



# CNYCSS

*Central New York Council for the  
Social Studies*

**FALL/WINTER 2023-2024 ISSUE**



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

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## Message From the President



Greetings CNYCSS,

We on the CNYCSS Board are thrilled to have had so many of you join us at our recent professional development day “Reigniting Passion for the Social Studies in a New Era.” Sometimes the way to renew interest in something is to mix things up, and that is what our officers and board strove to do for our membership this past October. The relocation of our venue to the Syracuse University Sheraton, while short-lived, allowed for the expansion of several aspects of the conference, the introduction of the new elementary strand brought in teachers that have not traditionally had their own place in our programming, and the incorporation of awards allowed for greater recognition of the positive and exciting things happening in social studies classrooms. These types of changes and additions are no small feat. We owe the success of the finished product to the hard work and dedication of our officers and board members who contributed their time, resources and energies to the successful planning and execution of this event. I count myself very lucky to work with such an amazing team of dedicated individuals, whose collective mission is to serve our membership and promote social studies education.

While on the topic of gratitude, in honor of the recent observation of Veterans Day I would like to extend recognition of, and appreciation for, the courage and sacrifices of service members in the United States Armed Forces and their families. As social studies teachers we are often tasked with transmitting the history and these stories to the next generation and helping students understand that freedom is not free. Our students truly need to grasp this idea, especially in light of recent events both nationally and globally, because as long as there are people in this world intent on harming others or putting freedom and human dignity at risk there will always need to be others willing to stand up for what is right.

As we move into the final weeks of 2023 and look toward what 2024 will bring, there are some things to keep in mind. The New York State Education Department presented the recommendations of the Blue Ribbon Commission on Graduation Measures to the Board of Regents on November 13th. While the actual direction that these recommendations will take us in has yet to be determined, there will undoubtedly be an impact on schools and teachers. You can review these recommendations on the NYSED website. The National Council for the Social Studies will hold their annual conference, “Social Studies Working in Harmony for a Better Tomorrow,” on December 1-3, 2023, in Nashville, Tennessee. The New York State Council for the Social Studies will hold their annual conference, “The Power of Perspective,” closer to home in Albany on March 7-9, 2024. Both of these events offer opportunities to network with other social studies educators on a larger level, immerse in topics relevant to the field, and engage in powerful professional development. Stay tuned for additional programming from CNYCSS in our local area as well.

Best wishes for the remainder of 2023!

Sincerely,

~ Carrie-Ann Ronalds, CNYCSS President







**The CNYCSS was delighted to meet  
and collaborate in person once again with  
our members at our 2023 Annual Conference:**

**Our Theme this year: Reigniting Passion  
for the Social Studies in a New Era**

**We wish to extend a special thank you to  
all of our presenters and community  
row participants. Thank you for making  
our day meaningful and impactful for  
educators across our region.**



## Benefits to a Documentary-Focused History Study

### Keynote Speakers

Bill Muench Director & Todd Hobin Composer

The Artist & the Astronaut tells the unlikely love story between the artist Pat Musick, a civil rights activist, and the Apollo astronaut Jerry Carr as they participate in some of the most historic events in human history. The film is filled with never-before-seen footage of the early space pioneers and features interviews with key figures from that era. It chronicles Pat and Jerry's vastly different paths as they traverse uncertain times, eventually coming together to render some of America's most enduring art. The Artist & the Astronaut is an uplifting love story proving that curiosity, perseverance, and empathy for others can be powerful agents of change.

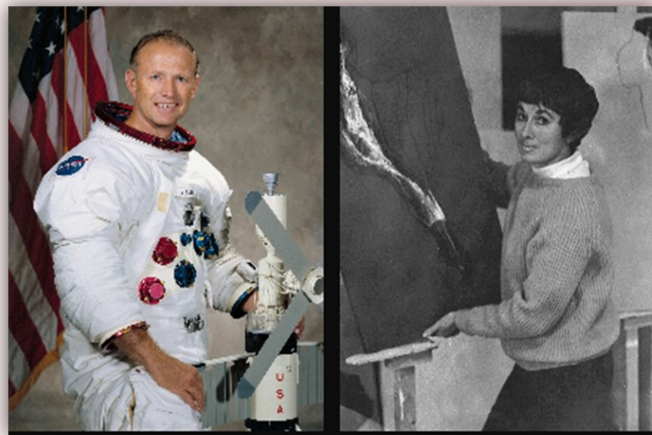
The story of the making of this documentary is as unlikely as the story depicted in the film. Bill Muench, a full-time teacher, and basketball coach, at the urging of his wife, decides to make a documentary on a local Vermont couple. He embarked on this journey with no plan or budget. In the next six years, he traveled to nine states and two continents to interview numerous Apollo Astronauts, their wives, award-winning authors, artists, art historians, and even NASA directors of mission control. Eventually teaming with music legend, Todd Hobin, they produce a story that otherwise would have never been told.



Our presenters walked us through their experience in making a documentary and highlighted lessons they have learned in the process. Mr. Muench discussed the joy he found in talking to people who lived through historic events. He highlighted how much of recent history is currently hidden from view because it still remains isolated as someone's personal story, and investigating that history has been an amazing journey and learning experience. Both presenters discussed how the interviews in the documentary are in many cases the last interviews ever conducted of such renown individuals and how humbling and special it was to be a part of that. Mr. Muench recounted how he learned really quickly that he would make mistakes, and it is valuable for students to see that mistakes and frustration are a part of the research and learning process. He discussed how modeling an inquisitive and motivated persona to students while creating a learning environment that engages students in inquiry is a recipe for fostering inspiration. It is important for students to know that it is possible to live out one's dreams



Todd Hobin discussed his experience with the project and highlighted that when we teach about recent history, we are also teaching about our experience of what it was like to have lived through such an event or time period. He connected this to when he was teaching a modern music history course and discussing what certain famous musicians were actually like in person (from his own lived experience).



Attendees were provided a clip of the documentary which focused on the fact that death was a very possible outcome for astronauts at a time when mission control was operating at a level where everyone was behind on their work. What stands out was the readiness and competitive nature of astronauts to be assigned the next mission regardless of the risk.

#### Fun Facts:

The documentary contains never before seen footage which was possible to acquire because they asked for and showed an interest in it.

The music in the film was recorded in Central New York

For more information about this documentary and to contact Bill Muench please visit: <https://www.theartistandtheastronaut.com/>

“A film this breathtaking and endearing should be seen by everyone. Its themes include civil rights, women’s rights, Native American issues, and preserving our environment. It speaks to the importance of science and engineering while underlining the power and beauty of sharing important ideas through art.”



## Ukraine-Russo War

### Brian Taylor - Maxwell School- Syracuse University



This “standing room only” session on the ongoing conflict in Ukraine was incredibly timely and well-received. Professor Taylor is a Russian Politics expert and Director of the Moynihan Institute for Global Affairs. His research goes to the core of this issue, making him the perfect person to provide context, analysis and guidance for discussing the war with students and colleagues. Professor Taylor was incredibly generous with his time and material; instead of sharing his remarks in a vacuum, he turned the entire presentation into a Q & A, linking questions to information that he shared in very current and in-depth slides. The group was encourage to look at the historic political geography of the region and to consider it as a factor in determining the rationale for Putin’s actions in Ukraine. He illustrated the current status of the war with pertinent statistical data like the fact that Ukraine is only 17% Russian-occupied to date. He also provided important discussion

of the political impacts on Russia, Ukraine and even NATO relative to their involvement in the war. One of the most stunning revelations in Professor Taylor’s presentation is that Russia at present constitutes less than 2% of global population and GDP, challenging the assertion that Russia is a global superpower. As Professor Taylor explained, Putin’s motivations and perceptions of Ukraine may be locked in a romantic historical “worldview.” That said, Professor Taylor spent the final few moments commenting on the need for attention to the war relative to its importance to global democracy and because the nuclear threat Russia poses is legitimate. We thank Professor Taylor for his balanced and nuanced explanation of this conflict. Participants left this session fully loaded with key information to maintain our ongoing dialogue with students, into yet another year of this human tragedy and unending conflict.

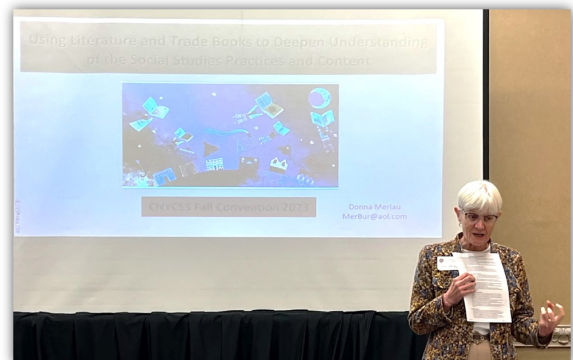
~ Kate Gross

### Using Literature and Trade Books to Teach Social Studies Content and Skills

#### Donna Merlau - Education Consultant

Donna introduced her presentation by noting her passion for reading and for finding ways to incorporate books into lessons that engage students. She argued that trade books are another tool that can be used in the classroom. Literature can be used to capture students’ attention allowing them to interpret, discuss, collaborate, speculate, and express their opinions and understanding. She further argued books can be evaluated as evidence, to develop hypotheses and inferences and to draw conclusions. Books can be sparks to start conversations and be paired with other documents and research to further understanding around complex topics.

Donna emphasized the selection of books should be anchored in teaching the social studies practices and content found in the New York State Social Studies Framework. She noted there are patterns of commonality between the ELA standards and social studies practices that teachers need to incorporate in deliberate ways so that students see them. She discussed the need to be mindful of your community and school policies when



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selecting literature. Donna emphasized that the books selected for classroom use should be carefully examined to be sure they provide information which is historically, culturally, and geographically accurate. Diverse materials from diverse authors offering multiple perspectives matter.

During much of the presentation Donna circulated books to allow participants to “taste” the books while she discussed how a particular book might be used to teach a specific concept, topic, or skill. In sharing books, she introduced participants to new materials and ideas. Her guidelines for “Selecting Trade Books and Literature for the Social Studies Classroom” is an extensive document with many links for exploration. Donna willing offered to share her presentation with participants and is a great resource.

