

# ***NJ Social Studies Network News***

***A Publication of the New Jersey Council for the Social Studies***

A print copy is available on our website, [www.njcss.org](http://www.njcss.org)

**December 2017**

[njcss.mail@rutgers.edu](mailto:njcss.mail@rutgers.edu)

## **NJCSS Student Recognition Awards**

Middle School, High School, College

Deadline for Nominations: March 15, 2018

[www.njcss.org](http://www.njcss.org) (online application)

The 2018 National History Day theme is: ***Conflict and Compromise in History***

## **2018 National History Teacher of the Year Award!**

Nominate an outstanding K-12 history teacher for the 2018 award

The deadline for 2018 nominations is March 31, 2018.

Learn more and nominate a teacher at [gilderlehrman.org/nominate](http://gilderlehrman.org/nominate).

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## **Professional Development**

### **Colonial Williamsburg's Teacher Institute!**

**The scholarship application is now open and will close on Dec. 15, 2017**

The Colonial Williamsburg Foundation, Education Outreach,  
PO Box 1776, Williamsburg, VA 23187

Teachers have the opportunity to exchange ideas with historians, meet character interpreters, participate in simulations, and become part of the story. Throughout each day, teachers work collaboratively with Colonial Williamsburg staff and a Master Teacher to examine interactive teaching techniques and develop instructional materials that bring history to life in the classroom.

Visit the website for dates and complete information! <http://www.history.org/history/teaching/tchsti.cfm>

### **National Council for the Social Studies**

Join or Renew: [www.socialstudies.org](http://www.socialstudies.org)

Membership includes your choice of *Social Education* or *Social Studies and the Young Learner*, plus *The Social Studies Professional* newsletter; NCSS Annual Conference discounts, access to NCSS online publications (PDF copies of NCSS journals, *TSSP* newsletter, Middle Level Learning, and U.S. History Collection), and NCSS Bulletins.

## THE 50<sup>th</sup> ANNIVERSARY OF THE TET OFFENSIVE

*A Clash of Tradition and Tactics*

### AN INTERDISCIPLINARY FORUM ON THE VIETNAM ERA



A Two Day Conference:

**Friday, March 23, 2018, from 9 a.m. to 4 p.m. & Saturday, March 24, 2018, from 9 a.m. to 1 p.m.**

Attending Teachers will receive 10 hours of Professional Development Credits.

Hosted by the New Jersey Vietnam Veterans' Memorial Foundation and the New Jersey Council for Social Studies

**Contact: Keri A. Giannotti, Museum Educator, [kgiannotti@njvmf.org](mailto:kgiannotti@njvmf.org).**

### White House History Teacher Institute



During this five day experience, educators examine the more than 200-year history of the White House and its impact as a home, office, and museum. Learn from experts and devise classroom applications with a group of peers from across the country. [Click on the picture above to watch a short video.](#)

The Institute is open to all educators, including librarians, media specialists, curriculum coordinators, and classroom teachers. Priority will be given to middle and high school educators who work directly with students.

**Applications for summer 2018 will open on December 1, 2017.** Watch your email inboxes for the link to the application or check back on the website page.

**2018 NCHE Conference**  
***Myth, Memory, and Monuments***

**San Antonio, Texas**  
**April 19-21, 2018**

<http://www.nche.net/registration>

**The New Jersey Department of Education/National Archives and Records Administration Webinars**

These free monthly webinars focus on the use of primary sources in the K-12 classroom. Christopher Zarr, education specialist from the National Archives, will discuss how these sources can be used effectively with students. The target audience for these webinars is K-12 teachers, media specialists, curriculum specialists, and administrators.

December 13, 2017	3 p.m. - 4 p.m.	First Look: A Primer on Primary Sources in K-12 Classrooms	<a href="#">Register</a>
January 10, 2018	3 p.m. - 4 p.m.	Locally Sourced: Using New Jersey's History to Drive Inquiry	<a href="#">Register</a>

**A Special Series for Aspiring School Leaders: What Principals Need to Know and Be Able to Do**

FEA (Foundation for Educational Administration)  
NJPSA - Monroe Twp. NJ

This series is designed for those who possess a certificate of eligibility for principal but have not obtained a position in school leadership.

