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NOVEMBER 2018 ISSUE

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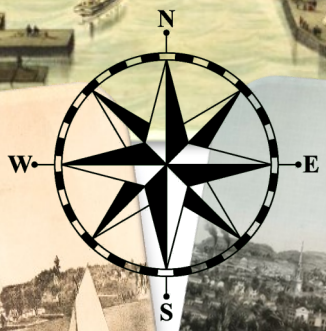

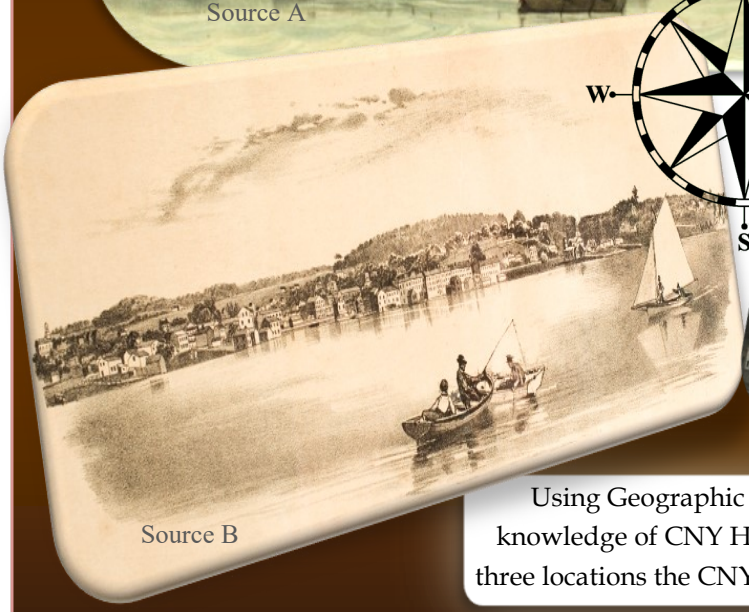

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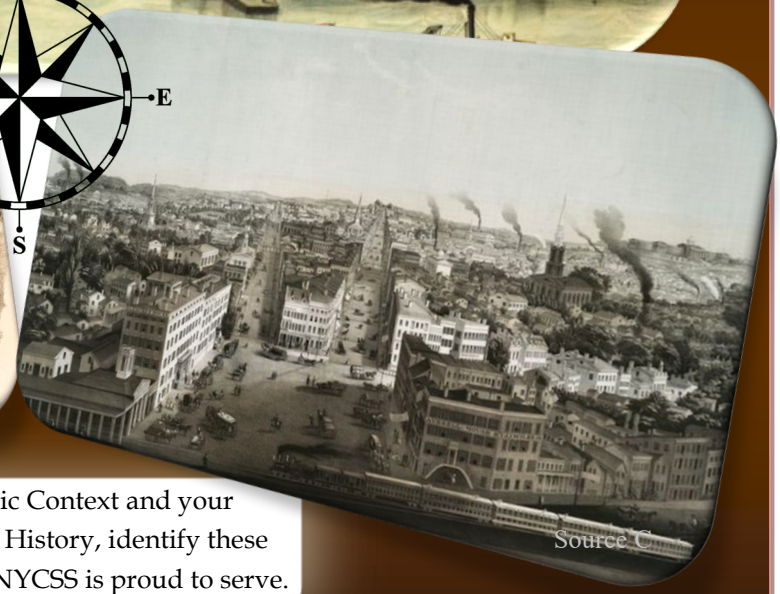

Source C

Using Geographic Context and your knowledge of CNY History, identify these three locations the CNYCSS is proud to serve.

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MESSAGE FROM THE PRESIDENT

School is now in full swing and has been for several weeks. On behalf of the Board and Conference Chairs it was truly a positive experience to see so many of you at the Annual Conference at Carnegie Conference Center as well as at the workshop led by Donna Merlau. We hope that you found both events meaningful and that you were able to gain more understanding and knowledge from both the experiences. There is tremendous value in coming together in such large numbers and having a chance to talk about our individual experiences "in the trenches". In fact, that is the main focus for this article.

Seek avenues for talking with other Social Studies colleagues. Not only from different districts, but from different grade levels within your district. It is easy to get caught up in our own individual classrooms and our own individual lessons and initiatives for the classroom. Of course our classroom is our main obligation, but consider setting a goal of getting to know a colleague from another building who teaches Social Studies, or someone from a completely different grade level. I would like to particularly encourage high school members to seek out an elementary member. There is so much going on at all grade levels, but there are also natural bridges between grade levels if you review the scope and sequence of the K-12 NYS Framework.

For example, an 11th grade teacher, an 7th grade teacher, and a 4th grade teacher would have a great deal of overlap. A conversation between 3 representatives from those grades could gain tremendous insights into what is being done in the earlier grades. This could allow the 11th grade teacher to more effectively access prior knowledge by referring to specific best practices from the earlier grades. This basic step of just knowing a few specifics about what your colleagues in the earlier grades are doing could enhance the ability of your students to receive new information and increase their ability to retain that knowledge by connecting it to a past experience.

Other natural overlaps occur between grades 6 and 9 and possibly grade 3. Look over the K-12 framework to find other points of connection. Further, consider framing the conversation by asking about what projects or activities they continue to find most meaningful for their students. Or consider informally asking your current students about what projects or lessons from their past Social Studies classrooms they found particularly meaningful or memorable.

There is so much that colleagues are doing at each grade level that has meaning and could be used to build on to enhance future classroom experiences. Not only could such conversations enhance your own teaching and classroom but it can build collegiality for future efforts. It is also a reminder to all of us that the design of the Social Studies Scope and Sequence for grades K-12 is intended to build on the previous years while increasing the complexity of the narrative. This model works much more seamlessly if we take the time to find out more of the particulars of what our colleagues before and after us are doing. Draw your students' attention to this in order to give them a stronger sense of purpose for what New York State provides.

Also, consider joining the New York State Council for the Social Studies and the National Council for the Social Studies. An annual investment on your part can have surprising returns over the course of the year. Membership at all 3 levels maximizes the opportunities for networking. The annual NYSCSS conference provides an experience uniquely different from what we offer at our CNYCSS Annual Conference. There are many more sessions and many more teachers from across the state and from all grade levels. Also, you'll have a chance to meet the officers of NYSCSS and learn more about the opportunities to get involved in one of the many engaging committees. Committees are a great way to get involved for a time and make further connections that provide a bird's eye view of what is going on across the state. The state conference this year is being held in Albany, New York from March 6-9, 2019. Look for emails when registration for the conference opens.

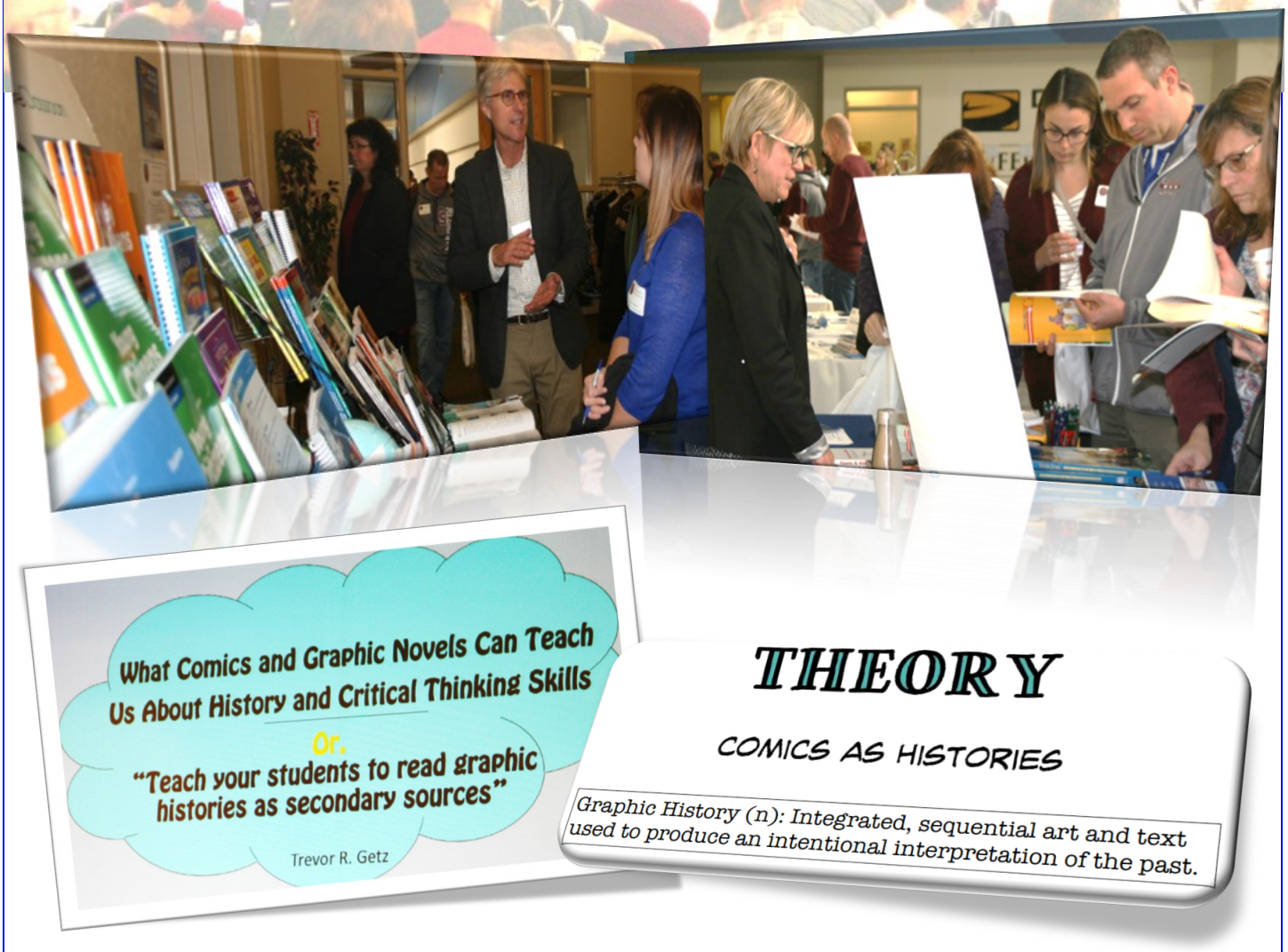
The National Council for the Social Studies is another avenue for engagement. While also having opportunities for leadership on committees, membership includes subscription to a journal that provides a regular infusion of new ideas and resources. The NCSS Conference this year is in Chicago, which we know would be a challenge for many of us to attend, but consider that in 2020 the Conference will be within driving distance as it is held in Washington, D.C.