~ Mary Duffin

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## **New Challenges to the Teaching and Application of Media and Popular Culture in the Social Studies Classroom**

**Robert Thompson - Syracuse University**

Dr. Bob Thompson is the type of educator that other educators appreciate. Listening to him present on the topic of New Challenges in Popular Culture in the Social Studies Classroom, a topic he addressed in 2006, was like watching a favorite show in reruns. The content, while familiar, is still original and thought provoking. This rerun reminds you of so many great things about teaching. This rerun inspires you to get back in the trenches and forge ahead. Like any high quality experience, hearing Dr. Thompson present again had even more benefits than it had in 2006.



According to Dr. Thompson the biggest change that has impacted popular culture has been the advent of streaming. Streaming has changed the cultural environment and dissolved the American cultural glue that has held us together post-World War II. Without that glue, what is considered acceptable by social norms have changed. As a result, the classroom is evolving. We cannot assume that students in our classrooms have the same common knowledge of American popular culture.

Pop culture media can be the ultimate “hook” for any classroom. It can also help us navigate the new horizons of a disrupted cultural identity. No longer do we have the same “canon” of cultural touchstones to reference in the classroom. So how do we activate whatever fragments of cultural identity remain? Or how do we use events of the past in a way that deepens the learning of students.

While the instruction booklet for our American culture has been shredded, there are still avenues for bringing back a common bond in the classroom. According to Dr. Thompson, one good source to consider using in the classroom to reintroduce a cultural identity is news reports from past decades. “News is popular culture,” said Dr. Thompson, “News is the first draft of history. Since 2006 the access to these journalistic resources has increased tremendously and are the closest thing we have to a time machine. The news stories are perfect for the classroom as they are presented at a middle school level and easy for students to understand.”

Like a rerun you can’t wait to watch again, some of us would happily listen to Dr. Thompson speak about popular culture and media 5000 times. Let’s hope he comes back again soon.

~Sarah Schultheis

## **Elementary ELA and Social Studies for a Better Tomorrow!**

**Nick Stamoulacatos, Ellie Leach, Colleen Mayberry, Laura Jackson -  
Syracuse City School District**

The SCSD Social Studies leadership team for Integrated Knowledge and the Humanities presented a 3-part immersive PD session tailored to elementary teachers. During these sessions, teachers and school administrators from across Central New York were presented with SCSD's journey in integrating social studies with ELA to develop content-rich units in the humanities at the elementary level. The sessions discussed how the integration of ELA and Social Studies can solve the dual problem of making sure that there is time for social studies at the elementary level and building strong background knowledge.

During the second part of the session, we discussed the importance of choosing a culturally responsive text set, building vocabulary, and using multiple strategies for putting text into the hands of students so that they can practice reading and making meaning of grade-level texts. In addition, we introduced the educators to Ozzie, our stuffed social studies mascot, and a few of his strategies for digesting texts, images, and other primary sources with a social studies lens. The SCSD team also shared one lesson at each grade level K-5. Each lesson represents a collaboration over a five-year period to create a culturally responsive curriculum that is deep in content knowledge while at the same time deeply rooted in literacy of comprehension, oral language, and vocabulary. The department kept it "real" with folks and expressed that this work was not easy but could lead to more buy-in from teachers, administrators, and the families in your community.

~ Ellie Leach



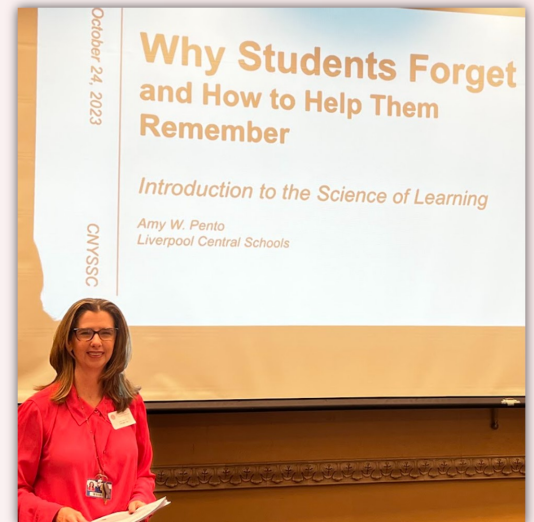


## Why Students Forget and How to Help Them

### Remember - Introduction to the Science of Learning

Amy Pento - Liverpool Central School District

Amy Pento presented on “Why Students Forget” and the science of learning. Forgetting is inevitable and no one is immune to forgetting. This concept was explored by Herman Ebbinghaus, as he studied how fast students forget new information at any given time. He charted this data, creating the “forgetting curve.” Amy discussed the forgetting curve and explained that students forget the information they learn in our classes faster than we would imagine, so it is our job to help them remember.



We took a closer look at what this problem looked like and who is responsible. The answer is that both teachers and students play a role. For teachers this might look like teaching something once and not reviewing it until the end of the year, thinking only in the short term, or assuming students will remember more than what is humanly possible. The way students contribute to this issue is by only reviewing when they're told to, thinking only in the short term, giving up and not reviewing at all, or cramming before a test or quiz.

The way to solve this issue is through spaced practice. This must involve active review, where the students should be thinking hard, rather than the teacher doing all of the work. This active review can be as short as 1-25 minutes and does not involve fully reteaching the lesson. You can make the review happen over days, weeks and months. MIT has found that the longer you want to remember something, the longer the gap in between spaced practice sessions should be.

Spaced practice looks like planning out short periods of time to revisit the material whether that happens in class with the teacher, at home with homework, or doing review activities on their own. This is different from what most students do, which is massed practice. Massed practice is usually comprised on one late night study session the day before the information is needed. It is less efficient and less effective.

Amy also taught us about the learning process and how learning actually happens. It starts with our teaching. The information is presented to the students in some form through our instruction. Attention is the piece that connects teaching and thinking. Amy was specific in saying that this should be hard thinking. If the thinking can be done with no effort, the students are not building a muscle. This muscle is our short term, or working memory. This is very limited and only about 3-7 bits of new knowledge can be stored here or juggled here at a time. Once you get beyond that, the brain experiences cognitive overload. Amy informed us that new information can only stay in the short term memory for about 15-30 seconds and that it's a bit like writing your name with a sparkler. The information could just float away. Overloading working memory means that thinking slows and many things will not be used and therefore not remembered. Using retrieval practice at spaced intervals are how we get thinking to long term memory. Once a piece of information is transferred into the long term memory, you know it and can recall it. Long term memory can house unlimited amounts of information. Thinking does not happen here, it's basically just a closet. You pull things from here when you want to think.

So how do we get around the fact that our brains experience cognitive overload when there's too much in our short term memory and nothing has made it's way to the long term? The answer is to break hard content into

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smaller pieces. Amy explained that everyone's memory gets better with prior knowledge. The more teachers used spaced practice and understand how to get chunks of information into long term memory, the better off students will be in the future. When a child walks into your class with more background knowledge than someone else, they will learn faster, they will learn more and they will learn with less effort and this will continue. It is crucial that we find ways to mitigate forgetting.

~ Bailey Woodard

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## **Expanding Collaboration to Promote Students' College, Career and Civic Readiness Derrick Dorsey - CNY School Board Association**

We were so grateful to have Derrick Dorsey, Executive Director of the Central New York School Boards Association join us for a conversation! Derrick inspires a lot of passion, particularly for civic engagement in schools. Mr. Dorsey has long ties to the educational community of Central New York, as a former leader of Community Wide Dialogue for Interfaith Works, as former Executive Director at the Boys and Girls Club of Syracuse, and as President of the Syracuse City School Board. Derrick led a robust conversation of educators from all levels and parts of our region, exploring ways to build capacity within a school community for civic action, volunteerism, and expressing citizenship as student leaders. First, participants thought about the difference between dialogue and debate. Mr. Dorsey suggested that when building

partnerships it is important to begin with what people have in common, rather than just diving right into the barriers to cooperation. Participants dialogued about the importance of laying the foundation of a good culture that values civic ideals and will support opportunities to grow participation. Mr. Dorsey shared examples of schools that are building civic action into their work around DEI. Participants shared many amazing ideas for projects that would engage students in more civic activity directly in their schools, including things like Halloween Costume Drives and doing tutoring partnerships of older students with younger students. Mr. Dorsey spoke candidly about our need to work with school administrators and the community to build bridges to resources - that we can share our vision and work together to come up with meaningful plans if we bring all parties together. Together, the group found a lot of common ground in the importance of civic engagement opportunities for students. There are challenges at the district level including resources, how you measure and evaluate civic education, and balancing autonomy and agency for students with the educational objectives. The group appreciated Mr. Dorsey's energy, candor and commitment to collaborating to support social studies educators in the expansion of civic education, noting that positive examples is how you combat the negative perceptions of the field.

~ Kate Gross



## Democracy and the United States Supreme Court

### Jenny Breen - Syracuse University



Our group has long valued the insights of Professor Keith Bybee, whose updates on the Supreme Court have become a mainstay at our conference. Although Keith was unavailable this year, we did not skip a beat as we welcomed Professor Jenny Breen of the Syracuse University College of Law! Professor Breen gave us an incredibly interesting and fresh take on the Court's recent activities and encouraged us to take a step back from "landmark" cases, to pay attention to those that fly under the radar but have a lot of potential impact on our democracy. Professor Breen is an expert in Administrative Law and is deeply concerned with some of the court's recent moves to hear cases that would give them opportunity to affect checks and balances, legislative norms and would substantially increase the profile of the court to set policy. Professor Breen gave an engaging talk that took us through four major concepts: The first, that globally democracy is shifting to being more autocratic in general; the second, that the United States in particular shows signs of democratic deconsolidation specifically; third, that the Supreme Court's recent problems with legitimacy and popularity are important but not as affecting as actual case decisions; and fourth, that a lot of the Court's decisions threaten the ability of states, legislators and individuals to regulate society in a manner that meets community expectations. Professor Breen described 4 Cases in particular that give her pause to wonder if the Court's current ideology and preference for judicial supremacy are damaging our ability to have functional democracy. Two of the cases centered on the question of who has the power to fund and regulate federal agencies like the SEC and The Consumer Financial Protection Bureau. In these cases, the court seems to indicate that it is potentially interested in restricting the government's right to independently set parameters for corporations. Rather than work through federal agencies, several justices believe that the court should be the place to settle specific disputes between parties. Professor Breen explained that the court's commitment to the principle of small government and their perceptions of liberty may be at odds with the more practical protections and vehicles for work for the common good that exist in legislative and executive bodies. Professor Breen wondered if this would create an imbalance of power, giving more voice to the few individuals who make decisions in the Court, versus deliberative bodies. What followed was a wonderful and collegial conversation about the merits both of the cases and the Court's assertions, debating if democracy would be strengthened or weakened by the potential outcomes. Professor Breen concluded by directing us to reliable resources to further explore important cases and questions. Overall, focusing participants on the Court as vital to democracy was hugely helpful, as we often forget its impact on other institutions and principles. Thank you, Professor Breen!