**A Framework for Continuous School Improvement: The Connected Action Roadmap and Professional Learning Communities - Dec. 12, 2017; 9 am - 3 pm at FEA**

**LEGAL ONE - January 11, 2018; 9 am - 3 pm at FEA**

**Securing Your First Administrative Position - Feb. 2, 2018; 9 am - 3 pm at FEA**

**APPLY FOR SUMMER 2018 PROGRAMS ABOUT**  
**THE CIVIL WAR AND RECONSTRUCTION**

Ford's Theatre, 511 Tenth Street, NW, Washington, DC 20004

Applications are open for summer 2018! Spend a week with Ford's this summer and take your teaching to the next level when you participate in one of our invigorating summer programs. Collect an array of primary source materials to take back to your class. Contact Sarah Jencks for information: [education@fords.org](mailto:education@fords.org)



**CIVIL WAR WASHINGTON**

Join up to 25 teachers in this week-long professional development program. Explore the nation's capital as President Lincoln would have known it during the Civil War. Learn how war-time Washington transformed from an undeveloped backwater town to a bustling city filled with soldiers, spies and thousands of people fleeing slavery. View Washington as a microcosm for the country and gain unique insight into various view points on the war that existed within the capital city.

### THE SEAT OF WAR AND PEACE

In this week-long professional development program, learn to use place as the basis to examine how the Civil War and Reconstruction have been remembered throughout history. Participants visit historic sites, monuments and memorials around our nation's capital. Engage in the current national dialogue about monuments with fellow teachers from around the country, and learn how to facilitate the dialogue in your classroom.

### NJSSA

Next meeting of the NJ Supervisors Association is **Wednesday, January 17, 2018** at the NJ PSA complex in Monroe. contact Bob O'Dell for information. ([rodell@nutleyschools.org](mailto:rodell@nutleyschools.org))

## Resources for Teachers

### Terracotta Warriors of the First Emperor



### The Franklin Institute - Philadelphia

SEPTEMBER 30, 2017-MARCH 4, 2018 - **NEW EXHIBITION!**

Silent, steadfast, and secret, an army of over 8,000 terracotta statues stood guard over the tomb of China's first emperor for over 2,000 years before being discovered in 1974. Now, these warriors—symbols of the astounding achievements of mankind and the incredible history of the human race—come to The Franklin Institute in Philadelphia for the only east-coast engagement of this one-of-a-kind exhibit.

**PRICING** Save on tickets when you purchase 15 or more! Adults: \$34.95 \$24.00 Youth ~~\$29.95~~ \$18.00

**Upgrade Options:** *IMAX Film – Mysteries of China* \*\$5.00 per person

**FRANKLIN INSTITUTE CONTACT CENTER** P: 215.448.1200, Option 3 | E: [reservations@fi.edu](mailto:reservations@fi.edu)

## Project Citizen Workshop

Free *Project Citizen* workshop for teachers grades 5-12 to be held on **March 21, 2018** at Rutgers University Busch Campus Center in Piscataway. To register email [arlenega@sas.rutgers.edu](mailto:arlenega@sas.rutgers.edu). *Project Citizen* is a process-based civic education program that actively engages students in identifying, researching and trying to implement solutions to state or local public policy issues. For additional information go to <http://civiced.rutgers.edu/projectcitizen.html>

## James Madison Legacy Project

The James Madison Legacy Project is sponsoring a five-day summer institute **July 15-20, 2018** at Rutgers University offering intensive professional development focused on the *We the People: the Citizen and the Constitution*, which integrates U.S. history, government and law. Room, board, and travel costs are covered. Participating teachers will receive a free classroom set of materials and a \$200 stipend. Deadline: April 27, 2018. For additional information and to apply go to <http://civiced.rutgers.edu/wethepeople.html>.

