



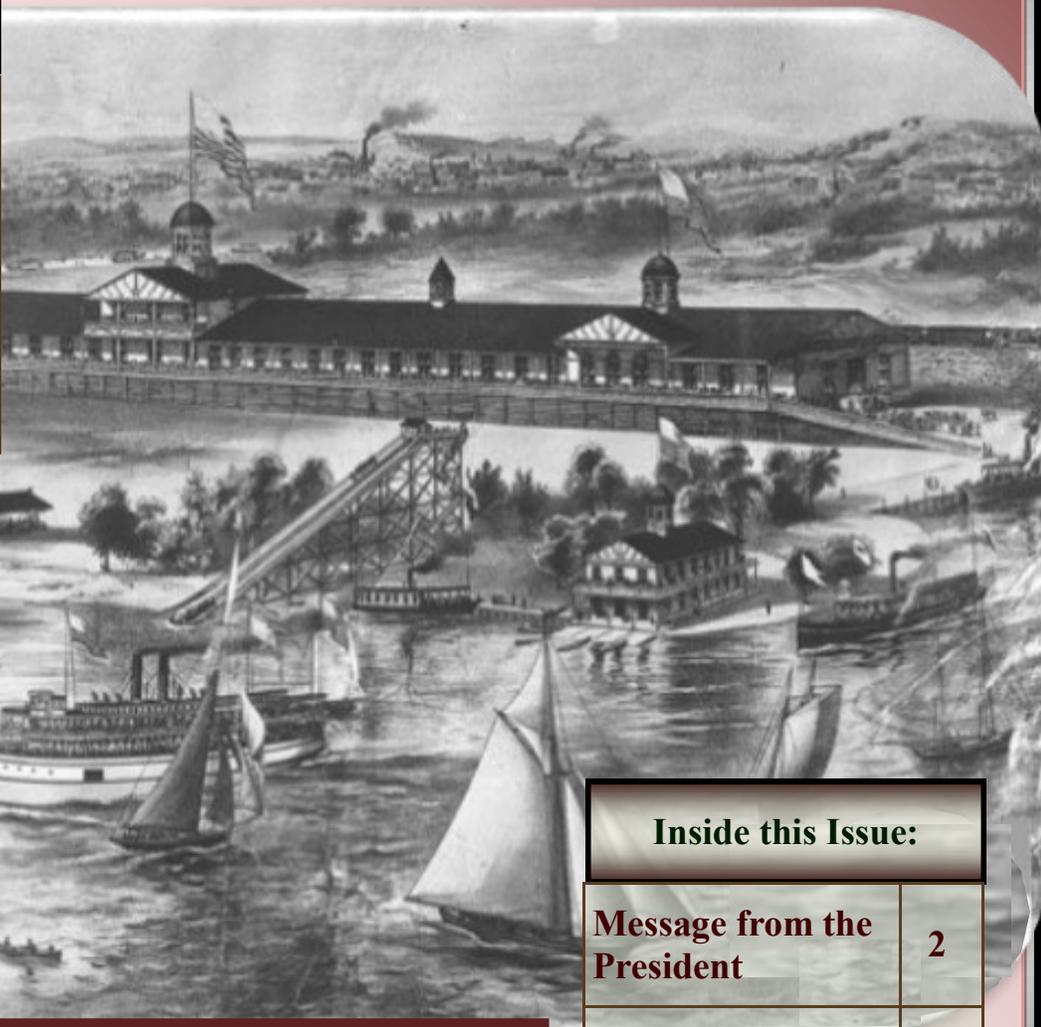
CNYCSS

Central New York Council for the Social Studies

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An 1890 advertisement for the Iron Pier Resort on the southeastern shore of Onondaga Lake

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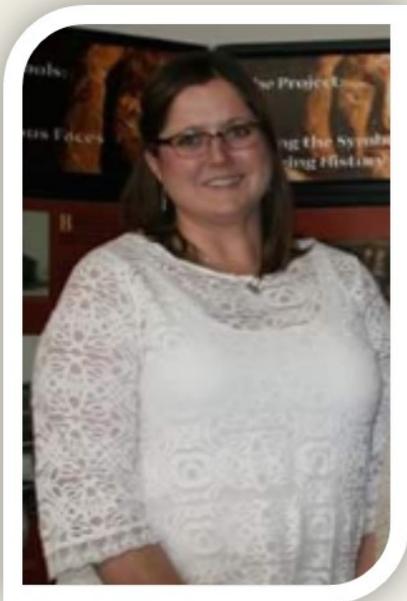
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MESSAGE FROM THE PRESIDENT

“Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.”

-Franklin D. Roosevelt

Check off the box for 2017-2018! On behalf of CNYCSS I hope your year has been a historic one. For Global teachers it most certainly has been as they encountered the Transition Exam on June 5. As we all reflect and very likely obsess about what we can learn about the upcoming Framework exam, please consider attending the New York State Council for the Social Studies (NYSCSS) Annual Summer Institute. It is being held July 18-20, 2018 at the Desmond Hotel in Albany, New York. This will be the first opportunity to learn more intimately about the scoring process for the new style of exams. If not everyone can attend, seriously consider sending a representative from your department. CNYCSS hopes to bring similar experiences back to our region in the Fall, but staying ahead of the curve as well as going through the process more than once will provide your students with priceless advantages as we all continue to adapt to the changes.

Speaking of checking off boxes, if you have never been a member of the National Council for the Social Studies, please consider joining. The member benefits are excellent and the connection with other teachers across the country and planet are encouraging and enlightening. NCSS advocates for all Social Studies educators from all grade levels. Their headquarters is not far from Washington, D.C., which enables them to interact regularly and tirelessly to keep reminding our elected officials of the crucial and continued need for Social Studies education. As a part of your member benefits is a print publication that comes to your address multiple times a year and is always full of opportunities, policy news, and lesson ideas as well as pedagogical insights. To find out more about becoming a member go to socialstudies.org.

As always, if you have ideas or information about events you think members will be interested in, please send them our way. We strive to serve our members in many ways, one being as a provider of a list of events that cover all grade levels and all topics. There are many interesting programs out there being offered by agencies big and small, for profit and non-profit, private and public. Help us find out about events in your area. If you think it's too far out of the Central New York region, remember that our membership includes folks from over 100 school districts and 16 counties. Whatever you share is likely to be relevant and close to a fellow member.

Finally, on behalf of the CNYCSS board I want to praise all of this year's award winners. They are an inspiration and every year I feel rejuvenated and refreshed to finish the year strong after hearing about all the great work being done by others in nearby districts. Please visit our Facebook page to learn more about the winners, or go to cnycss.org.

