex. Kernel Sentence: The mothers were brave.

- What? *Protested the military junta*
- Where? *Plaza de Mayo, across from the presidential offices - La Casa Rosada, Buenos Aires,*
- When? *1977 - to today, Thursdays*
- Why? *Because their children had been disappeared, to bring attention to their plea, power in numbers*
- How? *By wearing white cloths on their head, marching 2x2 in circles so as not to violate martial law*

Expanded Sentence: In 1977, mothers of the Disappeared demonstrated bravery by protesting across from the Casa Rosada in Buenos Aires by marching two-by-two in circles in the Plaza de Mayo so as not to violate martial law.

Ex. Kernel Sentence: The Battle of Trenton was pivotal.

- Who? *Hessians and Continental Army led by George Washington*
- What? *Surprise attack on a Hessian garrison*
- Where? *Near Trenton, NJ*
- When? *1776, 12/25-26*
- Why? *Gave Continental Congress new confidence, increased re-enlistments, reduced fear of Hessians*

Expanded Sentence: Near Trenton, NJ in 1776, General George Washington led a surprise attack on the Hessians that would prove pivotal because it gave the Continental Congress new confidence and increased re-enlistments.



Strategy 4: Go Neutral by using Pros and Cons: Identify and Rank the Reasons **(The Writing Revolution)**

This strategy helps the students generate evidence and then rank them on significance. The teacher provides the topic sentence. Regarding the list of details, the teacher may provide them, the class may help generate that information, or it may be up to students to do so individually or in pairs — from their notes or memory. All of these possibilities are beneficial. Use those with more support early in a unit and with struggling students. Use those with less support later in the unit and with stronger students. Having the list down on paper, regardless of how it got there, lightens the cognitive load allowing students to think about where the evidence goes and which evidence is strongest.

**Select appropriate details from the list at the bottom to support each topic sentence.
Save your strongest evidence for last so it will have the greatest impact on the reader.**

Pro Topic Sentence: Zoos provide benefits to both animals and people.

1.
2.
3.
4.

Continued...

Con Topic Sentence: Zoos are harmful to animals and should be abolished.

1.
2.
3.
4.

List of evidence (provided by teacher, generated by class, generated by pairs, generated individually with notes or memory)

- Provide food + water + shelter**
- Small exhibits/little room to roam (ex. elephants)**
- Captivity = distressed**
- Natural animal behavior/could never survive in wild**
- Care for injured + abandoned**
- Protect endangered species = fewer extinct animals**
- Visitors tease animals**
- Educate visitors/conservation**

Ex. (p. 190 of The Writing Revolution by Hochman & Wexler)

**Select appropriate details from the list at the bottom to support each topic sentence.
Save your strongest evidence for last so it will have the greatest impact on the reader.**

Pro Topic Sentence: Andrew Jackson, the seventh US president, was a hero of the common man.

1.
2.
3.
4.

Con Topic Sentence: President Jackson should be remembered as an unjust leader.

1.
2.
3.
4.

List of evidence (provided by teacher, generated by class, generated by pairs, generated individually with notes or memory)

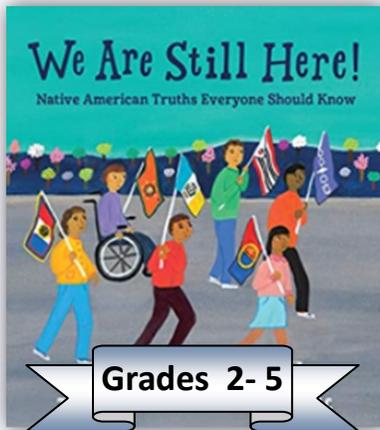
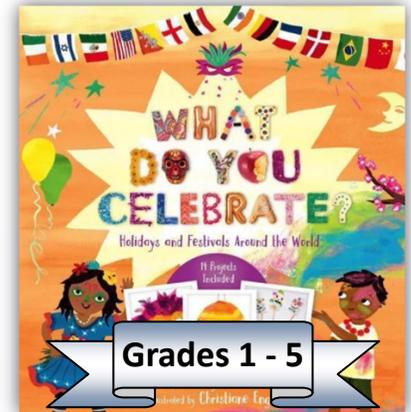
- Spoils system = rewarded unqualified supporters**
- Nullification crisis/preserved union**
- Relocation of Native Americans = Trail of Tears**
- Many vetoes = power-hungry/dictatorial**
- Tariff of Abominations**
- Voting went up = spirit of equality**
- Self-made man**
- Born in log cabin**