~ Kate Gross

## Six Simple Things to Get Students Thinking Harder and Learning More

Laurie Ovadia - Liverpool Central School District

We all want students to think hard about the content while they are in our classrooms. We all want students to really learn the material that we are covering rather than walking out the door only to come back to us the next day seeming as if they've never heard any of the information covered in the previous lesson. And yet, that is how it is for many of us. It's hard to remain joyful and energized when it seems like every day is Groundhog Day.


In the final session of the annual conference, Laurie Ovadia, a teacher at Liverpool High School, built on and reinforced the ideas presented earlier in the day on student learning by Liverpool Instructional Coach Amy Pento. Rather than just present the information, Ovadia taught a lesson on colonialism using simple strategies that don't take a lot of prep time while at the same time cutting down the cognitive load that students are expected to work with. Research has shown that the brain really only works well with 3-7 pieces of information (give or take 1 or 2). Ovadia stressed the need to give students the chance to practice, review, and retrieve information if we really want them to learn it. Ultimately, by building in frequent and meaningful opportunities to review content (both recent and older), students will forget the content more slowly with the added bonus that you won't need to take those two weeks to review for the final assessment or Regents at the end of the year. You know...those two weeks that both you and your students dread and that leaves you exhausted since you are frantically trying to reteach the entire year?

Here, in a nutshell, are the strategies that Ovadia presented: See Next Page →

~ Kristina Jeanneret



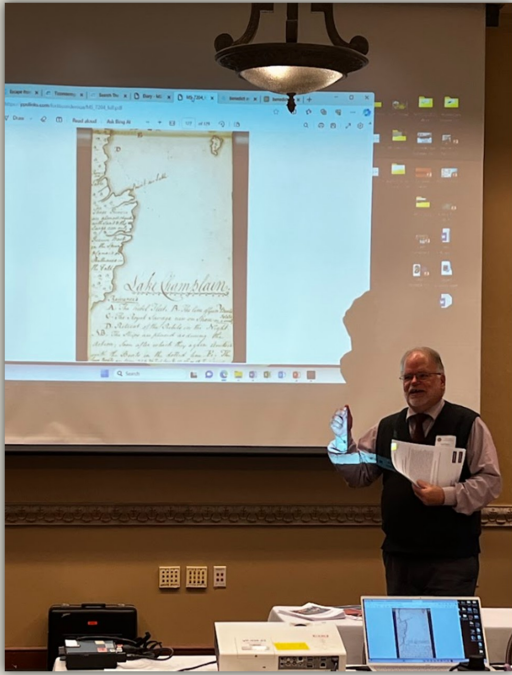


Strategy	Description	Why It Works
Use Symbols   Ex: (war/conflict)	Simple symbols can be used to represent people, ideas, and concepts. You can repeat them throughout the year and make connections between topics.	Symbols are easier to remember. Once familiar, they require little or no working memory.
Brief Storytelling	Humans love stories. You can share information in a way that creates an emotional connection to the content.  You can also have them do a quick retelling of the story to a partner as a review technique.	Humans are hardwired to treat stories as special (“psychologically privileged”), people tend to find stories interesting and easier to remember.
Messy Notes	Give students a place to write “messy notes” - key names, ideas, pictures, etc. This allows them to tune into the lesson without worrying about getting everything down on paper.	Taking notes while listening requires students to do too much at one time (listen, watch, understand, write, think). Expecting them to have notes that are organized and neat will add to that load and distract them. Let them “dump” the info and then use it for another task can be an age-appropriate way to help them learn how to take notes.
Slides Without Words	If there are words on the screen, students aren’t listening to you.	The brain can’t think about the written and spoken word at the same time, so replace written with visual where possible. Keep visuals as simple as you can. Less is more. If you do have them write out notes, stop talking. Let them copy and then explain.
“Slow Reveal”	Revealing a picture or a political cartoon one piece at a time allows students to look more closely and think about what they are seeing.	Students are novices. When presented with complex images/text, they often miss important details. The slow reveal is like cutting up food for a child.
Video Clips	Don’t use clips to teach a lesson – just to <i>reinforce</i> and practice what students have already learned. Don’t ask them to answer questions <i>while</i> they are watching.	In a typical video, there is verbal, visual, and expected background coming at students fast. Non-essential details absorb student’s attention and they struggle to identify key ideas. Students should be told exactly what they should be noticing or looking for.
Practice: I Do, They Do	Provide 5-6 minutes of content. Then, have them practice the content. If they don’t practice, they don’t learn.	Students need more modeling and practice than we think. They need multiple simple, clear examples (and non-examples).
Assessments	Have students “brain dump” and answer scaffolding questions <i>before</i> answering questions. These are worth points too.	Provide space for students to get what they know down on paper before they apply it. This gets them to self-scaffold and frees up working memory for thinking about the questions and how to answer them.

## The Coming Revolution: Preparing for the 250th Anniversary of the American Revolution

Rich Strum - Fort Ticonderoga

Tim Potts- Monticello High School



Wow! It's almost been 250 years since our nation was born! Thanks to Rich Strum of Fort Ticonderoga, some of us are more aware of this coming occasion and all the potential it has to offer. Learning opportunities for all ages will be in abundance in the run-up to this semiquincentennial (I had to google that one!). As always, Rich Strum doesn't disappoint and provided an abundance of excellent information and resources, including a ready to go primary source activity featuring a much-maligned and perhaps misunderstood historical figure, Benedict Arnold (the documents for this activity will be attached via a link or in the newsletter [here](#)).

This lesson provides some interesting possibilities for connection to today's media literacy struggles as it confronts the ongoing and apparently "enduring" issue of "fake news". Maybe not quite "fake" but difficult as the 3 versions of the same event reveal some significant differences.

Rich Strum shared several resources apart from Fort Ticonderoga that are organizing a variety of digital and in-person events leading up to the 250th Anniversary of the American Independence. Fort Ticonderoga has organized their 250th recognition thematically. The themes are "Power of Place", "Subjects, Citizens, and Service", "Revolutionary Possibilities", "Manufacturing Independence", and "Shaping Nations, Forging Identities". Early in 2024 there will be a new exhibition titled A Revolutionary Anthology that will be available for five years. And this is just one of the many new projects the staff at Fort Ticonderoga is working on in anticipation of this historic moment.

For those interested, there is a new feature called The Ticonderoga Institute, which requires you to register (but is free) and includes several resources all organized in easy to use fashion for the classroom teacher. It also allows you to save resources and create "boards". Using the "boards" function you can piece together a variety of Ticonderoga resources into your own lessons and units that can be shared with others. Also, the Ticonderoga Center for Digital History continues to grow and provides amazing access to the Ticonderoga collection.

I have not yet listed the 250th resources he shared, mainly because there are so many. So I challenge us all to begin poking around Facebook and the "interwebs" to find out and share some of the more interesting activities that organizations are beginning to plan across the Northeast.

~ Erica Martin





For a complete list of resources and lessons offered by Fort Ticonderoga, please visit <https://www.fortticonderoga.org/>




### CARRYING THE WEIGHT OF A SOLDIER

Grades 4-5

Students read and analyze a journal entry from a militiaman who listed what he packed in his knapsack when he was called up for service and ordered to Ticonderoga in July of 1776.

 Lesson Plan

 Worksheet



### WOMEN WITH THE CONTINENTAL ARMY AT TICONDEROGA: READING BETWEEN THE LINES

Grades 6-12

In this activity, students will read four excerpts from the orderly book of Colonel Anthony Wayne of the 4th Pennsylvania Battalion. Based on the information provided, students will answer questions about the roles of women in the army at Ticonderoga in 1776.

 Lesson Plan

 Worksheet

 Sources



### DBQ AS A PRACTICE EXAM FOR THE AP US HISTORY EXAM

Grades 10-12

Students will have 60 minutes to read and analyze 8 primary source documents and answer a practice prompt for the AP US History exam.

 Lesson Plan

 Materials

 Rubric



### A COMPARISON OF THE SEVEN YEARS' WAR AND WORLD WAR I

Grades 11-12

Students will examine various images and document excerpts to compare and contrast aspects of the Seven Years' War to World War I. In eight parts, students will write reflective responses to each image or set of images and culminate by answering essay questions.

 Lesson Plan

 Worksheet

## Equitable Media Literacy: Implications for

### Social Studies

**Dr. Srivi Ramasubramanian - Syracuse University**



Dr. Srivi Ramasubramanian, Newhouse Professor and Endowed Chair at Newhouse School of Public Communications and her co-researcher, Dr. Bobbie Foster of University of Arkansas, joined CNYCSS members as we celebrated this year's National Media Literacy Week. During an interactive session, Dr. Ramasubramanian and Dr. Foster asked participants to illustrate the connections between media literacy, social studies, and themselves. Dr. Ramasubramanian and participants discussed how media literacy and the social studies empower

individuals to develop essential critical thinking skills, enabling them to question biases and evaluate historical information critically. During the discussions, participants and the presenter noticed how this approach to media literacy equips people to navigate the digital age, discern credible sources, and understand the profound influence of media on historical narratives and contemporary events. Additionally, it encourages individuals to challenge stereotypes and biases and promotes civic engagement, ensuring informed, socially responsible citizens who can actively participate in shaping the future.

Drs. Ramasubramanian and Foster presented their research on equitable media literacy, which is an approach to media literacy education aiming to ensure that all individuals, regardless of their background, can critically analyze, understand, and engage with media messages while promoting inclusivity and sensitivity to diverse perspectives, cultures, and experiences of students. Equitable media literacy encourages curriculum inclusion of diverse voices, stories, and perspectives, enhancing students' understanding of various communities and fostering empathy and cultural understanding. Furthermore, it challenges the selection of sources that perpetuate stereotypes or discrimination, emphasizing the active role of primary sources in countering harmful narratives and contributing to a more inclusive and just portrayal of history and society.