- Erica Martin

Daryl Suzanne Files

A Reflection on Advocacy at the Local Level

Refugee...we are all familiar with the term, teach about the concept across numerous content areas in our classrooms, and Global History Teachers may have even paired it with the concept of an enduring issue this year. As Social Studies educators, we feel as though we have a significant grasp of historical and current examples of migration (both forced and otherwise) to properly guide students in examining cause effect relationships surrounding the issue as well as the politicalization of the issue across time and culture. We hear the term on the news continually with regards to a global conflict/crisis, policy decisions from the Whitehouse, or a Supreme Court Decision affecting said policy decision. However, what do we truly understand about refugee resettlement in our own greater Central New York community?



Beth Broadway of Interfaith Works

The CNYCSS was fortunate to have Beth A. Broadway, President and CEO of Interfaith Works one of two local nonprofit organizations responsible as resettlement organizations in the Greater Syracuse Area (the second being Catholic Charities) provide some enlightening information regarding the process for refugee resettlement, and what is occurring at the ground level, which those in attendance found themselves unaware of as a collective whole. As Social Studies Educators we understand the importance of an informed citizenry especially in regards to electing, supporting, or seeking change among those in positions of governance and their respective policy decisions. **What those in attendance found most compelling was how much they did not know about the process or even about the individuals experiencing resettlement firsthand. Take a second to read the following questions, and see if your answers match those on the next page:**

- 1) What are the most common reasons that refugees are currently leaving their homes?
- 2) How long (on average) it may take a refugee family to get to the United States from the time they apply?
- 3) What does the United States Government do to vet Refugees? What departments do the Vetting? How many levels of vetting are there?
- 4) How has recent legislation impacted the number of Refugees arriving in the Syracuse Area?

A few additional relevant questions:

- 5) How do immigrants positively impact the economy?
- 6) Why it might not matter if immigrants are already highly skilled when entering the United States?

As a teacher lucky enough to work with students who are refugees, I am continually amazed at the work ethic and determination of students who have already lived through loss and tragedy, and yet still possess and display kindness, generosity, unshakable work ethic, self motivation, and a desire to create a better life and world for their community and family. Essentially they represent everything America says it stands for, and everything which we value and wish to protect as a collective whole. The truth is that there are things that we as educators in any Central New York school district can do to get involved and encourage our students to break down artificial barriers which have only developed due to proximity.

- Troy Killian- Syracuse City School District

Get your district, building, or classroom involved this upcoming school year. Invite refugees to share their stories at the classroom or building level. Have panel conversations to foster dialogue, break down barriers, and build relationships. Interfaith Works also has a need for donations.

If Interested please contact the Volunteer and Donation Relations Coordinator Daryl Suzanne Files at: dfiles@interfaithworkscny.org

Answers to Questions on Page 3

1) A refugee is someone who has fled from his or her home country and cannot return because he or she has a well-founded fear of persecution based on religion, race, nationality, political opinion, or membership in a particular social group. Conflict and persecution are the main reasons for Displacement.

2) After referral, the screening process takes 18 to 24 months. Many refugees still hold off on beginning the process in refugee camps in hopes that they will be able to return home at some point in the near future.

3) **Step 1)** The UN High Commissioner for Refugees (UNHCR) registers individuals and collects identifying documents, biographic information, and biometric data. UNHCR interviews the applicant to determine eligibility as a refugee under international law.

Step 2) A refugee who meets criteria for resettlement in the United States is referred to the government by UNHCR, a U.S. Embassy, or a trained Non-Governmental Organization.

Step 3) A Resettlement Support Center (RSC), contracted by the U.S. Department of State (DOS), conducts an interview and compiles the refugee's personal data and background information for the security clearance process and the U.S. Citizenship and Immigration Services (USCIS) in-person interview.

Step 4) DOS runs the names of all refugees referred to the United States for resettlement through the Consular Lookout and Support System (CLASS), which contains watch-list information.

Step 5) Certain refugees undergo additional security review called a Security Advisory Opinion (SAO). These cases require a positive SAO clearance from a number of U.S. law enforcement and intelligence agencies in order to continue the resettlement process.

Step 6) The National Counterterrorism Center (NCTC) conducts an Inter-agency Check (IAC) on applicants within a designated age range. The IAC is a "recurrent vetting" process; thus, USCIS will be notified of any new derogatory information identified after the initial check and up until the applicant's travel to the United States. (**Step 7**– Additional security screening for Syrian Refugees.)

Step 8) A highly trained USCIS officer will travel to the refugee's location overseas to conduct a detailed, face-to-face interview with the applicant as well as accompanying family over age 14. The officer evaluates the applicant's credibility and considers whether his or her testimony is consistent with country conditions.

Step 9) If the necessary criteria are met, the USCIS officer will **conditionally approve** the refugee's application for resettlement and submit it to DOS for final processing. **Conditional approvals become final once the results of all security checks (Steps 4-7, 10) and the medical screening (Step 11) have been received and cleared.**

Step 10) With fingerprints and photographs collected by a USCIS officer at the time of the in-person interview (Step 8), USCIS coordinates **three biometric checks** on the applicant. Applicants are run through the FBI's Next Generation Identification System, U.S. Department of Homeland Security's (DHS) Automated Biometric Identification System, and U.S. Department of Defense (DOD) screens fingerprints of refugees within a certain age range against its Automated Biometric Identification System (ABIS)

Step 11) All applicants approved for resettlement in the United States are required to undergo medical screening.

Step 12) Matching applicant with sponsoring agency. Every refugee is assigned to a voluntary agency in the United States

Step 13) refugees approved for resettlement are offered cultural orientation while waiting for final processing.

Step 14) Upon arrival at a U.S. airport designated as a port of entry for refugees, a Customs and Border Protection (CBP) officer will review the refugee's documentation and **conduct additional security checks** against NTCP and TSA's secure flight program. (Source: *Security Screening of Refugees admitted to the U.S.*. U.S. Committee for Refugees and immigrants. refugees.org. 2018.)

4) In 2016 1200 refugees immigrated into Syracuse NY. In 2017 that number dropped to 400, and this year we can only expect 60. The United States as a whole is expected to take in no more than 20,000 refugees in fiscal year 2018. Both our actions and inactions have consequences immediate/obvious and also delayed/unseen.

5) "*The Economic and Fiscal Consequences of Immigration* released by the National Academy of Sciences (NAS) concluded: Half of all 87 new start up companies valued at 1 Billion had at least one immigrant founder. Moreover, at \$168 billion, the collective value of just these 44 immigrant-founded companies was almost half the value of the stock markets of Russia and Mexico. To place this in a nationwide perspective: Immigrant business owners make significant contributions to business income, generating \$67 billion of the \$577 billion in U.S. business income, as estimated from 2000 U.S. Census data."

(Source: Anderson, Stewart. (2016, Oct 2). 3 Reasons Why Immigrants Are Key To Economic Growth. www.forbes.com.)

