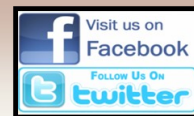




CNYCSS



*Central New York Council for the
Social Studies*

SUMMER 2023 ISSUE



Passionately serving, connecting, informing,
and advocating for social studies educators
across Central New York

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MESSAGE FROM THE PRESIDENT



Greetings CNYCSS,

As the close of another school year approaches, and you undoubtedly find yourselves surrounded by a flurry of end-of-year activity, try to find a moment to breathe and relax. Within just a few short weeks regents exams will be done, final grades will be entered, classrooms will be packed up, and summer vacation will be waiting with open arms. There are always a variety of events to feel overwhelmed by at this time of the year, but enjoy these last weeks with your students, colleagues and school communities. I am personally looking forward to finally having the time to sit down and contemplate some questions that have come up during this past school year that I feel are important to the work we do as teachers and social studies educators. I would challenge each of you to think about your own responses to these questions.

Why do you teach?

A few weeks ago my local union issued a challenge to our teachers to complete the sentence starter “I teach because...” on a dry erase board and take a picture of the individual with their response. I will openly admit that I found every reason possible to procrastinate and avoid the teacher coordinating the effort, because I have a deep-seated aversion to being photographed. However, I will also openly admit that after nearly seventeen years of teaching I experienced some difficulty in sufficiently completing that sentence for myself. Of course, there are the obvious reasons that we all decide to go into teaching...we care about the kids, we want to make a difference, we love our subject matter, we want to personify what it means to be responsible and professional, and yes, I will say it, summers off are an appealing perk (though anyone who has ever scheduled every single appointment imaginable for themselves and their family/children in July and August, tried to catch up on months of delayed housekeeping, planned travel and managed to work in PD during their “free time” over a two month period knows that the concept of “summers off” is somewhat of an illusion). However, while these all applied to why I entered the profession and why I believe teaching is important, none really seemed to dig deep enough to explain why I have stayed the course, why I am so invested in what I do, and why I keep coming back year-after-year regardless of the challenges and doubts that we all sometimes struggle with.

After some intentional self-reflection I came up with a sentence for the challenge, but this is something that I want to devote more time to developing over the summer months. What I know right now is that it has something to do with believing in the power that education gives to our students...the power to make a difference, to understand their roots and tackle uncomfortable conversations head on, to think critically through moments of uncertainty, and to use the lessons of the past to inform the decisions that will shape our future.

What do you do?

While attending the New York State Council for the Social Studies’ professional development conference in March, I was inspired by a challenge set forth by Larry Paska, President of the National Council for the Social Studies. The general message of his presentation was that social studies education currently has a branding issue, and we need to make sure we are saying the right things to the right people to maintain a

Continue...

Place for ourselves in education. Larry presented a hypothetical situation in which any one of us steps onto an elevator, and on the way to our destination the elevator stops, the door opens, and a successful celebrity steps in. As the elevator doors close, the celebrity turns to you and says “What do you do?” You now have 15-30 seconds to frame social studies education in a way that would ultimately convince this individual that we do noble, worthwhile and essential work that deserves to be supported by the resources they have available at their fingertips and promoted from the soapbox they have at their disposal. I am working on building my pitch...and thinking of what tall buildings I can ride the elevators of while waiting for my chance to use it.

What can you discover about local history to share with your students?

Often times in social studies we look for ways to bring the larger world to our students. This has become increasingly more feasible in recent years. I attended a session hosted by the New York State Distance Learning Consortium that highlighted various opportunities such as electronic field trips and Zoom/Meet sessions with guest speakers. While these experiences are incredibly valuable for students, there is also value in identifying the local history that connects to larger national and/or world events.

Along this vein, this year I contacted Madison County Historian Matt Urtz...and I wish I had done this years ago. Not only was he able to connect one of my students to the local author of a book that was being used as part of a research project for further clarification and insight, but he shared various examples of people and events from Madison County’s history that connect with topics covered in my curriculum. Most of my students already know that Canastota has a Carnegie library, and through my own research I share with them that the mural of the onion field workers inside the Canastota post office was commissioned through the Works Progress Administration. However, we did not know about the female aviator from Chittenango who hitchhiked to the airfield in Canastota to get her flight hours and then served as a pilot in World War II.

Take the opportunity this summer if you can to explore local historical sites, read the signs along the roadside that mark where history happened, reach out to a town, county or organizational historian, and consider sharing what you discover in a future newsletter!

I hope that you all have a smooth end to the school year, and that summer brings you rest, rejuvenation and fulfillment. Thank you to those who helped make our Spring Symposium a success and we look forward to seeing additional member involvement in future events. In the upcoming weeks the council will be sending out communication regarding a vote on a slate of officers and board members prepared by our Nominations Committee, and we hope to see many of you at our annual professional development conference on October 24th at the Sheraton Syracuse University Hotel & Conference Center!

Sincerely,
Carrie-Ann Ronalds, Interim President

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





CENTRAL NEW YORK COUNCIL FOR THE SOCIAL STUDIES

2023 Annual Conference



SAVE The Date

October 24th 2023



The CNYCSS is pleased to announce that our upcoming Annual Conference will be held at the Sheraton Syracuse University Hotel & Conference Center. Details of the conference will be forthcoming.

CNYCSS is an approved Continuing Teacher and Leader Education (CTLE) organization. Click [here](#) for full CTLE sponsor list.





103rd NCSS Annual Conference

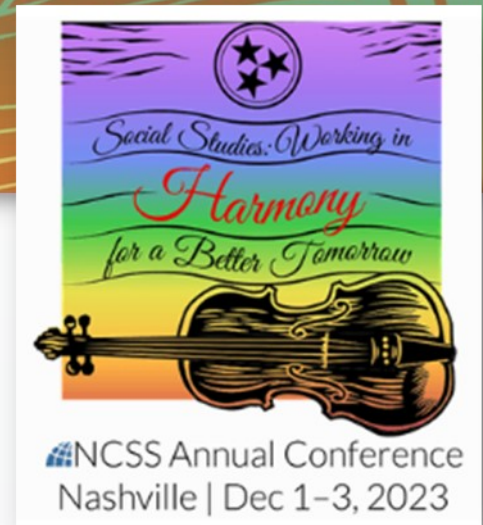
December 1-3, 2023 • Nashville, TN

Meet Us in the Music City!

Meet with thousands of social studies educators, administrators, and professionals from across the country to inspire your usage of best practices and rejuvenate with others in the social studies profession.

The 103rd NCSS Annual Conference will address the sub-themes of:

- Inclusive Social Studies: Who Are We?
- Starting at Home: Social Studies is Local—Where Are We?
- Collaboration in Social Studies: Building Partnerships
- Social Studies: Transcending Borders & Seeking Connections
- The Future of Social Studies—What's Next?



You will leave the conference with strong strategies for delivering instruction that engages students, the best ways to advocate for the most pressing issues of social studies education, and a network of colleagues to support you throughout the year. **Program and registration details coming soon!**

Featured Speakers

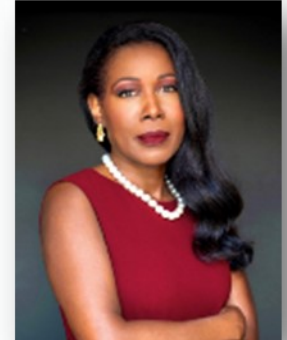


Kerry Kennedy is President of Robert F. Kennedy Human Rights. She is the proud mother of three daughters, Cara, Mariah, and Michaela. A human rights activist and lawyer, she authored *The New York Times* bestseller *Being Catholic Now*, as well as *Speak Truth to Power* and *Robert F. Kennedy: Ripples of Hope*. Ms. Kennedy, the seventh of Ethel and Robert F. Kennedy's eleven children, has devoted more than 40 years to the pursuit of equal justice, the promotion and protection of basic rights, and the preservation of the rule of law. She works on a range of issues, including child labor, women's rights, disappearances, indigenous land rights, judicial independence, freedom of expression, ethnic violence, criminal justice reform, immigration, impunity, and environmental justice. She has led hundreds of human rights delegations in support of these causes. Under Ms. Kennedy's leadership, Robert F. Kennedy Human Rights partners with the bravest people on earth to create lasting change.



Carl Azuz is the anchor of [CNN Student News](https://www.cnn.com/CNN/anchors_reporters/azuz.carl.html), a daily news program designed to bring current events into middle and high school classrooms. Having served in roles ranging from package producer, reporter and writer for the program, Azuz has covered every topic from the war in Iraq to the world's most expensive ice cream sundae. He has also interviewed students for CNN's "Fix Our Schools" series and explored the impact of technology on teenagers. In addition to his anchoring duties, Azuz appears as a contributor on CNN Newsroom. His focus has been on in-depth explanations of a range of stories, including the U.S. debt limit, the costs of college, the history of the U.S. Postal Service, the factors that drive gold prices, and the Atlanta Public Schools cheating scandal. Source: Adapted https://www.cnn.com/CNN/anchors_reporters/azuz.carl.html

Isabel Wilkerson, winner of the Pulitzer Prize and the National Humanities Medal, is the author of the critically acclaimed New York Times bestsellers *Caste* and *The Warmth of Other Suns*, which won the National Book Critics Circle Award for Nonfiction and was named to Time's 10 Best Nonfiction Books of the 2010s and The New York Times Magazine's list of the best nonfiction books of all time. She has taught at Princeton, Emory, and Boston Universities and has lectured at more than two hundred other colleges and universities across the United States and in Europe and Asia.



