



CNYCSS

Central New York Council for the Social Studies

NOVEMBER 2017 ISSUE

Special Points of Interest

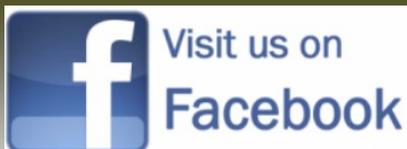
- **Informed Advocacy
Section**
- **Annual Conference
Highlights**
- **Call for CNYCSS
Teacher Award
Nominations**



"Bird's-eye view of Syracuse" (New York: Smith Brothers and Company, 1852). The artist was Lewis Bradley, and the lithographer was D. W. Moody. This hand-colored lithograph was presented to the Special Collections Research Center at Syracuse University Library by Leslie O. Merrill in 1998. "<http://scrc.syr.edu>

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MESSAGE FROM THE PRESIDENT



We are all knee deep into the 2017-18 school year and on behalf of the CNYCSS Board I hope you are all well! It was an inspiration to see so many of you at the October 5 workshop with Donna Merlau, SED Consultant, as well as the more recent October 24 Annual Conference. I want to thank all of our Board members and officers for their dedication and many hours of planning and organizing for both events. Our all-volunteer board meets at least 5 times a year in an effort to do what we are able to support Social Studies education, teachers, and students in the region.

The last few years have been and continue to be challenging. Take heart that you are in good company with CNYCSS membership, which remains strong at nearly 300 active members representing over two dozen districts. Colleagues across the region and state continue to strive to maintain a sense of academic, civic, and intellectual integrity in the midst of looming new exams. I encourage you to seek each other out, wherever your paths may cross, to build networks of collaboration. It's a

Herculean task but if anyone can do it Social Studies teachers most certainly can.

We are Social Studies teachers! We teach about those who have initiated change and embraced new and better practices and we can be a part of that tradition. Check the CNYCSS website often to find events and opportunities as well as memos and links to EngageNY.org and other SED materials that will keep you informed and empowered about the very latest information. Many of us still have questions about the changes to the Regents exams. Again, check the CNYCSS website for the memos and links that provide the most up-to-date information we have access to in the field.

If you are a Global teacher, look for the Global History Group (formerly the P.A.R.R.E. group) emails. They are looking for new members and are an excellent opportunity to find support and ideas aligned with the Framework. Also, if you have not already heard, OCM BOCES is offering the Social Studies Leadership Network. This is another opportunity for you and your department colleagues and even K-12 Social Studies colleagues to have the time and support to initiate vertical alignment.

Last but not least...Liberty Con 2018 is being held March 8-10, 2018 in Albany, hosted by NYSCSS. Please keep checking the NYSCSS (nyscss.org) website for more information about the sessions being offered and registration. Coordinating the many efforts and collaborations is an almost impossible task. Liberty Con 2018 is an important opportunity to meet individuals and groups working on integrating the Social Studies practices into their classrooms, K-12, and to see the potential for coordination across the state. It will also be the place to be for any major new announcements or guidance about the Global Transition Exam scheduled for June 5 and the soon to arrive Framework exams. Without doubt, U.S. History will follow in the footsteps of Global as far as changes to the Regents.

I want to invite you to consider nominating a colleague, K-12, who you see exemplifying Social Studies practices. In the midst of what sometimes seems like overwhelming change, look for those who are finding time and resources to create a classroom experience that enriches and emphasizes Social Studies practices and civic engagement. They are out there and we want to join you in celebrating their dedication.

Best wishes as we keep moving forward and please keep in touch with CNYCSS either through the Board members or through our Contact Us on our website.

– Erica Martin

Kate Gross - Past President CNYCSS - Reflection on Advocacy

It is hard to believe that a year has passed since the historic and dramatic 2016 election. For many social studies educators, it has felt nearly impossible to catch our breaths and go about our regular work of preparing students for exams and graduation. Everything we must do as a social studies teacher just feels *more*: more timely, more impactful, more complex, more necessary. Additionally, we work in an environment where we are asked to do more everyday as classroom teachers, coaches and mentors. Students especially are looking to us for advice, answers and guidance as they, too, feel the mounting pressures of being a part of this American experiment.

It would be easy and understandable to give into the fatigue that the last year has generated. It would be entirely appropriate to retreat into the worlds of facts and figures, great stories from the past and general chit-chat amongst colleagues. Some days, that is the only reasonable approach to self-preservation. But other days, it is impossible to ignore how critical social studies is in these trying times. Our students need skills, safe spaces and opportunities to better understand what is going on in their world and the role they can and will play as citizens. Our colleagues deserve our insight about institutions and arguments to make it possible for teachers to do their best work in respected and rewarded ways. Our communities need our sensitivity, our passion and our awareness of global and more local politics so that together we can advocate for resources and for each kid's right to a world class education. Social studies teachers must take their unique space on the frontlines of the battles that are raging in this environment, not the least of which is the fight to live in a world that embraces facts, reason and evidence. We are so tired because we are so necessary and now is not the time for less advocacy and intensity, but *more*.

I had the good fortune this past summer to spend time at NCSS's Leadership and Advocacy Institute, where we spent time discussing some of the most significant challenges confronting America's social studies educators, and strategies for raising more awareness and for pushing policymakers to be more comprehensive and direct in their support for what we do. I intend to contribute a regular column in this newsletter to sharing information, strategies and actions that we can use to advocate for our field of study, our profession, but most importantly for our students' needs as we struggle to reinforce the best parts of our democracy. I hope to keep you abreast of issues and developments that impact us, as well as to generate energy and optimism about the critical role we can play in the conversation.

One topic that I look forward to sharing more with you about is NYS's recently-adopted ESSA plan. The Every Student Succeeds Act (ESSA) is federal legislation that largely revamped the older No Child Left Behind Act, and has empowered states to create accountability plans that promote more well-rounded educational experiences, as opposed to the stringent focus on math and ELA testing. In NY's ESSA plan, adopted by the Board of Regents just this past September, it is evident that social studies instruction and our field's expertise when it comes to cultural responsiveness in our schools, our use of performance tasks and many other attributes will become an integral part of school success. It is evident that schools will have to demonstrate tangible actions they are taking to ensure that students are college, career and civic ready, which will require collaboration and guidance, on our part, for our colleagues and school leaders to better understand what that looks like. This will require more direct conversations about social studies in our districts and there is significant funding available as part of the ESSA plan for locally-developed professional development, which can support these efforts. ESSA's implementation gives us an important platform for really making the argument that social studies is critical to student and school success, and to work towards solutions for some of the more persistent and daunting challenges we find in our work at present. I encourage all of us to more carefully understand ESSA by visiting SED's ESSA website at <http://www.p12.nysed.gov/accountability/essa.html> or by finding some more user-friendly ESSA documents at <https://www.engageny.org>.

Though it may feel like one *more* thing on our plates, this feels like an important moment to gain traction and support for our work as social studies educators. Though it may require *more* conversations, projects and adjustments to even more new standards, I do feel that it is a victory and an acknowledgement that our work is of great significance - not just to our individual students, but to the health and success of our communities overall. I look forward to watching it take shape...and to being a part of it!

“Informed Advocacy” and Lessons of History

Gigi Peterson - SUNY Cortland



I thank the CNYCSS for inaugurating this new Advocacy/Activism feature in the newsletter, and appreciate the invitation to share a few thoughts with a community I deeply respect.

For the past few years we have seen the pendulum swing to [re]emphasize a social studies mission of promoting critical thinking, inquiry, and—per newly-revised NCSS standards—“civic competence” that “prepare[s] learners to be informed advocates for an inclusive and equitable society.”* Educators and their professional organizations have participated in these reaffirmations of the importance of the social studies, and in translating them into resources and ideas for the classroom and beyond. Presumably, the New York State curriculum will become less driven by Regents exams that emphasize specific content, but that does not mean that social studies learning should be “content-diluted.”

“With respect to understanding history, simplification, distortion, and seeming amnesia are not unique to our times or to the USA.”

Historically, the “civic engagement” angle has sometimes yielded curricula and approaches that are ahistorical. Role plays that do not move students out of presentism, and debates conducted without adequate grounding in issues and context, may inspire student participation and build certain skills. However, they may also reinforce simplifications, misunderstandings, and even false narratives. Black nationalists were misguided “haters” for not choosing the path of the revered Dr. King, who did not offer any “radical” critiques. [Ignoring, perhaps, speeches like his 1967 “Beyond Vietnam—A Time to Break Silence?”] Latin American revolutionaries in the late 20th century were mere pawns in proxy wars, stubbornly

rejecting the consistent US mission of “promoting democracy.” [The USA is, after all, absent from the list of imperialist powers emphasized in a NYSED global studies curriculum that endured for decades.] Actually, the history is more complex. Who knew?

With respect to understanding history, simplification, distortion, and seeming amnesia are not unique to our times or to the USA. That in itself is a topic worthy of inquiry. My own teaching and research have helped me identify two themes that I believe are critical to “civic competence” but have been absent or marginalized in the social studies curriculum seen in textbooks and various frameworks and practices. These are:

- 1) Understandings of dissent and activism, both in the USA and beyond it, aiming to promote “an inclusive and equitable society”
- 2) Informed and nuanced understanding of US Americans’ place in the world that breaks down the artificial divide between supposedly “domestic” and “global” history.

For me, these themes also provide a sense of hope in human possibilities.

How does activism actually happen? Moving beyond a focus on a few “heroic figures” and famous speeches, a curriculum to promote students’ “informed advocacy” would allow students to explore how, historically and in the present, everyday people engage in efforts to shape policies and attitudes. How do—and did—grassroots

activists carry out the practical work behind campaigns to influence policymakers and the public, to fund legal struggles to attain the promises of the US Constitution—or other promises of rights, and so many other efforts? What were their motivations? Their obstacles? How did they grapple with setbacks, create new alliances, and engage in dialogue and compromise? What were their impacts—sometimes unintended or long-term?