As you venture out to talk with colleagues from different grade levels, consider sharing your experiences and questions with our larger membership by considering contributing to our newsletter. Also consider sharing ideas and questions on our CNYCSS Facebook page or Twitter feed. Our membership has such a wealth of experience and skills sets and I encourage you to seek each other out by setting just a few reachable goals that focus on learning about the best practices of 1 or 2 colleagues you have never spoken with before. Best wishes and please keep in touch. Reach out to any of our CNYCSS Board members with your thoughts and ideas.

- Erica Martin

Past NYSCSS Presidents assembled at the CNYCSS Annual Conference reinforcing their dedication to the profession and embodying the strength found at the local council level. From left to right: Lawrence Paska, Kim O'Neil, Mary Duffin, Chuck Coon, Steve Goldberg, and Laura Mecca-Retzlaff

CNYCSS Annual Conference Highlights
Social Studies in Transition

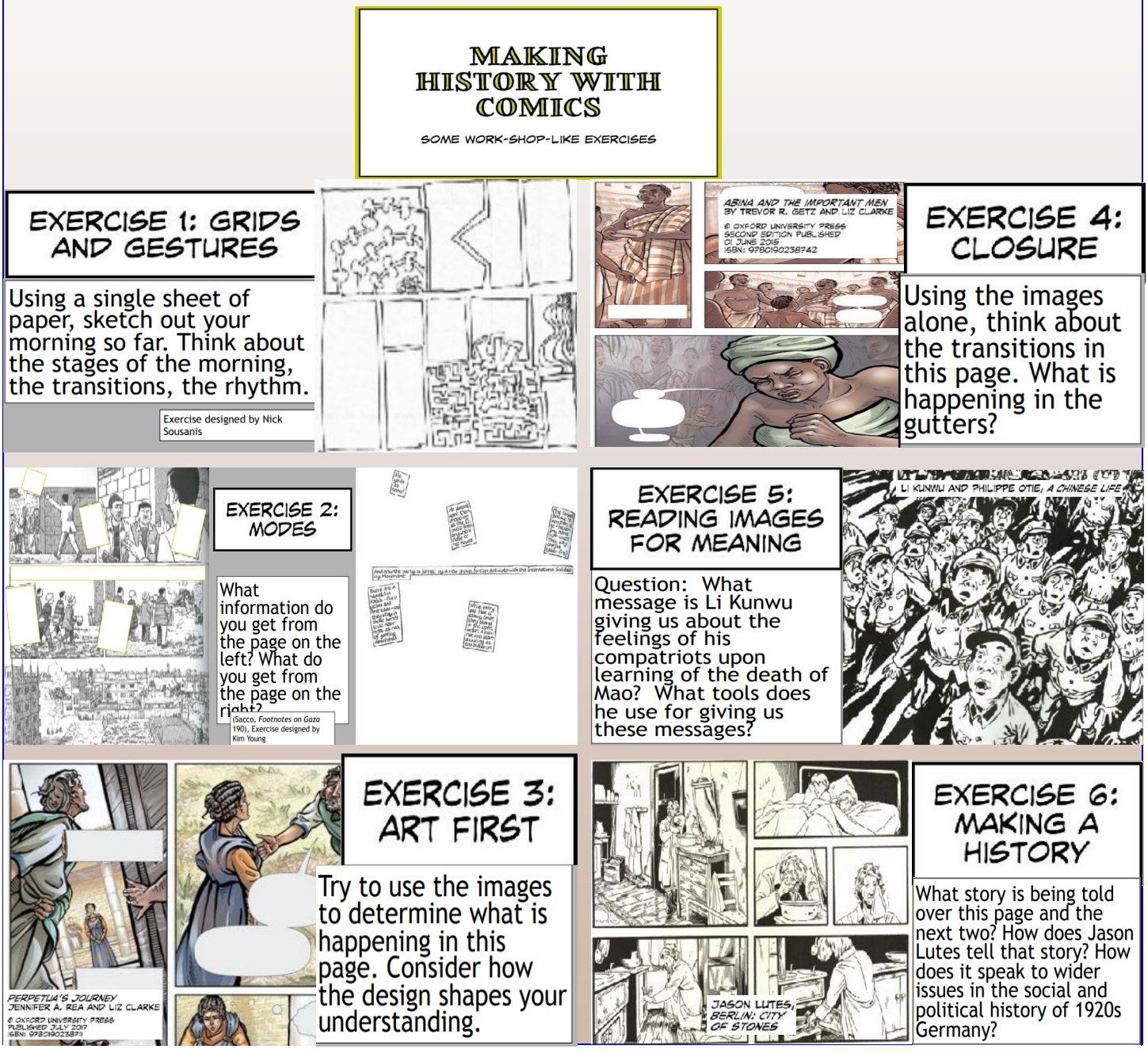


The Central New York Council was delighted to have Professor Trevor Getz present his Keynote Address titled "**What Comics and Graphic Novels Can Teach us About History and Critical Thinking Skills**". At a time when our practice is experiencing significant change, attendees felt that Professor Getz provided a sophisticated and thought provoking argument for the incorporation of comics and graphic novels in the Social Studies classroom. This session was an absolute and fresh reminder that we need to be re-thinking and re-tooling our go-to-bag of engaging classroom resources, activities, and assessments. One could have even argued that Getz made the case that engaging student with a medium which they are more likely to become engaged could foster growth amongst a larger and more diverse number of learners at varied areas of literacy growth.

Professor Getz began the session breaking down how Comics or Graphic Novels are constructed. What many in attendance found compelling, was that this medium is both constructed and understood on a foundation of symbols and illustrative norms that in a sense establish a new form of communication unlike anything our traditional texts and supplementary sources contain. This medium provides teachers with an entirely new opportunity to engage students in the historical process. A few of the norms of this medium are Taxonomy of Motion and Movement, Panel Placement, the use of Foreshadowing Markers and Identifiers. These norms could not only be a new and exciting way for students to show their understanding of a particular topic, but they are also a form of communication that is still being formulated and contributed to as we progress into the future (concerning balloon shapes).

Professor Getz ended his session with a compelling recommendation that teachers can utilize a few activities to begin engaging students in the interpretation/creation of comics in the classroom. Students can both utilize, interpret, and create graphic novels to prove their understanding of an event, the chronology of an event, the historical context of an event, or even the significance of an event.

For a complete view of slides from this presentation please see CNYCSS Homepage for downloads.



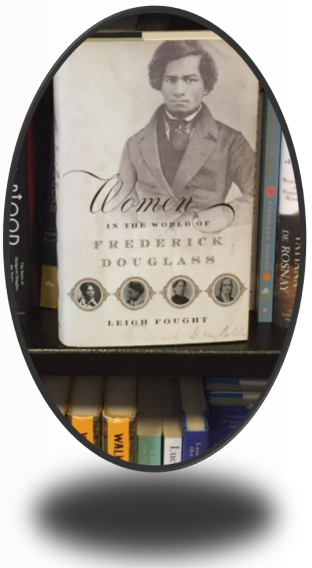
"Frederick Douglass and Women's Suffrage"

— Leigh Fought, Associate Professor of History at Le Moyne College

Once again the Professional Development Conference was able to draw upon the expertise of Associate Professor of History at Le Moyne College, Dr. Leigh Fought. Professor Fought received a Ph.D. from the University of Houston, and is the author of numerous publications. She is an editor of the first volume of Frederick Douglass's Correspondence in the "Frederick Douglass Papers". Her latest book, published in 2017 by Oxford University Press, is WOMEN IN THE WORLD OF FREDERICK DOUGLASS, which has received major awards for distinguished historical scholarship.

Professor Fought focused her presentation on the struggle for voting rights for African American men and American women following the Civil War, and the relation of the great abolitionist to the movement for women's rights. Fought argued that a standard narrative describes the race and gender divide on the issue of suffrage in the 19th century. Both Frederick Douglass and Susan B. Anthony, living in Rochester, were abolitionists, supported women's rights, and endorsed universal suffrage. As debates over the 14th and 15th amendments to the Constitution took place, the narrative argues that Douglass "betrayed" women over who should now have the vote. Later Douglass returned the fold, even attending a women's rights conference on the day that he died. Susan B. Anthony announced the great abolitionist's death and gave a eulogy at Douglass's funeral.

Professor Fought said that this was not necessarily a wrong narrative, but that it was not exactly right either. The issues which make the narrative more complex involve the national need for Reconstruction after the Civil War and what had to be accomplished in order for that to happen. The tension between the political activism of people in the streets and the actual lawmaking of representatives in Congress has to be taken into consideration. The issue of suffrage itself was loaded with controversy over how universal the vote should be. On top of all this is the question of propaganda and how history is written and used. We must take into account who tells the stories and why the story is being told in a certain way.



Professor Fought went on to outline the larger context in which the debate occurred by discussing the widespread race discrimination that took place against African Americans in the North. Discrimination against American women in areas of education, jobs, voting, and divorce rights were also examined. She highlighted specific examples and several primary source documents that could be used in the classroom. The session closed with questions that could be raised with students to encourage them to think more deeply about this topic. "What would you have done?" "Should proponents of universal suffrage have opposed the 15th amendment in hopes of a better version?" "What are the limits of activism when the laws themselves are limited?" "What were the gains of these amendments nationally?" Should citizens support something imperfect because it gets them something or should they hold out for something better?"

As is often the case, the issues of the past are still the issues that we struggle with today. Thanks to Professor Fought for reminding us once again of the importance of developing a sense of historical perspective in ourselves and in our students.

— Tom Bennett

"Shifting Assessment Practice at the Middle School Level: Getting Kids Ready for the New Global Regents" — Jamie Anderson and Julie McGuigan, Webster CSD

A special thanks to our members for being willing to present at this year's conference. Based on the pre-registration, there was a discernible need for more conversation on the topic of shifting practice at the middle school level. Jamie Anderson and Julie McGuigan from Webster CSD, are a 6th grade team who demonstrate an exemplary model of what great work can be done. Julie, who has 16 years at Spry MS in the Webster CSD, and Jamie, an 18 year veteran at Spry, have been departmentalized at the 6th grade level for the past 7 years. This has given them the opportunity to exclusively focus on Social Studies. Their presentation highlighted several items, including the need to take a "machete" to your curriculum. Their presentation tackled some of the topics that may be considered taboo in your own building, which is, that with the new framework, there are new topics that are expected to be taught. They candidly discussed the great difficulties they experienced in letting go of certain topics that were beloved and/or reducing the time spent on such topics. Why? Because the framework has changed and we are all, K-12, a part of a spiral of complexity that leads to capstone experiences in the form of Regents exams and ultimately graduation. Jamie and Julie continuously emphasized that if what you are currently doing is not tied to the standards or skills of the framework then you are doing a disservice to your students and to your colleagues and community. They also emphasized that it does not mean you are giving up all your favorite topics. But as we all continue to integrate and adapt our practices to the framework and the skills expectations for the new Regents, we will have to refine and reject some of what we have done in the past. They have shared much of their work via Google Drive, which you can access via a link on the main page of the CNYCSS website. For my own part, they motivated my department and I to ask for release time to develop better and more stimulus-based questions that will more closely resemble the expectations the students will face as the Framework Regents exams are rolled out this year. Thankfully our request fell on listening ears and I hope and encourage all of you who attended to share the need for release time to better meet the new expectations our students will be facing.