Jelani Memory is the founder and CEO of A Kids Co., a media company that creates books and podcasts to help kids and their grownups have meaningful conversations about things that matter. He is also the author of the bestselling book *A Kids Book About Racism*. Mr. Memory is a passionate advocate for diversity, equity, and inclusion. He believes that all kids deserve to see themselves represented in the stories they read and hear, and that books can be a powerful tool for starting important conversations about race, identity, and social justice. He has been featured in The New York Times, The Washington Post, and NPR. He lives in his hometown Portland, Oregon with his wife and six children.

Dr. Crystal M. Fleming is an award-winning sociologist and writer. She is Professor of Sociology and Africana Studies at Stony Brook University. She completed her Ph.D. at Harvard University and publishes scholarly research on racial oppression and anti-racism. She is the author of an academic book on race and white supremacy in France, as well as the critically acclaimed *How to Be Less Stupid about Race: On Racism, White Supremacy and the Racial Divide*. Her work appears in *Newsweek*, *The Root*, *Huffington Post* and more.



Dolly Chugh is a Harvard-educated, award-winning social psychologist at the NYU Stern School of Business, where she is an expert researcher in the psychology of good people. In 2018, she delivered the popular TED Talk, [How to let go of being a 'good' person and become a better person](https://www.ted.com/talks/dolly_chugh_how_to_let_go_of_being_a_good_person_and_become_a_better_person). She is the author of *A More Just Future* and *The Person You Mean to Be*.



A Country Music Hall of Famer, five-time Grammy Award-winner, and AMA Lifetime Achievement honoree, Marty Stuart is a renowned American country and bluegrass singer, songwriter, and musician. Born in Philadelphia, Mississippi, he landed his first big gig in Lester Flatts's band at age thirteen, and by twenty-one, he was working on the road and in studio with Johnny Cash. Over the course of forty-plus years as a solo artist, he released more than twenty major label albums. Mr. Stuart also emerged as an unofficial caretaker of the culture, spending much of his career rescuing and collecting country music artifacts from throughout the genre's history. He is now building a dedicated cultural center to preserve and display these artifacts in his hometown of Philadelphia, Mississippi. "I am calling it The Congress of Country Music, and I want it to serve as an inspirational spot," Mr. Stuart said. "I want it to be a

touchstone where younger generations can learn about this stuff and figure out who they are and embark on their own musical journeys."

Larissa Lam is an award-winning filmmaker and speaker. She directed the documentary, *Far East Deep South*, which has won numerous awards including a 2022 Telly Award and was named one of the best documentaries of 2021 by Video Librarian. Lam was previously a part of the Smithsonian's History Film Forum Emerging Filmmakers Lab and is the 2021 winner of the Mary Pickford Award for Outstanding Achievement in Filmmaking. A proud UCLA Bruin from Diamond Bar, CA, she has spoken on diversity, inclusion and the Asian American experience at TEDx, Leadercast, Fortune 500 companies and universities. She has been a contributing author to the *Los Angeles Times* and the Asian American anthologies "Miso for Life" and "Pho for Life" and has been featured on media outlets such as CBS News, *USA Today* and NPR.



Additionally, she's presented at conferences such as Organization of American Historians, Ascend, Association for Asian American Studies, Teaching for Justice and National Genealogical Society. Together with her husband, Baldwin Chiu aka *Only Won*, she currently hosts the podcast, "[Love, Discovery and Dim Sum](#)", which helps people discover more AAPI history and an Asian American perspective on race and culture. Lam serves on the Steering Committee of educational film distributor, New Day Films.



Keith C. Barton is Professor of Curriculum and Instruction at Indiana University. A former elementary teacher, his work emphasizes history education and civic participation in the United States and internationally. His teaching, research, and writing focus on how knowledge of social issues and social action in societies past and present, locally and around the world, can enable students to work toward a better future. He has served as a visiting professor, consultant, and researcher in Northern Ireland, New Zealand, Singapore, Sweden, Chile, and other countries and his work has been translated into seven languages. He is the co-author, with Linda Levstik, of *Doing History: Investigating with Children in Elementary and Middle Schools* and *Teaching History for the Common Good*. He is the co-author with Li-Ching Ho, with whom he will appear at the conference, of *Curriculum for Justice and Harmony: Deliberation, Knowledge, and Action in Social and Civic Education*.

Baldwin Chiu is an award-winning film producer and hip hop artist. His family are the subjects of the documentary, *Far East Deep South*, about Chinese in the Mississippi Delta during the Jim Crow & Chinese Exclusion era. His family's story has garnered national attention from NBC News, PBS, The Boston Globe and other media outlets. Chiu was also featured in the CBS News documentary *Reverb: Being Different in the Delta*. Chiu received his B.S. in mechanical engineering from Sacramento State University and later graduated from the Act One film producing program. With his wife, Larissa Lam, Baldwin co-founded Giant Flashlight Media, which produces content that educates and empowers. For his work documenting the Chinese American experience, he received a special award at the Chinese Railroad Workers Descendants Association 150th Anniversary Golden Spike Conference. Chiu is also a rapper and beatboxer known by his MC name, *Only Won*, and has gained recognition for his witty viral videos, "*I Wanna Be an Engineer*", "*12 Days of Dim Sum*", and "*Asian Americans Make History*." As a professionally licensed engineer, he was previously a spokesperson for the Intel/White House campaign, "Stay With It," under the Obama administration promoting careers in engineering through music, digital media and speaking engagements.



Zoe Weil is the co-founder and president of the Institute for Humane Education (IHE), where she created the first graduates programs in comprehensive Humane Education, linking human rights, environmental preservation, and animal protection, offered online through an affiliation with Antioch University. She is a frequent keynote speaker at education and other conferences and has given six TEDx talks, including her acclaimed ["The World Becomes What You Teach"](#). She is the author of seven books, including *The World Becomes What We Teach*, *Educating a Generation of Solutionaries*, Nautilus silver medal winner *Most Good, Least Harm*, Moonbeam gold medal winner *Claude and Medea*, and *Above All, Be Kind: Raising a Humane Child in Challenging Times*. Ms. Weil was named one of *Maine Magazine's* 50 independent leaders transforming their communities and the state and is the recipient of the Unity College Women in Environmental Leadership award. She was also a subject of the *Americans Who Tell the Truth* portrait series.

Li-Ching Ho is Professor of Social Studies Education at the University of Wisconsin-Madison. Her research, conducted primarily in East and Southeast Asia, focuses on global civic education, issues of diversity in social studies education, and climate change education. In particular, her work has been centered on how concepts such as justice, harmony, meritocracy, civility, and democratic deliberation are addressed in different national education systems. She was previously a recipient of the UW-Madison Vilas Faculty Early Career Investigator Award and the NCSS College and University Faculty Assembly Early Career Research Award. She is the co-editor of *The Palgrave Handbook of Global Citizenship and Education* (2018). Her latest books, co-authored with Keith Barton, with whom she will appear at the conference, is *Curriculum for Justice and Harmony: Deliberation, Knowledge, and Action in Social and Civic Education* (2022). She has also worked closely with scholars, teachers, and students in China, Japan, South Korea, the United States, Singapore, Brunei, and the Philippines.





David Grann is a #1 *New York Times* bestselling author and award-winning staff writer at *The New Yorker* magazine. He is the author of *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI*, which documented one of the most sinister crimes and racial injustices in American history. Described in *The New York Times* as a "riveting" work that will "sear your soul," it as a finalist for the National Book Award. It was a #1 *New York Times* bestseller and named on one of the best books of the year by the *Times*, *Wall Street Journal*, *Washington Post*, *Los Angeles Times*, *Entertainment Weekly*, and *Time*. Amazon selected it as the single best book of 2017. The book has been adapted as a major motion picture directed by Martin Scorsese and starring Leonardo DiCaprio, Lily Gladstone, Robert DeNiro, and Jesse Plemons, to be released in October 2023. For middle schoolers, Mr. Grann has also released *Killers of the Flower Moon: A Young Reader's Edition*.

His latest book, *The Wager: A Tale of Shipwreck, Mutiny, and Murder*, examines how both people and nations tell—and manipulate—history. His previous books include *The Lost City of Z: A Tale of Deadly Obsession in the Amazon*, *The White Darkness*, and a collection of his *New Yorker* stories, *The Devil and Sherlock Holmes*.

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



The Ninth Annual IDM™ Summer Institute will be ONLINE, July 17-18, 2023!

Sponsored by [C3 Teachers](#) and National Council for the Social Studies, the IDM Summer Institute is back! This is our 9th year helping teachers learn about inquiry-based teaching and learning in general and the Inquiry Design Model ([IDM](#)) and designing inquiries in particular. The institute will be conducted online again this year. While we love being able to connect with you all in person, we also know that online delivery gives us an opportunity to work with more of you, so going online just seems like the right thing to do!



Believe it or not, it's been 10 years since the publication of the C3 Framework in 2013. In those 10 years, we've continued to work in the here and now to innovate IDM and grow C3 Teachers. We started our IDM journey in New York where we created our first collection of inquiries through the [New York Social Studies Toolkit](#). From those beginnings, we've grown with ideas such as [looping inquiries](#) across the curriculum and [Making Inquiry Possible](#) examining the shape of inquiry teaching and learning. Now, we're onto what might be our most ambitious inquiry innovation to date in working with Pearson on an exciting new assessment system. The system consists of multiple-choice style assessments aligned with 8 core inquiry skills that are designed to support inquiry-based teaching.