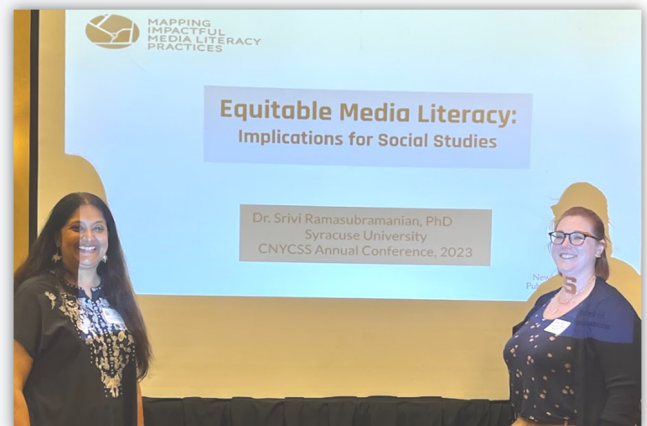
Incorporating equitable media literacy practices into your classroom can foster a more inclusive, critical, and socially responsible approach to the study of history and contemporary society. It ensures that students are exposed to a wider array of voices and perspectives and equips them with the skills to critically evaluate and engage with these sources.

Drs. Ramasubramanian and Foster invited conference attendees to participate in a research opportunity and look forward to collaborating with CNYCSS members in the future.

~ Mary Kate Lonergan

To learn more about Equitable Media Literacy, access the field guide as tool to reflect on your own teaching at <https://mappingimpactfulml.org/>

Join NAMLE (National Association for Media Literacy Education) - membership is free - and learn more about media literacy. <https://namle.net/>







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 - <https://www.cnyhistory.org/>

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

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

Fort Ticonderoga - <https://www.forticonderoga.org/>

Oneida Mansion House Museum - <https://www.oneidacommunity.org/>

Seneca Falls Women's Rights Museum - <https://www.nps.gov/wori/index.htm>

Everson Museum - <https://everson.org/>

3 GNY Descendants of the Holocaust - <https://www.3gny.org/>

Matilda Joslyn Gage Foundation - <https://matildajoslyngage.org/>

Central NY Library Resources Council - <https://clrc.org/>

NYSTROM School Services - <https://go.socialstudies.com/new-home-nystrom-education>

Clio Publishing - <https://www.cliopub.com/Home.html>



## Congratulations 2023 CNYCSS Award Winners

Each year the CNYCSS Award Committee solicits nominations for multiple educational awards. Nominees should display the highest professional standards of scholarship, leadership and activity in social studies. Nominees should demonstrate exceptional abilities in:

- ☞ **Developing and using instructional materials and strategies creatively and effectively**
- ☞ **Fostering a spirit of inquiry and the spirit of democratic beliefs, values, and skills needed for citizenship in school and community**
- ☞ **Participating in professional growth opportunities**
  - ☞ **Utilizing NYS Social Studies Framework**

This year's award winners definitely meet these criteria.



### Distinguished Educator Award

Peter Hyland from Onondaga Junior Senior was nominated by Kristi Jo Delgado for the Distinguished Educator Award.

“This past June Peter Hyland retired from Onondaga Junior / Senior High School after thirty years of dedicated service to OCS. In his time at Onondaga Peter's dedication to his students was unrivaled. Peter wore many hats including both Social Studies and Special Education Teacher. Peter was a mentor to students and staff alike as the Social Studies Department Chair. Peter's presence at Onondaga is already missed tremendously. Peter is the ultimate Distinguished Educator and I cannot think of a more deserving person for this award. “

Timothy Mumford, Onondaga Junior/Senior High School Principal said he was not surprised to hear that Peter was receiving the CNYCSS Distinguished Educator award saying “As a teacher and the Department Chairperson Peter has been instrumental in adding AP courses in both Government and Politics

and in World History. Peter has also been a visionary when it comes to the future of education and has been on the cutting edge of using technology in the classroom. It is difficult to describe in words what Peter has meant to the Onondaga Central School District. He works tirelessly for the students and is a leader among the staff. He has left the Social Studies Department and the building in tremendous shape and his shoes will be impossible to fill.”



## Congratulations 2023 CNYCSS Award Winners

### Middle School Social Studies Educator Award

Tim Krueger from North Syracuse Junior High was nominated by Phil DeAugustine for the Middle School Social Studies Educator Award. Phil highlighted Tim's passion for social studies and the country we live in, and his willingness to join AFT's civics design team. In this role Tim developed new programs that can be implemented in classrooms throughout the country.

In her letter of support, Lisa Goldberg, Director of Social Emotional Learning and Social Studies, said "Throughout his career with North Syracuse Central School District, Tim has always demonstrated a commitment to not only educating his students in Social Studies, but inspiring them to be active, engaged human beings and citizens. He has truly distinguished himself as an educator in the district and has been instrumental in expanding the conversation among our Social Studies staff about the importance of creating classrooms of civility in which diverse ideas can be discussed and debated. Tim has used the knowledge and experience gained throughout his career and in his work with AFT, to craft a half year Civics elective to be offered to 9th grade students."

Joanna Braman, Assistant Director Professional Learning in Reading and Math cites "Tim's passion (obsession) for truth, for fact finding, for informing and equipping his students with the skills and abilities to also covet the truth" as the main reasons for selecting Tim to be a founding member of the AFT's Civics Design Team, on which he creating which he has produced evergreen materials that are trustworthy, approachable, and practical. "Tim is pleasantly infused into this work; he breathes life into the materials as only Tim can do, with the appropriate doses of humor, sarcasm and wit to create a perfect mélange of wisdom for all."





### **Tools for Identifying High Quality Social Studies Instruction**

**Dec 7, 2023 4:30 PM -5:30 PM**

What does high-quality K-8 social studies instruction actually look like in the classroom? Join us as we examine a classroom walkthrough tool for district leaders, coaches, and teachers to help them identify and explore the components of high-quality social studies. With special guests Elisabeth Ventling Simon (Chief Academic Officer and Co-Founder, inquired) and Dr. Rachel Strang (Managing Implementation Coach, inquired).



### **Seizing Constitutional Moments in the Social Studies Classroom**

**Dec 13, 2023 7:00 PM - 8:00 PM**

During this session, participants will learn how to build civic knowledge, skills, and dispositions through everyday moments within the classroom. Educators will gain tools and strategies for identifying and fortifying these moments as opportunities to teach constitutional knowledge and democratic values. This session is relevant for k-12 civics educators; and all educators interested in developing a civically conscious culture with students.

Presenter- Dr. Donna Phillips is the Vice President & Chief Program Officer for the Center for Civic Education, leading the Center's ambitious strategic plan in development, implementation, and innovation of its national and international programs. Prior to joining the Center, she was the Director of Academic Innovations for DC Public Schools and the Social Studies Curriculum Manager, where she spearheaded the development of C3 inquiry and social justice-aligned K-12 social studies curriculum. Dr. Phillips has participated in We the People for more than 20 years, serving as a We the People teacher, district coordinator and mentor, and the District of Columbia state coordinator.

Visit: <https://www.socialstudies.org/> for more information and to register



## **I Do, We Do, You Do: Teaching Map Skills in Early Grades**

Journal Issue: Social Studies and the Young Learner November/December 2023

**Author:** Michelle Bauml

In this article, the author describes how an “I do, we do, you do” scaffolded approach for explicit instruction can be utilized to teach map skills to students in kindergarten through grade 2. She argues that classroom teachers who are familiar with explicit instruction may frequently use the model for reading and math instruction while overlooking its potential for teaching geography skills. Benefits of using explicit instruction to teach map skills include setting students up for success with ample opportunities to practice and supporting growth in spatial thinking.

View PDF Article: <https://www.socialstudies.org/36/2/i-do-we-do-you-do-teaching-map-skills-early-grades>

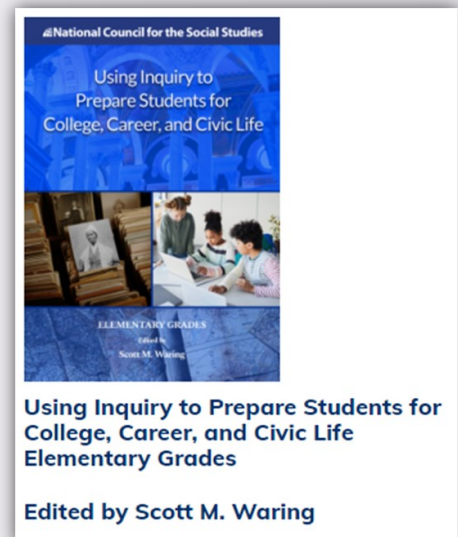
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## **Using Inquiry to Prepare Students for College, Career, and Civic Life: Elementary Grades**

Welcome to a special set of online methods texts designed to support your construction of inquiry learning through primary source documents in social studies education! This elementary edition supports methods instruction for elementary-level classrooms. The secondary edition (a separate volume) supports methods instruction tailored for the middle and secondary grades. Both texts were generously supported by a Teaching with Primary Sources (TPS) grant from the Library of Congress. NCSS is a proud member of the TPS Consortium, which is comprised of educational organizations nationwide to support high quality teaching and learning using the vast and free public collections of the Library. We acknowledge the significance of the Library of Congress in supporting the needs of methods instructors and pre-service teachers nationwide by providing free access to its primary source materials, which are found throughout these chapters.

The following reference information should be used in the citation of this book: Waring, S. M. (Ed.). (2023). Using Inquiry to Prepare Students for College, Career, and Civic Life (Elementary Grades). Silver Spring, MD: National Council for the Social Studies.

Read individual chapters on the next page, or [download full ebook](#).