— Erica Martin

"Controversy in the Classroom: Constructive Ways to Help Students Navigate their Complicated World" — Panel Discussion Moderated by Kate Gross

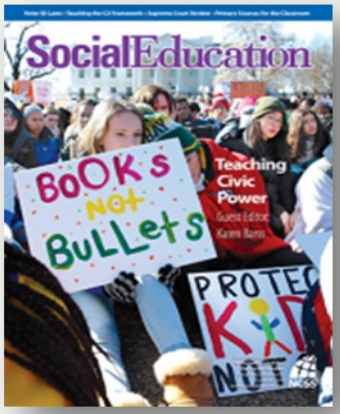
This year, CNYCSS hosted a panel to initiate a discussion about best practices for engaging students in the current political and cultural climate. The panel featured three distinct and accomplished voices from across the educational experience: Paul Gasparini, Principal at Jamesville-DeWitt High School, Katie Sojewicz, School Board Member from the Syracuse City School District, and Jennifer Allard, a teacher in the South Colonie School District and a representative on NYSUT's Social Studies committee. Former CNYCSS Board President Kate Gross moderated the discussion, which focused on sharing experiences of working with students and colleagues during controversial moments and toward higher degrees of civic engagement in schools.

In the course of the conversation, several important themes emerged, as well as some consensus among the various educators around the issue. Each of the panelists stressed that social studies was a unique space where important conversations about the world and its issues, like race, guns, elections, etc. should be tackled. It is only natural that students will turn to social studies teachers in times of controversy for context and opportunity to process their own ideas. Paul Gasparini emphasized that these teachable moments are important, but that they are best done in the context of the regular curriculum. Teachers do have an obligation to fulfill the expectations of the Framework and that discussion of current events shouldn't overwhelm the regular obligations of a course of study. Both Katie Sojewicz and Jennifer Allard discussed the importance of honoring students' questions and allowing them to discuss areas of concern or interest, but stressed planning for more structured lessons in the future on the subjects that are brought up. Jennifer shared an experience from her classroom, where students wanted to talk about the history of 9/11, but she asked them to wait until it could fit better with a skill that needed to be taught and when more perspectives and factual information could be offered. Each panelist acknowledged that controversies don't need to be avoided, but that it is a best practice to lean-in to the conversation with more information, resources and corresponding learning objectives so that the lessons have structure and improve student understanding, and are not just free-form conversations that are susceptible to opinion and discord.

Another highlight of the conversation was the agreement of the panel that civic learning and student engagement does not have to be limited to the classroom. Each shared stories of students engaging in authentic learning and student activism as a positive vehicle for learning to manage controversial topics in a respectful manner. All had experience with students bringing their interest in a controversial topic out into the community and using school as a relatively safe space to practice active citizenship. At JD, Paul Gasparini talked about the successful use of student forums to help students develop different perspectives on the gun control issue, and how he worked with students to organize a peaceful walk-out last March, that was conducted in a measured and respectful manner. Katie Sojewicz described a heated debate over Columbus Day in the City School District, where students had to explore the nuances of the issue and its connections to different constituencies in Syracuse. Students even participated in School Board meetings and influenced Board policy, shaping how the day was to be honored in a more culturally inclusive way. Jennifer Allard discussed a Participation in Government project in which students who were upset about a parking lot issue

developed a proposal and used civil strategies to have their voices heard and the issue resolved. In the course of the conversation a best practice that was highlighted for managing controversy is to use the topics as a springboard for students to recognize their own agency, rather than focus on which side is "right" or "wrong." Students learn authentic strategies for expressing opinions in ways that are productive and effective, rather than just rhetorical.

The session ended with some dialogue with the audience itself. Teachers spoke of the importance of understanding and being sensitive to the culture of your community when discussing controversial subject matter, especially if teachers do not share the same background. Teachers also talked about the challenges of working within a school culture where other teachers might also engage students about controversial topics without the benefit of some of the discipline-specific objectives that we might have for our own teaching. The challenge of modeling civil dialogue and debate also came up, where there may be some members of a school community who simply don't agree that school is an appropriate place for dialogue about political topics to occur. We ended the session with a brief reference to how the C3 can provide the road map to both the explanations of how and why social studies teachers should teach controversial topics. Though there are still many hurdles, the major takeaway is that students want and need to learn how to manage conflicting information and ideas in civically-responsible ways, and that we can be the best facilitators of that important process, especially if we work together and support one another as community members, teachers, and administrators.



For more information on civic education, check out the October edition of Social Education for resources and more stories from the field.

— Kate Gross

"Using the John Lewis Trilogy March in Middle School Social Studies"

— Dr. Nicole Waid, Assistant Professor of Social Studies at SUNY Oneonta

Dr. Nicole Waid, Assistant Professor of Social Studies Education gave an outstanding presentation on a practical classroom application of Trevor Getz's keynote address on graphic novels. Dr. Waid's session "Using the John Lewis Trilogy *March* in Middle School Social Studies" provided an in-depth look into the trilogy of graphic novels written by John Lewis about his life and the Civil Rights Era. She described giving the novels to her son, who has some challenges with literacy, and how he was not only engaged, but also demonstrated complete comprehension of the content. She quickly recognized how the visual and verbal elements, first person accounts, and the narrative "story telling" approach of graphic novels make the material accessible to all learners. She spoke to the fact that common textbooks for Social Studies do not put information into a contemporary context, which makes them uninviting. Graphic novels, she said, are different in that they give students the "hots for history." Dr. Waid concluded the workshop by providing the attendees with some practical strategies for using *March* in the classroom, lesson activities including doing a cooperative learning "jigsaw," an annotated timeline, and having students create their own graphic novels.

Dr. Nicole Waid and Caitlin Goodwin

— Caitlin Goodwin

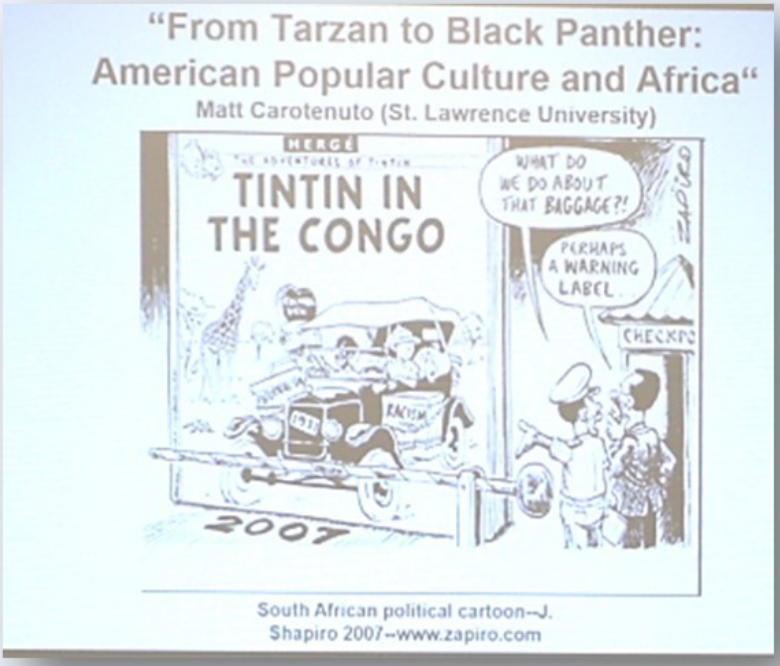
"From Tarzan to Black Panther: American Popular Culture and Africa"

— Matt Carotenuto, Associate Professor of History at St. Lawrence University

Mr. Carotenuto began the session with a political cartoon entitled “Baggage,” and used it to explain the relationship between pop culture and reality when it comes to Africa. People often believe they have an understanding of Africa and its history, but in reality they know very little about the world's second largest continent. In the session he explained that he asks his students two questions up front:

1. What do you know about African history?
2. Where do you learn about Africa outside the classroom?

Most students respond: “Not much, slavery, colonialism, Ancient Egypt, Rwanda, genocide, apartheid, etc.” He then moved into the role of the American media and bias of the media shaping people’s interpretations of Africa.



For example, the crisis in Ethiopia several years ago where people were starving, and the TV show South Park created a character named “Starvin Marvin.” If you go back and look at the situation, Ethiopia was actually growing and exporting food during that time period, so there is a political component there that was not addressed. Africa is not mentioned frequently in the media, but when it is, it is typically negative, or reinforcing stereotypes, or misleading consumers of the information. He gave the example of the ebola crisis on the West coast that only affected a handful of countries, yet because of the media coverage people that were supposed to go to Kenya on the Eastern side of the continent, were cancelling vacations and study abroad programs because they were concerned about the outbreak. A small area of the continent was being affected, but because of the way it was reported, people thought it was widespread in all 50 countries. Lastly, it was discussed that in 1906, Ota Benga came from Africa and was an attraction in the Bronx zoo in NYC living in the chimpanzee exhibit. Starting in 2007, the Seattle Zoo created a Masai village exhibit. Some people do not recognize the racial and ethnic problems that such an exhibit creates, as it is the only human exhibit in the zoo, and what message does that send to the people viewing it?

— Anthony Hazard

"Understanding Turkey's Shifting Role in a Multipolar World"

—Howard Eissenstat, Associate Professor of History at St. Lawrence University

Turkey today is a Middle Eastern, Muslim, industrialized country that is unique for the region in a number of ways. It is a member of NATO and the European Union. Professor Eissenstat argued that it is in fact a practicing democracy that happens to be dominated by a single political party – the Justice and Development Party , or AKP. But it also has an opposition group of parties that control about 55% of the electorate. His primary focus was on Turkey's singularity as a "western" country in a Muslim world. President Erdogan, whom I always thought of as something like a Middle Eastern fascist with a lower-case "f"), was seen by Eissenstat as a leader of a version of democracy which is peculiar to the Middle East. Professor Eissenstat continues to provide our membership with a relevant and thought provoking perspective regarding Modern Turkey at a time when teaching about the region is so important. Eissenstat's research focuses on nationalism and Islam in the 19th century Ottoman Empire as well as the history of the Turkish Republic. His recent work has focused increasingly on contemporary Turkish domestic and foreign policy, especially on issues of rule-of-law, minority rights, and the reshaping of political culture under the AKP.