6) Research by Giovanni Peri of the University of California, Davis and Mette Foged of the University of Copenhagen indicated that an influx of lower-wage immigrants into a community tends to raise wages for everyone else. Low-skilled foreign workers and low-skilled domestic workers often complement each other instead of displacing. Kalena Cortes, a Texas A&M professor found that it took the refugees a few years to get on their feet. But soon the refugees were out-earning non-refugee immigrants, and adding more value to the economy each year than the entire original cost of receiving and resettling them. In the longer run, refugees appear to play an outsized role in creating new jobs, and even raising the wages of natives.

(Source: Swanson, Ana. (2015, Sept 10) The Big Myth about Refugees. <https://www.washingtonpost.com/news>.)

The Center for New Americans - What We Do



Refugee Resettlement

Refugee Resettlement handles the tasks of helping recently arrived clients establish their new lives in Central New York. This is accomplished by assisting refugees with a variety of basic needs such as arranging for housing, essential furnishings and food; providing seasonal clothing as needed; enrolling adults in English classes and children in school; ensuring that necessary medical care is received (including health screenings); assisting with applications for social security cards and appropriate benefits such as food stamps and cash assistance. The center also provides interpretation as needed for all the services provided as well as cultural orientation to help clients learn about life in their new home. CNA has settled refugees for more than 30 years and receives an average of 500 refugees annually from countries such as Afghanistan, Burma, Bhutan, Cuba Democratic Republic of Congo, Ethiopia, Iraq, Somalia, Sudan and the Ukraine. Refugee Resettlement

works to encourage the community to come together with new families and welcome them. We provide opportunities for faith and civic groups to assist families and work with over 75 faith partners and groups. CNA also provides public education about refugees and immigrants.



Employment Services

Through the employment services programs, CNA supports clients in their goals to become self-sufficient. Clients receive job readiness training and interview skills, assistance with resume writing and job applications. Employment specialists also find jobs and place clients with over 50 employers with whom CNA has relationships. Staff also provides transitional employment supports such as ensuring that clients have proper work attire and transporting them to interviews or to the first day to introduce the clients to their managers. Clients and employers receive ongoing support to address employment issues or challenges. This program places at least 250 clients in jobs annually, which represents a job placement

rate of over 65%. The Match Grant program provides more intensive supports and focuses on securing employment within 4 – 6 months of a client's arrival. It serves 125 individuals a year, almost 90% of whom attain employment within the first four to six months.



Community Integration

The Community Integration Program supports clients in the Safety Net Focus Area, addressing the target issue of crisis management and prevention. Staff and volunteers helped refugees with basic needs of housing, medical crises, home-to-school communication, domestic violence, income management, and eviction prevention. Staff and volunteers work directly with refugees to identify resources, problem-solve and support the client and/or refer clients to address existing crises. This includes the provision of services within the agency, and referrals to other agencies and programs. Community Integration staff also assist refugees in developing plans to prevent future crises. This program works with over 800 clients a year.



Immigration

CNA also provides immigration services and consultation to help clients in taking the right steps towards filing for adjustment of status to include helping clients complete green card applications, employment authorizations applications, and citizenship applications. Clients also receive assistance with the family reunification process that allows for clients to bring their immediate relatives to the United States. CNA also facilitates monthly immigration clinics with local immigration attorneys and provides referrals as necessary for complex cases.

Mental Health & Wellness

The Mental Health & Wellness program provides vulnerable refugee individuals and families with culturally appropriate mental and emotional health support. Services include: group support programs and activities designed to address targeted and specific group needs and challenges; individual assessments; crisis intervention counseling and mediation; home visits;

guided referrals and follow up. Trained mental health interpreters and peer helpers are present throughout the resettlement process for refugee clients with limited English language proficiency. This program serves over 200 clients a year.

ESL & Literacy

Staff and a cadre of dedicated volunteers provide a variety of English as a Second Language programs to help clients learn English, which is the first step to successful integration and better employment prospects. Volunteers work with small groups or provide one-on-one individual lessons that cover speaking, reading, writing and listening skills. We also provide civics classes that equip students with knowledge and experiences needed to better adapt to the U.S. culture and society. Additionally, CNA offers a *Jump Up Story Circles*, a family literacy program for parents and children under 5 years that improves literacy skills and prepares children for kindergarten. Over 100 individuals are served annually through this program.



2018 CNYCSS Annual Award Recipients

Honoring the hard work and dedication of social studies educators from across the Central New York Region

Roger Sipher Beginning Educator Award

Kristen George teaches with great enthusiasm and a commitment to personal growth at Cortland High School. Since arriving in 2013, Kristen has taught nearly every course in social studies offered and has served on committees and participated in professional networks that help her to develop her teaching skills. Though still relatively new, she demonstrates leadership in developing skills and teaching strategies necessary for students' transition to the NYS framework-based courses, particularly in Global. Kristen also is not deterred by students who struggle in school. In many cases, she gives freely of herself and her time, almost becoming a parent-figure to students. Her supervisor and colleagues describe Kristen as having a "can-do" attitude and being steadfast in her belief that all students can learn. The passion that newer teachers bring to the profession can serve as a powerful reminder of the important work we do, and Kristen is a wonderful example of the passion required to be a great educator.



Outstanding Middle School Educator Awards

John Kennedy has inspired many at Eagle Hill Middle School in the Fayetteville-Manlius School District for the past 21 years. John demonstrates the ability to create rich content and to extend student learning using current pedagogy and learning beyond the classroom. John teaches to empower his students to become civically engaged. Recently, John cultivated C3-based inquiry in his instruction, and has been instrumental in leading other teachers to do the same. He works cross-discipline to create meaningful learning activities for students, such as a project-based unit on elections, where students research issues and create their own political ads. As department chair, John helps to maintain continuous professional development amongst his peers and provides many enriching opportunities for students to develop their own passion for social studies, including by coordinating the Geography Bee. Students receive a brilliant middle school foundation with John that serves them well through high school and beyond.



John Kennedy with nominator Mary Kathryn Lonergan

Martha Lawson is an extraordinary 7th grade educator at Chestnut Hill Middle School in the Liverpool School District. Martha's passion for social studies and her own dedication to continuous education shine through all that she does on behalf of students. Martha is engaged in so many ways in her teaching, including activities like "Freedom Friday," National History Day and individualized learning projects, to name a few. Martha's dedication goes well beyond the classroom to include selfless acts like the organization holiday gift-giving for families in need in the community. Martha is also remarkable in her commitment to professional development, having attended numerous conferences and completed significant course work in our field. It is not a surprise that colleagues looked to Martha to advocate and collaborate around the implementation of the NYS Framework. Martha's passion for history and social studies is clear and her contributions enrich the experiences of those with whom she works every day.