“Words matter. Evidence matters. Ideas matter. Actions matter. Our field has something special to contribute.”

A wide range of organizations could serve as the focus for such inquiry. I recently finished writing on certain immigrant rights activists in the 1950s USA. In the face of “un-American activities” persecutions, they advanced an important alternative strand of “Cold War culture”: an inclusive, multiethnic idea of US American identity claiming Constitutional protections for all. My research yielded documents for future teaching, such as: FBI files revealing how federal agencies targeted individuals; and records from a grassroots organization that reveal the work and thinking behind its efforts, from campaigns to influence policymakers, to community events for education and fundraising, to legal defenses of potential deportees. These historical actors laid foundations for later activism, and linked struggles for rights to global developments. They operated in a context of much ignorance of the world beyond US borders, even in the face of migration flows and other forces of transnational connection.

Sixty years later, it is apparent than even those who rise to high positions may not understand the USA as a participant in a global community, one whose image and impacts cannot be understood outside the context of history. Opportunities to teach international students prompted me to think more deeply about what is learned and not learned in school, and the impacts of unofficial cultural curricula. New York is not the only state artificially dividing US and global, and omitting or distorting crucial elements of each. The shortcomings are especially salient when it comes to developing/

rising countries, understanding anti-imperialism (including specific foreign perspectives of the US), and ignorance about the fellow Americans with whom we share a hemisphere. When I teach Latin American history, introductory exercises exploring pre-college learning about the region help students recognize deficits in the standard curriculum, as well as the work of exceptional teachers—including in Spanish language classes.

We contribute to the interdisciplinary endeavor of education. Our colleagues in language arts, math, science, art, music, and additional fields also engage in promoting “civic competence” and critical thinking. Words matter. Evidence matters. Ideas matter. Actions matter. Our field has something special to contribute. History shows us that even when currents of ignorance and intolerance are strong, it is possible to row against the stream and make progress.

-Gigi Peterson is an Associate Professor of History at SUNY Cortland, where she also teaches in (and has administered) the Adolescence Education Social Studies Program and is engaged in international programs. During her 2017 sabbatical, she has been researching and writing on histories of immigrant rights and Latin American solidarity activism. She also uses the term “US Americans” to acknowledge that other nations in the hemisphere are “American.”

* Alexander Cuenca et al, National Council for the Social Studies Task Force on Teacher Education Standards, “National Standards for the Preparation of Social Studies Teachers,” p. 10. April 2017. Accessed October 15, 2017 at: <https://www.socialstudies.org/standards/teacherstandards>



CNYCSS 2017 Annual Conference Highlights

TEACHING ABOUT THE PAST,
PREPARING FOR THE FUTURE,
NURTURING STUDENTS IN THE HERE & NOW



Political Party Polarization in the Trump Era

Christopher Faricy
Syracuse University
CNYCSS 2017



Douglas Egerton - Professor of History at Le Moyne College

CNYCSS was honored to have Dr. Douglas Egerton present the keynote for this year's CNYCSS Annual Conference titled "The Southern War on States' Rights, 1884 – 1865". Dr. Egerton, as many of our members know, hails from Le Moyne College, where he has been an outstanding and celebrated professor for many years. The brilliant introduction he received from his colleague Dr. John Langdon prepared the audience for a session conducted by a historian who is "highly sensible" in a time when such a quality is "high in demand". Dr. Egerton has an extremely objective method of uncovering and overturning inaccurate assumptions that many have made regarding historical events while simultaneously providing his audience with overwhelming and obtainable evidence to support his arguments. His expertise and accomplishments are numerous and include several groundbreaking publications on race in early America, slave rebellions, the presidential election of 1860, and Reconstruction.



Using his "highly sensible" approach, Dr. Egerton peels back the myth that the issue of states' rights was the primary motivation for the American Civil War as an underlying and violated value of the Confederacy. He dismantles this myth by pointing to the many examples of Southern politicians advocating not for limited federal government but a very invasive federal government, as long as the invasiveness benefited the goal of the minority to maintain the institution of slavery. Egerton provided evidence to suggest that as early as 1848 the south had "dropped the issue of states' rights". The Southern States and their respective politicians utilized the federal government to force new territories to allow slavery, and later protect slave owners transporting slaves against the laws of northern states. In particular he mentions the dramatically "draconian" and "most invasive federal law", the Fugitive Slave Act of 1850. He also describes the retrieval of Anthony Burns, which cost the federal government, not the state government, nearly \$40k to bring back one slave to its owner. Not so much an example of states' rights as an example of slave owners being willing to cost the non-slaveholding taxpayers a great deal as well as draining the country's resources for their own pursuit of individual wealth.

Dr. Egerton states that since the states' rights argument didn't get the minority slaveholders what they want they were willing to fully involve the federal government in their quest to maintain their "peculiar institution". If the states won't get slave-owners what they want then the Federal government will, was the attitude of Jefferson Davis. In fact, Dr. Egerton observes that the Confederacy fell far short of allowing states' rights to rule themselves but was instead, in many aspects, the most socialist government in the world until Stalin. Under the Confederate Constitution, states were not permitted to ban slavery. Southern states had even entertained the idea of wresting Cuba out of government hands to stop the emancipation of slavery in that region blatantly blurring any line between state and federal sovereignty. The Confederate government also forced conscription, seized factories, and confiscated guns, all of which violated previous individual state sovereignty. By 1864 and continuing into the following year Jefferson Davis had decided that state rights simply had to go in order for the Confederacy to win the war.

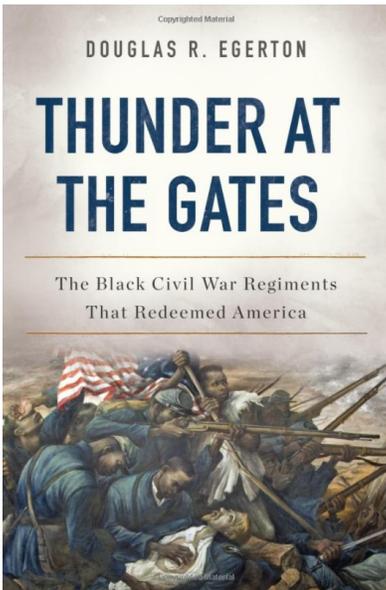
Dr. Egerton, himself a descendent of slave owners, counters the concerns that his dismantling of the states' rights myth is "disrespecting" his ancestors. Instead, he is pursuing the explanation of America's complicated past and encourages all of us to do the same in our classrooms. He argues that "the past is a series of roads that all lead to the present, and teaching history is about admitting mistakes as our job is to explain the intricate and complicated past with all of its difficulties".

Referenced works for future reading:

Americas Great Debate by Fergus Bordewich

This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy by Matthew Karp

The Confederation Nation by Emory M. Thomas



2017 winner of the prestigious Lincoln Prize in

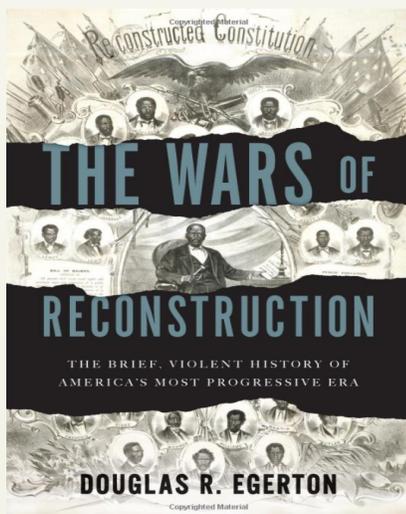
In his second session titled “CNY and the Massachusetts Fifty-Fourth Infantry” Dr. Egerton referenced research for his latest book, *Thunder at the Gates: The Black Civil War Regiments That Redeemed America*, to tell the story of the famous Massachusetts Fifty-fourth, the African American Regiment portrayed in the 1989 film, “Glory”, which featured outstanding performances by Morgan Freeman and Denzel Washington. As compelling a film as it was, Hollywood got much of the historical account wrong. Professor Egerton corrected many of the inaccuracies: scenes that never happened and military details and troop placements that were not accurate. Contrary to the impression given by the film, the vast majority of the 1,500 men who served in the regiment were not runaway slaves from the South but instead were born free in the North. The largest contingent of troops came from Pennsylvania, New York, and Ohio. The 54th was never a U.S. Colored Troops regiment, but a state unit from Massachusetts. Frederick Douglass recruited men across the Erie Canal, including thirteen men from Syracuse and sixteen each from Rochester and Buffalo. Douglass’s youngest son, nineteen year old Charles, was the first New Yorker to sign up. Egerton discussed how social studies classes could wrestle with how historical events are portrayed by Hollywood and debate to what extent film directors have an obligation to be accurate in the telling of their stories.

The presentation explored the connection that Central New York had to the 54th Massachusetts Infantry. Professor Egerton explored the stories of six men from the region who ended up fighting with the 54th, looking at their lives before, during, and after the Civil War. He detailed their involvement in the climatic engagement at Battery Wagner, one of the forts protecting Charleston harbor.

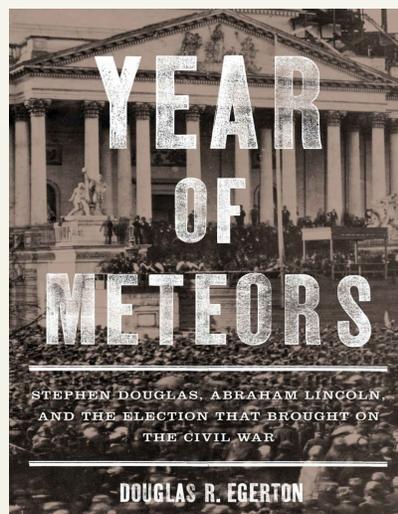
One of the takeaways from this session was the value of a great story in getting students to become interested in history. As teachers who value the study of the past we try to convey to our students the importance of learning historical knowledge and the skills needed to interpret the significance of what has happened. We would do well to remember that everyone loves a compelling story. This is our gateway to getting our students more engaged and fascinated by the story of who we were, who we are today, and who we may be tomorrow.

