

# TEACHING SOCIAL STUDIES

A Joint Publication of the New York and New Jersey State Councils for the Social Studies



*Teaching Social Studies*/Volume 17, Number 2/Summer-Fall 2017

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**New Jersey Council for the Social Studies**, c/o New Jersey Civic and Law-Related Education, Rutgers University, Busch Campus, 640 Bartholomew Rd., Suite 103-105, Piscataway, NJ 08854 ([www.njcss.org](http://www.njcss.org))

The NJCSS is the only statewide association in New Jersey devoted solely to social studies education. A major goal and accomplishment of the NJCSS has been to bring together educators from all social studies disciplines, including history, economics, political science, sociology, geography, anthropology, and psychology. Our members are elementary, intermediate, secondary and college educators as well as other professionals who share the commitment to the social studies. Together, NJCSS members work toward a better understanding of the social studies and its importance in developing responsible participation in social, political, and economic life.

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## Announcements

### Professional Development Opportunity: AP Economics, Resources/Strategies/Test Prep

**Date:** Monday, August 14, 2017

**Time:** 8:30 am - 4:00 pm

**Location:** Rutgers Continuing Education Center @ Atrium 300 Atrium Drive, Somerset, NJ 08873

**Registration:** <https://njeconomics.wufoo.com/forms/q1hfeh440ykfcw/>

**Presenters:** Kathleen Brennan, Chair Mathematics Department, Teacher, Mathematics & Social Studies, Mount Saint Mary's Academy; Margaret Ray, Chair and Professor of Economics, University of Mary Washington

All-inclusive, participative program geared towards helping educators instruct AP economics. Instructors will provide:

- Content, strategy and best practices for teaching curriculum
- Methods to improve student preparation for AP exam
- Customized debrief of AP exam based on your feedback Both macro and micro economics will be covered.
- **Participants will receive:**
  - Free copy of Advanced Placement Economics, 4th Edition, Teacher Manuals, 2 book set
  - 7.5 hours of professional development credit
  - Light breakfast/lunch provided
  - **Open to teachers of all levels of experience.**

### Professional Development Opportunity: College Education Through an Economic Lens

**Date:** Tuesday, Aug 15, 2017

**Time:** 8:00 am – 3:00 pm

**Location:** BlackRock

1 University Square Drive

Princeton, NJ 08540

**Presenters:** Doug Young, *CEO/Head Coach, The Wiser Choice, BlackRock Volunteers*

**Registration:** <https://njeconomics.wufoo.com/forms/q223hsh0c13enh/>

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Help students understand the "real" costs of college and the financial implications of their choices. Topics covered include:

- Facts about Student Debt
- Rising College Costs
- Financing College Expenses: Options & Outcomes

Through an interactive, short curriculum unit with activity-based lessons, this workshop will instruct educators on how to better prepare students for the economic choices they will have to make. The unit will illustrate the following key concepts: choice; Cost/Benefit Analysis; Decision Making; Expenses; Opportunity Costs; Trade-Off

Participants receive:

- Free resources
- 6.5 hours of professional development credit
- Breakfast and lunch
- Who Should Attend? High School Teachers/Guidance Counselors from NJ, Pennsylvania, Delaware and NY

## NJCSS Student Recognition Awards for 2017

Deadline: September 30, 2017

Middle and High School - 3 awards

College/University - 2 awards

Details available at [www.njcass.org](http://www.njcass.org)

## Conferences

Financial Literacy & Economic Education Conference	October 6-7, 2017 NYC Marriott at the Brooklyn Bridge
NJCSS	October 23, 2017 Rutgers University - Busch Student Center
NCSS: "Myth, Memory, and Monuments"	Nov. 15-19, 2017 San Francisco, CA
80th Annual NYSCSS/NYS4A Conference	March 8-10, 2018 Albany Capital Center
NCHS	April 19-21, 2018 San Antonio, TX



NJ Council for the Social Studies

**NYSCSS**  
New York State  
Council For The Social Studies



**NYS4A**  
New York State  
Social Studies Supervisory Association

**New Jersey Council for the Social Studies Annual Conference, October 23, 2017  
Teaching the 3 R's: Rights, Reforms, Regions**

<b>Level</b>	<b>Theme</b>	<b>Topic</b>	<b>Presenter</b>	<b>Session</b>
6-12	Seminar	Civil Rights Era	Lillie Edwards (Drew Univ)	1
6-12	Other-Inquiry	Student Engagement in 21st Century	Kelly Grotian (Foundation for Individual Rights)	1
K-12	Other-Inquiry	Learning More Quickly and Forgetting More Slowly	Harry Stein (Manhattan College)	2
6-12	Reforms	DBQs for All: Equity and Inquiry in Teaching Gandhi and Progressive Era with Primary Sources	Molly Winter (DBQ Project)	1
K-5	Elementary	Using Human Rights Children's Literature to Develop Students' Social Consciousness	Nancy Sardone	1
6-12	Rights/Other	Embracing Diversity: How Can We Make Classrooms More Empathetic Spaces?	Rebecca DiBrienza	1
9-12	World History	<i>Teaching the Arab-Israeli Conflict</i>	<i>Steve Goldberg-ICS</i>	1
9-12	Rights, Reforms	Working of the American Dream: Teaching with Springsteen	Dayna Orlak	1
6-12	Other-Programs	Getting Students into Research for the Real World	David Cohen, Joan Ruddiman (National History Day)	1
9-12	Psychology	Best Practices for Teaching Psychology	Elizabeth Wren, Katie Mahaffey	1
K-5	Elementary	A Closer Look at Close Reads	Mary Byatt, Laura DiPietro	1
6-12	Seminar	Current Challenges for International Law	Chris Borgen (St. John's Univ)	2
6-12	Rights	Promoting Student Activism	Alan Singer (Hofstra Univ)	2
6-12	Rights	Rights and Reforms with Records from the National Archives	Christopher Zarr(NARA)	2
9-12	Rights	Studying African American History Using a Human Rights Perspective	William Fernekes (Rutgers Univ)	2
6-12	Other-Programs	Euro Challenge and Financial Literacy Certification Program	Ethan Goebel (WISE)	2
K-12	Other-Technology	How to Create and Use Podcasts in the Classroom	Scott Migliore, Douglas Winkler	2
4-8	Middle School	Review Games for Social Studies	Ron Litz	2
9-12	Rights	Teaching Free Speech	Bonnie Kerrigan Snyder	1
9-12	Rights, Reforms	The Rythm of Reform: Exploring the Music of the American Rights Movement	Lisa Longo Johnston (Raritan Valley CC)	2
9-12	Psychology	APA Resources for Psychology Teachers	Debra Park (Rutgers Univ)	2
K-12	Other	NJ Department of Education	Beverly Plein (NJ DOE)	2
K-8	Seminar	TBA	TBA	3
6-12	World History/Economics	Using a Podcat on China to Teach History, Economics and Critical Thnking	Doug Young (NJCEE)	3
6-12	20th Century	America's Reaction to WW1: Using Primary Sources from the Library of Congress	Kevin Bloom, Angela Smith	3
9-12	World History	They Shall Not Perish: America's Response to the Armenian Genocide	Ken Sarajian	3
6-12	Rights, Reforms	You be the Curator: Civil Rights During the Vietnam Era	Keri Giannotti (Vietnam Veterans)	3
4-8	Middle School	<i>Using Jigsaw to Teach Prinary Sources</i>	<i>Ron Litz</i>	3
K-12	Other-Programs	All Means ALL! (Diverse Learning Populations)	Crystal A'Hearn, Evelina Despaigne, Andrew Robinson, Kelly McCracken-Villanueva	3
4-8	Other-Technology	Infusing TechnologyInto Social Studies	James Cho, Donna McGough	3
6-12	World History	<i>Rivers, Reefs, and Pipelines: Environmental Cooperation</i>	<i>Steve Goldberg-ICS</i>	3

## New Jersey Council for the Social Studies Exhibitors

Fall 2016	Spring 2017
American Revolution Authors (Rob & Bob Skead)	
Benchmark	Big Brain Resources
Caspersen School of Graduate Studies at Drew University	Cengage/National Geographic
Crossroads of the American Revolution	Drumthwacket
DBQ Project	Hindu American Foundation
Edible History	Historic Cold Spring Village
Gilder Lehrman Institute of American History	Houghton Mifflin/Harcourt
Hindu American Foundation	Living Voices
Historic Cold Spring Harbor	New Jersey Center for Civic Education
IEEE History Center at Stevens Institute	New Jersey Council for the Social Studies
Living Voices	New Jersey Islamic Networks Group
New Jersey Center for Civic Education	Nystrom Education/Social Studies School Service
New Jersey Council for Economic Education	The League of Women Voters
New Jersey Geographic Alliance	
New Jersey Historical Commission	
New Jersey Islamic Networks Group	
Nystrom Education/Social Studies School Service	
Rutgers Graduate School of Education	
The Woodrow Wilson National Fellowship Foundation	

**80th Annual NYSCSS/NYS4A  
Annual Convention  
March 8-10, 2018  
Albany Capital Center**



**New York Council for the Social Studies Exhibitors/Vendors**

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# Teaching Social Studies

Published by the New York and New Jersey State Councils for the Social Studies

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## First, They Came For...

Richard Ognibene

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Today I met with “T” and “M”. They are a Muslim refugee and a Mexican immigrant respectively. Those traits are important, but T and M are much more than that. They are sons and grandsons. They are geeks and athletes and writers. They are part of my extended family of former students. They are humans with all the hopes, dreams, and frailties that the rest of us possess. They are my brothers and I love them dearly.

T is from Afghanistan. His family fled persecution from the Taliban. T didn’t learn English until he entered kindergarten as Farsi was the language spoken at home. His father had significant health issues that required T to assume more family responsibilities than is typical for an American teen.

M is from Mexico. He came to America because his father’s job required the family to relocate. He was an adolescent when he arrived so the new language was tough to master. At an age when peers are most unforgiving about human differences, he entered a new school, a new country, a new way of life.

When they came to America, T and M faced the normal challenges of immigrants: new language, new foods, and new customs. They also dealt with the indignities, stereotypes and slurs that immigrants and refugees always face: beaner, lazy Mexican, raghead, and sand jockey, to name a few. With slight variation, these were the same challenges, stereotypes, and slurs that my great-grandparents faced when they arrived from Italy in the early 20th century: wop, dago, eye-talian, and Mafiosi. Check out the immigration museum on Ellis Island and you will see abundant historical evidence that it is part of our human nature to be unkind toward people who seem different from us.

Despite these challenges T and M have thrived. They are active in myriad school activities and have been

accepted into college. They are kind, funny, and unfailingly polite. They are loved and respected by teachers and students alike. They personify the American dream, which is why I wept last week when President Trump announced his intentions to build a wall along the Mexican border and to ban immigrants from seven predominantly Muslim countries. I know that for the foreseeable future, T and M will be looked at with suspicion, will be looked at as “other,” will be looked at as less worthy, all because a political leader wants to score easy points with his base.

President Trump’s policies fail at every level. Economically and intellectually they make no sense. Many American companies, tech companies in particular, depend on access to the best and brightest employees from around the globe; these people need to be able to move back and forth between countries. Bans, walls, tariffs (think Prohibition or Smoot-Hawley) are emotionally satisfying to some, but they never produce the desired results. Since 2009, More Mexicans have crossed the border from the United States into Mexico than in the other direction. If you are averse to Mexicans in America, a wall will literally do the opposite of what you desire. As for Muslim immigrants, the *New York Times* noted Saturday, “Since September 11, 2001, no one has been killed in the U.S. in a terrorist attack by anyone who emigrated from Syria, Iraq, Iran, Libya, Somalia, Sudan or Yemen.”

Morally and ethically these policies are offensive. When one looks historically at efforts to dehumanize large groups of people – slavery, bigotry toward Irish and Italian immigrants in the early 20th century, the internment of Japanese during WWII, anti-Semitism in all of its ugly forms, prejudice toward LGBTQ people, etc. – those in favor of restrictions and bigotry always look bad in the end. In these important historic moments, one can choose to be Martin Luther King or Governor

George Wallace. Here's a hint: if you're supporting the wall along the Mexican border or the ban on Muslims from seven countries, you will be viewed as the latter. Guaranteed. This time will not be different. It's never different. Not ever.

The root of these discriminatory policies is always the same: fear. Fear does bad things to us. It kills our empathy. It removes our ability to say, "There but for the grace of God go I." There are many historic examples of this phenomenon, but I shall choose one that hits close to home. I came out as a gay man at age twenty-two and I remember similarly awful, restrictive policies being proposed toward people with AIDS. It was a new disease, it was scary beyond words, and some politicians were suggesting draconian measures: that we quarantine our brothers and sisters with AIDS, issue identity cards for those who were HIV-positive, and – wait for it – use tattoos to identify said people. All of us in the Gay community, regardless of health status, were viewed by less enlightened people with suspicion and distrust.

Quarantines, much like border walls and immigrant bans, are emotionally comforting during times of turmoil. They give us the illusory sense of safety because it feels like we are doing something. But ask any scientist about their efficacy and you will find zero evidence that they produce good results. None. The reality is that those restrictive policies make things worse. They label entire classes of people as "bad," and

force people into behaviors which ultimately harm society.

The epiphany for me came at a college discussion group when a fellow student said, "Well, if things get really bad and they start rounding up people with AIDS, how long will it be until they come for all gay men, even those of us who don't have the virus?" It may seem like hyperbole to those who weren't there at the time, but in 1986 this was not a completely irrational fear. My jaw dropped at his statement because suddenly these inhumane policies might have affected me. That, my friends, is the crux of the issue. Today it's Mexicans or Muslims from select countries. These arbitrary restrictions seem perfectly reasonable to those who are neither. But tomorrow it could be you or me. Any of us. All of us. First they came for the immigrants . . . Fifty years from now, perhaps sooner, people will look back at this time period and ask one of two questions:

1. How did Americans let these horrible things occur?
2. How did Americans resist the fear and bigotry of its leader in order to reclaim its position as a beacon of hope in the world?

For T, M, and many others, we need to join hands, work hard, and make sure it's the latter.



## Teaching about the Constitution: A Conversation between Michael F. Shaughnessy from *Education Views*, and Alan Singer

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*Michael:* I want to clearly focus on a social studies high school teacher's duties, obligations and responsibilities in terms of teaching about the Constitution. I remember very well in high school, good old Mrs. Ryan must have spent several months on the Constitution and its parts. In your mind, what does a social studies teacher in the year 2017 have to teach about the Constitution?

*Alan:* It is going to be a long answer. There are three key points.

### **(1) How active citizenship maintains and extends democracy in the United States.**

In New York State where I was a social studies teacher, the United States Constitution is currently examined in a number of places in the curriculum. The engageNY Social Studies Framework recommends students explore the notion of rights as imbedded in founding documents as early as 4th grade. More detailed study begins in 5th grade and students reexamine the Constitution multiple times, in 7th and 11th grade United States history and in a Participation in Government class.

The state Framework and the National Council for the Social Studies College, Career and Civic Life Framework both place an emphasis on preparing students for active participation in a democratic society on all grade levels. For me, this is key for every social studies classroom – preparation for active citizenship. That includes the ability to read critically, question assumptions and statements, conduct research, formulate opinions supported by evidence, present ideas orally and in writing in a clear way, and to engage respectfully in dialogue with others. It also includes developing a commitment to participation, reading and listening to the news, evaluating it, making decisions, voting, and even

more importantly, activism. As a teacher, I want to help generate and support new generations of activists of all ideological stripes. I believe it is the most important task for teachers to help maintain and extend democracy in the United States.

**(2) The “original intent” of the nation’s founders was a Constitution intended as a living document to be reinterpreted by every new generation.** The original “original intent” of the nation’s founders was that the Constitution serve as a guide and process for decision-making, not a restrictive 18th century template to prevent all government action forevermore. James Madison, one of its principle authors, explained its purpose is “To secure the public good and private rights” and “preserve the spirit and the form of popular government,” that is “the great object to which our inquiries are directed.” It was the only “original intent” of the framers.

The idea that the Constitution should be understood as a “living” document subject to continual reinterpretation was championed by Thomas Jefferson, the third President of the United States and one of the primary authors of the Declaration of Independence and the Bill of Rights. In a letter written in 1810 that is quoted on the walls of the Jefferson Memorial in Washington DC, Jefferson explained, “I am not an advocate for frequent changes in laws and Constitutions, but laws must and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times.

We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.” The “barbarous ancestors” Jefferson refers to owned other human beings, denied women virtually any rights, and committed genocide against native people.

The most articulate opponent of the right-wing position on “original intent” was William Brennan, an actual conservative who was appointed to the Supreme Court by President Dwight Eisenhower in 1956. Brennan rejected the idea that it was possible to know “the intent of the Framers” and argued that “We current Justices read the Constitution in the only way that we can: as Twentieth Century Americans.” He accepted the responsibility to “look to the history of the time of framing and to the intervening history of interpretation,” but felt “the ultimate question must be, what do the words of the text mean in our time?”

The “original intent” of the framers had nothing to do with promoting family values and religious beliefs or a women’s ability to secure an abortion. None of those things were mentioned. It had nothing to do with examining the minds of the authors of the Constitution to uncover their deepest biases and moral indiscretions. It had nothing to do with searching the text for the real 18th century meaning of the words.

**(3) Balance in government to promote compromise and progress are the foundations established in the Constitutions to support democratic government and individual and collective rights in the United States.**

The framers purposefully created a governmental system that balanced different forces, majority v. minority, different regions, States v. Federal authority, individual rights v. government power, and kept them in a semblance of balances that would make it possible for government, as stated in the Preamble, to “establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty.” This system did not always work well, there have been many miscarriages of justice in the past and it completely broke down at the

time of the Civil War, but it is the system they created. Partisan gridlock, largely fostered by the Republican Party since the 1990s has now put the entire process of decision-making imbedded in the Constitution at risk. This is a major concern as Republicans in the House and Senate put party above nation and routinely approve outrageous presidential actions by Donald Trump.

*Michael:* Now, how much should they actually be required to read the actual document?

*Alan:* That depends of the grade. In upper elementary and middle school students should just read quotes that illustrate the basic principles of the Constitution. In high school students should close read and discuss particular sections. I recommend focusing on the Preamble, which explains the importance and obligation of an active government to address the needs of the people; Article 1 Section 8, which spells out the specific powers delegated to Congress and the national government and also contains the elastic clause that stretches the power of government; Article 1 Section 2 Part 3 on representation in the House where the three-fifths compromise, and slavery, are imbedded into the Constitution; the introductions to Articles 2 and 3, which very vaguely define the responsibilities of the Executive and Judicial branches; the Bill of Rights and the Fourteen Amendment.

*Michael:* What do students in 2017 need to know about the zeitgeist of the times in which the Constitution was written?

*Alan:* Three things.

- (1) The Constitution was written during the decade immediately following the American Revolution. Its authors, the nation’s “Founders,” were deeply worried that consolidated power could produce authoritarian government such as they suffered under the British monarchy, but also of a dissatisfied and alarmed populace that could challenge the rights and property of the wealthy elite that was creating this new government. The immediate impetus to replacing the Articles of Confederation with the

Constitution was Shay's Rebellion in Massachusetts, an uprising by farmers and Revolutionary veterans who felt they were being treated unfairly by the state government. Interestingly, the words democracy and freedom do not appear in the original document. In the Federalist Papers, James Madison argues for the adoption of the Constitution in Federalist #10 because the balances and compromises are designed to prevent sudden and impulsive majorities (factions) from radically changing the system.

- (2) A number of the authors were slaveholders and they were careful to protect their right to human property without specifically endorsing slavery in the document. But it is there, in the three-fifth compromise where the Constitution discusses the allocation of Congressional representation and "three-fifths of all other Persons" and in Article 1 Section 9 that prevents the federal government from blocking the "importation of such Persons as any of the States now existing shall think proper to admit" until 1808.
- (3) Women were never even considered as deserving rights in the new nation. States were left to decide who had the right to vote in elections. New Jersey initially permitted unmarried women who owned property to vote, but withdraw that right in 1807.

*Michael:* Now, obviously, the founding fathers had a provision for changing, amending the Constitution. I remember quite clearly spending a LOT of time on the 13th, 14th and 15th Amendments- are there some amendments that are crucial and critical in your mind that NEED to be taught?

*Alan:* The 1st, 2nd, and 3rd Amendments define basic rights; the 4th through 8th establish due process of law; and the 9th and 10th place limits on the power of government over people specifying that rights not enumerated such as the right to privacy are still protected. Most of the later amendments are correctives or extensions, but the Fourteenth Amendment radically

transforms the Constitution by defining citizenship rights and requiring states to obey federal law.

I have an unusual interpretation of the 2nd Amendment that protects the right to bear arms, and I think I am right. Defenders of the unrestricted right to bear arms like the National Rifle Association cite the Second Amendment to the Constitution as the bases for their right to own automatic guns and high-powered rifles. "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed." Gun advocates think they have a strong case here, but they are missing three important things. Militias are supposed to be "well regulated." "The right of the people to keep and bear Arms" does not specifically permit every individual to own automatic guns and high-powered rifles. There is no reason Congress cannot restrict the type of arms an individual is permitted to own. To me, what is most important is this concept of the "people," whose rights "shall not be infringed." The "people" refers to a collective right to bear arms in the national defense, not an individual right to shoot people. When the Constitution discusses individuals, it refers to "persons." Individual persons do not have the unrestricted constitutional right to own deadly weapons.

*Michael:* Obviously in 1776 or thereabouts, the founding fathers did not envision space travel, artificial intelligence, or (gasp!) reproductive rights, abortion and Roe V Wade. What kind of dilemma does this leave us in as Americans, and who begins the amendment to the Constitution process?

*Alan:* This is really two different questions. The Constitution contains specific guidelines for amending the document. According to Article 5, "The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to the Constitution, or on Application of the Legislatures of two thirds of the several States shall call a Convention for proposing Amendments." In either case, Amendments require approval by three-fourths of the states.

The more fundamental question is how do we understand the Constitution as a living document that stretches to accommodate a changing society. This issue came up in the first decade of the new government when Alexander Hamilton proposed, and Congress accepted, the creation of a national bank, not mentioned in the Constitution, but “necessary and proper for carrying into Execution the foregoing Powers, and all other Powers, vested by this Constitution in the Government of the United States.” We see this in action again in the 1950s when military authority and defense needs are used to justify federal funding for the highway system and for education.

Although reproductive freedom was not an issue at the Constitutional Convention, women were not considered at all, the principles that protect reproductive choices are deeply imbedded in the fundamental law of the United States. The 1st amendment opens stating, “Congress shall make no law respecting an establishment of religion.” The fourth declares “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated.” The ninth amendment makes clear that “The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people,” rights such as the right to privacy and personal choice. This is reinforced by the 10th amendment, “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” And because states initially believed they were not bound by these legal principles, the fourteenth amendment made clear “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.”

*Michael:* Now, obviously, high school kids are not going to grow up to be lawyers or attorneys or Supreme Court judges. But what does the average American need to know about the Constitution – if they are say an electrician, a carpenter, plumber, etc?

*Alan:* Electricians, carpenters, and plumbers need to be active citizens also if the rights of Americans are going to be protected. I think everyone needs to know and understand the principles I mentioned above.

- (1) An active citizenry is vital to maintaining and extending democracy in the United States.
- (2) The “original intent” of the nation’s founders was a Constitution intended as a living document to be reinterpreted by every new generation.
- (3) Balance in government to promote compromise and progress are the foundations established in the Constitutions to support democratic government and individual and collective rights in the United States.

*Michael:* How difficult is it to actually GET an amendment to the Constitution? When should the Senate be looking at amending the Constitution rather than deliberating and waiting for Supreme Court approval?

*Alan:* It is very difficult. Must amendments came in bunches, the first ten in 1791, the three Civil War Amendments between 1865 and 1870, and four Progressive Era amendments between 1909 and 1919. The Women’s Rights amendment passed both Houses of Congress with requisite support in the 1970s but never secured approval by three-fourths of the states. In today’s partisan political environment I can’t imagine a new Constitutional Amendment being approved.

*Michael:* Okay, we have strict interpretations of the Constitution, and liberal interpretations of the document. Give us both sides of the argument.

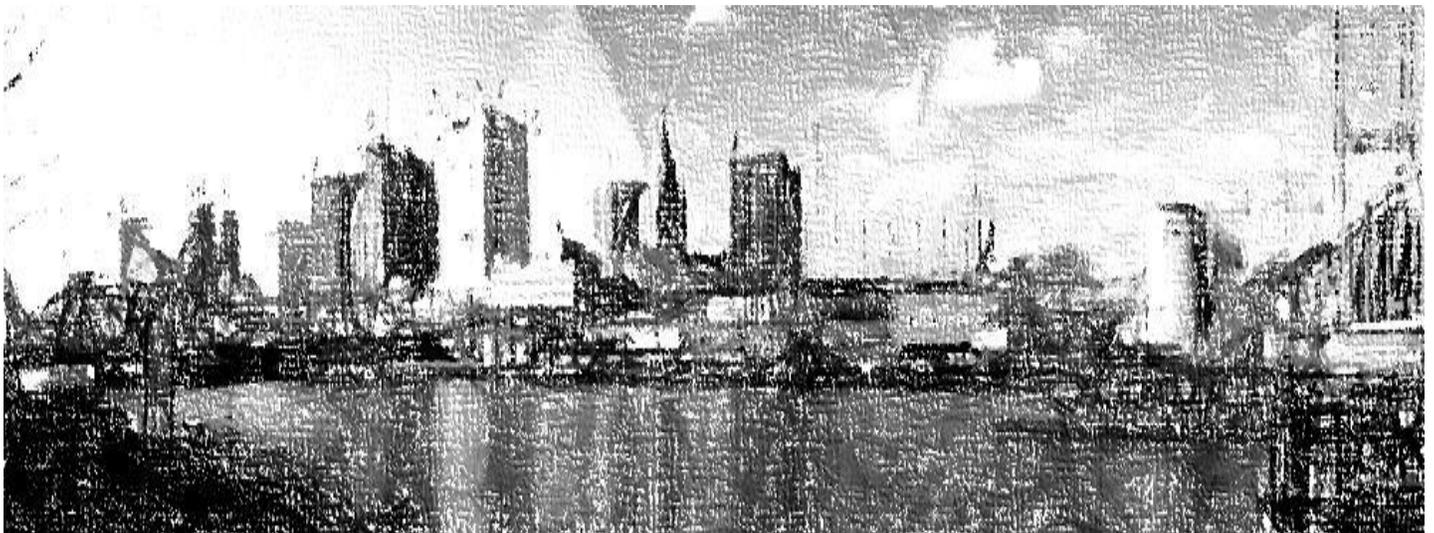
*Alan:* I’ve discussed the liberal interpretation extensively already, so let me explain and critique the current conservative argument. Conservative is a difficult word to pin down. John Marshall was a conservative Chief Justice who greatly expanded the notion of Judicial Review in the 1803 Marbury v. Madison decision. In the 1850s and 1890s “conservative” Justices were deeply racist. The Dred Scott decision (1857) denied Blacks had any rights under the Constitution. Plessy v. Ferguson

(1896) validated racial segregation. Antonin Scalia, who died in 2016, was the champion of contemporary “conservatives.” Scalia was a man of narrow-minded bigotry who papered over his prejudices with a jurisprudence he called textualism and original intent. One of Scalia’s most twisted arguments was his concurring position as part of the Citizens United majority that tossed out a federal law restricting corporate donations to political campaigns. For Scalia, corporations were entitled to the same rights as people including “corporate speech.” The Citizens United decision allows wealthy individuals like the Koch brothers and powerful businesses to dominate United States elections through money “donated” to “independent” political action committees. Scalia argued his close reading of the text of the Constitution and deep insight into the nation’s founders also led him to oppose reproductive freedom, same-sex marriage, and affirmative action, and support the death penalty.

*Michael:* Obviously the founding fathers knew about the fact that England could have invaded America 20, 30, 40 years after the Revolution, and tried to re-establish their monarchy in America. We are now faced with terrorism across the globe. In order to “secure domestic tranquility” what should the U.S. be doing, based on the

Constitution? Or am I over-interpreting what the founding fathers have said?

*Alan:* I want to reemphasize the balances built into the Constitution especially the balance between individual rights and public safety. Rights can come into conflict, which is why courts are necessary as well as freedom of speech, freedom of the press, and public dialogue. Today, with the House, the Senate, and the Presidency, and soon the Supreme Court all under control of one political party, balance is threatened and with it Constitutional protections. There is a powerful statement by Benjamin Franklin that needs to be included here as a fitting conclusion to this interview. “Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety.”



## **Rethinking Social Studies Methods: Hybrid Social Studies Methods in the Field**

Kevin Sheehan, Tara Bickerton, Anna Cavaluzzi, and Brittany Hesser

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The hybrid instructional online course delivery system is rapidly becoming the primary and preferred method of imparting course content on college campuses across the country. For those of you who have not been on a college campus in a decade or more, hybrid instruction involves both face-to-face instruction, as well as a set number of course meetings in which the content is delivered online. There are other online delivery systems in which all of the instruction is delivered online and there are never face to face course meetings, but the method being discussed here is one in which there is an agreed upon balance between meetings in classroom and instruction presented online. Most students indicate that hybrid instruction is more preferable providing more flexibility and freedom in regard to time and location of the learning.

As appealing as this method of delivering instruction is to many students, the idea is often resisted and looked on negatively by “old school” professors. I know of this rejection firsthand as I count myself as one who persistently resisted the idea of online instruction. My opposition did not center on a resistance to technology, but a feeling that there is a transformative magic results from the interaction of student, professors and their classmates through the creation of a learning community. My core experiences over the past decades led me to believe that truly profound learning and growing take place through the inspired and designed exchanges between the students and their professor, and the even more vital interactions that the students have with each other.

In addition, based on the inspiration of Dave Burgess, author of *Teach Like a Pirate* (2012), I believe that the role of methods instructors is more than simply to impart social studies teaching methods effectively. The role of methods instructors is to arm students with strategies to

“create experiences in the social studies” that have the power to transform student lives. These lofty goals made it seem to this “old dog” that online systems could never bring those inspiring goals to fruition.

Making a stronger case for face-to-face instruction, my core belief is that student collaborations can, and should, outweigh the insights result from student-teacher interactions. Teaching social studies without the social part seemed pointless to me. While I was muddling through the last decades of teaching in front of a room, or moving from table to table to guide students, the students that made up the classroom changed.

In the world of digital natives that now occupy classrooms there still exists magic in the interaction and exchange, but the current students’ views of interaction are not always defined by face-to-face contact. Millennials are often far more comfortable communicating online than in face-to-face interactions. They have grown up online and they are simply not wired the way that I was in an age of rotary dial phones. Due to the fact that students’ brains are wired in this way, instruction and discussions delivered online can often provide a far more efficient and appealing vehicle for communication for these digital natives.

The epiphany that I had in teaching online was that the collaboration that I sought need not take place in my room, but could happen creatively online. Startling to me as an “old dog,” I came to find that when done well online discussions could be far richer than classroom conversations. When I let go of the belief that the delivery of instruction had to take place in my assigned room with me as the orchestrator, I began to think about methods instruction in general. Maybe, instruction in methods could be more effective outside of my room than in it.

Sometimes, when we face unexpected problems, those problems can turn out to be gifts. In this academic year, a lack of enrollment had forced our college to combine elementary and secondary social studies methods students in the same class. This problem turned out to be that unexpected gift. Feeling that my secondary methods students mixed in with a class of mostly elementary methods students might need a more authentic high school experience in methods, I now began to think about my experiences with online content delivery and discussions.

Maybe, the most effective instruction for my secondary students did not have to take place on campus in a classroom, but might be able to happen outside of my room with real life collaborations in an authentic classroom setting. If technology could free up the delivery of instruction from a traditional classroom, maybe other advances in technology could transform my methods instruction.

One of the foundations of instruction in methods is the capstone demonstration, or pilot lesson, in which the student applies the content and methods in a designed lesson taught to their fellow classmates. Although this is a valuable experience, it does not necessarily prepare students for the living, breathing students that they will encounter when they move into the field. Due to my breakthrough in technology and online course delivery methods, I began to envision a new delivery of social studies methods coursework, in which the capstone experience of the demonstration lesson in the adolescent methods course would take place in the field.

This idea that the final lesson in the field should take place in the field is an idea that has power to truly transform the way we teach methods. What made this intriguing was that one of our adjunct social studies content professors, Jason Manning of Oceanside High School, was not only a content expert beyond compare, but worked in a district that had a partnership with the Educational Teaching Network. The students' final classes could involve work with a teacher in the field, delivering capstone lessons to real live students. The magic of technology would enable me to collaborate,

observe, and evaluate these lessons through the magic of the Educational Television network.

This hybrid delivery system could also alleviate the need to sacrifice excessive class meetings to have students deliver lessons to each other. The television network also enabled students to collaboratively share lessons with each other as well as a vehicle for my students to study the lessons of the school's master teachers in the field. After much collaboration, we put theory into practice had the students create and deliver their final lesson segment to ninth graders in the field rather than on campus. Rather than my sharing the results of this pilot, I think it might be more valid and authentic to hear from the students who delivered those hybrid field lessons in their own words.

### **Student Reflection: What I Learned From Hybrid Methods In the Field**

*Anna Cavaluzzi:* When Professor Sheehan first mentioned taking our methods class into the field, we were both nervous and excited. After spending three and a half years in the classroom at Molloy, it was truly exciting to finally be able to go into the field and put theory into practice in a methods class. Demonstration lessons at Molloy provided us with a comfortable experience. My peers and classmates were perfect angels, who responded to every question asked and did everything in their power to make our lessons work.

Delivering lessons in the field made me realize that this experience is not close to reality. Students in the field won't answer every question right the first time, as our peers did. Involving students in the field will often require pulling teeth to get students to answer questions and understand the central focus of the lesson. This experience taught all of us how to think on our feet, adjust our questioning based on how the class discussion was going, and to ensure that students still understood the central aim of the lesson. We had to do all of this while staying on track and learning to watch the clock.

While this experience taught us how unpredictable teaching could be, it also was provided us with an authentic example of how rewarding it can be. I taught the first day of a three-lesson sequence, but in the following days, when I saw the students drawing out connections from my lesson, and using those connections to build new understandings in the next two days, I was both amazed and impressed. Being able to finally put the theories and methods we've learned to practice gave us the opportunity to see what worked, what didn't, and helped us grow as students and future educators.

### **Student Reflection: The Magic of the Educational Television Network**

*Brittany Hesser:* During our three-day unit, each of our lessons built upon the other, and the unanimity between the lessons was extremely important. In addition to a need for feedback from each other, we also would greatly benefit from the feedback of both our professor and our cooperating teacher, Jason Manning. Our professor, of course, could not attend each lesson we taught, and our cooperating teacher was, well, teaching, and thus could provide little more than a quick hint or suggestion between his classes. This is where the Teaching Channel came in.

During each of our lessons, we used an iPad to record the lesson and upload it to the Teaching Channel on a private group discussion between the five of us. There, we could each watch the lessons and write comments to each other, each comment time stamped to the particular part of the video that the comment was directed towards. This allowed for each of us to receive constructive feedback on our lessons, and perhaps more importantly, it encouraged us to become reflective practitioners, looking back on each of our lessons to find our strengths and the areas that could use improvement. Due to the hybrid nature of this process, everyone involved was given adequate time to thoroughly respond to and reflect on the lessons, something we could not have done in a traditional methods course.

The preoccupation that we have with the grade we get on the lesson in a traditional methods course was transformed into a communal effort to discover what worked in a lesson and what did not. Often in class, no matter how unimportant our professors might say the grade we receive is, our eyes first go the number or letter on the top of the paper. In this experience, with the Educational Television Network, the grade almost ceased to matter. What mattered was our analysis of student learning.

### **Student Reflection: The Impact of this Experience**

*Tara Bickerton:* Looking back on this experience that we shared in hybrid methods, my classmates and I began to realize the immediate and lasting impact the hybrid methods experience had on our careers as a future educators. It's one thing to learn about methods in a college classroom, but it is a completely different experience when trying to employ the methods that you've learned to a classroom full of students. You begin to realize, which methods you like the most, as well as methods that students seem to grasp onto and thrive from. You also learn which methods are not as effective or suited to your style.

Anna, Brittany, and I find ourselves looking back on our experience and using these hybrid experiences as a reference for other lessons we create for classes that we are teaching now in our next phase. We also have formed create a collaborative network between the three of us, which allows us to bounce ideas off of one another and receive new ideas and methods suggestions that we can bring into our classrooms in the future. This is in part from our collaboration through the Educational Television Network.

Although the hybrid online course method is becoming more popular and being utilized more in college classrooms, we have come to realize that this method of instructing students outside the walls of the college classroom is only just scratching the surface. As students in Professor Sheehan in methods class, we still appreciate and value the importance and necessity for face-to-face contact with our college professors and

fellow students. However, through our experience of having some of our classes in the field, we have come to realize that some of the best education comes in the real world and not a classroom.

This experience of teaching the methods you have learned to real students can create more confident and well-rounded future teachers. We believe that each future educator should have the opportunity to take part in a hybrid methods class like the one that Anna, Brittany, and I experienced. Methods in the field, not only helped us learn social studies methods for the classroom, but also made us more confident in ourselves and made us realize just how much work and effort goes into everyday teaching.

Professor Sheehan began this article by sharing that he learned that truly effective social studies methods instruction could happen outside his scheduled class time and room through a hybrid delivery system. As students, we learned the same thing, as did Professor Sheehan this semester. We would like to offer our thanks to Dr. Sheehan and Mr. Manning for creating a life changing experience that will have a lasting impact on our careers for years to come. We would also like to encourage Molloy to include this type experience as a regular part of their program for all students in all courses.



## Trickster Youths: Alternatives to Popular Texts and Activities

Tom Lucey and Kara Lycke

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Media and text represent information sources that teachers can use to teach their students about citizenship and participation in local and global communities. An examination of the relationships among the texts that youth prefer, the characters that they identify with, and the contexts of their in and out of school activities stands to deepen such bodies of knowledge about such relationships. Youths use texts to mediate their understandings of social norms and deviation from them (Friere & Macedo, 1987). They condone and criticize the actors in these texts as they navigate their developing identities within and outside those norms, norms that are partly created by their peers.

The trickster character is an archetype that can serve as a framework for understanding youth's choices of texts and activities, their relationship to critique of popular texts and activities, and associations with their positions within the communities. At their most benign, tricksters navigate the boundaries between what is popular and what is not. They stay close to the edges questioning social assumptions, regularized practice, and widely accepted beliefs and action. In a more radical state, tricksters may be construed as deviant, almost frightening for their harsh criticism of cultural norms and their distortion of the traditional.

As tricksters, youth are precariously positioned to question what is popular and generally acceptable, but the consequences of their alternative views on these texts and actions, or altogether alternative text and activity preferences, may position them as deviant, even suspect. Yet examining their different perspectives represents opportunities to reconsider society from a different point of view to be valued.

This paper presents findings of an exploratory study that investigated relationships between reading interests and activity contexts among fourth- sixth- and ninth-grade

youth in a small rural Midwestern school district. We found a great deal of similarity in preferences of texts and activities within a grade level. We also found what we have come to call *trickster youths* who expressed a range of alternative views of what is popular. The trickster youths provided us with a way of guiding young people in their questioning of the norm.

### *Theoretical framework*

*Positionality and decision-making.* This paper considers the perspective that youth activity and social contexts position youth within patterns of interest in text and, potentially, patterns of identification with the characters that texts present. In other words, one's self-perception and position are interrelated with patterns of interest in text and related content. Such views are consistent with research on contextually patterned interests/priorities and related learning of personal finance topics.

As an illustration from personal finance, youth from diverse contexts (e.g., urban and suburban) who possess different financial priorities with regard to choices that concern employment, child-care, college funding express of financial education needs (Varcoe et al., 2001). One's social context and experiences shape his or her financial interests and perceptions of education needs. For example, the financial priorities of an adolescent student with a 3.5 grade point average (GPA) may differ depending on, for example, if he intends to attend college and graduate school to pursue an executive's career, or if he prefers to go directly into the workforce.

Presenting financial education curricula as socially generic or neutral disadvantages students who lack the resources or opportunity to connect their experiences with the ideals expressed within the content (e.g., Pinto & Coulson, 2011; Wellenreiter, 2012). Absent discourse

about such financial education materials, the financially disadvantaged lack opportunity to connect with the content and apply it to their contexts (Farnsworth, 2012). Thus, current approaches to financial education affirm ideologies of the affluent and discourage social mobility among the poor (Arthur, 2012). Research that associates personal wellness with smaller differences in financial inequality conveys the importance of financial education processes that work toward bridging this information gap (Wilkinson & Pickett, 2010).

