



# CNYCSS



## *Central New York Council for the Social Studies*

**FALL / WINTER 2022 - 2023 ISSUE**

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

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## MESSAGE FROM THE PRESIDENT



CNYCSS Members,

I hope that this communication finds you all well. Personally, I can hardly believe that an entire marking period has already passed by and we are gearing up to enter the holiday season that so often gives the impression of passing by in the blink of an eye! The first two months of school are so often filled with preparations, introductions, routines, processes, exploration and learning. The most challenging thing I had to face in my own classroom this September was convincing my 11th grade United States History students that they really are going to have to take a regents exam at the end of this school year! Before you know it, the new year will be upon us and we will be counting down the days until June (or perhaps that is just me). Fear not, though...my intentions are not to hurry the year along or stress anyone out. I simply want to remind everyone to take advantage of every moment possible to instill in our students a sense of the importance of the social studies, the

fact that they can learn and take away something from our classrooms that will be relevant to their own lives, and demonstrate our credibility as professionals in a field that is essential to our continuation and growth as a nation. There are many things that we do not have control over in our jobs, so focusing on making the most of what we can control just makes sense.

Before I go much further I want to take a moment to introduce myself. My appointment by the CNYCSS board in July as interim president left me honored and humbled. My involvement in the council began twenty years ago when I was working as a substitute teacher. A full-time teacher shared with me that there was this local social studies council that would offer a really great opportunity to be professionally involved, and their membership dues were a steal! Having grown up in a military family that moved frequently I did not have many connections or ties to the educational scene in Central New York. The council changed that, and I have been so lucky to not only meet, but work alongside, so many people that I deeply respect and admire for their talents, professionalism and commitment to the field. Over the past twenty years I have been involved in the council in various respects, from carefree member to website editor, and then my most recent role as Vice President for Membership which I served in for six years. Even though involvement in a volunteer organization has been challenging at times, especially when working full-time, advising extracurricular activities, raising a family and everything else that life throws at us, participation in the council has been a given for me since my initial introduction. That participation has looked different over the years, and I know that I will continue to play a role in this organization for years to come. As interim president I will continue working on creating additional family-oriented opportunities so that we can continue to share our excitement and passion for social studies with younger generations, as well as continue to reinstitute our more traditional programming now that in-person events are a more viable option. I also intend to use this position to serve our membership and provide additional avenues for members to get

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involved in the organization, so please keep an eye out for information regarding various committees to support the work of the council.

While on the topic of participation, I would like to acknowledge and thank Erica Martin for the past six years of leadership and service as council president. She brought an expanded vision to the group, focusing on creating opportunities for our colleagues working in the younger grades to engage in social studies, as well as fostering involvement from a wider geographic demographic. Erica's time as president extended through the COVID-19 pandemic, an event that without question strained and tested many organizations. However, Erica provided the leadership that allowed our organization to push through those difficult times by offering modified programming, flexibility and support.

As I close I want to extend heartfelt gratitude to everyone involved in the successful re-launch of our in-person conference this past October. Our conference chairs, registration volunteers, technology crew, and so many more, worked cooperatively to provide membership with a chance to collaborate, learn and grow. We were so excited to bring a wide range of dynamic and quality presenters to discuss so many relevant and applicable topics, summaries of which are included in this newsletter. While many of us continue to feel the ongoing effects of the pandemic and the substitute teacher shortages that have strained many school districts, we were encouraged to have so many attendees from school districts across our region and the well wishes of those who were unable to join us. Keep in mind that additional professional development conferences are available in upcoming months through organizations we are affiliated with. The National Council for the Social Studies will be in Philadelphia from December 2-4, and the New York State Council for the Social Studies will be in Albany from March 9-11, 2023.

~ Carrie-Ann Ronalds

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





The CNYCSS was reinvigorated to meet and collaborate in person once again with our members at our 2022 Annual Conference:



"Protecting Democracy: Reasserting the Purpose and Practice of Social Studies"



We wish to extend a special thank you to our keynote speaker Dr. Faricy as well as all of our speakers and Community Row Members.



Please visit the links and resources found throughout the newsletter for more information and great resources.



## "Teaching American Government in a Time of Polarization and Backsliding" Dr. Christopher Faricy - Syracuse University



Dr. Faricy is a Hicker Family Professor of Renewing Democratic Community and the Director of Graduate Studies for the Political Science Department at the Syracuse University Maxwell School of Citizenship & Public Affairs. The CNYCSS was very pleased to have Dr. Faricy back to our annual conference to discuss a topic that is on the minds of every social studies teacher across the nation. In his keynote address Dr. Faricy addressed the following question: How do you teach American government in a politically polarized environment and against the backdrop of democratic backsliding?

Dr. Faricy began by providing a comparative and personal account of how teaching American Government has changed since he first taught the subject in the early 90's. He highlighted how politics was once considered something relatively boring, and dominated by moderates. Then the internet and social media became a medium for democratizing activity, and soon after partisan politics began to influence government functions. Today we see politics has become personal and combative as people are more engaged in partisan fights online. This partisan polarization has resulted in government dysfunction (e.g. debt ceiling shutdowns, and the death of the regular order in Congress). When the Soviet Union had collapsed the world saw a spread of democratization in various countries and now we have recently witnessed democratic backsliding in countries such as Hungary, Venezuela, and even the United States.

Dr. Faricy provided teachers with a couple of practical, useful, and strategic ideas for approaching teaching U.S. History and Government. Instead of saying that the U.S. is a republic or a Democracy as a statement of fact, teachers could and should open it up as a question. How, when, and where has America has been a functioning Democracy? Fostering in your students a sense of curiosity and not judgment as they work through the curriculum is an approach that can best engage students in civic discussion. Allow students to investigate and examine the evidence and reflect on how Democracy has been an imperfect but noble pursuit throughout our Nation's history. The second strategy Faricy recommended is to provide students with the conceptual understanding of how there is a difference between regular politics and that which is anti-democratic. There is a real difference between a debate over tax spending and the condoning of political violence. Just as there is a difference between debate over the size and scope of government vs. the undermining of political institutions and processes. We can't assume that our students are entering our classrooms knowing the difference between these concepts or better yet, how to identify them. Providing students with this understanding and then asking students to identify and differentiate them is a skill requisite for civic understanding and action.

Then came a discussion of what exactly it means for a nation to be democratically backsliding. To start, we must identify what makes a Democracy actually work?

1. Mutual Toleration- Accepting rule by the other party. The backsliding has occurred as outpartisans have been viewed as enemies and not political opponents. When another party is viewed as illegitimate and a threat to the country.
2. Institutional forbearance- Not abusing power or regular order for partisan gains. The backsliding has occurred as evident in the frequent use of the reconciliation process. So much so that the classroom instruction of how a Bill becomes a Law can no longer be done in the traditional method. We also see a backsliding in the following ways: the debt ceiling chicken, obstruction of judicial appointments, and the rise of executive orders.

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Dr. Faricy then provided teachers with a very practical and student oriented / individualized approach to teaching U.S. History and Government that puts the concept of democracy at the heart of instruction. He recommended that teachers use a big sheet of paper or other visual medium to add and alter what students feel are the characteristics of what make the U.S. modern and functioning Democracy. After each Unit of study students can revisit and add, subtract, and amend their thoughts in various areas including but not limited to public opinion, interest groups, elections and the degree to which they add or subtract from a functioning Democracy. Within this strategy the following argument could be provided to students for analysis: Our Constitution, as written, does not live up to modern Democratic standards. The Constitution represents political compromises of that moment in time (the time it was written) and resulted in parts of the Constitution that today are obstacles to Democracy and Modern rule\*. The obvious evidence that supports this argument are examples such as: Slavery, no guarantee of right to vote, no vote for certain offices (Senators chosen by State Legislators, President chosen by electors) and therefore no control by the people, and the Judicial branch appointed by President. Students can evaluate how some of these Constitutional provisions had been addressed over time and how some are still enduring issues today. Students could evaluate and argue their respective merits when it comes to a modern functioning Democracy.

Then attendees were provided with a comparative perspective of Democracy, as it exists in different forms across the globe. Dr. Faricy advocated that teachers discuss how the institutions and culture of a nation relate to its' governments stability and functioning (President vs. Parliament or ethnically homogenous or diverse). How does America compare to other countries with regards to the erosion of democratic norms and the popularity and rise of far-right candidates? The [Democracy Index](#) is a great resource that teachers could use in class especially as a discussion point about the health of our own Democracy. Throughout the curriculum students should be evaluating at what point the U.S. became a full democracy, and how democracy is a spectrum (from full to flawed), and a countries position on the spectrum changes over time (some examples included: Voting Rights Act of 1965 (Universal Suffrage), the Civil Rights Act of 1964 (Free and Fair Elections), WWII and the recruitment of minority groups and changing attitudes towards women in the labor force.)

It was mentioned how Democracy was once viewed as inevitable at the end of the Cold War, and now we are seeing how fragile it really is and how it must be taught with purpose and fidelity. Dr. Faricy made the comment that our Democracy is not as "full" as it once was, and while we were looking at other Democracies falter in other countries around the world we missed what was happening at home. It is up to us as educators to provide students the framework and skills to evaluate why this is happening so that they are prepared to carry the torch.

Attendees commented that they could have talked with Dr. Faricy for the entire day regarding issues related to his Keynote Address and how they relate to what they do in the classroom. We thank Dr. Faricy for his time and certainly hope to have him back in the future.

The PPT Presentation for this session can be found on the CNYCSS Website.

#### Book Recommendations:

- Achen and Bartels. 2017. *Democracy for Realists: Why Elections do not Produce Responsive Government*
- Levitsky and Ziblatt. 2018. *How Democracies Die*
- Rasmussen. 2021. *Fear of the Setting Sun*
- Mann and Ornstein. 2016. *It's Even Worse Than it Looks: How the American Constitutional System Collided with the new Politics of Extremism*
- \*Dahl. 2003. *How Democratic is the American Constitution*
- Smith. 2018. *The American Anomaly: U.S. Politics and Government in Comparative Perspective*. 4th Ed.