## Being an Informed and Engaged Student and Citizen Workshop for Teachers

Sponsored by the NJ Center for Civic Education, NJ Council for the Social Studies, and the NJ Social Studies Supervisors Association

**March 15, 2018**

**Rutgers University - Busch Student Center**

**The workshop is free**

**Information and Registration:** [arlenega@sas.rutgers.edu](mailto:arlenega@sas.rutgers.edu)

## Bill of Rights Institute



The seminars will focus on specific topics from American history. The first, which will take place **July 9-13, 2018**, will address **Manifest Destiny and Western Expansion**, and will be mostly dialogue-based. The second, which will take place **July 23-27, 2018**, will focus on **Presidential Powers: Historical Turning Points** and will be lecture- and lesson-based. The application process for both Founders Fellowship programs is open to 7th-12th grade social studies teachers. [info@billofrightsinstitute.org](mailto:info@billofrightsinstitute.org)

# Classroom Resources

## White House Digital Library



Containing thousands of images of the White House and its related history, our Digital Library is a fantastic academic resource for students and teachers alike, whether conducting project research, writing lesson plans, or simply exploring history. Browse here.

Create your FREE account today, and download images for free, create albums, and share to your own social media. Sign up here.

## The National Literacy Project (NLP) Civics Collection

National Literacy Project: <http://nationalliteracyproject.org/resources/#florida>

Each module covers one to three weeks of classroom instruction, with lessons that take 30 to 50 minutes per day. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Although the modules were developed for use in Florida, they can be easily adapted to meet the standards of other states.

- Kindergarten** - A. Why Rules and Laws Are Important      B. What Good Citizens Do
- Grade 1** - A. People, Rules, and Laws      B. Citizens Have Responsibility      C. Conflict Resolution      D. American Symbols
- Grade 2** - A. The United States Constitution      B. Rights and Responsibilities of U. S. Citizens      C. Responsible Citizenship
- Grade 3** - A. By the People, For the People: Government and the Constitution      B. Comparing Three Levels of Government
- Grade 4** - A. The Florida State Constitution: Structure, Function, and Purpose      B. Florida Citizens Working Together
- Grade 5** - A. Roots of American Democracy: Declaration of Independence to Articles of Confederation  
B. Roots of American Democracy: Federalism  
C. Civil and Political Rights  
D. Basic Principles of the U. S. Constitution: Limiting Government  
E. Raise your Hand! Why Civic Responsibility Is Important to American Democracy

**Grade 6** - A. The Influence of Greek and Roman Democratic Principles on the American Political Process

All of the modules are open source. You may download, copy, share, or modify them. If you have questions about their use, contact Dr. Judith Irvin, NLP Executive Director, [jjirvin@nproject.org](mailto:jjirvin@nproject.org)

## Remembering Vietnam - National Archives Exhibit

November 10, 2017 – January 6, 2019  
Lawrence F. O'Brien Gallery, National Archives Museum, Washington, DC



Following the trajectory of American involvement in Vietnam from its World War II origins to the fall of Saigon in 1975, the National Archives exhibit *Remembering Vietnam*, explores the policies and decisions that initiated and escalated American economic and military aid to South Vietnam—during the French Indochina War and then in what Americans call the Vietnam War.

Visit [archives.gov/vietnam](http://archives.gov/vietnam) for more information on education resources, to request military records, explore the Vietnam War timeline, and discover more resources.

### For Students

#### **Euro Challenge Competition**

**NY Preliminary Round - Thursday, March 22, 2018**

**Final Round, Thursday, April 26**

The Euro Challenge is a unique and exciting program **for 9<sup>th</sup> and 10<sup>th</sup> grade students** across the United States to learn about the European Union and the economies that share its single currency, the euro. Launched in 2006, the Euro Challenge gives students an opportunity to step into the shoes of diplomats and economic policymakers by examining real-world economic challenges facing countries in the Euro Area. Teams present their findings during preliminary regional rounds, with the best teams advancing to the national semifinal and final rounds held at the Federal Reserve Bank of New York.



To register your school, please visit [www.euro-challenge.org](http://www.euro-challenge.org) or contact Ethan Goebel at: [egoebel@wise-ny.org](mailto:egoebel@wise-ny.org)

## Focus on Civics

The President has pardon or clemency power under [Article II, Section 2, Clause 1](#), of the Constitution, under the Pardon Clause. The clause says the President “**shall have Power to grant Reprieves and Pardons for Offenses against the United States, except in Cases of Impeachment.**”



President George H.W. Bush pardoned former Defense Secretary Caspar Weinberger and former CIA official Duane Clarridge in late 1992 before they were tried on Iran-contra Affair charges. (Four others were convicted in the case and also pardoned.) Pardons get the most attention when used by outgoing Presidents. President Barack Obama commuted a jail sentence for Wikileaks figure Chelsea Manning and issued a pardon to former general James Cartwright - triggering debates that usually accompany high-profile pardon moves.