Dr. Egerton, has authored several books including the following:

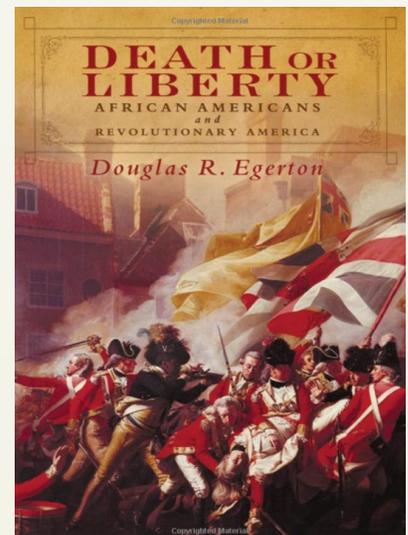
The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era (2014)



Year of Meteors: Stephen Douglas, Abraham Lincoln, and the Election That Brought on the Civil War (2010)



Death or Liberty: African Americans and Revolutionary America (2009).



Howard Eissenstat - Professor of History at Le Moyne College

Howard Eissenstat's session, "**Can You Spare an Hour for the Ottoman Empire,**" was tremendously valuable for teachers. As the author of a world history textbook chapter on the Ottoman Empire, I sat and watched in awe as Howard condensed six centuries of maddeningly complex history into a cogent, beautifully organized, engaging presentation that took only 45 minutes. I wish I had watched this presentation before I wrote my chapter!

Howard Eissenstat earned his doctorate in Near Eastern history from UCLA in 2007. UCLA's department of Near Eastern history is one of the top two or three in the country, and Saint Lawrence University, where he has taught since 2009, is lucky to have him. His students must love him. He speaks enthusiastically and in easily accessible language, without in any way dumbing-down his presentation or patronizing his audience. He used PowerPoint effectively (that is, as a guide rather than as a set of slides to be read out loud), and his visuals were well chosen.



To list the "ah ha!" moments of this session would take an entire page, but here is a short list of the most useful:

- The Ottomans missed out on the post-1450 scientific revolution that was driven by movable type because they didn't want to throw scribes out of work.
- They didn't change the name of their capital from Constantinople to Istanbul after 1453 because they didn't care, just as they didn't care that their new state was majority Christian. What counted for them was loyalty, not ethnic or religious identity.
- They created the first modern bureaucracy in western Eurasia.
- Their alliances with Turkic nobility and Islamic religious orders were central factors in their success.
- The Ottoman-Safavid rivalry mirrors the wars of religion in Europe; in both cases, religion was used to encourage state growth and militarization.
- Orhan I was an avid consumer of fermented mare's milk (Okay, that's not really important, but we all got a kick out of it).

I would listen to Howard on any topic at any time. We need to have him back next year, and hopefully for many years to come.

- John Langdon



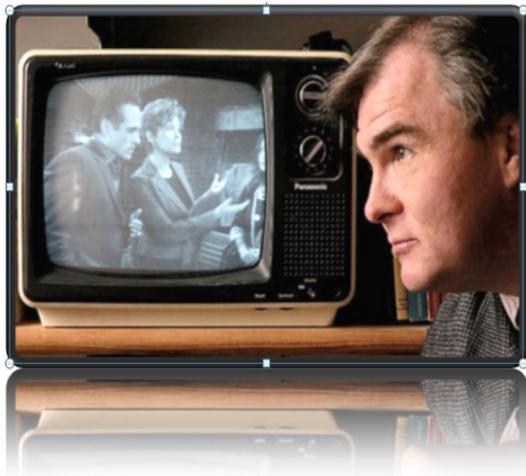
Howard Eissenstat has been quoted in national and international media on the purges against faculty and media in Turkey following the attempted coup.

See links for full articles:

<https://www.usnews.com/news/best-countries/articles/2017-02-01/turkeys-recep-tayyip-erdogan-moves-aggressively-against-dissent>

<http://www.theglobepost.com/2017/02/08/turkey-purges-critical-academics-ahead-of-presidential-referendum/>

Robert Thompson - Director of Bleier Center for Television & Popular Culture



In His session titled **TV News and the Crisis of Civic Information** Syracuse University Professor Robert Thompson, founding director of the *Bleier Center for Television and Popular Culture*, argued that the media is fighting back and undergoing “invigoration with fight and with spit” despite its very low status in the polls and despite the challenges of its difficult current business model of buy-out, lay off and replace with cheaper but less experienced professional personnel. In the face of this “war against the press” he positively pointed to the Washington Post’s “just the facts” standard and National Public Radio which he called a “national gem”. He then proceeded to highlight significant developments in the history of the American media and render his personal perspective concerning its present state of affairs.

Initially, in the early nineteenth century newspapers such as the New York Post were unabashed partisan voice pieces sponsored by political parties. Reporting balance wasn’t available decades later until the famous *Penny Press*, “Extra, Extra...”, and then in the twentieth century with the *AP* and other news agencies. These were financially dependent on advertising sales and therefore had to appeal to people of all party stripes. Journalistic standards and schools of journalism were established. Later on with the addition of radio and television’s oligopolistic network broadcasters a “concept of national news” took shape with “one set of facts” being the basis of argument and perspective for such celebrity status newscasters as William R. Murrow, Walter Cronkite and others.

Beginning in the sixties, disturbing television visuals of civil rights protests, the JFK assassination, and violent Vietnam scenes shocked the viewing audience into adverse political reaction, and, of note, Lyndon Johnson and Richard Nixon and their administrations privately and publically lashed out at news coverage of the latter. However he thought that journalistic standards persisted even through the intensified competition of cable news and the twenty four hour news cycle.

In our time, according to Professor Thompson, the big game changer to this legacy of “a consensus of facts” came when internet news and “citizen Journalism” expanded the news voice to virtually everyone. Not only had the personal lives of public personalities become fair game, but also the reporting of “fake news” by the “fourth estate” was being exposed by the media itself.

In response to these developments Thompson asserted that sometimes “truth-telling and sorting out the facts is hard”. He observed that, unfortunately, objective news reporting can be a casualty of political campaigns’ drive to get out the vote, and he does wonder if there needs to be serious rethinking of reprehensible news coverage. On a positive note, he points to the contributions of late night comedians emerging as political satirists, such as John Stewart, Dave Chappelle, John Oliver and others who have become especially popular with the younger audience, and who act as a check on newsmakers and sources. Notwithstanding his desire for some miraculous new business model, Professor Thompson thinks that citizens also have a role to play in local news reporting with such vehicles as blogging. Lastly, but not patronizingly, he reminded the social studies audience that “journalism rests on (the foundation of history provided by) social studies teachers.”

In the beginning of the talk, Professor Thompson asserted the familiar proposition that journalism’s purpose is to “reasonably inform the citizenry”, a task “necessary to a well-functioning Republic.” By the end of the talk after giving historical perspective and inserting optimism, it was also clear to me that Professor Thompson was concerned about his beloved and beleaguered institution.

—James Doherty

Mary Kate Lonergan

Teacher – Eagle Hill Middle School
Fayetteville- Manlius CSD

Mary Kate provided attendees with a wonderful and thought provoking presentation titled “Differentiating Historical Thinking Instruction” in which she linked Sam Wineberg’s model of thinking like a historian to ELA strategies and processes including Close Reading strategies. She used current research and shared how she incorporated it in her lessons and modeled it for us. She showed her leveled game which helps students

with connections. She modified and shared her sources with the Middle School teachers that were in attendance and they came away with great ideas and how to utilize technology. This session was very well attended, indicating that Middle school teachers are actively seeking out resources for classroom use for historical source analysis.



Christine O’Neil, Derrick Pratt and Rich Strum

Museum Educators: Chittenango Landing Canal Boat Museum and Fort Ticonderoga

“Everybody Wins: Building Positive Partnerships with Historic Sites.”

Demonstrating once again how valuable our local experts and connections really are, our partners at the Chittenango Landing and Fort Ticonderoga provided attendees with a session titled “**Everybody Wins: Building Positive Partnerships with Historical Sites**”. Rebecca Stephens of Eagle Hill Middle School, shared her reflections on how Museum-teacher collaborations are a truly one of a kind and engaging way help students with historical thinking in the classroom. Rich Strum shared the work that he did and the programs that they have at Fort Ticonderoga. Christine O’Neil and Derrick Pratt shared their ideas and the strategies they have used, especially for Grade 7, and the programs they use at Chittenango Landing Canal Boat Museum. A great “hands -on” approach to help students understand New York’s history. Rebecca was ill and was not present but the work she had accomplished and relayed at each site is remarkable.



John Langdon - Professor of History at Le Moyne College

John Langdon's service, dedication, and commitment to the Social Studies at the classroom, state, and national levels is admirable. The breadth and depth of his historical knowledge is something that is truly captivating and inspiring for educators who take advantage of the opportunity to attend his PD lectures. Professor Langdon did not disappoint those in attendance for the two sessions he presented at the Annual Conference.



In his first session titled **“Me First! The Roots of Alt-Right Xenophobia and Nationalism”** Dr. Langdon discussed the historical development of Alt-Right groups prevalent in Europe focusing on their viewpoints and their respective root causes. When discussing the Freedom Party of Austria, the Party for Freedom in Holland, the Front National of France, Alternative for Germany, the United Kingdom Independence Party, True Finns, the Danish People's Party, and the Golden Dawn of Greece, he highlighted commonalities in their rise and core beliefs.