— Chuck Coon

"Erie Canal: Then and Now"

— Natalie Stetson, Executive Director of Erie Canal Museum

An afternoon session was presented by Natalie Stetson, the Executive Director of the Erie Canal Museum which is located in Downtown Syracuse in the only existing Weighlock Building. She shared a great PowerPoint with pictures and drawings that gave us the history of the Erie Canal from the construction in the early 1800's to the present day and how it forever changed Upstate New York. Today we live in communities that grew and developed along its banks, although that history is often hidden. Several stories about life on the canal were shared.

Natalie spoke about the many opportunities for students that the museum provides and how it is connected to our history through guided programs that explore the area where the canal once flowed. It was very timely, given the on going Bicentennial of the Erie Canal from 2017 to 2015.

Elementary teachers in Grade 4 should consider visiting the Erie Canal Museum for a Field Trip and there is a "Ticket to Ride" program which will reimburse schools for their expenses for the buses and admission. This is part of the Social Studies Framework 4.6 and even in Grades 5 to 7 teachers will find it will enrich their curriculum by engaging students in the use of this amazing community resource. This was a timely and very worthwhile presentation at our CNYCSS Professional Development Day.

— Mary Duffin

"Shifting Politics: 19th Century to the Trump Era"

— James R. Sharp, Professor Emeritus - Syracuse University

James Roger Sharp is new to CNYCSS, but having taught at the Maxwell School for 52 years, he can hardly be called a novice. His field of specialization is the early American republic, giving him a somewhat unique perspective on the Age of Trump. He considers Trump an anomaly – the first U.S. president never to have held elective office or, as an alternative, to have served as a general in the army. His bizarre conduct and insulting diatribes have effectively distracted civil society from crucial issues facing the United States and the world. Professor Sharp prefaced his discussion of the topic with two questions. "What does it indicate about American history, and are we coming to the end of American political tradition?" Professor Sharp argued that Trump has abused or exceeded the constitutional balance of power as conceived by the Founding Fathers who believed in "splintered" power especially in regards to the chief executive. Trump's misdeeds, according to Sharp, include – the unprecedented ballooning of the deficit via the tax cut; the mistreatment of traditional allies and cozying up to autocrats, principally Putin; demonizing and labeling the news "fake news"; and ongoing partisan-fueled attacks on critics. Meanwhile, President Trump ignores the greatest long term threat to the US and the world - climate change.

Many blame the Electoral College for our current situation, but that collection of politicians is not functioning in the way that the founders intended. It was established to circumvent the election of an ignorant, unprepared candidate in the aftermath of what the founders assumed would be a lengthy Washington presidency. They believed that once Washington retired, few (if any) future candidates would ever be able to obtain a majority in the Electoral College, so most presidential decisions would be made by the House of Representatives. This would provide two layers of insurance against catastrophically bad choices, with the House being the ultimate arbiter. Except for 1800 and 1824, that is not the way things turned out, so the next time any of us encounters James Madison, we have a bone to pick with him.

So what is to be done? Roger outlined several options:

Implementation of the 25th amendment, to remove an obviously incompetent president.

Impeachment, which has been rarely used in our history. This would have surprised the founders, especially Madison, who assumed that a future president would betray the country to a foreign power (and thus commit "treason, or high crimes").

A Constitutional amendment, a laborious and uncertain process, prior to the completion of which the current president's term would expire anyway.

Convince states to pass laws requiring their electors to vote for the candidate with the majority or plurality of the popular vote. [Of course, if the majority or plurality of the popular vote goes to a nincompoop, we would be back where we started.]

Vote the president out of office in 2020, assuming that the country survives that long.

Concluding his talk, Roger presented us with an alarming demographic projection encapsulated below:

BY THE YEAR 2040

15 states will contain 70% of the US population, and will elect 30 senators.

35 states will contain 30% of the US population and will elect 70 senators.

This would result in permanent gridlock, with the Senate controlled by a veto-proof majority from rural areas, while the 15 states with 70% of the population would send hordes of urban-based delegates to the House of Representatives.

On this decidedly cheerful note, Roger concluded his presentation.

— John Langdon and Jim Doherty

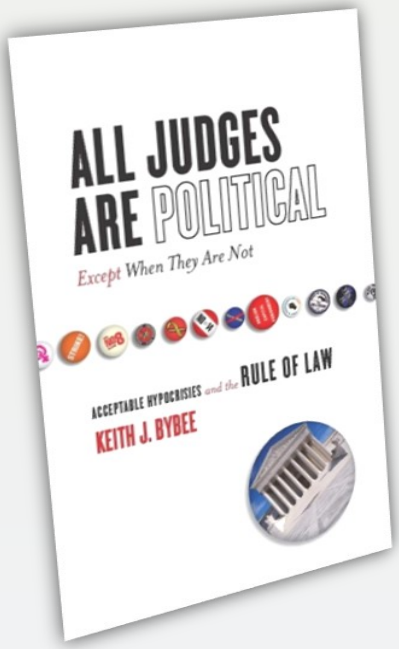
"SCOTUS Confirmation Process: Advise and Consent or Political Posturing?"

— Keith Bybee Professor of Political Science at Syracuse University

Professor Keith Bybee of Syracuse University is no stranger to our CNYCSS Professional Development Day! This year, it was especially useful for conference attendees to hear Keith's analysis of the recent confirmation of Justice Brett Kavanaugh. Keith's perspective, which includes historical, political and legal context for interpreting the most recent happenings of the Supreme Court, is invaluable to high school educators. In his role as Vice Dean and the Paul E. and Hon. Joanne F. Alper '72 Judiciary Studies Professor at the College of Law, teachers see him as a trusted colleague and use his interpretations to help improve their own understanding of the Court and to identify issues and information that are important to students. Keith holds tenured appointments in the College of Law and in the Maxwell School of Citizenship and Public Affairs. He also directs the Institute for the Study of the Judiciary, Politics, and the Media (IJPM), a collaborative effort between the College of Law, the Maxwell School, and the S.I. Newhouse School of Public Communications. His own interdisciplinary approach is a model for teachers to consider how to teach about the Court across broad cross-sections of the social studies curriculum.

At this session, Keith provided a rich analysis of the nomination process, specifically precedents for holding confirmation hearings and what impact they actually have on the Court's behavior. With the Brett Kavanaugh hearing as the backdrop, Keith explained in detail that public hearings such as those we just experienced are fairly rare in American History. As the Constitution lays forth, the Senate must "advise and consent," but there is no specific model that it compels the Senate to use in the process. As Keith explained, hearings for Supreme Court Justices used to be fairly uncommon and done behind closed doors. It was only in the 20th Century that the habit of holding confirmation hearings became more prominent, and it was only 40 or so years ago that those hearings began to have any public dimension.

Keith also explored how the nature of the hearings themselves have changed, as the Court has become more politicized in the eyes of the public. In the past, judges served for shorter terms and often left the Court to pursue other interests. The concept of the "lifetime appointment" has raised the stakes on the Court and forced higher degrees of scrutiny of judicial nominees. The public's appetite for more information about judicial nominees has also increased. The public now sees Supreme Court nominations as part of their own electoral enterprise, and as a result, demands higher degrees of transparency. Everything from judicial temperament, to ideology, to attitudes toward previous court cases is now in play. As Keith pointed out, judicial nominations are now conducted similarly to political campaigns, with PACS and advertising and media interviews, etc. all playing a role in the process.



One of the biggest points Keith argued was that the process and hearings, specifically, tell us very little about how justices might actually behave once on the Supreme Court. He offered a variety of illustrations of this point, including statistical data demonstrating that very little new information about judicial nominees is actually revealed through the public hearings. Justices often answer very few questions, as he pointed out, and instead, members of the Judiciary Committee often use the occasion to make political speeches that serve other purposes. Keith also shared that Justices now go through much more formal preparation for the hearings and have become seasoned in the art of evading some questions and relying on the position that they can't respond to questions that may imply prejudice in cases that they have the potential to review if seated. Overall, Keith seemed to argue that there could be ways to de-escalate the drama now associated with the confirmation process, but that it may be difficult without broader reform of the court itself.

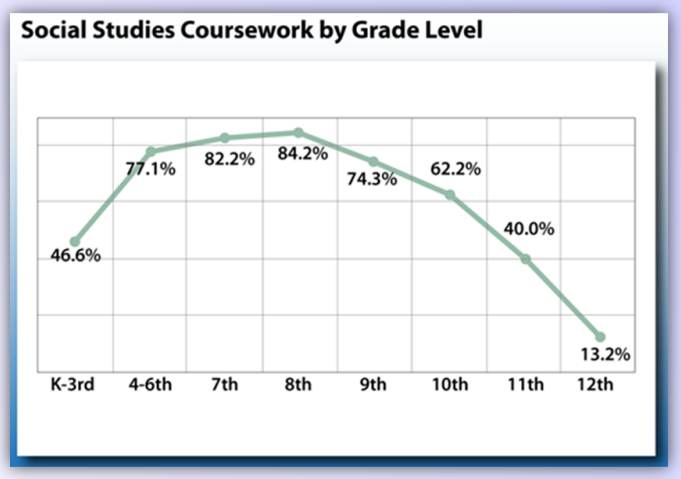
As always, Keith offered keen insight and rich details, as well as humor and collegiality that is truly his trademark! The session concluded with a terrific question and answer period, which might have lasted all afternoon! For more from Keith on the Court, check out his most recent book. He has also many up-to-date articles on the Court and other aspects of law and government - look him up!