If economic status offers the capital necessary for dispersion of ideas, and if limited access to literary capital portends a lack of communication or discussion of social practice, then it would seem that patterns of text access and interest may relate to youth's acceptance of mainstream social ideals. Lucey, Agnello, & Hawkins (2010) point out that writing originally served as a tool for social accountability, and that it later developed as a tool for relaxation or leisure purposes. The development of literate elite who control public access to formal education prevents exposure to, or questioning of, various ideas that could stimulate conversations about the appropriateness of social law, order, and action.

Differences in literacy development and social experiences among children and youth may contribute to power relationships in relationship to teachers, peers, and knowledge of curriculum. For example Hatt (2012) describes a kindergarten teacher who privileges to children who have mastered basic skills valued by the dominant culture. Trzcinski (2002) observes that economic comparisons in adolescents. Jacobson (2013) observes that schools are modeled on prison systems in which processes of "watching, training, disciplining, and rewarding" (p. 63) reward those who achieve by "closely following the pathways provided by the dividing practices of discipline employed by schooling" (p. 70). These dividing practices may extend to power relationships in relation to students' choices concerning personal text selections, socialization experiences, and academic stimuli.

In an environment that emphasizes development of reading and mathematics skills in early grades, this relationship between information access and reading development represents an important consideration for the development of a critically literate participatory citizenry. If one's perception of his or her social position or sense of community belonging may relate to his or her patterns of reading interests, then reading habits may serve as vehicles for interpreting socialization tendencies.

*Relationship to citizenship.* How or whether classroom instruction values students' identification with different text characters weighs heavily on development of self-image and esteem. Loewen's (2007) findings that students tend not to identify with heroes upheld within history texts suggests that textbook publishers experience difficulties portraying history in a manner that relates the life conditions that students experience.

Classroom decisions with regard to text selection, character emphasis, and patterns of idea validation all contribute to patterns of student identity formation. This view contributes to explanations of how youth develop citizenship conceptions and related practice. Westheimer and Kahne's (2004) seminal work spotlighted the narrow patterns of citizenship thinking and application within education, and the difficulties of fostering citizenship thinking beyond traditional conceptions of responsible and participatory citizenship. Yet text- and art-based instruction provide opportunities to illuminate hidden stories that can be used to disarm the patriotic stock stories community used to affirm the dominant narrative. (Bell, 2010)

An educational climate that rewards patterns of obedience and competitive leadership within a contrived framework offers little safe space for students to question the structures of school policy and procedures and interpretations of text. Hatt's (2012) observational research finds that teachers base their interpretations of students' intelligence by judging social and motor skills (e.g., sitting still or tying shoes) underdeveloped in households of underrepresented groups. Schools set the

conditions that convey valued social behaviors early in childhood.

The self-selection of justice-oriented texts avails itself to opportunities for social criticism that may affirm the experiences of students who experience social marginalization. Penalizing students or labeling them as academically deficient because of their unwillingness or inability to immerse themselves in standard curricular texts risks socially or politically alienating those children whose contexts or interests challenge the social/political status quo.

An interpretation of students' reading interests that relates them to the students' understandings of their social interests compared to those of their peers may inform teachers and researchers about text interests and social positioning. Early education peer groups that develop based on patterns of reading interest, or simply the willingness to read, may inform us about the generational perpetuation of classism through teaching and learning. They may also inform about the importance of respecting different text perspectives that students bring to classroom conversations and the value of active instructional strategies that encourage and value articulation of these diverse perspectives.

How classrooms employ literature to influence views of citizenship greatly shape children and youth's understandings of the appropriateness of (1) possessing and expressing their views, and (2) the social worth of these perspectives. Bacigalupa's (2007) work with kindergarteners and their interpretation of moral stories brings attention to the need for acceptance of the various perspectives that children bring to texts and how these views are informed by the children's own contexts and experiences. Children bring a plethora of various values and interests that direct their foci to different aspects of the stories than may be conveyed in a traditional teacher-led discussion. Encouraging children to appreciate more than one "correct" perspective builds community through a mutual acceptance of the diverse text perspectives brought to the classroom.

*Positionality, personality, and reading choice.* Rentfrow, Goldberg, and Zilca (2011) disclose that

The connections between personality and the entertainment-preference dimensions suggest that people seek out entertainment that reflects and reinforces aspects of their personalities. This interpretation is consistent with the view that people are not passive recipients of information, as the media effects paradigm implies (p. 251).

The researchers support a view of *identity* as socially constructed, not a view of *personality* as static and stable, but the point made by Rentfrow and colleagues can be extended into the various contexts of youths' lives. Therefore, literature may represent a mechanism for reinforcing the social views that children possess or for providing opportunity to enter into different social arenas with different social values. Positioning any form of literature as the standard for reading or literacy achievement disrespects diverse patterns of reading interests.

Positionality has been demonstrated as shaping patterns of reading and text interests. For example, Anderson's (2012) finding of preferences for digital texts among young male children illustrates how the nature of text represents a determinant of reader interest.

#### *The Trickster*

A form of social relief may be found in the trickster, who presents a model character for children and youth who sense that they may be marginalized from the social mainstream. In a sense, the trickster represents a hero of the oppressed who, through cunning or some extraordinary sense, outwits or overpowers the system to accomplish a mission or affect social change. The trickster also invites the reader to rethink the values and conditions for the society that he or she occupies. For example, Kehinde (2010) points out that "tricksters relate to corruption and deviancy" (p. 4). Corruption and deviancy represent concepts that stand opposed to

honesty and normalcy, and perceptions of these concepts may relate to the perspective of the interpreter. For example, a court decision may be considered an honest and normal resolution of a legal conflict; however, corruption and dishonesty may become apparent if one considers the patterns of classism in society and how access to financial resources relates to quality of legal representation. They may also become evident if one considers patterns of association among parties to the hearing and how communications may influence decision-making. Members of a dominant culture that espouses transparent and honest forms of behavior may not appreciate secretive and deceptive acts, as they threaten the social structure that the dominant culture may value. At the same time, members of the dominant culture may practice secretive and deceptive acts as a manner for retaining social power.

When forced into the margins of society, social tricksters may be compelled to adapt patterns of behavior that seem subversive and distasteful to members of the dominant group. They may also view society from a holistic perspective that recognizes flaws in the social system and initiates efforts to bring about change.

In many stories read by children and youth, the trickster represents a universally recognized literary character that traditionally challenges the protagonist and forces his or her reconsideration of social permanence. Yet the trickster also contains elements of cultural variance that invite different dimensions of local connections with the story audience. For example, Lowie (1909) observes trickster variances among different indigenous American tribes. The trickster provides a model character for those who may feel trapped in their social settings and seek release through a challenging of the social structures that entrap them.

The trickster may represent a model for outcast children and youth who experience difficulties confirming to the social norm or status quo. Babcock-Abrahams (1975) upholds the trickster as important for exposing the contradictions within society. Observing that social marginality represents both a process and a voluntary or involuntary characterization, Babcock-Abrahams

appreciates the trickster's "outsider" perspective and its necessity to prodding rethinking of positions and perspectives among those trapped within social structures. The trickster's necessity derives from the community's need to avoid stagnancy.

A complex social setting offers advanced opportunity to consider the various patterns of behavior and motives that occur among individuals and how they interconnect to form different organizational patterns. Michael Maccoby's (1976) still relevant work, *The Gamesman*, concerns an examination of the corporate world through the identification several different identity types. The Gamesman opens the door for a form of trickster who works within the system to negotiate these different types and builds upon this knowledge for professional advancement. The Gamesman challenges the notion of merit-based loyalty-driven success and illuminates the importance of social vision. The modern trickster may have presence within the system; however, possesses a key difference from the Gamesman. The trickster has a heart, and in recognizing patterns of injustice that occur through social structures, uses knowledge of the structure's negotiation to attempt social change.

Superhero tales, such as those about Spiderman and Captain America relate tales of social outcasts who experience extraordinary circumstances that provide them abilities to help others in social need. Dorsey's (2002) description of how the popular television series, the X-files provided trickster characters that both challenged and supported protagonists in their missions illustrates the potential for individuals to help or hinder others in their social pursuits. Thus, the essence of the trickster may lie in his or her uncertainty about his or her social role and, thus, undergird complex identities.

On one hand, the trickster may represent a misunderstood supporter of the system who tries to do well, despite his place. The classical literature example of this trickster type would be Sidney Carton from Dickens's *A Tale of Two Cities*, who gives his life for Lucy Manette because his social position prevents him from doing else for her. On the other hand, the trickster may be an outright challenger of the system who aims to

disrupt its workings because his or her place empowers his or her sensitivity to injustice. An example from contemporary literature is Katniss Everdeen from *The Hunger Games* trilogy, who is born into poverty, is drawn into the games out of loyalty to her sister, and questions the games because of the life the system has imposed on her family. The question of whether readers should consider tricksters as problematic or heroic pique the interest of those who read the story.

One may appreciate citizenship qualities of the trickster when considering Westheimer and Kahne's (2004) three citizens (personally responsible, participatory, and justice-oriented), the difficulties of affecting comprehensive citizenship education efforts, and the narrow conceptions of social education and interpretations of good citizenship. In one sense, for cultures that employ folktales through oral traditions, tricksters represent characters that have the ability for force a re-thinking of the status quo and prompt one's reconsideration of social structures and foundations. Yet, in a sophisticated and highly networked environment, the trickster represents an outcast who works within the system to prompt reconsideration of individual decisions. A justice-oriented citizen may be construed as a social trickster. Yet, to what extent does this social trickster affirm the social structures and values of the existent structures and to what extent are they challenged?

Youth experience a developmental struggle as they continually reestablish their identities, in part through what they read and which characters they identify with. Whether or how classrooms respect and embrace their patterns of social and literary interests may influence the sense of community, belonging, and appreciation for various reading genre and characters.

### *Methodology*

The goal of this exploratory research study was to interpret the reading interests and habits of economically diverse school age youth (in grades 4, 6 and 9). This

mixed-methods endeavor facilitated youths' completion of surveys, participation in focus groups and individual interviews by students in a rural K-12 setting.

### *Context and Participants*

Kernel, Illinois is a small rural community with a population of approximately 1,000 residents located in Central Illinois. The community is served by a single, consolidated K-12 school district housed in a single building divided into wings that separate the elementary, middle and high school students. Students across grade levels share common areas of the school such as the gym, which also serves as the cafeteria during lunch periods. The school's media center is in a central location with a section separated off for elementary materials and activities. According to the National Center for Educational Statistics' Common Core Data for the 2011-2012 school year (<http://nces.ed.gov/ccd/districtsearch/>). Kernel held a total district enrollment of 986 students, 975 (98.88%) of these students were white. The percentages of free and reduced-price lunch students for each of the schools were as follows: Kernel Elementary (32.51%, Free; 10.25%, Reduced); Kernel Junior High, (26.83%, Free; 14.63%, Reduced); Kernel High (20.22% Free; 8.42 Reduced).

The researchers administered one survey (adjusted for the reading level of the grade) and conducted two types of interviews. Approximately 54 students, total, in grades 4, 6, and 9 (the entire population of those grades) were invited to complete a survey that concerned their reading interests, habits, and experiences. Fifty one (4<sup>th</sup> grade, 18; 6<sup>th</sup> grade, 23; 9<sup>th</sup> grade, 10) respondents completed the survey. The survey did not ask respondents to provide any identifying information such as gender or race/ethnicity. The researchers determined each grade's number of respondents by counting surveys. Participants were invited from 4<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade for several reasons. First, fourth grade is around the time in school where instruction shifts from "learning to read" to "reading to learn." This shift takes place because curricula generally assume that by fourth grade, students are sophisticated enough readers to read

relatively independently in the content areas. In addition, grades 4, 6 and 9 represent a range of developmental levels/milestones among school-aged children. In addition to the fourth grade shift in instruction described, sixth grade marks the beginning of junior high/middle school, and ninth grade marks the beginning of high school, each with more sophisticated curricular, identity, and social expectations and opportunities.

Follow-up semi-structured focus group and individual interviews allowed interpretation of the patterns of survey responses among students who conveyed reading or social patterns of particular interest. Based on reviews of the open response items from completed surveys, the researchers invited all students to participate in focus groups to glean additional information about their survey responses. The focus groups involved 30 students, ten for each grade. We organized the participants into two groups of five at each grade level. We based these invitations on the number of students' responses to a survey item that asked respondents to select from a list of types of reading materials that they enjoyed or the topics about which they enjoyed reading. The two groups for each grade consisted of the students who selected the greatest and least number of items in response to the survey item which directed them to "Circle the kind of reading you like to do or the topics you like to read about." Each focus group was homogeneous with regard to grade level.

When students answer survey items similarly to others, they may have very different reasons for doing so. This study's intention is not to provide a standard representation of readers' preferences at their grade levels, but to provide a deeper look at the students who agreed to participate. However, the collection of focus group data on over half of the participants (30 of 51 who completed the survey; 59%), allows confidence in the richness of our representation of this group of young readers.

### *Data Collection*

As described above, data were collected through interest inventories, focus group interviews, and individual interviews. The interest inventories were alike in their content, but language was adjusted for 4<sup>th</sup> grade accessibility. Each interest inventory contained 12 items that asked participants to respond to multiple choice items, items-in-a-list selections, and open-ended response questions. The inventory sought information from participants about their reading interests, the texts they used in and out of school, instructional preferences, and activities they participated in. This instrument also asked participants to name and describe a favorite character from one of the texts they were familiar with.

Semi-structured focus group interviews were conducted with five participants in each group. At the completion of each focus group interview, the facilitating researcher distributed a post-interview survey to the participants. The survey contained several items that asked students to indicate their comfort with what they said, their comfort with the content coverage, undiscussed topics they wanted to talk about, and other comments.

Based on observations about patterns of conversation, individuals were selected for interviews to clarify ideas expressed within the group setting. We chose individuals based on their expressed interest in saying more after the focus group interviews and the extent of their participation in the interviews.

### *Analysis*

*Quantitative.* The researchers reviewed responses to interest inventory items that concerned respondents' preferred learning methods, their social activities, and their reading interests. Each of these items on the survey was comprised of a list of methods, activities, and interests from which the students could select as many as applied to them. Descriptive analysis determined the percentage of students that selected each alternative method, activity, and interest. For example, 68.97% of respondents chose "Using the Internet" as their preferred

in-school learning method, which was the most frequently chosen option. Four other learning methods, textbooks, chapter books/novels, movies, presentations/lectures, were preferred by 48.28% or more of respondents. If the student indicated a preference for one of the five most-preferred methods, (s)he matched 20% of the popular items. If she matched two of the most-preferred methods, she matched 40% of the popular items, and so on.

To determine the peer popularity of each students' activity selection, the analysis interpreted the percentage of items selected by that student that matched those chosen by approximately one half of other respondents for his or her grade level. For example, approximately one-half of respondents selected the same 16 outside of school activity items. If one of the participants selected eight of those 16 items, he or she matched 50 percent.

*Qualitative.* As we examined the numerical data on the survey, we simultaneously analyzed the interview data and the open-ended survey responses. The interview data were transcribed and coded for emerging themes relating to activity interests, textual preferences, and library usage. The themes that emerged led us to consider character preferences such as the trickster, the anti-hero, and violent characters as possible points of analysis. We began considering character preferences with other identity features that emerged through analyses of individual surveys and interviews as well as with the quantitative analysis. For example, we considered the relative conformity of student's outside of school interests, their preferred reading materials, and their responses to the open-ended items on the survey. The themes that emerged allowed us to create the focus group and interview protocols, and they led us to consider what we could learn from students who deviated from their same-grade peers.

### *Results*

The results of this study are presented in two sections. The first contains statistics that depict patterns of

students' teaching style preferences, reading interests, and social activities. The second is an illustrative case that shows the relationships between outside interests and reading tendencies. This case is analyzed qualitatively in the context of the statistical data provided.

The statistics that depict the patterns of six students' commonalities with popular reading interests, learning strategies, and outside activities are presented in Table 1. These six students are those who participated in the individual interviews. The student responses have been sequenced by percentage of matched popular reading interests from lowest percentage to highest percentage. A significant positive correlational relationship between the popularity of outside interests and popular reading interests appears to exist (Pearson .905;  $p = .013$ ). As the percentage of matched popular outside interests increases, the percentage of matched popular reading interests also increases.

No significant correlational relationship was determined between popularity of learning methods and popular reading interests (Pearson .701;  $p = .121$ ). No significant correlational relationship was determined between popularity of learning methods and popularity of outside interests (Pearson .710;  $p = .114$ ).

*Table 1:* Students’ interests in relationship to respondents in grades 6 or 9

Student	Lana	Jeremy	Mark	Noreen	Harold	Susan
Grade	9 <sup>th</sup>	9 <sup>th</sup>	6 <sup>th</sup>	9 <sup>th</sup>	6 <sup>th</sup>	9 <sup>th</sup>
Percent of Popular Reading Interests	20.00	40.00	40.00	60.00	60.00	80.00
Number of Interests Disclosed	9	18	19	8	31	13
Percent of Popular Learning Methods	40.00	20.00	40.00	40.00	80.00	80.00
Number of Methods Disclosed	8	9	3	3	18	5
Percent of Popular Outside Interests	18.75	37.50	37.50	50.00	62.50	56.25
Number of Interests Disclosed	12	22	30	11	18	14

We briefly describe the characteristics of two students to provide a contrast in the different patterns of reading interests and preferred characters. One student (Susan) had the highest percentage of popular reading interests and the other student (Lana) had the lowest percentage.

In terms of high percentages of popular interests, Susan provided a high percentage of interests that were identified by most respondents. Her reading interests (*Harry Potter, A Walk to Remember, Second Glance*) related to elements of traditional forms of bravery, compassion, and risk-taking. Lana disclosed low percentage of popular reading interests identified by most respondents. The outside interests that she

disclosed contained the smallest percentage of popular items determined for all six interviewees Her reading interests concerned stories of adolescents in positions of making difficult choices (e.g., *Crank, Lightning Thief, Hunger Games*). Her disclosed basis for interest in the characters relates to their ill-fates despite their positive intentions.

Susan disclosed the highest percentage of popular outside social activities as well as the highest percentage of popular reading interests. Lana demonstrated the lowest percentage of popular outside social activities and the lowest percentage of popular reading interests. These two students represent the upper and lower ends of conformity with the group of six selected for individual interviews. Next, we present the case of a student in more detail, Jeremy, to closely examine another possible set of relationships that may exist between popular outside activities and popular reading interests. Our quantitative analysis revealed that his responses on the survey demonstrated a range of conformity matches, both low and moderate, on different items, though the number of interests was moderately high. The qualitative analysis resulted in a description that demonstrated themes related to the trickster and the interests of the student.

*Case Study*

Jeremy was a 9<sup>th</sup> grade student whose survey responses expressed interest in many reading topics and outside of school activities. His survey responses conveyed great appreciation for regular reading outside of school (several days a week) and an appreciation for being read to aloud. He disclosed an appreciation for literary characters that were “thrilling, smart, and aren’t perfect” because “they are the characters that stand out the most...”

Jeremy’s survey disclosed an appreciation for nine learning methods, one (20.00%) of which was among the most popular five. He disclosed 18 reading interests, only two (40.00%) of which matched the most popular

five. He expressed a preference for 22 outside of school activities, only six (37.50%) of which were among included among the 16 popular activities expressed by other respondents. Thus, academically and socially, Jeremy held some interests that were consistent with those deemed popular by his classmates; however, he also held other interests that differentiated him from the others.

The group and individual interviews reaffirmed Jeremy's somewhat popular, yet individualized patterns of thinking. During the group session, he expressed an appreciation comedic characters Pete Griffith (*Family Guy*) and Spongebob Squarepants and for posting and playing games on Facebook. Jeremy conveyed interest in various athletic activities (golf, basketball, and football) outside of school as well as seasonal outdoor recreational activities (e.g., hiking, skiing).

During the focus group session, he expressed interest in all books, except for those that were "under his reading level." He disclosed that he enjoyed reading in school, more than outside of school and expressed interested in aerospace and other scientific forms of reading material.

His naming of *Percy Jackson* and *The Hunger Games* as his favorite books during the focus group carried into his individual interview. He elaborated on his appreciation for these books by explaining the appeal of two protagonists, Percy Jackson and Katniss Everdeen, and their trickster traits of "spicing up the books" or putting wrinkles into the story fabric. Specifically, for him, Katniss represented the societal outcast who challenged the structures imposed by the ruling parties. Percy Jackson provided the allure of mythology and the demigod who had unusual abilities to challenge the social environment that entrapped him. The extraordinary natures of these characters positioned them as different from those who may have been conventionally understood as good (responsible) citizens.

Jeremy conveyed his identification with these stories through his experiences as viewing them as a diversion from what he thinks of as the monotony of his rural

experience. "I guess I like my life being a living out in kind of a nowhere is kind of boring, so I like reading about exciting tales...like kind of hoping that that kind of stuff would happen around here, but not to that extent." In a social sense, Jeremy disclosed an appreciation for a large number of activities, some of which overlap with those held popular by his peers.

When asked what he considered as a good citizen, Jeremy responded "Helping out your community...not causing trouble for other kind of thing." He explained why Katniss Everdeen (*The Hunger Games*) represented a good citizen.

If you like the more...rebellious kind of people you might see...their character in a different way. But toward the end of the book like Katniss, she gets a greater heart I guess. She finds ways to not become selfish. She never was selfish but she saves other people...She does it for the good of her district. She, so it's kinda like she breaks the rules to help people...

Jeremy's range of experiences provided the background knowledge to experience popularity in school while developing an individuality to recognize alternative perspective. He recognized that thinking about values in manners that disrupt the status quo may present a sacrificial necessity for the social good.

He readily expressed a variety of reading interests that aligned with those popular among his peers. Yet, he also possessed the independence that provides for some distance that may provide for contemplation of social matters through a broader lens. His interest in playing Emperor and Allies on Facebook conveyed a propensity for entertainment venues that cultivate thinking about broader views and his appreciation for *The Lightning Thief*, and *The Hunger Games* indicated a connection with texts that heroize those who have many potential talents, yet feel a sense of isolation. Thus, Jeremy stood positioned as a trickster who had the potential to support or challenge society and its members.

### *Conclusion and Recommendations*

The exploratory research study found an apparent relationship between the socialization preferences of adolescents and the popularity of the texts that they read. Among the six students with whom we conducted personal interviews, there appears to be a correlational relationship between popularity of outside interests and popularity of texts. Students who engage in popular outside interests tend to appreciate more popular texts. The statistical analysis found no relationship between instructional preference and popularity of texts. Additional studies are encouraged to confirm or refute these findings.

We encourage additional studies that use larger samples to provide more robust analyses that confirm or refute the statistical relationships presented. We also invite studies that interpret these patterns in an array of contexts and among various socio-economic groups.

The significance of this study lies within the case study of a ninth grader who possessed a range of interests, both popular and unique. Jeremy expressed an appreciation for extraordinary, yet appreciates the safety of a secure routine. This dual sense of awareness is essential for what Westheimer and Kahne (2004) describe as justice-oriented citizenship. This orientation represents an essential part of a balanced social vision including both personally responsible citizenship as well as participatory citizenship. By examining Jeremy's ability to read and appreciate characters who are in some ways marginalized and in some ways heroized, we can see that young students are willing and able to appreciate this dual position. Jeremy's ability to position himself as a trickster reader and actor in the world, he can both participate in and be critical of the social and literary worlds in which he participates. As a young high school student, this position is not often supported in classrooms.

Much reading and literacy instruction concerns itself with efforts to build interpretations of story plots and themes that are consistent with generally accepted points of view. However, reading involves subjective elements

of comprehension wherein the reader identifies with elements of the work that relate to his or her own patterns of interest and social experiences.

A classroom that is built upon the values of justice-oriented issues and that examines literary works and characters who occupy social margins offers potential to validate the experiences of students whose social patterns may not align with popular interests. Teaching with balanced citizenship perspective requires attention to the literary content and its relationship to the contexts of youths' lives.

This study invites other possible research studies that might invite participation from a variety of environments to examine similar or different patterns of findings than those presented. In addition, further research is needed to interpret relationships between literacy and reading instructional strategies, patterns of student reading interests, and patterns of student achievement. A closer look at the student as a trickster could consider ways in which tricksters can be both problematic and heroic. They are heroic to those whose ideas and activities are marginalized, and they are problematic to those whose ideas and activities are largely at the center. Trickster students can serve to balance perspectives of independent reading choices and preferences as well as those that are part of the regular school curriculum and classroom instruction. A more balanced classroom experience provides students and teachers with an experimental work space for a similarly balanced perspective in contexts outside of school.

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## Dialogic Discussions in the History Classroom: Making Space for Student Voice

Jennifer Johnson

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Though numerous studies have shown the benefits of dialogic discussions, most secondary teachers still rely on monologic discussions in their classrooms. This article outlines the benefits of dialogic discussions and how they have been recently studied in history classrooms. It offers reasons as to why monologic discussions still dominant secondary history classrooms and argues that more research is needed in this area, especially concerning how dialogic discussions may further the goal of developing historical thinking skills in students.

### *Monologic Teaching*

Monologic teaching is a methodology based on the voice of the teacher being the dominant, and sometimes only, voice heard throughout a period of classroom instruction (Nesari, 2015). It places the teacher at the front of the classroom, leading the discussion, asking the questions, and providing the correction and feedback (Reznitskaya & Gregory, 2013). It is a closed discourse in which the “discourse structure of IR-IR (repeated teacher initiation/pupil response) and IRF (teacher initiation/pupil response/ teacher feedback) characterize rote and recitation teaching” (Alexander, 2008a, p. 8). It implies there is only one correct or relevant perspective in a classroom—the authoritative voice of the teacher. This monologic style of instruction is still the dominant mode discussion in secondary history classrooms (Mercer & Howe, 2012; Reisman, 2015; Reznitskaya & Gregory, 2013).

### *Dialogic Teaching*

Dialogic teaching emphasizes discussion based on multiple of voices and perspectives, a form of talk that is

open-ended, exploratory, and critical (Nesari, 2015). Alexander (2008a) lays out a model for dialogic teaching that is based on five principles: (1) whole class participation, (2) mutual sharing of ideas and viewpoints, (3) cultivating a safe and supportive learning environment, (4) cumulative construction of knowledge and understanding, and (5) targeted talk that aligns with specific class goals.

### *Theoretical frameworks*

Dialogic teaching is informed by both critical and care theory. Critical theorists “consider an open communication process to be essential to both community problem solving and to efficient development of the problem-solving powers of learners in classrooms” (Young, 1992, p.6). Miller captured this sort of collaborative learning through a study on children’s discussion groups in which students discussed moral dilemmas, and what he found is that those students who were skeptical, who insisted on “making sense for themselves,” led to greater understanding for the entire group (Young, 1992).

The emphasis on teachers and students voices being equal in the problem-solving process is another significant feature of dialogic discussions (Brown, 2016). This sort of collaborative community is often visually demonstrated in Socratic circles where the teacher sits in the same circle with the students. There is no front or back of the room, there is no one authority monopolizing voice and power in the classroom. This notion of power being decentralized and shared by all in

a discussion where multiple perspectives and voices are being heard is at the heart of critical inquiry.

Along with the belief in student voice as being integral in discussions, dialogic discussions depend upon the asking of the right kinds of questions—questions that elicit critical thinking, problem solving, and multiple perspectives (Rojas-Drummond & Mercer, 2004). In this, the teacher plays a crucial role in deciding the form and sequencing of questions. Does the teacher ask questions in a way that elicit multiple responses? Are questions asked that force the students to reflect on the comments they, or other students, are making? Are questions being asked in a manner that respects students, of diverse backgrounds, as individuals with a voice and stake in the problem at hand?

Research is still needed to understand how dialogic discussions promote more equity in the classroom and also in how they help students develop the skills of not only metacognition, but also “self-regulation” in terms of knowing when and how to speak—or not to speak—when dialoguing others (Mercer & Howe, 2012). Freire argues that dialogue can lead to equity in education, but that this requires “faith in man” and the courage to work against structural barriers that can hinder open and diverse perspectives in the classroom (1970).

Dialogic teaching relates to care theory as it views students as individuals whose well-being and success should be focus of instruction (Arnett, 1992). When a teacher engages in dialogic discussion, she is telling her students that their voices and ideas matter. She is demonstrating faith in their potential as thinkers and as rising citizens.

#### *Benefits of dialogic discussions*

Dialogic discussions can help cultivate democratic citizenship when it allows not only for others to speak, but for their words to be taken into account (Bell and Gardiner, 1998). Students learn how to do more than just listen to their peers, but rather to take the dialogue of their peers and build off from it, not simply acknowledge

it and move on to another topic (Bell and Gardiner, 1998). Taking on the perspective of another student and using it help inform one’s own opinion has been noted as a key step in creating a democratic “culture of argument” (Parker, 2006, p.12)

Classrooms that allow for more student discussion and participation can also be more inclusive. When students themselves are the leaders of small group dialogic discussions, there is more participation from students of diverse backgrounds (Au, 2015). Dialogic discussions that call on students of diverse backgrounds to share on their own experiences in relation to a targeted issue has also shown to improve intergroup relations (Zuniga and Nagda, 1993).

Dialogic discussions have the potential to help students become self-conscious of their own perspectives and learn how to examine and modify those beliefs in relation to the presence and perspectives of their peers (Schiro, 2013). The need for students to recognize and take into account the perspectives and experiences of others is not only essential to the American democratic process, it is necessary to help them thrive in an increasingly pluralistic and global society. Renshaw states, “To learn about, appreciate, and value difference, one first needs to get into conversation” (2004, p.6).

Dialogic teaching is not isolated to the realm of discussions only, but it is a view of education in general in which dialogue is central to learning, discovery, and meaning-making (Arnett, 1992). Dialogism sets a tone in the classroom that is fertile ground for continuous, unending inquiry because “dialogism continues toward an answer” and the teacher is a facilitator, guiding students’ thinking and questions unceasingly onward (Bakhtin, 1981).

Dialogic discussions also provide students an opportunity to develop critical thinking and deeper subject matter knowledge (Hajhosseiny, 2012; Murphy, Soter, Wilkinson, Hennessey, & Alexander, 2009). Researchers have found a direct correlation between quality peer dialogue and academic success (Mercer & Howe, 2012). For example, dialogic discussions based

on literary texts have shown to improve students' argumentation skills through "exploratory talk" in which students develop arguments about a text out loud in a collaborative and constructive manner (Brown, 2016). Though dialogism is based on a postmodern notion of many voices and perspectives emanating from any given text, this does not imply a sort of debilitating relativism in the classroom. Dialogic discussions are evaluative in nature as some claims are more "defensible than others" (Renitskaya & Gregory, 2013). As Bakhtin (1984) clarified, "both relativism and dogmatism equally exclude all argumentation, by making it either unnecessary...or impossible" (p. 69). Whether debating the argument presented in a text or exploring a significant, open-ended question, dialogic discussions have the potential to hone students' thinking, allowing students to help refine and build upon each other's thoughts.

#### *Dialogic teaching in history classrooms*

The research that currently exists on dialogic education is mostly in the fields of English and science (Brown, 2016; Buty & Mortimer, 2008; Mercer and Howe, 2012). However, there have been a few insightful studies on dialogism in history classrooms.

Noting the prevalence of monologic instruction in Singapore, Peter Teo conducted a case study of a social studies teacher in Singapore who was committed to creating a "culture of conversation" in her classroom (2013, p. 97). Teo's research shows how significant the teacher is in creating a dialogic space in the classroom. In this study, the teacher encouraged dialogic discussion by posing significant and open-ended questions, and then taking the answers of her students and "stretching them" by probing the students to refine their points, provide evidence or further support, and then calling on others to build on what a student said, including by sharing alternative viewpoints (Teo, 2013). However, this teacher's ability to create a truly dialogic space was hindered at times when a student shared a divergent perspective that generated laughter or awkward responses

from other students; the teacher merely told the other students to be quiet and moved on; however, she should have encouraged the class to take the divergent comment into account and share on how it impacted their own perspective on the issue (Teo, 2013). Also, the teacher missed some opportunities to provide good leading questions that could have taken student comments forward and invited more critical thinking and exploration (Teo, 2013). However, the key to her success in conducting dialogic discussions was the relationship she had built with her students: "to effect and sustain the sort of spontaneous, lively, and unrestrained interactions...establishing an egalitarian relationship between teacher and students is pivotal" (Teo, 2013).

Recent research has also shown how dialogic teaching can help meet disciplinary goals as well. Dialogic discussions can be used as a means to develop historical thinking skills in the secondary history classroom (Sherry, 2016). Through using dialogic exploration, students in a ninth grade American history course were able to take on the perspectives of individuals from the past and experience a nascent form of historical empathy. By imaginatively exploring a past event and taking on the perspective of someone in that historical context, students may develop empathy through "perspective-taking" (Sherry, 2016, p. 189). By students shedding the "presentism" of their own experiences and contemporary beliefs, they are open to not only better understanding the complexity of individual's from the past, but also they are developing the skill of entertaining points of view different from their own (Sherry, 2016).

Dialogic discussion has also been studied in light of the new Common Core standards for history classrooms that pertain to the reading, analyzing, and discussing of primary source texts. In a study of five 11<sup>th</sup> grade United States history teachers, over the course of twenty video-taped lessons each, Reisman (2016) found that dialogic, disciplinary-based discussion was almost entirely absent. Reisman created instructional materials and trained five teachers on how to use the texts to conduct open, historical thinking discussions, but found that very little

of that learning transferred over into the teachers' classrooms. Reisman's study is one of the first to examine whole-class discussion of a primary text in a secondary history classroom, especially as it relates to historical thinking and teacher expertise in conducting a disciplinary-directed, dialogic discussion. Though the teachers she trained may have thought they were engaging in an interactive, inquiry-based conversations with their students, they were in large part conducting traditional, monologic discussions.

The purpose of Reisman's study was to measure to what extent a text-based discussion could enable students to enter into the "historical problem space" (2016, p. 5). This is a space where "the strangeness of the past butts up against the human desire to render it familiar" (Reisman, 2016, p. 5). In other words, it is a space students enter when they abandon presentism and recognize the multiple, conflicting, and complex perspectives of the past. Problematizing subject matter is a key feature of dialogic teaching. By using open-ended questions that problematize the past in some way, students are invited to participate in disciplinary inquiry" (Reznitskaya & Gregory, 2013). By teaching history as unsolved problem of the past, open to dialogic discussion today, students learn not only how to dialogue and problem solve with others, they also begin to see how inquiry leads to the construction of knowledge in the field of history (Reznitskaya & Gregory, 2013). This kind of dialogic inquiry into studying the past, however, requires "contextual historical empathy" evidenced in history discussion that is imbued with "puzzlement, wonder, and a reluctance to rush to judgement" (Reisman, 2015, p.6). Dialogic discussions have the potential to problematize history because they elicit diverse perspectives and opinions which help students to realize that, behind many historical accounts, there is a problem which history books merely present as already being solved (Sedova, Salamounova & Svaricek, 2014). This problematization of history can also help students understand that individuals in the past had agency, that history is not deterministic.

Despite the benefits of dialogic instruction, monologic discussion still prevail in American classrooms, and it is especially noticeable in history courses. In these, dialogic discussions do not appear at all or, if they do, they last for less than a minute at a time (Carbanaro & Gamoran, 2002; Reisman, 2015).

The absence of dialogic discussions in secondary history classrooms could have many causes. For one, teachers' own low expectations of students' abilities to think critically and problem solve often lead teachers to overlook the reasoning and thinking abilities of their students (Lexmond, 2003; Rist, 2000). In other words, teachers may not believe that students are able to have discussions that would merit significant class time or be as educationally productive as teacher-dominated monologues. Other possible explanations include the significant amount of time spent in classrooms preparing for standardized and high-stakes tests, which usually do not assess the sort of complex, critical, personal, and creative inquiry that dialogic discovery entails (Au, 2011). There is also the fact that facilitating dialogic discussions requires deft skills in eliciting student knowledge and facilitating equitable and interconnected participation of all students during class discussions (Teo, 2013).

Finally, there is also the possibility that teachers do not agree with dialogism itself, for practical or ideological reasons. This could be due, in part, to the fact that simply increasing student talk (relative to teacher talk) does not necessarily lead to truly dialogic discussions that develop greater critical thinking, empathy, or disciplinary skill (Reisman, 2015). So much depends on the disposition and skill of teacher to facilitate and navigate the discussion in meaningful directions.

Sedova, et al. (2014) argue that most teachers support the value of dialogic discussions in student learning, and so their lack of presence in classrooms is due to factors other than teacher intransigence. Dialogic discussion face several challenges: (1) the reality that students in a whole class discussion are at different levels of cognitive development, and so participation in discussions are often uneven and out of the scope of some students'

zone of proximal development, (2) the nature of dialogic discussion that requires the teacher to elaborate on and stretch out the comment of one student to such a length of time can cause other students to become disengaged, (3) the desire to create a supportive and safe space for students to share can lead to teacher comments that are not fully critical and exploratory, thus undermining the goal of reflective and productive discussion, (4) it is difficult for teachers to take disparate student comments and drive those perspectives forward to some new, cumulative point, and finally, (5)

Based on their study of teachers in Czech secondary schools, Sedova et al. argue that teachers are limited by their own skills and required curricula, but that improvements could be made in dialogic education by helping teachers identify “semantic noise” in discussions (a breakdown in communication when participants are using different meanings for words without realizing it) and by helping teachers develop better rational argumentation skills so that they can better communicate with their students (Sedova, Salamounova & Svaricek, 2014).

The results of their study speaks to a growing occurrence in the literature of “pseudo inquiry” in which many students share their perspective on an question or issue, but they are not challenged to refine it, test it, or relate it to another’s perspective (Alexander, 2008a). Perhaps more teachers are realizing the need for more student voice in the classroom, but they are not sure how to facilitate it in meaningful, critical, and discipline-specific ways.

Research in the field of history education reveals that many history classrooms today still operate under a monologic framework. Dialogic teaching has been embraced more in English education, but in light of the new emphasis on reading and analyzing texts in history classrooms, it seems pertinent that history teachers develop skills in facilitating dialogic discussions that help students explore the meanings and discipline-specific nature of these sources. More studies are needed on how teachers can successfully conduct dialogic discussions on significant, open-ended historical

questions and through the issue of historical texts that are carefully selected based on their ability to not only elicit historical thinking skills, but also to encourage dialogic discussions among students. If dialogic discussions have been shown to enhance critical thinking and close-reading skills, then more studies are needed that prove this also applies to the teaching and learning of history itself.

Much of the research in the field of historical thinking in secondary courses has focused on reading and writing in discipline-specific ways, but there is very little written on the role that discussion also plays in the development of historical thinking and understanding (Monte-Sano & De La Paz, 2012; Wineburg, Martin & Monte-Sano (2011); Monte-Sano, 2010; Wineburg, 2001; Bohan & Davis,1998). Writing and reading are indeed forms of thinking, but speaking is thinking, too.

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# Content Professional Development for Specialist Teachers

Casey Jakubowski

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This paper will describe the efforts of one urban school system to change the internal professional development model that divided content area teachers (social studies) from the support services teachers (special education and English language learners). The paper will describe the steps which were taken to examine the data from student achievement tests to inform the professional development plan. The paper will then discuss the actual professional development model using the text *The World that Trade Created* (Pomeranz and Topik, 2012) as the central focus for the yearlong professional development program implementation. The author found teachers who engaged in the professional development gained confidence in world history and economic history content that they then communicated to their students in the form of a project.

## *Defining the need*

The Waterways school district (Pseudonym) is one of the largest districts in the urban Northeastern region of the United States. It is composed of over 50 schools, with well over 25,000 children, of whom 85% + are in poverty. The district has not seen success in the past decade, as measured by exit exams for students in social studies courses at the high school level. The passing rates on the exams, especially for students with disabilities and English language learners are extremely low (State report card, 2013). Within the Waterways school district, the integrated co-teaching model is one of the services provided to special education students. In this model, a special education certified teacher is paired with a content certified social studies teacher in the secondary classroom (Rice and Zigmond, 2000). The pairs are often together for one period, and the number of preps for both teachers can be as few as one course to as many as three different courses. The teacher who supports students who are learning English may face a similar circumstance. Previous professional development offerings were targeted towards content area teachers, and generally did not include special education or ELL teachers. This siloing of professional development meant

that many teachers providing valuable supports to students with disabilities and English language learners were unable to keep pace with their general education peers in terms of learning content and pedagogy specific to social studies instruction (Benedict et al, 2014) .