Martha Lawson with her husband

Outstanding High School Educator Awards

Durgee 9th Grade Team in the Baldwinsville School District is composed of the outstanding teachers Jennifer AuClair, Lisa Froelick, Amy Stewart and Kelly Will. Together, the team shows the utmost commitment to creating engaging curriculum and using the most prevalent teaching strategies to ensure that all students become thoughtful global citizens. Not only do they exemplify the best kinds of collaboration with one another, the team regularly reaches out to the broader community to challenge themselves and to continuously improve for their students. They work with their school librarian, professional organizations, and other educators to create exciting and unique learning opportunities that go well beyond the standard scope and sequence of the Global 9 curriculum. This includes innovative research and public speaking projects that promote active learning. They also work to expand students' sense of global citizenship by bringing current events into the curriculum. Their team approach indeed inspires us all to step out of our comfort zones and build lasting relationships that support our students.



Kelly Will, Lisa Froelick, Amy Stewart, Jennifer AuClair (L to R)



Ashley Miller with Jenny Fanelli

Ashley Miller is a consummate professional and a teacher leader in the Cincinnatus Central School District. For the past 12 years, Ashley has worked tirelessly to enrich the lives of her students and to connect to a broad community of educators, often sharing of her knowledge and expertise through teacher trainings, lectures and workshops which she leads. In the classroom, Ashley excels in teaching her students finely-honed skills in writing, reading documents and making arguments that lead to ultimate success. Ashley demands a good deal from her students and commands respect from administrators and colleagues who believe she helps them to “step up their game.” Beyond this, Ashley shows dedication and compassion for her community, often organizing charitable giving and by helping to maintain rich technology and

curricular offerings in a small district. Ashley’s dedication to teaching is an inspiration and her work demonstrates the extraordinary value of commitment to the classroom above all.

Summer Event Calendar



On July 15th, join OHA and the Syracuse community as we **rededicate the Rock of the Marne Monument in Billings Park** 98 years after it was erected (1920) and 100 years after the Second Battle of the Marne (1918). The monument is on the corner of South Salina and East Adams streets.

The ceremony will celebrate the replacement of a once lost plaque, the unveiling of a new plaque which commemorates the 100th anniversary, and a program featuring Sean Kirst, Ron Novack and Mayor Ben Walsh. This free event will also include musical entertainment and refreshments for sale by Gannon’s Ice Cream and Donny’s Dogs.

Rock of the Marne Monument Rededication Ceremony

July 15 @ 12:00 pm - 3:00 pm

SUNDAY, JULY 15TH 12PM-3PM
**ROCK OF THE MARNE
 MONUMENT REDEDICATION**

BILLINGS PARK, DOWNTOWN SYRACUSE
 CORNER OF S. SALINA & E. ADAMS

PROGRAM 12:30PM-1:30PM
 MUSIC | GANNON'S ICE CREAM | DONNY'S DOGS

THIS EVENT IS FREE AND OPEN TO THE PUBLIC

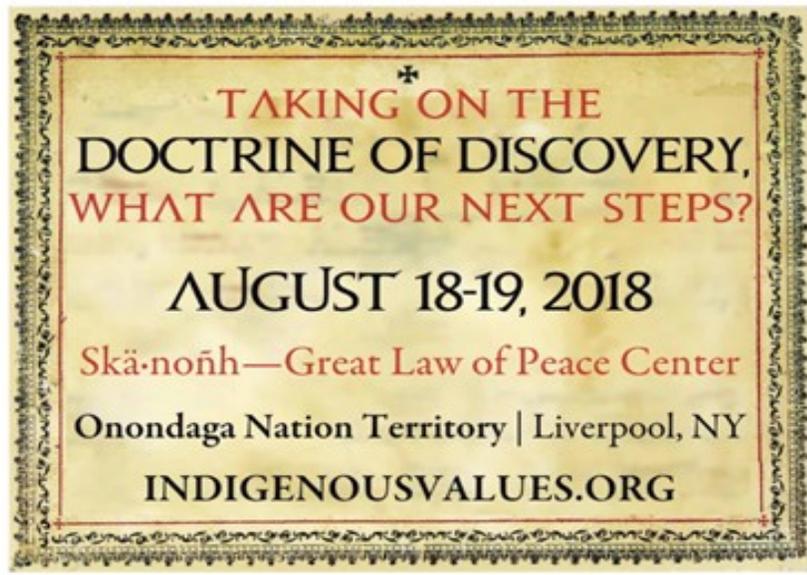


About the monument: On July 15, 1920, the “Rock of the Marne” monument, created by Roland Hilton Perry was dedicated by men of the 38th Infantry Regiment, 3rd Infantry Division, in Billings Park at South Salina, South Warren and East Adams streets. The unit earned the nickname “Rock of the Marne” because of its resolve to hold its ground at the Second Battle of the Marne River near Paris, France on July 15, 1918 in the face of the last massive German offensive of World War I.

The 38th Infantry Regiment chose to donate the monument to the city because men of that unit were trained at the State Fairgrounds, near Syracuse.

Taking on the Doctrine of Discovery: What are our Next Steps?

August 18 @ 9:00 am - 9:00 pm



We are excited to announce the conference “**Taking on the Doctrine of Discovery, What Are Our Next Steps?**” at the Skä·noñh—Great Law of Peace Center, Saturday and Sunday (18-19 August 2018). A conference fee of \$100 will cover the rental of the Center, lunches for both days and a dinner of traditional Haudenosaunee foods on Saturday night. This event is organized and sponsored by the Indigenous Values Initiative.

In 2014, before the Skä·noñh—Great Law of Peace Center had officially opened, we held a first conference titled “The Doctrine of Discovery: After Repudiation, What Next?”

About 40 delegates from different faith

traditions attended. This year’s conference builds on the 2014 meeting. The Skä·noñh Center is now open and it is a good context from which to draw the values of the Haudenosaunee to affect positive change. As with the previous meeting, we will first to learn about the devastating impacts of the Doctrine of Discovery first hand from the Haudenosaunee, to understand its history, and then to share strategies for addressing this 500+ year-old ongoing human rights violation. Then we will hear from one another and the ways in which religious and faith communities are pushing back against the Doctrine of Discovery. There will be a traditional foods banquet on the evening of Saturday the 18th followed by screening of the film “*Spirit Game: Pride of a Nation*” and panel discussion.

Have an interest in Syracuse China?

The year is 1957, and as a member of the audience, you are a new employee of Onondaga Pottery. President Richard Pass and his assistant have come to welcome you and share a bit of the prestigious Syracuse China legacy; from teacups to landmines, and to test your pottery skills! *Fine China* is a part of Artsweek Celebration leading up to the Syracuse Arts and Crafts Festival the last Weekend in July.

Call 315-428-1864 x312 to make your reservation. \$8 for the general public. Free for OHA Members.