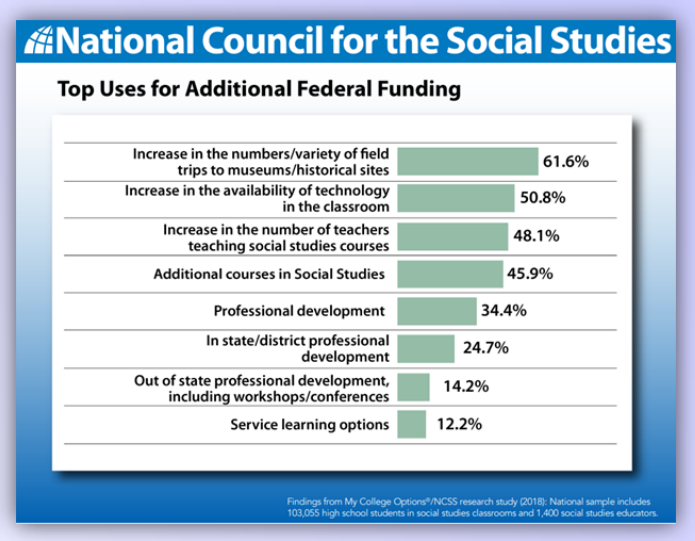
— Kate Gross

"Birdseye View: Where NY Sits in the Current Terrain of Social Studies Education"

— Larry Paska, NCSS

The CNY Council and its membership were grateful for the informative session that Larry Paska provided from the national perspective. One issue that the National Council looks forward to addressing with the solidarity of its members is equitable time for Social Studies Instruction in the Elementary Curriculum . There is no question that Social Studies time has been marginalized and pushed aside for other content areas. Larry addressed, the what do we do about it component with the following solutions. In keeping with the Vision and Mission of the NCSS, he advocated that teachers, students, and community organizations advocate for equitable time. He also emphasized sustained support of teacher professional development and support in the Social Studies, as well as gaining student voice in providing Social Studies as a well rounded education. The NCSS has taken a healthy and honest look at what challenges Social Studies educators face, and the CNYCSS wholeheartedly endorses and encourages our members to also extend their membership at the National level. Our solidarity is what will provide us strength as Social Studies Professionals in years to come. Mr. Paska also advocated for Districts to start Social Studies Honor Societies, and encouraged the membership to bring Rho Kappa to their High Schools, (Middle School Teachers it will be coming soon).





CNYCSS would like to extend our thanks and support to our Publishers and Museum Educators

"Populism: Myth and Reality"

— John Langdon, Professor of History at Le Moyne College

Professor Langdon was gracious enough to offer two different presentations, the first focused on current day politics of Eastern Europe, and the afternoon session focusing on the issue of Populism. The following is the notes Professor Langdon provided which are also available on the CNYCSS Homepage.

What is populism? A vehicle for the grievances of those who feel bypassed by progress? A tool for unscrupulous politicians (pardon the obvious redundancy)? Fake news? A hoax? Or something that needs to be addressed seriously and thoughtfully?

Populism emphasizes the role of "the people" and places them in opposition to roles played by "the elite." The people are defined as morally good and are endowed with large reservoirs of common sense. They want only what is best for the country in which they live. The elite is corrupt and self-serving, wanting only what is in its own interests. It controls the politics, economy, media, and culture of the country, and places the interests of other groups, such as foreign countries or immigrants, above those of its own country, because it profits from such placement.

The term is often used pejoratively to discredit opponents, who are generally accused of being demagogues or opportunists. Populism occupies no single space on the left-right political spectrum, with right-wingers like Peru's Alberto Fujimori and left-wingers like Venezuela's Hugo Chavez both being characterized as populist (to say nothing of Argentina's Juan Domingo Perón). Populism is less programmatic than it is moralistic; it divides the world into friends and foes along binary lines, and its foes are not simply wrong-headed but evil. Any effort at compromise would sully the moral purity of the people and would therefore be unacceptable.

Of course, when populists take power, they become by definition members of the elite. But even then, they contend that they are targeted by the economic, cultural, and media elite. They assert that real power is not held by the government, but by a "deep state" composed of powerful forces that seek to undermine the will of the people. In left-wing populism, these claims resonate because populist governments are actually opposed by powerful corporate interests that seek to stifle leftist economic reforms. The Tea Party movement in the USA argues that big business, and its allies in Congress, seek to undermine the free market and kill competition by stifling small business.

Populism often carries overtones of racism. In Bolivia, Evo Morales contends that an overwhelmingly European elite seeks to marginalize and impoverish mestizos and indigenous peoples. In Europe, populists allege that elites put the interests of the EU and its hordes of refugees over the interests of their own nations. Populist parties in Hungary and Bulgaria assert that the elites favor Israeli and Jewish interests above those of their own people.

While populists condemn elites and exalt the people, elites often agree with the characterization while reversing it. Elites consider the people to be vulgar, immoral, ignorant, and dangerous, while the elites themselves are morally, culturally, and intellectually superior. Like Mitt Romney, they want politics to be an exclusively elite affair for the rich and well-born. These attitudes feed into the populist critique.

This sort of dualist framework is rejected by pluralists, who view society as a broad array of overlapping social groups, each with its own ideas and interests. They view diversity as a strength, while both elites and populists view it as a weakness. They encourage government through compromise and consensus in order to accommodate as many of these overlapping interests as possible. “Populism, understood as a strategy for winning and exerting state power, inherently stands in tension with democracy and the value that it places on pluralism, open debate and fair competition.” (Kurt Weyland)

What are some possible explanations for the surge of populist politicians and movements in the second decade of the 21st century?

√ Since the late 1960s, improved education has encouraged citizens to expect more from their politicians and to feel increasingly competent to judge their actions.

√ Since 1991, the absence of backward, repressive Communist societies in Eastern Europe has deprived democracies of foils. This in turn has enabled citizens to compare the actual performance of democracies against the theoretical advantages of democratic models, and find the former unsatisfactory.

√ Globalization has seriously limited the powers of national elites, which find it difficult to resist populist currents. Simultaneously, globalization has created genuine grievances among millions of people who have lost their hopes for improved living standards.

√ Since the late 1960s, the increasing diversity of television offerings around the world has led to an increase in sensationalistic reporting and the propagation of conspiracy theories.

√ People who hold progressive values often find it incredible that large numbers of their fellow citizens think of progress as dangerous and de-stabilizing. The more that progressives demean and ridicule such people, the more likely such people are to support populist candidates and parties.

— John Langdon

In his morning session titled "**Eastern Europe Between Authoritarianism and Limited Democracy"** Professor Langdon argued that the current situation in Eastern Europe is rooted firmly in the demise of the Soviet bloc and the tumultuous events of 1989. Notes for this session as well as answers to audience questions have been posted to the CNYCSS Homepage.

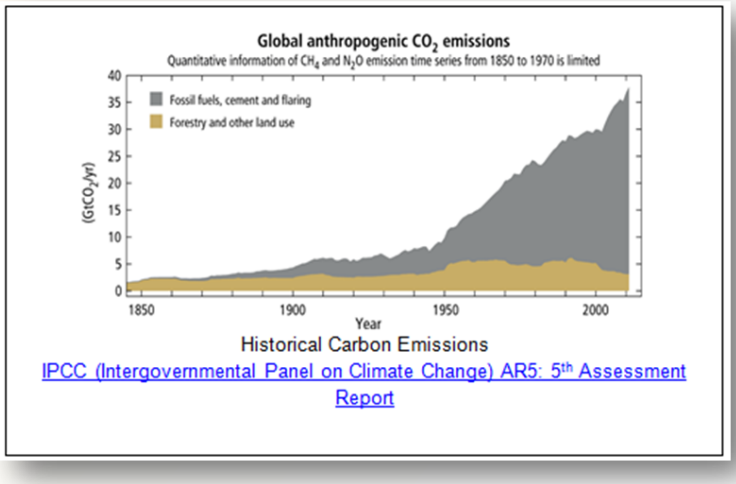
"Flood Mapping and the Politics of Climate Adaptation"

— Dr. Sarah Pralle, Associate Professor of Political Science at Syracuse University

Dr. Pralle is an associate professor of Political Science at the Maxwell School at Syracuse University. Her areas of expertise include U.S. public policy, agenda setting and policy change, environmental politics and policy, climate change and energy, interest groups and social movements. Her research focuses on the politics that affect public policy processes, particularly in the area of environmental policy. Currently she is working on a project that examines the politics of mapping flood zones in U.S. communities, which is part of a larger effort to understand climate change adaptation. She is also examining the social construction of policy success and failure.

Dr. Pralle presented a brief introduction to the issues around climate change and illustrated the effectiveness of using graphics and maps as teaching tools. Through a series of graphs and maps, Dr. Pralle showed how the issue of climate change is of interdisciplinary importance, encompassing science, social issues, cultures and politics. Focusing specifically on flooding as a consequence of climate change, Dr. Pralle distinguished between mitigation, changing the progress of climate change itself, and adaptation, adapting ourselves and our responses to the effects of climate change. When thinking about adaptation to the impact of climate change on flooding in the U.S., there are big questions to consider. Which areas and/or people will be protected? Which will be sacrificed? Who will pay? What exactly will we do? In the center of determining answers to these questions, lies flood mapping.

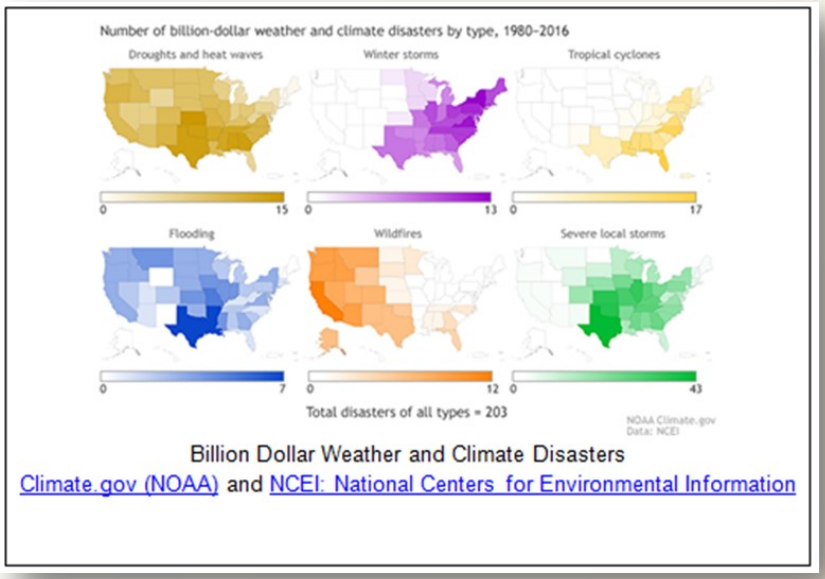
The main way that the United States currently deals with catastrophic flooding is through the use of flood maps that identify which areas are most at risk and which areas require flood insurance for home ownership. The National Flood Insurance Program, created in the 1960s, provides some sense of security for property owners in areas at risk of flooding. The NFIP provides financial relief to victims, saves taxpayers money and sends a signal to prospective buyers and developers of the risks in owning/developing property in a flood prone area. However, flood insurance has not stopped development in flood zones, because people still want to live and work near water. Another problem with the NFIP is that it is based, in many cases, on very outdated flood maps. FEMA, the Federal Emergency Management Agency, is unable to keep up with the changes in flood mapping due to the complexity and high costs of the process. Flood maps in Syracuse are in the process of being updated from maps base on data from the 1980s. Even if updated, however, the maps do not account for the future impact of climate change. In other areas of the United States, flood maps don't exist at all, with 40% of the country being unmapped. In many ways, flood maps are a miscommunication about the risks of flooding, giving people a false sense of security if they live outside mapped flood zones. For Dr. Pralle flood mapping is the process of mapping a probability – something that might happen, sometime, somewhere - a gamble that flooding may, or may not, happen where you live.