Over the years, we have worked with thousands of teachers and have published hundreds of [inquiries online](#). With more and more states [adopting new standards](#) featuring the C3 Framework and inquiry, the need for designing inquiry learning experiences in social studies is greater now than ever. In addition to learning about the Inquiry Design Model to explore the what, why, and how of inquiry-based instruction, we'll push out to consider the implications of inquiry teaching for assessment. For all this and more, join our C3 Teachers community online in July at the 2023 IDM Institute!

Who is facilitating?

The IDM Summer Institute will be guided by [SG Grant](#) (Binghamton University), [John Lee](#) (North Carolina State University), and [Kathy Swan](#) (University of Kentucky). SG, John, and Kathy direct the [C3 Teachers Project](#) and are writers of the [C3 Framework](#) and [Inquiry Design Model™](#). They know first-hand the critical role that teachers play in the implementation and realization of ambitious teaching. Their work extends beyond the C3 into teacher education and preparing new teachers to tackle the challenges of teaching social studies in the 21st Century. The Facilitation Team looks forward to working with and learning from all educators at the Summer Institute as they work collaboratively towards a common goal: Making inquiry possible in K-12 education! For more information visit <https://www.socialstudies.org/>



IDM Institute Online Schedule in Brief

	Sessions	Whole group	Design group
Day 1 (July 17) 5 hours	Framing, Filling, and Finishing an Inquiry	Five 30-minute sessions	Four 30-45 minute sessions
Day 2 (July 18) 5 hours	Blueprinting an Inquiry Curriculum Inquiry and Assessment	Six 30-minute sessions	four 30-45 minute sessions

Daily Schedule for the Online IDM Institute

Day 1 (10:00 – 12:30) Part I *Framing, Filling, an Inquiry*

Sessions	Whole Group Work	Design Group Work*
10:00 – 10:30	Why Inquiry?	
10:30 – 11:30	Framing an Inquiry	Exercise 1
11:30 – 12:30	Filling an Inquiry	Exercise 2

LUNCH (12:30 – 1:30)

(1:30 – 4:00) Part II *Finishing an Inquiry*

Sessions	Whole Group Work	Design Group Work*
1:30 – 2:30	Locating sources	Exercise 3
2:30 – 3:30	Finishing an Inquiry	Exercise 4
3:30 – 4:00	Recap and reset	

Day 2 (10:00 – 12:30) *Blueprinting an Inquiry Curriculum*

Sessions	Whole Group Work	Design Group Work
10:00 – 10:45	Blueprinting an Inquiry Curriculum - Part 1	Exercise 5
10:45 – 11:15	Blueprinting an Inquiry Curriculum - Part 2	
11:15 – 12:30	Inquiry and Assessment	Exercise 6

LUNCH (12:30 – 1:30)

(1:30 – 4:00) *Making Inquiry Possible*

Sessions	Whole Group Work	Design Group Work*
1:30 – 2:30	What makes inquiry possible?	Exercise 7
2:30 – 3:30	What does inquiry look like?	Exercise 8
3:30 – 4:00	How do you build an inquiry culture?	

JULY
11-12
2023
8-3
AM PM
@ LE MOYNE COLLEGE

DISTRICT COSTS
\$175 component
\$225 non-component



1st Annual OCM BOCES Equity Summit

This two-day event will feature a variety of workshops, nationally renowned speakers, and opportunities for educators and leaders to focus on creating welcoming & affirming environments, high expectations, and rigorous instruction.

KEYNOTE SPEAKERS

José Luis Vilson

Educator activist, and best-selling author of *This is Not A Test: A New Narrative on Race, Class, and Education*.

Huda Essa

National consultant, TEDx speaker, educator, and author of culturally-responsive children's books, including *Teach Us Your Name* and *Common Threads: Adam's Day at the Market*.

Matthew R. Kay

Public school teacher and author of *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*.

FEATURED PRESENTERS

Kesha James and **Shane Wiegand**

Creators of the highly touted Rochester Anti-Racist Curriculum Project

AANHPI Author Panel

Linda Sue Park, **Grace Lin**, **Susan Tan**, and **Ellen Oh**

AND MORE

- Community Organizations
- Educational Vendors
- Independent Bookstore
- Continental Breakfast & Lunch both days
- Networking Event on July 11 immediately following the event

REGISTER TODAY

https://bit.ly/1123_EquitySummit

or

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15882&I=4407884>

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Project PATCH
Participatory Awareness through Community Help
Law and Civic Education Summer Institute
Summer 2023 Professional Development Opportunity
“Court and the Classroom”
In-Service Credit- FREE In-person 30-hour Institute,
June 26, 27, 28, 29, Northport, NY
Or
Online / Hybrid Graduate Credit Options

- **Graduate Credit Option #1-** Hybrid institute for Graduate Credit- participants attend in-person sessions June 26, 27, 28, 29 and complete additional content online through Stony Brook University. Three Graduate Credits for CEE 528, Court and the Classroom.
- **Graduate Credit Option #2-** Fully online option, July 2023, through Stony Brook University. Three Graduate Credits for CEE 528, Court and the Classroom.

Note that tuition to Stony Brook University applies for Graduate Credit Options #1 and #2 above. Tuition will be at a discounted rate through a partnership with a local Teacher Center. Please contact Institute Coordinator David Scott directly at David.Scott@stonybrook.edu or call him at 631 521-1773 for questions related to enrollment options.

About this Professional Development Opportunity- The rights, privileges, and the duties of teachers, students, parents, administrators, and school board members will be discussed from the perspective of common law and key Supreme Court decisions related to education. The focus of this institute will include exploration of core constitutional, democratic, and legal principles to empower educators in developing classroom and school cultures that respect the rights and voices of all stakeholders, including groups and individuals who have historically faced discrimination. Through the lens of actual cases and controversies, participants in this professional development will see how past decisions regarding difficult questions of individual rights and civic responsibility in schools can inform our knowledge as educators, and help us bring important lessons to our students and our communities.

About your instructor- David Scott is an attorney and long-time teacher / educator with over 30 years experience in K-12 schools. He is the coordinator of Project PATCH, the K-12 Law and Civic Education Program of the Northport – East Northport UFSD. For over 20 years, he has taught for the School of Professional Development at Stony Brook University, mainly focused on Law-Related content including School Law in the Educational Leadership Program and Legislation and Advocacy in the MA Liberal Studies Program. Scott is widely recognized for his work with students and teachers promoting Civic Education. Scott has been recognized by the New York State Council for the Social Studies with the Distinguished Social Studies Educator Award, by the New York State Bar Association with the Distinguished Law-Related Educator Award, and by the American Bar Association with the Isidore Star Award for Excellence in Law-Related Education.

E-mail David.Scott@stonybrook.edu for registration information.



Classroom Tools

National History Day® (NHD) works with organizations to develop lessons and resources for teaching a variety of content areas. All NHD materials are developed by teachers for teachers. With a variety of topics and approaches, each includes primary sources and engages students in historical thinking skills using active learning strategies. Teachers can use these materials to inform their thinking or model best practices in the classroom.

NHD continues to develop resources on a variety of topics. If you are interested in collaborating with NHD to produce classroom materials, please [contact our team](#).

RESOURCE

The Gaspee Raid: Prelude to the Boston Tea Party?

CLASSROOM TOOL



RESOURCE

The Haudenosaunee (Iroquois) Great Law of Peace: A Precursor to the United States Constitution

CLASSROOM TOOL



RESOURCE

Founding Mothers: Women and the Spread of Revolutionary Ideas

CLASSROOM TOOL



Visit: <https://nhd.org/en/teacher-resources/> for more information

Educators and Scholars Contribute to New Classroom Resource Exploring Revolutionary Ideals

APRIL 18, 2023 • REVOLUTIONARY IDEALS • STORY



April 19, 2023, College Park, MD—National History Day® (NHD) is proud to feature the work of two scholars and 30 educators who contributed to [*Revolutionary Ideals*](#), a new collection of lesson plans and essays in preparation for the 250th anniversary of the signing of the Declaration of Independence in 2026. These classroom materials will help middle school and high school social studies teachers engage students with unique primary sources and engage active learning strategies to further historical thinking skills.

The materials in this book resulted from a 2022 Summer Teacher Institute held in partnership with the Rhode Island Historical Society. This program focused on revolutionary ideals, exploring the ideals of the time and considering how they were (or were not) practiced or applied fully. Working with scholars, repositories, museums, and historical societies, teachers studied the colonial and revolutionary eras through expert lectures, museum visits, and research at various archives and libraries.

“This resource is designed to start the celebration of our nation’s anniversary by exploring the foundational ideas on which this nation was built,” said Dr. Cathy Gorn, National History Day Executive Director. “By engaging expert scholars and historical collections, the teachers produced lesson plans to help teachers across the nation engage their students with the questions and ideas that permeated the founding era while engaging diverse stories that help students see the time period in a new light.” NHD would like to thank Tom Lauer and the Dr. Scholl Foundation for their generous support of these programs and this resource.