Fine China: An Interactive Syracuse China Presentation

July 22 @ 2:00 pm - 3:00 pm



The Donald T. Pomeroy Summer Lecture Series



SUMMER LECTURE SERIES

6/20 - Mary Elizabeth Evans Sharpe
7/18 - The History of Brewing in Syracuse
8/22 - Salt City Celluloid
9/19 - Syracuse's Aviation Legacy

All lectures take place at noon in the OHA Auditorium on 321 Montgomery Street

More info at cnyhistory.org/sls | 315- 428-1864

The History of Brewing in Syracuse

July 18 @ 12:00 pm - 12:30 pm

Join us on July 18th as OHA Curator of History, Robert Searing, discusses Syracuse's rich brewing history.

Beer has been made in the Syracuse area as early as the 1790s. This program reviews its local history, ties to various ethnic neighborhoods, struggles with the Temperance Movement and the Depression, and its revival in the late 20th century with both local brewpubs and national industrial giants.

This event is free and open to the public. Bring your lunch, too!



Salt City Celluloid

August 22 @ 8:00 am - 5:00 pm

Join us on August 22nd as OHA Executive Director, Gregg Tripoli, discusses the local connection to Broadway and Hollywood.

From the early movie making machines to the men behind MGM, Syracuse plays a starring role in the history of Hollywood. This presentation covers some amazing connections between Syracuse and the creation of the motion picture industry in America.

This event is free and open to the public. Bring your lunch, too!



Syracuse's Aviation Legacy

September 19 @ 12:00 pm - 12:30 pm

Join us on September 19th as OHA Curator of History, Robert Searing, discusses Syracuse's aviation history.

From airbases turned airports to those who risked their lives testing planes during World War II, this lecture covers Syracuse's rich history of aviation throughout the 20th century.

This event is free and open to the public. Bring your lunch, too!



Onondaga Historical Association (OHA) is pleased to announce that the **20th Our Glorious Workplaces will be celebrated at** The Dietz Lantern Factory, 225 Wilkinson St., Syracuse, NY 13204, on Friday, September 7th, beginning at 6:00 pm. We will be celebrating the spectacular transformation of the once shuttered factory into modern luxury lofts and commercial space made possible through the collaborative efforts of Hueber-Breuer Construction Co Inc. and Paulus Development.

For 138 years, Hueber-Breuer has called Central New York home. As a company and as a family, they are committed to being good stewards of our community, supporting a variety of causes, engaging our neighborhoods, and encouraging success for our City for all those who live and work here. Paulus Development is a private real estate development firm based in Syracuse, New York and believes that celebrating our history is the foundation for a strong future. The company uses well executed historic preservation to be a catalyst for change and to ignite a sense of pride and value in our community.

OHA's *Our Glorious Workplaces* event showcases how local businesses create and deliver their products or services while emphasizing the historic impact upon the larger community. The beautiful and historic Dietz Lantern Factory is a shining example.

The evening will begin with a cocktail hour and a behind the scenes tour. After dinner, OHA Curator of History, Robert Searing, will inform our guests about The Dietz Lantern Factory and the Park Avenue neighborhood in which it resides.

OHA knows the value of Central New York's rich cultural legacy. Since 1863, OHA has collected, preserved, and interpreted the region's historic record. Today, the mission and footprint has grown. Through its services, museums, educational programs, publication films, on and off-site exhibits, and even the historically themed products in its Gift Gallery, OHA is dedicated to using historic perspective to add value to our community and to local companies while contributing to its economic development and quality of life, maximizing new opportunities to bring the great stories of Onondaga County to a worldwide audience.

Tickets are \$195 and can be purchased on the OHA website.



**PROFESSIONAL DEVELOPMENT OPPORTUNITIES...
REGISTRATION IS OPEN**[See Current Offerings](#)**Attention CNY Social Studies Educators****The following PD Offerings are taking place in your area:**

Using Children's Literature to Teach Meaningful, Engaging Elementary Social Studies, Wednesday, July 11, 8:30-3:30, OCM BOCES Main Campus, Seneca Large Conference Room, 110 Elwood Davis Rd. Liverpool, NY 13088

Join the authors, Andrea Libresco and Jeannette Balantic, of Every Book is a Social Studies Book for this interactive workshop to explore how to integrate the NYS Social Studies Framework effectively in the elementary setting using literature. Lessons and a diverse selection of picture books, promoting critical and creating thinking will be shared. All participants will receive a copy of Every Book is a Social Studies Book. This workshop is offered through a collaboration between the OCM BOCES and Oswego County School Library Systems and is limited to 40 participants. **Register through MLP:**

[https://www.mylearningplan.com/WebReg/ActivityProfile.asp? D=15882&I=2758634](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15882&I=2758634)

2018 mediaCONNECT Symposium, Wednesday, August 22, 8:00-3:00, OCM BOCES Main Campus, Seneca Large Conference Room, 110 Elwood Davis Rd. Liverpool, NY 13088

Come learn from the experts! We have invited all of our Media Providers to send a curriculum specialist to come and highlight the best instructional strategies for using the resources that you have access to through mediaCONNECT in the classroom! Administrators, school librarians, teachers, and instructional coaches are invited to participate in this professional learning opportunity that allows small groups to rotate through 40-minute sessions with each of the participating vendors. Remember this is not a sales pitch as you already have access to these products! The purpose is to learn how to use the resources to their highest potential to positively impact student learning. As with any types of media, streaming resources should be linked to learning objectives and where appropriate, require the learner to interact with the content in a meaningful way through reflection, discussion, critique or synthesis. Join the instruction specialists from our educational partners to learn how to effectively embed their media resources into your classroom instruction to positive impact student learning and engagement. The following providers will be in attendance: Discovery Education, InfoBase (Learn 360 and VOD), Carolina Companies (TigTag and Twig), Discovery Education, NBC Learn, New Dimension Media, Soundzabound, Movie Licensing USA, and Kajeet. Lunch will be provided. **Register through MLP:**

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15882&L=2756188>

Teaching the Arab-Israeli Conflict & Peace Process

WITH PRIMARY SOURCES



Institute for Curriculum Services

Free professional development for educators

As you take this Summer as an opportunity to retool your curriculum and make necessary adjustments to align to the pacing of the k-12 Framework, I highly recommend taking a look at what ICS has available online for teaching the Arab-Israeli Conflict and Peace Process. Having attended Steve Goldberg's PD at the State Conference and utilizing these resources in my Global History classroom this year, I can attest to the effectiveness the resources ICS has created to teach the foundations of this topic. The animated videos, primary source documents, assessments, and student materials were created with historical inquiry method in mind, and were created specifically to address the need for thought provoking and engaging content material that traditional resources simply lack in this content area.