Historical Carbon Emissions

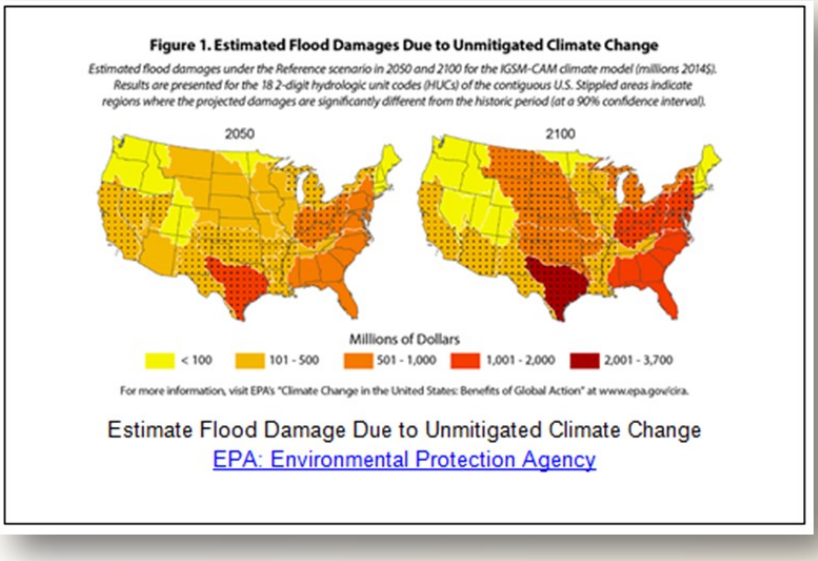
IPCC (Intergovernmental Panel on Climate Change) AR5: 5th Assessment Report

In terms of government policy addressing flooding, many communities don't really want to acknowledge that flood risks are increasing in their jurisdictions because publicly accepting the risks can restrict growth and negatively affect property values. Local governments want and need to focus on costs, not on risks. However, when flooding occurs, it affects the entire community, damaging infrastructure and businesses, straining budgets with the costs of clean-up and rebuilding, and often devastating the poorest, most vulnerable populations who lose both homes and jobs.



Billion Dollar Weather and Climate Disasters

Climate.gov (NOAA) and NCEI: National Centers for Environmental Information



Estimate Flood Damage Due to Unmitigated Climate Change

EPA: Environmental Protection Agency

The big takeaway from Dr. Pralle's presentation is that all maps, not just flood maps, are not representations of reality, but arguments about reality. How they are presented, the data they represent, even if accurate, what is highlighted and what is not, are all interpretations of reality, much as history is an interpretation of the past. In medieval times, mapmakers represented the unknown on their maps with dragons. Because our environment is changing, there still be dragons out there!

Dr. Pralle's presentation provided an easy-to-understand introduction to the science of climate change and the governmental and policy decisions that both affect and are affected by this issue. The graphics and maps she used were very clear and provided excellent visual representations of her ideas and arguments. Teachers could use this information to help students delve into a complex interdisciplinary topic of critical importance.

— Jenny Fanelli

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.

National History Day

National History Day **(NHD)** is a learning adventure that teaches critical thinking, writing and research skills and boosts performance across all subjects – not just history. To facilitate this, NHD provides a framework and curriculum materials for teachers and guidance for students.

How does it work? Students choose a historical topic related to the annual theme and then conduct primary and secondary research. Students are encouraged to look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After analyzing and interpreting the sources, and drawing a conclusion about the significance of the topic, students are then able to present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a website.

First, students grades 6th through 12th can participate at the local level. Students from Oneida, Oswego, Madison, Cortland, and Onondaga counties are eligible to take part in Central New York Region History Day facilitated by Onondaga Historical Association and held at OCM Boces. Winners from this competition have an opportunity to use the judges' remarks and revise their projects to present a second time at the New York State History Day, held in Cooperstown, New York. From here, winners can again revise their projects before moving on to The Kenneth E. Behring National History Day contest. Contact Scott Peal for more information

NATIONAL HISTORY DAY 2019
TRIUMPH & TRAGEDY IN HISTORY

Discover Your Potential

March, 9th, 2019 at OCM BOCES

Contact: Scott Peal
315-428-1864 x317
Scott.Peal@cnyhistory.org

More info: cnyhistory.org/history-day

Project Types:
Exhibit | Documentary | Paper | Website | Performance

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Since 1863

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Syracuse, NY

Forever Wild: The Adirondacks in the Gilded Age and Progressive Era

A National Endowment for the Humanities (NEH) "Landmarks in American History and Culture" Workshop

J.P. Morgan, Collis P. Huntington, and Alfred G. Vanderbilt
request the pleasure of your company
July 7 – 13 or July 14 – 20, 2019

Only a few Americans at the turn of the century ever received the engraved invitation to join these Gilded Age elites at their "great camps" nestled deep in New York's Adirondack forest. For those favored guests of Uncas, Camp Pine Knot, and Sagamore, the trip by train, steamboat and carriage brought them out from soot-choked skies clouding industrial America to the pristine and unspoiled wilderness. But what did they see when they arrived?

Join your "Forever Wild" colleagues for a week at the Great Camps of the Adirondacks to explore Gilded Age America from the unique perspective of the wilderness. These camps, now all National Historic Landmark sites, preserve the original buildings and serve as "history labs" for us to puzzle through the ironies and historic themes related to the Gilded Age's American "wilderness."

> *"Forever Wild was a great experience. Randi Storch and Kevin Sheets were excellent lead professors who put together a truly remarkable week for us in Cortland and in the Adirondacks. Their emphasis on inquiry, their immense knowledge, and their incredible passion for their subjects and their students made the week useful and informative. I would highly recommend this seminar to any teacher interested in wilderness and the Progressives." –2015 Summer Scholar*

J. P. Morgan's guests no doubt imagined the wilderness as a retreat to a virgin forest with restful and curative powers. But did they also see industrialization transforming the Adirondack region? Did any of Vanderbilt's companions, who embraced the raw and untamed wilderness as a test of manhood, nod with a note of irony at the two-lane private outdoor bowling alley erected on the banks of the Sagamore Lake? In what ways was their fantasy of "roughing it" in the wild undermined by the army of cooks, laundresses, maids, and caretakers who worked behind the scenes? *Forever Wild* explores the meaning of "wilderness" by anchoring the Adirondacks into its historical context to reveal the political, economic, social, and cultural history of this real and imagined landscape.

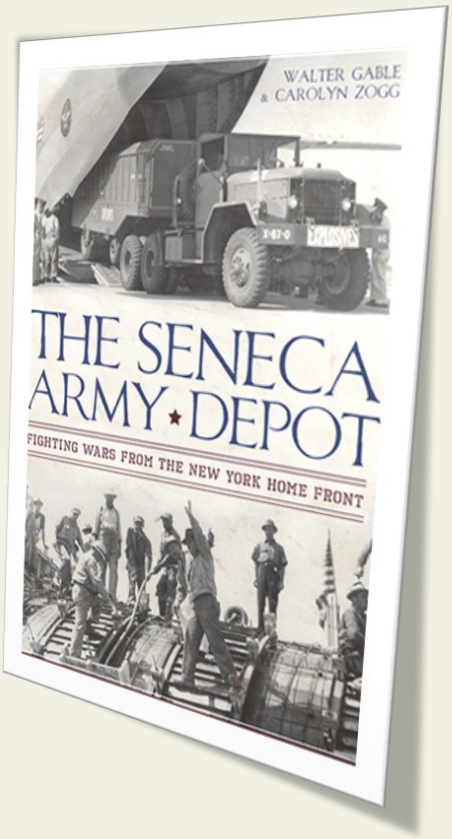
When will Forever Wild take place?

There are two, one-week opportunities to participate in this unique workshop. You can choose from Sunday, July 7 through Saturday, July 13 or Sunday, July 14 through Saturday, July 20. Because of the remote nature of the camp, you will not be able to join late in the week or leave early. Please indicate your week's preference on your application form.

For program information on eligibility application process
http://www2.cortland.edu/departments/history/foreverwild/how-to-apply.dot

A Unique CNY History Lesson For You, Your Family, and Your Students

— Jim Miller



The White Deer Tour at the former Seneca Army Depot is an excellent experience for any and all Social Studies teachers, their families and their classes. I highly recommend you to take the tour with your families. You will see a few of the white deer (not albino) that have lived and "blossomed" within the confines of protective fencing since 1941. This is reputed to be the largest herd of white deer in the world although a coyote population is endangering that claim.

The Seneca Army Depot wedged between NYS Rte 96 and 96-A, south of Waterloo, was a major supply depot for the US military from 1941-2000. It provided munitions, including bombs and nuclear weapons (see Walt Gable's-former CNYCSS board member and NYSCSS president's excellent history):

Our family took the tour twice this summer while vacationing for a few weeks in a cottage on Seneca Lake, each with a different set of grandchildren from Maine, Philly, and Pittsburgh. This unique experience, new since Spring, 2018 is available year round, Wednesdays through Sundays, at 8, 10, 12, 2, and 4, depending upon demand. I am sure they would accommodate groups at other times/ days. The tours are on one of two air conditioned coaches. The maximum group would be 25 but they also would provide the guides for groups arriving in their own buses.

As of August 2nd they reported seeing white deer on 100% of the tours. We saw 5 the first time and 6 the second along with plenty of brown deer and a myriad of other wildlife. Our 2nd time was an 8 o'clock tour on a rainy Wednesday. My daughter from Philly and her boys, 8 and 11, and myself were the only people so we took the smaller coach and had a personal tour with driver and guide. We went well over the 1 ½ hour advertised time!

The Seneca White Deer Tours are all volunteer operated. Our guide on the "exclusive" tour had grown up in the area; the driver had been a civilian employee of the Seneca Army Depot for a few decades. This experience provided an excellent insight into the "Home Front" role in World War II. The need for munitions availability in the European theatre trumped any area citizen's personal lives. Thus, over 100 families were ejected from their farms, crops, homes, livestock and all in a few week or less. Their story is told as well.

Late fall tours are encouraged as the foliage will have diminished, allowing better visibility of the deer. Of course, school groups excluded (!), there are dozens of wineries up and down Seneca and Cayuga lakes… Much more detail and background is available at www.SenecaDeerTours.org.