In January 2001, President Bill Clinton pardoned his own brother, Roger (who had served a one-year jail sentence on a drug conviction), businessman Marc Rich, Whitewater participant Susan McDougal and former Housing Secretary Henry Cisneros. And in January 1989, President Ronald Reagan pardoned New York Yankees owner George Steinbrenner for charges related to illegal campaign contributions made to Richard Nixon’s presidential campaign.

Other people to receive presidential pardons or commuted sentences from Presidents include Jefferson Davis and Gordon Liddy (by Jimmy Carter), Jimmy Hoffa (by Richard Nixon), Roy Olmstead (by Franklin Roosevelt), Eugene Debs (by Warren Harding), Dr. Samuel Mudd (by Andrew Johnson), and Brigham Young (by James Buchanan).

## Focus on Economics/Financial Literacy

### The Time Value of Money - Rule of 72

The Rule of 72 can be used to quickly identify how long it takes to double one’s money or investment. Financial literacy is required in New Jersey’s schools but it also has a valuable place in teaching social studies. With the current debate on changes to federal taxes, the historically low savings rate of Americans, and the possibility of the Federal Reserve Bank raising the federal funds interest rate, the Rule of 72 has many implications for personal discussion and teaching.

The Rule of 72 provides the time (number of years) for an amount of money to double. For example, it is possible to invest money in a guaranteed Certificate of Deposit at 2%, a municipal or government bond at 4%, and an inflation-protected treasury bill. Using the Rule of 72, it will take 36 years for an investment to double at 2% and 18 years at 4%. Here are some examples for a \$10,000 investment receiving 4% interest:

	<b>2017</b>		<b>2035</b>		<b>2053</b>		<b>2071</b>		<b>2089</b>
Age 1	\$10,000	Age 19	\$20,000	Age 37	\$40,000	Age 55	\$80,000	Age 73	\$160,000
Age 18	\$10,000	Age 36	\$20,000	Age 54	\$40,000	Age 72	\$80,000		
Age 25	\$10,000	Age 43	\$20,000	Age 61	\$40,000	Age 77	\$80,000		
Age 30	\$10,000	Age 48	\$20,000	Age 66	\$40,000	Age 84	\$80,000		

**Focus on U.S. History**  
**100 Years Ago - The Flu Pandemic Killed 50 million (maybe more)!**  
**500 million infected**  
**675,000 Americans died, 4,400 in NJ**

Photo # NH 41730 F5L aircraft hull in Liberty Loan parade in Philadelphia, 28 Sept. 1918



**A Liberty Loan parade and rally to raise money for World War I down Broad Street on Sept. 28, 1918 helped spread flu from sailors to the general population of Philadelphia. 600 Came down with the flu the next day.**

In the fall of 1918 the Great Europe was winding down and peace was on the horizon. In the two years that this scourge ravaged the earth, a fifth of the world's population was infected. The flu was most deadly for people ages 20 to 40. It infected 28% of all Americans. An estimated 675,000 Americans died of influenza during the pandemic, ten times as many as in the world war. Of the U.S. soldiers who died in Europe, half of them fell to the influenza virus and not to the enemy. An estimated 43,000 servicemen mobilized for WWI died of influenza. As noted in the Journal of the American Medical Association final edition of 1918:

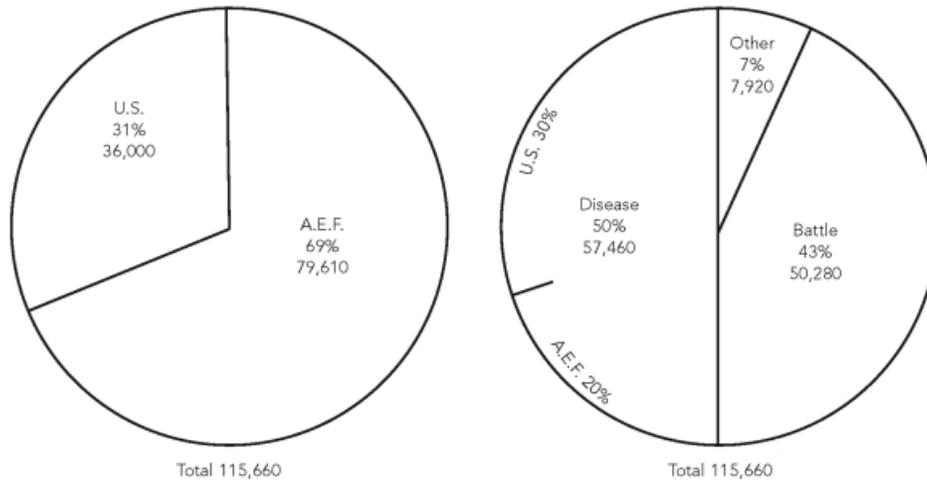
*"The 1918 has gone: a year momentous as the termination of the most cruel war in the annals of the human race; a year which marked, the end at least for a time, of man's destruction of man; unfortunately a year in which developed a most fatal infectious disease causing the death of hundreds of thousands of human beings. Medical science for four and one-half years devoted itself to putting men on the firing line and keeping them there. Now it must turn with its whole might to combating the greatest enemy of all--infectious disease,"* (12/28/1918). <https://virus.stanford.edu/uda/>

On October 5, the state board of health, under the leadership of Director Dr. Jacob Price, issued a mandatory statewide order closing all churches, theaters, movie houses, dance halls, saloons, soda fountains, and other places of public amusement and congregation, and prohibiting all public gatherings, including public funerals for those who had died of influenza or pneumonia. The order also mandated that local boards of health advise their populations against travel in public transportation or from gathering socially with friends and family, and urged local officials to consider closing their schools. <https://www.influenzaarchive.org/cities/city-newark.html#>

Imagine the impact of prohibiting public gatherings in October-November in 1918 and the impact this would have on Columbus Day parades, Halloween, Election day, and Armistice Day parades!

**In New Jersey!** On a single day-October 22nd-more than 7,000 new individuals were afflicted, and 366 were lost. Incomplete reports to the U.S. Public Health Service show that by that day, more than 150,000 New Jersey residents had been sickened with the flu. More than 4,400 had died. By November, the disease finally began to relent, but countless families lay devastated in

its wake. <https://flutrackers.com/forum/forum/welcome-to-the-scientific-library/-1918-pandemic-data-stories-history/14750-the-great-pandemic-of-1918-state-by-state>



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2862337/>

National Archives: <https://www.archives.gov/exhibits/influenza-epidemic/>

### Focus on World History The Success Story of Liberia



**Ellen Johnson Sirleaf**

The rebuilding of Liberia after two decades of a brutal civil war began with Ellen Johnson Sirleaf (age 78). She has completed two terms as president and the transition to a new president will be a peaceful transition and a success story that students will identify with in a year where we are seeing the leaders of China, Japan, and Saudi Arabia consolidating their political power and the leaders of Rwanda, Burundi, Zimbabwe, and the Democratic Republic of the Congo have remained in power in spite of the term limits in the constitutions of their countries. (The runoff election has been delayed pending by the Liberian Supreme Court to allow time to complete an investigation requested by Charles Brumskine, the third-place finisher.)

- Liberia has almost 5 million people and half of the population are registered voters.
- President Johnson is a graduate of Harvard University.
- In 2006, she became Africa's first elected female leader.
- Ellen Johnson Sirleaf received the Nobel Peace Prize in 2011.
- She lead her country through the commodity price crash following the 2008 recession, Ebola pandemic, and rapid urbanization.