- Troy Killian- Syracuse City School District

ICS provides free professional development opportunities and classroom-ready curricular resources for social studies and history teachers around the country. We emphasize the use of primary sources and our materials are standards-aligned (both state and national levels), pedagogically sound, and available in a variety of different formats, including accessible digital formats.



Every year millions of American K-12 students learn about Jews, Judaism, and Israel in public schools. Unfortunately, a lot of what they learn is incorrect. In the wake of the events in Charlottesville last summer (2017), it is evident that much work needs to be done. At the Institute for Curriculum Services, we believe that accuracy matters, especially when it comes to educating the next generation of global citizens. Our work is one part of a larger effort to build a stronger, diplomatic, more tolerant, and safer world for all people.

ICS offers workshops and trainings on the Arab-Israeli Conflict and Peace Process, Understanding Judaism, and Environmental Cooperation in the Middle East. These trainings range in length from one up to six hours in length, depending on your particular needs and interests. Participants in workshops three hours or longer receive a \$100 honorarium for attending and free classroom ready curricular resources.

In addition, we offer free materials -- check our website <https://www.icsresources.org/>

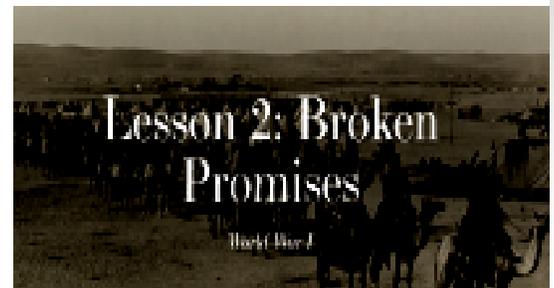
Steve Goldberg is the Northeast Trainer and Educator at the Institute for Curriculum Services. (Past President of NYSCSS and NCSS, too and Chairman of the NYSED Content Advisory Panel for

We break down the conflict into five lessons:



Explore the concept of nationalism and connect the rise of nationalism in Europe to the emergence of both Zionism and Arab nationalism in the late 19th century.

Examine letters, agreements, and official statements that show how the British made conflicting promises to Jews and Arabs during WWI.



LESSON 3: THE MANDATE ERA

1920-1947

TOGETHER WITH A

NOTE BY THE SECRETARY - GENERAL
RELATING TO ITS APPLICATION

Analyze agreements and proposals that are concerned with how the geographical region of Palestine should be divided after World War I.

Examine a range of different types of documents central to the formation of the State of Israel, the Wars of 1948 and 1967, and the Peace Treaty between Israel and Egypt.



Address more recent events, both conflicts and peace efforts, in the region as well as discuss unresolved issues.

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 2018 under the title "Global History Group". Any 9th or 10th grade Global History teacher from the region is welcome to join us. Please contact jmedwid@bville.org for additional information.

TEACH GLOBAL HISTORY? WANT TO IMPROVE YOUR PRACTICE?
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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.

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A WINDOW ON THE WORLD

- By John Langdon

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

Stephen Kotkin. *Stalin. Volume II: Waiting for Hitler, 1929-1941*. New York: Penguin Press, 2017.

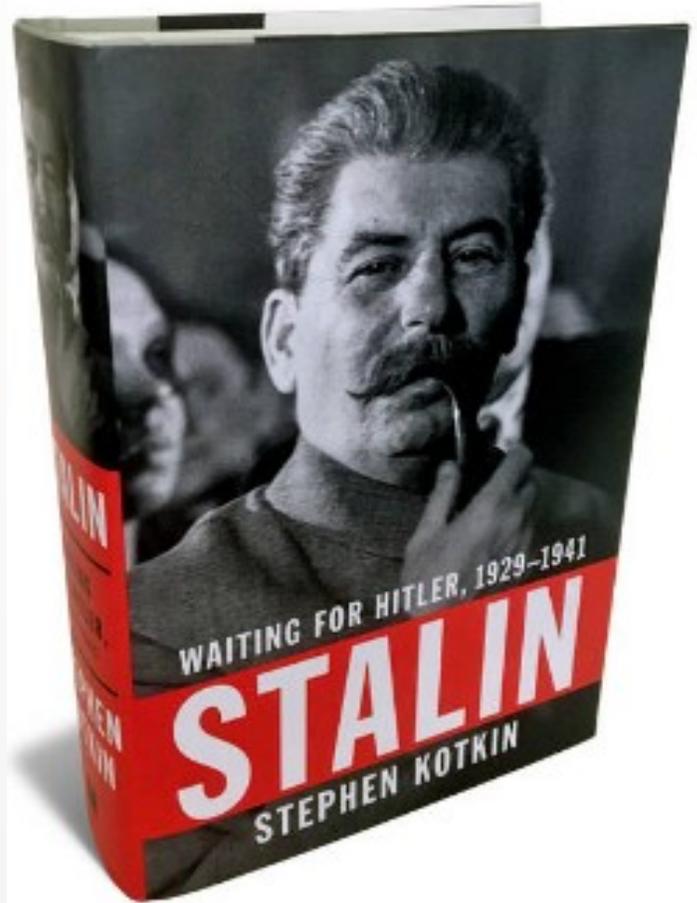
Two years ago this month, I reviewed the first volume of Stephen Kotkin's *Stalin* for this newsletter. I began the review this way:

"Do we really need another biography of Stalin? Don't we know all we need to know about a man whose monstrous conduct was horrifying even by the standards of the awful twentieth century? After the Soviet archives were (for an all-too-brief period) thrown open in the early 1990s and scholars like Dmitri Volkogonov mined them for excruciatingly painful details of Stalin's crimes, haven't we had enough?"

"After reading this book, Stephen Kotkin's first in a projected three-volume biography of Stalin, my answer is: no, we haven't had nearly enough. Kotkin's first volume contains 739 pages of text and 123 pages of footnotes, but it leaves the reader wanting more..."

Well, the second volume has appeared, and it's even longer than the first. This one has 909 pages of text and 159 pages of maddeningly minute, triple-columned footnotes which can be read only with the assistance of an electron microscope. (This is problematic for someone like me, who reads footnotes assiduously, because many of Kotkin's footnotes are packed with fascinating details which he was unable to put in the text of the book for fear of expanding it to more than 1200 pages.)

So, how does the second volume expand and improve our understanding of Stalin? Or, more to the point: What can we learn from reading this book?