In many instances, the special education teacher and the ELL teacher is not prepared to teach the world history courses that the Northeastern region state mandates all students take. The training and preparation for these professionals is limited to special education. In the teacher preparation programs, the most social studies based disciplines many of these future teachers receive can be satisfied by one course over a broad range of disciplines. In almost all instances in the district, the special education teacher relies on the content teacher to deliver the information, and the special education teacher scaffolds the materials to ensure students with disabilities can access the information and the skills (Ashton, 2014). In many instances, the students with disabilities may see the special education teacher during a resource period, where the pair or small group will work on class work or study skills or review material from class. Most of the resources the special education or ELL teachers have in this situation are the textbooks or notes from class. Frequently the special education or ELL teacher does not have the background information required to explain and draw examples to help the students in need. The added pressure of the high stakes exit exams leads to many students who are classified as SWD or ELL seeking assistance from the support teachers. In many instances the students struggle with the content and skills of remembering significant facts that are associated with such a broad range of content (Reich and Bailly, 2010).

## *Literature Review*

In recent years (2015-2017) a number of high quality studies on professional development for teachers has made its way into the literature. A wide number of studies are available for review, but this paper, for space

sake, will focus on a smaller number of the most recent studies.

As standards and accountability ramped up in the United States in 2001, with the introduction of No Child Left Behind, professional development became increasingly geared towards meeting accountability practices. Meuwissen (2017) examined the experiences of two teachers and their professional development experiences in a high stakes environment. This research found teachers often need to negotiate between state and district mandates and best practices from academic literature. The study further finds that professional development achievements in a high stakes environment can be fleeting with constant administrative and program support churn.

With the No Child Left Behind's requirement that districts in accountability develop a formal Professional Development Plan with formal events, Thacker (2017) investigated both formal and informal professional development activities. In this study examined on department's activities in a large high school. This research found formal professional development can be meaningful if it is directly connected with classroom practice, helping students, and their own personal needs expressed by the teacher. The study further found many teachers value informal learning due to its freedom of choice, and the ability for a teacher to shape their own questions and seek information from sources they trust.

There is power to collaborative professional development, and engaging teachers in different departments adds value to professional knowledge. Reisman (2017) studied the need to assist social studies teachers in content and literacy integration. Examining the implementation of the Literacy design collaborative, the study found that "...the LDC underestimated or under-theorized the knowledge required to effectively implement the approach (p. 32)." In other words, teachers need a significant repertoire of pedagogy and content in order to effectively implement practices within their classroom.

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Some of the most effective professional development designed to assist teachers in gaining additional skill and content is interactive. In a study from a rural school district, Callahan, Saye & Brush (2016) worked with Problem based Historical inquiry (p. 229) models to assist in-service teachers design more historical thinking classroom practices. Their results indicated collaboration is key, but it must be long term. Experts in content and pedagogy need to be teamed up with teachers for a three year period of time (p. 240).

It is not only content area teachers who are under pressure to increase their pedagogy and content knowledge. Special Education teachers, who worked with students classified as disabled are under pressure as the standards and accountability movement call for increasing achievement among all students (Petersen, 2016). Increasingly, students with disabilities are tested on general education curriculum. In such scenarios, special education teachers need to acquire additional knowledge in content areas where they are tasked to teach. "Professional development that moves beyond mere compliance and assessment for the purpose of accountability...and provides additional learning opportunities to understand how to integrate their current knowledge, while expanding their knowledge of academic content is paramount (Peterson, 2016, 31).

Additionally, research conducted with special education teachers finds they do not receive the professional development necessary for professional growth and technical expertise attainment. In Benedict, *et al*(2014) report on special education, the authors found that "Many [special education] teachers do not have access to extended, intensive professional development that helps them develop the knowledge and skill required to enhance their effectiveness." (p. 148). In the article, the authors recommend that special education teachers seek out as many professional development resources as possible, including content area literature.

#### *Professional Development Planning*

Designing a professional development plan to remediate the poor results on the end of year exams in social

studies became critically important for the students in the district. The first step, collecting data, helped to drive a professional development model. This in turn led to the selection of our Book Circle text, and the activities for each meeting. Finally, teachers were asked to create some new artifact to add to their classroom repertoire.

#### *Data analysis*

Two forms of data analysis were undertaken in order to develop the professional development plan. Student achievement analysis and teacher needs assessments were conducted. First, student achievement data was analyzed for the past nine state mandated end of course exam iterations (three years 2011-2013). Student data was examined by school level achievement data, defining characteristics of race and ethnicity, socioeconomic status, English language learner and special education students. The data were further analyzed to examine student's achievement scores on the multiple choice question section, the document short answer question section, and the essay question section. Concentrating specifically on the multiple choice question section, the tests were error analysis examined by specific question and specific distractor selection by students in subgroups. On the world history exam, the analysis indicated students were having difficulty with questions which related to economic achievement indicators and world history (general) indicators. The basis for the analysis was the study used in Reich's (2011) paper on the multiple choice question portrayal of the Soviet Union. This meant specifically that the students were having issues with broad based questions that could not be fixed in a specific time or space of a particular period of study. For instance, students were unable to correctly answer a question which dealt with trade across time and location. The New York State Curriculum and Resource guide provides possible examples for study in the classroom which included the Gold-Salt trade in Africa, the Silk Road in Asia, and the Hanseatic League in Europe. Additionally, students were confused about basic economic concepts such as supply and demand, as well as scarcity. The second conclusion from the analysis emerged that the students were having difficulty discussing the impact of specific events on the

course of human history. They could not provide specific examples. For instance, students were unable to identify the rise of cotton farming in Egypt was related to the Industrial Revolution's growth in England. Students were unable to place the discovery of oil in the Middle East as a factor in the conflict in that region. Again, economic issues emerged as a major concern on the exam achievement score. The most significant problem with this data analysis clearly indicated that students who were receiving specialized supports in the form of special education and ELL services were most at risk at not achieving a passing standard on the exam.

The second area of data analysis involved discussions with teachers in the support areas of the school district. Some members of the staff had indicated that they were professionally struggling with the amount of content knowledge required for the instruction of the World History course at the secondary level. Additionally, many of the support area teachers were moved between content areas as the populations of the district ebbed and flowed, so the ability of a teacher to learn the material in the previous year and carry the same assignment to the next year was in doubt. In the past, the district had successfully undertaken a large scale Teaching American History grant. During this program, a significant number of teachers, in social studies, were trained in specific areas of American history. Some support area teachers had been invited to attend and did, but many more who were new to supporting social studies had not had the opportunity to attend the professional development activities. The teachers during this program had found professional book circles to be especially effective in meeting their professional development needs, and enhancing their classroom repertoire. With this in mind, the need to support special education teachers, and the previous success with professional book circles, a plan was undertaken to select an appropriate text and initiate a series of activities to enhance the support teacher's professional development needs (Monroe-Baillargeon and Shema, 2010). This professional development strategy is most closely associated with the Professional Learning Community model, or PLC. DuFour (2014) describes

*professional learning communities* as a group of educators who seek to expand their own level of professional knowledge for classroom instructional improvement. In the Waterways district, the use of PLCs was common, and teachers tend to gravitate to learning experiences to improve their craft. By offering a PLC to teachers outside of a given content area, we created a safe environment for teachers to examine their craft and seek additional knowledge while interacting with peers. This safe environment is a critical feature of a PLC (Dufour, 2014).

### *Selecting the Text*

Our central text for this professional book circle was *The World that Trade Created*. The text was selected for three primary reasons. First, the text was written by two renowned authors in the world history field. Their background creates a comfort level in that materials presented within the text are based on the cutting edge of scholarly literature that will be useful to support teachers who are working with at-risk students. This is an extremely important consideration, as most secondary social studies teachers, and in this instance support teachers, become detached from the historiographical conversations that occur within the college or university setting after they leave for the secondary classroom. There are few opportunities for professional development that will broaden teacher's content knowledge, as many professional development activities are more pedagogical in nature. Second, the text was selected for their variety of materials within the books. The book is written in a vignette style, with selections of historical events in the world history from areas that are often without significant coverage in most standard/traditional world history books. The book is a compilation of essays that were previously written for a non-academic audience in a general circulation press (Giraldez, 2001). Selecting texts that are written in a manner which conveys content information in a tightly packaged format is important for many teachers who are within practice. Many practicing teachers do not often have time to devote to academic reading when they are trying to balance multiple responsibilities that emerge during the career cycle of a teacher. Third, the text was

selected with the idea that the materials presented within the text would give concrete examples for teachers to create lesson and unit based materials for their own classrooms. Professional development literature frequently cites the needs for teachers who experience professional development to be able to use content presented the next day within their classrooms. The case studies presented within the book were relevant to the teachers instructing the World History course, and were impactful, in that they directly addressed a need for classroom content and student interests.

### *Activities and meetings*

The semester professional development plan was divided into the January-May time period. June was excluded from the calendar due to the needs of school operations and preparations for final exams. The professional development group meet once monthly for two hours after school. During the first meeting, the class participants were given a copy of the text. The teachers were encouraged to use close reading strategies and active reading as they engaged with the text. During that first meeting, the teachers were asked to develop a "kwl" chart for the professional development course, with specific attempts to tie student needs in their classroom into the KWL. The KWL is a strategy that is used to activate prior knowledge by asking participants to identify what the "know" (k), "want to know" (w) and "learned" (l) at the conclusion of the activity. This activity allows the instructor an opportunity to gauge what the participant know, and what significant reasons attracted them to attend this voluntary professional development course (Kohler, 2009). Following the KWL chart, the participants went through the book and identified essays that they were looking forward to reading, and as a group identified sections of the texts that would be read by the group, and sections that would be read by individuals and shared with the group. This "jigsaw" activity is designed to allow one of the participants to become an "expert" in the group on a small subject, and share with the entire group highlights of materials that are important, but time consuming to cover (Resor, 2008). The group then created an outline of meetings for the rest of the semester. We agreed as a

group to norms of open communication, confidentiality, and a sense of inquiry about information presented within the text and brought to the group by individuals. The group's assignment was to come to the next class having read the sections and develop a brief five minute presentation about the content covered in their individual sessions. This pattern of meetings and activities continued for the rest of the semester. In one instance, the group developed a "web" of interlocking events that were covered in their individual readings which demonstrated how events across the globe influence historical developments across continents. A second activity was to find a reading from a non-scholarly source that could be used within their classroom for students to engage with materials. The teachers were especially excited about the food and drink sections of the texts and seem to gravitate to those chapters as part of their presentations. Participants pulled materials from magazines, newspapers, websites, and cookbooks as they examined how chocolate, tea and coffee became such highly demanded commodities within the world trade network. The participants were interested in finding out the historical price of chocolate and coffee, and felt sharing this with their students would help drive home economic trade realities for the present and the past. Finally, we discussed the culminating project: the development of a unit plan that utilized materials covered within the texts for use within the classroom.

#### *Teacher-created materials*

One of the greatest challenges of the teacher created materials was encouraging the support teachers to think outside of their roles as "add ons" in the classroom. For many of the teachers in supporting roles, being the special education co-teacher or the ESL teacher meant taking materials and adopting them to use for "their students." This paradigm resulted in students given second hand materials that were not explicitly designed to support their needs and learning styles. By encouraging teachers who were usually in a support role to develop materials from the central text in the professional development suited for students with disabilities and learning the English language, a whole new area of creativity was tapped in these dedicated

adults. One project that a number of teachers undertook was a web quest link for their students which revolved around trade networks that the text discussed. The web quest is a series of web based activities for students to examine primary source documents, secondary source movie clips and audio recordings which allow students to develop a thesis, gather evidence, and produce a product that can be examined against an achievement rubric (Zukas, 2000). The web quest involved comparing the role of the triangle trade in the Atlantic basin with the silk road on the Eurasian continent. The students were expected to see which of the two routes had the most impact on different regions that were touched by the trade routes. The web quest insured that students saw the human element involved in the capture of slaves in both Africa and by the pirates in the Middle East.

The second most popular activity asked students to create a sales brochure for products that were discussed within the text. The activity involved students researching the origin and purpose for many of the labor savings devices that were discussed within the book. The students then had to present their findings to a "Shark Tank" like panel of judges who would "invest" in their product. This project not only allowed students to research, but included presentation skills within their research project. The research design had to include a cost benefit analysis for the community in which the project was developed. The cotton gin was used as an example of how one invention changed both American and British economic systems worldwide.

#### *Evaluating our professional development*

Evaluating the success of our professional development was very limited. In order to receive extra compensation for attending, the teachers had to fill out a survey on the sessions. All of the survey questions revolved around fit of professional development, the skill of the presenter, and the materials given to participants. The majority of participants rated the professional development as 4 points out of 5 or good. While an ego boost, this evaluation system did not indicate if change was made in the classroom. Using low pressure walk-throughs and

informal e-mails for six months after the completion of the sessions, I found that most teachers enjoyed the comradery of the sessions. They enjoyed the anecdotes presented in the book, and occasionally used one in class. One pair of teachers who participated found significant success with the travel brochure activity described above, and extensively implemented it in their classroom. Further formal evaluation would have provided more concrete answers than anecdotal information from walk-throughs and e-mails.

A positive outcome came from the ELL and Special Education teachers anecdotally reporting feeling more confident with curriculum knowledge for the content area of world history. The ELL and Special Education teachers were able to use parts of the textbook to shore up their own knowledge of world history, and provide interesting examples for students concerning world trade and economics. One of the major goals of these professional developments was increasing teacher knowledge of content.

The use of a long-term (semester length) professional development opportunity which focuses on providing specialized services teachers with content support is one of the beginning steps needed in improving student outcomes on state exams. By beginning the project with two forms of data analysis, the author was able to introduce a much needed opportunity for teachers working with at-risk learners. The first data analysis undertaking, focusing on student performance on testing, gave clear rise to the need of increased focus on economics and world history for teachers working with those student populations. The second data analysis grouping revealed an understanding that many special education and ELL teachers who were unprepared in content knowledge led to an introduction of the professional development activity. Then, by creating a professional development climate of mutual respect and intellectual inquiry using the book *The World That Trade Created*, teachers were able to explore a wide range of economic and world history topics and become familiar with content that would then become the basis for a project/ unit plan for their students in a state mandated course with a high stakes exam at its

conclusion. Educational professional development should examine more cross department professional development events, especially in light that students with disabilities and English language learners are a growing population segment in American schools. Schools need to consider strategic professional development plans when assigning special education and ELL teachers to content based classrooms.

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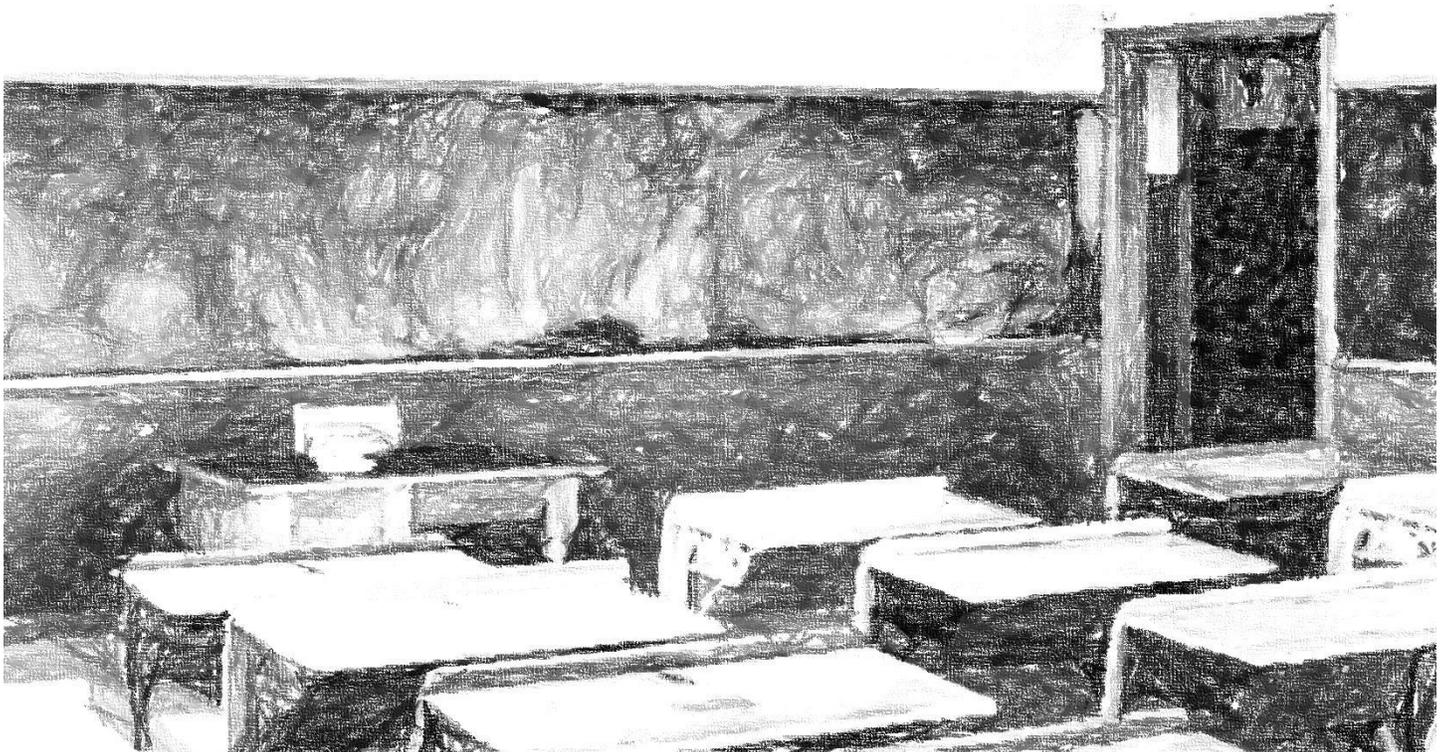
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## Managing Oral History Digital Archives

Daniele Bradshaw and Travis Bradshaw

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Oral history involves using interviews as an information source for historical information (Thompson, 2000). With this approach, oral history interviewees provide oral recollections and reminiscences of past events to interviewers (Sitton, Mehaffy, & Davis, 1983; Whitman, 2012). Oral history projects can be well suited for class activities (Thompson, 2000; Whitman, 2004.) Oral history projects can be a valuable learning tool, because students learn through varying perspectives and varying information (Dutt-Doner, Allen, & Campanaro, 2016; Perrone, 2017). Teachers can also lead students in documentary development, digital storytelling, and editing with oral histories (Boyd, Fernheimer, & Dixon, 2015). By integrating oral history practices into school projects, teachers promote important historical academic practices (Whitman, 2012). Classroom oral history allows students to engage in historical research in a way that is meaningful (Sitton et al., 1983). This article describes direct recommendations from oral history digital archive repository managers on planning for these projects.

### *Rationale for study of digital repository archive managers*

We are conducting a qualitative research study that involves interviewing digital archive repository managers for schools. The purpose of the study is to learn more about factors in the implementation and operation of managing digital archive repositories. With this study, it is important to gain perspectives directly from digital archive repository managers. There are important planning and pedagogical considerations with incorporating digital archive repositories into K12 classrooms.

### *Methods*

Since digital archive repository managers can provide valuable information on success and failure factors, we decided to focus on obtaining specific interview information from those individuals. This purposive sampling allows us to target those with specific knowledge (Vogt, Gardner, & Haeffele, 2012) of digital archive repositories. The goal is to learn about best practices, strategies in digital repository usage, promoting factors, and inhibiting factors. The managers' specific recommendations provide valuable insights to assist others in using digital archive repositories for classroom uses.

### *Sample and participant selection*

After IRB approval, we started with study manager recruitment. Possible study participants were first identified via Internet searches. The targeted possible participants included retired or active adult digital archive repository managers who work (or once worked) with K-12 students in digital archive repository activities. Managers could be historians, teachers, librarians, community volunteers, etc.

Once we identified a manager, we first sent an IRB-approved permission request to the relevant school, district, or organization contact person. After we received the permission to contact the manager, we emailed the manager. The manager received an email that provided the IRB consent form and the question list. If the manager returned the IRB form and agreed to proceed with the study, then we proceeded with the questions. We also used the snowball sampling method

to identify possible additional participants (Vogt et al. 2012).

#### *Data Collection and Analysis*

The opening screening questions asked managers to account for the study criteria. Managers had to be over the age of 18. They also had to be current or former digital archive repository managers. The managers were asked to describe their digital archive repository without providing any specific identifying information. The specific structured interview questions were based on Zuccala, Oppenheim, and Dhiensa's (2008) Management Interview Schedule Questions, which we used with advance permission. During the course of the study, we used their questions that asked about several aspects of the following: their rationale for creating a repository, developing the repository, identifying users of the repository, publicizing the repository, and benefits of the repository (Zuccala et al., 2008). In order to identify any additional participants, the two closing interview questions asked about other possible managers. Study managers had the options of phone, WebEx, or other interviews to provide information on the questions. We transcribed and coded the interview information. Qualitative content analysis procedures helped to identify and categorize the main relevant emerging themes (Schreier, 2014).

#### *Findings and recommendations from oral history archive repository managers*

This is an ongoing research study; however, three study participants were oral history digital archive repository project managers. Oral history projects can involve digital archives with documents, pictures, information, interviews, etc. (Thompson & Bornat, 2017). These managers provided detailed and specific recommendations in practices for oral history digital archive projects. Their interview information provided some instrumental guidance for integrating oral history digital archive repository projects into the classroom. This article summarizes some of the main themes that

we obtained from their detailed interview information. The main themes that emerged from their interview results are also supported by existing scholarship in the oral history education field.

#### *Need for clear goals*

The managers emphasized the need to establish clear missions or goals. These are indeed essential for these projects (Ritchie, 2015). According to the managers, students need to receive advance information on project requirements. For example, the managers in the study described the following goal setting tactics: remind the students about how important this project is for the community, remind the students about the importance of recording history, remind the students about how their work records information for posterity, remind students that others will get a chance to view their work so they will be well-known, etc. By frequently reminding the students, the managers aimed to enhance student motivation. During the planning stages, all introductory material, grading checklists, and rubrics should be communicated and shared with students (Dayton-Wood, Hammonds, Matherson, & Tollison, 2012; Whitman, 2004).

#### *Advance planning for managers*

The managers detailed the importance of planning in advance for the scale, scope, and parameters of the project. The project focus must be established. For example, the managers advocated encouraging oral history project students to focus on a certain time period or a particular subset of local history. The managers also described planning for the necessary time for student collaboration, problem-solving, and cooperation for the project. Legal issues, copyright issues, permissions, consent forms for interview participants, etc. must also be planned (Ritchie, 2015; Whitman, 2004).

According to the managers, these kinds of projects can incur additional costs if they are not school-supported. They noted the importance of researching funding for the projects. Managers can look into grants and

donations for the project (Ritchie, 2015). They discussed the value of checking with school administration first, before grants and donations are solicited. Then, the manager is able to plan for the logistics of managing funding accordingly.

The managers gave information on the importance of establishing advance partnerships for oral history archive repository projects. They emphasized that the projects should be based on collaboration. Managers can ask community members to supplement the instruction (La Porte, 2000). Partnerships with libraries are especially beneficial (Thompson, 2000). The study managers also sought partnerships with social studies teachers, technology managers, English teachers, etc. The managers can seek other teachers and partners who will work on different aspects of the project, in order to save time (Dayton-Wood et al., 2012).

The managers sought feedback from a wide variety of stakeholders, including students, community members, educational technologists, history teachers, oral historians, teachers, administrators, etc. In particular, they noted that school administrators were essential stakeholders with direct views and perspectives. School administrators should receive detailed proposals on the project before it begins (Ritchie, 2015).

They discussed the need to plan and convey clear academic purposes to all aforementioned stakeholders. By linking to the academic content standards, managers can convey the importance of the project and the clear alignment to academic skills (Whitman, 2004). A cross-disciplinary academic approach adds to the benefits of the project collaborations (Craggs & King, 2013).

#### *Planning for manager time investments*

According to the study managers, people can underestimate the amount of time that goes into planning oral history digital archive repository projects. The project may involve additional time and resources from the manager's perspective. They discussed the importance of planning for the personal demands of implementing the project. The personal demands also

include time for related training, as with online or in-person project courses. The manager benefits from planning for the role of self-research and training for the project. Extensive Internet research is essential for all aspects of the project. The managers often used a lot of time to study other project listservs and to visit other related websites. Managers can use time for exploring oral history resources that are already developed (Whitman, 2004).

#### *Teaching supplemental academic skills*

The study managers discussed the importance of emphasizing academic skills. Oral history projects require a wide variety of supplemental academic skills for participating students. It is important to plan for students to hone writing skills, thinking skills, communication skills, etc. (Perrone, 2017). For oral history projects, it is also important for students to learn about interviewing skills, including interview arrangement, interview preparation, interview conducting, and post-interview activities (Dutt-Doner et al., 2016; Sitton et al., 1983; Whitman, 2004).

Since the managers' oral history projects involved digital archive repositories, they highly emphasized the role of technological academic skills for students. Technology skills, technical skills, and equipment skills play a large role in these kinds of projects (Ritchie, 2015; Whitman, 2004). Managers had to provide student instruction on technology and equipment usage, such as with website development, smartphones, recorders, etc. They also had to ensure that students were proficient in gathering information through technology, such as with word document, spreadsheet, database, and cataloging applications.

For greater success and implementation, they discussed providing additional student instruction on research and historical skills. Students need academic background knowledge on the time period or issue that they are focusing on for the oral history project (Dutt-Doner et al., 2016). Students need practice with online and print newspapers, if newspaper archives are used. Mapping skills are important for advance research in oral history

projects, including usage of online maps and printed maps. The students also need any necessary training on online document analysis, primary archival analysis, cemetery catalog reviewing skills, etc.

#### *Manager plans for the future*

According to the managers, it is essential to make plans for the future, even before implementing the project. Students and stakeholders need information on how the oral history project will continue. Follow-up projects can be incorporated into the planning of the project. For example, students may provide presentations to school board members, community groups, educational conferences, etc. (Dayton-Wood et al., 2012). Managers can develop plans for sharing information on public websites (Ritchie, 2015; Whitman, 2004). In addition, managers can plan for project succession and/or expansion.

#### *Conclusion*

Oral history digital archive repository projects can be worthwhile academic endeavors. With these projects, students can engage interviewees in oral recollections of events. It is important for students to engage as historians, and oral histories help with student historical knowledge and interest (Dayton-Wood et al., 2012; Perrone, 2017). The interviews with the managers yielded important information to facilitate classroom usage. As the managers noted, the project purpose, scale, and duration are parts of the initial planning process. It is important for the manager to calculate the true personal time investment and overall resource cost of starting an oral history project. This includes plans for supplemental academic instruction and project continuation. The manager plays a vital role in facilitating the logistics for oral history digital archive repository projects, from start to finish.

#### *Implications and future studies*

This preliminary research provided some direct manager perspectives on oral history digital archive repository

projects. The research results supported some of the existing literature on practices in these projects. Due to the small sample size of the specific oral history digital archive repository managers, additional studies are needed. Future studies can include a larger cohort of specific oral history digital archive repository managers for additional research themes. Additional studies can also provide information that is specific to categories of oral history projects. For example, some oral history projects focus on specific categories of participants, such as veterans, community groups, etc. Future studies can also expand the research study to incorporate case studies, document analysis, and other qualitative approaches for more information.

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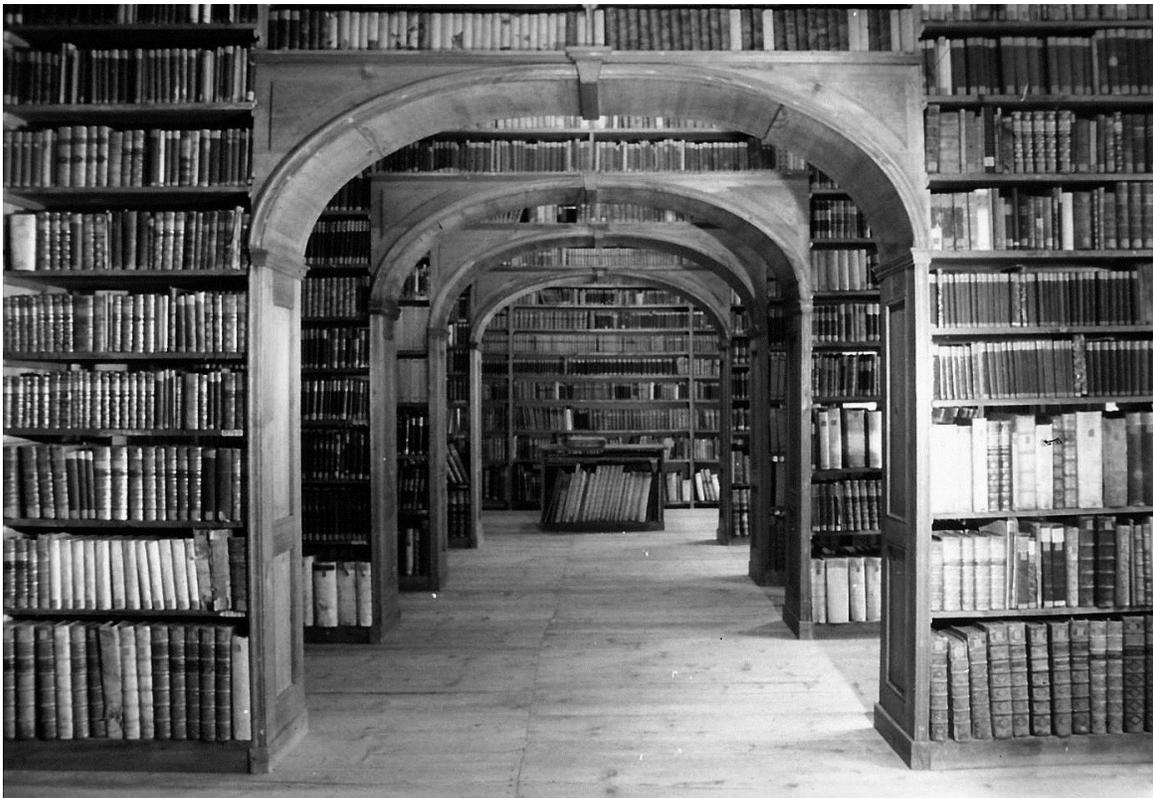
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## **Evaluating Social Studies Teacher Preparation: Dialogue Among Stakeholders**

James Daly and Michael Catelli

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It is often claimed that teacher preparation and school reality are not congruent. Our pre-service teacher education candidates (pre-service candidates) enter the field having experienced teaching throughout most of their lives, and with a strong sense of what it entails (Britzman 2012, Butin 2014). That lifelong experience is the context in which teacher education programs seek to present theory, research and field site opportunities which hold the potential to challenge or confirm such long held understandings. That several courses over four years can change perspectives does not seem compelling, and there is a long history of research, from the work done by Beale (1936) to more recent work reporting a divide between what is taught about education at the university and what is experienced in practice.

Social studies is familiar with the tension between scholarly research and school practices regarding what should be taught as well as how it should be taught (Kahne and Westheimer, 2014; Hess, 2009, Spring, 2011, Ravitch, 2011). Yet, Darling-Hammonds (2014) and others point out the value of well done teacher preparation at the university level. Systematic dialogue between university faculty and practitioners might be a good place to help address the disconnect between theory and practice. There is a wealth of research that examines the challenges practitioners often face in addressing scholarly expectations of the field Oliver and Shaver, (1966); Barr, Barth and Shermis (1977); Stake and Easley, (1978); Cornbleth (1985); Stanley (1985); and others report on this perceived failure of research and scholarship to gain acceptance into teacher practice. Current areas of focus within the field examine this disconnect from topics including promoting civic

engagement, to using problem based learning, to institutional and policy decisions (Rubin (2012); Vinson, K. D., Ross, E. W., & Wilson, M. B. (2012); Tienken, (2016); Collett (2016); Spring (2012).

This paper analyses the work of two groups in New Jersey that play a role in the success of new social studies teachers and why they might face this problem. In the 1990's two social studies organizations were formed in New Jersey: The New Jersey Social Studies Supervisors Association (NJSSSA), which is for p-12 school faculty involved in social studies curriculum development and teacher evaluation, and the Collegiate Alliance for Social Education (CASE), which is for university faculty involved in social studies preparation. At least once a year NJSSSA and CASE meet to discuss current issues such as promoting academic freedom, sharing what is being done in university preparation programs, and an examination of the needs of p-12 schools. In both large and small group discussion issues and concerns are routinely addressed, with members from both organizations expressing an appreciation for such an arena. Small scale partnerships between individuals from both groups have merged and been successful. What has not yet emerged is a sustained and substantive discussion of how practice should inform teacher preparation and how research can effectively guide practice. Those considerations have significantly been left to larger national and international forces.

In an effort to address that issue, and to begin what the authors hope will be a long term and rich conversation about the reciprocal responsibilities of university faculty and school district supervisors, a mixed method approach for gathering data was implemented. A survey

was designed to gather some baseline data on what supervisors see as important and essential in the preparation of the persons they will hire to teach students p-12 .This was followed with a qualitative approach involving both small and large groups involved in dialogue.

*The design and intent of the survey*

The survey was designed to get feedback from supervisors involved in the hiring of teachers with a focus on supervisors' perceptions of pre-service candidate preparation in several areas. In reviewing the data, respondents were placed into the following categories: supervisors with under 1 year of experience; 1-3 years of experience; 4-6 years of experience; 7-9 years of experience; 10-12 years of experience; and 13 or more years of experience. An average for all respondents to each question was determined, then broken down by experience group. A decision was made to focus on the supervisor's years of experience when examining the essential aspects: content knowledge, pedagogical skills, assessment, and technology.

The first category asked supervisors about content areas, which surveyed how supervisors felt about incoming candidates preparation in several content areas. The other three categories measured the importance supervisors gave to the following topics: pedagogical skills, assessment, and technology use. All the questions asked the participants to rank the responses on a range of 1 (less important) to 5 (essential). There were some

questions about their perception of teacher education programs. Respondents were asked to list areas for improvement in teacher preparation programs and indicate how receptive they believed teacher education programs were to their input.

*Survey results*

The online instrument was shared at a meeting of the New Jersey Social Studies Supervisors Association and a link to the survey was sent out to all other members. There were forty three responses to the survey. Based on the most recent estimate of members, this represents a response rate of 81.4%. These supervisors were from multiple districts throughout the state from a range of communities. As the tables below demonstrate, there was considerable homogeneity across the various groupings. Where the differences seemed important, the rankings by group are cited.

For content preparedness American topics scored the highest with US History since reconstruction, and then addressing indigenous peoples through Civil War being the two highest scoring. The third highest scoring topic was American current events, which was put in the content category representing the ability to see links to emerging events and topics as they relate to the curriculum. Preparedness in the topics was reported, in order, to be: US History 2, US History 1, US current events, political science, world history, geography, sociology, economics, and anthropology (see Tables 1 and 2):

Table 1: Highest scoring in content knowledge: US History - Reconstruction to contemporary

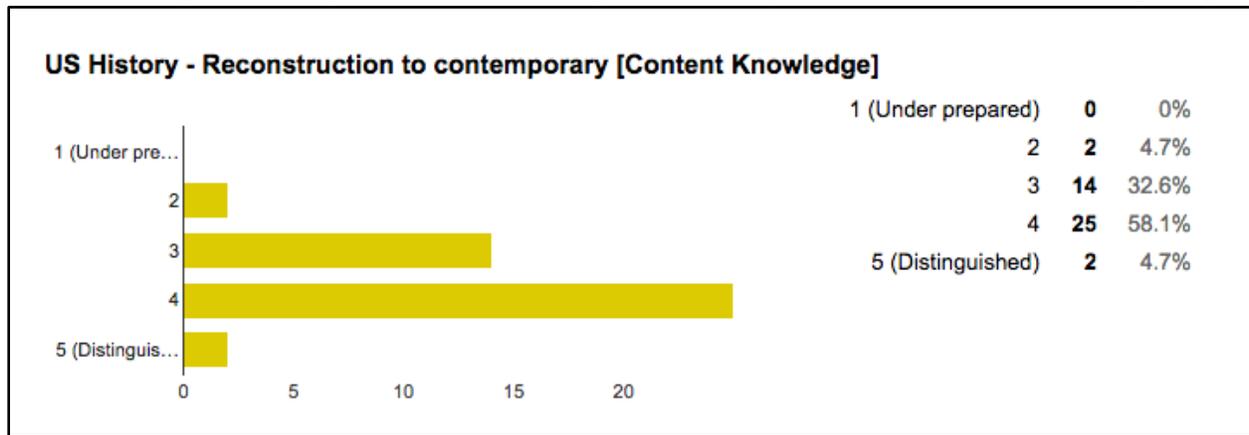
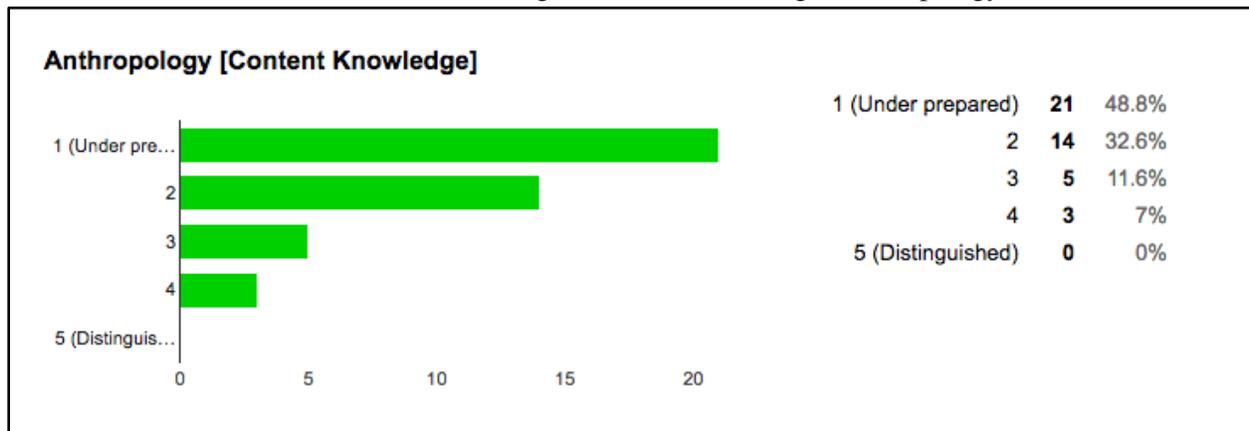


Table 2: Lowest Scoring in Content Knowledge: Anthropology



Supervisors were asked about preferred pedagogical skills. Ranked from highest to lowest were: use of historical documents, using collaborative strategies in class, lesson planning with standards, addressing diversity, integrating global topics into the curriculum, and attendance at professional development. There was much consensus when examining these preferences between different experience groups. The lowest ranked, at an average of 2.95 of 5, was attendance at professional development. Every experience bracket ranked this the

lowest importance of the choices. The highest ranked option, with an average of 4.58 of 5, was use of historical documents. Again every experience bracket ranked this as the most important of the choices. In addition, several of the supervisor comments at the end of this section stressed the importance of questioning and facilitating a meaningful discussion between students in the classroom using documents. See Tables 3 and 4:

Table 3: Highest scoring in pedagogical skills: use of historical documents

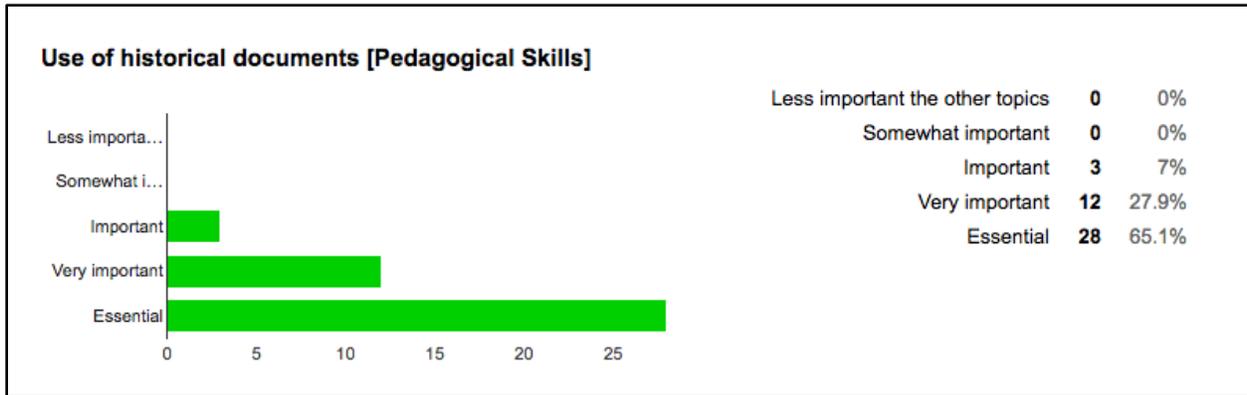
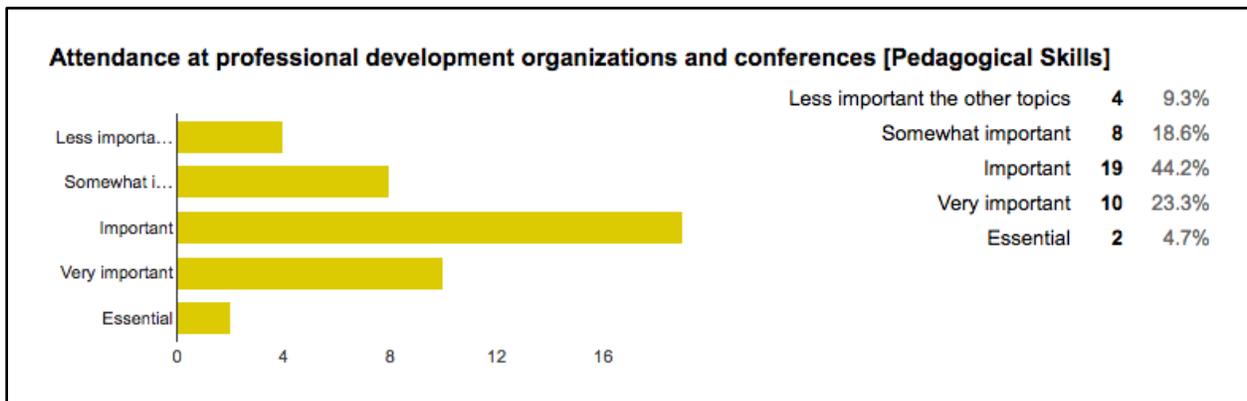


Table 4: Lowest scoring in pedagogical skills: attendance at professional development



The assessment focused questions revealed the most division between experience brackets. Using assessments in student growth objectives (SGOs) had the lowest average rank at 3.11 of 5. When breaking down the responses by experience, mid-experience supervisors of 4-12 years ranked this area between 2.66 and 2.87 of 5, though supervisors with less than one year ranked it at a 4 of 5. Using formative assessments linked to objectives was the highest average at 4.16 of 5. It was not the highest for every single experience group.