NYSCSS
New York State
Council For The Social Studies

NYS4A
New York State
Social Studies Supervisory Association

81st Annual Convention

Educating and Celebrating our Past, Present, and Future

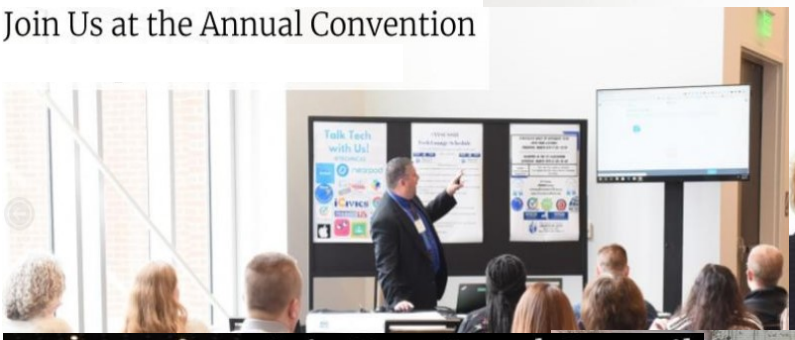
March 7-9, 2019

Albany Capital Center- Albany, NY

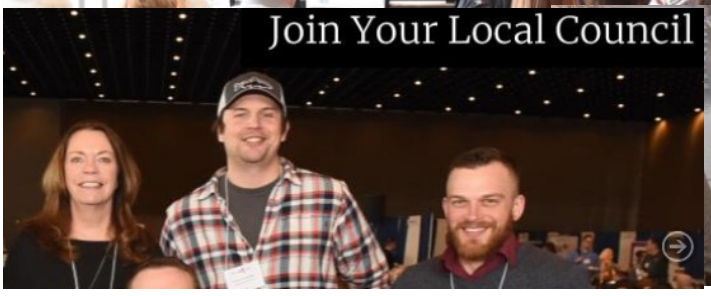
Check NYSCSS Website
for up to date information regarding registration

Historical and Social Sciences	Strengthening Democracy	Technology & Innovation	Leadership and Advocacy
How do we guide students to see history through multiple perspectives, and see continuity and change?	**How do we prepare all students to participate in 21st century American democracy?**	**How do we empower our learners through technology integration?**	**How do we strengthen K-12 involvement in social studies through teacher/student advocacy, and professional leadership?**
Sessions topics could include social studies practices, enduring issues, historic anniversaries that coincide with 2019, geography, economics, and other social sciences.	Session topics could include active citizenship, freedom of speech, privacy, 1st Amendment, media literacy, cultural responsiveness, Social Studies for English Language Learners.	Session topics could include training sessions on apps/software, websites, games, and assessment tools.	Session topics could include strategies for teaching elementary social studies, taking informed action with students, SS professional development for teachers with leadership roles in mind (local, state, and national SS councils).

Join Us at the Annual Convention



Become a Member Today



Nominate a Colleague for an Award

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES...
REGISTRATION IS OPEN

See Current Offerings

Attention CNY Social Studies Educators

The following PD Offerings are taking place in your area:

The Global 10 Framework Regents: Analysis, Scoring and Instruction

Mon Dec 3, 2018
8:30 am to 3:30 pm
Seneca Large Conference Room
OCM BOCES Main Campus, 110 Elwood Davis Road, Liverpool, NY 13088

This session will focus on the instructional implications for teachers as they support students to learn the historical thinking, reading and writing skills required by the NYS Social Studies Framework and the new Framework-based Regents examination in Global History and Geography. Participants will:

Practice the holistic scoring of the Enduring Issues Essay using general and specific rubrics, essay exemplars and practice essays.

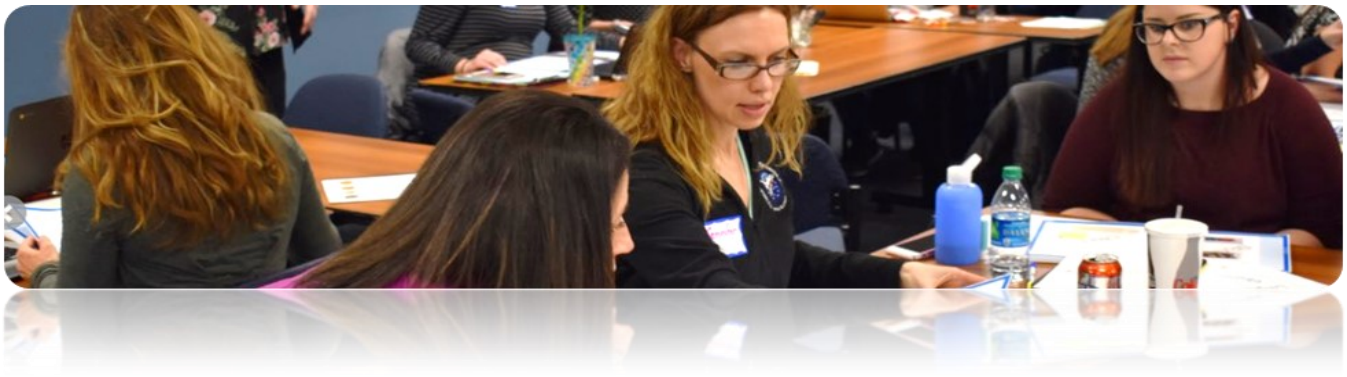
Analyze the historical thinking skills involved in the Constructed Response Questions.

Develop instructional strategies, tasks and resources that support students' historical thinking, reading and writing skills aligned with the NYS Social Studies Framework and the Framework- based Global History and Geography examination.

(This workshop will be repeated on March 19, 2019)

Registration on MyLearningPlan: https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=15882&I=2918846

More information contact: jfanelli@ocmboces.org



Upcoming Event Calendar

ONONDAGA HISTORICAL ASSOCIATION
Since 1863

Opening reception for Not Your Indians Anymore and Talk with Exhibit Curator, Dr. Kent Blansett

November 28 @ 5:30 pm - 7:30 pm

Opening reception for *Not Your Indians Anymore: Alcatraz and the Red Power Movement:* An official opening reception will take place on **Wednesday, November 28th, 2018 beginning at 5:30pm**. The evening will include a book talk by exhibit curator, Dr. Kent Blansett, on his latest book, which is the first published autobiography of Richard Oakes, entitled: *A Journey to Freedom: Richard Oakes, Alcatraz, and the Red Power Movement.*

SKÄ·NOÑH - GREAT LAW OF PEACE CENTER
Native American Heritage Month, 2018

Dan Longboat

NOVEMBER 29TH, 2019
7:00PM - 8:30PM

Sliding admission scale of $2-$20

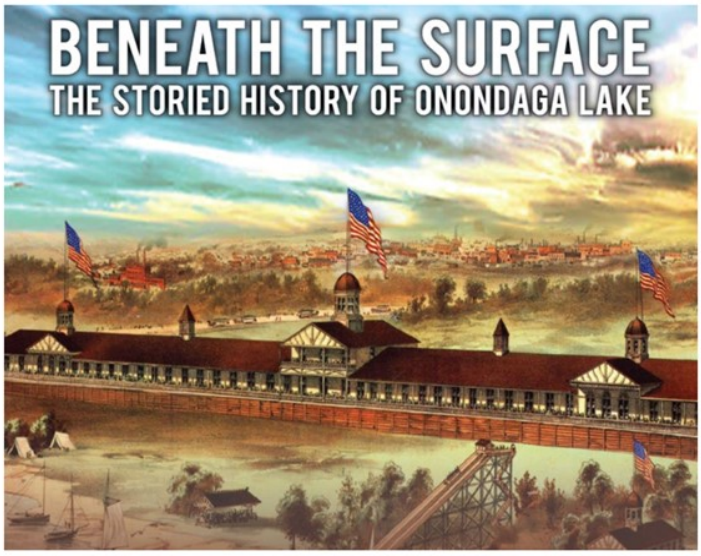
6680 Onondaga Lake Parkway - Liverpool, NY

EVENT INFORMATION

Join us at the Skä·noñh Center as we welcome Dan Longboat. He will discuss Creation and the Original Instructions and how people are trying to find their way back to skä·noñh-peace and well-being.

Beneath the Surface at OHA: Sunday, December 2nd

December 2 @ 1:00 pm - 2:30 pm



Beneath the Surface: The Storied History of Onondaga Lake covers the amazing history of the lake and the remarkable impact it has had on our American Way of Life over the past six centuries.

The film begins at 1:00pm at the Onondaga Historical Association Auditorium on December 2nd. Admission is $5 for OHA Members and $7 for the general public available at the door only. First come, first served

Witness to Injustice: Unraveling US and Indigenous History

December 13 @ 6:00 pm - 8:30 pm Ticket Cost: $10

Thursday, December 13th: Join us at the Skä·noñh Center in Liverpool for an exercise by the Neighbors of Onondaga Nation (NOON) called Witness to Injustice: Unraveling US and Indigenous History adapted from the KAIROS Blanket Exercise. This is a 2-hour interactive group exercise that invites participants to experience: colonization, conquest, and attempted genocide of the Indigenous Peoples of Turtle Island (the North American Continent). Witness to Injustice is a participatory exercise designed to raise awareness of European conquest and Indigenous resistance and survival through the use of meaningful quotes and blankets representing the lands of Turtle Island. Participants engage in an experiential history lesson designed in a way that can't be provided by reading a book. To participate in this rich group exercise you will need to reserve a spot and it will cost $12 per participant.

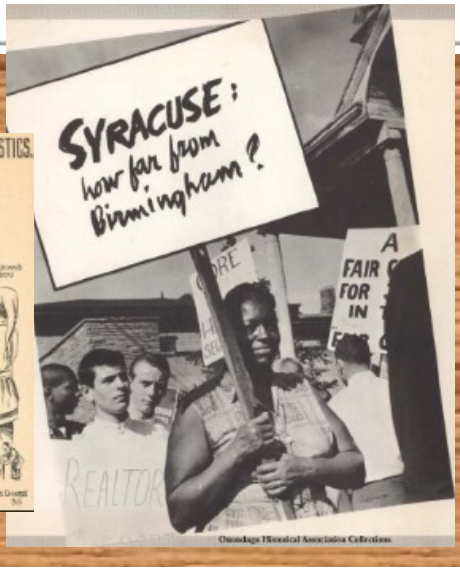
There is a maximum of 35 people for this group exercise. It will be held on December 13, 2018 from 6 to 8:30 pm. To reserve a spot call (315) 453-6767, email: Nicole.abrams@cnyhistory.org, or purchase a space below.

ATTENTION! SOCIAL STUDIES TEACHERS, ADMINISTRATORS, LIBRARIANS! HAVE YOU HEARD ABOUT OHA'S THE LOCAL CONNECTION?

The **Local Connection** is a unique way to combine world events and local history. It is a compilation of local topics as they relate to 11th grade history and serves as a supplement to the Social Studies CORE curriculum consisting of articles and primary source documents compiled by the Onondaga Historical Association from their extensive archives. The collection of over 500 entries covers topics from **11.1a. COLONIAL FOUNDATIONS: CONTACT** to **11.10. SOCIAL & ECONOMIC CHANGE / DOMESTIC ISSUES (1945-PRESENT)**. It may not only be used in conjunction with 11th grade studies but with other history curriculums as well.