The [book](#) contains the following essays and lessons:

Essays:

[Staging a Revolution: The Complex History of Turning Thoughts into Actions](#)

C. Morgan Grefe, Ph.D., Executive Director, Rhode Island Historical Society

[Revolutionary Ideals and the Study of American History](#)

Abby Chandler, Ph.D., Associate Professor, University of Massachusetts Lowell

Lesson Plans:

[Using Maps to Compare European Colonization in North America](#)

Eun Jung Kim, Santa Teresa High School, San Jose, California

Abigail Kuhn, Charlotte Middle School, Charlotte, Michigan

[The Puritans and “Liberty of Conscience”: Conflicting Views on Religious Freedom in Colonial New England](#)

Leif Liberg, Saint Mary’s Ryken High School, Leonardtown, Maryland

William Turner, Cornerstone Charter Academy High School, Belle Isle, Florida



[New Ideas in a New Land: Roger Williams's and William Penn's Quest for Autonomy and Freedom in Colonial America](#)

Julia Texeira, Barrington Middle School, Barrington, Rhode Island
Kevin Wagner, Carlisle High School, Carlisle, Pennsylvania

[Metacom's \(King Philip's\) War: The Remaking of Colonial Identity](#)

Valerie Carnevale, North Smithfield Middle School, North Smithfield, Rhode Island
Christina O'Connor, Hingham High School, Hingham, Massachusetts

[The Regulators of North Carolina: Rebels with a Cause](#)

Guadalupe Cardenas, Lee County High School, Sanford, North Carolina
Kathryn Kennedy, George Stevens Academy, Blue Hill, Maine

[Rum and Revolution: Rhode Island's Role in the Triangular Trade](#)

Marisa Rubel, School Lane Charter School IB Campus, Bensalem, Pennsylvania
Christopher Stewart, North Lakes Academy Charter School, Forest Lake, Minnesota

[The Gaspee Raid: Prelude to the Boston Tea Party?](#)

Michael McNamara, Ponaganset High School, Glocester, Rhode Island
Frank X. O'Grady, Menlo Park Academy, Cleveland, Ohio

[Party in Philadelphia: Tea, Time, and Troubles](#)

Alan Birkemeier, Central Middle School, Columbus, Indiana
Paul Nadeau, Western Hills Middle School, Cranston, Rhode Island

[Women's Coverture: Unpacking the Historical Context of Abigail Adams's Call to "Remember the Ladies"](#)

Kris Hart, Ardsley High School, Ardsley, New York
Deanna McDaniel, Genoa Middle School, Westerville, Ohio

[The Haudenosaunee \(Iroquois\) Great Law of Peace: A Precursor to the United States Constitution](#)

Jodi Belford, Western Hills Middle School, Cranston, Rhode Island
Joe Russell, Ph.D., Plano East Senior High School, Plano, Texas

[Free Press and its Limits in Colonial America](#)

Rebecca L. Byrd, Sevier County High School, Sevierville, Tennessee
Michelle Zaia, Brookfield Central School, Brookfield, New York

[Revolutionary Ideals and Native Nations: Taking Sides in the American Revolution](#)

Amy Boehning, Mililani High School, Hawai'i
Sandra E. Garcia, Theodore Roosevelt Middle School, Glendale, California

[Promises Made, Promises Broken: The Rhode Island First Regiment and The Struggle for Liberty](#)

Dianne E. Johnston, University Academy Charter School, Panama City, Florida
Sarah R. Woltring, Murphy High School, Mobile, Alabama

[Revolutionary Ideals in Action: Comparing the American, French, and Haitian Revolutions](#)

Ken Ekstein, Frontier Regional School, South Deerfield, Massachusetts
Kristin Rentschler, Columbia City High School, Columbia City, Indiana

2023 Summer Professional Development

2023 Teacher Seminars

We are pleased to launch the 2023 Teacher Seminars program. This is the 29th year that the Gilder Lehrman Institute of American History is offering teachers the opportunity to study in seminars with eminent American history professors and dive deep into primary sources with master teachers. We will be offering twelve different seminars online this summer from June 26 to August 3, 2023, as part of [a full slate of professional development programming offered by the Institute this summer](#). Registration is just \$25 per seminar, and you are welcome and encouraged to register for as many seminars as you like.

Email us at seminars@gilderlehrman.org if you are interested in registering for three seminars or more for special discount codes and offers. [Register at the link provided here](#).

Visit <https://www.gilderlehrman.org/> to see the various PD offered throughout the school year.



Reframing Lincoln Seminar: Myth, Memory, and Changing Narratives

Funded by the generosity of an anonymous donor, this seminar will allow up to 25 K–12 teachers to focus on how to study Lincoln as a myth, a man, and a president at the Abraham Lincoln Presidential Library and Museum in Springfield, IL. The scholar's lectures will also be live-streamed to any interested K–12 teachers.

[Register for Live Lectures on Zoom](#)



The Gilder Lehrman Teacher Symposium

Choose from seven exciting courses.

[Click here to learn more.](#)

[Reserve your spot](#)

CNYCSS was pleased to have Professor John D. Palmer as our Guest Speaker at our 2023 Spring Symposium

John D. Palmer is a Professor of Educational Studies at Colgate University and has been teaching courses with a focus on issues of race, social justice, and forgotten, isolated and oppressed schools for over 21 years. Currently, he is the appointed Academic Director of Undergraduate Studies, a scholar's program that addresses critical social justice education and challenges the education debt by providing academic mentorship to students who thrive far beyond their grit, determination, and perseverance. Professor Palmer is on the board of two nonprofits that serve recently resettled refugees in the Syracuse area - the Boaz Foundation (educational services) and Building the Bridge Foundation (housing assistance), and serves as a deacon at the Korean Church of Syracuse where he is active with local missionary endeavors.



Dr. Palmer's presentation provided educators with a historical analysis of American education at foundational level through political, religious, social, cultural, philosophical, and racial perspectives. He discussed how this foundation has had enduring impacts on our educational institutions today, and how educators must educate both themselves and their students to see the need to understand and then break down aspects of institutional racism and inequities in a way that brings groups together. Dr. Palmer provided various examples of how in the figurative "melting pot of America", there are some groups of people who were/are not allowed to melt, and how this has had an impact on students, the curriculum, the classroom, and pedagogy. Also discussed was the idea that diversifying the curriculum alone has not and will not solve the issue of achievement, and that culturally responsive pedagogy has to also be a major part of the solution. Dr. Palmer then provided educators with examples of where traditional classroom norms and practices can marginalize students and what we can do to work towards a more inclusive classroom and society through a culturally responsive pedagogical approach.

The CNYCSS would like to thank Dr. Palmer for sharing his time and expertise with our members and for taking the time to stay late to dialogue and answer questions. Dr. Palmer generously compiled a [Reading List](#) for educators looking to further explore issues of race, identity, and perspective, equity, and classroom pedagogy as they move to enacting transformative change in their schools and in the larger community.



**PETERBORO
FREEDOM
FESTIVAL:
JUNETEENTH
2023**

**Saturday, June 17
Sunday, June 18
Monday, June 19**



Come Join the Abolitionists by Hugh C. Humphreys

**REGISTRATION
Smithfield**

Community Center
5255 Pleasant Valley Rd
Peterboro NY 13134
12 ~ 5 pm
Sat Donation Admission Sun
Donation Admission
Mon Admission;
19 dollars by May 31
\$30 after May 31

Saturday, June 17, 2023

Gerrit Smith Estate National Historic Landmark exterior exhibits are open dawn to dusk.

12 – 5 Sandwich Shop Provided by Peterboro United Methodist Church

Reservations at 315-849-7540 or ndenison46@gmail.com by May 31, 2023

Authors for Freedom

2:00 **Honoring World War Casualties of Madison County** - Matthew Urtz, Oneida NY

2:40 **On Freedom Road: Bicycle Explorations and Reckonings on the Underground Railroad** David Goodrich, Rockville MD

3:20 **Dreams of Freedom** - Marilyn Higgins, Canastota NY

4:00 **The Most Absolute Abolition: Runaway, Vigilance Committees and the Rise of Revolutionary Abolitionism** -
Jesse Olsavsky, Duke Kunshan University, China.

6:00 **1850 Cazenovia Convention Drama** - Julia O'Connell PhD & Students, SUNY Broome,

7:00 **Songs of Slavery and Emancipation Film** - Mat Callahan, Director and Producer Bern Switzerland
Alden Max Smith, Singer Oneida NY

Sunday, June 18, 2023

10:00 a.m. **Gerrit Smith Estate National Historic Landmark Guided Tour** with Norman K. Dann PhD,

12:00 **NAHOF Ongoing Abolition Committee & Madison County Antiracism Collaborative**
Power of the Pen

Amending the 13th Amendment John Bailey

Meaning of the Confederate Flag

Journalism & Democracy Casey Pritchard

2:00 ~ 4:00 **Peterboro Area Museum is Open** 4604 Peterboro Road Peterboro NY 13134

2:00 p.m. **Celebrating the Class Reunion of the Abolition Inductees of 2005**

Frederick Douglass (1817-1895) William Lloyd Garrison (1805-1879)

Lucretia Mott (1798-1880) Gerrit Smith (1797-1874)

Harriet Tubman (1820-1913)

A “class reunion” of the 2005 inductees. The inductees (given voice by scholars who know them well) hosted by Smith, interact with one another, call to mind the struggle for freedom, and reflect on the challenges ahead

3:30 Recognizing Abraham Lincoln

Monday, June 19th, 2023 Juneteenth

10:00 **Tour Gerrit Smith Estate National Historic Landmark** - Norman K. Dann PhD,

12:30 **Walk with Me: A Biography of Fannie Lou Hamer** - Kate Clifford Larson PhD

1:30 **Teaching White Supremacy: America's Democratic Ordeal and the Forging of our National Identity** - Donald
Yacovone PhD