Supervisors of 13 years experience and over ranked project based learning higher.

From highest to lowest overall importance for assessment was: making formative assessments linked to objectives, designing project based assessments, designing pre/post instruments, developing effective SGOs. The supervisors who made comments in the assessment section mentioned, the use of DBQs and the importance of successful implementation of differentiation in a classroom. See Tables 5 and 6:

Table 5: Highest scoring in assessment skills: designing formative assessments

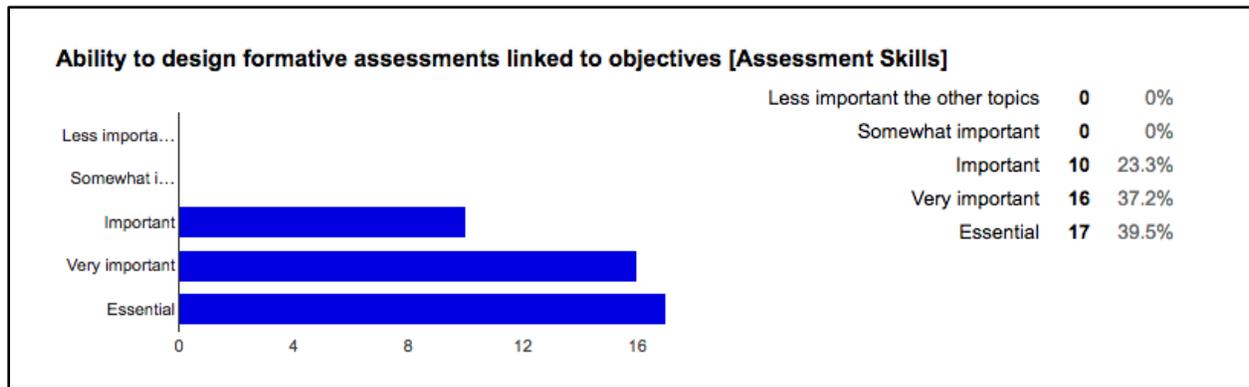
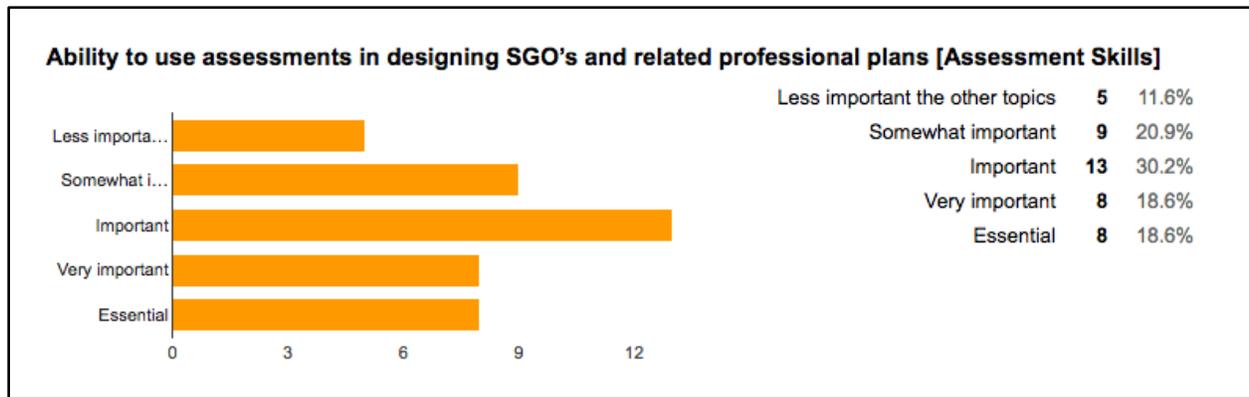


Table 6: Lowest Scoring in assessment skills: Designing SGOs



The averages of the technology categories were close: infusing appropriate technology at 4.06 of 5, locating and evaluating appropriate technology at 4.04 of 5, and adapt new technology tools and systems at 4.09. The lowest on average was sharing technology with other staff at 3.86 of 5. This was not the lowest for every group as supervisors with 10-12 years experience ranking it as the highest at 4.16 of 5.

The implementing technology preferences supervisors were asked about ranked from highest to lowest were:

adapting new technology tools, seamlessly infusing appropriate technology, locating and evaluating technology, and sharing technology with staff. A small percentage of supervisors commented on the technology questions, but stressed the importance of new teachers being open to learning about new technology. See Tables 7 and 8:

Table 7: Highest scoring in technology skills: Seamlessly infuse technology

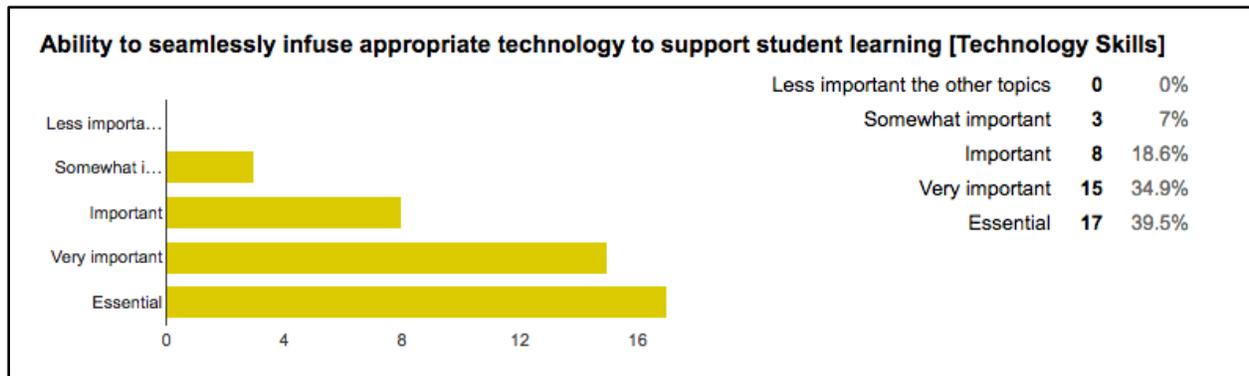
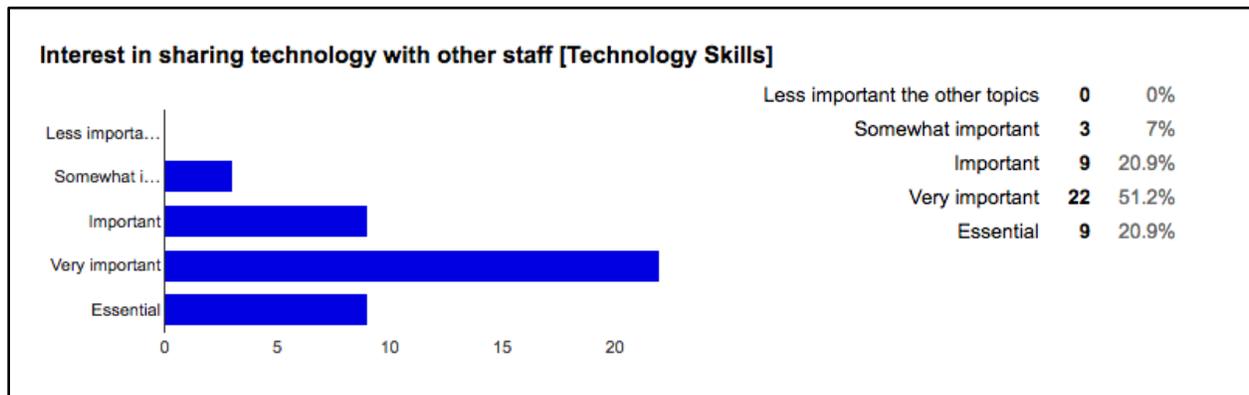


Table 8: Lowest scoring in technology skills: Sharing technology with others



Twenty-nine of the respondents provided comments on how to improve teacher education programs which covered a wide range of issues. One topic was the need for greater communication between teacher educators with supervisors and administrators. Other comments indicated the need for a greater focus on technology such as Google Drive, School and Docs and applications that support instruction. Supervisors stated traditional lecture format was seen too frequently during observations at the secondary level and alternative strategies were recommended, including a call for more pre-service candidate knowledge of and skill in using Problem Based Learning. There was an identified need for more

practice in strategies for working with both Special Education and English Language Learning students.

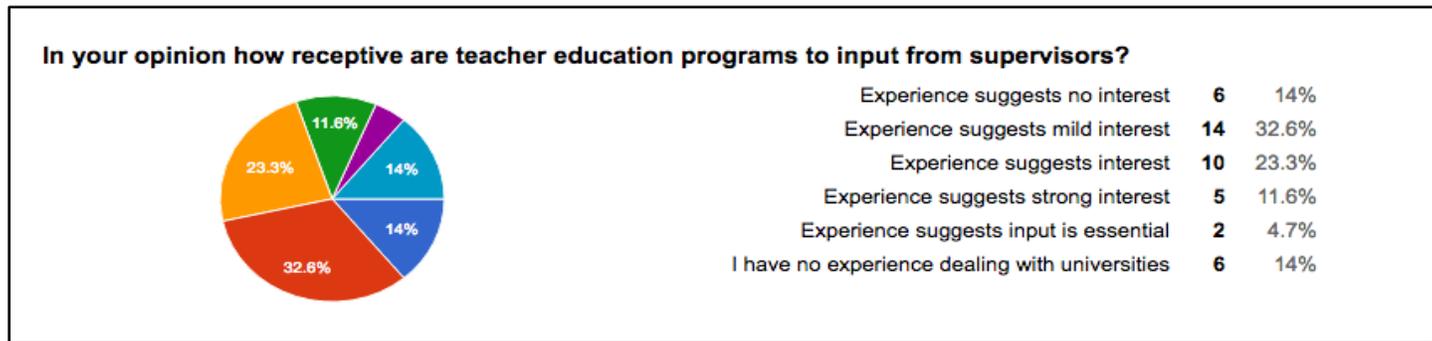
Several cited the topic of classroom management as needing more attention, including additional resources

on classroom management. The ability to measure student growth was mentioned as critically important, specifically growth in knowledge and skills over time. The suggestion was that pre-service teacher candidates must understand the strengths, interests, and academic proficiencies of each of their students and appropriately design instruction for varying groups of students with one classroom.

*Review and discussion of survey results*

At the Fall 2015 meeting of the NJSSSA and CASE, a presentation and discussion of the survey took place. The presentation included graphs illustrating the responses to candidate preparation in content knowledge, pedagogical skills, assessment and technology. A final graph showed supervisor opinions concerning work with teacher education programs. See Figure 1:

Figure 1: How receptive are teacher education programs?



The formal presentation included discussion on a wide range of topics including the overall perception of low candidate preparedness in fields like anthropology and economics. The groups then had an inter-active discussion in small groups of 5-8 participants, with at least one CASE member at each group. The task was to respond to the survey results and make suggestions to improve pre-service candidate preparation. At each table notes were taken, and following the discussion each group reported their comments.

The range of topics addressed at the various tables was wide. Many of the supervisors were unaware of how many national accreditation organizations were dictating new requirements about all aspects of teacher education, from preparing lesson plans to clinical practice experiences in the schools. Every table reported concerns about lesson planning. Uniformly the supervisors were critical of the preparation of pre-service candidates in this area. The comments included the view that too much focus was placed on unit and lesson plans. Supervisors found the plans to be too long, with not enough reflection, and too routine. Many tables indicated that supervisors feel they need to un-teach and reteach planning. This led to a discussion about the difficulty of determining how much a candidate should bring into a job compared to how much is expected to be learned on the job.

There was discussion of the need to explore what particular university programs demonstrated strength

over time, and in what areas. The same was seen for areas of perceived needs for improvement. How to do so in a climate of increasing public attention and institutional competition seemed problematic. This was an area where regional collaborations were seen as potentially helpful. It was suggested that school and university faculty might be able to begin to identify strengths and weaknesses in both of their programs. Two schools with geographic proximity and or historic relationships might develop a process for reviewing the preparation of candidates and their performance in the district. Out of the glare of big data driven releases to the public, typically with little explanation to an often unknowledgeable audience, these efforts to identify strengths and weakness might be a tool for change.

Indeed, such collaborations might frame an on-going dialogue and effort to re-think the preparation of future teachers beyond the reach of international profit driven organizations seeking to control teaching and learning. School and university faculty might work together on course revision, teaching and assessment efforts. Unfortunately neither universities nor schools currently reward such efforts and their procedures often inhibit them.

Every table reported the discussions were worthwhile. Both supervisors and university faculty expressed a desire and the need for more communication. That seemed important as only 23.3 % of the supervisors in the survey reported that they felt teacher education programs were receptive to their opinions. Potentially

even more significant and problematic is that only 4.7 % perceived universities to consider their input essential. These two areas need to be addressed, finding a robust systematic way in which to actively engage those involved in preparing teachers (both at the pre-service and in-service level). Without such an effort those preparing and those hiring new teachers will act in ignorance of prior training, areas in need of focus, and knowledge of how to build on strengths.

Professional development built on common knowledge and collaborative work may well be more effective than that led by international corporate organizations in preparing active, engaged citizens. How can teacher education faculty and social studies supervisors build a sustainable relationship building on the strengths of both groups? What should that look like and what will current institutional requirements permit it? The discussions at the meeting, as well as at past meetings, suggest that members of both groups see the value in this effort.

#### *Final considerations*

The average reported preparation score for the eight content fields was a 2.651 of 5. The lowest score for preparedness was a 1.76 of 5 for anthropology and a 3.39 of 4 for US I. Only two of the eight fields was rated over a three. What does this mean? Content knowledge is also measured by PRAXIS scores, and all candidates in student teaching have passed the PRAXIS. All must have high GPA's ranging from the now state required 3.0 to a program high of 3.5 or above at their universities. Thus, students are doing well in university coursework, passing the licensing exams, but rated low to average on content knowledge in several categories. However, in both large and small group conversations at the NJSSSA/CASE meeting there was widespread report of satisfaction with content knowledge. Several supervisors at multiple tables indicated that candidates often teach courses in which they did not do a great deal of university work. Additionally, the nature of the field is so broad that candidates cannot 'know it all'. Since

university coursework often does not reflect what is taught in high school classes, supervisors stress the need for candidates to focus on what they need to know.

It was pointed out that content knowledge is typically not within the responsibility of teacher education faculty, but in the liberal arts faculty. Sharing these concerns with those colleagues was seen as useful. A number of groups indicated that non-education university faculty were unaware of requirements, tests and performance indicators of education majors. Interestingly scores from the areas that fall within teacher education responsibility, the second part of the survey, were much higher.

This evidence suggests that in those areas where teacher preparation programs have direct responsibility, the resulting candidate preparation is largely perceived as positive by supervisors. That provides an area for exploring and designing new approaches by both groups.

#### *Suggestions for the future*

Where to go from here? Even as national guidelines are changing preparation programs supervisors and teacher educators can do more. Collaborative work on syllabi for methods classes could be one first step. Continuing to identify strengths of new candidates and discussing areas in need of work could lead to specific action.

This was a first attempt to gather data statewide from those involved in the oversight of pre-service teacher education candidates. The survey results are intended to be used as a foundation for building additional research including the hiring of candidates, and the professional development of those candidates as they build their careers. There are more questions that need to be asked and a systematic way to gather appropriate data needs to be considered.

Some of the suggestions and all of the findings would benefit by a focused analysis of preparation offerings and performance in schools between institutions with existing established relationships. This type of

conversation could lead to consideration of needed changes at the university level and school district level, and might also provide resources for helping design those changes. All stakeholders can agree that there are areas where candidates can grow.

Supervisors with knowledge of a preparation program should be used to help design and implement instructional changes. University faculty with knowledge of candidate preparation should play a greater role in planning, teaching and assessing in early career practice. This crossing of institutional lines would not be easy, with much to inhibit or prevent it, but it seems worthy of consideration. It would make responsibility for teacher preparation more of a shared responsibility with practitioners while making responsibility for early practitioner success more of a shared responsibility with university faculty.

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## **What is Our Responsibility as Citizens and Teachers in an Era of Trump?**

William Stroud

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What responsibility do we have as educators for the emergence of Donald Trump as President? Individually, little. Collectively, some. As a formal institutional system of public education, a lot. Trump the office holder is a threat to democracy everywhere, but even more disturbing is the support of a significant segment of the population behind Trump – the bellicose hyper-nationalistic disposition exhibited toward other nationalities and cultures. What are the reasons behind this, and what can we do in our schools to participate in the development of a more knowledgeable democratic society? Clearly these are greatly complicated, enduring questions. But I'd like to offer some initial thoughts as a starter for a focused, ongoing public discussion.

Donald Trump is the representative ruler for an extreme wing of the historical U.S. ruling class – a wing that prioritizes unfettered pursuit of corporate profit at the expense of human rights, the environment, and any regulatory controls to curb the most destructive consequences of economic growth. He is not my President. Neither by birth, income, ideology, or social status am I a member of the ruling class that controls the institutions of this country; nor are the overwhelming majority of teachers in our schools. The greed exhibited by Trump and the corporate elite is not just a personal quality; it is the manifestation of the fundamental driver of an economic system that is driven by the tendency to maximize profit at all times.

One of the outstanding features of Trump and his team is the disregard for evidence and logical thinking. The outright lies and concocted scenarios presume an ignorance and inability for careful analysis on the part of the public. So far the appeal to fear and emotional insecurity have proven to be effective. How is this reinforced in school culture? School behavior, on the part of students and adults, is based on compliance and obedience. In fact, in accountability systems, schools receive compliance scores as a measure of school

quality. “Insubordination” on the part of students is one of the most cited reasons for suspensions. School cultures are implicitly, and sometimes unconsciously, designed to reward passive acceptance of existing power relationships and punish offenders who question authority, much less act to alter those relationships.

The current testing regime that ranks schools and teachers in order to be eligible for federal funding through Race to the Top monies at the state and district levels reduces opportunities for the implementation of curriculum that prioritizes thinking and more self-directed learning. It has created a Tyranny of Forced Teaching and Learning imposed on our teachers and students.

Educational policy is not fundamentally determined by what we know as experienced practitioners or from the empirical literature on what works. And, in spite of the rhetoric about educational equity as a concern, the gap in the quality of education between our most privileged and our most disenfranchised communities continues unabated. Researcher Sean Reardon has pointed out: as the income gap has widened over the last fifty years, so has the achievement gap between high and low income families.

What is to be done? There remains a degree of decentralization in the world of education. School districts can systemically address educational quality: desegregate schools, significantly decrease class size in the early grades, increase educational opportunities by providing greater access AND support for all students, and make better deliberate use of research knowledge. The gap however will never be dramatically reduced without attending to the inequalities of income, employment, housing, health care, and nutrition that exist throughout society. As we can see in the current era, the most powerful and privileged have blatant disregard for the most disadvantaged.

Since these are institutional measures that would entail a redirection of resources from corporate welfare to the well-being of all our citizens, it will require mass organizing and a political revolution. We, as practitioners, are excluded from decisions regarding social policy, so we must in the meantime take other actions within the parameters of what we control. We can take steps toward developing our abilities to create more democratic schools and classrooms. Some suggestions follow:

- Foster workplaces where decision-making is transparent and inclusive. All constituents who are impacted by school policies must have a voice in the decision-making process.
- Promote higher order thinking: the ability to think analytically and critically in all our classrooms. Argumentation in its various forms, an examination of evidence and evaluation of multiple points of view and presentations, can be incorporated into all disciplines. All ideas and opinions are not equal.
- Include citizenship education and community service in the curriculum. Develop the abilities of our youth to become more powerful thinkers, actors, and citizens.
- Eliminate insubordination as grounds for student suspension. Healthy cultures develop through trust and relationship building, not fear and punishment.
- Teach the political economy of capitalism. Students leave secondary school without understanding the fundamental logic of capitalist economies. It is difficult to make sense of our world without understanding that society is fundamentally driven by the drive to maximize profit; and that economic, political, and judicial institutions reinforce the power of rulers.
- Celebrate diversity and solidarity. Our schools can be places where we learn more about our individual histories and cultures and come to value people who have different experiences and ideas. The citizens of other countries are not our enemies. War is not the answer.

To paraphrase Jerome Bruner, any subject or idea can be taught in an intellectually honest form to children of all ages. Implementation of these throughout our students'

stages of development will be difficult and controversial. It can only take place through careful consideration of the local capacities and desires of our school communities. However, our refusal to do so allows the most retrograde forces of our society that have captured the U.S. government to continue taking us toward a more repressive society.

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### **Teachers Respond: What is Our Responsibility in the Age of Trump?**

*David Longborg, MS 216, Queens, NY:* I agree with most everything except the part about insubordination. Suspension from insubordination is rarely for a small infraction like sitting in the wrong seat, or using pencil instead of pen. Having spent a large portion of my career in rough schools where discipline was a problem, insubordination is often characterized by students cursing out teachers, refusing to go to class, spending the day wandering the building, and blatantly refusing to follow school rules. I don't know of any school that can function without strict enforcement of these rules. The problematic students are often only a small minority of the overall student body, but it only takes a few to destroy an entire building. While I do believe in proactive approaches to prevent incidents from happening before they do, I don't believe that insubordination should be removed as a pretext for discipline. Again, it only takes one student cursing at a teacher to completely destroy the culture and environment of a school.

*Marc Nuccio, Herricks MS:* William Stroud highlights several major problems that exist in our country while oversimplifying others. He begins by outlining problems that the United States faces in the Trump era, including "unfettered pursuit of corporate profit at the expense of human rights, the environment, and any regulatory controls to curb the most destructive consequences of economic growth." Stroud discusses how a culture of fear has appeared in schools, citing suspensions for insubordination as evidence. He also suggests that there is a strong correlation between the rising income gap and the educational achievement gap. Stroud dismisses the practice of disciplining students, stating, "healthy cultures develop through trust and relationship building,

not fear and punishment.” While building strong, trusting relationships with students is essential for successful teachers, discipline nonetheless plays an important role. There are students who, despite teachers’ best efforts to build trust will be disruptive and negatively influence the ability of other students to learn. It is irresponsible to eliminate discipline and suspension as options. It may be necessary to remove a student from the classroom setting to benefit of other students. Stroud’s other points accurately reflect the state of American society today. Many students do not learn the higher order thinking skills that are crucial for success in life. The inability of the American populace in general to think critically likely played a role in the 2016 primary and general elections. Had Republican and Democratic voters looked critically at the backgrounds and statements of Donald Trump and Hillary Clinton, Americans may have had two better options when they went to the polls. Stroud notes this critical examination of society should extend to capitalism. Students should examine why the free market exists, and whether or not it is the best option for a society. Teachers should not do this with the aim of encouraging students to rise up against capitalism; teachers should work to encourage students to look at multiple perspectives and reach conclusions independently. Teachers also must encourage students to play larger roles in their communities. This is the most surefire way that students can have a positive influence on their communities. We as teachers must work to encourage students to be active learners and active members of their communities to ensure that American students are on track to become active, analytical citizens.

*Steve Rosino, Whitestone Academy:* Stroud’s title sets out his biases. Teachers have the same responsibility as educators and citizens as they had with previous presidents. Singling out Donald Trump for special treatment changes our role as teachers. Our responsibility is to engage students in examination of all sides of an argument without a hidden agenda. How can we do this if we convey to them such a dark picture of the United States? How objective or responsible is it when a teacher claims, “He is not my President.” However, there are a few elements of the article I do agree with. His claim of a connection between school performance and family income is now well established. I also support his commitment to higher order thinking skills. I am also concerned with freedom of speech, but I

see it being silenced on college campuses by an out of control liberal-left.

*Ashley Balgobind, Half Hollow Hills:* Stroud makes several valid points. I share his concern that due to the high stakes testing, there is really no place in the classroom for more advanced thinking and self-directed learning. As a teacher, I know how effective and beneficial hands on, inquiry-based learning can be. It usually takes a longer time to complete student-centered lessons, however students tend to enjoy these kinds of activities and get a more robust learning experience. Stroud argues that teachers should promote higher order thinking in their classroom. I agree with this position, as it is a skill that will benefit students long after they leave school. I also feel strongly that schools should celebrate diversity. Acceptance and tolerance are morals that students should have and are developed during their time in school when they are exposed to people of other cultures and learn that the differences amongst us are what make us special. One aspect of Stroud’s article I did not agree with was his stance on insubordination and suspension. I understand how important it is to show students that there is a mutual respect and teachers genuinely care for their wellbeing. However, there are certainly instances where students are disrespectful to the point where it disrupts the classroom environment and impedes the learning of the other students. When these occurrences arise, teachers should have the option of removing a student from the classroom.

*Marie Pusateri, Hebrew Language Academy Charter School:* There exists a learning gap in the educational background of students in our country. Family income, employment, housing, health care, etc. are all factors influencing a student’s motivation to learn. School is a place where students learn how to become proper citizens. Stroud believes Donald Trump is a “ruler” who disregards logical thinking and instills fear and emotional insecurity among Americans, both citizens and non-citizens. I agree with Stroud when he says that schools teach compliance and obedience. However, I feel this is necessary, especially for those who continually challenge authority. An effective learning environment is not solely created through trust and

relationship building. There needs to be discipline so students learn to respect one another as well as their teachers. In order to create democratic school environments, we first must have safe places where students are free to learn. Education in the United States will continue to flourish regardless of President Trump's ideas.

*Jaffrey Barakat, Hofstra University:* Like one's religion, political beliefs should be one's own and not pushed or forced upon others. You can argue your opinion but not force it on others especially in the k-12 classroom. As liberal as I am, I can never force my beliefs upon others. I agree with most of what Stroud stated in his criticism of System Elected President Trump. I do however have some criticisms of my own about his views of responsibilities on behalf of educators. Stroud comes off condescending on how educators should talk about Trump. I feel that there is a few problems with that. One is it seems as if he's asking to push your own beliefs, especially if it is against Trump, on to students when I feel educators should encourage to critical thinking and think for themselves (which he does state we should do but it comes out contradicting). Two, opposition to Trump in the classroom can potentially cause issues; despite his historically low approval ratings at this point in time in his presidency he received over sixty million votes and still has millions of supporters which some might be the school administration, students and their parents. One suggestion I would use Trump in a social studies classroom is teaching the importance of citing proper sources and evidence; Trump's claims of President Obama not being born in the United States to claims there are millions of people who vote illegally can be a very teachable moment. Educators have a responsibility to teach facts and truths, teachers need to stress this more than ever but in a way that it doesn't seem to attack Trump or students that happen to support him. If an educator constantly attacks a public figure, it might alienate student from speaking up and hurt their learning and further the divide that this country is in. Some of his suggestions he needs to offer some more evidence or examples. He states "all ideas and opinions are not equal" which I agree with and understand what he is getting at but Stroud needs to elaborate more and explain. He also stated insubordination shouldn't be grounds for suspension. I feel Stroud needs to define his definition of insubordination; in the classroom as in society there needs to be certain order and civility, so I ask him: how far is too far? This essay, I felt, was a good

start to explore ideas on how to teach in the era of Trump but Stroud needs understand just like Trump has to be the President for everyone, educators must teach in a way that is best of everyone and doesn't alienate students.

*Melissa Banks, Bellmore-Merrick:* The most important idea that I disagree with is where Stroud says, "He is not my President." I have a problem with this statement in general. Yes, there are factors, which make Trump illegitimate. However, he won the election based on the rules in the United States. He won the electoral vote and as someone who respects our Constitution and someone who believes in Democracy, I have to acknowledge that he is the president, even though I disagree with him on almost every single issue. As a history teacher, my job is not to tell students how to think or to persuade them into being liberal. My job is to teach students facts, how to be a citizen, what their role is as a citizen, and how to be a good person. My job is to teach students how to distinguish a fact from an opinion, or in the case of President Trump, a lie. I want to teach my students to be accepting and kind. My students are taught tolerance. When they walk through the door it is a "safe space." Hate is not tolerated because it takes away from education. My students are taught what it means to be equal and the value of diversity. Our job as teachers has always been to teach the positives and negatives of a President; why should that stop now? It can't. We have to eliminate the stigma that facts and tolerance are somehow "partisan," because they are not. I went to an anti-Trump march after the election in New York City and I saw a group of tenth grade students holding signs. It was powerful to see kids out in the streets exercising their rights, knowing their rights, and I made it known to them that they should be proud of themselves for standing up for what they believe in and that we need younger people to get involved because they are the future. That is the climate we need to create right now. We need to explain to students who are afraid that it has been worse, that power does come from the people, and that our protests and our participation does make a difference.

*Tina Abbatiello, East Meadow:* I agree with many of Stroud's observations about politics, but less with his observations about education. Trump and his team do "disregard evidence and logical thinking." Many politicians bend and twist the truth, but the Trump team seems to do it more often. I agree that Trump's appeal to

fear is a major reason he was elected. Stroud is convincing when he discusses the inequality in our schools. Unfortunately, the factor that probably plays the most important role in determining whether an American child will receive a good education is what family he or she is born into. The best schools belong to the most powerful and privileged. This inequality has existed for a long time, and all sides need to address it.

*Haihan Liao, Hofstra University:* The reasons people voted for Donald Trump are quite complex. Most Republican voters believed his policies and attitudes would improve the country, expanding job opportunities and individual income. There was also deep suspicion of

the media and news reportage. However you feel about President Trump, it is a mistake to dismiss the people who voted for him. Teachers should promote higher order thinking and a sense of responsibility for the whole society. The future of democracy depends on thoughtful individuals and their efforts to pursue profound and meaningful lives. The future of democratic society is never guaranteed. Of course teachers should create safe environments for students, but we also must help them to understand the real world. That requires academic and social discipline. It is the responsibility of teachers to guide students to learn systematically when they cannot yet decide for themselves what is important.



## ***Soldiering On: The Great-great-great granddaughter of a Civil War Soldier Empowers Social Studies Students***

Cheryl Wills

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When I was an elementary school student in New York City during the 1970s, I sincerely wish that I had known that I was a direct descendant of an enslaved Tennessee man who fought for his freedom during The Civil War. His name was Sandy Wills. I was clueless about my family's incredible legacy that started on cotton plantations in Tennessee and extended to my birth in New York City.

I wasn't the only one left in the dark. My dad, Clarence Wills, was actually born in Spring of 1942 in the vicinity of that awful plantation in Haywood County (about 30 miles south of Memphis) and no one told *him* about Sandy Wills either. His dad, Fred Wills, literally picked cotton from the very same plantation in the 1920s and 1930s and no one in his family spoke of the pain or the powerful stories hidden beneath the fertile Tennessee soil.

My Grandpa Fred's father, Allen Wills (grandson of Sandy) apparently knew very little about his grandfather's heroic tour of duty during the Civil War because his dad Alex (son of Sandy Wills) died when Allen was a child. To this day, I am baffled that apparently no one bothered to share the heroic tale of the brave soldier who did his part to keep America united under one flag and end slavery once and for all.

It was not until a century and a half later that I, a television journalist who loved telling stories, decided to dig into my own story and I was shocked by what I found during my painstaking online research from census reports, genealogy and military websites and the National Archives and Records Administration in Washington, D.C.

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The first 'exclusive' was that an ambitious farmer and plantation owner named Edmund Willis Wills purchased my ten year old great-great-great grandfather at a slave auction in Tennessee in 1850. Whoa! I finally cracked the case of where our last name came from. There are millions upon millions of African Americans who carry the last name of plantation owners and they have no idea of its origin. Wills. Jackson. McLaughlin. Davis. Robinson. These names were not of their native West African ancestry nor were these surnames assigned voluntarily. When enslaved Africans were sold, they were forced to take on the surname of their new owner. Sometimes, if they were resold, they had assessed multiple surnames in a single lifetime.

The next shock was that Grandpa Sandy befriended five young energetic boys who resided on the Wills plantation. Their names were James Wills, Andy Wills, Mack Wills, Dick Wills and Richard Wills. They were all under the age of 10 in 1850. Sandy was the oldest and tallest among the boys and my research shows they were as close as any brothers could be even though they were not related by blood. The enslaved children, who were denied literacy by Tennessee state law, slept together on the rotted wood floors of cramped slave cabins and fashioned a world of their own in the slave community.

The Civil War broke out in April of 1861. At the time, Sandy and his five friends were in their late teens and early 20s. About two years later, in 1863, Abraham Lincoln famously signed the Emancipation Proclamation which not only freed enslaved people in some southern states but it also allowed the formerly enslaved men to fight in the escalating war.

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In the summer of 1863, Grandpa Sandy and his unheralded band of brothers made a run for it. They escaped Edmund Wills' plantation and enlisted in the United States Colored Troops – a division of President Lincoln's Union Army. In the blink of an eye, the former enslaved men became proud soldiers and during my research I found each and every military enlistment form, which brought tears to my eyes. The records yield important details about them right down to their height and the color of their eyes. Sandy, James, Andy, Mack, Dick and Richard quite literally were able to speak to me from the grave!

During their enlistment into the 4<sup>th</sup> Heavy Field Artillery unit in Columbus, Kentucky, they faced tough questions like 'How old are you?'. This was a difficult question because few plantation owners kept records of when their 'property' was born. And since the slave community was forced into a world of illiteracy, they were unable to record the births themselves. So, when Mr. S. G. York abruptly asked the newly emancipated men how old they were, they took a wild guess. My grandpa Sandy estimated he was about 23. Dick said 22. Andy picked the age 19 and James, Richard, Mack all said 18. It was fascinating to see that my grandfather's height was measured at 5'9 ½ and that his skin, hair and eye color was recorded 'black'.

Of all of the entries on these now-historic forms, I marveled at the line that reads: "Occupation". Incredibly, Mr. York wrote **slave** for James, Andy, Mack and Richard. I was aghast when I read this for the first time! It was a truly jaw dropping moment! Occupation: Slave! It was a horrific sign of a dreadful chapter in our nation's history.

But my frown was turned upside down when I analyzed Grandpa Sandy's occupation: it said FARMER! When I visit social studies classes, this is my shining moment of enlightenment! Occupation: Farmer! Somehow, my Grandpa Sandy dissuaded Mr. York from branding him a slave on this all-important military document, which he must have reckoned would live for infinity. There are no words in the English language to describe how proud I am of Grandpa Sandy for refusing to let the world

**define** him! He had been free in his mind, body and spirit long before President Lincoln signed the Emancipation Proclamation!

And his buddy, Dick, he demanded that occupation be left blank! These men were revolutionaries in their own way! Their quiet power during this seminal moment in American history is a lesson for the ages. It's such a shame that students don't have the opportunity to learn about their heroic legacy!

The Wills soldiers served in The United States Colored Troops from 1863 until 1866. Like most black regiments, they didn't see much action or confrontation with Confederate troops. They were primarily assigned to garrison duty, which is a fancy name for guarding and supporting the fort. There were a few notable exceptions, of course, like the famous 54<sup>th</sup> regiment upon which the Academy Award-winning film *Glory* is based. But the other approximately 180,000 black Union soldiers performed their duties with tremendous dignity and the Wills men were all honorably discharged. I proudly display Grandpa Sandy's discharge certificate on my living room wall! It's the reason that I'm free today!

It should be noted that Richard Wills was the only one of the Wills brothers who died during the war due to disease. In 1866, grandpa Sandy and his fellow veterans were now finally and forever free and returned to the Tennessee plantation as sharecroppers, got married and raised families.

Fortunately, I have a near-complete picture of Grandpa Sandy's life as a husband and father. In January of 1869, Sandy married a 19-year-old feisty former enslaved woman named Emma. Together they raised their family on a plantation called Mooreland – which still stands today. A slave owner named John Bertie Moore owned Emma and her entire family, including her parents up until slavery's end. Mooreland was just a stone's throw from Edmund Wills' plantation. Even though Sandy and Emma were on neighboring plantations, they had never met.

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Sandy & Emma's marriage are notable because they represent newlyweds whose marriage was finally recognized by the State of Tennessee. And they obtained a legal marriage license, which prior to 1865, was off-limits for enslaved people. And their first child, William Wills, was also historic, because the little boy's birth on February 3, 1870 represents the first child in my paternal family tree who was born FREE! From my perspective, that's a really big deal! Imagine how Sandy & Emma felt when they welcomed this precious child into the world, knowing that he would never be snatched away from them and sold at auction. Such precious moments in the lives of these humble Americans are no where to be found in social studies textbooks.

Furthermore, Emma proved to a soldier in her own right. She was born into slavery so she didn't know her birthday but she was determined to chart a new legacy of documentation and literacy for her new family going forward. Although she was illiterate, Emma cherished her family bible. Within the pages of this holy book was an insert where one's family history could be recorded. Since Emma was unable to read or write, she enlisted the help of a man once owned her: her former master's son Joel Moore – who during Reconstruction apparently had a change of heart. Joel Moore wrote in Emma's bible the name and birth date of not just her first child, William but of the eight (!) children that quickly followed.

When Emma was pregnant with her ninth child on February 25 1889, Sandy Wills died. He was about 50 years old. My great-great-great grandmother was left a poor widow in a one-room shack with nine dependent children. She told folks that she only owned one horse. Clearly grandma Emma was an astute woman, because she somehow got wind of the fact that white widows, whose husbands were Civil War veterans, received a widow's pension. Emma decided to apply for a widow's pension since her husband was a Civil War veteran, too. She was swiftly denied and was told there was no evidence that her husband ever served in the armed forces.

I'm proud to report that Emma did not back down. She hired a lawyer! His name was C. M. Sweet! And

together they challenged the U.S. pension bureau to pay Emma Wills and her dependents because she provided her husband's discharge certificate as proof of service. But the pension bureau had a powerful argument: Emma Wills was unable to provide proof of birth for herself or her husband. How could they determine that she was not providing a fraudulent claim for benefits?

After many long months of back and forth and oral depositions by my grandma Emma [the foundation for so much of my research], the government finally requested proof of birth for the nine children that the 'alleged' soldier fathered. Empowered with her bible, Emma had firm proof. Her lawyer noted the birth of every single child from William Wills 2/3/1870, Alex Wills (my great-great grandfather) 9/20/1871, Sandy Jr. 8/8/1873, Adolphus (named for Emma's father) 10/2/1875, Mattie Bell 9/7/1877, John Henry 8/3/1878, Walter 1/25/1883, Priscilla 8/25/1886 and finally James, tragically born one month to the day after the death of his father Sandy on March 25, 1889.

