

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

April 2021

hb288@sasmail.rutgers.edu

NJCSS Teacher of the Year Awards for 2021 (Deadline: April 30, 2021)

[NJ Elementary Teacher Award](#) (K-5)

[NJ Middle School Teacher Award](#) (6-8)

[NJ High School Teacher Award](#) (9-12)

NJCSS Professional Development Videos

[Click for the Current Schedule](#)

Contact the NJCSS for Resources and Consulting for your Summer Curriculum Work
Hank Bitten

NJCSS Elections are now Open through May 31, 2021

[Click Here to Vote](#)

Joe Orlak – Regional Director-North NJ

Kevin Bloom – Regional Director-Central NJ

Frank Romano, Jr. – Regional Director Central NJ

Matt Ordog – Regional Director – South NJ

Dawn Lambert – At-Large Director for Supervisors

Cheryl Amendola – At-Large Director for NJ Council History Education

Frank Stebbins – At-Large Director for Exhibitors

Holocaust Remembrance Day - Thursday, April 8, 2021

Commemoration of Yom HaShoah (Holocaust Remembrance Day)

Thursday, April 8, 2021 • 4:00 PM • Meeting online via Zoom

Sponsored by Drew University

Judith Bihaly will share her powerful story of how her mother survived Auschwitz, but how her father died during forced labor in the Hungarian Army. Judith Bihaly herself survived by being hidden in a Catholic girls' school when she was nine; her twin brother Andrew survived by being hidden in a juvenile detention center. They didn't know that they were Jewish. Judith Bihaly will talk about identity, her brother's fate, and about surviving without knowing who she was. This event is sponsored by Drew University's Center for Holocaust/Genocide Study.

[Register for Yom Hashoah Commemoration](#)

Earth Day – Thursday, April 22, 2021

[Earth Day.org](http://EarthDay.org)

[Earth Day, Every Day 2021 – Webinar Series sponsored by Rutgers](#)

[Senator Gaylord Nelson Started the First Earth Day!](#)

[The Urgency of Climate Change in New Jersey](#)

Support NJCSS with Membership Renewal

[RENEW ONLINE](#) (Pay by PayPal or PO)

Diet of Worms (April 16-18, 1521)
“Here I Stand” – 500 Year Anniversary!
Martin Luther



On April 17th, Luther was called before the Diet of Worms for questioning. Johann Eck, a papal theologian, asked Luther if he was willing to renounce his errors and the works that he had published in. On April 18th, Luther reappeared before the Diet. He reported that before giving his answer that he had prayed for long hours and had also consulted his friends and other counselors. In giving his response to the question of recantation, the Reformer noted that although all these so-called errant writings were his, they were not all of the same kind. Luther stated that his conscience was captive to God's Word.

Luther noted that it was impossible to rely on anything other than the Bible as an ultimate source of authority because the Roman Catholic Church had often contradicted itself in its official pronouncements. Indeed, unless Eck or the other papal theologians could prove to him through appealing to the Bible or sound reason that he was wrong, he would stand by everything that that he had said. According to some traditions, Luther said, “*Here I stand.*” Eck argued that by putting his own interpretation against the teaching of the institutional Church, Luther clearly proved himself to be a heretic and should be condemned.

Pope Leo X declared Luther a heretic. On May 26, 1521. Emperor Charles V issued the Edict of Worms, which declared Luther to be an outlaw and banned his teachings. On the way back to Wittenberg, Luther was captured by Fredrick the Wise's disguised as highwaymen and escorted to the Wartburg Castle in a pre-arranged plan, where he remained in hiding for a little less than a year. During this time, he translated the New Testament of the Bible into German.

The 250th Anniversary of the American Revolution is Coming

This is an important engaging topic for your curriculum through 2033!

[Keep up with the latest posts!](#)

CROSSROADS OF THE REVOLUTION:

Mercer Today's Mercer County during America's War for Independence

A zoom presentation by William L. Kidder for members of the New Jersey Council for Social Studies.

Wednesday, April 21, 2021 @ 3:30pm

[Register Today!](#)

Letter from Hunterdon County Freeholders to John Hart & Samuel Tucker in the New Jersey Assembly (May 1771)

"Moreover we your Constituents Subject these following Queries to your further Consideration.