While these parties do not represent that majority of citizens in their respective region, they do represent a small but growing populace that is aspiring to obtain leadership and policy making roles within their Nation. The historical context for current European identity predates nation-states and can be traced back to the fractured Roman Empire when borders were established on kinship and cultural lines. The Alt-Right claims that the essence of European identity is based on solidarity of culture and language. These groups promote the flawed view that anyone who is an outsider looking to immigrate is not looking for opportunity, but rather is looking to undermine the linguistic, religious, and cultural identity of Western Civilization. There is a growing feeling in Europe that the European Union will inevitably destroy their heritage, and along with it the historical memory of the way things used to be. Xenophobic Nationalist groups capitalize on those with these fears by promoting the ideology that their country should fear anyone who is Islamic. They argue that they should fear them because Islamic people hate them. Alt Right Nationalists take the statements and actions of Extremist groups and use that as the proof and mistakenly label all Muslims as one single entity that should be feared. Another misconception that Alt-Right groups cling to is the idea that curbing the immigration of unskilled laborers would result in all the skilled labor jobs being obtained by people that look like them. The truth is, in a global economy where both unskilled and skilled labor has already been outsourced to a certain extent, the economy of 50 years prior cannot simply reestablish an exact composition. While this ideology does not represent the majority in Europe, it is in part the reason that Turkey continues to be denied EU status. If Turkey were granted member state status, that would mean an influx of Muslim immigrants across Europe. Recent polls suggest that both minority and majority groups feel that other groups are actively working against them in discriminatory ways. The prevalence of this ideology is extremely problematic. Once every group decides that it is afraid, and other groups are conspiring against them, there cannot be a functioning democracy and functioning nation-state.

In his session titled **“Myth and Reality: How the Cold War Really Ended”** Langdon made a compelling evidence based argument that there is a current misconception regarding the Cold War which newly declassified archival sources, interviews, and memoirs reveal. A widely held belief among historians is that the Cold War ended because of the collapse of the Soviet Union which was caused primarily due to the United States and U.S.S.R. competing in the arena of military spending. This view is currently taught in social studies classrooms. Recently released internal budgetary evidence indicates that there was no increase of military spending from 1977 to 1984, only a slight increase in 1985, and then a decrease in 1986. Evidence suggests that Gorbachev and Reagan were cooperatively and actively planning for very large decreases in military spending specifically with regard to their respective nuclear weapon programs. In fact, Reagan and Gorbachev had the desire to set in motion a plan to abolish their entire nuclear weapons programs by the year 2000, and were cooperating in the area of economic strategy. We are all familiar with the restructuring of the Soviet economy with the institution of Perestroika. What Langdon argued was that the policy of perestroika was actually developed with the direct

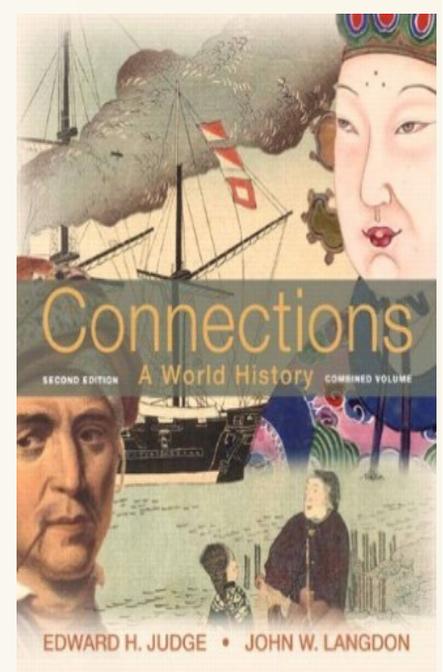
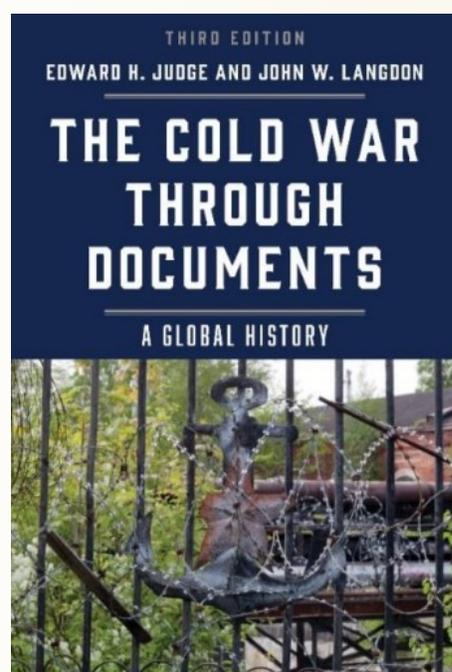
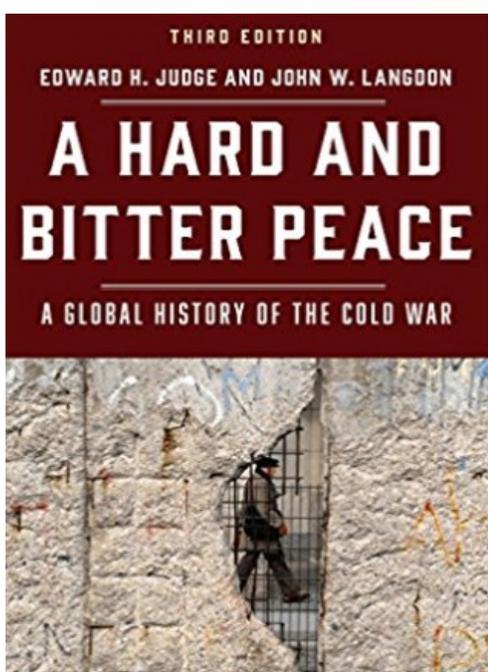
assistance of then U.S. Secretary of State Shultz. What Gorbachev miscalculated was that the Eastern Bloc would be content with economic restructuring and permit continued political control. He also did not predict the proliferation of political independence within other satellite states once the collapse began. In rejecting violent intervention, Gorbachev unwittingly de-legitimized Communism in Eastern Europe, and once the Western enemy was removed, Eastern Europe as a whole was no longer willing to put up with the scarcity, suppression, and police –state coercion under the Soviet Union. While the Soviet Union did suffer from economic stagnation it did not collapse because of the Arms Race. At the time of the collapse, there was actually an absence of fear on both sides, and Gorbachev permitted the bloc to break up due to an absence of fear. The Soviets knew we would not attack them, a new shift from the Stalin era doctrine once Gorbachev had spoken to Thatcher regarding the West’s fears and views regarding the unlikelihood of a first strike. Both Reagan and Gorbachev knew that a first strike would be pointless as each country is too large to conquer, and in the arena of Nuclear War, whosoever uses the atomic weapon first also loses its existence and thus its nuclear capacity. Gorbachev’s national security advisor Anatoly Chernyaev even made the comment “nobody would attack us even if we disarmed completely” as a reference to Gorbachev’s perception at the time. If the United States was not going to attack preemptively, there no was need for the U.S.S.R to have an expensive buffer zone in Eastern Europe. Thus, the Soviet Union permitted the breakup because it strategically did not need to control the old Eastern Block for its own defense or national security. In reflection, this lecture was relevant for both the content area teacher and the citizens of the east and west witnessing the geopolitical relations between the superpowers at present.

This new evidence is encapsulated in:

Svetlana Savranskaya, Thomas Blanton, and Vladislav Zubok, eds. *Masterpieces of History: The Peaceful End of the Cold War in Europe, 1989*. Budapest: Central European University Press, 2010.

All internal U.S. documents and memoranda relating to the Reagan-Gorbachev Summits are online at thereaganfiles.com/thesummits.html.

Also keep an eye out for his newly released *A hard and Bitter Peace: A Global History of the Cold War*, 3rd ed. *The Cold War: A Global History with Documents*, 3rd ed. and *Connections: A World History* – Textbook for teaching Global History





Christopher Faricy - Associate Professor of Political Science at Syracuse University

Christopher Faricy provided conference attendees with a thought provoking, Engaging, and relevant session titled “Political Polarization in the Trump Era” . After a brief career as a high school social studies teacher, Dr. Faricy completed his doctorate in 2010 at the University of North Carolina at Chapel Hill and has pursued teaching and research in topics ranging from public attitudes towards social spending, to partisanship and political ideology in our modern climate. Chris has received several prestigious grants to pursue his work, including from the Russell Sage Foundation for a forthcoming book, *Public Opinion, Race, and Social Spending in America*.

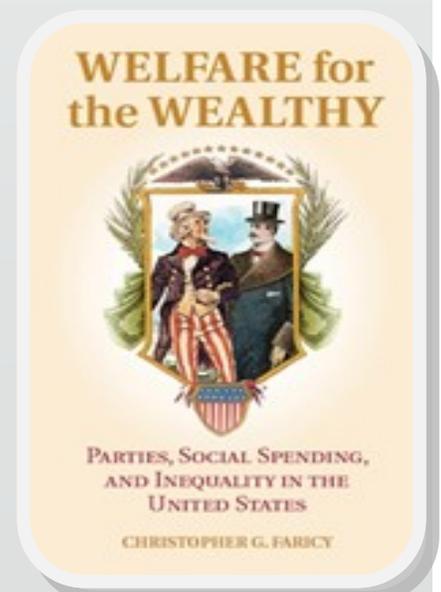
Dr. Faricy presided over a lively session in the afternoon. His talk focused on investigating the underlying factors contributing to our deeply-divided modern politics. Chris shared data and political science-driven descriptions of a party system in the US that is encouraging division rather than collaboration. In the wide-ranging discussion, Dr. Faricy argued that it is our relatively weak party system, combined with “hidden” forces such as the media elite and the donor class, that are contributing to our increasingly partisan culture. The group briefly considered what new kinds of research questions should be asked to understand this phenomenon and what potential - albeit drastic - measures could be taken to combat partisanship and its most frustrating byproduct: government inaction.

Dr. Faricy was very eager to begin his session with a reference to his lecture from the previous year, where he had incorrectly predicted that Hillary Clinton would win the 2016 election. He more than adequately explained that prognostication about politics at the moment is a challenge, because polling models need to change to reflect geographic and technological “shifts” in the electorate. His explanation of where his logic erred last year segued perfectly to the overall analysis that our politics truly have shifted within the last few decades. A highlight was Chris’s use of graphics and data about public opinion and politician behaviors to illustrate his analysis. He entertained lots of questions and comments - we actually didn’t get to see all of Dr. Faricy’s prepared remarks, because there was such rich exchange amongst the attendees in response to the information and insight he brought forth.