When the federal bureaucrats saw the persistence and diligence of Emma, they backed off and approved her application. Emma received a pension for herself and every child under the age of 16 until she died in 1901.

In 2015, I decided to give to students what I wish I had as a kid: the gift of knowing your family legacy. I wrote a picture book called "The Emancipation of Grandpa Sandy Wills", which chronicles my discovery of my long lost ancestor and inspires children to create their own family trees and track down their own heroes.

Even though I'm a busy television anchor and work around the clock, I take time out of my weekly schedule to visit schools and remind students that the most important history lesson is your own! Who made it possible for you to enjoy all of the luxuries that so many take for granted? Who paved the way for your success? These are important questions that I believe every student should address as they plan for their future.

When I learned about the Civil War in school, no one and I mean no one taught me about the United States

Colored Troops who helped power Lincoln's struggling Union Army to victory. And no one even hinted that I – a skinny brown girl from Queens – might have a family history that contributed something to the powerful tapestry of The United States of America. My family was not a burden to America – we were a blessing. So when I walk into schools from coast to coast, I march like a soldier in with my head held high. I am a

representative of a great soldier who risked his life for a country that was deeply divided.

As a result, I am stronger, bolder, and prouder than I have ever been. That's what happens when you know who you are. And I now spend my precious time shining a light on my family tree – so students reconnect with their lost ancestors and walk in their own light of liberty.

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## The Government's Hostage: The Conviction and Execution of Ethel Rosenberg

by Mark Denbeaux, Shannon Dolan, Robert C. Graber, Elizabeth A. Mancuso, Theodore R. Tanzer, Stephanie D. Ashley, Cory S. Benavides, Jomini Y. Chu, Jessica K. Formichella, Amanda P. Frankel, Brendan A. Johnson, Kelly A. Kearns, and Gwenda R. Davis



Whether or not Ethel Rosenberg was guilty of the offense for which she was tried, convicted, and executed, there is little doubt that the evidence upon which the conviction was based was threadbare. Indeed, even the government itself thought so. The government's prosecution of Ethel relied exclusively on the testimony of David and Ruth Greenglass, Ethel's brother and sister-in-law. A July 17, 1950 internal FBI memo declared there was not enough evidence to arrest Ethel

Rosenberg. The government did not discover any new evidence against Ethel between the release of that memo and Ethel's arrest on August 11, 1950. Furthermore, no new evidence was discovered in the time between her arrest and her indictment on January 31, 1951, shortly before her trial in March. And it was in that brief period that both the Greenglasses' stories dramatically evolved as to the extent of Ethel's supposed connections with the alleged conspiracy. Her conviction and execution rested on three claims: (1) Ethel asked Ruth to convey Julius' espionage recruitment offer to David; (2) Ethel typed up notes containing nuclear secrets in order to transmit them to the Soviets; and (3) Ethel and Julius received a mahogany table and other gifts from the Soviets as a reward for their commitment to the cause. Of the three, the only evidence present at the time Ethel was indicted was Ruth's statement that Ethel asked Ruth to convey Julius' recruitment offer to David. Despite giving several statements, over the course of eight months, neither Ruth nor David Greenglass mentioned Ethel typing up the notes until two weeks before trial. The indictment and pretrial documents also fail to report that Ethel received gifts from the Russians. This accusation was first introduced into the trial documents during the Greenglasses' trial testimony.

The conclusion in the July 17, 1950 FBI memo, stating that the evidence against Ethel was insufficient to warrant prosecution, remained true throughout her arrest, prosecution, conviction, and execution. The reason for her prosecution seems clear: Ethel was executed because she refused to cooperate with the Government to help convict her husband, Julius. Ethel was merely a pawn

used for leverage in the government's attempt to build a case against Julius Rosenberg.

### *Introduction*

Once regarded as the trial of the century, the Rosenberg case continues to elicit contradictory reactions. Most Rosenberg reports focus on the guilt or innocence of both Julius and Ethel as a pair. In creating this report, Seton Hall University School of Law Center for Policy and Research (the Center), adds a new perspective to the existing literature by focusing on Ethel individually. The report will detail the evidence the government had of her guilt, concluding that it was remarkably thin. On January 31, 1951, a federal grand jury in the Southern District of New York indicted Julius and Ethel Rosenberg, Morton Sobell, Anatoli Yakovelev, and David Greenglass for conspiracy to commit espionage. They were indicted under Section 34, Title 50, of the United States Code, on the basis of twelve overt acts. Ethel Rosenberg was named in only two of the twelve alleged overt acts described in the indictments. Throughout a month-long trial in March of 1951, the government presented only three pieces of evidence allegedly implicating Ethel in the conspiracy: (1) in mid-November 1944, Ethel asked Ruth to convey a message from Julius to David, asking David to collect sensitive information from scientists working on the Manhattan Project at Los Alamos, New Mexico; (2) Ethel typed notes containing sensitive information that Julius received from David; and (3) Ethel received a mahogany console table and other gifts from the Soviets as a reward for her espionage efforts. The government relied on the testimony of Ethel's brother, David Greenglass, and David's wife, Ruth, to convict Ethel despite their status as named co-conspirators, and David's additional status as a named co-defendant. David and Ruth appreciated the gravity of the charges and, to avoid facing the same fate as the Rosenbergs, they chose to cooperate with the government at the beginning of the investigation. Ultimately, Ethel was convicted of conspiracy to commit espionage on March 29, 1951, sentenced to death on April 5, 1951, and executed on June 19, 1953. David, in contrast, was sentenced to fifteen years in prison, and Ruth was never arrested.

The Center reviewed many FBI documents used to develop the allegations against Ethel and to understand the government's prosecution strategy in the Rosenberg case. While there may be unreleased evidence against Ethel, contemporaneous documents from the FBI and DOJ officials repeatedly note the absence of evidence implicating Ethel in the espionage conspiracy. Further, most of the government's key evidence against Ethel appears to have been uncovered six months after Ethel's arrest, thus casting doubt on the legitimacy of her arrest and imprisonment at that stage. This report reviews the government's case against Ethel. Part II focuses on the chronology of the evidence's appearance while Part III analyzes the evidence itself, attempting to discern the government's basis for its decision to seek the death penalty against Ethel. Part IV concludes.

### *Chronology of the Evidence A. The Investigation (June 15, 1950–August 11, 1950)*

The investigation into Julius Rosenberg began with David Greenglass' arrest on June 15, 1950. According to Agent Belmont, David's initial signed statement implicated only himself, Ruth, and Julius. In fact, David did not mention Ethel at all in his initial statement. David told the FBI agents that during Ruth's visit to New Mexico in November 1944, Ruth told him that Julius "had asked if [he] would give information on the atom bomb." David cautioned that the message his wife conveyed to him was not Ruth's idea, "but was an idea given to her by Julius Rosenberg." On June 16, 1950, David gave a second statement, but that also failed to mention Ethel.

The FBI first interviewed Ruth Greenglass on June 16, 1950. Like David, Ruth did not mention Ethel in her initial statement. Ruth was interviewed at Gouverneur Hospital where she was a patient. FBI agents secured permission from Ruth's doctor to interview her, and Ruth consented. Ruth was scheduled to be released from the hospital later that day.

On June 23, 1950, the FBI sent a memo to Assistant Attorney General McInerney requesting an opinion as to whether there was sufficient evidence against Ruth and

Julius to prosecute them. At this point, the FBI was under the impression that David was recruited into a Soviet spy ring by his wife, Ruth, at the request of Julius. Ruth's subsequent statement to the FBI on July 14, 1950 was the first time Ethel was reported as a participant in the November 1944 conversation between Julius and Ruth. Ruth stated that, "when [she] was reluctant to do what Julius asked of her, Ethel told [her] that she should at least ask her husband, David, if he would furnish [that] type of information." In that statement, Ruth also described having dinner with her husband and the Rosenbergs at the Rosenberg apartment in January 1945. Ruth recalled Julius cutting a Jell-O box in half, giving one half to David and stating that he would keep the other half to give to the person who was to travel to New Mexico to collect more information from David. Therefore, David would be assured that whoever produced the matching half of the Jell-O box was sent by Julius.

Ruth did not explicitly mention Ethel's presence when this occurred. However, on July 17, 1950, David and Ruth each gave another statement to the FBI. Again, David made no mention of Ethel, but Ruth's statement, while substantially similar to her July 14, 1950 statement, added that Ethel was present when Julius cut the Jell-O box in half. Based on these statements, the DOJ arrested Julius. Later that same day, the FBI requested that AAG McInerney issue an opinion as to whether Ethel could be prosecuted. The memo, reporting McInerney's response, explained the evidence against Ethel depended on the statement of one witness—Ruth. Because of this, McInerney counseled that "there was insufficient evidence to issue process against [Ethel] at this time." However, McInerney further opined that "it might be possible to utilize [Ethel] as a lever against her husband."

Two days later, on July 19, 1950, the FBI took another statement from David. For the first time, David mentioned Ethel in a statement, recounting his late-November 1944 conversation with Ruth in which she told him about her mid-November, 1944 conversation with Julius. David explained that, after Ruth told Julius she did not want to convey his message to David, Ethel

said, "[w]ell, at least ask David to do this." However, David never claimed firsthand knowledge of these statements; he was only able to convey what Ruth had told him. Additionally, David's July 19, 1950 statement also corroborated Ruth's allegation that Ethel was present while Julius cut up the Jell-O box.

The government considered David's belated corroboration of Ruth's statement adequate to alleviate McInerney's concern over the insufficiency of evidence implicating Ethel in the conspiracy. By July 28, 1950, U.S. Attorney Irving Saypol was considering Ethel as a possible defendant. Furthermore, he stated that since David and Ruth Greenglass were necessary witnesses for a trial against the Rosenbergs, "it might be necessary to include them in the indictment as co-conspirators rather than defendants."

On August 1, 1950, despite McInerney's earlier reluctance to proceed against Ethel, Saypol instructed Chief Assistant United States Attorney, Myles Lane, to request that the New York Office immediately issue a sealed complaint and warrant charging Ethel with conspiracy to engage in espionage. He also proposed that the FBI should apprehend Ethel if she was uncooperative while appearing in front of the Grand Jury.

In response, Whelan and McInerney protested that Saypol's proposed procedure to initiate process against Ethel "was not sound." Whelan warned Saypol that "the advance issuance of a warrant for Ethel prior to her grand jury appearance might be regarded as a threat against her."

In preparation for her grand jury appearance, Lane took another statement from Ruth. She reiterated previous statements and provided a few additional details. For instance, Ruth stated that Julius "was almost always alone" and that "he was never accompanied by [Ethel]" except when they were at home together. Ruth also mentioned that "Dave's handwriting isn't always legible," but made no mention of anyone helping to type his notes. The next day, Ruth testified, under oath, in front of the Grand Jury. When asked if Ethel ever urged

David to remain in the Army and to continue giving information, Ruth stated that, "Ethel never made any mention of this to David. The only time she was there was when there were conversations between her husband and me, in her presence."

The next day, Friday, August 4, 1950, Lane interviewed David in preparation for his grand jury testimony. David's statement at that time included much more detail than his prior statements. Lane questioned David about his September 1945 meeting with Julius when he gave Julius a written description of certain aspects of the atomic bomb and some sketches he had prepared from memory. David told Lane that Ethel was never present when he turned over classified information to Julius. Lane asked David if Ethel ever talked to David about Julius transmitting information to the Russians, to which David responded, "[Ethel] never spoke about it to me and that's a fact." At the end of the interview, Lane asked David if Julius and Ethel ever received any gifts from the Soviets. David replied that Julius had received a watch from the Russians as "a reward for services rendered," but he did not know if Ethel also received a watch.

On Monday, August 7, 1950, David testified, under oath, in front of the Grand Jury. David again stated that Julius showed him the watch he had received from the Russians. Lane then asked David if Ethel ever made reference to any citations or commendations from the Russians, to which David replied, "[m]y sister has never spoken to me about this subject." Lane questioned David on whether Ethel tried to persuade him to stay in the Army. David replied, "I said before, and say it again, honestly, this is a fact: I never spoke to my sister about this at all."

Ethel also testified before the Grand Jury on August 7, 1950. Ethel answered background questions, but asserted her right against self-incrimination when asked about the case. Saypol advised the FBI that Ethel was uncooperative, and that on "two or three occasions she was almost in contempt of court." On August 11, 1950, Ethel was recalled to the Grand Jury, but she continued to exercise her rights. On August 11, 1950, USA Saypol

authorized the FBI's New York Division to issue a complaint and warrant against Ethel.

Following her grand jury testimony, Ethel was arrested in front of the courthouse, and was arraigned later that afternoon. On August 17, 1950, Julius, Ethel, and Anatoli Yakovlev were indicted by the Grand Jury in the Southern District of New York for conspiracy to commit espionage between November 1, 1944, and June 16, 1950. David and Ruth were named as co-conspirators, but not as defendants. The indictment, based on eleven overt acts, mentioned Ethel twice: (1) for conferring with Ruth and Julius on, or about, November 15, 1944, and (2) for conferring with Julius, Ruth and David on, or about, January 5, 1945.

On August 23, 1950, Ethel pled not guilty. At the end of August 1950, over the course of three days, Agent Harrington interviewed David at the Tombs Prison in New York. During the interview, Harrington showed David a gold woman's wristwatch he alleged to be Ethel's. According to Harrington's memo, David stated "he did not recognize [the] watch at all, and had no recollection of ever having seen it in the presence of Ethel." A month later, on October 5, 1950, Agent Lewis interviewed Bernard Greenglass, Ethel and David's brother. In his memo regarding Bernard's interview, Lewis noted that "Bernard was unable to furnish any information regarding the source of the Rosenbergs' watches," and that Bernard had not seen Ethel's watch.

At first, David stated that he had no recollection of Julius telling him that Ethel had received a wristwatch as a gift from the Russians or anyone else. Later in the conversation, David recalled that "Julius mentioned to him that Ethel had gotten a watch as a gift, but Julius did not say specifically what the source of the gift was, except to indicate vaguely that it came from some friends. David was of the opinion that this meant it was from the Russians," but he admitted that "he had no proof to substantiate that opinion." David then repeated that he did not recall seeing this watch in Ethel's possession, "nor did he have any recollection of having asked Ethel about the gift."

On October 10, 1950, a federal grand jury in the Southern District returned a superseding indictment, which was identical to the original indictment, except it added David Greenglass and Morton Sobell as defendants. On January 31, 1951, a federal grand jury in the Southern District handed down a second superseding indictment. This indictment was identical to the October 10, 1950 superseding indictment, except it changed the start date of the conspiracy from November 1, 1944, to June 6, 1944.

Ethel, Julius, and Morton Sobell pled not guilty on February 2, 1951. That same day, David pled guilty and the judge deferred his sentencing until the end of the Rosenberg trial. On February 8, 1951 — one month before trial — Lane appeared before the United States Congress Joint Committee on Atomic Energy to apprise it of the case and explain that David would have to take the stand as a key witness. In order to justify seeking the death penalty against Julius, David would need to testify about the information he transferred to Julius. Lane sought the Committee's guidance on how to question David on direct examination, so as to protect national security by minimizing the amount of classified information exposed in open court. Lane stressed the importance of convicting Julius, and stated the government's desire to impose the death penalty. "We think it is important that he be under the shadow of a death penalty, at least for a while."

According to Lane, Julius was "the keystone to a lot of other potential espionage agents," and the DOJ felt that, if it could get Julius to cooperate, he would lead them to many other conspirators. The DOJ believed that threatening Julius with the death penalty would help convince Julius to cooperate. Notably, Lane suggested to the Committee that if, in addition to seeking the death penalty against Julius, the government could convict Ethel and give her a "stiff sentence of 25 or 30 years," Julius may be more inclined to talk. Lane added that this "is about the only thing you can use as a lever on those people."

Senator Cole, one of the members of the Committee, asked Lane if David was ready "to tell everything. . . .

[e]ven that which would involve [Ethel]." Lane conceded that David was reluctant when it came to talking about Ethel, but that the government's case would rely on Ruth's testimony to convict Ethel. Lane told the Committee that the only evidence they had against Ruth was "the conference they attended where they made arrangements for this Jell-O box and for the information to be passed on." Most notably, Lane commented that "[t]he case is not too strong against [Ethel]. But for the purpose of acting as a deterrent, I think it is very important that she be convicted, too, and given a stiff sentence."

On February 24, 1951 — ten days before the start of trial — Agent Harrington interviewed Ruth. For the first time, Ruth mentioned that, in January 1945, David had prepared hand-written descriptions of his work at Los Alamos, and sketches of the lens mold used in the atomic bomb, for Julius. She stated that when Julius came to pick up the written descriptions, she "mentioned to Julius that David had very poor handwriting, and that it would be difficult for Julius to read it." Ruth said that Julius replied that it "was okay because he would have his wife, Ethel, type it for him." Ruth went on to detail the January 1945 dinner at the Rosenbergs' house. Ruth stated that she mentioned to Ethel that she looked tired, and Ethel replied that she "had been up late the night before typing the material that David had given to Julius and typing other material that Julius had received." Ruth further indicated that Ethel told her that "she always typed Julius' material." Next, Ruth described David's September 1945 transfer of information to Julius. Ruth recalled David spending several hours preparing written information and sketches at Julius's request. According to Ruth, when David finished, they went to Julius' house to turn over the information and sketches. Ruth said Julius read the information, called for Ethel, and then told her she had to type it up immediately. Ruth testified that Ethel then sat down at the typewriter and typed up the information. On February 26, 1951 — one week before the start of trial — Agents Norton and Harrington interviewed David. Corroborating Ruth's statements, David said that he and Ruth went to the Rosenbergs'

house in September 1945 to deliver written information to Julius, and Ethel typed the notes up.

David testified as a government witness at trial. On direct examination, David testified about his January 1945 furlough in New York and how Julius asked him to write up information on the atomic bomb and to have it ready the next day. The following morning, Julius went to David's house to collect the written information. David testified that Ruth pointed out David's poor handwriting to Julius, and indicated it would require interpretation. David recalled Julius replying, "there was nothing to worry about, as Ethel would type it up." David stated that, a few days later, he and Ruth went over to the Rosenbergs' for dinner. David mentioned that early in the evening, that Ruth told Ethel she had looked kind of tired, and Ethel replied that "she was tired between the child and staying up late at night typing over notes that Julius had brought her." Later in his testimony, David recounted his September 1945 furlough in New York during which he gave Julius another written description of the atomic bomb and more sketches. David stated that Ruth and Ethel were also present when he gave Julius this information.

David told the court that, upon getting the written description, Julius "stepped into another room and he read it, and he came out and he said, '[t]his is very good. We ought to have this typed up immediately.'" David explained that Ruth then said that "[they] will probably have to correct the grammar." According to David, Ethel did the typing, while Ruth, Julius and Ethel corrected the grammar. Cohn questioned David about whether the Rosenbergs had received gifts from the Russians. David testified that, during his furlough in January 1945, Julius told him he had received a watch from the Russians as a reward. Cohn asked again whether Julius had ever mentioned anything else that he or Ethel had received as a reward from the Russians, to which David said that Ethel also received a watch, but after Julius received his. David did not recall when he was told about Ethel receiving a watch from the Russians, but knew it was Ruth who told him about it. Cohn asked David, for the third time, if there was anything else that the Rosenbergs told him they had received from the Russians. This time,

David recalled that the Rosenbergs told him about a console table they received from the Russians, and that he had seen the table in the Rosenbergs' home.

On March 14, 1951, Ruth took the stand as a government witness. She reiterated four main points: (1) how Ethel asked her to convey Julius's message to David in November 1944; (2) how, during the January 1945 information transfer, Julius assured her "not to worry" that David's handwriting was poor because Ethel would re-type the notes; (3) how, at the January 1945 dinner, Ethel remarked that she was tired from typing; and (4) how Ethel typed the information David brought to Julius in September 1945. Kilsheimer asked Ruth whether she noticed any particular piece of furniture in the Rosenbergs' apartment when she visited after returning from New Mexico in 1946. Ruth recalled admiring a mahogany console table and asking Ethel where she bought it. Ethel told Ruth the table was a gift from a friend, and Julius interjected that it was actually a gift from his friend. Ruth explained how Julius flipped the table on its side to show that a portion of it was hollowed out to accommodate a lamp for photography purposes. According to Ruth, Julius told her that he used the table to "take pictures on microfilm of the typewritten notes."

#### *Analysis*

The government's case against Ethel at trial was markedly different than its case against her at the time of her arrest. As previously stated, at trial, the government presented three pieces of evidence against Ethel: (1) that she asked Ruth to convey Julius' message to David in November 1944; (2) that she typed up the classified information Julius collected; and (3) that she received gifts from the Russians—the mahogany console table and a watch. However, only the first of the three alleged acts—Ethel's role in the November 1944 conversation—is mentioned in Ethel's indictment. The notion that Ethel assisted Julius by typing the secret notes he obtained was not mentioned by any witness until February 24, 1951 — over six months after Ethel's arrest, over eight months after the investigation began, and only ten days before trial. The mahogany console table was first mentioned in

David's trial testimony on March 12, 1951. The allegation that Ethel received a watch as a gift from the Russians was never supported by any witness until David's trial testimony. In fact, David had previously expressly denied knowing whether the Russians gave Ethel a watch. Therefore, David's trial testimony contradicts his previous statements. The combination of the inconsistency in the government's evidence and the severity of the penalty imposed on Ethel warrants deeper investigation into other factors that significantly influenced the case. Three of those factors are discussed in this analysis: (1) the role of Ruth and David Greenglass; (2) the government's failure to do much to develop the case against Ethel until days before trial; and (3) the government's interest in identifying, punishing, and deterring espionage operations. To the government, David and Ruth were more than cooperating witnesses — they were its entire case. Yet the government did not bother to further question either of them regarding Ethel from the time of their grand jury statements in August 1950 until the end of February 1951. That was because this case was never about Ethel; it was about something much larger. Suspecting that Julius had a wealth of information about other Soviet spy operations in the United States, the government was determined to get him to cooperate.

Despite the severity of the government's claims against Ethel, the prosecution failed to produce any physical evidence to corroborate Ruth and David's allegations. The government did not produce: the typewriter Ethel used to type Julius's notes, a single page of typewritten notes, nor anything to show that Ethel received a mahogany table or a watch as a gift from the Russians.

The government began questioning David and Ruth immediately after David's arrest on June 15, 1950. On June 28, 1950, David and Ruth's attorney, O. John Rogge, informed FBI agents that David had not "made complete divulgence of his activities" to the authorities, and that he was "willing to cooperate." Moreover, Ruth was "willing to cooperate by all means." Rogge also told the agents that the only person David could implicate in the conspiracy was Julius. The next day, as evidenced in a teletype, the FBI recognized the necessity of Ruth and

David's cooperation in order to prosecute Julius. It was not difficult to convince Ruth and David to cooperate — they had two young children to think about and understood that cooperating could go a long way towards receiving leniency. At the time of David's arrest, the Greenglasses had a four-year old son, and a newborn daughter. In fact, the Greenglasses did receive leniency. David received 15 years in prison, and Ruth was never even indicted.

The July 17th statements were just retellings of the statements David and Ruth had given previously. Since the FBI did not learn any new information from the Greenglasses, and because Julius refused to cooperate, the government needed to devise a plan to break Julius — Ethel was their answer. McInerney recognized the value in using Ethel to coerce Julius to cooperate, so he requested the FBI to supply him with additional information concerning Ethel. If McInerney could obtain evidence incriminating Ethel, perhaps Julius would agree to cooperate to save his wife from prosecution. However, at the time of Julius' arrest, the only evidence against Ethel was Ruth's statement, and, as McInerney recognized, the statement of a single witness was insufficient to warrant Ethel's arrest.

Two days after AAG McInerney's recommendation, consistent with his agreement to cooperate, David suddenly corroborated Ruth's statement. In his earlier statements, David reported that Ruth delivered Julius's message at the sole request of Julius. However, in his July 19, 1950 statement, David reported that Ruth told him that Ethel helped Julius persuade her to deliver the message. David's new statement conveniently follows McInerney's realization that Ethel could be used as a lever against Julius. The government could now use David's new statement as evidence that Ethel acted in furtherance of the conspiracy. Moreover, David's corroboration of Ruth's statement seems to be a response to McInerney's concern that only one witness implicated Ethel.

Although David did not have personal knowledge of whether Ethel did in fact help Julius persuade Ruth to deliver the message, Saypol considered David's

willingness to agree with his wife's description of a conversation, which occurred while he was thousands of miles away, sufficient to allay McNerney's objection that there was no evidence to arrest her. The plan to use Ethel as a lever against Julius had been put into effect. Less than ten days later, Saypol was considering Ethel as a possible defendant in the same indictment as Julius. However, he decided to wait to file a charge against her until he could assess her cooperativeness in front of the Grand Jury in relation to the complaint against Julius.

In order to use Ethel as a lever against Julius, they needed to gather more evidence implicating her in the conspiracy. At the time, the government had only one potential allegation against Ethel—that she asked Ruth to convey Julius' offer to David. Over the course of two days, Lane asked the Greenglasses a total of 586 questions. Of those questions, only forty-five mentioned Ethel. Many of the questions pertaining to Ethel focused on background information about Julius, and Ethel's involvement in the communist community. What Lane failed to do was ask questions that would elicit responses establishing what role, if any, Ethel played in the conspiracy.

Ethel had not yet even been arrested at the time the Greenglasses testified in front of the Grand Jury. This equates to 8% of the questions. Thirty-six of the forty-five questions were posed to Ruth, while the remaining nine were posed to David. It is important to note that Ethel was not on trial for being a communist. So, while this information was interesting, evocative, and damning for Ethel, it was not considered relevant for the purposes of her charges.

There were multiple instances where Ruth or David mentioned Ethel and, instead of asking a follow-up question and exploring the comment, Lane continued his questioning along other lines. Lane's failure to seek any more information regarding Ethel's role even when the topic was broached by the witnesses. Furthermore, there are certain inconsistencies between the testimony given at the Grand Jury and the testimony at trial which raise suspicion about the strength of the government's case. For example, in her grand jury testimony, Ruth stated

that the last time David transferred any information to Julius was when he gave written information to Julius' associate, Harry Gold, in Albuquerque in June of 1945[s1]. Ruth also explained that she and David did not return to New York from New Mexico until March of 1946. In contrast, four days later, David testified in front of the Grand Jury that he and Ruth did return to New York while he was on furlough in September 1945. Ruth never mentioned this trip in her grand jury testimony. David stated that during this trip, he gave Julius written information and sketches he personally prepared, but he did not recall having any specific conversations at that time. In her February 24, 1951 statement, however, Ruth detailed an entire afternoon, in September of 1945, spent reviewing David's latest written information with David, Julius, and Ethel, while Ethel typed. This statement directly contradicts what Ruth testified to in front of the Grand Jury — the meeting with Harry Gold was not the last time David gave information to Ruth.

Julius sent Harry Gold to Albuquerque in June of 1945 to collect more information from David. Harry presented Julius' half of the Jell-O box top to David to assure him that he was sent by Julius. Harry Gold was separately convicted of conspiracy to commit espionage, and was sentenced to thirty years in prison.

David's February 26, 1951 statement similarly detailed the same afternoon. In doing so, he, like Ruth, directly contradicted his earlier statements. As mentioned earlier in this report, David previously told Lane that Ethel was never present when he gave Julius classified information. However, in his February 26, 1951 statement, he first claims that Ethel was not only present for the transmittal, but that she played a role in typing it. The Greenglasses were able to recall the afternoon in September 1945 with such great detail when asked about it ten days before trial, yet they could not provide a single detail of the same afternoon when asked in front of the Grand Jury seven months earlier. By the time the Greenglasses testified at trial, the afternoon in September 1945 had become the focal point in the government's case to prove Ethel's complicity. Even though David mentioned the September 1945 transmittal during his grand jury testimony, Lane did not attempt to

question either witness about whether Ethel played a role in that meeting, even though such testimony would have enhanced the government's ability to obtain an indictment against her. Furthermore, it appears that the government did not attempt to clarify what occurred in September 1945 until it took the February statements from David and Ruth — ten days before trial. The other two pieces of evidence offered against Ethel were never mentioned in any government documents until the Greenglasses testified to them, for the first time, from the witness stand.

The Greenglasses also never stated that Ethel received a watch or a table from the Russians in any statement prior to trial. In his previous statements, David explicitly told Lane that he did not know if the Russians gave Ethel a watch. David, once again, contradicted himself when he later testified at trial that Ruth told him that Ethel did receive a watch from the Russians. The fact that these three pieces of evidence were so heavily relied on at trial makes their absence in the statements and grand jury testimony of David and Ruth even more significant. Their absence also raises the question of why the prosecutors missed obvious opportunities to investigate Ethel's involvement in the conspiracy.

Only one of Ethel's alleged overt acts is corroborated by Ruth and David — her typing. This underscores the need to question the allegation's abrupt appearance in February 1951. The government understood that an allegation made by one witness, without corroboration from another, was insufficient to issue an arrest warrant, let alone impose the death penalty. Lane's February 8, 1951 testimony in front of the Joint Committee on Atomic Energy provides some insight into what the government was thinking leading up to trial. Considering the Greenglasses had not proffered any new information about Ethel's involvement in the conspiracy in the six months following her arrest, the government was feeling pressure to develop its case against her. In February 1951, with the trial date looming, the government's case against Ethel consisted only of Ruth's allegation that Ethel asked Ruth to convey Julius' recruitment offer.

The government's key witnesses did not testify to the Grand Jury that they had personally witnessed Ethel type up the classified information David transferred to Julius. The government never attempted to question these witnesses about Ethel's typing at that time, even though such testimony would have greatly enhanced the government's ability to obtain an indictment against her. We can only conclude that the government did not seek to develop its case against Ethel Rosenberg until after she was indicted in January, 1951.

When this purported conversation occurred, David was thousands of miles away in New Mexico. However, by the time Lane appeared in front of the Atomic Energy Commission he had fully committed to McNerney's proposed strategy to use Ethel as a lever against Julius. Despite admitting that the case against Ethel was weak, the government sought to sentence her to twenty-five or thirty years so that Julius would feel, not only the pressure of the possibility of a death sentence for him, but also the pressure of Ethel's fate, because that "is about the only thing you can use as a lever on those people."

Notably, it was a late decision to seek the death penalty against Ethel. As late as February 8, 1951, when Lane testified to the Atomic Energy Committee, the government was only seeking a "stiff sentence" of twenty-five or thirty years against Ethel — not the death penalty. Julius still was not cooperating as trial grew closer, and the government needed more evidence against Ethel in order to obtain leverage against Julius. Julius was the real target in this case; Ethel and her two sons were collateral damage.

#### **IV. Conclusion**

The government's investigation into Ethel's alleged role in the conspiracy is most notable for what it fails to uncover. Having reviewed the development of the case against Ethel, it is evident that Ethel's prosecution was little more than an afterthought for the government. From the beginning, the FBI knew the case against Ethel Rosenberg was weak—too weak to justify arresting her, much less prosecuting her—but it continued to elicit

statements from the Greenglasses in order to support her prosecution. Although Ruth and David each provided several statements throughout.

In a memo written after the conclusion of trial, Director Hoover reported that Attorney General J. Howard McGrath had expressed misgivings about pursuing a death sentence against Ethel as recommended by U.S. Attorney Saypol. Director Hoover also stated that he likewise thought did not feel that the death penalty should be asked for Ethel. If the facts actually were as the government claimed them to be at trial, the government should have been able to uncover support for those facts much earlier. It may be impossible to ever

know whether this evidence would have been advanced early on had the FBI agents and the prosecutors posed the correct questions to David and Ruth, or if the evidence was actually fabricated on the eve of trial in a desperate attempt to persuade Julius and Ethel to cooperate. What we do know, however, is that even though Ruth and David played much larger roles in the conspiracy than Ethel, it was Ethel who was sent to the electric chair, while David received a fifteen-year sentence, and Ruth walked away without ever being indicted. That supports the theory that the government only actively prosecuted Ethel to obtain a confession, and cooperation, from her husband.



## Fostering a Critical Account of History in Kosovo: Engaging with History Teachers' Narratives of the Second World War

Anna Di Lellio, Orli Fridman, Srđan Hercigonja and Abit Hoxha

(with support from the Austrian Development Agency)

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*Editors Note: Yugoslavia was an artificial Balkans nation created by the victorious allies at the Versailles Conference after World War I. It combined people of different nationalities and religions who spoke different languages and without a common history and frequent hostility into one administrative unit. During World War II, resistance to Nazi occupation was led by indigenous communist forces that established a new Yugoslavian government after the war. Faced by hostility from both the United States and the Soviet Union, internal conflict, and economic difficulty, the country dissolved after the death of leaders of the revolutionary generation. In the 1990s war between conflicting nationalities and newly defined ethnic states for control over disputed territories led to genocide. The study has implications for how different racial and ethnic groups and regions in the United States view historical events and contemporary issues through the lens of their own identities.*



We conducted in-depth interviews with a group of Serbian and Albanian history teachers in Kosovo to obtain a better grasp on how the history of the Second World War is taught in the local public high schools. Since the research and debate on official textbooks has found the prevalence of official nationalist and mutually hostile narratives in the publications of each national of the groups, we set out to find whether teachers use and follow those texts. We wanted to test their adherence to official narratives by seeing how would they react to challenges to those same narratives.

Our findings are based on qualitative research methods such as in-depth interviews and a review of written works. Our sample consists of structured interviews with high school history teachers. The interviews are semi-structured, with an open-ended set of questions. To randomize the sample, we interviewed teachers in all the main regions of Kosovo, which have a distinct and different experience with the Second World War, to best capture the differences and similarities in classrooms across Kosovo. Before the interviews, we reviewed how the official history textbooks approved by the Ministries of Education of Kosovo and Serbia present the War.

We discovered a reality that cannot be easily captured by ready-made categorizations. First, teachers from both groups are “custodians” of their respective national narratives, but none of these two groups is homogeneous. The Second World War is a powerful signifier of the birth of Socialist Yugoslavia and thus it elicits contradictory feelings and political stands.

Second, teachers from both groups are distrustful of the influence of institutional authorities, foreign

governments, international organizations, their respective domestic Ministries, on their teaching instruments and practices. But they are also conformist, and largely conform to administrative directives such as curricula and programs, as long as they do not contradict deeply held beliefs that are rooted in personal and communal stories about the war.

*Custodians of their national narratives*

The role of Serbian teachers as custodians of their national narrative is grounded in their current material and political conditions. Their life and work occur in very difficult circumstances, or even under occupation, as one of them claimed. They work in schools that are named after Serbian educational institutions which no longer exist in the place where they were once located. They depend on Belgrade for administrative direction, and teach a history of the Second World War in which Kosovo is only a small part, as the major tragedies and glories of the Serbian nation happened somewhere else.

They largely teach the history of the Second World War that has crystallized in Serbian official textbooks since the late 1990s, in which there is an attempt to balance the Yugoslav ideological narrative of the good, multinational partisan war, with the rehabilitation of the četnik movement, which was both anti-foreign occupation and anti-partisans, at times collaborating with the Nazis. In this storyline, all Serbs fought on the right side against Fascism and Nazism, while almost all other nations in Yugoslavia fought on the wrong side and victimized Serbs; all Albanians in Kosovo are guilty, as collaborators of the Fascist enemies, of ethnically cleansing Kosovo of Serbs and taking it away from Serbia.

Albanian history teachers live in different circumstances, as citizens of the Republic of Kosovo, but they too are custodians of their national narrative. Some feel they must react to outsiders' lobbying to change how history is written for political purposes, whether it is Turkey's will to impose the image of a benign Ottoman Empire, or international organizations' pressure to rewrite history in order to de-escalate ethnic tensions. Others became

custodian of their national narrative under Yugoslavia, when they were either cowed into conformism, or learned how to be subterranean critics of Yugoslav history. In the decade before the recent war, they taught and attended makeshift schools where they learned and also taught national resistance more than history.

The Albanian national narrative of the Second World War, reproduced in the official textbooks, is squarely founded on the ideas that the Albanian nation, consistently betrayed by more powerful ones as well as her malevolent neighbors, had to collaborate with Fascist Italy and Nazi Germany to free itself from Serbia. In this version Albanians are always fighters for freedom and independence, incapable of doing evil to any other nation, including their archenemy Serbia. Albanian partisans and Albanian nationalists who fought each other, as well as Albanian collaborators, are all equally heroes.

*Contestations within national narratives*

Teachers from both groups told us that in their classrooms they stress different events of the War and give different interpretations of such events, on the basis of what they learned outside textbooks. They tell students what they know from personal or communal experience, and the stories they heard from their families. But these stories are not simply private or anecdotal, because they are linked to broader ideological and political frameworks, which express both divisions and fragmentations within their national narratives, and an intense preoccupation with the present.

Serbian teachers told us that they make explicit in class their siding with the partisans or the četnik. Both groups are presented as anti-Fascist, on the "good side" of history. The position of these individual teachers might be rooted in their family experience, but it is also a reflection of the fragmentation of the national narrative itself. Teachers who present partisans in a positive light also have a positive perspective on Socialist Yugoslavia, and might even feel nostalgia for it, including its credo of ethnic co-existence. But those who proudly embrace četnik identity as a family legacy are also telling their

students more than their personal story. They hold a more critical perspective on Yugoslavia, as a country which weakened Serbia.

These different approaches reflect broader debates. The notion of the četnik movement as fighting on the “good side” of the war against Fascism and Nazism began with their legal rehabilitation after the dissolution of Yugoslavia, but as a historical fact is contested in both academic circles and public debates. The name četnik itself is politically highly charged. During the wars of the 1990s it was widely used in Croatia, Bosnia-Herzegovina and by Albanians in Kosovo to label Serbian perpetrators of war crimes. In many cases those Serbs who committed the most notorious crimes described themselves as četnik. The četnik-partisan division among Serbs is not purely about memory and history. It reveals political affiliations or opinions in regard to Socialist Yugoslavia as well as the wars of the 1990s. Thus, it is also a political issue with practical consequences, particularly in the relations between Serbia and its neighboring countries. Generally speaking, as these divisions play themselves out, those who are pro-četnik tend to be more nationalist and conservative, while the pro-partisan and pro-Yugoslav can be considered more liberal and socialist, though we argue that these divisions require a deeper discussion.

We found that what Albanian teachers teach is influenced by their regional context. Kosovo is made of small communities, and the violent experience of the Second World War left deep marks on them, especially on those where the war lingered after the liberation from the Germans - whether it was because of inter-ethnic settling of accounts, or the fight of Yugoslav partisans for the total control of the territory, which was also a civil war. Those regional differences, which sharpened after the War, and because of the War, persist even today in a completely changed Kosovo. Regions are, famously, the home of different political elites, whether as former partisans they led Kosovo under Yugoslavia, or as descendants of those defeated by the partisans they govern contemporary Kosovo.

Teachers emphasize and justify, in their classrooms, events and figures of the partisan movement, or episodes of partisan violence against Albanians, according to the experience of their families and communities. But there is not just a personal perspective, it has political connotations. It proposes a contestation of the participation in the anti-Fascist war, which led to the liberation from Fascism and Nazism and the return of Serbia in Kosovo.

We found teachers from both groups are thus caught between their overall role as custodian of national narratives of the Second World War and their active participation in the political contestation of the same historical narratives. They appear to communicate to the younger generations precisely this mix of acceptance of general storylines and specific criticisms which are rooted in personal, communal, and political experiences. But this variety of forms of communication, from relating personal experience, telling anecdotes, or using metaphors, where self-censorship is practiced, hide political stands.

#### *Insularity and trust*

What is apparent from the conversations we had with all the teachers is that both the Albanian and Serbian bodies of academic work on the history of the Second World War are rather insular, still highly ideological, and do not engage much with the broader international scholarship on this period. As alternative sources to the official textbooks, they encourage students to rely on the Internet to research major historical events or figures. But the Internet is a problematic source of information, without close academic guidance, and might perpetuate disinformation and conspiracy theories.

A major problem of such lack of scholarly produced history on the Second World War is that because the official national histories, both among Serbs and Albanians, are so focused on portraying each nation as victim of crimes and never as perpetrator of any crime, none of them deal with controversial and complex issues, such as collaboration with the Nazi and Fascist regime. This is also not unique to Kosovo and Serbia, as

a recent authoritative book by Istvan Deak discusses in detail.

Collaboration is minimized to justify a national purpose, as in the case of Albanians' cooperation with the Fascist and Nazi occupiers in order to keep Kosovo and Albania unified, or in the case of General Nedić's Serbia collaboration with Nazi Germans. In Serbia Nedić is perceived as the "savior" of the Serbs who were fleeing from Independent State of Croatia (NDH). Collaboration can also be crudely discussed to place an entire national group in the "wrong side," as in the case of Serbs' denial of any participation of Albanians to the anti-Fascist resistance.