# Using Inquiry to Prepare Students for College, Career, and Civic Life: Elementary Grades

## **Introduction: What is the Source of Inquiry? An Introduction to Social Studies Methods**

Lawrence M. Paska, National Council for the Social Studies

Scott M. Waring, University of Central Florida

## **Chapter 1**

### **Perspectives of the Primary Source Creator, Selector, and Learner**

Ken Carano, Western Oregon University

Tina M. Ellsworth, Northwest Missouri State University

## **Chapter 2**

### **Models of Instruction: Varying Teaching to Support Learners During Inquiry**

Jeffery D. Nokes, Brigham Young University

## **Chapter 3**

### **Why Do We Celebrate the 19th Amendment as the Moment When Women Were Granted the Right to Vote?**

Amanda Vickery, University of North Texas

## **Chapter 4**

### **How Do We Teach Elementary Students to Think Like Historians?**

Tammara Purdin, Florida Council for History Education

## **Chapter 5**

### **For Whom Should America's Gates Be Open? An Inquiry About Chinese Immigration in the 1800s & Angel Island**

Noreen Naseem Rodríguez, University of Colorado Boulder

## **Chapter 6**

### **Can Symbols Tell Stories?**

Tammara Purdin, Florida Council for History Education

## **Chapter 7**

### **Is Food a Political Weapon? Using Inquiry to Explore the History of African American Farmers**

Amanda Vickery, University of North Texas

## **Chapter 8**

### **How Can Reading Historical Fiction and Nonfiction Books Encourage the Use of Primary Sources?**

Tammara Purdin, Florida Council for History Education

## **Chapter 9**

### **What Does a U.S. Citizen "Look" Like? What Does It Mean to Be Loyal to Your Country? Civics Inquiries About Japanese American Incarceration**

Noreen Naseem Rodríguez, University of Colorado Boulder

## **Chapter 10**

### **What Does It Mean to Be a Good Citizen?**

Amanda Vickery, University of North Texas

## **Chapter 11**

### **Who's Responsible for the Food on My Plate?**

Corey Sell, Metropolitan State University of Denver

Noreen Naseem Rodríguez, University of Colorado Boulder

For more information and secondary level inquiry sets please visit <https://www.socialstudies.org/tps>



# The Gilder Lehrman Institute of American History

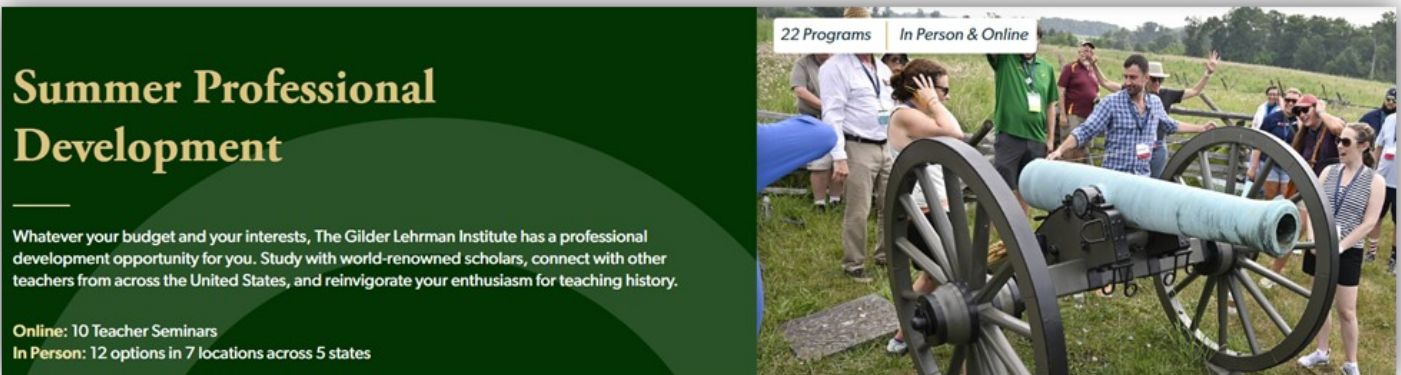
★ ★ ★ Registration is now open Summer 2024 PD! ★ ★ ★

## Early Access: Summer PD

Study with world-renowned scholars, connect with other teachers from across the United States, and reinvigorate your enthusiasm for teaching history! Whatever your budget and interests, the Gilder Lehrman Institute has a professional development opportunity for you next summer.

Complete the Early Access Form to get a jump on registration.

Online Options: 10 Teacher Seminars  
In-Person Options: 6 Teacher Seminars in 4 states  
Teacher Symposium: 7 courses in Gettysburg, Pennsylvania  
[Early Access Form](#)

A banner for Summer Professional Development. The left side has a dark green background with the title "Summer Professional Development" in gold. Below it, white text describes the opportunity. The right side shows a photo of people at a historical site with a cannon. Labels "22 Programs" and "In Person & Online" are overlaid on the photo.

**Summer Professional Development**

Whatever your budget and your interests, The Gilder Lehrman Institute has a professional development opportunity for you. Study with world-renowned scholars, connect with other teachers from across the United States, and reinvigorate your enthusiasm for teaching history.

Online: 10 Teacher Seminars  
In Person: 12 options in 7 locations across 5 states

22 Programs In Person & Online

**Browse Our Collection:** At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. More than 85,000 items cover five hundred years of American history, from Columbus's 1493 letter describing the New World through the end of the twentieth century.

Visit: <https://www.gilderlehrman.org/collection/gilder-lehrman-collection>

A screenshot of the "Our Collection" website. It features a search bar, a "OR BROWSE BY:" section with icons for Time Period, Topic, and Object Type, and a brief description of the collection.

**Our Collection**

At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. More than 85,000 items cover five hundred years of American history, from Columbus's 1493 letter describing the New World through the end of the twentieth century.

Q

OR BROWSE BY:

- TIME PERIOD**  
The Americas to 1620  
Colonization and Settlement, 1585-1763  
American Revolution, 1763-1783  
[MORE](#)
- TOPIC**  
African American  
American Indians  
Arts, Music, Theater, and Film  
[MORE](#)
- OBJECT TYPE**  
Books & Pamphlets  
Broadsides & Posters  
Diaries & Journals  
[MORE](#)



86th Annual Convention

**NYSCSS**

**THE POWER OF PERSPECTIVE**



March 7-9, 2024 - Crowne Plaza Albany - The Desmond Hotel

**Thursday, March 7- Saturday, March 9, 2024**

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





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 2023-2024 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

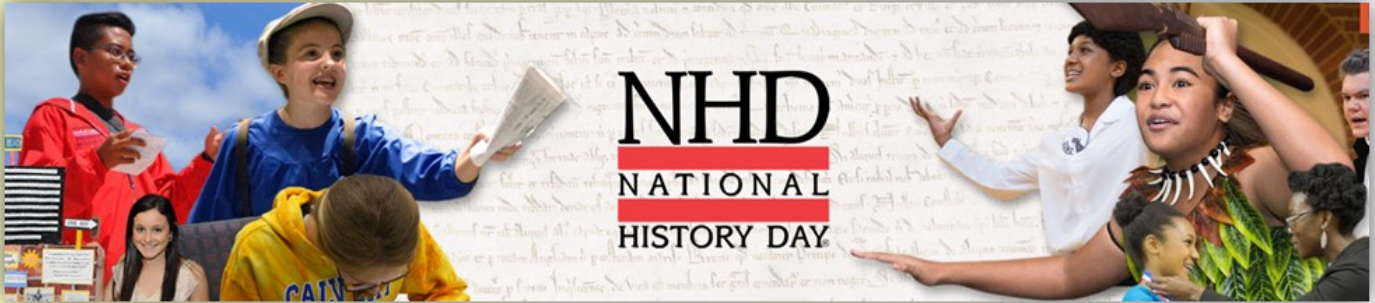
**Distinguished Educator Award**

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!**



# National History Day



## 2024 Contest Theme Turning Points in History

To celebrate our 50th anniversary, NHD's theme will be *Turning Points in History*. This year's theme invites you to consider questions of time and place, cause and effect, change over time, and impact and significance. A turning point in history is more than just an important event that happened a long time ago. It is more than a new idea or a particular action taken by an individual. A turning point is an idea, event, or action that directly, or sometimes indirectly, causes change.

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### The Local Component of National History Day

Entry Fee: \$5.00

Winners Announced/ History Day Event: March 23, 2024

OCM BOCES Main Campus/ 110 Elwood Davis Road/ Liverpool NY

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Students in Grades 6-12 will:

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

For more information visit <https://www.nyhistoryday.com/>

(or) contact Scott Peal at [scott.peal@cnyhistory.org](mailto:scott.peal@cnyhistory.org)



# 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 2023 - 2024 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.

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

Michael Knittel  
Co-Facilitator

[mknittel@liverpool.k12.ny.us](mailto:mknittel@liverpool.k12.ny.us)

Laurie Ovadia  
Co-Facilitator

[lovadia@liverpool.k12.ny.us](mailto:lovadia@liverpool.k12.ny.us)

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





## AWARDS SEASON IS HERE!

Browse our awards, review the relevant criteria, and submit your nominations for recognition.

Our annual awards celebrate excellence in teaching and service in social studies education. We honor educators each year in the following areas:

- Outstanding Social Studies Classroom Teacher Award (Elementary)
- Outstanding Social Studies Classroom Teacher Award (Middle School)
- Outstanding Social Studies Classroom Teacher Award (High School)
- Outstanding Social Studies Supervisor Award
- Distinguished Social Studies Educator Award
- John Roy Continuing Social Studies Service Memorial Award
- Susan Wasserman Young Professional Memorial Award
- Benita Jorkasky Outstanding College Educator Memorial Award

To be considered, all nominations must be submitted by Friday January 5, 2024. If you have any questions, please contact our Awards Committee Chairperson, Laura Mecca-Retzlaff at [laura.mecca-retzlaff@nyscss.org](mailto:laura.mecca-retzlaff@nyscss.org).





## Recommended Instructional Resources - by Erica Martin

As the country recognizes Native American Heritage month, consider perusing some of the following resources.

**New York State Museum** launches new website: <https://www.nysm.nysed.gov/native-american-heritage-month>. The site features a list of opportunities for the month that are often in-person but that contain links to resources that can deepen teacher knowledge and provide up-to-date lesson ideas



**Native Knowledge 360** - National Museum of the American Indian.

Website: <https://americanindian.si.edu/nk360>

The lesson on the [Treaty of Fort Laramie](#) is very do-able for the middle school classroom and presents a very interesting opportunity to discuss how "words matter", which can serve a dual character education purpose for the middle school scenario. The video clips for this lesson are short and feature the voices of young Native Americans, which illustrates that treaties, even if they are over a century old, are still a very present element of present day people.