## "Frederick Douglass. Women and the Underground Railroad" Dr. Leigh Fought - LeMoyne College



Dr. Leigh Fought, Professor of History at LeMoyne College, presented a session on the topic, "Frederick Douglass, Women and the Underground Railroad." Dr. Fought is the author of the groundbreaking book, *WOMEN IN THE WORLD OF FREDERICK DOUGLASS* and her latest book, *GIVEN HER TIME: A BIOGRAPHY OF SALLY HEMINGS*, will be published in 2023.

Professor Fought began her presentation with an overview of the Underground Railroad, discussing some of the common impressions many people have of it, and debunking myths associated with it. The notion that hidden messages and symbols sewn into quilts were used to guide freedom seekers north has been thoroughly discredited by scholars, as well as the impression that most northerners were supportive and somehow involved in the workings of the Underground Railroad.

Professor Fought went on to trace the journey to freedom of Frederick Douglass, and talked about some of the women that he mentions in his autobiographies or fails to mention. Much of the functioning of the Underground Railroad revolved around men and who was likely to escape from slavery and why many people did not leave was greatly determined by gender. She addressed some essential questions such as: What would keep someone from escaping? How would someone escape (what were the means and opportunity)? When do people escape? From where do they leave? Why did they leave, aside from the obvious desire for freedom? If one were to escape, who would be left behind and what would happen to them? What did slavery do to families? What would happen if one could make it to a free state? Would there be work to be found? Would there be acceptance for that freedom seeker?

Professor Fought compared the story of Frederick Douglass with the stories of enslaved women and freedom seekers such as Sojourner Truth, Harriet Jacobs, Ellen Craft, and Harriet Tubman. She showed how the essential questions she previously highlighted made the quest for freedom even more complex for enslaved women. In the abolition movement that was dominated by men, it was not acceptable at the time for women to engage in public speaking. There was a schism in the movement over the role that women should take in the fight against slavery. While some women became prominent speakers, most worked behind the scenes. They organized boycotts of slave-produced goods and procured signatures for anti-slavery petitions. Abolitionist women held anti-slavery fairs where they sold household items such as potholders and quilts. Fund-raising was a significant contribution to the cause, and the money was used to pay speakers, support abolitionist newspapers, and pay legal fees. The Rochester Ladies' Anti-Slavery Society bought railway tickets, clothes, and food to aid freedom seekers, and provided support for education in African-American schools.

Professor Fought closed with the example of Anna Douglass, the wife of Frederick, who was his partner in raising a family with abolitionist principles. This was important for African-Americans, who were regarded by many as incapable of conducting a stable family relationship. Taking care of the home was considered an important part of helping the family to survive and to thrive. This was part of the unsung work of women in creating social change. The contribution of women in helping to sustain the abolition movement was significant indeed.

~ Tom Bennett

## "Teaching Students to De-Code the World in Polarized Times"

Chris Sperry - Project Look Sharp



Chris is the co-founder and the Director of Curriculum and Staff Development at Ithaca College's Project Look Sharp - a non-profit organization whose mission is to help K-16 educators enhance students' critical thinking, metacognition, and civic engagement through media literacy.

Chris taught middle and high school social studies, English and media studies for over 40 years in Ithaca, New York. He is an award winning educator, the author of numerous curriculum kits related to global studies and U.S. history and articles about integrating media literacy and critical thinking into the curriculum, and co-author of *Teaching Students to Decode the World: Media Literacy and Critical Thinking Across the Curriculum*.

Throughout the session Chris modeled Project Look Sharp's Constructivist Media Decoding model (CMD), in which a teacher leads students through meaning making by asking probing questions about a piece of media. Students critically analyze and evaluate media together as a class while meeting both content and media literacy objectives.

### Tips for Choosing Media for a Constructivist Media Decoding:

1. Start with a "rich" media document that is appropriate for your students and relates to your goals. - Identify both your curriculum goals and your media literacy goals
2. Decode different forms and types of media. - Consider excerpts from books, TV, film, websites, maps, posters, songs, video games, advertisements, paintings, magazines, newspapers, blogs, radio, comics and editorial cartoons, etc.
3. Prepare background information and probe questions for teaching about content and source. - Identify and construct the background information students will need in order to effectively decode the documents ----Plan evidence-based questions that ask students to apply core content and reflect on media construction and sourcing
4. Less is more - show short clips, or just one or two pieces of media

### Tips for Leading a Constructivist Media Decoding:

The key to decoding media documents lies in the use of questions. Try to shoot for 80-90% of what you say being in the form of questions.

1. Set up the decoding by giving the context for analysis. - Provide the necessary background information before you start the decoding --- Typically give students a "heads-up" of what to look for.
  - a. Always start the decoding with a question.
    - i. What are your impressions from what you see (just saw, just heard)? Does anyone have a response? Who wants to comment first?
    - ii. If possible, use a specific question that relates back to your curriculum goal: What is the message about \_\_\_\_\_? Which person do you think is DeSoto? What important event does this represent?
    - iii. Or you can begin with the first set of media literacy questions: Who do you think made this (produced this)? What was their purpose? Who's the target audience?

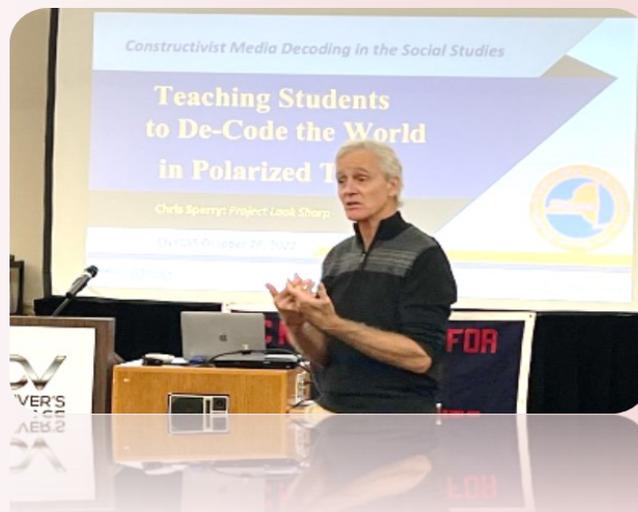
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2. Follow immediately with **evidence probes**. You may want to clarify whether you're looking for general evidence (including from the person's prior experience), or specific evidence seen/heard in the document.
  - a. What's your evidence for that? What makes you say that?
  - b. What's your evidence in the document? Where do you see that? How do you know?
3. Continue to probe when appropriate, especially to get at key content points and perspectives.
  - a. **Expansion:** Tell me more about that. What do you mean by \_\_\_?
  - b. **Interpretations:** What words might you use to describe him? How does this make you feel?
  - c. **Clarifications:** So you're saying \_\_\_? Do you mean \_\_\_?
  - d. **Restatements:** (restate in slightly different words or while pointing to the relevant element of the image)
  - e. **Affirmations:** Yes! Interesting. No one's ever said that before!
4. Open the discussion up to other participants:
  - a. Anyone else? What else? Does anyone else have a different interpretation?
  - b. I'm going to go around and have each of you say one word that describes \_\_\_.
5. Use physical cues.

**Cautions When Leading a Constructivist Media Decoding:**

1. Don't tell students what to see, or what the answer is, if possible. Continue to use questions to draw them to the points you want to make, or to the right answer if there is one.
2. Help students to analyze and evaluate free from your judgments:
  - a. Craft questions that do not bias student judgment (e.g., "What are the messages about Native Americans?" not "How is this depiction racist?")
  - b. Recognize how your own biases may show up in your body language, facial expressions, language, and framing when leading a decoding
  - c. Decode documents that you approve of (e.g., student-produced videos critiquing media) as well as documents you are critical of (e.g., manipulative advertising or political messages by someone you would not vote for)
  - d. Recognize the power behind your choice of documents to decode
3. Listen for resistance (e.g., when a student dismisses a comment by saying "you are reading into this") or for one-sided comments that are stated as truth, and probe accordingly:
  - a. Is there only one viewpoint on that? How might other people respond differently?
4. "Do no harm" - be aware of the power of media messages and the potential for unintended consequences (e.g., reinforcing the stereotypes or potentially harmful messages we are decoding)
  - a. Contrast negative or potentially harmful messages with positive media representations (decoding both)

~ Mary Kathryn Lonergan



## "Teaching Writing: Effective and Efficient Strategies that Enhance Learning"

Amy Pento - Liverpool CSD  
Lynette Avery - Liverpool CSD

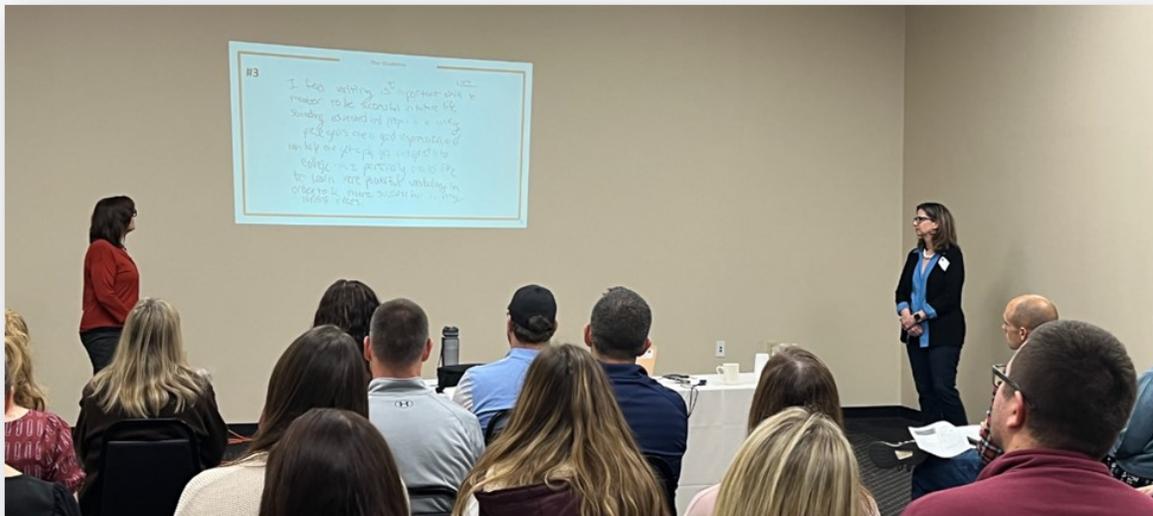
### Writing Revolution....It Starts with the Sentence