2:30 **Our Right to Serve: The Black Cadets Who Challenged a President, Changed West Point, Inspired an Army-**
Ty Siedule

www.NationalAbolitionHallofFameandMuseum.org

nahofm1835@gmail.com

www.GerritSmith.org

www.PeterboroNY.org

www.sca-peterboro.org

315-308-1890

Gerrit Smith Estate National Historic Landmark

National Abolition Hall of Fame and Museum

Peterboro Area Museum

Peterboro United Methodist Church

Smithfield Community Association

Consider Hosting a Student Teacher This Spring

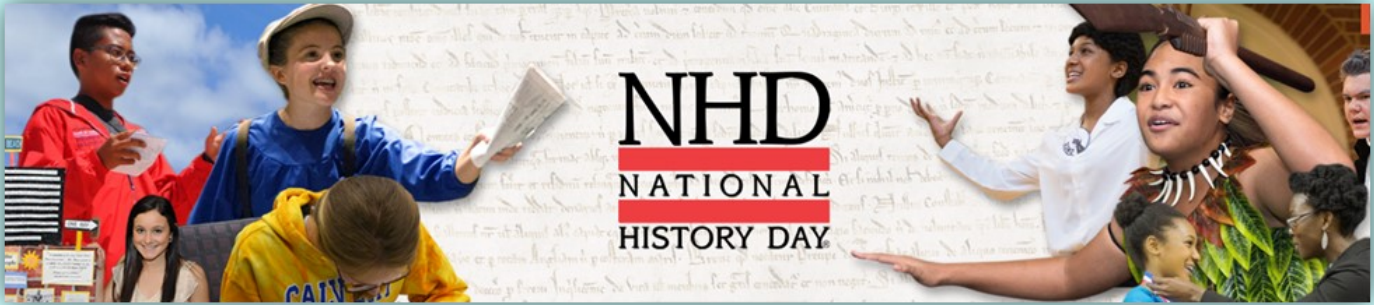
The SUNY History department invites you to consider hosting a Social Studies student teachers for the upcoming school year.



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.





Students of today are the leaders of tomorrow. The National History Day® (NHD) program equips students with the tools necessary to flourish in an ever-evolving democratic society. Your involvement prepares this next generation of engaged and thoughtful citizens.

Each year, students around the world discover history through National History Day® (NHD) by creating historical research projects. Through the process, students develop skills in communication, project management, and historical thinking.



NHD projects begin at your school, whether public, private, parochial, charter, or homeschool. From there, your project might be selected to advance to either a regional or affiliate (state, territory, or country) contest.

At an NHD contest, students present their work to judges, who give all students feedback on their work and select projects to advance to the next level of the competition. Between contest levels, students are encouraged

to revise their project based on what they have learned and the judges' feedback. Students can make any revisions that they want, in accordance with the [Contest Rule Book](#).

The top two entries in each category at the [affiliate contests](#) are invited to attend the NHD [National Contest](#). About 3,000 students from across the United States and overseas compete each June at the University of Maryland, College Park.



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

U.S. Department of State's eighth annual Global Teaching Dialogue



You're invited to the U.S. Department of State's eighth annual Global Teaching Dialogue, taking place online from July 18 – 19, 2023!

The U.S. Department of State invites K-12 teachers and global education leaders to join the eighth annual Global Teaching Dialogue on July 18 - 19, 2023. This event is free of charge and will take place fully online. Alumni of the State Department's Teacher Exchange Programs and other global education leaders will conduct workshops on incorporating global perspectives into lesson plans and educational innovations from other countries. [U.S. Special Envoy for Global Youth Issues Abby Finkenauer](#) will deliver opening remarks to kick off the event; Fulbright Teachers will lead sessions focused on global issues such as human rights, climate change, and diversity, equity, and inclusion; and U.S. Department of State officials will share information for students and educators of diverse backgrounds to participate in exchanges abroad. Throughout the two-day event, attendees will have the opportunity to connect with their fellow educators from around the world. [Register now for the 2023 Global Teaching Dialogue!](#)



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

The Global History Group is now open to ALL Social Studies teachers!

Michael Knittel
Co-Facilitator
mknittel@liverpool.k12.ny.us

Laurie Ovadia
Co-Facilitator
lovadia@liverpool.k12.ny.us

- Who:** ALL Social Studies teachers throughout the region, supported by the CNY Council for the Social Studies
- What:** A Professional Learning Community
- When:** Last Tuesday of each month from 4:30 to 5:30pm
- Where:** Google Meet - <https://meet.google.com/ewk-dzon-gax>
- Why:** Collaborate with colleagues, exchange lesson ideas, and learn about effective teaching strategies
- Bonus!** Earn CTLE credit (just make sure your CNYCSS membership is up to date!)



Onondaga Historical Association's location in downtown Syracuse provides the public with free access to its museum covering Onondaga County's history. Visitors can also browse the Gift Shop and conduct research. Visit <https://www.cnyhistory.org/>

EXHIBITS

The Menagerie: Animals in Art



Our newest exhibit is open now! The exhibit explores animals as subjects in artwork. Animals have captured the attention of artists in Onondaga County throughout history. Some are wild animals that are integral to the natural landscape. Others are domestic helpers that assist with transportation or supplying food, or loving companions to their owners.

The artwork style ranges from George Knapp's traditional early 20th century to Irene Wood's quirky mid 20th century imagination, and will include wood sculptures created by local artist Juan Taylor.

The exhibit will be a treat for all animal and art lovers! Come check it out in our downtown museum, in the downstairs temporary exhibit gallery.



Syracuse: City Life in Watercolor



Syracuse: City Life in Watercolors captures places where people live and work, and everyday scenes they see in Syracuse, by three members of the Urban Sketchers art group, Bill Elkins, Dudley Breed, and Dan Shanahan. The artists all work on site, inside or outside, creating art that gives you a visual introduction to daily life in Syracuse.

Dan Shanahan is a Syracuse-based artist who has enjoyed drawing since he was a child. His favorite subjects were, in chronological order: people, noses, feet, cartoons, pigs, explosions, cars, and then back to people. Other than the occasional caricature of a teacher drawn during class, he didn't make much art during high school, at Jamesville-DeWitt, or college, at the University of Buffalo, then Iowa State, where he graduated with a MS in Mechanical Engineering in 1992. Dan returned to drawing more routinely after moving back to Syracuse in 2001. He picked up plein air painting one day in 2014, when, with brushes, paints, and an easel, he followed a friend into the woods, but couldn't make sense of all the leaves. He has since stuck to painting buildings and cars. Dan draws and paints with the local Urban Sketchers group, and with Open Figure Drawing. He also continues to make illustrative art work, some of which will be on display in Edgewood Gallery in the summer of 2024. Patrons may see more of his artwork at shanahan3000.com

Dudley Breed Jr. joined the Syracuse Urban Sketchers in April of 2018 after retiring from a career as a Landscape Architect in Syracuse. His professional interests include streetscape design, park planning, restoration of historic landscapes, and garden design. Dudley also served as an adjunct instructor with the Faculty of Landscape Architecture at SUNY ESF, teaching classes in design, site engineering, and graphics. He was also fortunate to extend that teaching experience as a guest instructor at the Chinese Cultural University in Yang Ming Shan, Taiwan, ROC. Dudley is enjoying retirement with his wife Maureen, and along with weekly sketch outings, they are also active cyclists, exploring the many off-road bicycle trails that New York and New England offer. Yoga, hiking, and canoeing round out their activities.

Bill Elkins has been experimenting with watercolors since 1995. He has no formal art training other than a couple of years of excellent private classes and a few workshops. Bill has read every watercolor book the public library has to offer, and has subscribed to a bunch of art periodicals. Bill is always experimenting with his artwork, trying new things, rejecting some things, and then trying more things, to keep moving forward with his artwork. Bill Elkins' current passion is Urban Sketching. He is out on the streets of Syracuse nearly every day, sketching whatever is around.

Syracuse: City Life in Watercolors opens on Wednesday, May 17, 2023 and closes on Sunday, September 10, 2023. Visitors may view this exhibit during regular museum hours at the Onondaga Historical Museum.



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](#)



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

Independence Day Weekend 1777

Celebrate freedom by exploring the year 1777 when America was consumed in the labor of liberty. Participate in the fight for freedom when the Northern Department of the Continental Army fought to keep the great fortress of Ticonderoga from falling into British control. Take the experience onto the water aboard the recreated 1920s tour boat Carillon. Dig into centuries of military history during guided tours in the historic gardens. Thrill at the power of artillery during cannon demonstrations and march to the beat of the Fifes & Drums as they perform patriotic music.



Saturday, July 1, 2023 @ 10:00 am–Tuesday, July 4, 2023 @ 5:00 pm

Battle Reenactment: Defiance & Independence Defiance & Independence Two-Day Event! - 7/22 & 7/23

Join Fort Ticonderoga for this two-day battle reenactment and witness the epic 1777 siege of American-held Ticonderoga. As General Burgoyne tightened the hold on Ticonderoga, see how American soldiers and artillerymen held the line in the name of Liberty. Watch the story unravel around you as the roar of muskets and cannons erupt followed by a hurried retreat that salvaged the remains of the American Army.