Teachers in government courses attempting to create instruction about political parties and current events, as well as teachers struggling to understand why political discussions in their classrooms have become somewhat contentious regardless of the subject, left Dr. Faricy’s session with a lot to carry into the classroom. A big topic that teachers might take more time discussing and analyzing with students, based on Chris’s commentary, would be the geographic “sorting” of Americans along political lines, and the role primaries are playing in radicalizing our politics.

With so many issues confronting our country - like healthcare, tax reform, gun control, to name a few - tugging at our most partisan and divisive political rhetoric, there is no doubt that we will have Dr. Faricy back to further develop our understanding of modern political discourse.

For a deeper look into Dr. Faricy’s work, check out his book!
Welfare for the Wealthy: Parties, Social Spending, and Inequality in the United States.



Robert Rubinstein - Professor of Anthropology at the Maxwell School of Citizenship and Public Affairs at Syracuse University

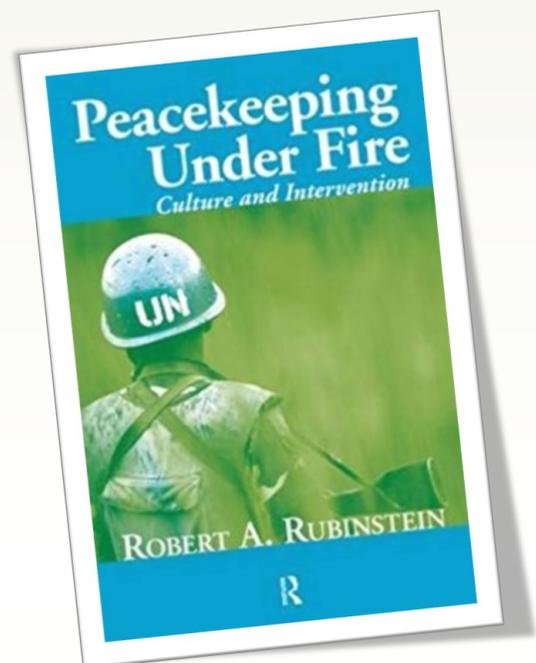
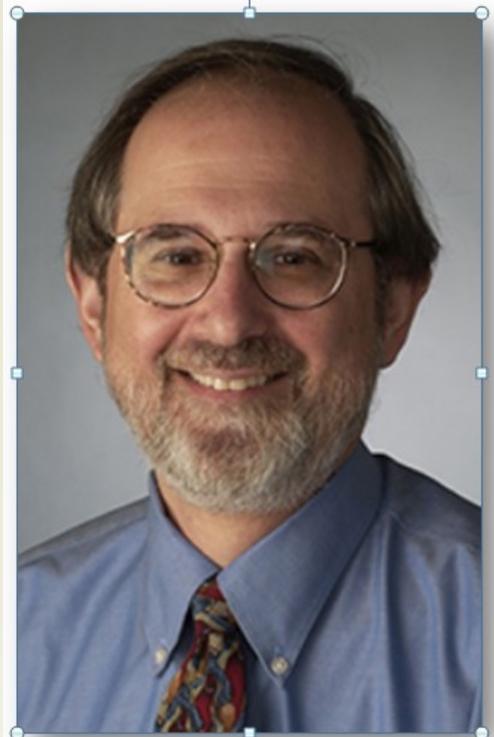
Robert Rubinstein has been a Distinguished leader in the fields of political anthropology and medical anthropology for over 30 years. Through field research, publications and consulting on a variety of public policy projects, Dr. Rubinstein demonstrates the relevance and applicability of anthropology to many issues confronting the global community.

Dr. Rubinstein's session for this year's convention was very unique and refreshing, particularly for those teachers who discuss global conflict in their courses. His talk centered on how we might use the lens of cultural analysis to investigate humanitarian and military action in recent history. Dr. Rubinstein's central argument was that it is often the lack of cultural understanding between various actors in peacekeeping and humanitarian crises that prevents these actions from being wholly successful. He shared his own research into this topic, as well as his own field experiences, to illustrate that in many cases cultural norms are undervalued in places where international actions are sought, and that groups like the military and NGOs frequently end up working at cross-purposes because they do not understand each other's underlying institutional culture. Session participants were impressed and intrigued by Dr. Rubinstein's direct work in coaching US military personnel in ways of being more culturally aware to yield better outcomes in times of conflict, such as during the Somali Famine in the 1990s.

This session was incredibly valuable as a reminder of the power and practical reach of the many social sciences that are a part of our field. Much of our instruction describes culture, but this session provided attendees with some powerful examples of how anthropology and cultural ways of thinking should be applied in real world situations. It also stressed the kinds of questions about culture that can be asked in a variety of societal scenarios, including diplomacy, humanitarian aid work, the military, even in workplace dynamics. Dr. Rubinstein's lecture was a powerful reminder that a lack of cultural understanding can have tangible and tragic consequences for the increasingly complex world of global conflict resolution.

Dr. Rubinstein's work may be of particular value to teachers who teach anthropology electives, teach in the area of conflict resolution, global current events, or advise Model United Nations, Amnesty International, etc. He is the author of over 100 journal articles and publications, including 2008's

- *Peacekeeping Under Fire: Culture and Intervention*.





Lauren Cirulli - ENL Teacher at Syracuse City School District

Lauren Cirulli has seven years' teaching experience and currently teaches both ENL and sheltered Global History classes. As a sheltered Global History teacher at Nottingham High School Lauren teaches one section of GH10 that is comprised of students with seven different languages as well as two sections of GH 9 that is comprised of students with four languages in one class and five languages in the other. Lauren discussed the increase in ENL students nationally, statewide, and specifically to the Syracuse City School District. Then she led the attendees through various strategies that assist ENL students.

Specific strategies:

- **Videos:** There are several videos that assist ENL students and teachers. An example she provided is the **Common Craft Videos:** Considered to be “explainer” videos, the videos use whiteboards and paper cut outs to illustrate the topic.
- **Translanguaging**, which is language practice that engages students in using their complete linguistic repertoire to gain understanding (Garcia, 2012). The process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages (Baker, 2011). Students also enjoy hands on group work such as **language groups**. **Bilingual Glossaries** available at: <http://steinhardt.nyu.edu/metrocenter/resources/glossaries>

Lauren is a strong advocate for her students, and her passion for their growth and success was completely evident. She garnered immediate interest from the attendees as she framed her presentation around active participation. Attendees experienced, for a few brief minutes, what ENL students experience throughout their entire school day. It was a powerful introduction in which attendees attempted to navigate the language barrier to complete a task. She even provided a video to assist; yet most of us were unsuccessful. That moment gave many of us pause as we reflected on our own students. Lauren presented several strategies that not only benefit ENL students but all students. Teachers will be able to easily adapt those strategies into their classrooms.

Lauren has presented at the International TESOL Conference in Seattle. Additionally, she has presented at the NYS TESOL Conference and the NYS Bilingual Conference. Lauren works closely with Dr. Zaline Roy-Campbell of Syracuse University.

- In 2012-2013, there were 4.85 million ELLs in U.S. schools, comprising nearly 10% of students in U.S. public schools (Ruiz Soto, Hooker, and Batalova, 2015).
- There are more than 215,000 English Language Learners (ELLs) ages 5 to 18 attending school in NYS.

BICS → [Iceberg]

CALP → [Iceberg]

Wait Time

The **POWER** of **WAIT TIME**

Why Should I **WAIT**?

- Students need to listen to the question.
- Students may need time to build up courage for responding.
- Students need to process what they've heard.
- Students raise their hand in an effort to be heard.
- Students may need to translate from one language to another.

WAIT 1: The time between asking the question and the answer.

WAIT 2: The time after the student answers the question. This wait time allows for an extended response.

People Cards

ELLs struggle with vocabulary and people. These cards can be used to help them retain the information and as a study guide throughout the course.

An _____ thinker who wrote _____ about his views of the government.

He believed people were _____ & _____.

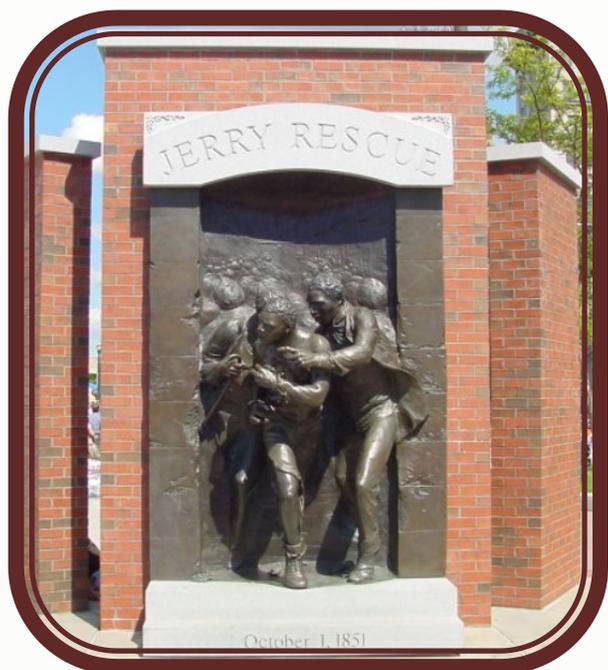
He developed the _____ where people should give up some of their freedoms for a strong leader.

Thomas Hobbes

For a lifetime of achievement of contributions to the field of local history and for contributions to the Onondaga Historical Association and Onondaga County specifically, CNYCSS wanted to recognize Dennis Connors. One of the most important acts in preserving the past is to keep retelling the stories and Dennis has done a glorious work in retelling and preserving the stories.