Teachers teaching teachers are almost always my preferred choice for the CNYCSS PD Day and Lynette Avery and Amy Pento of Liverpool Central Schools did not disappoint. I honestly am wondering how much they would cost to come out to my school for some PD on one of our Superintendent Conference Days. Amy? Lynette? Let's talk and see what might work out! As most of us that attended a few weeks back are **not** ELA teachers I'm guessing we consistently find the task of improving our students' writing to be a daunting and frustrating task. The strategies Ms. Avery and Ms. Pento shared from *The Writing Revolution* by Judith C. Hochman and Natalie Wexler provide an approachable set of tools that do not require a complete overhaul of what you may be currently using. Ms. Avery and Ms. Pento mainly focused on explaining the use of the Kernel Sentence strategy to assist with the eternal problem of sentence expansion.

As Lynette Avery said, how many of us write "More detail" or just "more" in the margins of our students' writing. Answer, all of us. But so often many of our students just do not have the tools at hand to make that happen. The Kernel Sentence strategy is a great starting point as it seems to essentially utilize concepts that our students would already be familiar with. Who? What? Where? When? How? And it "beats them to the punch" by providing that basic "Kernel Sentence" that is the sentence they usually start and end with. Since that basic sentence is being applied the next step is almost "gamified" as it challenges them to add the other elements to the "kernel". The way Ms. Avery and Ms. Pento paired the Kernel Sentence Expansion strategy with documents from past Regents exams accompanied with Conjunction Banks illustrated the simple way a teacher can immediately begin to build up the students' writing skills in short exercises.

If you were unable to attend the session, you may want to reach out to them for their presentation packet. You may also want to pick up a copy of *The Writing Revolution*. They began their exploration of the book as a professional development activity during COVID. It seems like it would be a great book to work through starting with your interested colleagues. Thank you Lynette Avery and Amy Pento for sharing your experience with us. Getting practical insights from fellow "teachers in the trenches" continues to be my favorite session at the CNYCSS PD Day.

~ Erica Martin



**"What Comes After Roe?"**  
**A Discussion of Constitutional Doctrine and the Future of Fundamental Rights"**  
**Dr. Keith Bybee - Syracuse University**

Dr. Bybee began by explaining the Basics of Constitutional Rights, and that these rights are negative. This means you have a “sphere of liberty” and the freedom to act unless or until the government restrains/regulates those rights for reasons the courts feel are justified. The government/courts use strict scrutiny to decide if they have a compelling interest to limit a right or freedom. The 9th Amendment to the Constitution (within the Bill of Rights) explains that Americans have rights that are specifically listed in the Constitution, but also acknowledges citizens have rights not listed in the document. The 14th Amendment proclaimed that rights and freedoms were equally protected, & cannot be limited without due process of law.



There are four strategies that the Supreme Court uses to decide what fundamental rights are in the United States. The first is **Reason from Consequences**, and the example given was a court case from the 1940s. There was a proposal that if a person broke enough laws they could be sterilized. This broke the fundamental right to procreate, and sterilization could have an impact on the population. Therefore, this idea was struck down to protect your right to procreate. The second strategy is **Constitutional text**, which is where they make inferences from the text, and can read between the lines on what the founders meant. For example, you have the right to privacy to a degree, specifically in your marriage. The right of a married couple to use contraceptives for instance is protected under this realm. Thirdly, the Court can look for a **specific historical tradition**. There was a case in 1987 that questioned whether attempting suicide was a criminal action. There is no history of having the right to commit suicide, therefore people do not have the right to do this. The final approach the court can take is looking at **Living traditions**. It was determined in 2015 with the Hodges case that same sex marriage was protected as there is a tradition of the freedom to marry in the United States. These views can change over time. In this country, women used to have to forfeit their property rights when married and forfeit custody rights to their children when divorced. In the 1960s interracial marriage was barred, yet in 2015 same sex marriage was protected by the court. Our perspectives are ever changing, and the court can decide previous decisions were egregious and eliminate them.

In 1973, the Supreme Court decided Roe v. Wade was covered under the Right to privacy as the result of consequences. Therefore, abortion cannot be prohibited, at least in the first trimester. However, the Roe case did allow states to prohibit abortion in the 3rd trimester. Moving into 1992 with the Planned Parenthood of SE Pennsylvania v. Casey case, abortion rights were defended as part of a Living Tradition, and the ever changing status of women in the US. What the Casey case did change, was how easily states could create obstacles to getting an abortion. For example, they could make abortions astronomically expensive, or create longer than necessary wait times, etc. They cannot prevent an abortion in the first trimester, but they can create those constraints.

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The recent *Dobbs v. Jackson Women’s Health Organization* decision looked at abortion completely differently than *Roe* or *Casey*. The current court stated that the previous rulings were egregious, and there was no right to privacy when it comes to abortion because there is no specific historical tradition allowing it. The court referenced that abortion was criminalized in the 1860s, therefore it was no longer covered by lack of privacy as they could show a history of it being disallowed. The *Dobbs* case makes it very easy for states to make abortion illegal for a variety of reasons, but can successfully argue it is for respect of the fetus, and the health of the mother. Any state regulation is presumed constitutional under the rational basis review, and there is no specifically defined role for viability.

There was a four decade movement leading to the *Dobbs* case. Such a movement is not always necessary to change how the court views an issue, right, or freedom. The *Dobbs* case now raises questions about other decisions previously protected under the right to privacy in regards to unenumerated rights. Could the court now look at the use of contraceptives or same sex marriage differently if it is not viewed as a privacy issue, but rather as solely looking for historical traditions? Regardless of how you personally view the abortion issue, this reversal does raise serious questions moving forward as to how future decisions will be laid down and decided.

~ Anthony Hazard

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## **The Third National Women's Rights Convention in Syracuse, September 8-10, 1852"** **Robert Searing - Onondaga Historical Association**

The Talk given by Robert Searing, Curator of History at the Onondaga Historical Association dealt with the Third National Women’s Rights Convention. The event took place on September, 8th -10 th in 1852 in Syracuse, New York where Abolitionism was all ready a hot topic which for at least in the early days, went hand in hand with the Suffrage Movement. Many felt that the freedom spoken of in the Constitution should be available to all those living in America regardless of race or gender. The talk centered on those women who were active in the movement; in their beliefs and actions. These ladies included Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, Matilda Jocelyn Gage, and Amelia Bloomer as well as men who championed their cause such as William Lloyd Garrison, Fredrick Douglas, Samuel May and Jermain Loguen. Although divisions formed amongst the advocates as to the best ways to proceed in their struggle for equality, this convention held in Syracuse and these individuals were on the forefront of the fight that would continue for the next 68 years until National Suffrage was achieved in 1920.

~ Scott Peal



## "Is Global Democracy in Crisis?" Dr. Erica DeBruin - Hamilton College

Dr. Erica DeBruin is an Associate Professor of Government at Hamilton College, where her research focuses on civil-military relations, civil war, and policing. Her recent book, *How to Prevent Coups d'état: Counterbalancing and Regime Survival*, was published in 2020. At Hamilton, she directs the Justice and Security Program at the Arthur Levitt Public Affairs Center, and teaches courses on international security, civil-military relations, civil war, and nuclear politics. As we see democracy in peril at home and abroad, her subject matter and area of expertise are of particular importance.



Dr. DeBruin explained how differently the decline of democracy manifests in today's world. The early waves of "autocraticization" from 1900-1980s came in the form of coup d'etats, one party regimes, and foreign invasion. Whereas now, in this third wave, democratic breakdown is a more gradual and incremental process in which elected leaders even undermine the democratic process.

There is hope, Dr. DeBruin suggests. She says, "The fear of losing democracy can help preserve it." She suggested several ways to combat democratic backsliding, including addressing and confronting the argument against democracy while also vigorously examining the arguments in support of democracy. As social studies and civics educators, our role and importance here cannot be overstated.

For additional information and perspective, consider reading Dr. DeBruin and Risa Brooks' article [18 Steps to a Democratic Breakdown in the Washington Post](#) (December 10, 2021). As a council we are deeply grateful for her insight and willingness to present at this year's conference.