AUTUMN 2021 NEW PERSPECTIVES USING LITERATURE IN K-8 SOCIAL STUDIES CLASSES

By Mary Duffin

WHAT DO YOU CELEBRATE, Holidays and Festivals Around the World, by Whitney Stewart, Illustrated by Christine Engel. Sterling Children's Books, New York. 2019 . Hardcover. ISBN:978-1-4549-3213-0

Have you ever wanted to explore special days across the globe? This book takes you on a journey to experience fourteen different countries through the holidays that each celebrates. Along the way, you'll find fun crafts and activities and gain a better understanding of the world and the people who live in it. This book helps you create things to help celebrate, play games or make special foods. The inside cover shows you a world map with the continents and oceans and the children from the countries that you will celebrate. At the beginning it gives you a Time Line of when these holidays are celebrated. At the end of the book is a glossary, an index, and acknowledgments.



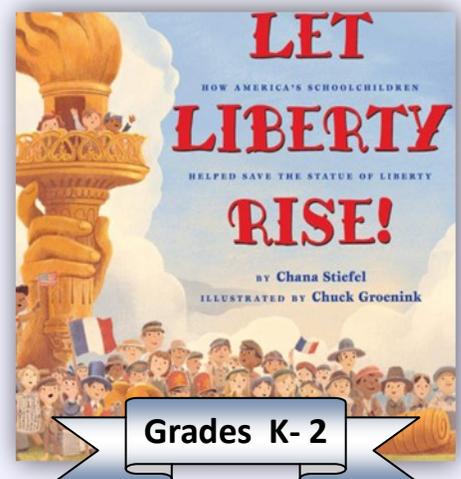
WE ARE STILL HERE! Native American Truths Everyone Should Know, by Traci Sorell, illustrated by Frane Lessac. Charlesbridge, Watertown, MA. 2021. Hardcover. ISBN:9781623541927

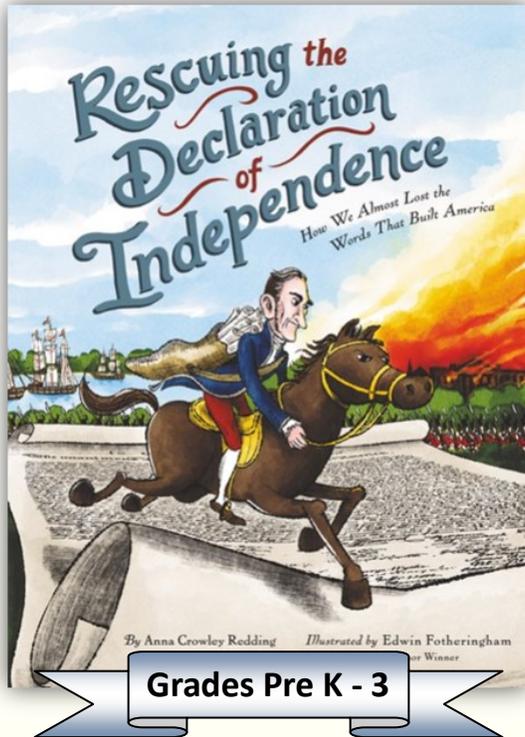
Thinking about Indigenous People this book shows how Native Nations have faced challenges, fought for rights and preserved. We learn about twelve Native American children from various tribes and they present historical and contemporary laws, polices, struggles, and victories in Native life, each ending with the refrain: "We are still here!" This author and illustrator duo show how Native Nations have faced challenges, fought for rights and persevered. It highlights the fact that contemporary Native life is ongoing, and this indispensable picture book presents truths about Native Americans that everyone should know. The book begins with background of our Native

Nations and a special project that the students present from assimilation to education and to sovereign resurgence. The end of the book gives more information about the twelve topics covered that are specific to Native Nations experiences. A Time Line from the 1800s to 2000s is shown. It also has a glossary, sources and an author's note.