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

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



*The entire **Local Connection** or individual entries may be purchased electronically from OHA.* Please contact Scott Peal at scott.peal@cnyhistory.org to for a listing of topics and prices or more information (315) 428-1864 x317.

As you continue to retool your lessons throughout the school year 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, 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. These resources 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.

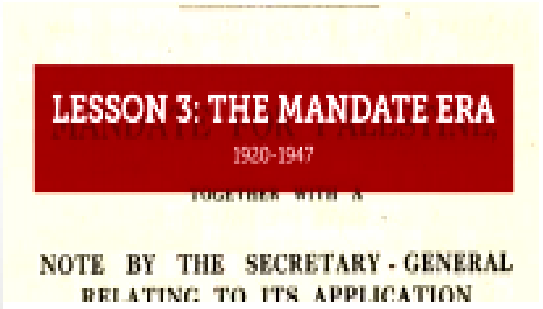
In addition, we offer free materials -- check our website https://www.icsresources.org/

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.



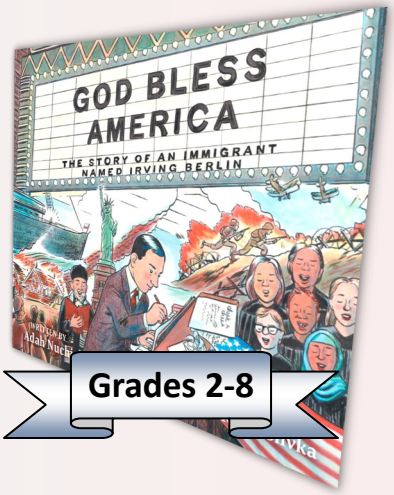
Analyze agreements and proposals that are concerned with how the geographical region of Palestine should be divided after World War I.

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.

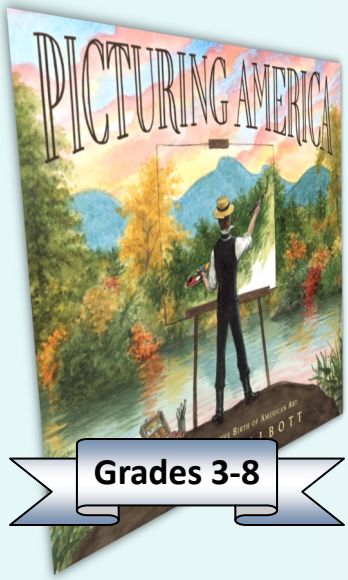
Address more recent events, both conflicts and peace efforts, in the region as well as discuss unresolved issues.

Autumn Literature Report
Amazing People for All Times — by Mary Duffin

GOD BLESS AMERICA: The Story of an Immigrant Named Irving Berlin by Adah Nuchi, illustrated by Rob Polivka. Disney Hyperion, 2018. Hardcover. ISBN:136801576X.



Izzy Baline and his family emigrated from Russia, where they were persecuted as Jews, to New York City, where he fell in love with his new country. He heard music everywhere and he was bursting with his own. Izzy's tunes soon brought him fame as the sought-after song writer, Irving Berlin. His Broadway and Hollywood numbers have become classics that we sing today. His most famous song was "God Bless America" which is one of our most celebrated patriotic songs. The book's illustrations give us an insight in our country's history from 1893 to 1999 when Berlin died at the age of 101. At the end of the book are an Author's Note and Timeline and sources for teachers.

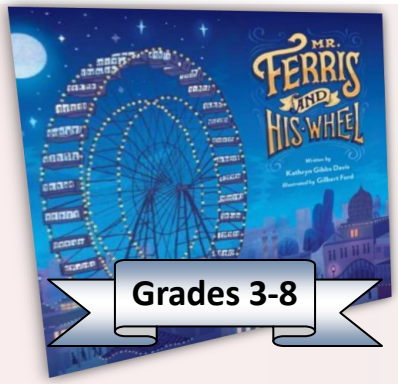


PICTURING AMERICA: Thomas Cole and the Birth of American Art by Hudson Talbott who is also the illustrator. Nancy Paulsen Books, an imprint of Penguin Random House, 2018. Hardcover. ISBN: 9780399548673.

Thomas Cole was always looking for something new to draw. He grew up in England during the Industrial Revolution and was fascinated by tales of the vast American countryside and moved there in 1818. Life as an artist was difficult and his perseverance was rewarded when he took a boat ride up the Hudson River. The beauty of the region sparked his imagination, and the majestic paintings that followed struck a chord with the public and drew other artists to follow in his footsteps. Thus was born America's first formal art movement - the Hudson River school of painting. The author/illustrator takes readers on a unique journey through Cole's life incorporating images of some of his most beloved paintings. With its environmental focus this amazing biography is a fantastic way to introduce young readers to fine art. At the end is an overview of his paintings for the teacher.

WALT'S IMAGINATION : The life of Walt Disney by Doreen Rapport, illustrated by John Pomeroy. Disney, Hyperion, 2018. Hardcover. ISBN:9781423184706.

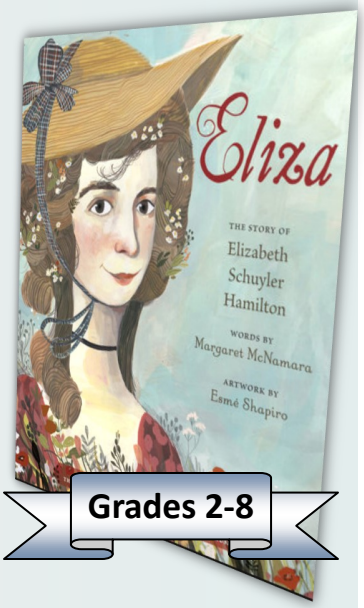
Walt Disney's name is famous with family entertainment. Snow White and many other films and Disneyland and numerous other creations have inspired generations of children the world over. From his childhood in rural Missouri to his legendary stature as a film and television icon, Walt's life was governed by imagination, ingenuity, and scrupulous attention to detail. Faced with both public failures and massive success, he revolutionized the art form of animation, always seeking innovative solutions, cutting edge technology and new ways of story telling. The author, Doreen Rapport has added this biography to many others she has written and presents and contextualizes Walt's own words within her signature compelling prose. Illustrated with vivid authenticity by John Pomperoy, this stunning entry in the award -winning "Big Words" series reveals a man of deep and varied passions with a constantly evolving vision, who was a storyteller above all. At the end is a timeline, notes from the author and illustrator and a bibliography are very helpful to teachers.



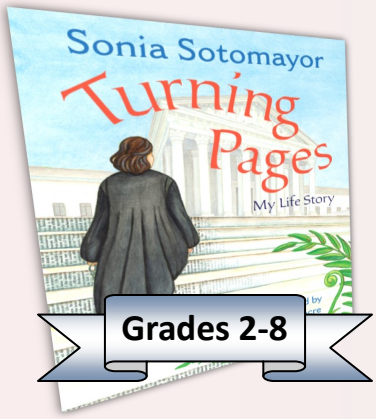
MR. FERRIS AND HIS WHEEL by Kathryn Gibbs Davis, illustrated by Gilbert Ford. Houghton Mifflin Harcourt, 2014. Hardcover. ISBN: 978-0-547-95922-1.

Here's the true, uplifting story of George Ferris and his dazzling, unlikely invention, an invention that would become the world's most magical ride of all. The illustrations give the reader a better understanding of the times and life in 1893 and the Chicago World's Fair. Throughout the story are facts and quotes which help the reader learn more about the events. At the end is a list of quote sources and a selected bibliography and websites.

ELIZA The Story of Elizabeth Schuyler Hamilton by Margaret McNamara and artwork by Esme' Shapiro with an afterword by Phillipa Soo. Schwartz and Wade Books, 2018. Hardcover. ISBN: 978-1-5247-6588-0.



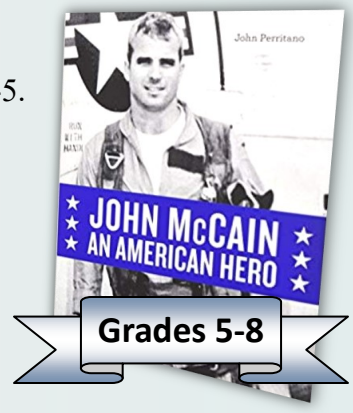
Elizabeth Schuyler Hamilton was born during the reign of King George II and died not long before the Civil War. She had a front-row seat to the early history of the United States, and her mark on our country is felt to this day. Elizabeth was instrumental in aiding the career of her husband, who would become the first U.S. Secretary of the Treasury; she cofounded New York's first private orphanage, which still exists today; she preserved letters and documents from the nation's early history; she raised money to erect the Washington Monument; and she did it all while attracting little attention to herself. But history could not overlook her. The paintings evoke and mirror the folk art style of the period. The afterword by Phillipa Soo, who originated the role of Eliza in the musical Hamilton on Broadway, this collaboration captures the wise and dauntless spirit of Eliza: activist, philanthropist and quiet participant in American history. An additional page provides a bibliography, website and chronology for the teacher.



TURNING PAGES, My Life Story by Sonia Sotomayor, illustrated by Lulu Delacre. Philomel Books , an imprint of Penguin Young Readers Group, 2018. Hardcover. ISBN: 9 780 5255 14084.

In this autobiography Justice Sotomayer shares her love of books with a new generation of readers and inspires them to read and puzzle and dream for themselves. Accompanied by the illustrations of Lulu Delacre's art, this story of the Justice's life shows readers that the world is full of promise and possibility - all they need to do is turn the page. The end pages include photographs of Sonia's life and ends with a timeline.

JOHN MCCAIN An American Hero by John Perritano and contains many photographs. Sterling Children's Books, 2018. Hardcover. ISBN: 978-1-4549-3135-5.



John McCain holds a special place in American history as a warrior, lawmaker and statesman. This unofficial young readers' biography covers McCain's extraordinary life beginning with the Naval Academy at Annapolis and a naval aviator in the Vietnam War. He survived years in captivity and torture as a prisoner of war. After he began a long and storied political career as congressman and senator. He also ran for president twice and was the Republican nominee in 2008. At the end it gives sources and an index.

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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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Answers to Question on Cover Page

Source A — Oswego, N.Y. Published by Smith Brothers & Co.1855. http://www.MaritimeHistoryOfTheGreatLakes.ca/
Source B — Skaneateles June 1856. Skaneateles Historical Society https://www.skaneateleshistoricalsociety.org/
Source C — Bird's Eye View of Utica. 1850. Oneida County Historical Society Year Book, Vol. 1 1881