~ Mary Kathryn Lonergan

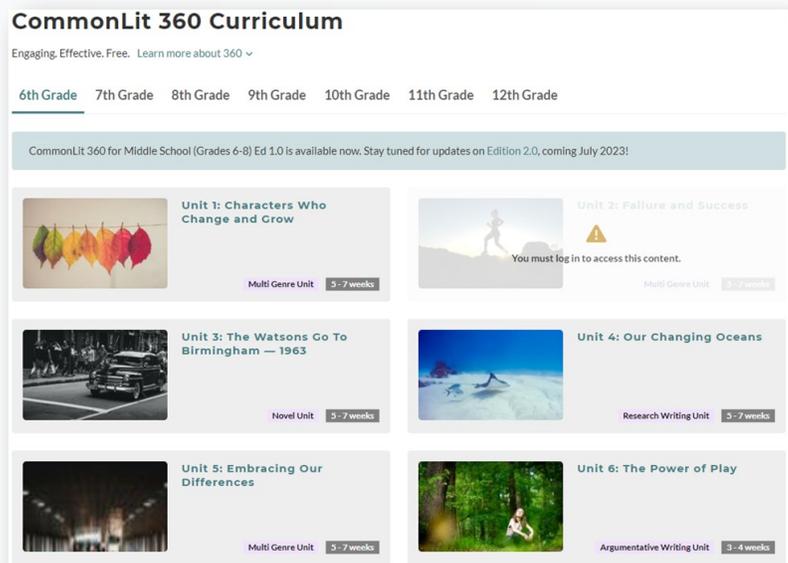


## "On Your Mark, Text Sets, Go!"

Dr. Nicole Waid  
SUNY Oneonta

We were very pleased that Dr. Waid returned to provide attendees with a variety of useful strategies for the classroom. This presentation gave suggestions on how to start controversial topics using text sets. Dr. Waid began her presentation highlighting some recommendations for addressing issues in the classroom. First and foremost it was recommended that teachers get to know their students before delving into any issues. It was also recommended that teachers work to establish and continue to foster a supportive environment for classroom discussion. Additionally, when students are ready to start making claims it was suggested that as students make claims with a variety of supporting evidence and expressing viewpoints in ways that are constructive and respectful of differing opinions. Dr. Waid also discussed how students need to be connect with the content and issues in ways that intersect with their own lives. A best practice for this approach would be to begin by accessing students prior knowledge and then making connections to the topic being covered. Students should not begin a discussion of a topic with a debate, but instead teachers should work to establish a framework for reflecting practices where students work to become well versed in the issue in question, and work with a variety of sources from varying viewpoints well before any debate. Also recommended was the idea of having students serve as fact checkers which would increase student media literacy in the area of identifying bias. One key takeaway was the instructional strategy of having students create their own text sets with combinations of informational text, visual text, accessible text (primary sources such as letters, testimony, etc), and anchor texts (book). One highly recommended resource was [Commonlit.org](https://www.commonlit.org) where teachers can find a variety of pre-made text sets for a variety of topics at different grade levels.

~ Troy Killian



### Other recommended resources:

Reading A-Z (K-12) <https://www.readinga-z.com/>

Achieve the Core (K-12) <https://achievethecore.org/>

Newsela <https://newsela.com/>

Facing History and Ourselves <https://www.facinghistory.org/>

Tween Tribune- for current events where teachers can change lexile levels.

<https://www.smithsonianmag.com/category/teachers/>



## Creating Student Leaders through Strength Based Psychology Paul Meunch

If there is one thing that stands out about Conference Presenter, Paul Meunch, it was his enthusiasm. That, paired with his thirty years of teaching experience in the Oswego and Fayetteville Manlius school districts as well as his work as an athletic coach and motivational speaker, made his session a lively one. More than anything, Meunch focused on three main ideas. He encouraged attendees to really think about what they personally enjoy about teaching. That is what we should do more of in the classroom, not less. Our joy and enthusiasm will be that much more evident and, hopefully, that much more contagious. Joy and enthusiasm comes from being our authentic selves - both inside and outside of the classroom. Another important reminder Meunch emphasized was the need to develop personal relationships with individual students. He challenged us to keep track of which students we talk to (as in really talk to, not just a hello at the door) each day for a week. Did we speak with every single student? The tendency is to give the majority of our attention to the students that



are the most friendly or, conversely, most behaviorally challenging. Meanwhile, we may go weeks without interacting in a significant way with a whole group of quieter, less openly needy students. Finally, Meunch encouraged attendees to increase student motivation and involvement through simple class challenges that they can't get wrong. This can help to reinforce the content while also building the confidence of struggling students. He gave suggestions like Pictionary, Charades, the Letter Game (pick a letter and come up with a list of words that are associated with the unit/topic you are working on), and a Social Studies Relay (put events into order on the board one at a time). These are simple games that require no preparation. Students can work together to prepare their answers before the challenge begins. Individual students can't fail when they are working together as a team. The point is you want them to get the right answers. Adding the layer of class vs. class competition can motivate students even more. The competition becomes less about individual students who shine and more about the whole class teamwork required to win the competition. In short, Meunch's presentation on positive psychology in the classroom contained many small reminders about how to promote joy in our classrooms that we all know but tend to forget in the daily grind of planning, teaching, grading, and testing.

~ Kristina Jeanneret



Strategies for Success  
Preparing Students for the U.S. History Regents"  
Donna Merlau

“Strategies for Success: Preparing Students for the United States History Regents Exam” was presented by Donna Merlau, an education consultant who is retired from the NYSED Office of Assessment. Donna provided an overview of the new Framework-based United States History and Government Regents Exam. She emphasized that teachers needed to become familiar with the US History and Government Educator Guide, NYS Framework, Task Models, course-level Performance Level Descriptors, Test Blueprint, and sample paper. These can be found online at <http://www.nysed.gov/state-assessment/united-states-history-and-government-framework>. Three handouts were provided: (1) Short Essay Question-Set 2, page 4, (2) Part III CLE Sample Student Papers p. 8 with contact information on the back, and (3) Part III CLE pp. 59-66 from the US History and Government Educator Guide.

Donna also presented for Global History teachers in a different session, and the CNYCSS would like to thank her for her continued support and outreach. Donna encouraged teachers to contact her if they wanted to obtain a copy of her presentation or needed additional information. Her sessions was very well attended. The teachers were seemed to appreciate her strategies and information presented.



~ Mary Duffin

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The CNYCSS Would also like to extend a special thank you to our Community Row Representatives in attendance at our Annual Conference. Be sure to visit their websites for more information and teacher resources:

Onondaga Historical Association (OHA) - Scott Peal - <https://www.cnyhistory.org/>

Erie Canal Museum. – Derrick Pratt - <https://eriecanalmuseum.org/>

Seward House Museum - Kate Grindstaff - <https://sewardhouse.org/>

NY Digital Collections and NYS Historic Newspapers - Ryan Perry <https://nyshistoricnewspapers.org/>

3G Descendants of Holocaust Survivors - Aaron Ginn - <https://www.3gny.org/>

Oneida Community Manson House – Tom Guiler - <https://www.oneidacommunity.org/>

Exhibitor: Social Studies School Services - Emily Thomas - <https://www.socialstudies.com/>

Social Studies Books by Jenny Fannelli

On behalf of all of us at CNYCSS we want to congratulate Caitlin Goodwin of McGraw High School for her recognition by The Gilder Lehrman Institute of American History as the 2022 New York State History Teacher of the Year. Caitlin has served on the CNYCSS Board and been a presenter at the CNYCSS Professional Development Day. We are excited to share this news with you and look forward to Caitlin’s continued leadership in the field of teaching social studies. Please continue to read below as this article from the *Cortland Voice* goes into more detail about Ms. Goodwin’s accomplishments. ~ Erica Martin

## MCGRAW HIGH SCHOOL HISTORY TEACHER RECEIVES STATE HONOR

Source: The Cortland Voice. Community, Education, Featured News. August 12 2022. Kevin L. Smith



A McGraw High School recently received a prestigious honor.

Ms. Caitlin Goodwin, who teaches at McGraw, has been named this year’s New York State History Teacher of the Year by the Gilder Lehrman Institute of American History.

Gilder Lehrman Institute of American History is the nation’s leading organization dedicated to K-12 American History. The History Teacher of the Year award began in 2004, as it highlights the “crucial importance of history education by honoring exceptional American History teachers from elementary school through high school,” according to a release.

Goodwin was one of 53 finalists for the National History Teacher of the Year.

In addition to her state recognition, Goodwin received a \$1,000 honorarium, a core archive of American History books and Gilder Lehrman educational materials.

“New York State is huge, and it’s me and my little school. It feels good to be recognized,” Goodwin said, a history teacher at McGraw for 11 years. She will be going into her 12th year for the upcoming 2022-23 school year.

Goodwin was nominated for the award by two of her friends, both of whom are teachers in different parts of the country.

“Ms. Goodwin has always demonstrated a love of history and passion for teaching our students at McGraw. Whether she is bringing students to Washington D.C. or France or just bringing them outside to reenact the Battle of Bunker Hill in the snow, she is enthusiastic, innovative and gets kids excited to learn, in and out of the classroom. She always goes above and beyond her expected duties, showing commitment not only to her profession, but to our district and students as well.” said Mark Dimorier, principal of McGraw Jr. Sr. High School.

(Continue...)

Goodwin is a SUNY Cortland alumnus. She went into the college as an adult and a non-traditional student, and graduated with her bachelor's degree in 2011 and master's degree in 2016 in adolescent education and history. She is currently enrolled in the college's educational leadership program.

"The history department at (SUNY) Cortland is incredible," Goodwin said.

Born and raised in the Cortland area, Goodwin "always loved history" since she was a kid.

"My dad is from England and he's a huge history buff. Growing up, we'd always go to historic sites," she said. "My mother was a history teacher (at Cortland High School) as well."

A part of her family tree is connected to the history of SUNY Cortland. Her late grandfather, James F. Casey (a SUNY Cortland Class of 1953 graduate), is named after Casey Tower. Casey was the former director of housing at the college.

One thing that motivates Goodwin as a history teacher is taking historical topics and modernizing in today's world.

"Right now, I really think it's important for kids to be able to take skills from history and apply them to their lives today," she said. "It's great that you know Abraham Lincoln delivered the Gettysburg Address in 1863, but what's more important is for the kids to be able to analyze a document related to that and corroborate sources.

"(You would) be able to take historical thinking skills and use them to analyze media today, and ask 'how would they be relevant today?' It's about trying to make this kind of American trajectory in history make sense today and what lessons can we learn (from it)."