[The National Park Service](#) has also curated a collection of resources that connect the parks and their Native American partners.

## Women's Rights National Historical Park

Virtual Tours- Explore the sites that made Seneca Falls the center of the early Women's Rights movement with our interactive 3D virtual tours. These tours allow you to enter and explore spaces in detail, and learn about the people and places that gave birth to a movement. For more information please visit <https://www.nps.gov/wori/learn/photosmultimedia/virtual-tours.htm>

### Other 3D Resources

Take a 3D audio guided tour of the [Wesleyan Chapel](#) where the first women's rights convention was held in 1848. Explore the Hunt House, the Stanton House and the Wesleyan Chapel in [interactive 3D detail](#).

### StoryMaps

#### [Why Seneca Falls?](#)

"Why Seneca Falls?" examines transportation, industry, culture, religion, social reforms, and connections to tribal peoples that all shaped Seneca Falls in 1848, creating the perfect breeding ground for free thought and a drive for revolution that resulted in the 1848 Women's Rights Convention. This project comes to us from the work of intern Mary Frasier through the Brian C. Pohanka Internship, Civil War Institute, Gettysburg College.

#### [The 1848 Convention](#)

"The 1848 Convention" story map looks at the five organizers of the 1848 Women's Rights Convention in Seneca Falls, NY, the organization of the event, and its proceedings. It also features the grievances and resolutions found in the Declaration of Sentiments. Frederick Douglass, the only documented attendee of color, spoke in favor of women's suffrage and is included here. We also look briefly at the after-effects of the convention, including the 19th Amendment. Packed full of resources on our Park properties and women's history, this story map is not to be missed! This project comes to us from the work of Maria Smith through the Cultural Resource Diversity Internship Program (CRDIP), American Conservation Experience (ACE).

#### [The Road to Equality](#)

"The Road to Equality" examines the evolution of women's rights. The Declaration of Sentiments, presented at the 1848 Women's Rights Convention in Seneca Falls, New York, listed the organizers' grievances and their demand for equal rights for women. This story map explores those demands and how access to those rights changed over time. This project comes to us from the work of intern Abigail Adam through the Brian C. Pohanka Internship, Civil War Institute, Gettysburg College.

#### [The Women's War](#)

"The Women's War" takes a look at the battle between the Suffragists and Anti-Suffragists as represented in the material goods of each movement. The ephemera left behind shows us how these opposing groups pushed against each other while also marketing for their causes. This project comes to us from the work of intern Abigail Adam through the Brian C. Pohanka Internship, Civil War Institute, Gettysburg College.

#### [Women's Suffrage and the Ratification of the 19th Amendment](#)

Women in America fought for suffrage--the right to vote--for over a century. Organized efforts to demand the vote began in 1848 at the Seneca Falls Convention in New York. By 1919 women pressured Congress to pass the 19th Amendment, which outlawed discrimination against voters on the basis of sex. In order to become law, 36 states had to ratify the amendment. Trace the journey of ratification in this story map.





The Museum in the Mansion House has permanent and changing exhibits, as well as period rooms that have been preserved in their original state or restaged to approximate their appearance during the active years of the Oneida Community. The period rooms open to museum guests including the Big Hall, the Old Library, the Upper Sitting Room, a Sleeping Room, and the Nursery Kitchen. Some of our permanent exhibits include Oneida Game Traps, 1852-1925: The Edward J. Knobloch Collection; The Braiding of Jessie Catherine Kinsley; and Oneida Industries. These exhibits interpret the actions and beliefs of the Oneida Community and Oneida Ltd. and examine how ideas and events from the past can help us understand and navigate the world we live in today.

### **The Mansion House After Dark**

Time & Location: Jan 11, 2024, 6:00 PM – 7:30 PM - 170 Kenwood Ave, Oneida, NY 13421, USA

About the Event: See the Oneida Community Mansion House like never before—at night by LED lamplight! This tour will kick off at dusk and examine the people, spaces, and practices that made the Oneida Community one of the most radical social experiments of its time. It will also take guests into spaces not seen on regular tours to learn about how the Community navigated the dark and the spaces primarily used at night.

- The cost for this tour is \$25 general admission, \$15 for members, and \$15 for students
- Space is limited to 15 people, reserve your spot today!
- Parking is available in the rear of the Mansion House.

For more information about the Oneida Mansion House and upcoming events please visit: <https://www.oneidacommunity.org/event>



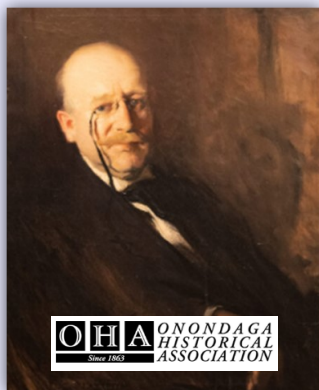
Mansion House After  
Dark - January

Thu, Jan 11 | Oneida

[More Info](#)



## Fernando Carter: The Man & His Artwork



The artwork of eminent Syracuse artist, Fernando A. Carter (1855-1931), is now on display in OHA's in second floor gallery. **Fernando Carter: The Man & His Artwork** draws from OHA's large collection of landscape and portrait paintings, as well as Carter's sketchbooks, to present this artist's creative art style. Fernando Carter's subjects range from the visages of some of Onondaga County's prominent citizens to the natural beauty of the area.

Along with being a very talented artist, Fernando Carter was an art instructor at Syracuse University and the second director of the Syracuse Museum of Fine Arts. He also founded the Syracuse Friends of American Art, a group of local art enthusiasts who helped to purchase works of art for the Syracuse Museum of Fine Arts.

**The exhibit will be on display from September 2023 to September 2024.**

## Through The Magic Lantern

Have you ever seen a magic lantern show? The predecessor to the 35mm slideshow and PowerPoint presentation, magic lantern shows were once very popular events. They were education and entertainment all rolled into one and some even featured an early form of animation. The magic lantern projected a painted or printed glass slide onto a screen, often accompanied with commentary and music. The public could watch a professional show at the theater or do their own show with family and friends at home.

**Through The Magic Lantern: Illuminated Images of Onondaga County**, open September 2023 to April 2024, explores the magic lantern show through OHA's largest lantern slide collection, the Will H. Olmsted Lantern Slide Collection. In 1937, Olmsted, an avid amateur photographer with a heart for preserving local Syracuse history, decided to put together a pictorial history of Syracuse for future generations. He not only collected or created over 1200 glass lantern slides, he also wrote commentary to go along with the slides and told the story of Syracuse.

You will see an assortment of magic lanterns and lantern slides from Olmsted's collection which display Onondaga County's history between the 1850s and 1930s. There is even a modern "magic lantern" show using select images and commentary from Olmsted's collection.







## **Educational Programs**

Educational programs are integral parts of Onondaga Historical Association's mission. We offer a number of programs that were created especially by OHA's Education Department. All programs can be scheduled to take place either at an OHA facility or off-site. Click the titles below to learn more about availability and pricing for each program then contact OHA's Education Specialist Scott Peal at [scott.peal@cnyhistory.org](mailto:scott.peal@cnyhistory.org) or 315-428-1864 x317.

Onondaga Historical Association's programs are made possible by the New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature.

### **She Said, He Said**

The Stantons of Waterloo take part in an Equal Rights Convention of the mid-19th century on women's suffrage. Meet with the radical thinkers Elizabeth Cady Stanton and her abolitionist husband, Henry Stanton (Henry conducts the meeting as it was improper for a woman to do so at the time.) Learn about the life and times of this unique couple and be ready to debate the controversy of a woman's role in the society of the day.

### **Sluices, Locks and Hoggees**

Meet Syracuse's own James Geddes who helped to survey an architectural feat in its day, the Erie Canal. Mr. Geddes will guide you through the canal's history from its earliest conception to its busiest days. You will also be introduced to those who lived and worked on the waterway. Anecdotes and interactive activities will allow the audience to become part of the Erie Canal experience.

### **Salt City Abolitionists**

Syracuse was a center of abolitionism in the 19th century and was watched by the entire country. Join two of the Salt City's crusaders for freedom, Reverend Samuel May (of the May Memorial Church) and Caroline Loguen (who with her husband, Reverend Jermaine Loguen, assisted many on their way to freedom). Learn about, and become part of, an antislavery meeting of the day.

### **The Danforths of Onondaga County**

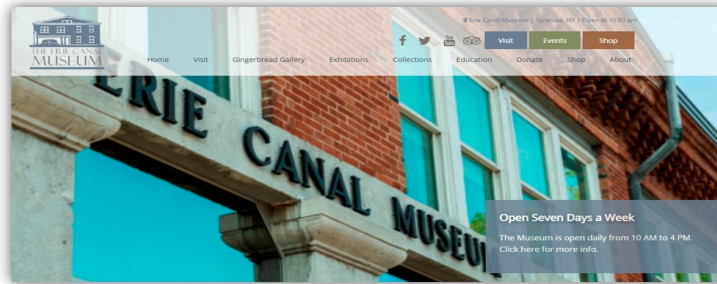
Meet Major Asa, his wife Hannah, and their family and friends. The Major and Hannah share the hardships faced by soldiers and their families during the Revolutionary War. Experience snippets of their rugged life in the wild west of Central New York in the late 18th century. Become privy to the trials and tribulations of one of our first families during their life in Onondaga Hollow and help them in the decisions they must make.

Experience an insightful interactive adventure of early life in the wilderness for young and old.

### **The Local Connection**

OHA's Local Connection offers a unique way to combine world events with local history. This compilation of local topics, using primary sources from OHA's extensive collection, relates to 11th grade history and can supplement Social Studies CORE curriculum.

## Erie Canal Museum Upcoming Events



### **Gingerbread Family Day**

December 17 @ 1:00 PM - 4:00 PM



The Gingerbread Gallery has been a Syracuse tradition since 1986. For six weeks, between November 17th to January 12th, families from all across Central New York travel to our Weighlock Gallery, which has been transformed into an 1800s Canal town adorned with storefronts displaying entries into our annual Gingerbread competition.