Nor do these national histories acknowledge well established facts, which would put their nation under a negative light. Albanians deny the violent expulsion of Serbian and Montenegrin colonists during the War. Serbs deny the violence committed against the Albanian population by any side, whether partisan or četnik, involved in the Second World War.

When we confronted the teachers with narratives on the War that are alternative to their national narratives, we found resistance in both groups. Mistrust of historiographies that challenge their national narratives or, to be more precise, the historical narratives influenced by their social and political communities, is deeply rooted in the legacy of historiography after the Second World War, consistently highly ideological and changeable, according to the political status of Kosovo and Serbia.

The one person who put this more explicitly was a student in Prishtina/Priština, who said, "I don't like history, I don't trust history, because there are no facts, there is always someone coming to tell us what history is, first the Yugoslavs, then UNMIK, then Turkey." Political pressure is not felt only from the outside, it is a feature of domestic politics and social control.

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## Using Multicultural Children's Literature as a Springboard to Develop Classroom Expectations that are focused on Friendship and Acceptance

By Dana Thompson

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Diversity has existed in the United States since its inception. In any given classroom diversity can take the shape of gender, appearance, race, culture, beliefs, interests, learning styles, learning preferences, etc. At the core, students need to experience and be taught kindness and acceptance in order to thrive in settings with other children who may look, feel, think, act or believe differently than they do. As an educator, creating clear classroom expectations and fostering a culture of acceptance is of utmost importance. In turn, every opportunity to incorporate a variety of topics, interests and multicultural materials can serve to increase acceptance, empathy and understanding amongst students. Teachers can use texts such as *I'm New Here* by Anne Sibley O'Brien, a picture book geared toward K-2, to expose young students to these differences, allow students to put themselves into the shoes of a new student, and to encourage students to think about classroom expectations that would be most conducive to fostering kind, caring friendships.

### Standards:

New Jersey Core Curriculum Content Standards: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

### Materials:

- *I'm New Here* by Anne Sibley O'Brien
- Chart Paper
- Markers

*I'm New Here* by Anne Sibley O'Brien is a tremendous story of diversity, acceptance and friendship. In fact, it was selected as a Notable Social Studies Trade Book For Young People in 2016. The story centers around three immigrant children; Maria from Guatemala, Jin from Korea and Fatimah from Somalia. Throughout the story, O'Brien does a remarkable job of conveying the idea that immigrant children are not blank slates, but rather come to a new country already possessing immense knowledge, talents and experiences of their own. Along the way, however, language and communication can become a barrier in terms of immigrant children fostering friendships in the new country.

Maria describes that back home, she and her friends communicated and bonded through a shared language, but here in America the words are just sounds that she cannot understand. Jin recounts that back home, he was able to read and write freely, but here in America the letters and words look like mere scribbles. Fatimah details the feelings of acceptance and belonging that she felt in her home country juxtaposed by how out of place she feels in her new classroom in America. As the story unfolds, Maria continues trying to communicate and someone finally understands; she is welcomed into a soccer game and begins developing friendships. Jin continues to practice reading and writing, and realizes that not only can he learn from his classmates, but they can learn from him too; he becomes able to write in English and shares his own language with a classmate. Fatimah continues to observe her classmates and takes a

leap of faith to participate in class; she successfully shares her work with her classmates and other children begin to share with her, too. By the story's end, Maria, Jin and Fatimah each experience a positive interaction with a classmate or teacher that aids in overcoming their initial obstacles, and allows them to feel accepted in the classroom community.

O'Brien does a delightful job painting the picture that each of these children has something wonderful to offer, and that their new classmates can learn just as much from the new students as the new students can from them. Overall, the story progresses from new students coming to school in a new country all the while feeling scared, alone, and different to highlighting the positive outcomes of friendship and acceptance in the classroom. O'Brien uses careful illustrations to convey the initial distance each character feels from their peers, and the ultimate immersion in the classroom culture that they experience. Thought bubbles above the children's heads clue the reader into exactly what each child is feeling and experiencing with each interaction.

It is this - the details of these simple, but incredibly impactful, acts of acceptance and being a kind friend - in this story that lend themselves so beautifully to sparking a discussion of classroom expectations. The roots of these discussions of culture, differences, and acceptance found in *I'm New Here* can be used to create clear, co-authored (teacher and students) classroom expectations.

**Lesson Plan:**

*Step 1:*

Explain to students that you will be reading aloud a story called *I'm New Here* by Anne Sibley O'Brien. Provide the students with a summary of the story before you begin to read: *it is a story about three students who move to a new country and start at new schools. The students speak different languages and are used to a different way of life than the students at their new school. They have to learn a new language, get used to a new school AND make new friends.* Ask students to share how they would feel if they were moving to a new place or

starting at a new school, or if they can think of a time when they had to move or join a new group.

*Step 2:*

Read the story aloud. Then, as a class, consider the problems and solutions each character experienced in the story by creating a T-chart. On one side of the chart, write "Problems" and explore some of the challenges and negative feelings that the characters experienced (*the character felt different, there were different rules, they didn't have any friends, etc*). On the other side, write "Solutions" and consider how acceptance amongst their new classmates lead to the characters feeling more confident and, ultimately, developing friendships to solve these problems (*they learned from each other, they included them in activities, etc.*). Ask prompting questions to facilitate discussion such as: *what were the resolutions? What did the students do to make these students feel welcome/unwelcome? Did they try to include their new classmates? Did they try to make friends with them? How were the new students brave?*

*Step 3:*

Ask students to turn and talk with a partner about why friendship and being accepting of others is important, especially in our classroom. Ask prompting questions such as: *is it important that we are all kind to each other? Should we all include each other? What would happen if we did not work together? How would you feel if you came to our class and we were not nice or inclusive?* Listen in on student discussions and highlight commonalities or important points of discussion when you return to the whole group discussion.

*Step 4:*

In a whole group discussion, remind students of Maria, Fatimah and Jin. Break students into groups of 3-4 and ask "if we had a new student coming to our classroom, how do you think we could make him/her feel more comfortable?" or "if you were a new student like Maria, Fatimah or Jin, what type of classroom environment would make you feel more comfortable?" Allow each group to discuss characteristics of what they believe to

be a positive classroom community that would help to ease the concerns of a new student. Ask questions such as: *what type of words would describe a classroom that makes you feel comfortable? If you were a new student, how would you hope the children, and the teacher, in the class would behave or treat you? What would make our classroom a great place to be?* Each group will discuss the topic with each other and work together to generate a list of ideas on chart paper. Allow students to discuss for 5-10 minutes while you circulate around the classroom to ask prompting questions and encourage discussion.

*Step 5:*

When students are finished, place the chart papers around the classroom. Engage in a carousel to allow each group to circulate around the room and read their classmates ideas. Ask students to consider the similarities that they find across each of the chart papers as the circulate around the room: *are there certain themes? Are there any ideas that repeat from group to group? What do you think we all agree on?* Allow each group to spend 1 minute at each chart paper before moving to the next.

*Step 6:*

Come back together as a whole group and discuss the outcomes of the activity - *what similarities did you notice across each group's ideas? Did you notice any themes? What do you think we all agree on?* Create a final chart paper to document these commonalities. Explain to students that we now have many ideas of what a positive classroom environment should look like, and we are going to use these ideas to create our classroom expectations. Consider: *what will make our classroom a great place? What would make a new student want to join our class? How should we treat each other? What does being a good friend look like? How do we want to be treated in our classroom? Should we celebrate differences and learn from each other?* Facilitate this discussion by rewording suggestions into positive “we” statements (i.e. *we will treat each other with respect, we will include everyone, etc*) to be

transcribed onto the chart paper. Focus this discussion on concrete examples of how to be a positive member of the classroom community by creating a chart with two columns: one with the expectation and another with specific examples to demonstrate that expectation. For example, if the expectation in the first column is “we respect each other,” then the example in the second column might say “we ask permission before using something that does not belong to us.”

*Step 7:*

When the final list of classroom expectations is created, and agreed upon by you and the students, read over the list as a class to ensure that all students understand what is expected of them. Then, each student (and you!) should sign their name to show that they understand and respect the expectations for the classroom. The classroom expectations should be posted in a prominent location in the classroom so that all students can access and refer back to it throughout the school year.

*Themes:*

- *Multiculturalism/diversity*
- *Friendship*
- *Acceptance*

Challenges Experienced by Characters in I'm New Here  
by Anne Sibley O'Brien

- Cannot understand the language
- Cannot communicate
- Difficulty making new friends
- Cannot read or write
- Feels left out, alone, confused, sad

Characteristics of a Positive Classroom Environment

- Make sure no one feels left out
- Use kind words
- Help each other
- Know that everyone has a talent or gift
- Accept differences

# Teaching the Reformation after the 500<sup>th</sup> Anniversary Year

By Hank Bitten

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The footprint of our urban and suburban landscape includes many churches representing the legacy from Martin Luther's posting of the Ninety-five Theses on October 31, 1517. It is possible that students and residents living 500 years later have never entered the doors of these churches, are confused with the names of Roman Catholic, Christian, and the Protestant denominations of Lutheran, Reformed, Presbyterian, and others. Many students do not know the difference between the Reverend Martin Luther and the Reverend Martin Luther King, Jr. The 500<sup>th</sup> anniversary provides an opportunity to examine the revolutionary changes of the Reformation in the curriculum standards.

*Determine the factors that led to the Reformation and the impact on European politics.* 6.2.12.D.2.b (N.J.)

*Assess the impact of the printing press and other technologies developed on the dissemination of ideas.* 6.2.12.D.2.e (N.J.)

*Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.* Key Idea 1 (N.Y.)

*Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.* Key Idea 3 (N.Y.)

*Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.* Key Idea 4 (N.Y.)

The Reformation began as an academic debate with an Augustinian monk, Martin Luther, calling for reforms to end the sale of indulgences based on his

understanding that the forgiveness of sins was freely given to everyone with faith in Jesus Christ. The ideas of the Reformation proliferated among the ordinary people through Luther's writings and sermons. By 1536, the rulers and governments of East Prussia, Norway, Denmark, and Sweden, adopted the Lutheran Church as their official state religion.

The Lutheran Church was established after the failure of the Diet of Augsburg. In June 1530, the Holy Roman Emperor, Charles V, faced with the threat of the Turks in the east and the French on the west, summoned the Lutheran and Catholic Church leaders to Augsburg to reach an agreement and resolve their differences. As a result, religious differences led to conflict, alliances were formed and people migrated as refugees.

The effect of the religious teachings of Martin Luther and other reformers are important for students to understand as are the social and economic legacies. Some of the essential questions for students who are studying the Reformation are:

- How did the Ninety-five Theses lead to the Reformation?
- How did the translation of the Bible into the language of the people influence European culture?
- How did the reformers encourage the people to actively participate in worship?
- Why are the arguments between Luther and Erasmus on free will and Luther and Sir Thomas More on the sacraments important in understanding European culture and history?

- Why did England become Anglican instead of Lutheran?
- Why did the efforts to maintain Christian unity in the Holy Roman Empire fail?

### *The Importance of the 95 Theses*

The traditional approach for teaching the Reformation is to introduce the causes of corruption in the Roman Catholic Church, the Great Schism, heresies of John Hus and John Wycliffe, and the marketing of letters of indulgence. This historical background may be difficult for some students to understand because it emphasizes the conflict of secular wants over spiritual needs.

After understanding the causes, the students are likely given a primary document of some of Martin Luther's 95 Theses or perhaps all of them! The theses should be understood as a story or a debate rather than as 95 independent issues. For example, the first five theses or the last five theses provide a concise and accurate understanding of the core issues of the Reformation: (underlining is for emphasis)

1. When our Lord and Master Jesus Christ said, "Repent" [Matthew 4:17], he willed the entire life of believers to be one of repentance.
2. This word cannot be understood as referring to the sacrament of penance, that is confession and satisfaction, as administered by the clergy.
3. Yet it does not mean solely inner repentance; such inner repentance is worthless unless it produces various outward mortifications of the flesh.
4. The penalty of sin remains as long as the hatred of self, that is, true inner repentance, until our entrance into the kingdom of heaven.

5. The pope neither desires nor is able to remit any penalties except those imposed by his own authority or that of the canons.

Based on the above documents, the issue for Luther and the reformers was that when individuals repent of their sin, their forgiveness comes from Jesus Christ and not good works. The affirmative argument in the debate recognizes in Thesis #92 and #93 that forgiveness is by the grace of God and people with faith should be confident of entering heaven.

91. If, therefore, indulgences were preached according to the spirit and intention of the pope, all these doubts would be readily resolved. Indeed they would not exist.
92. Away then with all those prophets who say to the people of Christ, "Peace, peace," and there is no peace! [Jeremiah 6:14]
93. Blessed be all those prophets who say to the people of Christ, "Cross, cross," and there is no cross!
94. Christians should be exhorted to be diligent in following Christ, their head, through penalties, death, and hell;
95. And thus be confident of entering into heaven through many tribulations rather than through the false security of peace. [Acts 14:22]

Martin Luther lost the debate at Leipzig, according to the judges at the University of Paris and the Sorbonne but the Reformation became popular with the people as they read his published writings. The Reformation became a movement for individual freedom based on evidence documented in the *Holy Bible*. Although the Roman Catholic Church effectively challenged Luther's interpretation of repentance and the need to show good works as a sign of true repentance by one's behavior, the new reformed teaching of forgiveness by God's unconditional love was embraced by the common people. Martin Luther's popularity increased as a

result of his excommunication by Pope Leo X and condemnation as a heretic at the Diet of Worms. During his absence in the ten months he was in hiding at the Wartburg Castle, his religious teachings were changed by the local clergy who "supported" his revolutionary ideas.

### ***The Differences Between the Reformers***

It is difficult for students to understand the radicalization of the Reformation, although it is necessary in understanding the diversity of Protestant churches in almost every American community. After Martin Luther was condemned at the Diet of Worms in 1521, he was taken to the Wartburg Castle for safety. During this time he began the translation of the New Testament into the German language of the people. Martin Luther made the decision to return to public life while he was still the most wanted person in the Holy Roman Empire to address the changes made by his enthusiastic reformers.

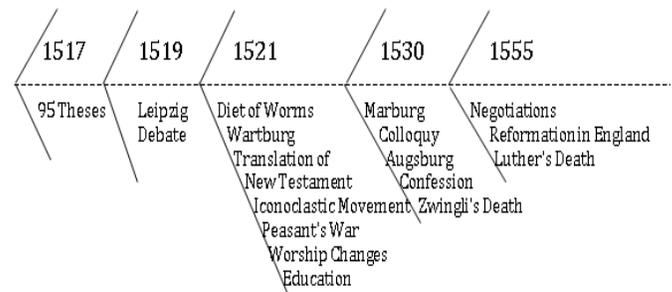
This radical stage, called the Iconoclastic Revolution, involved the destruction of Roman Catholic property in churches and monasteries, the promise of social reforms, the absence of any consistent experiences with worship regarding the distribution of both the bread and wine during Holy Communion, restricting baptism to adults, and preaching in secular clothes instead of vestments.

Luther's return to Wittenberg is an opportunity for students to ask questions about his motivation and strategy in the first five years of the Reformation movement and to what degree the 'protestant' movement was a success or failure. This is also a teachable moment for learning about the revolutionary changes of Thomas Muntzer and Andreas Karlstadt and Martin Luther's reasons for

opposing them even though they had popular support.

### ***Politicizing the Reformation at the Diet of Augsburg***

A graphic organizer should include the five stages of the Protestant Reformation from the 95 Theses through the Peace of Augsburg.



The essential question for a lesson on the Reformation is: *"Why did the Christian Church in Europe divide into different religious denominations?"* Engaging students in a research activity in search of an answer leads to a deeper understanding of the religious wars in Europe, the migration of people facing persecution, and the influence of the spirit of the Reformation movement on art, music, and literature.

The primary players in 1529 were Ulrich Zwingli and Martin Luther. John Calvin and John Knox became prominent reformers after 1535. The first attempt at unity is the Marburg Colloquy in 1529 at the castle of Philip of Hesse. This three-day summit meeting resulted in an understanding on the foundational teachings for salvation, except for conflicting interpretations of the Eucharist (the Lord's Supper or Holy Communion).

Teaching	Luther	Zwingli
Original Sin	Human nature is sinful	Human nature is sinful
Baptism	Infant Baptism	Infant Baptism
Justification by Faith	Public and Private Confession	Public and Private Confession
Salvation by Grace	Saved by grace and not good works	Saved by grace and not good works
Holy Communion	Real Presence	Memorial

In a simplistic understanding, students should be taught that one reason for the different Protestant denominations is over the two-letter word, "is" as used in the words of Jesus Christ in the Bible at the Passover meal [The Last Supper], "This is my body"... "This is my blood." (Luke 22:19,20)

In a deeper and engaging discussion, students should debate, read and discuss the argument between Luther and Zwingli over Holy Communion at the Marburg Colloquy in 1529. The thesis of Zwingli and Oecolampadius is that if Jesus Christ is present in the elements of bread and wine, he must be physically present or have a defined location here on earth. Luther and Melancthon argued that a sacramental union occurs through the power of God's Word in a miracle of the real presence of Jesus Christ in the physical elements of the bread and wine. An interesting discussion develops with Luther's thesis that the power of the Word in the sacrament ends with the conclusion of the worship service when the sacramental bread and wine return to their status of ordinary bread and wine. The Roman Catholic teaching of transubstantiation maintained that the presence of Jesus Christ continues after the worship because the power of God's Word causes a permanent change. Luther and Zwingli agreed on all the major issues in *The Great Confession* they wrote in 1528, but they

lacked consensus at Marburg in 1529 and at Augsburg in 1530.

King Henry VIII initially accepted the Ten Wittenberg Articles which were based on The Augsburg Confession and students will find it interesting as to why he abruptly rejected them in 1536 by adopting the Six Articles of the Anglican Church of England instead of the Lutheran Church as did Norway, Sweden, and Denmark.

### *Teaching the Reformation to High School Students*

Students develop a deeper understanding of the concept of reformation or revolution when they are engaged in inquiry, analyzing primary sources, role-playing the decision-making process, and presenting their knowledge through writing or presentation. With only two or three days to teach the 50 years of the Reformation from 1500-1550, teachers should provide their students with the resources below for a deeper understanding of the individual issues on the legacy of the Reformation. A graphic organizer on the core beliefs for students to discuss should lead to a deeper level of understanding, inquiry, and analysis.

Teaching	Lutheran	Reformed	Roman Catholic
God	Apostle's & Nicene Creeds	Apostle's & Nicene Creeds	Apostle's & Nicene Creeds
Original Sin	Human nature is sinful	Human nature is sinful	Human nature is sinful
Baptism	Infant Baptism	Infant Baptism	Infant Baptism
Justification by Faith	Public and Private Confession	Public and Private Confession	Private Confession

Salvation by Grace	Saved by grace and <u>not</u> good works	Saved by grace and <u>not</u> good works	Saved by good works <u>and</u> God's grace
Holy Communion	Real Presence	Memorial	Transubstantiation

## Research and Presentation Activities In Your Classroom

### 1. Ninety-five Theses

[http://reverendluther.org/pdfs/The\\_Ninety-Five\\_Theses.pdf](http://reverendluther.org/pdfs/The_Ninety-Five_Theses.pdf)

Select one or two theses statements for small groups of students to read, discuss, identify the importance or impact, and share with the class. For research each thesis has a detailed explanation written by Martin Luther.

<http://reverendluther.org/pdfs2/Martin-Luthers-Explanation-of-the-Theses.pdf>

### 2. Leipzig Debate <https://vimeo.com/73215749>

Conduct a classroom debate between two teams representing John Eck (Roman Catholic) and Martin Luther. The debate was judged by faculty from three universities and the "win" was for John Eck.

[http://reverendluther.org/pdfs/AP\\_World\\_History\\_Lesson\\_The\\_Leipzig\\_Debate.pdf](http://reverendluther.org/pdfs/AP_World_History_Lesson_The_Leipzig_Debate.pdf)

### 3. Diet of Worms

<http://www.reverendluther.org/pdfs2/Diet-of-Worms-Papers.pdf>

Develop a decision-making activity of the events on April 28, 1521, a timeline of the sequence of events that preceded the Diet (Excommunication and Luther's burning of the papal bull), or develop a news report on the events of Luther's capture and hiding at the Wartburg Castle.

[http://reverendluther.org/pdfs/LUTHER\\_AT\\_WORMS.pdf](http://reverendluther.org/pdfs/LUTHER_AT_WORMS.pdf)

### 4. Return to Public Life from Hiding at the Wartburg

Develop a news report on Luther's appearance in Wittenberg regarding his hiding for ten months and the reasons for his return in spite of the danger to his life.

<http://reverendluther.org/pdfs/FS31.1522.pdf>

### 5. Decision to Support the Grievances of the peasants or the nobles

Read the Twelve Articles of the Swabian peasants and identify the economic and religious arguments of their grievance.

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=4323](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4323)

### 6. Worshipping in German

<http://reverendluther.org/pdfs2/Luther-Walk-as-Christians.pdf>

Determine if there is a relationship between the changes Luther made in worship in 1526 by using the vernacular language of the people, hymns and listening to sermons that the grace of God for salvation is all that is needed. Is there a correlation between the Lutheran worship and the graphs below? <http://reverendluther.org/pdfs2/2-Daily-Life-Hymns.pdf>;

<http://religion.oxfordre.com/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-357>

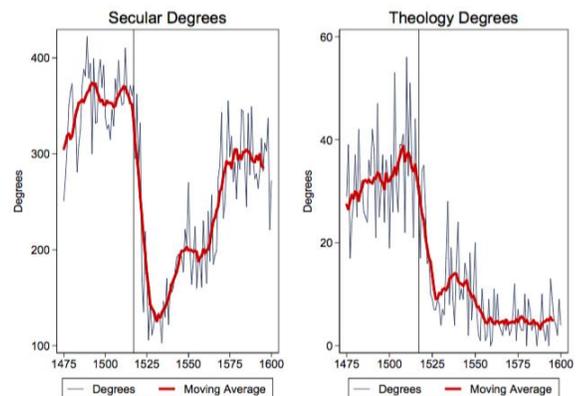


Figure 4: Number of theology and secular degrees granted (yearly data and 11-year moving average). Theology and secular (arts, law, and medicine) degree categories are exhaustive and mutually exclusive. Data come from the *Repertorium Academicum Germanicum* for degrees granted through 1550 and own data collection (consulting Bauch, 1897; Eler, 1895, 1897, 1909; Eulenburg, 1904; Kleineidam, 1983; Leinweber, 1991; Rüegg, 1996; Steinmeyer, 1912) for degrees granted from 1550 through 1600.

### 7. Meeting at Marburg with Ulrich Zwingli

[http://germanhistorydocs.ghi-dc.org/sub\\_document.cfm?document\\_id=4284](http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4284)

Write a news editorial as to who is to blame for the failure of a compromise on the unity of the Christian faith at the Marburg Colloquy in 1529? <http://reverendluther.org/pdfs2/Zwingli-67-articles.pdf>

### 8. Augsburg Confession

<http://www.reverendluther.org/content/historical-documents>

Read the articles of the Augsburg Confession (or assign four or five of them to groups of students) and determine if the three Christian groups (Luther, Zwingli or Reformed, and Roman Catholic) have more or less in common. Develop a plan for a future council to mediate unity among the three groups.

**9. Debate on Free Will between Luther and Erasmus and Debate on Sacraments between Luther and Sir Thomas More**

<http://www.reverendluther.org/pdfs2/Thomas-More-Response-to-Luther.pdf>

Debate between Luther and Sir Thomas More over Luther's criticism of King Henry VIII as the Defender of the Faith.

Debate Luther's position and Erasmus' position on free will regarding if the events of one's daily life is predetermined (especially in regards to faith) or completely independent of the supernatural. Why is this discussion a recurring them in world history?

<http://religion.oxfordre.com/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-505>

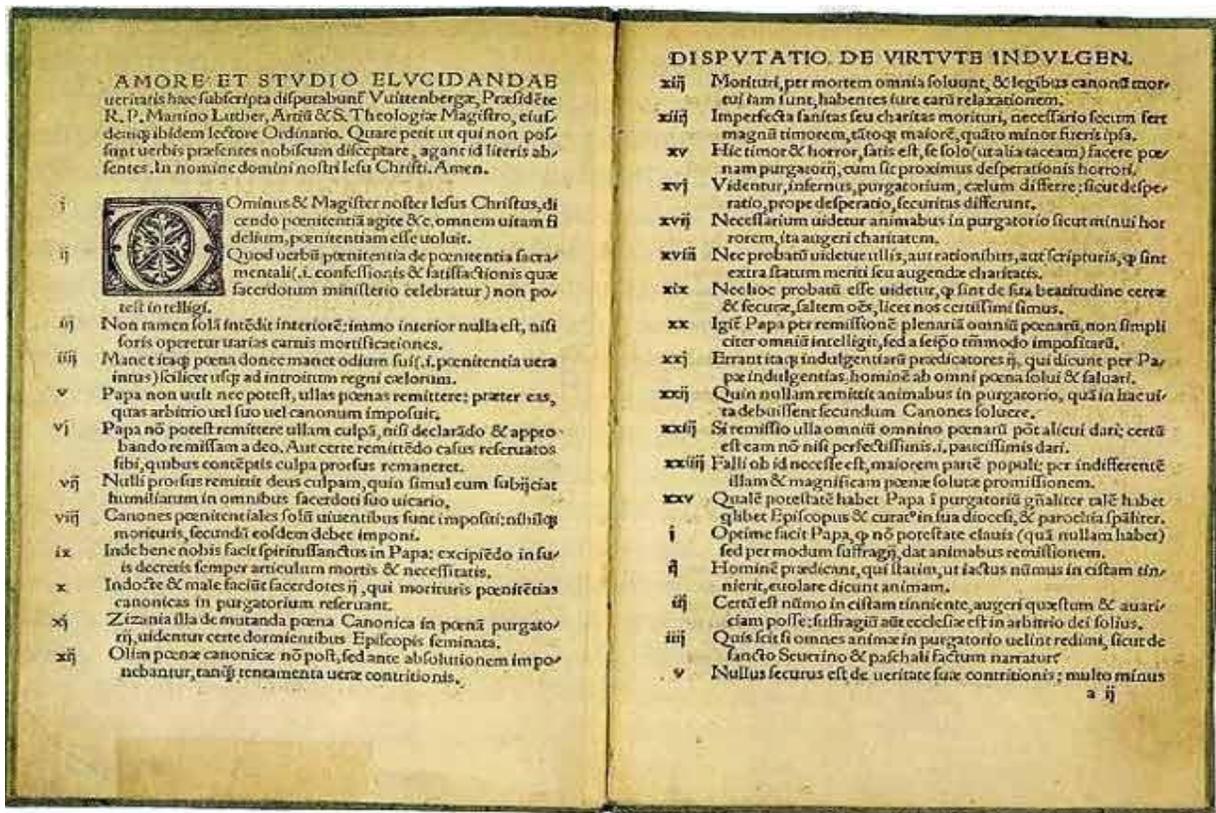
**10. Social Reforms**

<http://reverendluther.org/pdfs2/Luther-Reformed-Education.pdf>

Use the primary documents in *Table Talks* and Luther's letters to identify his social reforms in education, economy and marriage.

<http://www.reverendluther.org/pdfs2/Philip-Melanchthon.pdf>

<http://www.reverendluther.org/content/table-talks>



## How to Pass edTPA: Sample Middle School Activity-Based Lesson Plans on Irish Immigration to the U.S.

Alan Singer

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New York State requires that teacher certification candidates complete four exams either created or administered by the Pearson Education company. Three written exams have a combination of multiple-choice and essay questions. The fourth is a complex sixty-page portfolio submission known as edTPA. edTPA was created at Stanford University by a sub-division called SCALE (Stanford Center for Assessment, Learning, and Equity) and is administered and graded by Pearson. Although it is being used to evaluate student teachers for certification, the TPA in edTPA stands for Teacher Performance Assessment and it was originally designed to evaluate experienced teachers. Essentially SCALE, Pearson, and New York State decided to replace student teacher evaluations by university field supervisors and cooperating teachers with an electronic portfolio, supposedly to ensure higher standards. The SCALE/Pearson edTPA electronic portfolio includes lesson planning, a discussion of student teaching placement sites, videos of candidates interacting with K-12 students, their personal assessment of the lesson, and documentation of student learning. While each piece by itself makes sense, the package, which focuses on just three lessons, takes so much time to complete that it detracts from the ability of student teachers to learn what they are supposed to learn, which is how to be effective beginning teachers who connect with students and help students achieve. The official SCALE edTPA guide called *Making Good Choices* is available online. As of September 1, 2017 edTPA will also be required in New Jersey.

An April 2016 *Kappan* article written by SCALE officials claims that “since it became operational in 2014, over 54,000 students have taken edTPA. Among the nearly 800 campuses using edTPA in forty states, some use the assessment in the absence of policy, others

are using it for local evaluation or state/national accreditation, and many others are implementing edTPA under high-stakes conditions as the result of regulatory requirements.”

To help prepare teacher education students for edTPA, students in my social studies methods class at Hofstra University and I created a sample two-day middle school edTPA activity-based lesson plan then videoed the lesson with edTPA instructions in our university classroom. The lesson plans, activity sheets, video, and a PowerPoint are all available online at <http://www.hofstra.edu/academics/colleges/soeahs/cess/index.html>. As activity-based lessons, these lessons are organized so that based on material provided students can answer the aim question at the end of the lesson. We hope student teachers preparing to complete edTPA or something similar find them useful.

As part of the edTPA process student teachers video three full-period lessons and then select and submit two ten-minute unedited segments that demonstrate effective teaching. I recommend selecting video segments that show transitions from individual work to full-class instruction to group instruction, but not necessarily in that order. A really strong segment and portfolio shows a student teacher assisting individual students and student groups while making informal assessments and student-to-student interaction during discussion. Always aim for the “Rule of Three.” (1) Ask an initial question; (2) followed by asking for an explanation; and (3) then asking for evidence “from the text” to support the conclusion. Another “Rule of Three” helps generate student-to-student interaction. Ask the same or a similar question to two students and after they answer ask a third student which of the two positions he or she agrees with and why.

The edTPA portfolio also includes commentary on who your students are (context for learning), instructional strategies (with lesson plans), commentary on the strengths and weaknesses in the video, and informal and formal assessment of student work. As you watch the linked video, consider which two ten-minute segments you might select to submit for evaluation. I tend to be animated while I teach, but edTPA is not about doing an entertaining show. The premium is on teacher-student and student-student interaction. Remember, your students are the show.

Dean Bacigalupo, a middle school teacher who works with student teachers at Hofstra University, raised a couple of “criticisms” of the lesson that are worth considering as you prepare your own edTPA portfolio. In his school district, an administrator evaluating this lesson would want to see an anchor chart describing procedures, processes, and strategies students should follow posted in the classroom for reference by students. These could be used to reinforce the underlying process for analyzing a political cartoon or to remind students of the procedures for effective group participation. Administrators would also want some type of advanced organizer used on the SmartBoard and handed to students when categorizing the different types of primary sources.

**UNIT: 7th Grade U.S. History – SECTIONALISM AND THE DEVELOPMENT OF THE NORTHERN STATES**

**LESSON TOPIC: Irish Immigration to the United States**

**AIM QUESTION: What were conditions like for Irish immigrants to North America in the era before the Civil War?**

**SCAFFOLDING:** The previous lesson focused on the push and pull of immigration into the Northern states in the pre-Civil War era using cartoons and data tables. Between 1815 and 1920, five and a half million Irish emigrated to America. Many described themselves in the Irish language as “deorai” or exiles. According to

historian Ronald Takaki the Irish generally viewed themselves as a people “driven from their beloved homeland by ‘English tyranny’.” In the pre-Civil War era, most Irish immigrants to the United States were poor, unskilled, young and overwhelmingly Roman Catholic. In the nineteenth century, Irish laborers built waterways, including the Erie Canal in New York and thousands of miles of rail lines. Often they were exploited, paid low wages and exposed to dangerous conditions. They lived in “clumsy, rough and wretched hovels” and in overcrowded and unhealthy urban slums. Anti-Irish stereotypes presented them as “apelike,” drunkards, irresponsible, and as “a race of savages.” In previous units students learned about earlier migrations to territory that became the United States, including Native peoples, unfree Africans, indentured servants, and economic, religious, and political refugees from Europe. This unit builds on their understanding of difficulties faced by earlier arrivals. It also follows lessons on the start of industrialization in the Northern states. In this lesson students continue to develop their analytical skills using primary source texts and images. The lesson drawing on discussion of their own family histories as students compare the experiences of different immigrant groups at different points in United States history, with a particular focus on similarities and differences in the experiences of contemporary immigrants and Irish immigrants from the mid-nineteenth century.

A. What are the central focus and the main ideas that students need to know (maximum of 3)?

- In the mid-nineteenth century, Roman Catholic Irish immigrants to North America faced nativist hostility and stereotyping.
- Competition for jobs was often a source of conflict with native-born workers.
- Irish immigrants were forced to work for low pay under unsafe conditions while their families lived in dangerous and unhealthy circumstances.

B. What COMMON CORE skills will be introduced or reinforced during this lesson?

R1: Cite textual evidence from cartoon, a song, and other primary sources to support conclusions about immigration to the United States in the pre-Civil War era, especially the Irish experience.

R2: Determine central ideas in cartoons and primary source documents and provide an accurate summary of the information.

R3: Analyze events and ideas and causality about the Irish immigrant experience.

SL1: Collaborative discussions, work civilly/democratically, set goals, respond to and evaluate ideas and diverse perspectives, and use additional research when necessary to understand the Irish immigrant experience.

SL2: Integrate multiple sources in diverse formats and media; evaluate credibility, especially cartoons, letters, and popular music.

W1: Write arguments to support claims about the validity of sources in an analysis of substantive topics or texts using valid or relevant and sufficient evidence about the Irish immigrant experience.

C. Which content area FRAMEWORKS are addressed in this lesson?

**A NATION DIVIDED:** Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism.

**CHANGING SOCIETY:** Industrialization and immigration contributed to the urbanization of the United States. Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor resulted in increased migration from rural areas and a rapid increase in immigration

State Content Standards 1. United States History, 3. Geography, 4. Economics, 5. Civics.

Themes: Individual Development and Cultural Identity; Development, Movement, and Interaction; Civic Ideals and Practices; Economic Systems; Global Connections and Exchange.

D. What academic and content specific VOCABULARY is introduced or reinforced in this lesson?

Analyze: Examine, question, and explain information in a document.

Valid/Validity: Establish that a document is a reliable (truthful) source of evidence.

Nativist: Someone with anti-immigrant beliefs and biases.

Historical Sources: Primary source document that historians use to reconstruct the past.

E. What materials (e.g., ACTIVITY SHEET, MAP, SONG) will I present to students?

PPT, immigration cartoon, Paddy on the Railway, Differentiated document, packet

F. What activity, if any, will I use to settle students and establish a context (DO NOW)?

For both lessons, students will describe and analyze political cartoons showing how earlier generations of immigrants treated new arrivals.

G. How will I open the lesson (MOTIVATION) and engage student interest?

Day 1: Is anyone in this class an immigrant? How about members of your family? Where are they from? When did they arrive? How are immigrants treated in your community? Are you concerned about the national

debate over undocumented immigrants? Why? Do you think it was more difficult to be an immigrant in the past or present? Explain.

Day 2: Last night you asked family members if they thought immigrant to the United States was more difficult in the past or present. Today we will discuss what you uncovered in your research.

H. What additional INDIVIDUAL/TEAM/FULL CLASS ACTIVITIES will I use to help students discover what they need to learn? If these are group activities, how will student groups be organized?

Day 1. Students will examine a political cartoon from the era to discover attitudes toward recently arriving immigrants.

Students compare problems faced by immigrants to the United States in the past and present.

Students will evaluate a popular song, Paddy on the Railway, to determine whether it is a valid historical document.

Heterogeneous student teams and the full class will identify, list, discuss, and evaluate possible historical sources historians can use to reconstruct the Irish immigrant experience.

Student teams will report back to the full class.

Day 2. Students will examine a political cartoon about Irish immigrants in the era to discover attitudes toward Irish immigrants.

Student pairs will examine differentiated sources that explore the experience of Irish immigrants in New York State and North America in the mid-nineteenth century.

Working as historians and examining differentiated sources, students will understand how historians reconstruct the experiences of ordinary people.

Answering questions that guide their analysis of differentiated sources, students will prepare to answer document-based essay questions.

Working in groups, students will enhance cooperative learning skills as they prepare presentations for the class.

Reporting on group findings to the class, students will enhance oral communication skills.

I. How will I DIFFERENTIATE INSTRUCTION with MULTIPLE ENTRY POINTS to support diverse learners?

These lessons use political cartoons, song lyrics, music, and primary source text to introduce students to documentary evidence about Irish immigrants. The text is written on different levels of complexity. In Day two students work in heterogeneous pairs assisting each other evaluating text but they are assigned material based on academic performance level. Irish Immigrants in New Orleans, Louisiana is for the strongest readers. Irish Immigrants Arrive in New Brunswick, Canada is designed for students who are struggling readers.

J. What compelling (higher order) questions will I ask to engage students in analysis and discussion?

How do historians decide on the validity of historical evidence?

Which form of documentary evidence do you believe will provide the best evidence about the Irish experience in the United States? Explain.

Based on the documentary evidence, how were Irish immigrants treated in the era before the civil war?

Do you believe it was harder for immigrants to the United States in the era before the Civil War or today? Explain.

K. How will I informally and formally ASSESS student mastery of the skills, content, and concepts taught in this lesson?

Student learning will be assessed based on responses to questions on the individual activity sheets, participation in class and group discussions, and the quality of the written homework assignment. In evaluating the homework assignment, teachers can examine the thoughtfulness of a student's position, their ability to use supporting evidence to support their position, and the clarity of written expression. Exit tickets will be used for more formal assessment of student understanding.

L. How will I bring the lesson to CLOSURE (SUMMARY QUESTION)?

Day 1: Students will complete an exit ticket and then engage in full class discussion. Which form of documentary evidence do you believe will provide the best evidence about the Irish experience in the United States? Explain.

Day 2: Students will complete an exit ticket and then engage in full class discussion. Do you believe it was harder for immigrants to the United States in the era before the Civil War or today? Explain.

M. How will I reinforce and extend student learning?

1. CLASSROOM APPLICATIONS: Local current events.
2. ENRICHMENT ACTIVITIES: In class or at home, online locate a current events article on problems faced by immigrants to the United States today. Identify and list three key points made in the article and summarize findings in a well-structured paragraph.
3. HOMEWORK: Day 1. Interview at least one family member but ideally as many as three to learn whether

they think immigration to the United States was more difficult in the past or present. Write a report on their responses of at least 250-words.

Day 2. Read approximately three pages from the text and answer 3 or 4 questions.

N. What topics come next?

1. YESTERDAY: Previous lesson was on immigration to the Northern states during the pre-Civil War Era focusing on push/pull from different locations.
2. TOMORROW: Evaluating documents about the Irish immigrant experience
3. DAY AFTER: Expansion of Northern industries.

O. How do I evaluate this lesson?

1. STRENGTHS:
2. WEAKNESSES:
3. AREAS TO WORK ON:
4. THINGS TO CHANGE:

P: How will ASSESSMENT of student work and REFLECTIONS on this lesson shape future instructional practices and lesson objectives?

**L1 Aim: What were conditions like for Irish immigrants to North America in the era before the Civil War?**

**Do Now:** This cartoon was created Joseph Keppler for the magazine *Puck*. It was published in 1893, but also represents attitudes toward immigrants in early eras. Examine the cartoon and answer questions 1-4. (Source: [http://www.glencoe.com/sites/common\\_assets/socialstudies/immigration/pdf/MS\\_IPCA.pdf](http://www.glencoe.com/sites/common_assets/socialstudies/immigration/pdf/MS_IPCA.pdf))



**Questions**

1. Describe the five people in the background. What are they doing to the recently arrived immigrant?
2. What do the shadows behind these five people represent?
3. In your opinion, what is the point of view of the cartoonist about immigration? Explain your answer referring to specific information in the cartoon.
4. What is a good title for this cartoon?

**Paddy Works on the Railway**

This traditional Irish American folk song has many versions and verses. Source: E. Fowke and J. Glazer, *Songs of Work and Protest* (Dover, 1973).