First: Kotkin provides an interpretation of the collectivization-induced famine of the early 1930s that is bound to raise eyebrows. He demonstrated in volume I that the famine began in Siberia, not in Ukraine, so that it could hardly be described as an attempt to exterminate the Ukrainian people. In this volume he analyzes the famine in detail and concludes that Stalin neither engineered this immense human tragedy deliberately, nor accepted it as the unavoidable consequence of the need to export grain to pay for industrialization, nor yet minimized it because of his innate indifference to human suffering. Rather, Stalin embarked upon collectivization because it *had* to work, and if it didn't, then Marxism itself was fatally flawed. And Kotkin's Stalin is a flexible, perceptive, highly intelligent, yet fundamentally dogmatic Marxist, a leader who could not imagine a Russia that would reject socialism and return to capitalism. He ignored information that condemned the effects of collectivization because that information simply could not be true. When faced with incontrovertible evidence of the disaster unfolding in Ukraine, he

attributed it to failures on the part of local Ukrainian Communists and threatened dire retribution. Stalin's terrifying will power worked against him: he knew that collectivization must succeed because he willed it to succeed, and because its success was guaranteed by the historical necessity of Marxist victory. Contradictory evidence was either fabricated, mistaken, or evidence of sabotage.

Second: Stalin murdered millions of loyal Communists during the purges of the late 1930s not because he was a sadist, or because his father beat him when he was a child, or because he envied Bolsheviks who had been closer to Lenin than he had been, or because his wife committed suicide, or because of Kirov's murder, or because he was an incurable paranoid who (as he told Molotov, one of his few true friends) did not trust anyone who was still breathing. Kotkin asserts that Stalin's purges were a direct outgrowth of his style of rule, and that any other outcome would have been illogical.

How could this be? It could be because Stalin was at heart a pedagogue, a diligent student, an omnivorous reader with an almost superhuman capacity for paperwork and sustained scholarly

reflection. He not only ran Russia, he *studied* how to do it, reading broadly and deeply. His library, with his underlinings and marginal comments in thousands of books, has been preserved, and the breadth of his study is overwhelming: German philosophers Kant, Fichte, Schelling, and Hegel; Machiavelli; Gibbon's six-volume *Decline and Fall of the Roman Empire*; scholarly studies of ancient Egypt, Persia, Greece, and Rome; Robespierre's personal papers; writings of Russian nihilists, anarchists, and revolutionaries; Vasily Klyuchevsky's monumental *The Course of Russian History*; everything that Marx and Lenin ever wrote; and, of course, all of the books and polemics written by his arch-rival, Leon Trotsky. The list goes on and on.

What did Stalin's study habits have to do with the slaughters of the 1930s? Kotkin contends that Stalin was fascinated by the nature of authoritarian rule and the necessity of fostering such rule in the Soviet state in order to give it time to take root and flourish. But he also feared the development of a huge Soviet bureaucracy that would limit his flexibility and impede his efforts to entrench Communism in Russia. This distinction between the Soviet Union, which would become Communist, and Russia, which was backward and tradition-laden, was central to Stalin's thinking. How could he bend the bureaucracy to his will? By systematically purging it, weeding out anyone who was not absolutely and unequivocally subordinate to that will. The people he condemned might in fact be perfectly loyal Communists, but that was not the point. They were, in his eyes, impediments to the ultimate triumph of Soviet Communism, and their removal, not only from the bureaucracy but from life itself, was absolutely necessary, an imperative of history. The ridiculous, unbelievable show trials that he staged, complete with their preposterous confessions of crimes no sane person could credit, were teaching tools, dramas designed to mold the minds and spirits of the new generation of revolutionaries that he was promoting to replace the Old Bolsheviks. The more melodramatic they were, like many of the Shakespearean plays he loved and memorized, the more effective they were as classroom aids.



Stephen Kotkin

Of course, the purges gravely weakened the USSR in the face of mortal danger from National Socialist Germany. But that statement meant nothing to Stalin. He knew it was false. He knew that the Soviet Union would be stronger because of what he was doing. It had to be. A few years later, as intelligence estimates poured into Moscow warning of an imminent German invasion, Stalin simply discounted them. He knew they were false. They had to be.

Third: This book tells us more about Stalin between 1929 and 1941 than has ever been revealed before. Kotkin has thoroughly mastered an enormous quantity of original archival material and has given us an unparalleled account of Stalin's activities during these twelve years. This makes volume II a historian's treasure chest.

Regrettably, it also makes volume II far less interesting than volume I. The immense, sweeping historical panoramas that made the first volume so entrancing have been replaced by week-by-week, month-by-month accounts of what Stalin did, when he did it, who he saw and didn't see, at what time he saw those he did see, and what they had to eat when he saw them. At times the repetitive nature of these encounters becomes mind-numbing. We really don't need to read three dozen accounts of how Stalin stayed up late at night and ate dinner with his cronies after midnight. A dozen or so would have sufficed.

Fourth: As the book progresses, it focuses more and more (as its subtitle indicates) on Adolf Hitler. And this is the aspect of the book that I find most troubling. Was Stalin *really* "Waiting for Hitler?" In what sense? Lying in ambush for him? Waiting for him to make up his mind about whether or not to invade Russia? Kotkin doesn't say. Much of the last third of the book switches back and forth between Hitler and Stalin, rather like Sir Alan Bullock's famous dual biography, *Hitler and Stalin: Parallel Lives*, written a quarter of a century ago. Given the obvious logic of portraying World War II as a conflict between Hitler and Stalin, Kotkin would seem justified in following Bullock's lead.

But every dual biography, no matter how erudite, suffers from one inescapable flaw: the author always knows more about one of the leading figures than about the other. Bullock, one of the

world's three or four foremost experts on Hitler, never attained equal proficiency when writing about Stalin. Kotkin is in the opposite situation. His knowledge of Stalin is absolutely unsurpassed, but his acquaintance with Hitler, drawn almost exclusively from secondary sources, is much more limited. Granted, he uses *all* the relevant secondary sources, particularly Gerhard Weinberg's magisterial two volumes, *The Foreign Policy of Hitler's Germany* (1970 and 1981). But Kotkin has difficulty getting inside Hitler's head, and nothing he writes in this book comes close to equaling Weinberg's stunning chapter, "The World through Hitler's Eyes," the finest single chapter I have ever read on any subject, in any book, at any time, anywhere. The imbalance of Kotkin's familiarity makes Stalin appear a more forceful figure than Hitler, when actually the reverse was true.

This second of three volumes, despite its shortcomings, is a magnificent achievement, a splendid example of the historian's craft. Two years from now, I hope to review the third and final volume.



John Langdon

Spring/Summer Literature Review Timely Picture Books — by Mary Duffin

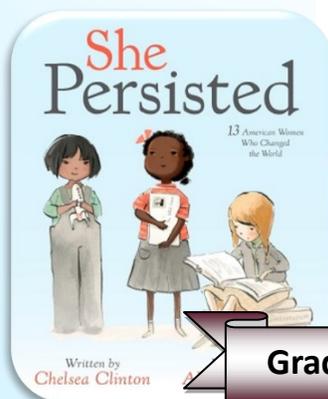
HIDDEN FIGURES written by Margol Lee Shetterly with Winifred Conkling and illustrated by Laura Freeman. Harper Collins Children's Books, 2018. Hardcover. ISBN: 978-0-06-274246-9.