LET LIBERTY RISE! How America's School children helped Save the Statue of Liberty, by Chana Stiefel and illustrated by Chuck Groenink. Scholastic Press, New York. 2021. Hardcover. ISBN:9781338225884

This is the true story of how schoolchildren helped fund the construction of the pedestal for the Statue of Liberty in New York Harbor in 1886. The author and the illustrator present a charming narrative and playful illustrations highlighting an inspiring story about the unstoppable spirit of America ... and what we can accomplish when everyone works together. At the end of the book is a wonderful Time Line, more information about the Statue of Liberty, a bibliography, some photographs and a map.

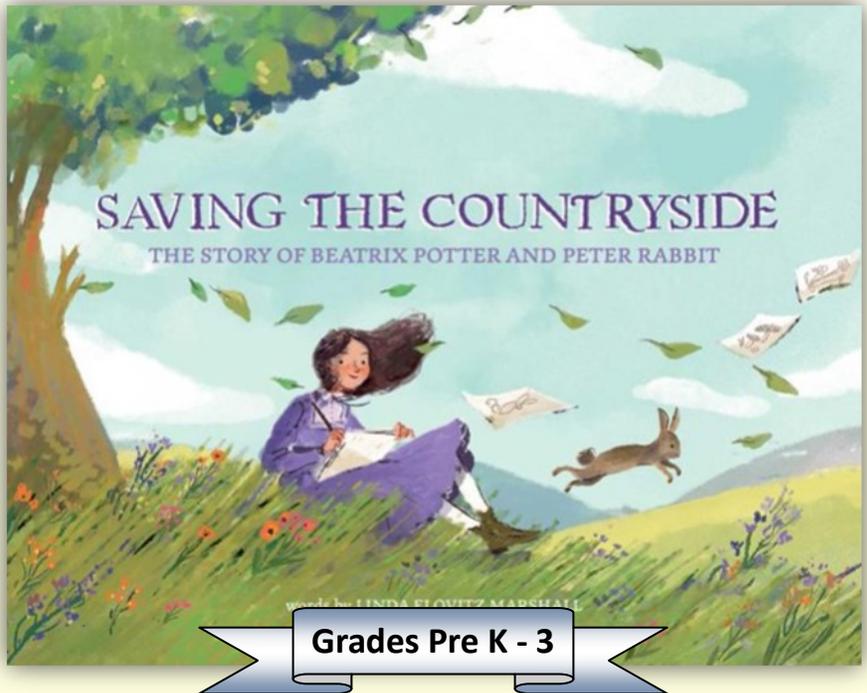




RESCUING THE DECLARATION OF INDEPENDENCE, How We Almost Lost the Words that Built America, by Anna Crowley Redding and illustrated by Edwin Fotheringham. Harper.2020. Hardcover. ISBN:978-0-06-274032-8

Today, the Declaration of Independence is one of the most guarded treasures of the United States of America, but during the War of 1812 it would have been destroyed if not for a man whose name and story has been nearly forgotten by time..., Stephen Pleasonton who knew paper. He spent his days reading and writing letters, organizing files, and recording the recordables. However, none of that prepared him for the urgent message that alerted him that the British army was on its way to the capital, Washington, D.C.. The Declaration, the Constitution, and numerous other documents that Stephen was entrusted with were all in danger! This book brings to life this true story about how Stephen Pleasonton saved the words that built America. At the end of the book is the author’s note, information on the Declaration of Independence, the U.S. Constitution and the Articles of Confederation, a Time Line, a website, and a selected bibliography.