**Word Bank:** *Corduroy breeches* are a type of pants worn by workingmen. *Filly-me-oori-oori-ay* is a nonsense word that gives the song spirit. In stanza 2, *Bad cess* is another way of wishing someone bad luck. In stanza 3, *elegant* means perfect. In stanza 9, when Paddy says he has no *stocking* or *cravat*, he means he does not have a wool cap or a scarf.

1. In eighteen hundred and forty one, I put my corduroy breeches on, I put my corduroy breeches on, to work upon the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
2. In eighteen hundred and forty two, I left the old world for the new, bad cess to the luck that brought me through, to work upon the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
3. In eighteen hundred and forty three, 'twas then I met sweet Biddy McGee, an elegant wife she's been to me, while working upon the railway. Filly-me-oori-

oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.

4. In eighteen hundred and forty four, I landed on America's shore, I landed on America's shore, to work upon the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
5. In eighteen hundred and forty five, I found myself more dead than alive, I found myself more dead than alive, from working on the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
6. In eighteen hundred and forty six, they pelted me with stones and sticks, and I was in one hell of a fix, from working on the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
7. In eighteen hundred and forty seven, Sweet Biddy she died and went to heaven, if she left one child, she left eleven, to work upon the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
8. In eighteen hundred and forty eight, I found myself at heaven's gate, I found myself at heaven's gate, from working on the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.
9. It's "Pat, do this!" and "Pat, do that!" without a stocking or cravat, and nothing but an old straw hat, to work upon the railway. Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, Filly-me-oori-oori-ay, to work upon the railway.

### Questions

1. In stanza 1, why does Paddy put on "corduroy breeches"?
2. In stanza 5, why is Paddy "more dead than alive"?
3. Why would someone attack Paddy in stanza 6 with "stones and sticks"?
4. What happened to Paddy, Biddy, and their children?
5. Why might Paddy consider himself a "deorai" or exile?
6. In your opinion, can we rely on this song as a **valid** historical document? Explain.

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**Application/Enrichment: Read the excerpt from a newspaper report and answer questions 1-3.**

**Source:** *Village Voice*, August 7, 2001

Margaret Bianculli-Dyber, Farmingville, NY. "My husband works for a large food-distribution warehouse—he's a forklift operator. Traditionally, they make 20-something dollars an hour. My husband makes \$12 an hour. Labor is so plentiful for [the company], they say, "I can just replace you and get El Salvadorans for \$6 or \$7 an hour." Now this company made \$1 billion in profits last year. They have 300 El Salvadorans working there. Because of a plentiful supply of cheap labor, my husband's wages are held down, and I have to work."

### Questions

1. Who is Margaret Bianculli-Dyber?
  2. What is her attitude toward recent Hispanic immigration to the United States?
  3. In your experience, should the United States limit immigration? Explain your view.
-

L2 Aim: What were conditions like for Irish immigrants to North America in the era before the Civil War?



**Do Now:** This cartoon was created by Thomas Nast for Harper's magazine. It was published in 1867. Examine the cartoon and answer questions 1-4 (Source: <http://www.victoriana.com/history/irish-political-cartoons.html>)

**Questions:**

1. What is the caption of this cartoon?
2. What is happening in the cartoon?
3. How are the Irish portrayed in the cartoon?
4. In your opinion, was cartoonist Thomas Nast a nativist (biased against immigrants)?

**Team Activity:** Each student pair will read about the experience of Irish immigrants to the United States in a different locality and answer the accompanying question. Pairs will then help their teams complete the document chart. Be prepared to report on your section to the full class.

**Document 1. Irish Immigrants in New Orleans, Louisiana (1833)**

Working in pairs read this report by Tyrone Powers, a famous Irish actor who toured the American south in the 1830s. Powers was sympathetic toward Irish immigrants

to the United States and felt they were being unfairly treated. Read the article and answer the questions. After reading the report answer questions 1-4. Then help your team complete the document chart.

**Questions**

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1. In section A, the author writes: "I only wish that the wise men at home who coolly charge the present condition of Ireland upon the inherent laziness of her population, could be transported to this spot." In your opinion, whom is he referring to and why does he make this wish?
  2. How does the author describe conditions for Irish immigrants who are working on the canal in Louisiana and their families?
  3. In section C, the author writes: "Slave labour cannot be substituted to any extent, being much too expensive; a good slave costs at this time two hundred pounds sterling, and to have a thousand such swept off a line of canal in one season, would call for prompt consideration." In your opinion, why does the author believe this?
-

4. In your opinion, is the treatment of the Irish in New Orleans related to anti-Irish prejudice and nativism? Explain your views.
  - a. “One of the greatest works now in progress here, is the canal planned to connect Lac Pontchartrain with the city of New Orleans. I only wish that the wise men at home who coolly charge the present condition of Ireland upon the inherent [natural] laziness of her population, could be transported [brought] to this spot. Here they subsist [survive] on the coarsest fare [worst food]; excluded from all the advantages of civilization; often at the mercy of a hard contractor, who wrings his profits from their blood; and all this for a pittance [small amount] that merely enables them to exist, with little power to save, or a hope beyond the continuance of the like exertion [hard work].”
  - b. “Here too were many poor women with their husbands; I contemplated their wasted forms and sickly looks, together with the close swamp whose stagnant air they were doomed to breathe, and fancied them, in some hour of leisure, calling to memory the green valley and the pure river of their distant home.”
  - c. “At such works all over this continent the Irish are the laborers chiefly employed, and the mortality amongst them is enormous. At present they are, where I have seen them working here, worse lodged than the cattle of the field; in fact, the only thought bestowed upon them appears to be, by what expedient the greatest quantity of labor may be extracted from them at the cheapest rate to the contractor. Slave labour cannot be substituted to any extent, being much too expensive; a good slave costs at this time two hundred pounds sterling, and to have a thousand such swept off a line of canal in one season, would call for prompt consideration.”
  - d. “Christian charity and justice should suggest that the laborers ought to be provided with decent quarters, that sufficient medical aid should always be at hand, and above all, that the brutalizing, accursed practice of extorting

[forcing] extra labour by the stimulus of corn spirit should be wholly forbidden.”

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### **Document 2. Immigrants in New York City.**

These passages are from the diary of George Templeton Strong, who lived in New York City. They were written between 1838 and 1857. A “Banshee” is a female spirit in Irish folklore whose tearful screaming warns a family that a member will soon die. A ward is a subdivision of an urban area. The “Bloody Sixth Ward” in lower Manhattan in New York City was a poor Irish community also known as Five Points. Read the passages and answer questions 1-4. Then help your team complete the document chart.

#### Questions

1. How does Strong feel about immigrants who are becoming United States citizens?
  2. In section B, Strong writes that there was “a grand no-poperly riot last night, including a vigorous attack on the Roman Catholic Cathedral.” What does this passage suggest about his feelings toward Irish immigrants?
  3. In general, how does Strong describe the Irish in New York City?
  4. In your opinion, should Strong be considered a nativist? Cite specific evidence to explain your view.
- 
- A. “It was enough to turn a man's stomach to see the way they were naturalizing this morning. Wretched, filthy, bestial-looking Italians and Irish, the very scum and dregs of human nature filled the office so completely that I was almost afraid of being poisoned by going in.”
  - B. “We had some hard fighting yesterday in the Bloody Sixth Ward, and a grand no-poperly riot last night, including a vigorous attack on the Roman Catholic Cathedral with brick bats and howls . . . Met a Know-Nothing procession moving uptown, as I traveled down Broadway to the meeting; a most emphatic demonstration. Solid column, eight or ten abreast, and numbering some two or three thousand, mostly young men marching in quick time. They looked as if they might have designs on St. Patrick's

Cathedral, and I think the Irish would have found them ugly customers.”

- C. “Orders given to commence excavating. Ireland came to the rescue; twenty 'sons of toil' with prehensile paws [animal-like hands] supplied them by nature with evident reference to the handling of the spade and the wielding of the pickaxe and congenital hollows on the shoulder wonderfully adapted to make the carrying of the hod [a tray for carrying bricks or other heavy loads on your back] a luxury instead of a labor.”
- D. “Yesterday morning I was a spectator of a strange, weird, painful scene. Seeing a crowd on the corner, I stopped and made my way to a front place. The earth had caved in a few minutes before and crushed the breath out of a pair of ill-starred Irish laborers. They had just been dug out, and lay white and stark on the ground. Around them were a few men and fifteen or twenty Irish women, wives, kinfolk or friends. The women were raising a wild, unearthly cry, half shriek and half song, wailing as a score of daylight Banshees. Now and then one of them would throw herself down on one of the corpses, or wipe some trace of defilement from the face of the dead man with her apron, slowly and carefully, and then resume her lament. It was an uncanny sound to hear. Our Irish fellow citizens are almost as remote from us in temperament and constitution as the Chinese.”
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### **Document 3. Irish Immigrants in Philadelphia.**

Working in pairs read this report on anti-Irish riots in Philadelphia in 1884. After reading the report answer questions 1-4. Then help your team complete the document chart.

#### Questions

1. What were the goals of the political platform described in section A?
2. In your opinion, what would be the impact if these ideas became the law?
3. According to sections B and C, why are these groups worried about Irish Catholic immigrants to the United States?

4. In your opinion, are there examples of anti-Irish prejudice in these accounts of rioting in Philadelphia in 1844? Make a list and explain your views.

- A. In 1844 anti-immigrant groups in Philadelphia approved a three-plank platform. It called for the extension of the waiting period for naturalization [citizenship] to twenty-one years; the election of none but native-born Americans to public office; and the rejection of foreign interference in the social, political and religious institutions of the country, especially the public schools.
- B. Anti-immigrant groups circulated a leaflet complaining about new immigrants to the United States. According to the leaflet “The day must come, and, we fear, is not too far distant, when most of our offices will be held by foreigners – men who have no sympathy with the spirit of our institutions, who have done aught to secure the blessings they enjoy, and instead of governing ourselves, we shall be governed by men, many of whom, but a few short years previously, scarcely knew of our existence.”
- C. There were anti-Irish riots in the streets of Philadelphia. A company of Irish volunteer firefighters fought the rioters and one of the rioters died. An anti-Irish anti-Catholic organization issued this declaration: “The bloody hand of the Pope (leader of the Roman Catholic Church) has stretched forth to our destruction. Now we call on our fellow-citizens, who regard free institutions, whether they be native or adopted, to arm. Our liberties are to be fought for – let us not be slack in our preparation.”
- D. The next day a fire set by anti-Irish rioters destroyed St. Augustine's Roman Catholic Church and the Governor of Pennsylvania declared military rule. More than 2,000 state troops patrolled the streets of Philadelphia. The commanding officer announced: “Order must be restored, life and property rendered secure. The idle, the vicious, the disorderly must be curbed and taught to understand and respect the supremacy of the law and, if they do not take warning, on their own heads be the consequences.”
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**Document 4. Irish Immigrants Arrive in New Brunswick, Canada**

Working in pairs read the edited letter from Bryan Clancy to his mother and brother. He is writing from St. John in New Brunswick, Canada. The letter was sent on November 17, 1847. After reading the letter answer questions 1-4. Then help your team complete the document chart.

**Questions**

1. In section A, Bryan Clancy writes he is “uneasy” about his decision to come to North America. Based on the information in the letter, why is he uneasy?
2. What happened to people on board the boat when they arrived in Canada?
3. Why is the government thinking of sending many of the arrivals back to Ireland?
4. Based on this letter, what is life like for Irish immigrants when they arrive in Canada?

Dear mother and brother,

- A. I take the favorable opportunity of writing these few lines to you hoping to find you are all in as good health. We were very uneasy for ever coming to this country for we were in a bad state of health. During the voyage there was a very bad fever aboard. Peppy took the fever on the Ship and was taken to the cabin by the Captain's wife and was there from a week we were on sea till we come to quarantine [a place were new arrivals are kept separate]. Then all the passengers that did not pass the doctor was sent to the Island and she was kept by the Captain's wife on the ship. Peppy was relapsed again and sent to Hospital and remained there nine or ten days but thank be to God she got over all the disorders.
- C. I was at work at a dollar per day, but the place got very bad and no regard for new passengers nor even

a nights lodging could be found. I met with Andy Kerrigan and he took me with him to his house and remained there for a month boarding. Mary took a very bad fever and was despaired of both by priest and doctor. As soon as she got well, Andy took the same disease. I am sorry to relate that poor Biddy Clancy and Catherine McGowan died in Hospital and a great many of our friends.

- D. I often wished to be at home again bad and all as we were. We often wished we never saw St. John. We are sorry that we cannot send any relief to you. Any new passengers except those that have friends from before are in distress [trouble]. It's very hard to get work here.
  - E. The government is about to send all the passengers that were sent out here home again because they are sure that all of them that did not perish surely will this winter. I am very glad that Catherine did not come to this place for a great deal of our neighbors died here.
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**IRISH IMMIGRANTS TO NORTH AMERICA**

<b>Location</b>	<b>Source</b>	<b>Year</b>	<b>Conditions faced by the Irish</b>	<b>Evidence of Nativism</b>
<b>New Orleans</b>				
<b>New York</b>				
<b>Philadelphia</b>				
<b>St. John, Canada</b>				

## Teaching *The Bad Times* within the Common Core Middle School Lesson Cycle

Maureen Murphy

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This is an integrated middle school social studies and English/Language Arts four-day mini-unit for teaching about the Great Irish Famine. *The Bad Times* is a graphic novel about the Great Irish Famine created by Christine Kinealy, Director of Ireland's Great Hunger Institute at Quinnipiac University, and artist/storyteller John A. Walsh. You can learn more about it at <http://www.badtimesgraphicnovel.com>.

### DAY1: Hunger before the Great Irish Famine

#### LEARNING OBJECTIVES/MAIN IDEA:

- Students will be able to read a text closely to determine its meaning, to make logical inferences from it and to cite specific evidence to support conclusions drawn from the text.
- In a written summary of the text, students will be able to determine the central idea or theme of the text and summarize the key supporting ideas.

Students will be able to write paragraph length responses to "The Galway Starvation Riot" that uses text based

evidence to support their points and that incorporates at least five new vocabulary words.

#### WHAT ARE THE CONTENT AREA STANDARDS?

- History: Using print and non-print sources and different points of view, consider the description of the Galway Starvation Riot as an example of food shortage in Ireland even before the Great Irish Famine.
- English Language Arts: Complete a close reading analysis of a non-fiction text.

#### DO NOW:

Look at the engraving “Attack on a Potato Store” (<https://viewsofthefamine.wordpress.com/image-index/attack-on-a-potato-store/>).



- What is going on?
- Who are involved?
- Why do you think that women and children have attacked the potato store?

#### MATERIALS:

- *The Bad Times*, 28-29; Excerpt from “The Galway Starvation Riot” and “Attack on a Potato Store” engraving. (Handouts)
- “The Galway Starvation Riot,” Illustrated London News, June 25, 1842 (excerpt)

The scene represented above is an attack on a potato store in the town of Galway on the 13th of the present month [June 1842], when the distress had become too great for the poor squalid and unpitied inhabitants to endure their misery any longer without some more substantial alleviation than prospects of a coming harvest; and their resource in this case was to break open the potato store and distribute its contents, without much discrimination, among the plunderers, and to attack the mills where oatmeal was known to be stored.

During the entire of that day the town was in possession of a fierce and ungovernable mob, led on apparently by

women and children, but having an imposing reserve in the rear of the Claddagh fishermen. The Sheriff, with a strong force of police and of the 30th Regiment, which constitute the garrison, vainly attempted to restrain them. They assailed him and his armed bands with showers of stones, which wounded the commanding officer of the military party in the head and hurt several of the men. But with the single forbearance and humanity, the gallant Thirtieth held their fire, and as it was impossible to disperse such a mob without firing amongst them, the millers were induced that meal should be retailed on the following morning at 15 pence a stone.

#### ACADEMIC AND CONTENT SPECIFIC VOCABULARY:

- distress: sorrow
- squalid: filthy, unclean
- misery: suffering due to pain or poverty
- substantial: large, of worth or value
- alleviation: being made less hard or to relieve pain
- discrimination: the ability to make differences
- plunderers: robbing by force
- ungovernable: cannot be governed or controlled
- imposing: placing a burden on someone by an authority
- constitute: to establish in an official form
- assailed: attacked
- forbearance: control including giving extra time of payment of a debt
- disperse: to break up and scatter
- induced: brought about

#### GLOSSARY:

Claddagh [CLAH-dah]: the fishing village across the river from the town of Galway.

Garrison: a fort where troops are stationed. British troops were stationed in Ireland in the 1900s.

Stone: a stone is a unit of measurement that equals fourteen pounds.

**LEARNING ACTIVITIES:**

1. Students will silently read “The Galway Starvation Riot” and then follow along with the teacher to complete a close reading protocol of the text.
2. Teacher will ask a set of guided, text-dependent questions about the passage:
3. According to the article, who is responsible for the trouble?
4. Why have people attacked the potato store?
5. What is the only hope to cure the peoples’ hunger?
6. Who led the attack on the potato store?
7. Who tried to protect the potato store?
8. How did the people respond to those who tried to control them?
9. Students will write their response to the guiding questions. Students’ answers will serve as the basis for class discussion about what caused people in Galway to attack the potato store? How does the writer of “The Galway Starvation Riot” want the reader to feel about the poor of Galway? Class discussion using evidence from the text.
10. Using five new vocabulary words, students will write revised responses based on the class discussion.

**ASSESSMENT:** Students will revisit their DO NOW statements and based on class reading and discussion will revise their responses. Students’ revised responses will be their exit cards and provide a formative assessment.

**CLOSURE:** Look at “Attack on a Potato Store” again. Is their action justifiable when people are hungry?

**DAY 2: Hunger During the Great Irish Famine**

**LEARNING OBJECTIVE/MAIN IDEA:** Students will complete a close reading and analysis of “Mrs. McCarren” from Cathal Poirteir’s *Famine Echoes* re: evictions and compare its intention and rationale with *The Bad Times* (24-27). Students will work collaboratively to evaluate the two perspectives and will write their own reports analyzing the two texts that

demonstrate their command of the conventions of Standard English.

**WHAT COMMON CORE SKILLS WILL BE INTRODUCED OR REINFORCED?**

- Reading 2: Determine central ideas; provide accurate summary.
- Reading 3: Analyze central events, ideas and causality.
- Reading 4: Determine meanings, including use of key terms.
- Writing 2: Write informative/explanatory texts clearly/accurately.
- Writing 4: Produce clear, coherent writing.
- Speaking and Listening 1: Collaborative discussions, work civilly/democratically to evaluate ideas.
- Speaking and Listening 4: Present findings/evidence.
- Language 1: Demonstrate command of standard English.

**WHAT ARE THE CONTENT STANDARDS?**

**English Language Arts:** Cite textual evidence to support analysis of what the texts say explicitly as well as inferences drawn for the text.

Determine or clarify the meaning of unknown words or words with multiple meanings.

Introduce claims, acknowledge alternates or opposing claims

Support claims with evidence from the text(s)

Provide a concluding statement that supports the argument presented.

**History:** Using print and non-print sources investigate and report about contemporary...

**DO NOW:** Examine images of begging during the Irish potato famine. Describe what you see in the images. Why were people forced to beg for help during the Great Irish Famine?



**MATERIALS:** Texts of “Mrs. McCarron” (handout) and *The Bad Times* 24-27.

**ACADEMIC AND CONTENT SPECIFIC VOCABULARY:**

- evicted: remove a tenant for failure to pay rent
- famine-stricken: a place with a dangerous shortage of food
- locality: neighborhood or district

**GLOSSARY:**

- Sods: A layer of earth containing grass and its roots
- Wattles: Long rods or branches that were used to frame the little huts people built for themselves.
- Alms: money, food or clothes that are given to the poor
- Sty: a pen for pigs
- Trough: a long, narrow open container of wood where food for animals is put

**LEARNING ACTIVITIES:** Students will read the first sentence and then follow along with the teacher who reads the text aloud to complete a close reading of the text.

*Mrs. McCarron*

*There was a large number of homeless people from famine-stricken areas in Donegal and Mayo. Many of them became beggar men and beggar women. An old woman called McCarron and her family were evicted. She had no home, so she went to an old graveyard-Errigal, and in one corner, she built a hut of sods and wattles for herself and her children. Another beggar woman and two children came to a house in their locality asking alms. When the children came to the door, they saw pigs in the sty eating food. The children ran over to the trough and started to eat the pigs' food because they were so hungry.*

Students will answer text dependent questions:

1. How did homeless people survive after they were evicted?
2. Where did Mrs. McCarron's family live after they were evicted?
3. What kind of shelter did Mrs. McCarron make?
4. What brought the other beggar woman and her children to a house in the area?

5. Why did the children eat the pigs' food?

The answers to the guiding questions will be the basis of a class discussion about the similarities and differences between the text of the stories about the famine and the graphic novel about the Great Irish Famine.

*Similarities:* Both the texts and the graphic novel treat the theme of hunger at the time of the Great Irish Famine. Do the writers of "Mrs. McCarron" and *The Bad Times* feel the same way about the hungry people? A beggar woman and her children ask for alms and the O'Deas disagree about giving food to the poor. What question do the two texts ask their readers to think about?

*Differences:* How does the story of second beggar woman in "Mrs. McCarron" describe the hunger of the children? Would it be more effective were it told graphically as the story of the O'Dea children is told in *The Bad Times*? What details make the graphic novel effective? In "Mrs. McCarron" the story is told about Mrs. McCarron and about the second beggar woman and her children. In *The Bad Times* we see the hunger through the eyes of Dan and Brigit.

**ASSESSMENT:** Write a paragraph about your Very Important Point.

**CLOSURE:** Our two kinds of texts about the Great Irish Famine describe the hunger and homelessness that occurred during the Great Irish Famine, but hunger and homelessness continue in our world today.

**HOMEWORK:** Make a drawing of Mrs. McCarron and her children. Create a text for your drawing. Using print and non-print sources, investigate a contemporary example of hunger and homelessness. Who are the victims of these conditions? What is being done to help these people?

**DAY 3: Envisioning the Past through Fiction**

**LEARNING OBJECTIVES/MAIN IDEA:** Students will read the first two chapters of *Under the Hawthorn Tree* that describe the death and burial of baby Bridget under

the hawthorn tree, a tree thought to have magical associations, and compare it with the passages from *The Bad Times* that describe the deaths that Dan and Bridget have to face in *The Bad Times* (pp. 49, 57-59, 69, 71,85, 93-95). Students will study the character development of the protagonist of *Under the Hawthorn Tree*. Students will write an extension to a passage of dialogue in the text.

**WHAT COMMON CORE SKILLS WILL BE INTRODUCED OR REINFORCED?**

Reading 6: Analyze how an author develops the point of view of the different characters or narrators in the text.

Writing 9: Draw evidence from literary or informational text to support analysis, reflection and research.

**WHAT ARE THE CONTENT STANDARDS?**

Social Studies: How does a work of fiction enlarge our understanding of an historical period?

English Language Arts: Students will do a close reading of the text to ensure comprehension, to orient themselves to the practice of close reading and to use guided questions in searching for textual evidence.

**ACADEMIC AND CONTENT SPECIFIC VOCABULARY:**

- pratie: Irish dialect word for potato
- queue: a line
- profiting: gain advantage or benefit from something
- misery: suffering
- gombeen man: moneylender or shopkeeper who extends credit at high interest

**MATERIALS:** Handouts from Marita Conlon McKenna, *Under the Hawthorn Tree*, pp. *The Bad Times* 65-69.

**DO NOW:** In the novel *Under the Hawthorn Tree* baby Bridget is too weak to survive. Read this brief excerpt and answer questions 1-3.

Question

1. How do the other children say good-bye to baby Bridget?
2. How did the Mother respond to her death?

3. In your opinion, why did the mother brush Bridget's hair?

*"The baby lay still, as if she were just dozing. Mother told them to kiss her, and one by one they kissed the soft cheek and forehead of Bridget, the little sister they hardly knew. Mother seemed strangely calm and made them go back to bed. 'At first light, Michael, you must run to Dan Collins and ask him to get Father Doyle. I'll just sit and mind my darling girl for a little while yet.' Later, Michael set off, his face pale and his eyes red-rimmed. The chill of the early morning made him shiver as he pulled his light jacket around him. Mother had heated some water and with a cloth she gently washed Bridget, and brushed and brushed the soft blond curls."*

**LEARNING ACTIVITIES:** Students will read the passage from "Nothing to Eat," Chapter 3 of *Under the Hawthorn Tree*. Mrs. O'Driscoll has left her children in their cabin while she has gone to the village to try to get food for the family. She has taken her combs to sell. When she returns to the cabin, she tells the children she has returned. Quick as a flash, they opened the door and flung themselves at her in part in welcome and part in relief.

*"Wait, wait, you young scamps, don't knock me over. Let me get my breath back," begged mother. She had a few small parcels in her arms, and she looked exhausted. Her hair hung loose around her face.*

*"Mother, your combs-out beautiful combs, they're gone too," cried Eily.*

*"Your father always said he preferred my hair long and loose and free with the sun and breeze through it. Well, now he'll have his wish," said mother, trying to smile.*

*"What did you get? What did you get?" asked Peggy, full of curiosity about what was in the parcels.*

*Mother put them up on the table and slowly opened each one. In times gone by the children would have paid no heed to mother and her purchases from the village and would have kept on playing in the fields. But now their very lives depended on what was in those packages.*

*The largest was a bag of oatmeal. Then there was a bag with a few pounds of greyish-looking spuds, then a tub of lard, a few screws of salt and lastly a small hard piece of dried beef. It wasn't much.*

*"There is a large sack of yellow meal too." Added mother sensing their desperation.*

*"Dan Collins said he would bring it over in the morning. He had Moses with him and said it would save me the trouble of lifting it." Silence hung in the air . . .*

*"Come on, children, stir yourself, the meal is ready." They savored each mouthful, not caring that the potato was so hot it nearly burned their tongues. They cracked the crisp skin. They chewed the dry salted beef, washing it all down with a large mug of milk each. What a feast. They needed no cake after such a feast.*

*Eily and Michael cleared up and mother helped Peggy undress for the night. The fire burned low and the candle cast flickering shadows on the wall. How mother laughed when she heard about Michael, and praised them all on their level levelheadedness in the face of trouble. Peggy had dozed off. Mother carried her to the bed and tucked her in before settling down again.*

*"Mother, what about the village?" inquired Eily, wondering why mother had avoided mentioning it all evening.*

*"Ah, a ghile, what times have fallen on us all. Half the place is dying with the fever and others have left their houses and taken to the roads, looking for work and food or just to escape the place. The whole O'Brien family is gone."*

*"You mean gone on the road, mother?" interrupted Eily. "No, a stór, into the ground every single one of them, all those five sons and Mary O'Brien, the kindest woman that ever lived. The Connors and Kinsellas have both left. Nell Kinsella had enough put by, and the plan to buy tickets and sail to America. No one knows there the Connors are. Francis O'Hagan has closed up her draper's shop. She said what call would folks have for material and clothing when they have hardly enough to put a bit of food in their children's mouths."*

In a journal entry, students will use evidence from the texts *Under the Hawthorn Tree* and *The Bad Times* to

explain the ways that the characters in the texts faced the challenge of providing food for their families.

Write six more lines of dialogue for either *Under the Hawthorne Tree* and *The Bad Times*. ...

**WHAT HIGHER ORDER THINKING QUESTIONS WILL I ASK TO ENGAGE STUDENTS IN ANALYSIS AND DISCUSSION?**

Why did Mrs. O’Driscoll hesitate to talk about conditions in the village? What were the conditions that she found in the village?

**ASSESSMENT:** In a well-developed paragraph, write a journal entry that discusses Mrs. O’Driscoll’s decision to sell her combs. Why did she decide to sell her combs? Would the sale be enough to keep hunger from her children?

**CLOSURE:** Make a prediction based on what Mrs. O’Driscoll found in the village.

**DAY 4: Unit Assessment - An Heroic Act**

Asenath Nicholson, an American, was helping with famine relief near Belmullet, Co. Mayo. She saw armed men on horseback with a footman (a “driver”) who was

rounding up the cows, calves and sheep that belonged to the poor people of the area who were on their knees begging the men to let them keep their animals. Suddenly a boy about fourteen appeared and watched as the poor people walked sadly to their cabins and the men with the animals leave. He went into action. Nicholson reported what happened next: “Instantly he rushed between the “driver” and the flock, and before the mouth of the loaded he ran among the cattle, screaming, and put the whole flock into confusion, running hither and thither while the astonished driver threatened the boy with death. The boy paid no attention. He continued the scatter the flock. The people heard the noise and ran toward their animals, and the horsemen and the driver, whether surprised or they were acting out of kindness, rode away. The poor people cheered and soon their animals were back in the peoples’ yards. But the heroic boy was the wonder and saving for a whole parish what a whole parish had not dared to attempt (*Annals* 99-100). Students will design and draw their own graphic strip of eight panels (drawing and text) based on Nicholson’s story about the boy who saved the village animals.

## Student Reviews of *The Bad Times* by Christine Kinealy and John Walsh

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Teaching Social Studies invited middle school students to review *The Bad Times*. They are all seventh graders at Brooklyn Prospect Charter School.

*Gideon*: Three young Irish kids are experiencing life with little food and materials. Their families are dying and they have to help. I am not used to this type of story, but this was interesting. It was really sad so you get more and more emotionally as you read it. I thought the illustrations were good, although when people started to cry it would freak me out. My favorite part was when Liam Hayes told his dad why he would not leave with his friends. I feel they should have included more information after the book to explain what happened to people. I learned that there is much more to do than just standing around. There are always ways to fix things. I recommend this book. It is unique.

*Ella*: This book is about the Irish Famine in 1846. I liked the story and learned how famine affects people. I thought it brought out the struggles people went through. It was a sad book, but it did grab you! The best parts were when the characters were happy. The illustrations are explanatory and well drawn. The reading level was easy but the content was definitely middle school level. It might have been better with text boxes instead of just dialogue.

*Sadia*: This book is about the Great Irish Famine. Some parts were hard to follow but other than that it was good. I thought the illustrations helped bring the story along. I learned about how much people lost during the Irish Famine. The best parts were when the book was really sad and everyone the main characters loved were dying. I think middle school readers should read this book because it is fun to read and still gives you good information about the time, but if someone isn't good with really sad books they probably shouldn't read this one.

*Henry*: This book tells the story of Ireland and the Great Irish Famine. Many people died including kids. To be honest, I did not think it was going to be interesting, but I tried the book and discovered it was amazing. I really liked it. The illustrations were a little strange, but they showed the emotions very clearly. My favorite part was when the main characters were discussing going to Australia. I was surprised how quickly the famine killed people. Hunger and disease could wipe out a whole family

in a matter of days. The only thing to make the book

better would be to make it longer.



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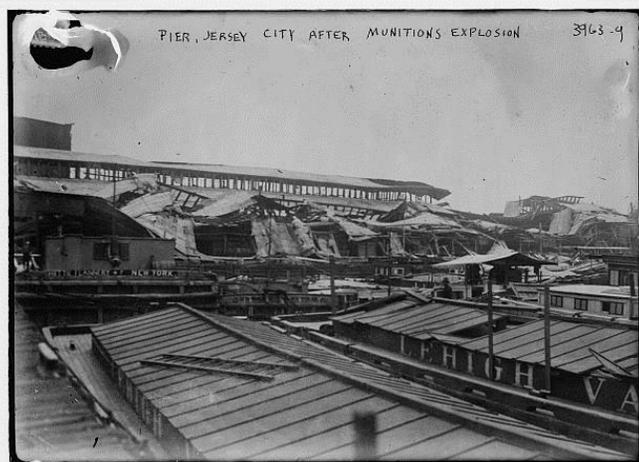
## **World War I Terrorism Strikes New Jersey**

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John Long

(reprinted with permission from the *Roanoke Times*)

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*New York Times* cover photograph of Black Tom Island, July 31, 1916

Black Tom Island, named either for an early African-American resident or because the island's profile vaguely resembled a black cat with an arched back, was a small mound of earth jutting out of New York Harbor, a stone's throw from Ellis Island and the Statue of Liberty. By 1916, it had been connected to the Jersey City coast by a landfilled causeway, and was used as a pier by the Lehigh Valley Railroad. Most notably, munitions, dynamite and gun powder often passed through Black Tom Island on the way to the warzone in Europe. Though the U.S. was still officially neutral in the Great War, it was no great secret that we supplied the Allies, especially Great Britain, with materiel to carry on the fight. On July 30, 1916 guards at the Black Tom pier discovered several fires burning near the barges and warehouses storing munitions. Some guards prudently hit the road, guessing what a fire there would mean, but others raised the alarm. Jersey City fire crews soon responded, but it was too late. A little after 2 a.m. slumbering residents of New York and New Jersey were jolted from sleep by a cataclysmic explosion. It's been

estimated that it would have registered 5.5 on the Richter Scale had such a thing existed then. Windows were broken in Manhattan by the shock wave; the blast was heard in Philadelphia and Maryland. Reports on the number of deaths seem to vary, but usually from five to 10 fatalities. Some \$20 million in damage — nearly half a billion today — was reported. Six piers, 13 warehouses and numerous railcars were simply gone. Ellis Island was evacuated; the Statue of Liberty was riddled with shrapnel.

The U.S. was still a neutral in WWI at that point, so enemy sabotage was not immediately suspected. Guards using smudge pots to ward off mosquitoes were investigated; officials of the Lehigh Valley Railroad were briefly investigated for manslaughter on the assumption explosives had been mishandled. When the U.S. entered WWI less than a year later, the Black Tom incident faded into the background. Only years later did more of the truth come out: that the likely culprit in the explosion was German sabotage.

While to this day there are competing theories and no one knows the full story, subsequent investigations over ensuing years pieced together strong evidence that German spies were behind the fires. A group called the Mixed Claims Commission, set up after the war to handle damage claims attributable to German sabotage, awarded \$50 million to plaintiffs in the Black Tom explosion — the largest damage claim of any in the war. Germany, however, soon was mired in Nazism and an even bigger war, paid no damages. It's interesting to note, however, that Hitler could not pull off any sort of similar attack in the U.S. during his brief reign of terror.

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Little is left of Black Tom Island today. Additional landfill projects over the last century pretty much brought the island to the mainland — now Liberty State Park. Only a commemorative plaque today marks the

site of the devastating explosion a century ago, a blast that rocked the nation and could have led us into war a year earlier had the facts been fully ascertained.

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## Memory & Landmarks: Report of the Burial Database Project of Enslaved Americans

by  
Sandra Arnold

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In 2013, the Burial Database Project of Enslaved Americans (Burial Project) began at Fordham University with the intent of developing a repository to record burials and burial grounds of the formerly enslaved in the United States. It was founded by Sandra A. Arnold, a history student in the School of Professional and Continuing Studies, and a staff member in the Department of African and African American Studies and the Latin American and Latino Studies Institute. The project grew from independent research Sandra Arnold initiated years earlier on a West Tennessee plantation-cemetery where members of her family were formerly enslaved and currently buried. Field work on the cemetery led to the exploration of other such burial sites in Tennessee and various states. The outcome was the discovery of a widespread documentation and preservation problem that exceeded the lack of grave markers; cemeteries and graves of the formerly enslaved were devalued and forgotten by the communities in which they were located. Consequently, the sites were abandoned, paved over, covered by buildings and infrastructure, and void of any type of preservation or protection efforts.

The Burial Project was created with the core belief that burial grounds, cemeteries and graveyards contain a wealth of genealogical and historical information. Moreover, those belonging to the formerly enslaved speak to much more. Their graves serve as landmarks to pivotal segments of our nation's history and as monuments to lives that are poorly documented. The inability for many communities to embrace the humanity and cultural significance that these sites represent is a key factor for the neglect and scarcity of preservation reports. Nevertheless, prior to the Burial Project,

attempts to document the grounds had been initiated, though usually limited in direction and scope.

The database *Find a Grave* lists thousands of plots, including those belonging to the formerly enslaved, but the database does not address the unique issues faced by these specific gravesites. Private and regional initiatives, such as the Coalition to Protect Maryland Burial Sites; the African-American Cemeteries in Albemarle & Amherst Counties Database (Virginia); and the cemetery-registry created by Knox Heritage and African-American Heritage Alliance (Tennessee); are focused on sites of the enslaved, but do not have a national scope or a preservation emphasis. Although these local and regional works are important and beneficial, the Burial Database Project of Enslaved African Americans (Burial Project) was founded with a broader vision and scope. The project aimed to develop a process of cataloguing burials and burial grounds located in any state, as well as record names of the deceased.

During its existence at Fordham, the Burial Project was guided by an advisory committee of scholars and experts in American history, slavery, genealogy, digital humanities and historic preservation. These early advisors represent institutions including JewishGen (an affiliate of the Museum of Jewish Heritage); Emory, Yale, Harvard and Brown Universities; the National Trust for Historic Preservation and Fordham School of Law.

### Harriet Jacobs' Visit to Her Parents' Burial Site

Harriet Jacobs' visit to her parents' burial sites described in *Incidents in the Life of a Slave Girl* (1861) illustrates

the sacred power burial grounds had for enslaved Americans. The cemetery where Harriet's parents lie was humble, but it was a refuge for her, a young black woman living under slavery in North Carolina. It was here in the woods with her parents' headstones, away from plantation oppression, that Harriet would find the comfort and peace necessary to reflect upon her identity and values and ultimately plan her escape from slavery. She describes the importance of the "black stump, at the head of my mother's grave, [which] was all that remained of a tree my father had planted." Jacobs' father's resting place was "marked by a small wooden board bearing his name, the letters of which were nearly obliterated."

Even in the course of the ten years between their burial and the visit that prompted this description, Harriet Jacobs' parents' grave markers were weather-worn and faded. Today, over a century and a half later, the wooden board and the tree stump have almost certainly receded into the North Carolina swampland. While few enslaved Americans could afford a conventional gravestone that would withstand time, they still found ways to celebrate the lives and commemorate the deaths of their loved ones. Indeed, the story of Harriet Jacobs's parents is the story of countless other enslaved and formerly enslaved individuals in the United States between the seventeenth and twentieth centuries. An unassuming stump, a rock, or a piece of wood might be a sacred monument for a long-passed loved one.

Funerals were one of the few times where groups of African Americans could come together and recover their common humanity under the slave system. Even though the possibility for a large funeral was often precluded by law, historian Erik R. Seeman writes that, "slaves had a great deal of autonomy in burying their dead" (213). Small ceremonies and small cemeteries, like the resting place of Harriet Jacobs' parents, allowed loved ones to mourn the dead with commemorative rituals and devote a sacred space to a life lived.

### **The Burying Ground of the Colored People of the Manor from 1651, Sylvester Manor**

In the late 1990s, Dr. Katherine Hayes joined a team of archaeologists to investigate the presence of slavery at Sylvester Manor, a three hundred-year-old plantation on Shelter Island, New York. Per conventional wisdom, the team expected to find evidence of the enslaved African and African-American people who lived and died on the plantation. Soon after they began, however, Dr. Hayes and her colleagues were surprised to encounter the presence of another population in the archaeological record. Native Americans – specifically from the Montaukett and Manhansett tribes – labored alongside African and African-American people at Sylvester Manor.

For Dr. Hayes, this discovery was remarkable. "The case of Sylvester Manor's plantation is significant because it pushes back at two prevalent and popular misconceptions of American history: first, slavery was never a true institution of the Northern colonies; and second, American Indians had no connection to the history of plantation slavery." Racially and culturally-marginalized groups were, in fact, often forced into servitude by the same social and legal structures that ensured African-American slavery in the colonies. Escalating the devastation of disease and displacement by contact with European colonists, some Native American tribes were coerced into labor.

Centuries before Sylvester Manor was built, Shelter Island was populated by many different people from eastern Algonquian tribes (including the Montaukett and Manhansett). The Island's combination of interlacing tidal creeks, woodlands, fields, and coastline made it the perfect seasonal hunting and fishing ground for indigenous people. At times, certain tribes would cultivate maize, beans, squash, and tobacco. Although no particular group claimed ownership of the Island itself (because of their beliefs about the land many tribes did not consider such ownership), Shelter Island was fundamental to the lives and cultures of many people. By the 1620s, however, the same tribes who would fish and

tell stories by the creeks of Shelter Island were decimated by European diseases, which killed an estimated 80–90% of these tribes. In the wake of this devastation, Nathaniel Sylvester, an Anglo-Dutch sugar merchant settled on Shelter Island in 1651. Before coming to New York, he was a financial investor in two sugar plantations in Barbados that enslaved many African and Afro-Caribbean people.