Saturday, July 22, 2023 & Sunday July 23, 2023

Heritage Harvest & Horse Festival - Heritage, Harvest, and Horse Festival

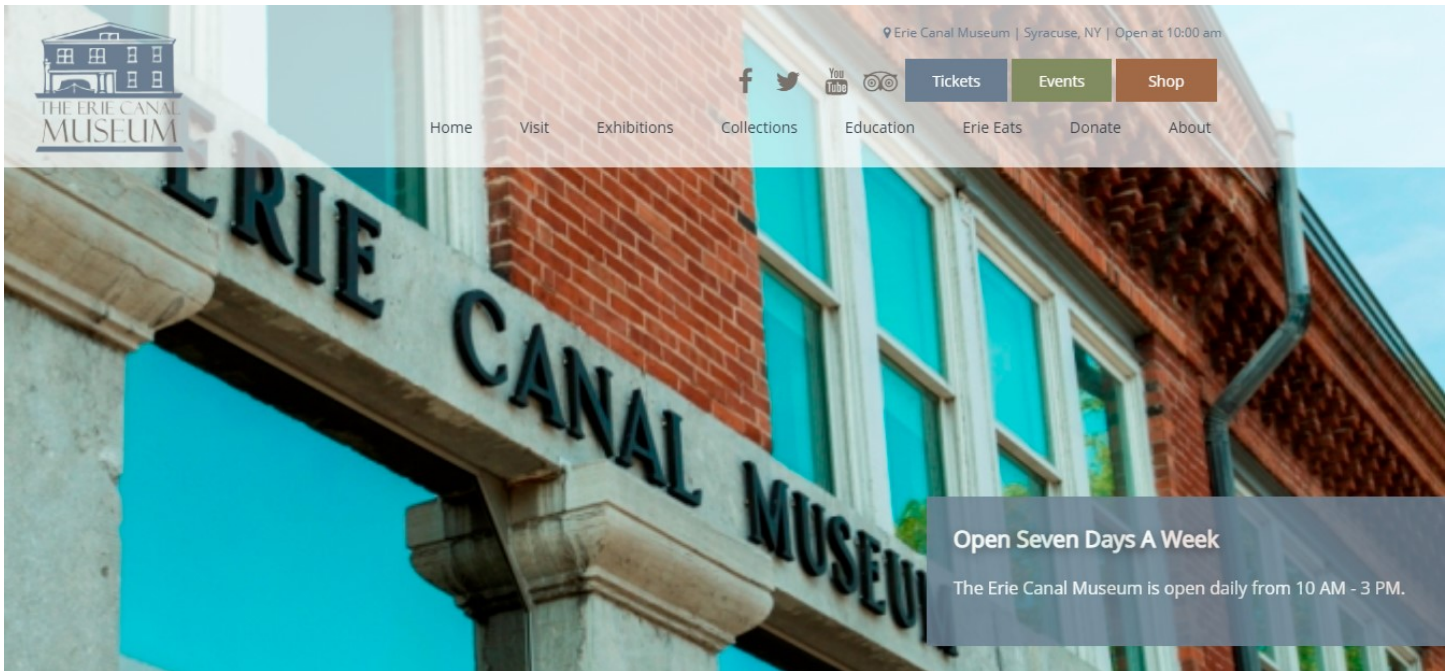
Fort Ticonderoga, surrounded by magnificent autumn backdrops of the Adirondacks and Green Mountains will present the Annual Heritage, Harvest, & Horse Festival on September 30, 2023. The full day of autumn fun will be set in the midst of the King's Garden heirloom apple trees and the beautiful landscape of the mountains and Lake Champlain.

Guests are invited to discover the historical importance of horses and other working animals during exciting demonstrations, meet our friendly oxen duo, stroll through Fort Ticonderoga's farmers' market featuring local food, beverages, and crafts, participate in family fun activities, and tackle the six-acre Heroic Corn Maze. This fall favorite event, combined with daily Fort Ticonderoga programs, makes for a great annual family tradition.

Whether you are looking to experience a horse-drawn wagon ride, indulge in local homemade delights, or pick apples by the bag from our heritage apple orchard, there is something for everyone and all ages when it comes to our Annual Fall Festival!

Saturday, September 30, 2023 @ 10:00 am–5:00 pm






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 about classroom resources and lesson plans visit: <https://eriecanalmuseum.org/>

Classroom Resources: Virtual tour of the Erie Canal Museum

Click the image below to take an eight-minute guided tour of the Erie Canal Museum. Check our YouTube channel for more educational videos!





NCSS Response to the NAEP 2022 Grade 8 Assessment Results

Silver Spring, MD -- On May 3, 2023, [results](#) from the 2022 administration of the National Assessment of Educational Progress (NAEP) Grade 8 Assessments in both Civics and U.S. History were released.

The percentage of Grade 8 students who demonstrated proficiency in content knowledge and skills was 22% in Civics and 14% in U.S. History. Overall scores in 2022, while not significantly different from the first year of these assessments in 1998 and 1994, respectively, still indicated a decline from gains achieved in recent assessments.

National Council for the Social Studies (NCSS) is deeply concerned by the 2022 NAEP results and contends that these results point to the continued, devastating effects that reducing or fully eliminating social studies courses and programs from schools — especially at the elementary-level — have on student achievement and preparation for college, career, and civic life. While the COVID-19 pandemic further exacerbated these results, the continued trend of lost instructional time, the lack of a solid and daily foundation in social studies learning beginning in early childhood and elementary education, and the lack of investment in curriculum and teacher professional development all point toward a well-rounded education being out of reach for many children. As it did when the 2018 NAEP results were released, NCSS continues to call upon policy makers and educational leaders to stop this cycle of curricular neglect and make a long-term financial commitment to support social studies educators in teaching social studies in all grades, in all schools, and to all students. NCSS calls for action to ensure that all students — no matter where they attend school — have access to deep, rich subject-area content and exposure to relevant, powerful social studies instruction.

“If our social studies classrooms are laboratories for democracy where students are learning the content knowledge and skills necessary to be responsible community members and engaged citizens, we should be greatly troubled,” said Shannon M. Pugh, NCSS president. “This data suggests that students are not receiving a comprehensive program of social studies education in our nation’s classrooms, and we are especially underserving students from diverse and traditionally marginalized and minoritized backgrounds. If we want to leave our representative democracy in the hands of the next generation, we must ensure that they are receiving a high-quality social studies education that includes daily social studies instruction at all grade levels and that in our younger grades we are not pulling students from social studies instruction for remediation in other subjects. Democracy is important. Our republic is important. Social studies education is important because it supports and protects our nation’s ideals and values. To continue to marginalize social studies and not invest in our students and teachers is a threat to our future as a nation and our role as a leader within the global community.”

“Today’s NAEP results continue to demonstrate the urgent need for immediate attention to restore social studies education in the daily school experience of every child, from early learning to high school graduation,” said Lawrence M. Paska, NCSS executive director. “We have within our power the ability to turn these results around for every student. Just as we began to cut social studies programs, funding, and instructional time from the curriculum years ago, we can just as easily start to restore them now. Invest in social studies every day for all students. Invest in standards-based curriculum. Invest in rigorous assessments. Invest in teacher professional development. These investments alone would be a major step that our children at every grade level, in every school, deserve from our education system.”

Complete information on the NAEP assessment program may be found at nces.ed.gov/nationsreportcard.



NYSCSS Response
to NYSED Proposed
changes to ESSA

NYSCSS



NEW YORK STATE
COUNCIL FOR THE SOCIAL STUDIES

P.O. Box 921, Monticello, New York 12701

www.nyscss.org

May 22, 2023

Lester W. Young, Jr.

Chancellor, New York State Education Department

89 Washington Avenue

Board of Regents, Room 110 EB

Albany, New York 12234

E-mail: RegentsOffice@nysed.gov

Dear Chancellor Young,

As the statewide professional organization of New York's Social Studies educators, we urge you to reconsider two potential modifications to the ESSA State Accountability System for the 2023-24 and 2024-25 school years.

The proposed changes to the ESSA plan are described as "pauses" in the inclusion of the Social Studies Regents exam scores. Excluding Social Studies in both the High School Weighted Average Achievement score and the High School Core Subject Performance for the 2023-2025 school years places Social Studies in New York at a dangerous precipice. This "pause" sends a message to all New Yorkers that Social Studies education is not a priority. Recent political, economic and societal events provide ample evidence that our students need Social Studies at this critical moment in our nation's history.

NYSED will have actionable results to evaluate the progress of students and schools in Social Studies in the 2023-2024 and 2024-2025 school years. The Global History & Geography Regents exam was administered in 2022 and will be administered again in June 2023 and in the 2023-2024 school year. On June 1st, students will take the new, long-delayed, U.S. History & Government Regents exam. That exam will also be administered in the 2023-2024 school year. Why would we choose not to hold our students and schools accountable for an objective measure of the knowledge and skills of the subject area that is so critical to a functioning democracy?

As the New York Court of Appeals ruled in 2003, the New York State Constitution guarantees all students a meaningful opportunity to receive an education to prepare them to function productively as civic participants.

Continue...

The New York State Council for the Social Studies is committed to ensuring that all students graduate from high school and college ready for lifelong learning, engaging careers, and active civic life. We represent Social Studies teachers, supervisors, curriculum developers, researchers, scholars, and administrators at the elementary, secondary, and post-secondary (college and university) levels, educators in cultural institutions, publishers, and content creators.