This is the true story of four black women and the Space Race. Katherine Johnson, Dorothy Vaughan, Mary Jackson, and Christine Darden were all good at math and it was their understanding of numbers that helped them do what seemed impossible. They were women and African-Americans and they lived during a time when being black and a woman limited what they could do. They were hard working and persistent and most important, smart. They were hired by NASA to do the math that would one day send the United States into space for the very first time. The author and illustrator bring to life the inspiring story of the struggles of these four "hidden figures" and what they overcame to succeed. Currently their story became a major movie and elementary students will be able to know more about them. At the end of their story is a great timeline and a short biography of each of the four women. There is also a glossary and author's note which gives more information for teachers. Grades 3-8



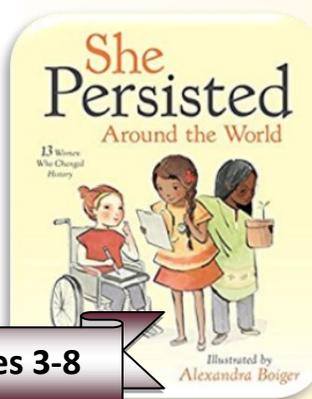
SHE PERSISTED by Chelsea Clinton, illustrated by Alexandra Boiger. Philomel Books, 2017. Hardcover. ISBN:9781524741723.

Throughout American History, there have always been women who have spoken out for what's right, even when they had to fight to be heard. In this book the author, Chelsea Clinton, celebrates thirteen American women who helped shape our country through their tenacity...sometimes through speaking out, sometimes by captivating an audience and sometimes by staying seated. They all certainly persisted. With vivid, compelling art by Alexandra Boiger, this book shows readers that no matter what obstacles maybe in their paths, they shouldn't give up on their dreams. Persistence is power. The book is current and timely and a great way to celebrate women in the United States.

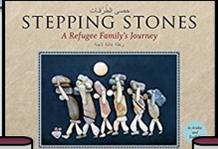


SHE PERSISTED AROUND THE WORLD by Chelsea Clinton, illustrated by Alexandra Boiger. Philomel Books, 2018. Hardcover. ISBN:9780525516996.

Women around the world have long dreamed big, even when they've been told their dreams didn't matter. They've spoken out, risen up and fought for what's right, even when they've been told to be quiet. Whether in science, the arts, sports or activism, women and girls throughout history have been determined to break barriers and change the status quo. They haven't let anyone get in their way and have helped us better understand our world and what's possible. In this companion book about American women, author Chelsea Clinton, introduces readers to another group of thirteen incredible women who have shaped history all across the globe. The illustrator, Alexandra Boiger's vibrant work accompanies this inspiring text that shows readers of all ages that, no matter what obstacles come their way, they have the power to persist and succeed.



Grades 3-8



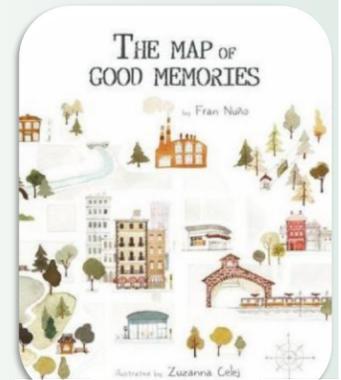
Grades 3-8

STEPPING STONES by Margriet Ruurs and artwork by Nizar Ali Badr. Translated by Falah Raheem. Orca Book Publishers, 2016. Hardcover. Written in Arabic and English. ISBN: 978-1-4598-1490-5.

An astonishing book that allows the humanity of refugees to speak louder than politics and introduces readers to one of Syria’s incredible artists. It is the story of Rama and her family and they are forced to leave behind everything they know and love. With only what they can carry on their backs, Rama’s family sets out to find refuge in Europe. The illustrator has used stunning stone images. The forward tells us how the story came to be, a journey of discovery. At the end there is a resource page that gives the reader information about what they could do to make a difference. Proceeds from the sale of the book will be donated to resettlement organizations across North America.

THE MAP OF GOOD MEMORIES by Fran Nuno and illustrated by Zuzanna Celej. Cuento de Luz SL, 2016. English Translations from Spanish by Jon Brokenbrow. Hardcover. ISBN: 978-84-16147-82-3.

This is Zoe’s story, a little girl, who has to flee from her city with her family because of a war. There are places that remind us of happy moments and Zoe remembers them before she leaves. She uses them to draw a “map of good memories,” knowing that they will always be with her. On her map she marked all the places where she spent her happiest times in the ten years of her life and wrote about thoughts and how the shape on the map made the letters of her name. Zoe says good-bye to the city and flees with her family. The author ends with Anne Frank’s words, “One day this terrible war will be over.”



Grades 3-5

JARS OF HOPE by Jennifer Roy, illustrated by meg Owenson. Capstone young Readers, 2016. Hardcover. ISBN: 978-1-4914-6072-6.

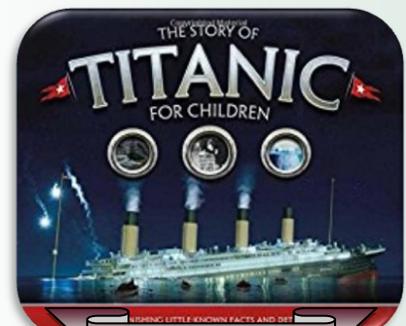
This is the story of Irena Sendler’s heroic saving of 2,500 children during the Holocaust in Warsaw, Poland during World War II. While many people lived in fear of the Nazis, Irena defied them, even though it meant risking her life. She did survive after being in prison and put the names of the families and children she saved in jars which were buried in the hope that the children would be reunited. The book ends with an Afterward and an Author’s note and glossary and index. This a book of Hope. There is also an adult book, IRENA’S CHILDREN by Tilar J. Messer and Young Reader’s edition of the same name adapted by Marg C. Farrell.



Grades 3-8

THE STORY OF THE TITANIC FOR CHILDREN by Joe Fullman with photographs. Carlton Books, Limited, 2018. Softcover. ISBN: 978-1-78312-335-3.

This book tells the whole story of Titanic, known as the most famous ship in the world. It is packed with photographs and facts, it includes little known stories of the “unsinkable” ocean liner and the people who shaped it, perished and survived its end. This book truly captures the essence of one of the most spellbinding tragedies of the 20th century.



Grades 3-8

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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 2018-2019 school year.

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

Roger Sipher Beginning Teacher Award

5 years or less in teaching profession

Nominee may be either an elementary or secondary teacher

Outstanding Social Studies Educator Award

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

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

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

Distinguished Educator Award

Can be an educator at any level, including higher education

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

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

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