During the COVID-19 pandemic, Goodwin made it her goal to give her students more of a "social and emotional connection" through her teaching.

"They're still excited to learn," she said, noting their energy makes teaching "contagious."

Caitlin Luzum, one of Goodwin's former students, praised her former history teacher.

"Ms. Goodwin definitely made an impact on my learning," Luzum said. "She's definitely one of the teachers that made McGraw schools a memorable school to go to. She always made class fun and enjoyable. She's one of those teachers that anyone would be happy to have."

Aside from teaching, Goodwin is a member of the Central New York Council for Social Studies, a Ford's Theater Master Oratory fellow, and has been recognized as a Lincoln Teacher Leader. She traveled to France with a student to study the D-Day campaign through Albert H. Small Normandy Institute.

"There's a lot of history teachers who are really motivated to do stuff out there," she said. "There are so many opportunities for us, and I think it's one of the things that's really helped me be such a good teacher. I'm always going and learning, and how to teach (history)."



## Join the Gilder Lehrman Institute of American History's Affiliate School Network

Do you teach U.S. History? No matter what grade level you teach, there are many advantages to becoming an affiliate school of The Gilder Lehrman Institute of American History. As an affiliate you gain access and invitations to a variety of programs and resources. Looking to touch up the classroom environment? Affiliate schools are regularly offered high-quality reprints from the Gilder Lehrman collection. Beautiful images of key moments in American History such as the commemorative print below honoring the passage of the Fifteenth Amendment in 1870 (<https://www.loc.gov/item/2003690776/>). Not only is it large, approximately 24 x 36, but it is an incredibly useful teaching tool.



Speaking of teaching tools, the most recent affiliate offer included 9 downloadable lesson plans using primary sources from the Gilder Lehrman collection. The lesson plans range in topic from “The Soldier’s Experience: Letters from Four American Wars” to “Explorers and Exploration in American History: Shifting the Narrative”. Even if you are not able to use the lesson in its entirety, it provides excellent and concise background on topics that you may never considered before and provides ideas and inspiration for “deep-dives” into primary sources, an increasingly essential skill for our students taking the Regents exams. Such lesson plans are part of the Gilder Lehrman “Teaching Literacy Through History” program.

## The Soldier's Experience: Letters from Four American Wars



Men from the 25th Regiment Infantry, 8th Division, relax in  
Sully, France, 1918 (National Archives, 16 502016)

Created through a partnership with the Veterans Legacy Program



THE GILDER LEHRMAN  
INSTITUTE of AMERICAN HISTORY



## Explorers and Exploration in Early American History: Shifting the Narrative

BY CONNIE FINK

### CONTENTS

Lesson 1.....4 Lesson 2.....8 Lesson 3.....11 Lesson 4.....13 Lesson 5.....15  
Lesson 1 Handouts...17 Lesson 2 Handouts...26 Lesson 3 Handouts...34 Lesson 4 Handouts...37 Lesson 5 Handouts...44

### UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original sources of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, synthesize, and develop knowledgeable and well-reasoned viewpoints on primary and secondary source materials.

Students will engage in multiple critical-thinking activities to analyze maps, texts, and images. They will read and analyze the primary sources with the intent of inferring subtle meanings. Throughout each lesson students will better understand the impact early exploration had on Native Americans. They will use the knowledge gained through their analysis to select a work of art representing an early explorer's "landing" moment and reimagine the experience from a Native American perspective.

### UNIT OBJECTIVES

Students will be able to

- Analyze primary sources representing multiple accounts
- Identify and explain keywords and important phrases in a historical text
- Draw conclusions about and discuss interpretations of the primary source materials
- Collaborate with classmates to develop and express different viewpoints
- Modify an original work of art and shift the central perspective highlighted in the piece

GRADE LEVELS: 3-5

NUMBER OF CLASS PERIODS: 5-6

### COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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INSTITUTE of AMERICAN HISTORY

2



There are also opportunities to recognize colleagues for their excellence in teaching our nation's history. You may have already read the article about our own CNYCSS member, Ms. Caitlin Goodwin, teacher McGraw Schools, and her achievement of being recognized as the 2022 New York State's Gilder Lehrman Teacher of the Year. It's always a "feel good" moment to know that others in our field are being recognized for their efforts. And it's an even more exciting "feel good" moment to be a part of nominating such remarkable colleagues to be celebrated.

My final recommendation for becoming an Affiliate School of the Gilder Lehrman Institute of American History is their extensive opportunities for professional development. They offer self-paced courses and summer seminars held virtually. They also offer Book Talks and many other similar virtual events. As an Affiliate School member you receive notifications of these events and free or discounted prices to join. You might have the opportunity to directly ask questions of Professor David Blight of Yale University, author of Frederick Douglass: Prophet of Freedom. You might also have the opportunity to discuss the history of protest literature in the United States with Professor John Stauffer of Harvard University.

In a day and age where traveling to attend professional development can be cost prohibitive and time prohibitive, the Affiliate School program offers a great deal that can be accessed from your personal office or classroom. It also puts you in touch with a network of teachers across the country that share your passion and interests. Below is the link for the grades K-12 Affiliate School program. Fingers crossed we may encounter each other at one of the many events hosted by the team at Gilder Lehrman. Affiliate School Link

~ Erica Martin

## Calendar of NCSS, Associated Group and Affiliated Council Events



### New Approaches to Teaching with Primary Sources

When: Dec 2, 2022 12:30 PM

[Register](#)

With special guests Sarah Westbrook (Director of Professional Learning, The Right Question Institute), Emma Humphries (Chief Education Officer, iCivics), and Shanti Elangovan (Founder and CEO of inquirED).

Join us live from The Question Hub on the convention floor at the 102nd NCSS Annual Conference. We'll discuss how we can help students build their social studies questioning power, and give teachers the resources they need to investigate questions that promote profound social studies learning. - *All Times Eastern*



### Charting a Path to Teach Indigenous History

When: Feb 16, 2023 7:00 PM - Feb 16, 2023 8:30 PM

[Register](#)

Why is it that we in the United States still have the notion that as soon as Europeans put their first big toes on some American coast, all the Americas became up for grabs—denying Indigenous sovereignty, control of the land, and basic home field advantage? Why do we still have an image in our minds that Indigenous people existed in tiny pockets spread sparsely through a landscape still waiting to be “settled”? Much of why we do so is because the maps in US history textbooks tell us so. Those maps tell us that the North American landscape was empty, or that even when “peopled,” those people had no named towns, no charted roads, no territorial markers and, most importantly, no sovereign borders. And, the maps tell us that as soon as Europeans arrived, even those tiny pockets vanished from the earth. Such distortions are at odds with the history itself...and with historical maps drawn by Europeans. This seminar will help educators address the problem of textbook maps in the classroom, and ways to use historical maps to their advantage—making maps talking points and powerful visual aids for understanding the presence and power of Indigenous nations and people throughout North American history as well as for understanding the unique status and rising influence of Native nations today. - *All Times Eastern*



### American Antisemitism in the Twentieth Century

When: Apr 11, 2023 7:00 PM

[Register](#)

The past several years have seen an upsurge in the visibility of anti-Semitism in the United States, from the Charlottesville marchers' chant, “Jews will not replace us,” to mass murders at the Tree of Life and Poway synagogues. But most Americans think about anti-Semitism only in relationship to the Holocaust; anti-Semitism in the United States is a subject that few Americans understand or learn about in school. This webinar will trace the history of anti-Semitism in America throughout the twentieth century. - *All Times Eastern*

**NYSCSS**



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

## **NYSCSS 85th Annual Convention**

**“Pivotal Learning: Teaching Social Studies in a  
Changing World**

**March 9-11, 2023**

**Crowne Plaza Albany - The Desmond Hotel.**



# **CROWNE PLAZA®**

**AN IHG® HOTEL**

**ALBANY – THE DESMOND HOTEL**

[Visit <https://nyscss.wildapricot.org/> for more information](https://nyscss.wildapricot.org/)



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

## About National Council for the Social Studies (NCSS)

### Our Vision

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

### Our Mission

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

### Our Community

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



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

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



IN THIS DAY AND AGE, IT'S VITAL FOR US TO CONTINUE THE STORIES OF HOLOCAUST SURVIVORS AND MAKE SURE "NEVER AGAIN" IS A REALITY

### **Our Mission**

3GNY is an educational non-profit organization founded by grandchildren of Holocaust survivors. As a living link, we preserve the legacies and the lessons of the Holocaust. Our mission is to educate diverse communities about the perils of intolerance and to provide a supportive forum for the descendants of survivors.

Our generation is the last living link to survivors. It is primarily through us that future generations will hear the actual stories of our grandparents' survival. We must ensure that others see the human face of the Holocaust, as well as understand its details, its place in history and how it is viewed and discussed today.

To accomplish these goals, 3GNY creates forums where members meet, learn, connect and share ideas. Founded in 2005 with a group of six, 3GNY's membership now exceeds 5,000. We have diverse programs, including museum tours, film screenings, theater engagements, discussion groups, book readings, visits and dialogue with survivors, Shabbat dinners, Jewish cultural events, intergenerational gatherings, genealogy workshops and field trips.

### **WEDU SPEAKER CLASSROOM EXPERIENCE**

Classroom presentations include a 15-20 minute presentation followed by a Q&A for students and teachers to have a dialogue and connect history with current events, intolerance and injustice. 3GNY has developed ongoing relationships with schools throughout the tri-state area and beyond. All speakers are selected based on students' needs and curriculum. 3GNY has over 300 active speakers from diverse backgrounds and professions. We aim to provide and pair two speakers per classroom visit to offer multiple experiences and complimentary presentations.