Source: <https://nyscss.wildapricot.org/resources/Documents/NYSCSS%20Response%20to%20NYSED.pdf>

A high quality civic education empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world – values that the Board of Regents claims to espouse. To make these informed decisions, students need to demonstrate that they have a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. Students and schools show that knowledge through their performance on the Social Studies Regents exams. The Board of Regents made a significant financial investment to redesign both the Global and U.S. Regents. Both exams encourage broad and deep thinking, the skills of supporting claims with fact-based evidence, and an appropriate knowledge base in history, geography and government. Both exams reflect the 2014 Social Studies Curriculum Framework and have sparked changes in instruction across the state. Why would we choose to disregard the results of these exams? Regents results enable schools to set goals for a high-quality education for our diverse student population. Social Studies results need to be included in the accountability system because we know that what is tested is taught. New York’s inclusion of Social Studies in the original ESSA Plan established New York as a national leader in endorsing the value of Social Studies in a student’s education. We are concerned that “pausing” the inclusion of results demonstrates a devaluation of Social Studies that could lead to the elimination of the Social Studies Regents exams and minimization of the critical importance of this core subject.

Please demonstrate your commitment to a comprehensive Social Studies program in New York by including Social Studies in the Two-Year Rebuild Model for the ESSA State Accountability Plan.

Lisa Kissinger President

NYSCSS Board of Directors:

Allison Weller, Vice-President, Member Outreach

Sienna LeDuc, Vice-President, Policy & Administration

Timothy Potts, Treasurer

Erik Olander, Secretary

Kyle Dalton, Member At-Large

Tom Michalek, Past President

Cc: Board of Regents Members: Vice Chancellor Finn, Mr. Tilles, Ms. Cea, Mr. Norwood, Ms. Cashin, Mr. Cottrell, Ms. Chin, Ms. Collins, Ms. Hakanson, Mr. Reyes, Ms. Mittler, Ms. Wills, Ms. Ferrer, Ms. Tanikawa, Mr. Catania, Mr. Hale Dr. Betty Rosa, Commissioner, NYSED

The New York State Council for the Social Studies is committed to ensuring that all students graduate from high school and college ready for lifelong learning, engaging careers, and active civic life. We represent Social Studies teachers, supervisors, curriculum developers, researchers, scholars, and administrators at the elementary, secondary, and post-secondary (college and university) levels, educators in cultural institutions, publishers, and content creators.

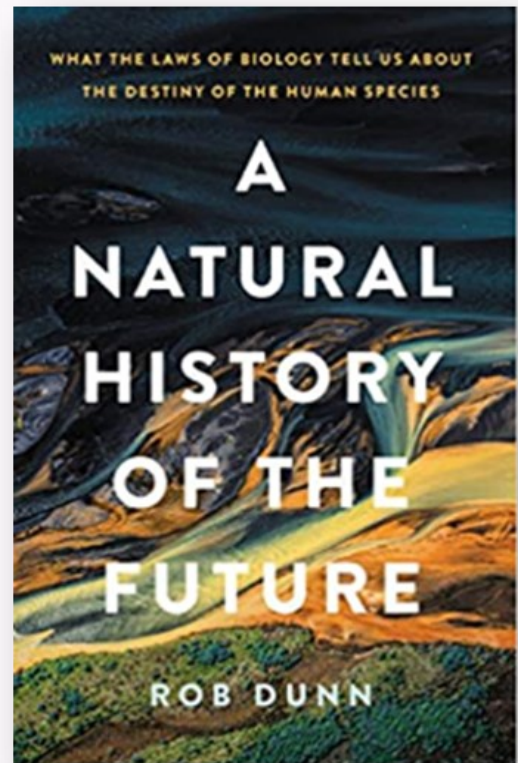
Source: <https://nyscss.wildapricot.org/resources/Documents/NYSCSS%20Response%20to%20NYSED.pdf>

Summer 2023 Reading Recommendations for Teacher Wellness Days

A Natural History of the Future: What the Laws of Biology Tell Us about the Destiny of the Human Species by Rob Dunn

Our species has amassed unprecedented knowledge of nature, which we have tried to use to seize control of life and bend the planet to our will. In *A Natural History of the Future*, biologist Rob Dunn argues that such efforts are futile. We may see ourselves as life's overlords, but we are instead at its mercy. In the evolution of antibiotic resistance, the power of natural selection to create biodiversity, and even the surprising life of the London Underground, Dunn finds laws of life that no human activity can annul. When we create artificial islands of crops, dump toxic waste, or build communities, we provide new materials for old laws to shape. Life's future flourishing is not in question. Ours is.

As ambitious as Edward Wilson's *Sociobiology* and as timely as Elizabeth Kolbert's *The Sixth Extinction*, *A Natural History of the Future* sets a new standard for understanding the diversity and destiny of life itself.

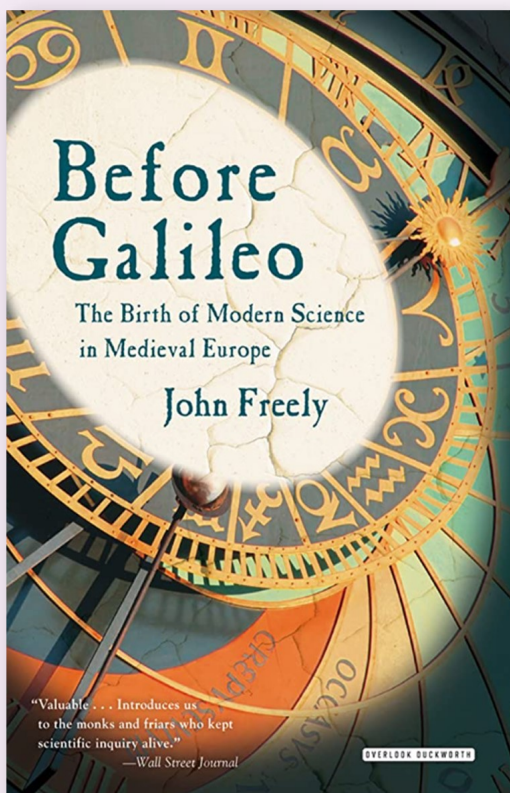


Before Galileo: The Birth of Modern Science in Medieval Europe by John Freely

A physicist and historian sheds light on scientific minds, breakthroughs, and innovations that paved the way for the Scientific Revolution.

Histories of modern science often begin with the heroic battle between Galileo and the Catholic Church, a conflict which ignited the Scientific Revolution and led to the world-changing discoveries of Isaac Newton. As a consequence of this narrative frame, virtually nothing is said about the European scholars who came before.

In reality, more than a millennium before the Renaissance, a succession of scholars paved the way for the exciting discoveries usually credited to Galileo, Newton, Copernicus, and others. In *Before Galileo*, John Freely examines the pioneering research of the first European scientists, many of them monks whose influence ranged far beyond the walls of the monasteries where they studied and wrote.



SPRING/SUMMER 2023 Literature Review

Keeping Current with Literature in the K-8 Social Studies Classroom by Mary M. Duffin

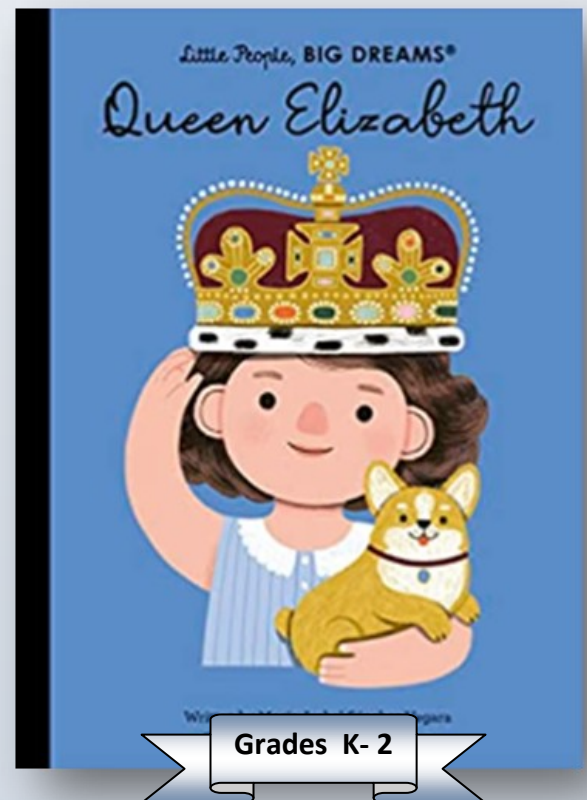


GRETA'S STORY (The Schoolgirl who went on Strike to Save the Planet) by Valentina Camerini: translated by Moreno, Illustrations by Veronica Carratello. Aladdin Books, An imprint of Simon & Schuster Children's Publishing Division, New York. 2019. Softcover. ISBN:9781534468788.

Originally published in Italy. This is a true story to help the reader understand that you are never too young to make a difference. Ever since Greta learned about climate change, she couldn't understand why politicians weren't treating it as an emergency. In August 2018 temperatures in Sweden reached record highs, fires raged across the country, 15 year-old Greta decided to stop waiting for political leaders to take action. Instead of going to school one Friday, she made a sign and went on strike in front of Stockholm's parliament building. Her solo protest grew globally and it became a movement which millions joined. This timely, unofficial biography is her story but also that of many others around the world willing to fight against the indifference of the powerful for a better future. At the end of the book we learn what is global warming, what we can do, and a glossary. A time line is given with other sources for future reading.