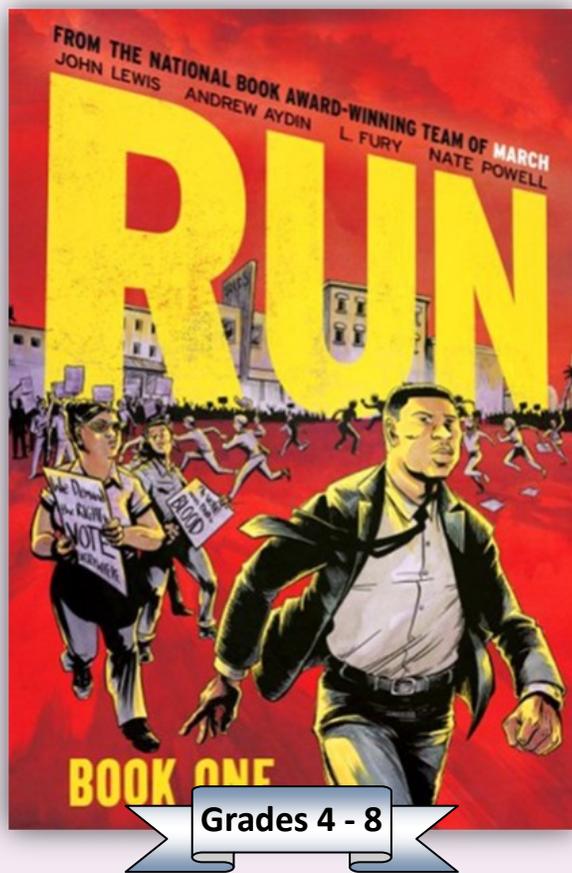
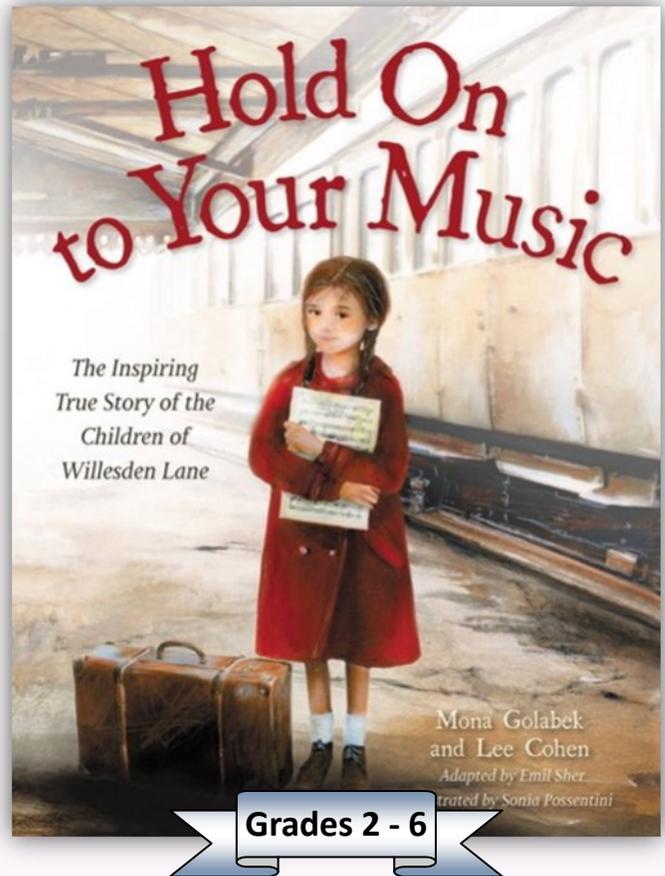
SAVING THE COUNTRYSIDE, The Story of Beatrix Potter and Peter Rabbit, by Linda Elovitz Marshall and illustrated by Ilaria Urbinati. Little Bee Books, New York. 2020. Hardcover. ISBN: 978-1-4998-0960-2



Though she’s universally known as the creator of Peter Rabbit, Beatrix Potter accomplished so much more. This is the true story about how she helped save the English countryside. Growing up in nineteenth-century London, England, Beatrix felt the constraints of Victorian times. Girls of her social class didn’t go to school and weren’t expected to work, but she longed to do something important, something that truly mattered. As she spent her summers in the Lake Country, she found inspiration in nature, and it was there that her creativity flourished. After she wrote and illustrated The Tale of Peter Rabbit, she moved to the countryside, full-time, but developers sought to change the land. To save it Beatrix used the money from the success of her 23 books and bought acres of land and farms to prevent the development of the land that she cherished. Due to her efforts, it’s been preserved by the National Trust. This beautiful picture book shines a light on Beatrix Potter’s lesser-known history and her deep desire to do something for the greater good. At the end of the book is an author’s note, and sources that includes a bibliography.