### **Film, Documentaries, and Podcasts**

- [Korczak](#)
- [We Share the Same Sky Podcast](#)
- [The Accountant of Auschwitz](#)

### **Artwork and Exhibits**

- [Interactive Map of the Children Deported from France During WW2](#)
- [Agata di Masternak](#)

### **Just a few Books by 3Gs**

- [We Share the Same Sky](#) by Rachael Cerrotti
- [By the Grace of the Game](#) by Dan Grunfeld
- [Plunder: A Memoir of Family Property and Nazi Treasure](#) by Manachem Kaiser
- [Heirs of Auschwitz: A True Story of the Holocaust, Transforming Inter-Generational Trauma, and the Meaning of Existence](#) by Dr. Jack Fried
- [Be Brave](#) by J.M. Farkas
- [Humanity in Auschwitz: Letters from My Grandmother](#) by Lauren Meyerowitz Port

## Consider Hosting a Student Teacher This Spring

The SUNY History department invites you to consider hosting a Social Studies student teachers for the Spring, 2022 semester.

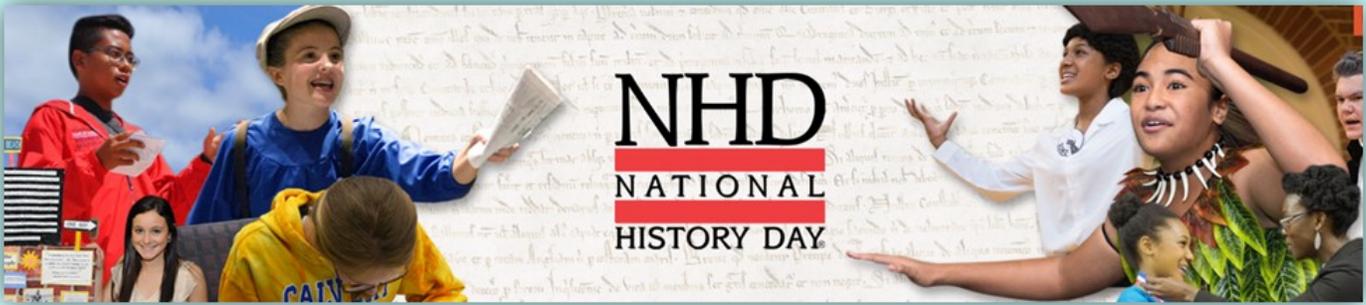


We also are now seeking placement for Field Experience students in the greater Cortland area. If you are interested or have questions, please contact Jim Miller at [james.miller@cortland.edu](mailto:james.miller@cortland.edu).

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



# National History Day



## FRONTIERS IN HISTORY



Each year, National History Day® frames students' research within a historical theme. The theme is chosen for broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2022-2023 theme is Frontiers in History: People, Places, Ideas.

### 2023 THEME INTRODUCTION VIDEO



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

The CNYCSS invites all members of our social studies community to consider nominating a colleague for one of our Social Studies Educator Awards for the 2022-2023 school year.



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

**Roger Sipher Beginning Teacher Award**

5 years or less in teaching profession

Nominee may be either an elementary or secondary teacher

**Outstanding Social Studies Educator Award**

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

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

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

**Distinguished Educator Award**

Can be an educator at any level, including higher education

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

Visit our website [cnycss.com](http://cnycss.com) for information regarding the nomination process and nominate a colleague today!



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

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

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

As changes at the state level continue, we will continue expanding in 2022 - 2023 under the title "Global History Group". Any 9th or 10th grade Global History teacher from the region is welcome to join us. Please contact [lovadia@liverpool.k12.ny.us](mailto:lovadia@liverpool.k12.ny.us) or [mknittel@liverpool.k12.ny.us](mailto:mknittel@liverpool.k12.ny.us) 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.





# CENTRAL NEW YORK COUNCIL FOR THE SOCIAL STUDIES

**Join the CNYCSS or Renew Membership**

**We Are Proud to Serve as Your Local Council!**

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

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

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

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



## Our Latest News



As the weather cools down and outside activities draw to a close, OHA has plenty of reasons for you to come in from the cold and enjoy the warmth of your local community's shared history. Check out our upcoming events, and new exhibits and Gift Gallery items that we'd love to share with you!

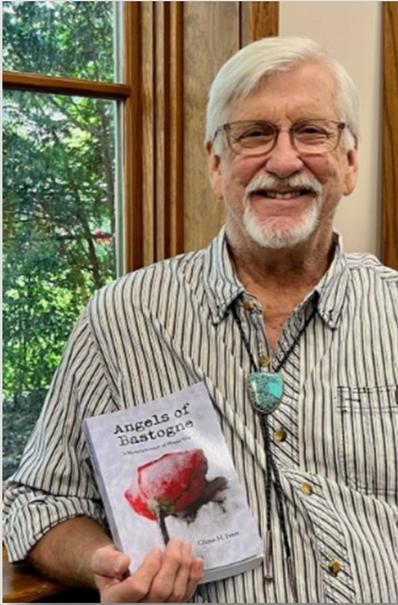
## EVENTS

### Holiday Open House December 4th, 4pm-7pm



In anticipation of the holidays, OHA invites you to an evening of extended hours, complete with refreshments, musical entertainment, storewide sales, and a special free gift from OHA! Everything in the Gift Gallery - including brand-new books, apparel, housewares, and jewelry selections - will be 15% off for members, 10% for nonmembers. For your convenience, we are also offering free gift wrapping, and a coinciding Book Talk event.

## Angels of Bastogne Book Talk December 4th, 4pm



To kick off our Holiday Open House, we're welcoming author Glenn H. Ivers for the launch of his new book, *Angels of Bastogne, A Remembrance of World War II*.

*Angels of Bastogne* is based on the true story of the American doctor, Captain John T. "Jack" Prior of Manlius, NY, and the Belgian nurses Renee Lemaire and Augusta Chiwy who volunteered in his aid station in Bastogne, Belgium that was bombed on Christmas Eve, 1944. The book also tells the story of soldiers and civilians swept up in the struggle for control of the strategic town during the Battle of the Bulge, and of veterans who reunited in Bastogne in 1994 to reminisce and remember fallen comrades. *Angels of Bastogne* is a profound exploration of the human condition in the cauldron of mortal conflict: of suffering and compassion, fear and courage, trauma and healing, guilt and redemption, and love, loss and loyalty.

Listen to Glenn discuss his work, grab a copy of *Angels of Bastogne*, and enjoy refreshments at our downtown museum at 321 Montgomery Street. Please RSVP if you plan to attend! [RSVP](#)

## EXHIBITS

### The Artist's Assessment Fred Gardner Paints Central New York

This new exhibit, open until Fall 2023, features the artwork of the eminent local artist Fred Gardner. Hailing from Jamesville, NY, Gardner (1880-1952) prolifically captured scenes of Central New York during the early to mid twentieth century.

After retiring from careers in architectural design and teaching in New York City, Gardner and his wife, Adelaide Morris Gardner, purchased a farm near Jamesville where he operated his art studio.

Gardner's eclectic art subjects include houses, animals, farms, trains, transportation, and Onondaga Native Americans.



OHA's collection of Gardner artwork numbers almost twenty five paintings, many surrounded by his homemade gray frames. Located on OHA's second floor, the gallery displays several of Gardner's oil and watercolor paintings and drawings. Fred Gardner's distinct art style is sure to fascinate visitors young and old.

**OPEN NOW**

## EXHIBITS

### Come In From The Cold Hats, Coats, and Furs

Embrace the oncoming cold weather with OHA's upcoming display of winter clothing and accessories. *Come In From The Cold* will be coming to the second floor of OHA's museum, presenting some of OHA's exquisite cold weather adult and children's fashions from the nineteenth and early twentieth centuries: black bear and raccoon fur coats; fur hats and muffs; beautiful children's outerwear, and several other items associated with the cold weather. Photographs of the winter landscape will augment the display of clothing and accessories.

One oddity is a horsehair coat made from a pet horse in about 1905; the horse, unfortunately, met its demise after stepping into a hole during an early twentieth century winter. The owner memorialized his pet by converting its hide into a warm winter coat. As staff continues to create the list of display items, who knows what other novelties will appear! Be on the look-out for this fascinating winter clothing exhibit at OHA's museum.