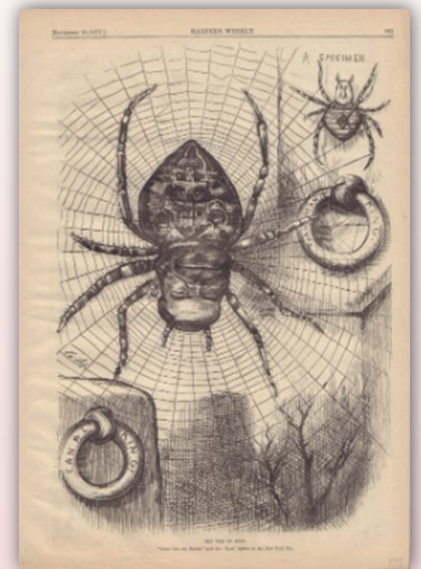
For the first time, the Erie Canal Museum will host an afternoon Gingerbread Family Day! This special three-hour event is for families to explore the museum with a scavenger hunt, enjoy gingerbread cookies and refreshments, and become a gingerbread judge for the first-ever “Kids’ Choice Award” to choose the best gingerbread confection construction!

This event is FREE and includes entrance to the Gingerbread Gallery as well as the other special events planned for the day. Join us on December 17 from 1:00 PM to 4:00 PM! Registration is not required.

### **Thousand Words: Political Cartoons**

December 21 @ 12:00 PM - 1:00 PM

Political cartoons were a popular visual medium that could quickly and easily tell a story, influence political careers, gather a national movement, or ostracize a people. Thomas Nast was one of the most influential political cartoonists of the post-Civil War era, publishing mainly in the well-circulated Harper’s Weekly. Nast gave American popular culture the Republican elephant, the Democratic donkey, and the red-suited Santa Claus. He used his art to recruit for the Union army, fight against political corruption, and support Abolition. He also used his power to speak against women’s suffrage and immigrant communities, especially to flaunt his hatred of the Irish Catholics flooding into America. For better or for worse, political cartoons were used to influence the American people for almost 100 years. Learn more about Thomas Nast and the influential political cartoonists of the post-Civil War era at this Lunchtime Lecture.

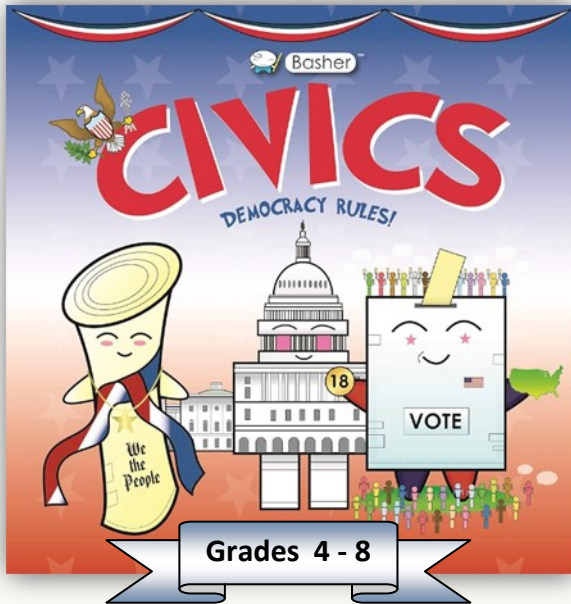


This lecture will be presented by the Erie Canal Museum’s own Ciarrai Eaton, Education Coordinator, and Derrick Pratt, Director of Education and Public Programming. This talk will be presented both in-person and via Zoom. Attendance is FREE with a recommended \$10 donation.

You can register here: <https://eriecanalmuseum.org/store/product/lecture/>



**Fall 2023 CNYCSS. LITERATURE REVIEW. By Mary Duffin**  
**Keeping Current with Literature in the K – 8 Social Studies Classroom**



**CIVICS: Democracy Rules** created by Basher and written by Shannon Weber, text and design, illustrations by Simon Basher. Kingfisher, New York. 2020. Softcover. ISBN: 978-0-7534-7626-0

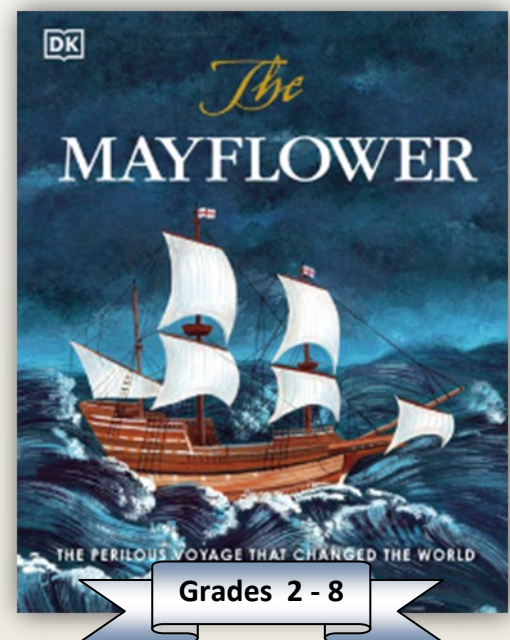
A timely book and can be used with US PRESIDENTS and shares what it takes to run a country like the United States and what does the Constitution have to do with it. It gives us a great introduction to what is a Democracy. It shares with us the Declaration of Independence and the Constitution. It also tells us of the separation of powers and the checks and balances that we have. It gives us the Bill of Rights which are the first ten amendments of the Constitution and protects the rights of the individual. It goes on to tell us about the law makers and the legislative process. It gives us the decision makers and the presidential members and their influences over life in our 50 states. It then informs us about

the courtroom and the judicial branch. Hopefully now that the reader knows our three branches and how they work they will be a good citizen and be an activist and personally participate and make our country a better place. At the end of the book it gives us the Bill of Rights, a glossary, and an index. A meaningful book for every citizen, present, and future.

**THE MAYFLOWER: The Perilous Voyage that changed the World** by Libby Romero and illustrated by Olga Baumert. DK Publishing Special Markets from Plimoth Plantation, New York. 2020. Hardcover. ISBN:978-1-4654-9113-8.

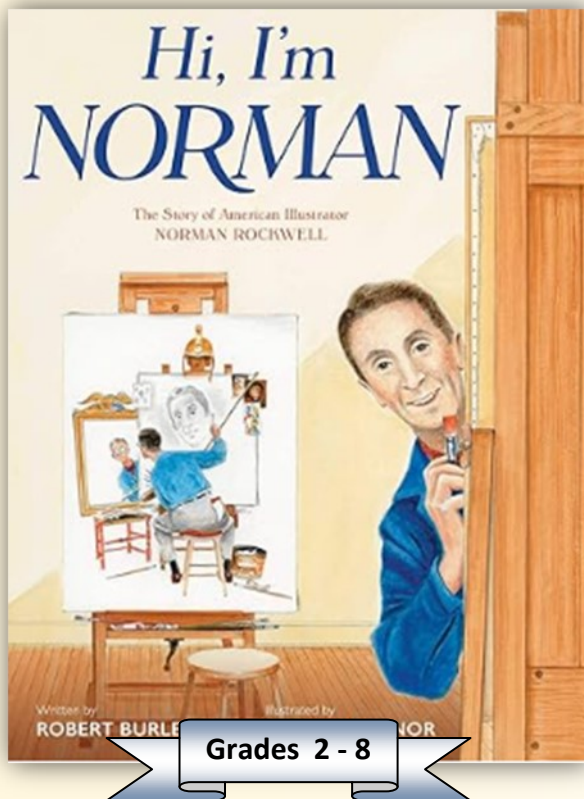
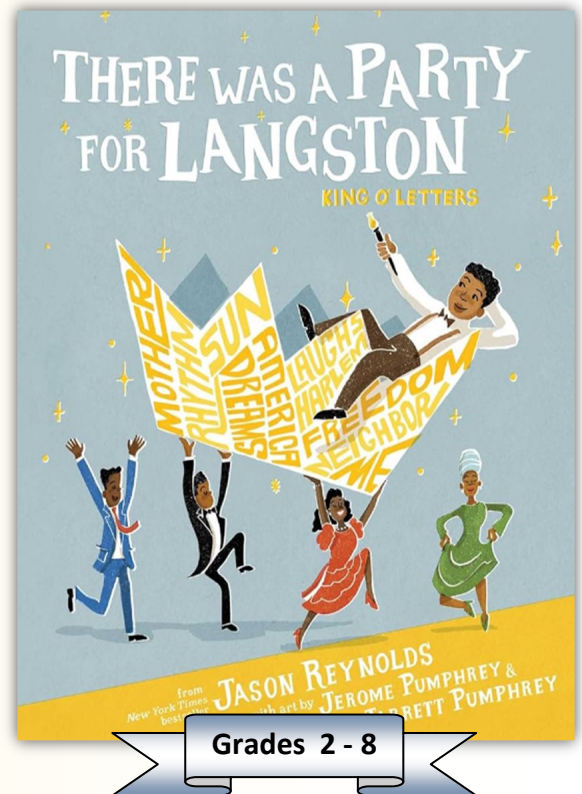
This book is introduced by members of the historic site of Plimoth Plantation, Massachusetts and asks the reader to discover the real story of the first Thanksgiving and how it shaped the America we know today. It begins with the exciting voyage of the Mayflower and the remarkable events that took place when the Pilgrims arrived at Plymouth. The story starts in March 1590 with William Bradford and a religious group known as the Separatists who move to Holland and then plan for their religious freedom by journeying to North America in September of 1620. It tells of their long journey and troubles and finally their safe arrival in Cape Cod in November 1620. It shares their settlement and difficult winter and finally forging a friendship with the Native Americans. The Pilgrims learned how to grow native crops and finally in the Fall of 1621 they celebrated their first successful harvest and the first

Thanksgiving. At the end of the book is the factual story of Mayflower II, Mayflower's legacy, and a glossary and an index. This book is a good introduction to the historic site of Plimoth Plantation which is a great place to visit for families.



**THERE WAS A PARTY FOR LANGSTON, King of Letters** by Jason Reynolds with art by Jerome and Jarrett Pumphrey. A Caitlyn Dlouhy Book, Atheneum Books for Young Readers, New York. 2023. Hardcover ISBN:9781534439443.