HOLD ON TO YOUR MUSIC, *The Inspiring True Story of the Children of Willesden Lane*, by Mona Golabek and Lee Cohen, adapted by Emil Sher and Illustrated by Sonia Possentini. Little, Brown and Company, New York. 2021. Soft Cover. ISBN:97803161463089

This is an inspiring true story of hope, resilience, and the power of music. Lisa Jura is a talented musician with dreams of becoming a concert pianist. But pre-World War II Vienna is a dangerous place for Jewish people like Lisa and her family. In order to keep Lisa safe, her parents decide to send her to London, England through the Kindertransport, a rescue effort for children. Everything in London is different for Lisa, especially the home she lives in with other refugee children on Willesden Lane. While she longs to be re-united with her family, Lisa holds on to her music which becomes a beacon of hope for all her peers. This true story of determination is a compelling tribute to a gifted young girl who escaped the Holocaust to become a concert pianist against all odds. Her story is written by daughter, a concert pianist Mona Golabek. At the of the book is a letter from her daughter, historical background and pictures.



RUN (Book 1) by John Lewis with co-writer Andrew Aydin, artists Nate Powell with L Fury. Abrams Comicarts, New York, Good Trouble Productions. 2021. Hardcover. ISBN: 978-1-4197-3069-6

First you March and then you Run. This book is the sequel to the #1 New York Times best-selling graphic novel series, MARCH. Stacey Abrams notes that” RUN recounts the lost history of what too often follows dramatic change...the pushback of those who refuse it and the resistance of those who believe change has not gone far enough. John Lewis’s story has always been a complicated narrative of bravery, loss, and redemption, and RUN gives vivid, energetic voice to a chapter of transformation in his young, already extraordinary life.” John Lewis writes, “In sharing my story, it is my hope that a new generation will be inspired by RUN to actively participate in the democratic process and help build a more perfect Union here in America.” At the end of the book there are biographies of the members of the Movement and several pages of Notes, Sources and Acknowledgments. There is also more about the authors and more about John Lewis.

The CNYCSS is a CTLE Certified Organization

Become a Member Today

As a member of CNYCSS you will receive our quarterly newsletter as well as exclusive invitations to special guest speakers and dinner meetings as well as our Annual Conference. You will also receive notification of professional development opportunities and grant opportunities. Visit <http://www.cnycss.memberlodge.com/>



Serve on the CNYCSS Board

As a conduit for collaboration and a voice for Social Studies Educators across Central New York and beyond, the CNYCSS is continually working to strengthen ties with educators across the region. Serving on the Board provides the opportunity to lend one's talents, perspective, and efforts in increasing the role and impact of the social studies across our state. Those interested please contact Erica Martin.

ekvmartin@gmail.com



Newsletter Submissions

The goal of our newsletter is to shine light on the great work being done by educators in Central New York, connect our members, advocate for Social Studies Education, and provide a link for curriculum and classroom resources. Wish to share a message of advocacy? Want to share a resource that you saw make an impact in the classroom? Please feel free to send your questions and submissions to Troy Killian. Tkillian@scsd.us

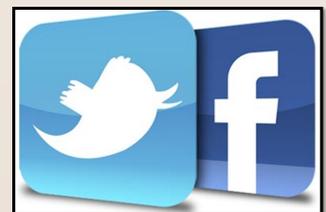
CNYCSS Officers

Erica Martin- President
Jen Medwid- V-P for Programming
Carrie-Ann Ronalds- V-P for Membership
Lynette Avery- Treasurer
Vince Monterosso- Secretary
Kate Gross- Past President

Board Members

Stephanie Baran
Thomas Bennett
Keith Bybee
Kathryn Daughton
Jim Doherty
Mary Duffin
Jennifer Fanelli
Caitlin Goodwin
Marcus Guy
Anthony Hazard
Mary Kathryn Lonergan
Troy Killian
John Langdon
Jennifer McDonald
Jim Miller
Kim O'Neil
Scott Peal
Sarah Schultheis
Nick Stamoulacatos

Follow us @cnycss



**CENTRAL NEW YORK
COUNCIL FOR THE SOCIAL STUDIES**