**OPENING IN DECEMBER**



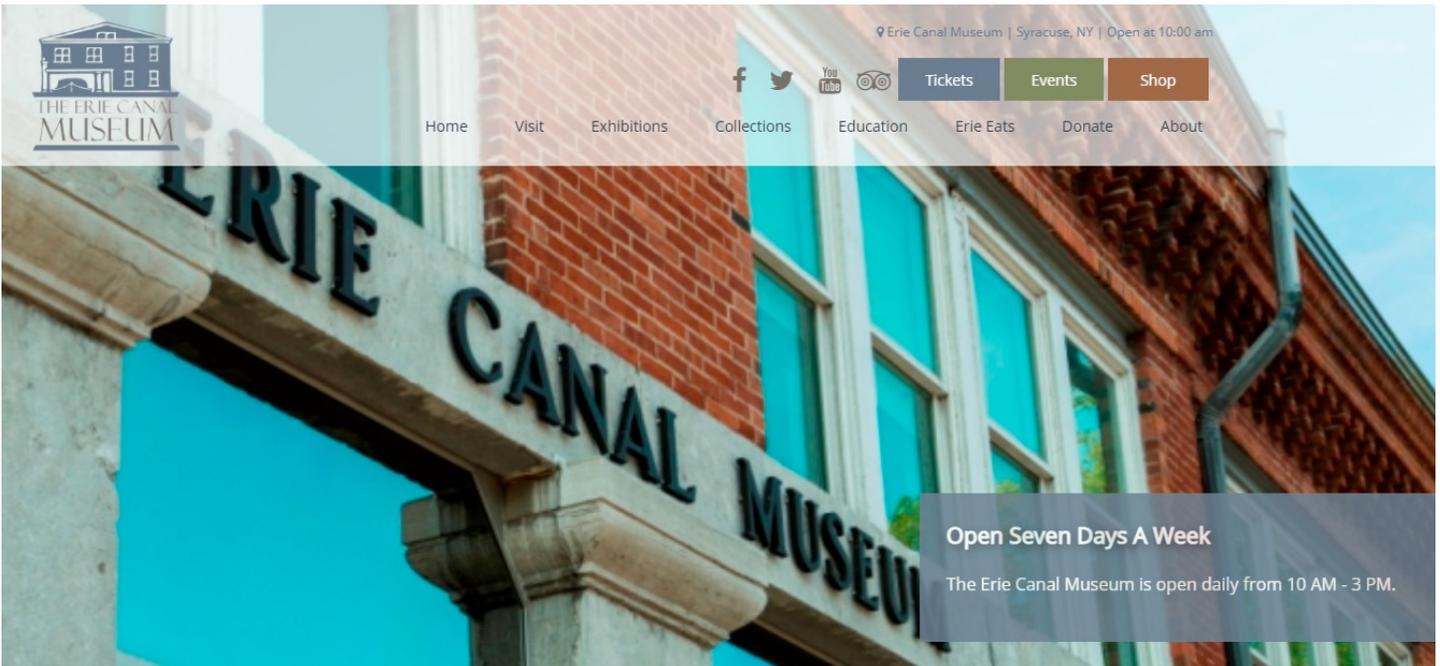
## ANNOUNCEMENTS

### Skä•noñh - Great Law of Peace Center Resumes Normal Hours



Public hours for [Skä•noñh - Great Law of Peace Center](#) are back! After a period of being open only to scheduled group tours, the Center has reopened its doors to the public for walk-ins!

Skä•noñh is now open from 10am-4pm Wednesday-Friday, and 11am-4pm on Saturday. We can't wait to welcome you back!



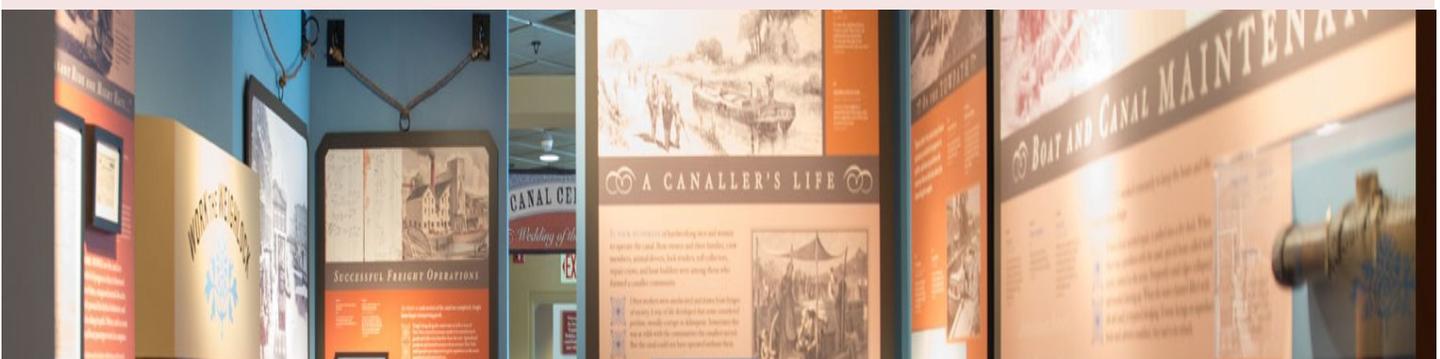
## Experience the Great American Adventure Story of the Erie Canal

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

### Current Exhibit - Weighlock Gallery

November 19, 2021 - January 9, 2022: *36th Annual Gingerbread Gallery*

The Gingerbread Gallery transforms our second-floor gallery into a festive 19th century Canal-town street scene with dozens of gingerbread creations on display in storefront windows. Works are submitted by amateur and professional bakers and are judged by a panel of civic leaders.



## **Tours and Field Trips**

### **Virtual Field Trips**

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

### **Mapping the Erie Canal**

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

### **Engineering the Erie Canal**

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

### **Life on the Erie Canal**

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

### **Virtual Scavenger Hunt**

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

### **Primary Source Workshop**

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

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

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

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

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



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

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

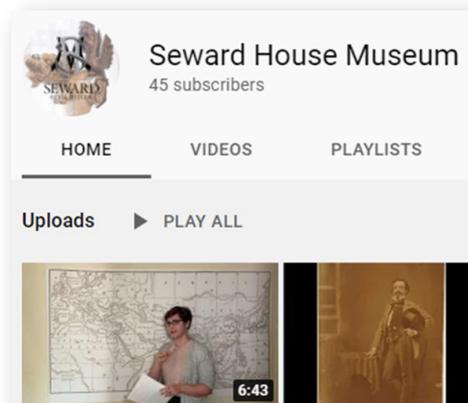
Dr. Ludwig and Mr. Finn have expanded the virtual tours they have pre-recorded and available on their [YouTube channel](#) and [two interactive virtual tours](#). If you are like me, the [Diplomats Gallery](#) is a site I always want to really linger at and take a moment to learn who all the interesting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

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

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

~ Erica Martin

### [Seward House Museum YouTube Channel](#)



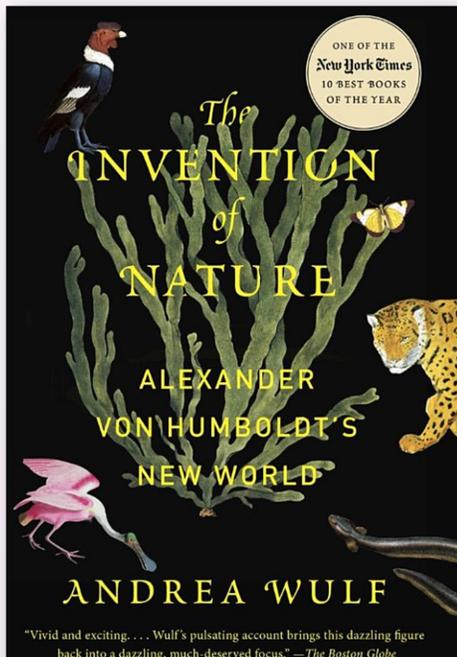
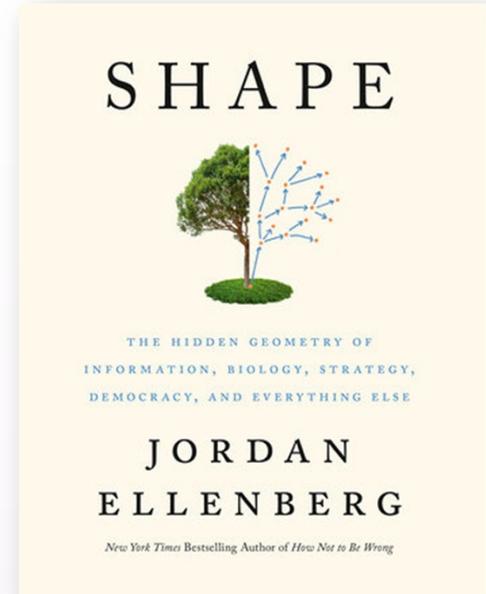
### [Current Exhibits](#)



## CNYCSS Fall / Winter 2022 Literature Recommendations for Teacher Wellness

### **Shape: The Hidden Geometry of Information, Biology, Strategy, Democracy, and Everything Else** by Jordan Ellenberg

How should a democracy choose its representatives? How can you stop a pandemic from sweeping the world? How do computers learn to play Go, and why is learning Go so much easier for them than learning to read a sentence? Can ancient Greek proportions predict the stock market? (Sorry, no.) What should your kids learn in school if they really want to learn to think? All these are questions about geometry. For real. If you're like most people, geometry is a sterile and dimly remembered exercise you gladly left behind in the dust of ninth grade, along with your braces and active romantic interest in pop singers. If you recall any of it, it's plodding through a series of miniscule steps only to prove some fact about triangles that was obvious to you in the first place. That's not geometry. Okay, it is geometry, but only a tiny part, which has as much to do with geometry in all its flush modern richness as conjugating a verb has to do with a great novel. Shape reveals the geometry underneath some of the most important scientific, political, and philosophical problems we face. Geometry asks: Where are things? Which things are near each other? How can you get from one thing to another thing? Those are important questions. The word "geometry" comes from the Greek for "measuring the world." If anything, that's an undersell. Geometry doesn't just measure the world—it explains it. Shape shows us how.



### **The Invention of Nature Alexander Von Humboldt's New World** by Andrea Wulf.

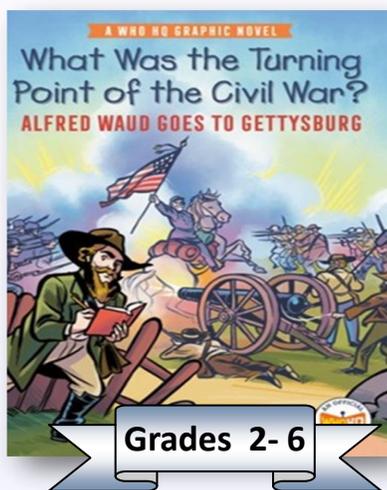
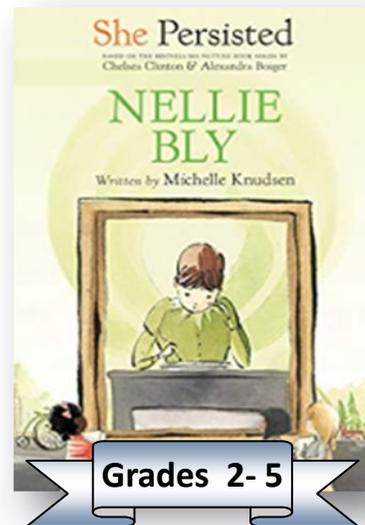
"The Invention of Nature" reveals the extraordinary life of the visionary German naturalist Alexander von Humboldt (1769-1859) and how he created the way we understand nature today. Though almost forgotten today, his name lingers everywhere from the Humboldt Current to the Humboldt penguin. Humboldt was an intrepid explorer and the most famous scientist of his age. His restless life was packed with adventure and discovery, whether climbing the highest volcanoes in the world, paddling down the Orinoco or racing through anthrax-infested Siberia. Perceiving nature as an interconnected global force, Humboldt discovered similarities between climate zones across the world and predicted human-induced climate change. He turned scientific observation into poetic narrative, and his writings inspired naturalists and poets such as Darwin, Wordsworth and Goethe but also politicians such as Jefferson. Wulf also argues that it was Humboldt's influence that led John Muir to his ideas of preservation and that shaped Thoreau's 'Walden'. Wulf traces Humboldt's influences through the great minds he inspired in revolution, evolution, ecology, conservation, art and literature. In *The Invention of Nature* Wulf brings

this lost hero to science and the forgotten father of environmentalism back to life. Humboldt was, after all, as one contemporary said, 'the greatest man since the Deluge'.