Prior to Sylvester’s arrival, Native tribes on Long Island had been aggressively encroached upon by both the English and the Dutch, possibly giving the Montaukett and Manhasset people little choice but to labor on his plantation as a means of survival. Material artifacts from the Sylvester Manor site present clear connections to the skills, technologies and culture of Native Americans. For example, evidence of the production of wampum (the traditional, sacred shell beads used as currency among many Northeastern tribes) suggests that the Montaukett Indians were, quite literally, making money for the Sylvesters. Though they worked on the Sylvester plantation as indentured laborers, it is well documented that this was not the reality for many Native peoples in the region. According to historian Margaret Newell, “although some Indians received wages for their work on the estates of landowners such as Nathaniel Sylvester of Shelter Island, others formed part of the enslaved population. Manissean, Shinnecock, Montaukett and Manhasset Indians all faced enslavement – the Dutch and English even exported some to the Caribbean. English colonists also sold Wampanoag, Pequot, Narragansett and Pocasset Indians captured during the Pequot War (1637) and King Philip’s War (1675–76) to buyers on Long Island. The English colonists reduced other local Indians to involuntary servitude through court action and debt servitude. Indians worked alongside English and Africans in households and farms, on whaleboats and sailing ships, in building trades and livestock drives.”

Isaac Pharaoh of the Montaukett tribe became an indentured worker at Sylvester Manor in 1829 at the age of five. Isaac spent most days working as a servant in the Sylvester’s home. After his day’s work, he slept in the

manor house attic. In this space, Isaac carved dozens of pictures of fully-rigged ships into the walls, forever leaving his mark on Sylvester Manor. When Isaac died, he was buried alongside an estimated two hundred Native and African-Americans in the Burying Ground of the Colored People of the Manor. On Shelter Island, Native Americans from the Manhasset tribe and enslaved Africans forged an extraordinary community. Even at Sylvester Manor, there are traces of cross-cultural collaboration: some of the unearthed pottery has both indigenous and African characteristics.

Today, Sylvester Manor is an educational farm that cultivates, pre- serves and shares the stories of the Manor. Thanks to historians and educators, visitors learn about the indentured and enslaved community on the plantation, as well as the Sylvester family. In February 2014, members of the Montaukett tribe including Chief Robert Pharaoh, came together with the local community for a remembrance ceremony for those buried in The Burying Ground of the Colored People of the Manor. The ceremony, like the sacred ground itself, acknowledged the memory of everyone who labored and died at Sylvester Manor. For more on Sylvester Manor & the Burying Ground of the Colored People of the Manor visit [www.sylvestermanor.org](http://www.sylvestermanor.org).

**Documented African-American Burial Grounds in New York and New Jersey**

State	City	Type	Evidence	Condition	Graves	Marked
New Jersey	Swedesboro	Family	Documents	Poor	10	Yes
New Jersey	Hazen	Municipal	Epitaphs	Maintained	1	Yes
New Jersey	Hillside	Community	Documents	Abandoned	unknown	No
New Jersey	Leonia	Community	Epitaphs	Unknown	unknown	unknown
New Jersey	Hopewell	African-Amer.	Local History	Unknown	Unknown	No
New Jersey	Mahwah	unknown	Unknown	Abandoned	Unknown	Yes
New Jersey	Bedminster	unknown	Local History	Abandoned	Unknown	No
New Jersey	Basking Bridge	Church	Epitaphs	Excellent	6	Yes
New Jersey	Kendall Park	Family	Documents	Unknown	1	No
New Jersey	Monmouth	Family	Epitaphs	Abandoned	10	No
New York	Wantagh	Community	Documents	Neglected	50	No
New York	Brooklyn	Church	Local History	Obstructed	Unknown	No
New York	Orient	Family	Local History	Unknown	Unknown	Yes
New York	Queens	Church	Local History	Poor	Unknown	No
New York	Hudson Falls	Family	Family History	Fair-Poor	Unknown	No
New York	Shelter Island	Plantation	Documents	Good	Unknown	Yes
New York	Menands	Unknown	Local History	Good	12	Yes
New York	Orient	Community	Local History	Excellent	18	Yes
New York	Orient	Plantation	Epitaphs	Fair	Unknown	Yes
New York	Lloyd Neck	Family	Local History	Good	Unknown	No
New York	Hunts Point, Bronx	Community	Local History	Obstructed	Unknown	No
New York	Manhattan	Community	Documents	Restored	Unknown	Yes

To submit information about an African American Burial Ground:

<http://www.memorializeamericanslavery.com/submitburial/>

## Visiting the Museum of African-American History and Culture with High School Students

Alan Singer

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A major step in examining the history of slavery and of race in the United States was the 2016 opening of the Smithsonian's National Museum of African American History and Culture on the Mall in Washington DC. Founding director Lonnie Bunch calls it a "space where Americans can debate issues, come together, and maybe find common ground."

On April 1 I visited the Museum of African American History and Culture with high school students and teachers from the Minneapolis-St. Paul region participating in a "Civil Rights Research Experience" sponsored by the West Metro Education Program. The students were focused on discovering historical patterns, the role of institutions in the oppression and liberation of people, and the way language conveys meaning. Visiting the museum with these students really helped me understand its impact and importance. I was especially impressed with the connections these young people drew between the exhibit on Emmett Till with the death of Trayvon Martin and how the treatment of the Scottsboro Boys in Alabama in the 1930s was eerily similar to the treatment of five Black teenagers in New York City in 1989 who were accused of rape and rampaging in Central Park.

The West Metro Educational Program Civil Rights Research Experience is both an academic and leadership program. Student volunteers participate in Saturday classes before the intense visits to historic sites. The goal of WMEP Student Programs is to provide opportunities for youth to "Build bridges across multiple identities; Engage in history and participatory action research;

Develop anti-racist student leadership skills; Access intergenerational learning from multiple perspectives; and, Develop into our next generation of educators." This year, in addition to the Civil Rights experience trip, WMEP student groups explored the Afro-Latino world and Hopi life and culture.

The slavery era exhibit has plaques highlighting New York laws regulating and oppressing enslaved Africans in the city. Exhibit artifacts include early photographs, a copy of *Freedom's Journal*, the first Black newspaper published in the United States, and Harriet Tubman's shawl and gospel hymnal. While the museum is not about slavery, the history of slavery and its continuing impact on American society is prominent. The Slavery and Freedom section opens with "The Paradox of Liberty." Text from the Declaration of Independence, the Constitution and the Bill of Rights is on a high wall behind a statue of Thomas Jefferson, author of the Declaration and a Virginia planter and slaveholder. Behind Jefferson are bricks with the names of the hundreds of people he claimed to own. He stands surrounded by statues of prominent opponents of slavery including Toussaint Louverture, Benjamin Banneker, and Phyllis Wheatley.

On the bus trip from Washington D.C. to New York I got to join in conversations with students and staff who spoke out about the significance of what they learned. Lately the political scene in the United States has left me depressed. However the insights and enthusiasm of these young people gave me hope for the future.

## **Millard Fillmore's Forgotten Role in the Slavery Debate**

By Staff of the National Constitution Center

(reprinted with permission from the Constitution Day Blog)

(<http://blog.constitutioncenter.org/2017/01/millard-fillmore-misunderstood-or-a-disaster-as-president/>)

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There is little written about Millard Fillmore, 13th President of the United States and one of seven Presidents from the State of New York. Part of the reason is that he was relegated to the dust bin of history by his own Whig political party in 1852 after serving less than three years as President. Fillmore ran a second time for the White House on the ticket for the Know Nothing Party in 1856, and then disappeared. Fillmore's place in the national spotlight was brief and it came at a crucial time in the debate over slavery.

Born on January 7, 1800 in Summerhill, N.Y., Fillmore grew up in extreme poverty and lived for a time as a virtual slave when his family apprenticed him to a cloth dresser. Fillmore bought out his commitment to his employer, married his old school teacher, and worked his way up through the political system in New York's Whig Party.

Moving to Buffalo, Fillmore was a protégé of the state Whig party leader, Thurlow Weed, and served for eight years in the U.S. House of Representatives. Weed convinced Fillmore to resign to run for governor of New York in 1844. Fillmore lost that election, but won election to the powerful position of New York state comptroller in 1847. Weed then helped Fillmore get on the 1848 presidential ticket as vice president. Zachary Taylor, the Whig presidential candidate, was a slave owner and a popular figure after the Mexican-American War. Fillmore balanced the ticket as a known, anti-slavery Northerner.

When Taylor became President in 1849, Fillmore was relegated to his nominal constitutional duty as presiding officer of the Senate. President Taylor and Fillmore were

not close and came from much-different backgrounds. At the time, Congress was involved in a heated debate about the future of slavery in newly acquired territories and states, and it was Fillmore who presided over the debates in the Senate. President Taylor defied expectations and didn't endorse the expansion of slavery. Taylor specifically wanted California admitted as a free state. The efforts of political power broker Henry Clay were thwarted and the Union's future was uncertain, with talk of secession already in the air. Then President Taylor suddenly died after attending a July 4 event in 1850. Unknown Northerner, Millard Fillmore, became President of the United States.

It quickly became clear that Fillmore believed his constitutional duty was to preserve the union through what became known as the Compromise of 1850. Fillmore worked with a rising Senator, Stephen Douglas of Illinois, from the rival Democratic Party on a package of laws that admitted California as a free state, but granted some important concessions to pro-slavery forces.

Fillmore was conflicted over parts of the Compromise, especially because of his personal experiences. In a letter to Daniel Webster, he felt it was his constitutional duty to enforce the law. "God knows I detest slavery, but it is an existing evil, for which we are not responsible, and we must endure it and give it such protection as is guaranteed by the constitution, till we get rid of it without destroying the last hope of free government in the world."

Fillmore's position greatly upset members of both the Democrats and the Whigs. The passage of the Fugitive

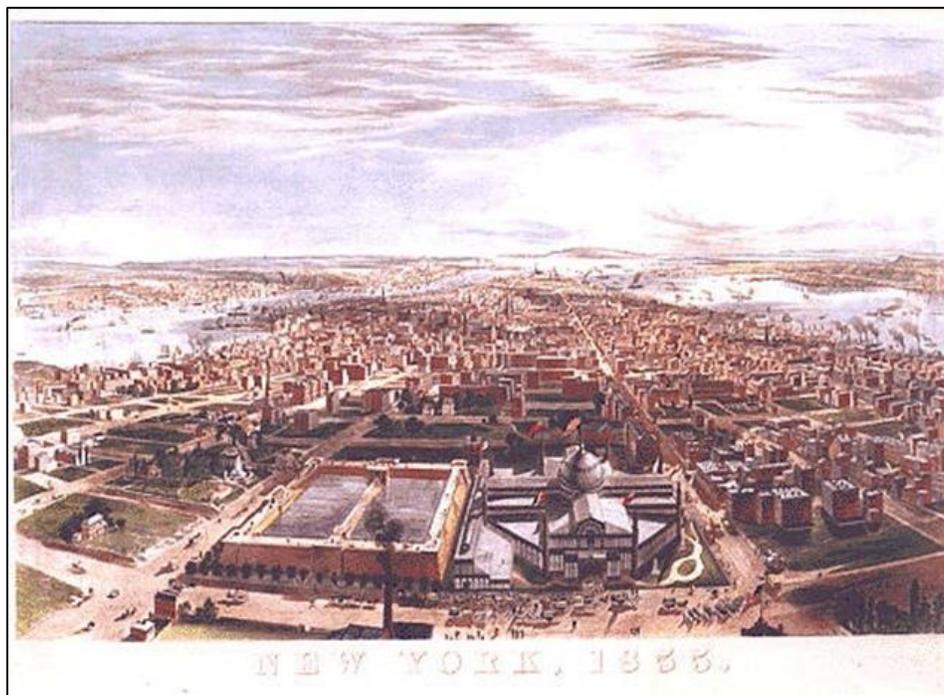
Slave Act angered Northerners, who realized that President Fillmore would act to compel federal marshals to track down slaves who had escaped to the North. Pro-slavery forces were also unhappy that slavery had been barred in California. Fillmore also sent government troops to the South to act against rumors of secession by South Carolina.

The Compromise of 1850 dealt a fatal blow to the Whig Party, which divided into an anti-slavery northern section and a pro-slavery southern section. At the 1852 Whig convention, Fillmore could not gain support for the presidential nomination. General Winfield Scott became a candidate with little chance against the Democratic Party.

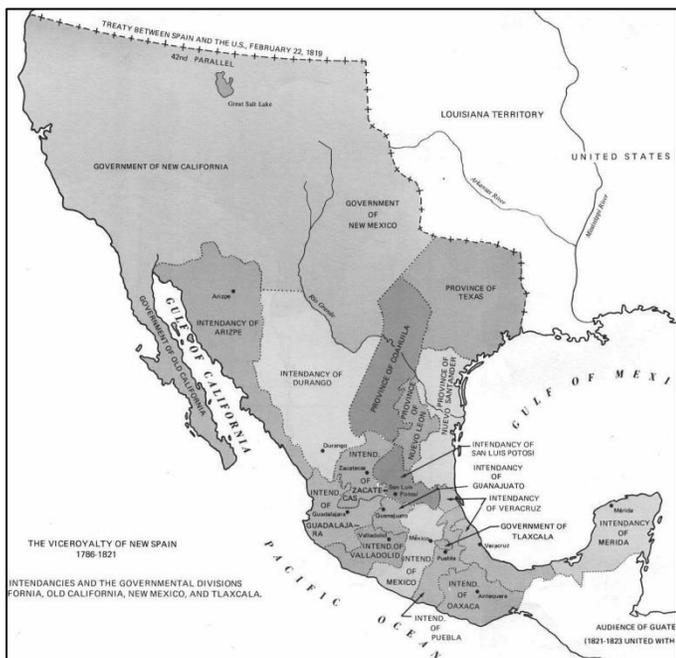
Fillmore's last act on the national stage was his nomination as the presidential candidate of the American, or Know Nothing, Party in 1856. The party opposed immigration and Catholics; Fillmore accepted

its nomination without agreeing on its key principles. Remnants of the Whig Party also endorsed Fillmore and he came in third place in the 1856 election. Fillmore secured 21% of the popular vote and 8 electoral votes, which contributed to the defeat of John Fremont, the nominee of the new Republican Party and the election of Democrat James Buchanan.

Following defeat, Millard Fillmore made occasional cameo appearances on the national political stage. He spent the rest of his life as a prominent citizen of Buffalo, where he died in 1874. His *New York Times* obituary said that "the general policy of his administration was wise and liberal," but that his enforcement of the Fugitive Slave Law was problematic. "His course in this matter was extremely unpopular with a large portion of the Northern people, and was the occasion of a very general indifference toward him ever after."



## The Autobiography of Luis de Carvajal, the Younger



Map of "The Viceroyalty of New Spain, 1786-1821"

*The edited passages below are based on a version of the biography of Luis de Carvajal, translated with an introduction by Rabbi Martin A. Cohen of Hebrew Union College - Jewish Institute of Religion (the article was originally published in American Jewish Historical Quarterly, March 1966, 55:3).*

The original 180-page autobiography by de Carvajal, a secret Jew who was burned at the stake by the Spanish Inquisition in Mexico, was housed in Mexico's National Archives until it disappeared in 1932. It was not rediscovered until 2015. de Carvajal was born in Benavente, Spain, in 1566 and emigrated to the New World with his family fourteen years later. They accompanied his uncle also known as Luis de Carvajal. The older Luis de Carvajal was a conquistador who conquered local native people. Shortly before the 1580 trip, he was designated governor of a province named the New Kingdom of Leon. In this document written while he was imprisoned for being a secret Jew, de

Carvajal refers to himself as Joseph. He was sentenced to death and burned at the stake by the Inquisition when he was only thirty years old.

### Questions

1. Why were Luis (Joseph) and his mother arrested by the Inquisition?
2. In section A, what does the author mean by "malediction"?
3. How were Luis (Joseph) and his mother treated in prison?
4. According to sections E and F, how did the Inquisitors get accused Jews to confess?
5. What do we learn about 16th century Spain from this excerpt?

A. They were about to sit down to dinner when the constables and notaries of the Inquisition knocked on the door. When they opened it the Inquisitional officials set guards there, raised ladders, mounted them and came into the house to arrest Joseph's mother. Though wounded with this cruel enemy's fierce stroke, she donned the garb of modesty, bemoaning her troubles, yet praising the Lord who had sent them. She was then brought to the pitch-black prison by those ministers of malediction and executioners of our lives.

B. When her two maiden daughters saw their beloved mother sighing with such pain and sadness that she even moved to compassion the cruel and beastly enemies who were taking her away, they anxiously rushed toward her and cried. "Where are they taking you?" We leave to the prudent reader's imagination the feelings of their lamenting mother as she heard these words.

After she was taken away her son Joseph was arrested. They found him behind a door, where he had run for

refuge out of fear of the atrocious tyrants. They pounced on him, seized him and carried him to the gloomy black prison. Joseph uttered nothing except the words, “O God, reveal the truth.”

C. The next day one of his maiden sisters got word to their mother that Joseph had been arrested. A prisoner of the Inquisition was permitted to receive neither visitors nor letters from outside. What his sisters did was to put some of Joseph’s shirts among the clothes she sent her mother; and as soon as she saw them, she understood. This doubled her affliction, but also her merit.

The night that Joseph was arrested, his older brother returned to Mexico City and sent for him that the two might get together with a younger brother. Then he learned that Joseph had been arrested. This was a severe blow to Joseph’s older brother, but he took it like a [true] servant of the Lord God : He prostrated himself on the ground and accepted the divine decree.

D. One Friday morning, the Inquisitors, in order to determine whether Joseph and his family were practicing Judaism, summoned Joseph’s mother for a hearing, as

they had done on many previous occasions. Through a small hole which he and his companion had carved with two sheep boned at the threshold of his cell door, Joseph could watch his mother being led to the court of audience.

E. When the tyrants saw that she continued to deny [that her family practiced Judaism], they decided to subject her to torture. Preceded by the judges, notary, jailer and constable, she was therefore led to the torture chamber, where the torturer was standing. Covered from head to toe with a shroud and white hood.

F. They immediately ordered the patient sheep to disrobe. They stretched her chaste flesh on the instrument of torture known as the donkey and tied her arms and legs. Then they cruelly twisted the ropes in its iron rings. As the ropes grated her flesh, she heaved the most pitiful sighs, which could be heard by all [the prisoners]. Joseph, on his knees in his cell, heard it all, and that day brought him greater affliction and bitterness than any that had gone before. But he was not without the diving consolation that comes from the hand of the Lord.



## **Teaching about Election 2016, the Inauguration, and the First 100 Days**

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*Social studies educators in New York and New Jersey were asked to discuss how they addressed election 2016, the inauguration of Donald Trump, and the first 100 days of his administration in their classrooms.*

*April Francis, East Rockaway High School:*

During the campaign, after the election, and during the early days of Trump's presidency we spent a lot of time in my middle school United States history classes focusing on evaluating evidence, supporting opinions with data, and respectful discussion. After President Trump issued an executive order suspending the admission of refugees into the United States and temporarily banning travelers and immigrants from seven predominately Islamic nations, we tried to describe and evaluate our personal beliefs about "American identify" and to decide whether the Executive Order was consistent with the historic values of the United States. I started the lesson by asking students to write on a "bubble" thinking map their responses to the ban.

After they explained their responses we read and discussed Emma Lazarus' poem "The New Colossus" and the way she defined American identity. We then read about the ban in an excerpt from the *New York Times* and watched a segment from a *CNN* news broadcast. We then revisited their views on American identity and whether the "ban" was consistent with or contrary to the way they view the United States. Finally the class created a class "Circle Map" where students shared their conclusions. As a finally activity and assessment students completed an exit ticket answer the lesson aim question, "Are the recent Presidential Executive Orders on Immigration supportive of the American Identity?"

*Nicole Waid, SUNY Oneonta*

Students were likely exposed to news stories on social media that were fake or click bait during the politically charged 2016 election. The question remains if students were able to distinguish between real news and fake news. A study from Stanford University asked 7,800 students to evaluate online news stories. The study revealed that at times 80-90% of students were unable to determine the credibility of the articles they evaluated. The findings suggested that teachers can provide their social studies students with basic media literacy skills that would help them ascertain the credibility of the news they consume. Social studies teachers have a commitment to ensure the information gained in their classrooms is valid. There are several tips that teachers can give to their students to help them determine if online stories are credible. Looking for potentially photo shopped pictures or looking for hyperbolic language are useful tips for identifying fake news. The students can also observe some popup ads with little difficulty. Students should always check the domain of the news source. Fake news sources tend to add a .co to reputable sites [www.chicagotribune.com.co](http://www.chicagotribune.com.co) to give readers a false sense of credibility. Above all, if a story makes the reader angry, it was probably the intent of the article. Students should strive to recognize reputable sources, so they do not pass along fake news stories. Promoting media literacy can make students more informed media consumers and, as a result, more informed prospective voters.

*Natalie Naftel, Bronx Bridges High School:*

I work as a government teacher at a high school that has a high population of English Language Learners. Many are recent immigrants to the country and are confused, scared, and/or angry about what they are aware of from the news. In approaching the subject of the election,

media literacy and interpretation of facts are both important. I collaborate with my co-teacher to create materials that are accessible to the students. We adapt materials from news websites and also use Newsela as a resource for students in the classroom. The class started off discussing why it is important to ask others for help, especially if you have an important job to do. A reading passage introduced Betsy DeVos and why she is considered a controversial choice. Students formed their own opinion using the information and write an I.C.E. (Introduce, Cite Evidence, Explain Your Evidence) paragraph explaining if they agree or disagree with her appointment. Some parts of the assignment are translated to provide students with accessibility to the material. After writing, students share their responses with the class.

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*Michael Pezone: Inauguration Day*

Inauguration Day occurs every four years on January 20 (or January 21 if January 20 falls on a Sunday) at the U.S. Capitol building in Washington, DC. On this federal holiday, the President-elect and Vice-President-elect are sworn in and take office.

The Vice-President-elect is sworn in first, and repeats the same oath of office, in use since 1884, as Senators, Representatives, and other federal employees: *"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter: So help me God."*

Around noon, the President-elect recites the following [oath](#), in accordance with [Article II, Section I of the U.S. Constitution](#): "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Nine common activities typically occur on Inauguration Day: Morning Worship Service, Procession to the Capitol, Vice President's Swearing-In Ceremony,

President's Swearing-In Ceremony, Inaugural Address, Departure of the Outgoing President, Inaugural Luncheon, Inaugural Parade, and Inaugural Ball.

**Some Famous Inaugurations** (adapted from [www.loc.gov/exhibits/treasures/inaugural-exhibit.html](http://www.loc.gov/exhibits/treasures/inaugural-exhibit.html))

**A. Washington's First Inauguration, April 30, 1789.** George Washington's first inauguration took place at Federal Hall in New York City, then the temporary capital of the United States. Aware of the importance of this national ritual, Washington set many precedents during his first inauguration: the swearing-in took place outside; the oath was taken upon a Bible; an inaugural address was given (to the assembled Congress inside the Hall) the contents of which set the pattern for all subsequent addresses; and festivities accompanied the inauguration, including a church service, a parade, and fireworks.

**B. Jackson's First Inauguration.** The 1829 and 1833 inaugural speeches made by Andrew Jackson were brief and to the point. They were much different than the controversial character of his two administrations, in which the questions of nullification (i.e. permitting states to nullify federal laws), creation of a national bank, the "spoils" system (when a government job is given based upon political concerns rather than fitness for office), and other issues were frequently debated. Jackson's 1829 inaugural was the first in which the people played a significant role and which they attended in large numbers. During the inaugural festivities in the White House, the rowdy mob broke windows, tore down curtains, and stood upon the furniture in their muddy boots. Servants dragged tubs of punch onto the lawn to draw the unruly mob out of the president's house in order to minimize the destruction.

**C. Lincoln's Second Inauguration, March 4, 1865.** For a good part of his first term as president, Abraham Lincoln doubted that he would be elected to a second term. But Lincoln was reelected, carrying 54 percent of the popular vote and all but three northern states – New Jersey, Delaware, and Kentucky. The president delivered his second inaugural address from the east portico of the

Capitol with its newly completed iron dome on March 4, 1865. He concluded in his customary eloquence: *“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan – to do all which may achieve and cherish a just, and lasting peace, among ourselves, and with all nations.”*

**Assignment:** Alone or with a partner (no more than two students), create a cartoon about the Inauguration Address of Donald J. Trump.

**Guidelines:**

- Your cartoon should depict the actual setting of the Inaugural Address
- Your cartoon should include a well-written and well-conceived portion of President Trump’s Inaugural Address. Imagine what he might say. Write the portion of his speech below the cartoon as a caption (50-75 words).
- Feel free to express your political opinion about President Trump in the cartoon, whether in support of or in opposition to the new President.

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*Derek Pearce:* Do You Agree With President Trump’s Executive Order on Immigration?

On Friday January 27th, President Trump signed an executive order [an order issued by the president/executive branch that has the force of law] that severely limits immigration to the United States from certain countries. On Saturday, at least three hundred travelers in the U.S. and abroad were impacted by President Trump’s order; in some cases, individuals were detained [held-up] by Customs and Border Patrol in U.S. airports. Within hours, thousands of protesters throughout the country flocked to international airports to protest the executive order and the detention of individuals.

in Africa and the Middle East. Trump’s executive order has already had far-reaching effects on immigration in the United States and has been met by opposition both within the country and abroad.

**Directions:** Each of the following document sets focuses on one aspect of President Trump’s executive order on immigration. Complete the following steps:

- (1) Read and annotate your document set
- (2) Summarize your documents in the space provided

What I know about Trump’s Executive Order	Questions I have about Trump’s Executive Order	What my classmates know about Trump’s Order	Questions my classmates have about Trump’s Order

**2. Critical Thinking:** Based on what you know about Trump’s executive order on immigration, do you agree with his policy? Explain why or why not by providing at least one reason to justify your answer.

President Trump’s Executive Order on Immigration

**Background:** On January 27th, President Trump signed an executive order that placed strict limits on immigration to the United States from certain countries

(3) Share-out your findings with your partner(s) and work together to discuss and answer the Aim Question.

**DOCUMENT SET #1: VALIDITY OF EXECUTIVE ORDER**

**Context:** Like most recent United States Presidents, Donald Trump spent his first week in office signing a number of executive orders on various issues. The purpose of executive orders is to ensure that the president's agenda is being followed by all of the various government departments that are responsible for carrying out the president's orders. Trump was praised by some for sticking to his campaign promises, but criticized by others for creating orders that were confusing, contradictory, and unable to be followed.

*Document 1A*

Source: "Another campaign promise fulfilled" by Jordan Schachtel, Conservative Review, January 25, 2017

*Context: The Conservative Review is a political news website that focuses on politics in the United States. In the document below, conservative journalist Jordan Schachtel argues that Trump's executive action was valid because he was simply fulfilling one of his key campaign promises.*

"President Donald Trump fulfilled a key campaign promise, when he signed an executive order restricting the number of visas for foreign nationals from terrorist hotbeds attempting to come into the United States. According to Reuters, the list of countries affected includes Iran, Iraq, Syria, Somalia, Sudan, Libya, and Yemen.

President Trump's executive order is expected to put particular focus on blocking individuals from the Middle East and north Africa until a better system for vetting [evaluating] immigrants and refugees can be put into place. The countries included on the list are some of the most destabilized and violent in the world...the list was in fact originally created by President Obama during his second term in office."

*Document 1B*

Source: "As opposition outcry grows, Trump defends immigration order" by Catherine Lucy, ABC News, 1/30/2017

*Context: Soon after Trump's executive order was created, critics argued that the governmental agencies were not given the proper amount of time or resources to effectively carry-out the president's orders.*

"The ban's implementation led to a weekend of confusion, particularly at the nation's airports, where in some cases people holding green cards as permanent legal residents were detained for extra questioning before being allowed entry. Growing numbers of Republican lawmakers expressed concerns about Trump's action. Senators Marco Rubio of Florida and Tim Scott of South Carolina said in a joint statement that "the manner in which these measures were crafted and implemented have greatly contributed to the confusion, anxiety and uncertainty of the last few days."

Some have also accused the order of being illegal. Bill Hing, professor of law at the University of San Francisco School of Law, said the way the order has been carried out runs afoul of the Immigration and Nationality Act. "...if you've been screened already, and you present a valid visa, you should be able to get in," Hing said. "...You have the right to an appearance in front of an immigration judge. That's not a right under the constitution. It's in the law itself."

**DOCUMENT SET #2: PURPOSE OF ORDER**

**Context:** *Since President Trump's executive order was signed last week, there has been extreme controversy regarding the purpose of the order. According to Trump supporters, the purpose of the order is to protect national security by limiting the movement of people from countries that pose a threat to the United States. Trump's critics, however, argue that the order is discriminatory against Muslims and also represents a possible conflict of interest due to Trump's business dealings.*

*Document 2A*

Source: "Sean Spicer defends Trump's immigration ban" By Mark Moore, New York Post, January 30, 2017, 3:36 PM

*Context: Sean Spicer is Donald Trump's spokesman. His job is to manage President Trump's relationship with the press by answering questions related to President Trump's policies. In regards to Trump's executive order on immigration, Spicer argued that the purpose of the order was to protect the United States from possible terrorists.*

"President Trump signed the executive order to restrict immigration from seven predominantly Muslim countries because his priority was the safety of the

American people, his White House spokesman said on Monday. According to Spicer, the countries included in the executive order were chosen because they consistently produce terrorist threats to the United States.

“We’re going to put the safety of Americans first. We’re not going to wait until we get attacked and figure out how it’s going to happen again,” Sean Spicer said. “That’s the key point in this: How do we keep ahead of threats.” Later in the briefing room, Spicer explained “This is why the majority of Americans agree with the president. ... His view is not to wait to get ahead of the curve. We don’t know when an attack will come. We don’t know when the individual comes to do us harm.”

*Document 2B*

Source: “Trump’s immigration ban: 4 key questions answered” By Jon Greenberg, Politifact, Sunday, January 29th, 2017

*Context: As soon as Trump’s immigration order was carried out, both Democratic and Republican politicians began arguing that the order was contrary [against] key American values and possibly illegal under the constitution.*

“President Trump’s executive order restricting travel and immigration from seven Muslim-majority countries received a fresh wave of legal and political challenges today. Democrats sought to take advantage of the opposition by pushing legislation to undo the executive action

Senator Dianne Feinstein of California, who opposed the order, argued that it should be immediately rescinded [removed]. “Painting more than 200 million people with the same broad brush is contrary to the principles on which this nation was founded and will not make us any safer,” she said, referring to the approximate number of people around the world affected by the order.

The Council on American – Islamic Relations, a Muslim civil rights and advocacy group, announced a federal lawsuit challenging the order this afternoon. The organization argued “Trump’s order isn’t based on national security. It’s based on fear-mongering,” he said at a press conference.

*Natalie Naftel: Secretary of Education Betsy DeVos: Yes or No?*

Last week Betsy DeVos was confirmed for the position of Secretary of Education. However, her confirmation has been controversial. Read the important facts about

Betsy DeVos below to determine if you agree with Trump’s choice of DeVos for this cabinet position.

**Key Fact #1: She Believes in “School Choice”**

DeVos is a very big supporter of the **school choice movement**. The school choice movement refers to the concept that students and their parents should have the opportunity to attend school where they choose. DeVos believes that parents should be able to take their children out of **public schools** and place them into **charter schools** or **private schools**. Some believe that school choice is necessary because it allows parents to take their children out of public schools that are not doing well. Others however, believe that school choice takes money away from public schools, and argue that there are many problems with charter schools. They say that statistics show that charter schools, on average, do not perform better than public schools, and that there is less **oversight** for charter schools.

**Key Fact #2: She Has Never Been a Teacher**

De Vos has never been a teacher, and she has not worked in a school. Instead, she has worked as an **advocate** for certain issues in education, such as school choice. She has also worked in politics, and her family’s foundation has given more than \$8.3 million to different Republican politicians over the past two years. DeVos is not the first Secretary of Education to never have been a teacher. However, some say that her lack of experience in education makes her unqualified for the job. In addition, some senators have expressed concern over the amount of money she has given to Republican politicians, including some e that voted for her last week.

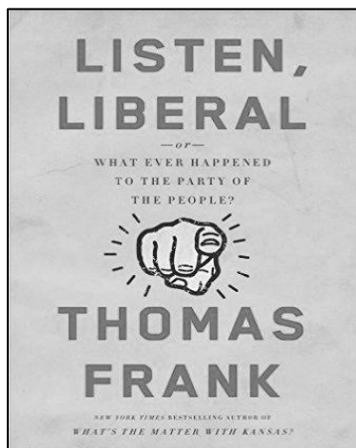
**Key Fact #3: DeVos’ Confirmation Hearing Was Controversial**

All people chosen to be part of the president’s cabinet have to do something called a **confirmation hearing**. During a confirmation hearing, senators ask the potential cabinet position. After the confirmation hearing, senators vote for **or** against the person the president chose for a particular cabinet position. DeVos’ confirmation hearing was controversial. For instance, during the hearing she seemed open to the idea of allowing guns in schools, and cited a school in Wyoming as an example where guns might be needed to protect students from grizzly bears. In addition, DeVos did not rule out the idea of taking money away from public schools in order to finance programs to help promote school choice.

# *Listen, Liberal: Or, What Ever Happened to the Party of the People?* by Thomas Frank

[review]

Marc Nuccio



President Donald J. Trump. President Donald J. Trump. President Donald J. Trump. The 2016 United States Presidential Election left no doubt that the Democratic Party has a major problem on its hands. The Democrats suffered defeat at the hands of Donald J. Trump's Republican Party, a statement that for many is still struggling to accept.

Shocked Democratic elites believe that this situation should never have come to be, and that their candidate was miles better than the blustering, thin-skinned Republican standard-bearer. In Hillary Clinton, the Democrats picked the ideal person for the presidency: a wonky, whip-smart insider who had been in Washington for over twenty years. Clinton, they argued, would be the perfect leader for this country. She already had a meticulous understanding of how its institutions work, and it was her turn to lead.

Thomas Frank, however, believes this view of the best Presidential candidate and the desires of the American electorate is exactly why the Democrats lost. Frank's criticisms of the Democratic Party indicate that the Democrats' issues did not begin with Hillary Clinton;

she was a continuation. Party elders better read this book before the next round of elections.

Frank is unabashedly liberal, which makes his critique of the Democrats' strategies and policies more powerful. He argues that the Democrats have lost their way. No longer can they claim to be the "party of the people." After losing to Richard Nixon in the 1968 Presidential election with a candidate perceived as a liberal elitist, the Democrats should have worked to woo ordinary, working-class Americans with renewed vigor. Instead, they shifted their strategy to become even more representative of well-educated, elite liberals. Their candidate, George McGovern, was seen not as a champion of the working class (despite his decent record on working class issues), but as a symbol of what Frank describes as "the Democratic Party's new favorite group: affluent suburban liberals." As a result, in 1972 Richard Nixon had little trouble in attracting reliably Democratic working-class voters.

Since then, Republicans have consistently been able to gain the support of the working class, especially the White working class, while Democrats have doubled down on attempts to woo well-off liberals. Bill Clinton (a Rhodes Scholar) and Barack Obama (a Harvard Law School graduate and Constitutional law professor) filled their cabinets with Ivy Leaguers and Goldman Sachs stock brokers. This version of the Democratic Party, which kowtows to business and Wall Street elites while whittling away the middle class, is a wolf in sheep's clothing. The Democrats have propped up Apple, Google, Amazon, and other big businesses in the name of "innovation." Meanwhile hard work and long hours have done little to improve the lives of the vast majority of Americans.

Hillary Clinton's candidacy was another example of Democrats pandering to well-educated liberal elites as

they allowed working class voters to continue their steady shift towards the Republican Party. While she may have received more votes in the Democratic primary than Bernie Sanders, it was Sanders who was the more convincing champion of the middle class and working class. Her losses in the general election in Pennsylvania, Wisconsin, and Michigan serve as evidence of Frank's belief that the Democrats have strayed from attracting voters who used to be an important part of their base.

Frank's book addresses several key questions that students should be aware of if they hope to achieve success in today's America. Obama and Clinton, those supposed champions of the working class, have implemented pro-business, anti-worker policies that focus more on innovation and capitalism than on the needs of Americans. Frank consistently addresses the question of whether or not education and wealth should serve as indicators of a person's success. People have become more productive at their jobs, and yet their

salaries have not risen accordingly. More and more Americans are getting quality college educations, and yet even these young professionals are often finding themselves unemployed, marginally employed, or in crippling debt. According to Frank's argument, the American Dream is dead – unless, of course, you happen to be the inventor of the next iPhone, or a financier or CEO who helped to cause the Great Recession. If you happen to fall into one of those categories, then you have earned your success and deserve all that you have – the middle class be damned.

While the unquestionably liberal overtones of Frank's book may make the book prohibitive for classroom settings, the issues that Frank presents are enormous. Most of today's students will have to face these issues throughout their lives as today's youths struggle to achieve the success that their parents and grandparents enjoyed. That is the crux of Frank's argument in a book that does not shy away from criticizing the elites who have long ignored the working class.

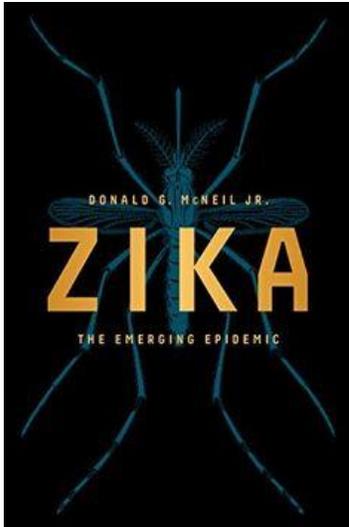


## *Zika: The Emerging Epidemic* by Donald G. McNeil Jr.

[review]

Ashley Balgobind

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In *Zika: The Emerging Epidemic*, *New York Times* science reporter Donald McNeil explains the origin of the Zika virus, how it has spread over the last half-century, and its effect on humans. It is essential reading for teachers interested in interdisciplinary teaching, and fits neatly into a final unit for tenth grade global history on globalization and a changing global environment.

To the best of our current knowledge the Zika virus originated on the African continent and is probably a cross-species pathogen that initially developed as an infection in monkeys. It is transmitted between hosts by mosquitos and spread from Africa to other continents in the tropical zone over the last fifty years. It is now a threat to people who live in South and Central America, the Caribbean, and mosquito-infested southern regions of North America.

The virus was first identified in 1947 in the Zika Forest of Uganda, hence its name. The subject monkey was a transplanted Asian monkey that did not have immunity

or resistance to the virus like the indigenous population. After five years of laboratory experiments and investigation, it was classified as a new pathogen rather than as a weaker strain of already known mosquito-born viruses, such as malaria or dengue fever.

Almost seventy years later, starting in August 2015, the virus was essentially rediscovered in the Americas, this time affecting humans. The Zika virus can cross the placental barrier between a pregnant woman and the baby she is carrying, which is considered unique among mosquito-transmitted diseases. It targets brain and nerve cells in the fetus that cannot be repaired or replaced. In Recife, by the northeastern tip of Brazil, babies are being born with symptoms of microcephaly. In many cases, a child's body is normal but the baby has a smaller than average head size. Some babies can comfortably be breast fed, while others cannot swallow. Some babies are incapable of flexing their arms or legs. In others their eyes move erratically indicating possible blindness. There are cases where newborns suffer seizures, which elevate breathing and heart rates, often leading to death.

At first, the mothers were diagnosed with "*doença misteriosa*," which translates from Portuguese as mysterious disease. They had experienced itchy pink rashes, fever and chills, bloodshot eyes, headaches, and joint pains. It was later discovered that the Zika virus could be transmitted from an infected male to a female partner through sexual relations.

There are many challenges dealing with the spread of the Zika virus. It now appears in new locations because of increased inter-global connections and climate change. The mosquitoes that carry the virus are transported between tropical locations along with cargo, especially

produce. Usually, regionally specific mosquitoes would not survive in new locations, but because of the Earth's warming climate, they are surviving and reproducing in new habitats.

McNeil opens his account discussing how the virus affects different primates. African primates, including humans, have been exposed to the virus for generations and they are continually re-infected throughout their lifetimes, so they have developed resistance to the virus' affects. However, people in Asia and the Americas who are now being exposed have no resistance. They develop symptoms, and unfortunately pass the virus along to partners and very vulnerable fetuses.

In an era when scientific knowledge is being questioned, McNeil explains experimental design and the ethics of experimentation and demonstrates how scientists gather, analyze, explain, and check data. The book goes into great depth about how vaccines and anti-viral agents are created, including the processes of centrifugation, gel electrophoresis, and polymerase chain reaction. The Zika virus may not seem like a massive issue to many students today, but as climate continues to change, and as the Zika virus mutates, it may become a major problem in this region in the near future.



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