After graciously receiving his much deserved award, Mr. Connors went on and gave his Keynote Address titled **“Abolitionist Tribulations and Celebrations: The Aftermath of the Jerry Rescue”** to discuss the historical circumstances and common misconceptions surrounding the Jerry Rescue and the greater Syracuse area at that point in history. A common misconception that Dennis brought to light is the idea that Syracuse as a city and the greater Central NY region was supportive as a whole the night that Jerry was rescued on October 1st 1851. Evidence suggests that while his rescue had many supporters, many in the Central New York area were upset at the “blatant violation of Federal Law” that had occurred. Mr. Connors also discussed the idea that many businessmen in CNY had economic ties to southern institutions and profited from the slave trade, indicating Syracuse was far from entirely abolitionist at the time. He also went on to discuss how the rescue had very serious and long lasting impacts on various people including other fugitive slaves who fled for Canada as they were concerned with prosecution surrounding the trial that was long lasting for the rescuers as well as costly for the prosecution. Some in the area had condemned the rescue as a riot, and city officials perceived the event as un-reputable and harmful to the image of the city of Syracuse. This lecture was eye opening to many in attendance and provided the opportunity for educators to connect with sources that they can use to provide context when teaching the Jerry Rescue in their classrooms. Contact the OHA if you have any interest in loaning/ renting their Traveling Informative Panel that the OHA currently has available for this area of study.





Keith Bybee— Professor of Political Science at Syracuse University

Dr. Keith Bybee has presented for the CNYCSS Annual Conference for at least 5 years now, typically discussing the Supreme Court and/or federal laws and policies that influence the US government and American society. His session titled **Constitutional Law and Constitutional Norms: What's the Difference and Why Does it Matter?** was a must see.

The main focus of his presentation this year dealt with looking at the Constitution as an operators manual known as the “Big C” constitution. There is also a “small c” constitution that involves norms and practices in the United States. For example, the two party system in the US is not found in the actual Constitution, but has become a norm of US society and politics. The Big C constitution and the small c work together to influence decisions and policies at the government level. The Big C constitution is very difficult to change, hence the limited number of

amendments that have been passed in over 200 years. The “small c” constitution however does and can change as patterns & behaviors change over the years, and the Court often takes these changes into account.. As an example, Dr. Bybee mentioned Justice Jackson’s very influential Tripartite schema laid out in his concurrence to *Youngstown Sheet & Tube Co. v. Sawyer* decided in 1952. Jackson argued that decisions by the Supreme Court about the scope of Presidential power should not be made solely on the basis of the Constitutional document itself, but should also take into account the actions of Congress and patterns of behavior in society. Dr. Bybee also discussed a Supreme Court case that virtually no one in the audience had heard of: *INS v. Chadha* from 1983. This case struck down parts of over 200 laws, yet is virtually unknown to the general public. Chadha was going to be deported, but a judge ruled he could stay. The House of Representatives said no to the ruling using a “Legislative Veto” (single house oversight of institutions), stating that Chadha and four others had to go. The Supreme Court ruled that since a Legislative Veto wasn’t found in the “Big C” constitution, this was unconstitutional. For the next 20 years after this Supreme Court decision, over 400 new legislative vetoes were passed and have gone unchallenged by agencies. Why? The “small c” constitution is at work, agencies get their funding from Congress, in turn Congress needs support from those agencies, so they are willing to work together.

Dr. Bybee then got into how the Trump Presidency could potentially change some of the norms and practices of the executive branch and political system (“small c”). For example the travel ban was attempted three times and had trouble in the court system. These rulings were not influenced by Congressional approval, but rather campaign quotes and tweets from the President. This is evidence that the norms and practices of a sitting President might be changing. During the election, Trump verbally attacked spouses, attacked Sen. McCain for being a POW, etc. Are these new norms during political elections and campaigns, or merely tactical norm violations seeking publicity? For it to be a new norm, there needs to be existence and persistence over time. Impeachment is a term that has been flying around a great deal recently as well. The usage of the 25th amendment is unlikely, as it would require 2/3rds of both houses to agree to remove the President. Given the fact that the majority in both houses of Congress is Republican, impeachment is unlikely, even if Democrats attempt to pursue it. Trump has been accused of violating the 1789 Emoluments clause, but here again violations will be judged on the basis of party affiliations and Republicans are unlikely to “see” any of the problems that Democrats do (in fact, some Republicans have already argued that when the Emoluments Clause was written it was not even intended to include the President). It is also likely that if President Trump were to be accused of breaking a federal law, he could, and most likely would pardon himself from any wrongdoing.

Dr. Bybee was also asked if Congress would ever hit a point where they put an end to Trump’s usage of executive orders. This scenario is unlikely for two reasons: 1. Most of the executive orders are reversing Obama era “mistakes.” Secondly, Trump has been taking the heat on many hot button issues like Obamacare and immigration, which helps Congressmen and women avoid being accused of voting the “wrong” way when they run for reelection.

Resources for teachers:

- Annotated Constitution - 3,000 pages, but good explanations of key passages - <https://www.congress.gov/constitution-annotated/>
- <https://www.oyez.org/cases> - Breaks down Supreme Court cases throughout US history
- SCOTUS Blog



Pamela Charron Hogan - Global History/ U.S. History Teacher OCM BOCES.

Palymyre (Pam) Charron Hogan is Global Studies and U.S. History teacher at OCM BOCES. She has been a part of the Social Studies Leadership Network at OCM BOCES and has served as an administrative intern with the Student Services programs at BOCES. She has worked with special education students as well as alternative education students. Her materials have been used at BOCES and in several other school districts, including the Binghamton City School

District. Schools where she has presented have seen very positive changes in students’ ability to write in general and to write for and pass essays on Regents exams. Though the Enduring Issues Essay is getting closer there are still a few years where strategies for the Document-Based Question essay and the Thematic essay are still relevant, and many of the strategies can be applied to the Enduring Issue Essay writing process.

Pam Hogan’s presentation, entitled “Aligning SS Writing Instruction to State Assessments” included many useful strategies. Her goal is to simplify the complex and to tailor the strategies to what she called “technical writing”. Making writing instruction relatable and concrete was a primary goal. A factor that makes this part of the exams difficult for many Social Studies teachers in the field is that we are not actually trained in any significant degree in literacy and writing.

One example of Ms. Hogan’s relatable strategy is to ask her students what driving skills must they have to pass the road test. This relatable scenario is used as a bridge to the “Yummy DBQ Recipe” strategy. Her analogy to the recipe is one I hope to use with my students. Like a recipe, if you mix up the order or neglect to include a particular ingredient, then the result is not so yummy or tasty. The other “ah ha” moment of the presentation is her use of sentence starters that avoid the “In Document 1....And in Document 2.....” problem of many essays. In particular her use of the phrase “Time after time” as a way to start the essay seems like a natural fit for transitioning her strategies to the Enduring Issue essays.

Her strategies also aim high and, if used, would lead to a significant endurance in student writing. In her regular classroom expectations she pushes them to prepare for more than they will need rather than the bare minimum. She shapes her strategies around the current rubric requirements for a 4 point essay.

A final technique that I hope to use in my classroom is to ask the students to write the essay as if they were explaining the topic to a younger student or relative. I am very hopeful that this paradigm will lead to much more detailed essays with much more supporting explanations and evidence. I also think that Ms. Hogan’s presentation illustrates the importance and continued need for more opportunities for Social Studies teachers across the region to spend time with each other and share their strategies.

- Erica Martin



We cordially invite you to apply to our NEH 2018 Summer Institute for Teachers:

Common Ground

July 8 – 21, 2018

New York City and the Adirondack State Park, New York

Thumb through a pile of American history textbooks, and you will find chapters devoted to the Gilded Age and Progressive Era focused on “The City.” Professors Kevin Sheets and Randi Storch from SUNY Cortland are offering a two week NEH Summer Institute for twenty-five K-12 teachers called “Common Ground,” with the purpose of rethinking this important historical era. Common Ground reframes GAPE with teachers by meeting three goals: 1. Reinterpret the GAPE by shifting the urban-centered narrative to a discussion of the city’s social, economic and cultural integration with other regions including, in our case, the Adirondack wilderness; 2. Understand how and why people constructed concepts such as “wilderness” and “urban” in this period and the reasons why these ideas changed over time; and 3. Engage analytically with the era’s primary and secondary sources to reinforce new understandings of this anchor period in the K-12 curriculum.



“Common Ground” builds on our successful NEH “Forever Wild” Landmarks grant, which focused on the Adirondack experience as a reflection of broader GAPE themes. For this Institute, we introduce an historical, historiographical, and comparative perspective between New York City and the Adirondacks. Common Ground pursues parallel thematic tracks within each region by having teachers study one week in New York City and one week in the Adirondacks. Analyzing each landscapes’ history and

geography, teachers consider the vital linkages connecting these regions. Framed by a sustained discussion of the centrality of land to American identity, Common Ground invites participants to deepen their understanding of the GAPE from the comparative perspective of two contrasting landscapes.