## AUTUMN 2022 LITERATURE REVIEW Keeping Current with Literature in the K-8 Social Studies Classroom by MARY M. DUFFIN

**SHE PERSISTED NELLIE BLY** by Michelle Knudsen. (Based on the Bestselling Picture Book Series by Chelsea Clinton and Alexandra Boiger.) Interior illustrations by Gillian Flint. Philomel, an imprint of Penguin Random House LLC, New York. 2021. Hardcover. ISBN:9780593115749

Nellie Bly was a journalist and one of the first investigative reporters ever. She went undercover to expose wrongdoing and famously raced around the world so she could write about the experience for her newspaper. Reaching for her dreams wasn't easy. Nellie never gave up, no matter how many obstacles she faced and she helped others along the way. At the end of the story are eight things the reader can do to persist. There is then a page of acknowledgments and eight pages of references. It is followed with a picture and biography of the author Michellie Knudson, illustrator Gillian Flint and author Chelsea Clinton, and illustrator Alexandra Boiger.

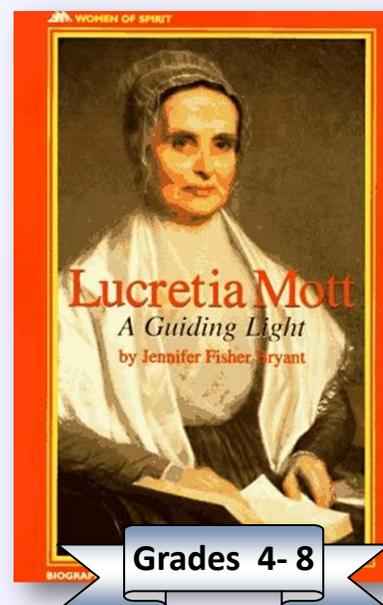


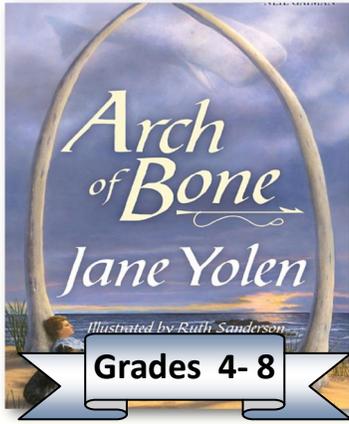
**WHAT WAS THE TURNING POINT OF THE CIVIL WAR? (A Who HQ Graphic Novel) ALFRED WAUD GOES TO GETTYSBURG** by Ellen T Crenshaw. Penguin Workshop, an imprint of Penguin Random House LLC, New York. 2022. Softcover. ISBN:9780593225165.

Discover the Battle of Gettysburg through the eyes of artist and war reporter Alfred Waud as he travels alongside the Union Army and tells the story of the pivotal three days that changed the course of the Civil War. It starts with an Introduction and gives the facts about the war and some important persons and generals. Then it gives you the action in graphic form. It continues with more pages of information followed by the action in graphic form and ends with a conclusion. At the end it gives a timeline of the Battle of Gettysburg and a Bibliography and a page about the creator.

**LUCRETIA MOTT: A GUIDING LIGHT** by Jennifer Fisher Bryant. William B. Eerdmans Publishing Company, Grand Rapids, Michigan. 1996. Hardcover. ISBN:0-8028-5115-0

This exciting biography chronicles the life of Lucretia Mott, the nineteenth-century Quaker minister and social reformer whose faith-inspired dream of equality for all people made a tireless crusader for women's rights, the end of slavery and universal peace. Lucretia is portrayed here as a woman who like many women today---struggled to balance the demand of a "career" with the needs of a home and family. Young readers will find inspiration from her, a woman who accepted the paradox of the human condition: that we must constantly strive to transcend our limitations. At the end are Sources used for this book. Then suggestions for further reading and an Index.



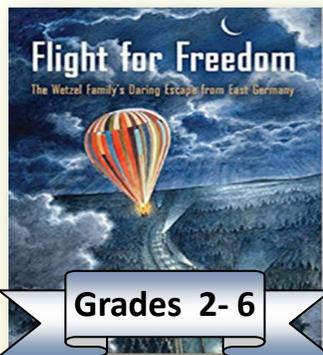
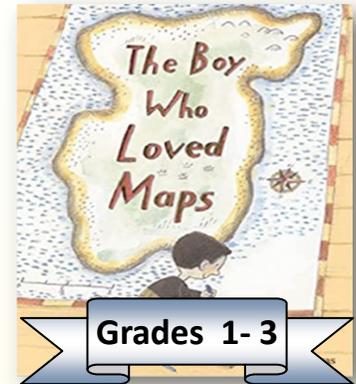


**ARCH OF BONE** by Jane Yolen and illustrated by Ruth Sanderson. Tachyon, San Francisco. 2021. Hardcover. ISBN:978-1-6196-350-7.

This is a work of fiction but it is a great insight into Nantucket, Massachusetts in the late eighteenth and early nineteenth centuries when it was the whaling capital of the world and one of the wealthiest places in America. The book is set in that time and place and its major motivator was the novel Moby-Dick which was written by Herman Melville. His novel of Moby-Dick was based on a real event, the whale ship, Essex, which was destroyed by a tremendous whale. This book follows those left behind in Melville's telling. It is the story of widow Starbuck and her son, Josiah. At the end is information on the author, Jane Yolen and her illustrator, Ruth Sanderson.

**THE BOY WHO LOVED MAPS** by Kari Allen and illustrated by G. Brian Karas. Anne Schwartz Books, an imprint of Random House Children's Books. 2022. Hardcover. ISBN:978-1-9848-5230-4.

This is a great introduction to maps and joins a young mapmaker and his new friend as they scout their neighborhood in search of this perfect place, so they can make a map of it. Perhaps you'll discover that it's closer than you think. At the end is an author's note, map words and a definition of "What is a Map?" It also gives you directions How to make a map in your Neighborhood and Map Activities.

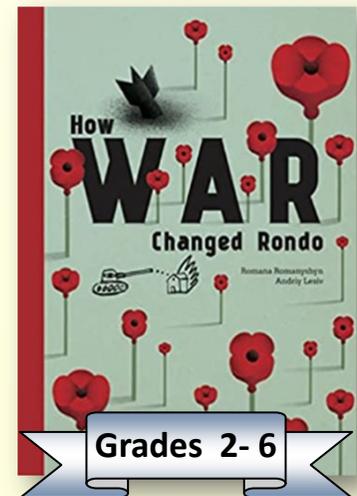


**FLIGHT FOR FREEDOM (The Wetzel Family's Daring Rescue from East Germany)** by Kristen Fulton and illustrated by Torben Kuhlmann. Chronicle Books, San Francisco. 2020. Hardcover. ISBN: 978-1-4521-4960-8.

This is the true story of one child, Peter Wetzel, and his family, as they risk their lives for the hope of freedom in a daring escape from East Germany via a hand-made hot-air balloon in 1979. The end papers have good maps showing their flight. At the end are several pages of information about the balloon, escape attempts, an author's note and the more information about the Cold War and the Berlin Wall.

**HOW THE WAR CHANGED RONDO** written and illustrated by Romana Romanyshyn and Andriy Lesiv. Translated from Ukrainian by Oksana Lushchevska.. Enchanted Lion Books, New York .2021. Hardcover. This book has been published with the support of the Translate Ukraine Translation Program. Originally published in 2015. Hardcover. ISBN:978-1-59270-367-8.

This book was motivated, by the husband-and-wife team, and the arrival of war in the Ukraine. With unique illustrations it starts telling us about Rondo and what was special about it by three friends: Danko, Fabian, and Zirka. Several pages are about the special things, places and events in Rondo until War came to Rondo. The friends tell us how the war touched everyone and the illustrations show us the changes. One day singing began and flowers appeared and the war went completely still. The friends understood to stop the war, they would have to build a huge light machine to destroy darkness and save the flowers. War froze and then slowly it started to dissolve in the light. Darkness has dissolved and then victory. The residents slowly rebuilt but not everything in Rondo could be fully repaired and their neighbors also bear scars and each had sorrowful memories of war.



Central New York Council for  
the Social Studies  
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### Become a Member Today

As a member of CNYCSS you will receive our Bi-annual newsletter as well as exclusive invitations to special guest speakers and dinner meetings as well as our Annual Conference. You will also receive notification of professional development and grant opportunities.

Visit <http://www.cnycss.memberlodge.com/>



### Serve on the CNYCSS Board

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

[ekvmartin@gmail.com](mailto: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](mailto:Tkillian@scsd.us)

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