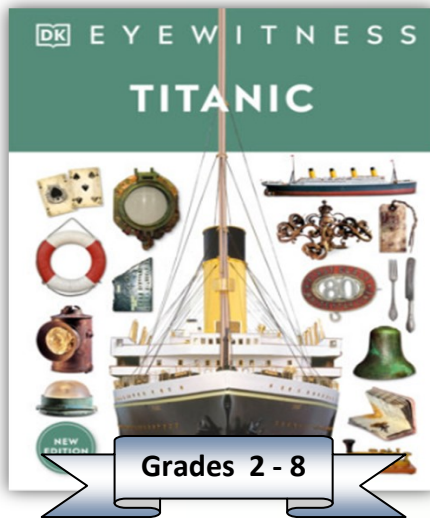
This is a special story about Langston Hughes who is the word maker of all word makers who wrote the author's favorite poems. You are invited to a "marvelous party for a marvelous man" who turned the alphabet into "word- children" and Langston was the King o' Letters, a Renaissance Man, who lived in Harlem. In the story the author also shares other writers of Black culture, like Maya Angelou and Amiri Baraka. They danced at the "party" and the illustrations share the words in various shapes. A whole bunch of other people danced for Langston in the Library and so did the author who hopes this book does it for the reader whose book is his picture book debut party. The illustrators are brothers who have made words-out-of-pictures children. This is a different way to present a biography.



**HI, I'M NORMAN, The Story of American Illustrator, Norman Rockwell** by Robert Burleigh and Illustrated by Wendell Minor. A Paula Wiseman Book, Simon and Schuster Books for Young Readers, New York. 2019. Hardcover. ISBN:9781442496105.

This is a picture book biography which invites young readers into the world of an iconic illustrator who captured the American spirit. Norman grew up in New York City in the early 1900's and loved listening to the stories his father read to him and most of all he loved drawing. In Norman's paintings people saw themselves and shared the history of the times including WWII and when the Civil Rights movement began and he painted what he saw. Norman is an American Treasure and this is his story. At the end of the book is more information about his life and work. Some of his paintings are listed and followed by important dates in his life followed by five of his paintings. After is additional sources of information and some of his quotes. If you ever visit Stockbridge, MA I would recommend that you visit his museum and see his work.



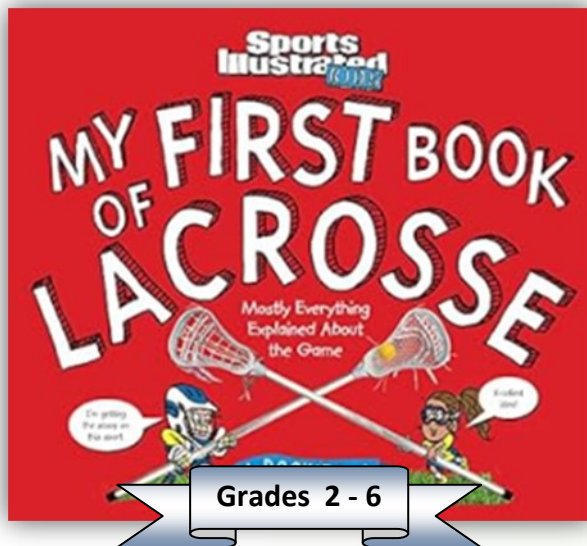
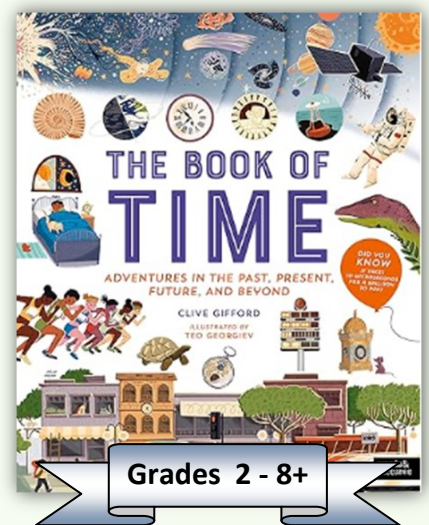


**EYEWITNESS TITANIC** by Simon Adams, art editor Mark Regardsoe and picture researcher Claire Taylor. DK Penguin Random House. 2021. Hardcover. ISBN: 978-0-7440-2897-3

This non-fiction book is packed with pictures and full of facts. In the book you first set sail on the Titanic and find out what happened when the “unsinkable” liner hit an iceberg. Discover treasures from the shipwreck that lay undiscovered for years and read personal accounts of courage, sorrow, and survival. At the end of the book are some amazing facts, a timeline, more information, a glossary and index and acknowledgments. A great book about the Titanic.

**THE BOOK OF TIME (Adventures in the Past, Present, Future and Beyond)** by Clive Gifford and illustrated by Teo Georgiev. Words and Pictures, an imprint of the Quarto Group, Beverly, MA. 2023. Hardcover. ISBN: 978-0-7112-7957-5

An amazing non-fiction book about Time. Many questions are asked and answered in this book and it begins with knowing about time and everyday time and how we are influenced by it. We do measure it and use it to describe the entire history of the Universe. We also think of big and small time. We do think of the year and our seasons. It compares it also to time on Mars and raises the question if it is possible to travel through time. There are 41 chapter /pages with information and answers on time, the year, the calendar and culture with a timeline on time, a glossary and index.



**Sports Illustrated Kids: MY FIRST BOOK OF LACROSSE (A Rookie Book)** by Beth Bugler and Sam Page, illustrations by Bill Hinds. Published by Liberty Street, an imprint of Time, Inc. Books, New York. 2018. Hardcover. ISBN: 978-68330-078-6.

This book tells us everything and explains to us the game of Lacrosse. This game has been given to us by the Iroquois Nation and taught them teamwork and has survived over 500 years and is part of their culture. A great way to introduce the Indigenous Americans and the six nations of the Iroquois Confederacy and their history and culture.

*Nations* by Mary Englar which are a series of 17 books from Capstone Press. The book shares their story and way of life and at the end of the book is a timeline, a glossary and list of further reading places of interest and internet sites. A great way to integrate sport and social studies. Also recommended for grades 2-6.



## New Definition of Social Studies Approved

November 8, 2023

### NCSS Revises Its Definition of Social Studies

Silver Spring, Md. - National Council for the Social Studies (NCSS) has approved a new definition for the organization of subjects together known as social studies.

#### **Definition**

Social studies is the study of individuals, communities, systems, and their interactions across time and place that prepares students for local, national, and global civic life.

#### **Purpose**

Using an inquiry-based approach, social studies helps students examine vast human experiences through the generation of questions, collection and analysis of evidence from credible sources, consideration of multiple perspectives, and the application of social studies knowledge and disciplinary skills. As a result of examining the past, participating in the present, and learning how to shape the future, social studies prepares learners for a lifelong practice of civil discourse and civic engagement in their communities. Social studies centers knowledge of human rights and local, national, and global responsibilities so that learners can work together to create a just world in which they want to live.

#### **Disciplines and Courses**

At the **elementary level**, social studies includes the interdisciplinary study of history, geography, economics, and government/civics and is well-integrated with the study of language arts, the visual and performing arts, and STEM.

At the **secondary level**, students engage in social studies through singular, disciplinary lenses as well as interdisciplinary and cross-disciplinary ones.

States, districts, and schools use various names to identify the disciplines, fields, and subjects of a comprehensive social studies education. As such, creating an all-inclusive list of subject and course titles is almost impossible. Fundamentally, social studies courses include those that study the array of human experiences and the spaces in which we interact as humans.

Social studies can include but is not limited to, disciplines and courses such as:

- **History**, including local and state history, United States history, world history and global studies, African American history, and women's history as well as other courses about the history of specific groups, regions, and eras;
- **Geography**, including physical, environmental, cultural, and human geography as well as courses related to the application of geographic tools (i.e., GPS and GIS);

Continue...



- **Economics**, including general economics, macroeconomics, microeconomics, and international economics;
- **Government and Citizenship**, including civics, citizenship education, political science, local, state, and United States government, international relations, comparative government, and law and legal studies;
- **Social Sciences**, including psychology, sociology, anthropology, archaeology, gender studies, LGBTQ+ studies, and religious studies;
- **Ethnic Studies**, including African American studies, Asian American and Pacific Islander studies, Indigenous studies, and Latin American studies;
- **Human Rights and Social Justice**, including human rights education, social justice issues, international organizations, and genocide studies;
- **Financial Literacy**, including personal finance (NCSS recognizes financial literacy as an important course for students, but financial literacy is distinct from and is not a replacement for economics and economic education); and
- **Contemporary Issues**, including courses in current events and the study of one or more social studies topics in current contexts.

*This list should not be construed as a list of all courses that schools, districts, and states should offer. This list is only provided as examples of social studies courses currently found around the country. NCSS remains committed to the interdisciplinary study of multiple social studies disciplines as a best practice, but this is not a list of all the disciplines teachers should include in an interdisciplinary approach to social studies teaching and learning.*

“Reimagining how we define social studies is a humbling experience. Multiple iterations and rounds of feedback from those within and out of the educational sphere produced this extraordinary result. It is an honor to continually work alongside this community of consummate professionals. I thank Past President Shannon Pugh, who led our task force, and the task force members — it was an honor to work with you all on this very important project,” said Wesley E. Hedgepeth, 2023-24 NCSS president.

“I am honored to have worked with so many dedicated social studies educators over the past several months on the review and revisions to the official definition of social studies. The expansion of the definition to include preparing students for local, national, and global civic life reflects the human role in both defending and enjoying individual and community rights as well as the responsibility for making the world a better place for all of us,” said Dr. Shannon M. Pugh, NCSS past-president and chair of the task force that revised this definition.

“The revised definition of social studies is a fresh perspective about the central role that inquiry about the human world has through multiple disciplines in the school day. Social studies learning is vibrant and more relevant than ever before. NCSS continues to advocate for high-quality social studies learning for all students every day, along with rigorous curriculum and instruction, assessments, and professional learning support for educators to ensure all learners are prepared for civic life,” said Dr. Lawrence M. Paska, NCSS executive director.

Press Contact - Joy Lindsey  
Deputy Executive Director - [jlindsey@ncss.org](mailto:jlindsey@ncss.org)

**1992 Definition-** Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Central New York Council for  
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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 Carrie-Ann Ronalds.

[caronalds@gmail.com](mailto:caronalds@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 Ellie Leach: [eleach@scsd.us](mailto:eleach@scsd.us)

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