## Focus on Geography

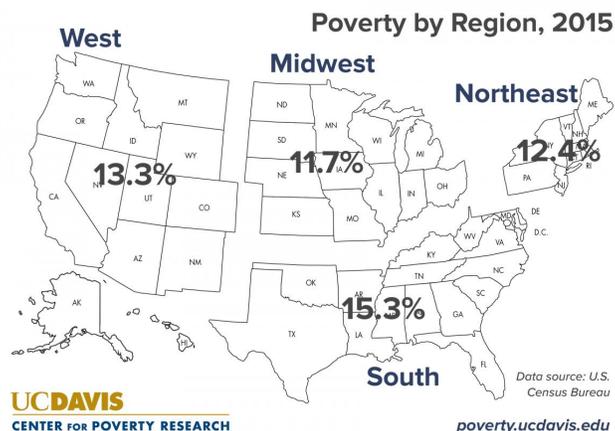
### Global Poverty

***"For the first time in history the counsels of mankind are to be drawn together and concerted for the purpose of defending the rights and improving the conditions of working people - men, women, and children - all over the world."***

(Woodrow Wilson, 1919)

***"For the first time in history, humanity possesses the knowledge and the skill to relieve the sufferings of these people."***

(Harry S. Truman, 1949 Inaugural Address)



<https://poverty.ucdavis.edu/faq/how-does-geography-relate-poverty>

**Defining poverty:** The World Bank defines extreme poverty as living on less than US \$1.25 per person per day (PPP), and moderate poverty as less than \$2 a day. This may or may not include subsistence farmers who have little cash, but a reasonable standard of living. **It estimated that 'in 2001, 1.1 billion people had consumption levels below \$1 a day and 2.7 billion lived on less than \$2 a day.'**

#### Residual Effects of Drought on Children in Africa

<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8633.pdf>

**Ethiopia:** Children aged five or less in drought prone areas are 36% more likely to be malnourished and 41 per cent more likely to be stunted if they are born during a drought year. This translates into some 2 million 'additional' malnourished children.

**Kenya:** Being born in a drought year increases the likelihood of children being malnourished by 50%.

**Niger:** Children aged two or under who were born during, and affected by, a drought year are 72% more likely to be stunted.

**Zimbabwe:** Children born during drought-affected periods are, on average, 2.3 cm shorter.

A delayed start of schooling results in a loss of 0.4 years of school life, which leads to a 14% loss of lifetime earnings. **SOURCE:** UNDP (2007)

## Focus on Psychology

### How to Learn Critical Thinking

Excerpts are from *Psychology Today*: <https://www.psychologytoday.com/blog/memory-medic/201710/how-learn-critical-thinking>



**Require Yourself to Think Critically** - Be attentive and engaged with the information. Asking questions assures engagement.

*Do not Confuse Correlation with Causation:* Two events could be caused by something else. Example: rain and lightning go together, but neither causes the other.

*Avoid Jumping to Conclusions:* Research many facts before reaching a definitive conclusion. Statements by leaders and experts often change over time. The most common problem is a failure to consider alternatives.

*Overgeneralization:* Be aware that what is true for one may not be true for something else. There are differences within groups as not all politicians in one political party may agree and educators also differ on perspectives.

#### Learn Specific Strategies

*Be Aware of How You Think* - Understand how bias, images, interpretations influence your thinking.

*Use Evidence-based Reasoning* - Don't confuse opinion with fact. Look for evidence that both supports and challenges a position.

*Identify What is Missing.* It is important to consider what is missing.

*Ask Questions* - Engage in a debate or structured discussion.

## Focus on Sociology

### The Batman Effect!

Teachers use role playing activities to prompt discussion, support long-term memory, problem solving, and decision making. Providing a context for an essay prompt such as having students take on the role of a news reporter, diplomat, eye-witness, etc. is a popular strategy for enabling a student to write in the third person.

Pre-school and elementary teachers (and parents of young children) understand the importance of pretend play. Professors Rachel E. White (University of Pennsylvania) and Stephanie Carlson (University of Minnesota) published "The Batman Effect" on measures of self-control and persistence in young children.

The study is worth reading regarding the results young children spend on task and there is value in discussing the implications of having students assume the role of a person or segment of society for historical thinking.

"It is also possible that the use of third-person speech in the self-distancing condition prompted children to identify with a more competent self. Studies of adults have found that third-person self-talk surrounding an upsetting event is associated with greater feelings of being able to cope with a stress or and fewer feelings of being overwhelmed by the situation."

## **NJ Council for the Social Studies (NJCSS)**

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## **NJ Social Studies Supervisors Association (NJSSSA)**

### **North Region**

Robert O'Dell (2016-18) and Steve Maher (2015-17)

### **Central Region**

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### **South Region**

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