Drawing on this body of literature, Common Ground expands the historiographical debate about the nature of the GAPE. Instead of asking “*what* is the Gilded Age and Progressive Era” we ask “*where* is the Gilded Age and Progressive Era.” Common Ground puts the landscapes of the Adirondacks and New York City in dialogue with one another reflecting the relationship that existed during the period. For example, the Adirondack’s vast forest fueled the fires of iron forges and its timber framed the buildings of cities. Its network of mines yielded the ore that became the wire rigging holding up the Brooklyn Bridge. New York City’s Hudson River commerce and its municipal water supply both originate in Lake Tear of the Clouds on Mount Marcy,



the Adirondacks' highest peak. Paradoxically, nineteenth century industrialists whose fortunes derived from the extractive Adirondack industries also retreated to its forest for the quiet relaxation of a summer on the lake. They created exclusive "camps" with rustic touches but equipped with the creature comforts of their Fifth Avenue brownstones, yielding a new architectural style. These paradoxical connections also played out in the politics of the era. Progressives like Gifford Pinchot saw the Adirondacks as a site to practice scientific forestry to demonstrate the value of expertise. Lumber barons, by contrast, preferred clear-cutting the forest for quick profits. In 1894, New Yorkers rejected both Pinchot and profits by ratifying the state's constitution with Article 7 protecting the Adirondack forest as a "forever wild" landscape. That was a victory for those who saw the Adirondacks the way John Muir and Ralph Waldo Emerson saw it: as a spiritual space for humankind's restoration and communion with nature. To the locals who lived and worked there, the restriction on land use created hardships. That nineteenth-century debate persists to this day. A more complete interpretation of the GAPE incorporates this relational approach, emphasizing interconnections between landscapes rather than a single lens trained on the city alone. We hope you will consider applying to the exciting program:

Apply for the **Common Ground Institute** at:

<http://www2.cortland.edu/departments/history/common-ground-neh/>

OCMBOCES 



**INSTRUCTIONAL
SUPPORT SERVICES**

Social Studies Leadership Network

Next meeting - November 16, 8:30 AM-11:30 AM

This group is for people who have been designated by their district to take a leadership role in social studies. It is recommended that districts send a team to the Social Studies Leadership meetings that includes teacher leaders (elementary, middle and high school teachers) as well as building and district leaders. This group serves to support the development of district and regional capacity related to the New York State K-12 Social Studies Framework. This includes sharing and discussing up-to-date information related to the changes in the standards and other relevant information from the State Education Department. Additionally, the goal of this group is to develop collaboration between districts in the region to support high-quality K-12 social studies education and to support continuous improvement in social studies learning and instruction. The expectation for participating in this group is:

1. Attending all three meetings during the year. We will have a focus of study for the year that will build on our previous work.
2. Being prepared for the meeting by completing any personal learning required by the facilitator of this group.
3. Being responsible for working with your team to bring the learning from the meeting back to your district.
4. Being designated or gaining approval by your district to participate in this group.

The formal meeting will occur in the morning. However, your district may ask your team to use the afternoon to develop a plan for implementing the learning from the meeting in your district. If your district asks this of you the meeting space will be available in the afternoon for use by those who wish to stay and work.

For those unable to participate in this current offering, keep an eye out for future opportunities.

Sign up is through My Learning Plan. For more information email Jenny Fanelli at jfanelli@ocmboces.org

Save the Date

NYSCSS
New York State
Council For The Social Studies



NYS4A
New York State
Social Studies Supervisory Association



80th Annual Convention **LIBERTYCON 2018** March 8-10, 2018 Albany Capital Center—Albany, NY

Social Studies helps lead students to success in both their personal and public lives. This year the New York State Council for Social Studies in collaboration with the Underground Railroad History Project is preparing for its annual conference titled LibertyCon 2018: “Embracing Equity Within a Global Society” The strands of our 80th annual convention will focus on the role that social studies plays as a key to unlock multiple pathways for students to follow in their journey toward achievement and success.

- The power of social studies as a critical force in shaping our personal and collective identities
- The role of social studies in promoting student engagement in our schools and communities
- Changing assessment practices in social studies with a focus on new Global Regents Exam

While offering sessions on a wide variety of topics and addressing the broad themes above, activities will be focused through the strands noted below:



Information & Media Literacy

Targeted at the varied ways we access, analyze, evaluate, and create information both in social studies and across disciplines



Empowering ALL Students

Centered on promoting success and empowerment for all students through a focus on engaging Students With Disabilities and English Language Learners, and implementing culturally responsive teaching practices.



Technology & Innovation

Dedicated to promoting and developing innovative ways for reaching our students and the changing ways our students engage in social studies and with each other



Leadership & Learning

Aimed at creating and sustaining professional learning communities, best practices in professional development, and teacher and administrator leadership.

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're looking to expand in 2017 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)

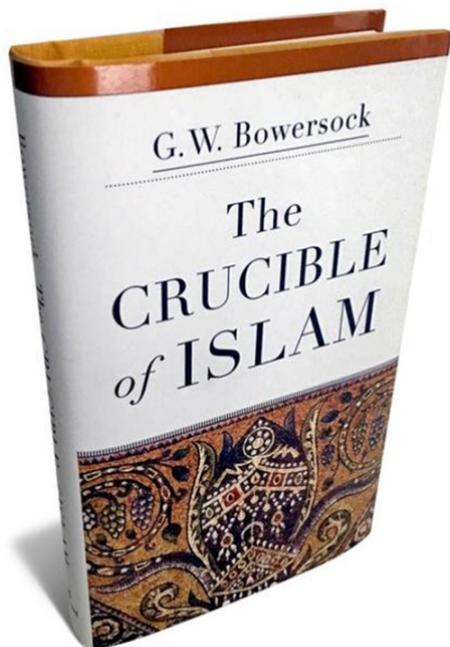
What we do:

- 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)
MEETINGS START IN NOVEMBER 2017.**

A WINDOW ON THE WORLD - By John Langdon

Twelfth in a series of reviews of books of importance to those interested in world history



G. W. Bowersock. *The Crucible of Islam*. Cambridge, MA: Harvard University Press, 2017.

Glen Bowersock was professor of ancient history at Oxford University, Harvard University, and the Institute for Advanced Study at Princeton University until his retirement in 2006. Most of his many writings concern the Roman Empire and its relations with the Greek world, subjects in which I have very little interest. But I did read and enjoy two of his earlier books: *Julian the Apostate* (1978), which deals with Byzantium, and *Roman Arabia* (1983). Now he has written a wonderful little book, *The Crucible of Islam*, that literally reframes our understanding of what went on in the Arabian Peninsula just before and during the time of the Prophet Muhammad. To call such a study timely would be a monumental understatement.

This book's central contention is that we can't understand pre-Islamic Arabia without recognizing that it was important – much more important than its status as an unforgiving, stifling desert would suggest. Western Arabia formed the middle of a nexus of international commerce and a zone of confrontation between the two great empires of Byzantium and Persia. It provided both overland trade routes and access to commercial shipping lanes between the Arabian Sea and the Eastern Mediterranean. Neither state could ignore Arabia's economic significance, and the Romans had posted a garrison on islands off its coast to guarantee that the maritime routes stayed open.

Both empires maintained relations with Arabian tribes in order to influence events in the peninsula. Then, late in the fourth century CE, two regional states threw the power balance into disarray. Himyar, a state on the southwestern tip of the peninsula and the dominant actor in south Arabia, converted to Judaism at approximately the same time that Ethiopia, just across the Red Sea from Himyar, converted to Christianity. The Christian Byzantine Empire became Ethiopia's patron, while Persia backed the Jews in Himyar, as it was already supporting the Jewish population of the north Arabian town of Yathrib. Over the next two centuries, Ethiopia invaded Himyar, overthrew its Jewish dynasty, and converted the state to Christianity, actions that encouraged Persia to invade Himyar itself, re-establish Persian and Jewish influence, and give the already tottering Ethiopian monarchy a nudge toward total collapse. This left Arabia simmering in a brew of Jewish, Christian, Zoroastrian, and polytheistic doctrines and ideas. It was at this point that Muhammad was born.

Bowersock points out that Muhammad was not unique in his own time. Other monotheist prophets were at large in Arabia, like Musaylima, a central Arabian who preached a monotheistic faith centered on the god Rahman, and Aswad al-ansi, who espoused monotheism in Yemen. Like Muhammad, each of these prophets had his own Qur'an. Musaylima, like Muhammad, received revelations from the Archangel Gabriel, and 33 verses of his Qur'an still exist, despite efforts by Muslims to eradicate them. Musaylima was in contact with Muhammad and suggested that they were compatible prophets and should divide their duties accordingly, Muhammad in Medina (formerly Yathrib, the town to which he and his followers moved in 622) and Musaylima in Yamama. A letter to this effect still exists, revealing that both prophets were worshipping the same god while calling Him different names. Muhammad rejected this proposal categorically and called Musaylima an "arch-liar," an insult which seems to have ended their correspondence. In any event, Bowersock confirms that Muhammad was by no means alone in proclaiming revelations from God that were derived from both Jewish and Christian monotheism and that developed in a polytheistic context in Arabia. His were not the only revelations, but his were the revelations that ultimately prevailed.

Why did Muhammad go to Yathrib (Medina) in the first place? Why were he and his followers invited? Since Yathrib was dominated by Jews, a purely religious explanation doesn't seem to work. But once we recognize that Yathrib was part of the balance of power in Arabia between Byzantines and Persians, the outlines of an answer become clear. The Byzantine Emperor Heraclius chose the year 622 in which to launch an invasion of Persia. Yathrib was a client city of the Persian Empire. Once Muhammad arrived, Yathrib changed its name to Medina, and Muhammad's followers came to an understanding with Jews and polytheists, an understanding embodied in the Constitution of Medina. This document outlined the rights and privileges of what Muhammad called the *umma*, or community of believers. Medina then became Muhammad's stronghold, from which he moved against Mecca in 630 and changed the balance of power in Arabia. To whose benefit? Persia's.

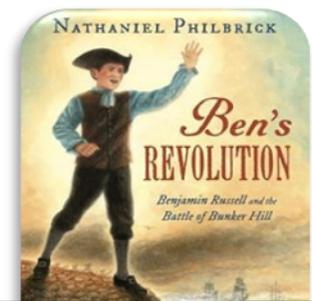
Would it be too far-fetched to characterize Muhammad as a Persian agent? Probably, and Bowersock certainly doesn't go that far. No one knows what would have happened had Muhammad lived beyond 632. But his death in that year led to the appointment of one of his fathers-in-law, Abu Bakr, as Caliph ("successor to the Messenger of God"). Abu Bakr lived only two more years, but his accomplishments were prodigious: he moved quickly to eliminate rival prophets; he challenged Byzantine control of Palestine and Syria; and, in a turn of events that must have appalled the Persians, he challenged Persian control of Iraq. The rest of the story we know.