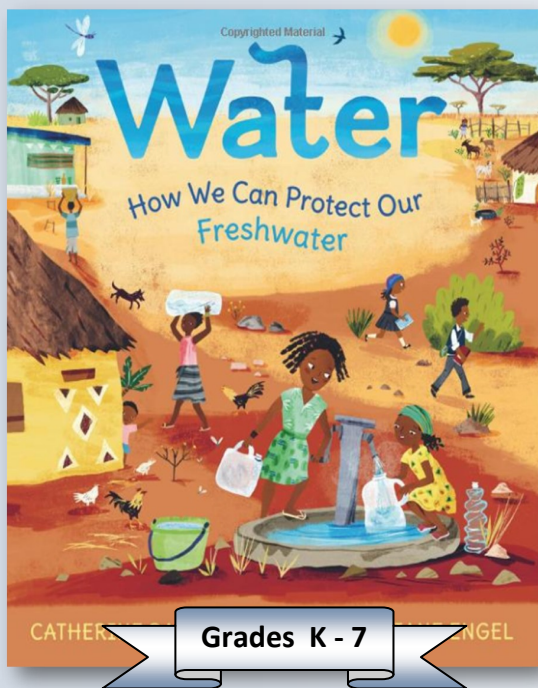
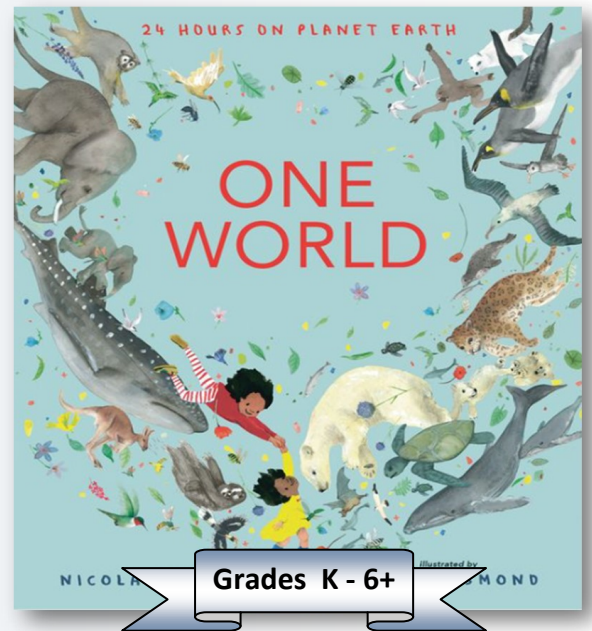
LITTLE PEOPLE, BIG DREAMS, QUEEN ELIZABETH, written by Maria Isabel Sanchez Vegara, Illustrated by Melissa Lee Johnson. Frances Lincoln Children's Books, Beverly, MA. 2022. Hardcover. ISBN:978-0-7112-7450-1.

This is one of the Little People, Big Dreams series: biographies of internationally known people. It tells the story of Queen Elizabeth II, recent queen of the United Kingdom. It takes up from her birth, growing up years and her family and becoming Queen at 25 years, her own family, her travels and celebrating 70 long years of putting duty first and she was the most admired and longest-reigning queen in the world. The book gives us an overview with a timeline from 1929 to 2021 and photographs. A delightful book series that looks at the lives of many British people and 90 other famous people who helped make the world better.



ONE WORLD (24 hours on Planet Earth) by Nicola Davies, illustrated by Jenni Desmond. Candlewick Press, Somerville, MA. 2022. Hardcover. ISBN:978-1-5362-2613-3.

The book begins with a note to the reader about how planet Earth is always turning. It invites the reader to take a trip around the world and see what's happening on Planet Earth in a moment. The author and illustrator invites us to share in the amazing things in the natural world every minute, every hour, every day...and to remind us that our world is both precious and fragile. Beautifully illustrated. At the end of the book are notes from the author and artist. It also tells what is climate change and what we can do to help.



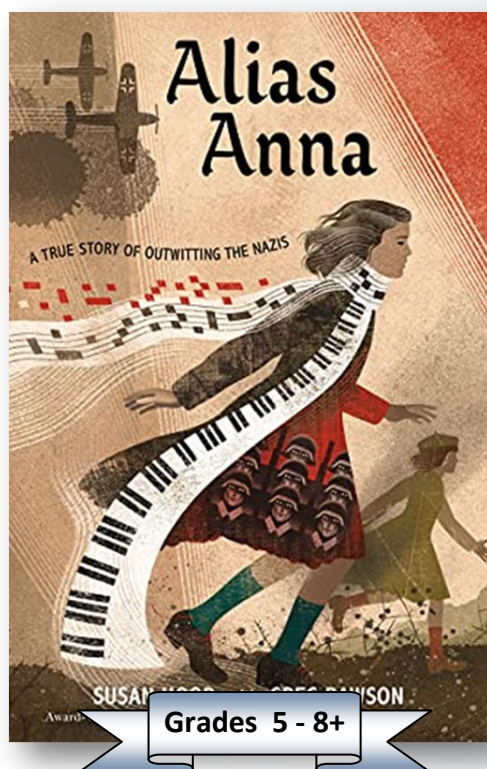
WATER (How We Can Protect our Freshwater) by Catherine Barr, Illustrated by Christiane Engle. Candlewick Press, Somerville, MA. 2022. Hardcover. ISBN:978-1-5362-2886-1.

Water is life and freshwater bubbles and flows on Earth and we all rely on it to stay alive. Today, because of pollution and climate change, it is becoming more and more difficult for people and animals to find the clean freshwater they need to survive. Discover the story of freshwater around the world... then use the ideas in this book to help. At the end of the book it tells that the UN has declared 2018-2028 the Water Action Decade. This is a special time to focus and to achieve safe and affordable drinking water for all by 2030. It reminds us about the devastating impact of water shortage on children's lives and education.

THE TREE AND THE RIVER by Aaron Becker, illustrator, Candlewick Press, Somerville, MA. 2023. Hardcover. ISBN:978-1-5362-2329-3.

This book is an epic time-relapse reimagining of human civilization from a master of the wordless form. This book is a thought -provoking meditation on the relationship between two mighty forces: nature and humankind.





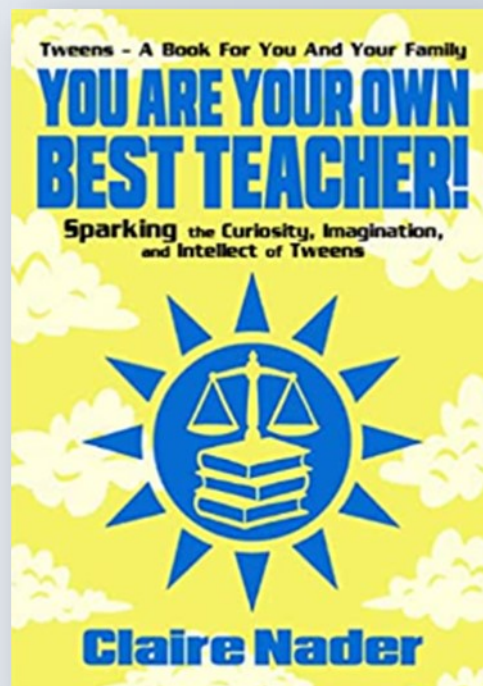
ALIAS ANNA by Susan Hood with Grey Dawson.
Harper Collins Children's Books, a division of Harper Collins
Publishers, New York. 2022. Softcover.
ISBN: 978-0-06-308390.

This is an inspirational non-fiction novel in verse about Zhanna Arshanskaya, a young Ukrainian Jewish girl using the alias, Anna, whose phenomenal piano-playing skills saved her life and the life of her sister, Frina, during the Holocaust, written by the author with Zhanna's son, Greg Dawson. This biography is well written as juvenile poetry. It provides a map of her homeland and where she traveled and escaped from 1935- 1946. At the beginning of the story it starts with a letter from her granddaughter who writes that she is doing a school history project about her grandparents. Then the true story of her grandmother's outwitting the Nazis follows in poetic form. At the end of the story are Notes about what we didn't know with photographs, letters and an afterword by Zhanna's son. Also, there are musical pieces they played and more fascinating facts about Stalin, Hitler and Music, places of note, poetry notes, sources and quote sources. After this it lists websites, news reports, films and a bibliography. This is a true moving story of how piano prodigies outplayed their pursuers while hiding in plain sight.

YOU ARE YOUR OWN BEST TEACHER by Claire Nader (Sparkling the Curiosity, Imagination and Intellect of Tweens) Essential Books, Washington, D.C., 2022.
Softcover. ISBN: 978-1-893520-04-2.

If you are between the ages of nine and twelve this book is for you. According to the author you are at the peak of inspiration, idealism and frank questioning. This book provides a remarkable variety of teachable antidotes to the punishing forces bearing down on youngsters from harmful marketing, the insidious grip of "virtual reality" and the tyranny of peer groups. Apprehensive parents and burdened teachers will delight in the lessons from this book for tweens. It will spark their innate curiosity, imagination and idealism. Through a process of discovery, the tweens will explore wider frames of reference with roles inside and outside the family environment. Many motivating stories from history to the present make Claire Nader's gentle nudges toward self-education experience exciting. At the back of the book is an index and more about the author. She comments on a myriad of issues in a way children can understand. More importantly, she illuminates the misleading practices of adults and renders sage advice. Claire integrates contemporary and historical examples to make her points come alive.

The book is well written but I feel it is best used as a resource for teachers and parents, not for tweens to read by themselves. Kim O'Neil received extra copies from the author and is willingly to give a free book to the first seven readers. You can do so by contacting me at <mduffin2@verizon.net>



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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

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