Bowersock's brief but important book places Muhammad and his revelations in historical perspective. Once we recognize that he was not the only monotheistic prophet in seventh-century Arabia, and that his migration to Medina was part of the southwest Asian conflict between Persia and Byzantium, we can see Muhammad the historical figure as someone distinct from, yet coexisting with, Muhammad the Prophet of God. The time-worn contention that Arab warriors came out of nowhere to conquer unsuspecting regimes in Egypt, Syria, Palestine, and the Persian Empire needs to be discarded. When the soldiers of Islam burst forth from the Arabian Peninsula after 632, the Persians and the Byzantines might well have been surprised at their success. But they could not have been surprised at their existence.

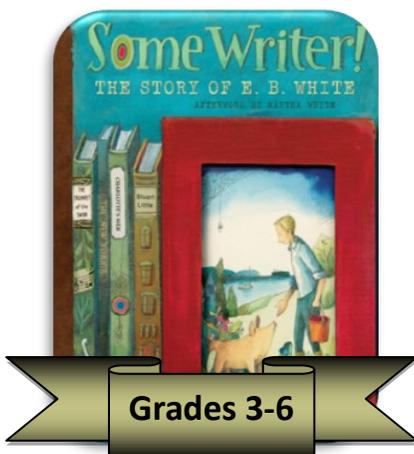
Fascinating People - Book Reviews - By Mary Duffin

Ben's Revolution by Nathaniel Philbrick, illustrated by Wendell Minor.
Nancy Paulsen Books, an imprint of Penguin Random House, LLC, 2017.
Hardcover. ISBN: 9780399166747

This is the story of Benjamin Russell and the Battle of Bunker Hill and based on an episode in the New York Times bestseller *Bunker Hill: A City, A Siege, a Revolution*. This engrossing story allows readers to experience history from a child's perspective. The illustrations will transport readers back to the days of the Revolutionary War and make history come alive. The book begins with



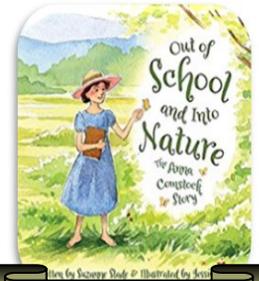
Grades 2-6



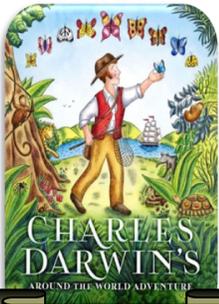
Grades 3-6

Some Writer, The Story of E.B. White by Melissa Sweet.
Houghton Mifflin Harcourt, 2016. Hardcover. ISBN: 978-0-544-31959-2
This is a first-ever fully illustrated biography of the legendary author, E.B. White. The author uses White's letters, photos, and manuscripts—as well as her original collaged art—to convey the true story of one of the most beloved authors of all time. Elvin Brooks White loved words and chased them through dictionary pages and crafted them into poems and later words led him to writing jobs at big-city newspapers and the New Yorker magazine. Then his stories came calling and they became classics, such as *Charlotte's Web* and *Stuart Little*. At the end of the book is a great timeline, notes, which include sources frequently cited and selected bibliography. It is followed by a thank you and an index.

Out of School and Into Nature, The Anna Comstock Story by Suzanne Slade and illustrated by Jessica Lanan, Sleeping Bear Press, 2017. Hardcover. ISBN: 9781585369867. This picture book biography examines the life and career of naturalist and artist Anna Comstock (1854-1930) who defied social conventions and pursued the study of science. From the time she was a young girl, Anna was fascinated by the natural world. She loved exploring outdoors, examining wildlife and learning nature's secrets. After graduating from Cornell University she became known as a nature expert, pioneering a movement to encourage schools to conduct science and nature classed outdoors, thereby increasing student's interest in nature. The book ends with two pages of factual information about Anna Botsford Comstock.



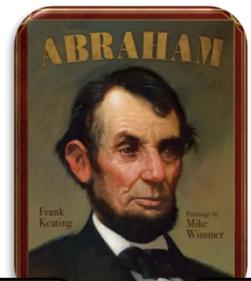
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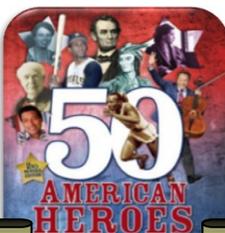
Grades 2-6

Charles Darwin's Around The World Adventures written and illustrated by Jennifer Thomas. Abrams Books for Young Readers, 2016. Hardcover. ISBN:978-1-4197-2120-5. In 1831, Charles Darwin embarked on his first voyage. Though he was a scientist by profession, he was an explorer at heart. While journeying around South America for the first time aboard the ship named the Beagle, Charles collected insects, dug up bones, galloped with gauchos, encountered volcanoes and earthquakes. The many discoveries he made during this adventure would later inspire ideas that changed how we see the world. The book contains maps and timelines of his five year voyage on the inside covers. At the end it includes notes, sources and further reading, plus a page of fun facts which are a great resource for teachers.

Abraham by Frank Keating and paintings by Mike Wimmer. This is one of the Mount Rushmore Presidential Series. Simon and Schuster Books for Young Readers, 2017. Hardcover. ISBN: 9781442493193. This is a special biography of Abraham Lincoln who seemed an unlikely person to one day lead a divided country at war in a time of struggle. It begins with his childhood and how he saw study and books as his path to the future. He worked hard and followed his heart and the values he was taught, and became the president who united a country and made its people free. The book is rich in historic detail and sometimes is told in Lincoln's own words. It is beautifully illustrated and ends with Lincoln's Gettysburg Address.



Grades 3-6



Grades 2-6

50 American Heroes Every Kid Should Meet by Dennis Denenberg and Lorraine Roscoe. Scholastic Books, 2017. Softcover. ISBN:978-1-338-16362-9. Heroes come in all sizes, colors and ages. This book introduces readers to a diverse cast of great Americans. The remarkable stories are highlighted, from Jane Addams to Louis Zamperini and updates are throughout the book and there are activities for further learning. This book is sure to inform and inspire readers. The book ends with a hero hunt, quotation sources, an index, answers to hero hunt and photo acknowledgements.

The Story of America written by Tori Kosora and Ronal Stone with the consultant Glen da Gilmore, Ph. D, DK Penguin Random House, 2017. Hardcover. ISBN: 978-1-4654-5689-2. This is a unique way to step back in time and make the connection using the American Girl dolls to learning about what life was like in our country. It begins in 1764 with Kaya, a Native American and continues on in 1764 with Felicity in Colonial Williamsburg. It ends with 1970 -1979 and America's 200th birthday with Julie. It shows the changes in the lives of girls and women and their education. It includes a wonderful time line throughout the book. At the end there is a glossary and an index.

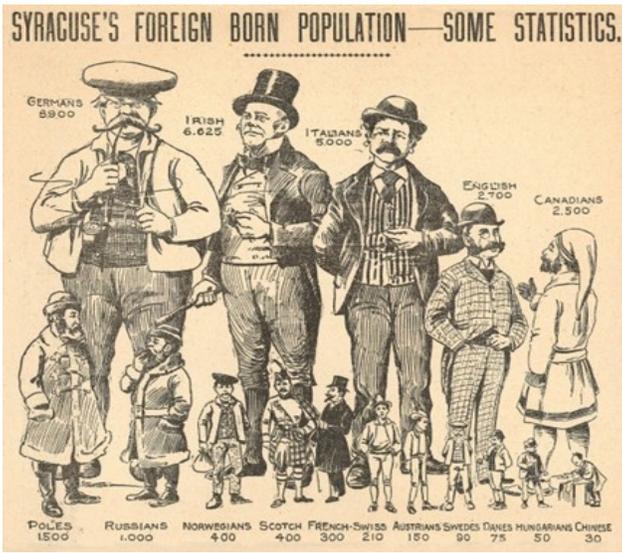


Grades 2-6



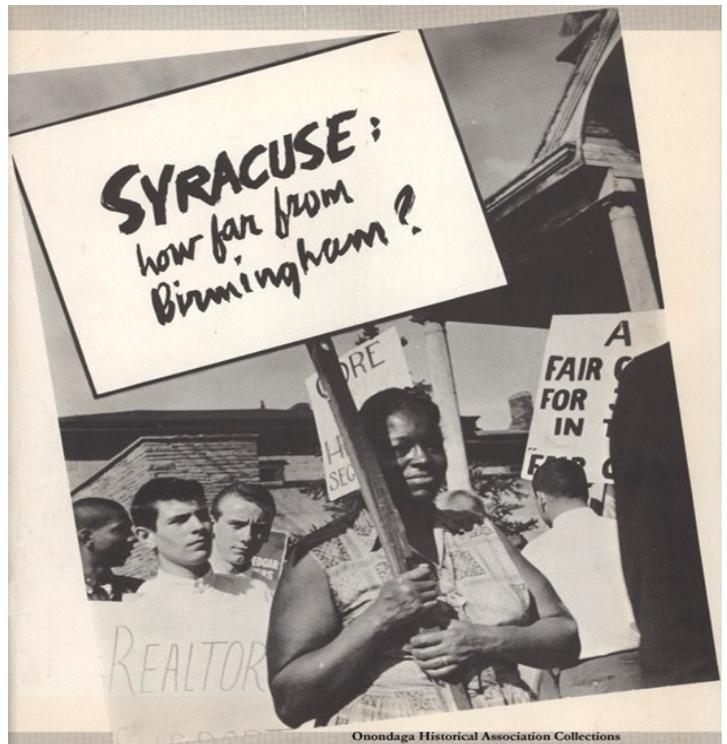
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Recent Review—“. . . Although the archive was used extensively at grade 11, many teachers use some of the primary sources at the middle school level. The district has begun to localize the Constructed Response Questions it creates for assessing student’s skills in social studies by using these primary sources. In addition, students have become quite interested in analyzing primary sources that reflect the community they live in.”

Nick Stamoulacatos, Supervisor of Social Studies & Teacher Librarians, Syracuse City School District



The entire Local Connection or individual entries may be purchased electronically from OHA.

Please contact Scott Peal at scott.peal@cnyhistory.org to for a listing of topics and prices or more information (315) 428-1864 x317.

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