1st. Whether to have the king's troops station'd among us in Time of Peace is Constitutional and Agreeable to our Rights and Privileges?

2nd. Whether they are of can be of any use to us, or whether any proper officer of this Government has the Command of them in any Case of Immergency?

3rd. whether Regular Troops does not spread Vice and Immorality in a Country where they are maintained in idleness?

4th. Is it consistent with Honour and Justice to support those who do us no Service?

5th. Whether there is not Danger that a Military Power may in Time interrupt the Proper Influence and Management of Civil Administrations?

We think Gentlemen the Consideration of these Things with what you have already urged will Constrain you to abide by your former Resolutions, and that you will Continue to make the Ease, Safety, Interest and Morals of the Province the Subject of Your Zealous attention.

Sign'd by the Freeholders of Hunterdon, May 1771.

Questions: [Read the Complete Letter](#)

1. This document was signed by five members of the Stout family and seven members of the Hopewell Baptist Church. Do you think this letter represents the consensus of the residents of Hunterdon?
2. What Act(s) of Parliament was the catalyst for this Letter?
3. Since this is a Letter and not a Petition, should John Hart and Samuel Tucker respond with an action or a reply?
4. Does this Letter provide any insights if the farmers of West Jersey in Hunterdon County are neutral, Loyalist, or opposed to the actions of Parliament?

James Somerset's Landmark Case for Freedom (250 Years Ago...)

A Boston customs collector named Charles Stewart bought James Somerset from a Virginia plantation owner. He brought him to England in 1769, but James Somerset escaped. Stewart caught up with him, however, and had him incarcerated on the prison ship Ann and Mary.

But James Somerset had been baptized a Christian in England, and his three godparents went to court to set him free. England's leading abolitionist, Granville Sharp, assembled a team of five lawyers to defend James Somerset. The lawyers argued that no law authorized slavery in England.



Granville Sharp

Stewart's lawyers argued that property rights took precedence over human rights. Plus, they pointed to the danger of freeing all 15,000 enslaved black people in England.

And the judge's decision in *Stewart v. Somerset* (1771) would end slavery in England, at least in the public's mind. American slaveholders feared that England would take away their slaves and the decision inspired enslaved men and women to sue for their freedom in the northern colonies. Read **Question of Freedom** by William G. Thomas III.

New Jersey and Your Morning Coffee

Jennie Van Ness and Prohibition



Jennie C. Van Ness, a Republican from Essex County, was one of the first two women elected to the New Jersey Assembly after women were granted the right to vote in 1920.

Van Ness was active in the New Jersey Woman Suffrage Association (NJWSA) and ran its citizenship schools throughout the state. Her goal was to educate women's clubs and organizations about the science of government and politics. During her single term on the New Jersey Assembly, Van Ness served on the committees for Education and for Unfinished Business and on the joint committees for the Industrial School for Girls, the School for Feeble-Minded Children, and the State Library.

She is the author of the controversial Van Ness Act to "liberalize search and seizure procedure" in New Jersey and defined violations of prohibition law as petty offenses that could result in trial before a judge but without a jury. Governor Edwards vetoed the bill, but the majority Republicans in the legislature overturned it.

New Jersey was divided between the Democratic "Wets" in the cities and the Republican "Drys" in rural areas. In February, 1922 New Jersey's highest court ruled the Van Ness Act unconstitutional. In 1922, New Jersey passed the Hobart Act which reformed the Van Ness Act. [Prohibition in NJ, Monmouth County Library](#)

100th Anniversary of NJ State Police – Happy Birthday!

On March 29, 1921, the State Police Bill was passed into law. **Senator Clarence I. Case**, who introduced the bill, is known as the "Father of the State Police. On July 1, 1921, **Herbert Norman Schwarzkopf**, a graduate of the United States Military Academy at West Point, was appointed as the first Superintendent of the State Police by **Governor Edward I. Edwards**.



Sixteen hundred men, between the ages of twenty-two and forty, made application for the one hundred and twenty positions allowed by the law. On December 1, 1921, the new troopers were administered the oath of office and on December 5, 1921, in a blinding snowstorm, started out on horseback and motorcycle to their posts throughout the state.

Colonel Schwarzkopf's military background greatly influenced all areas of the newly formed organization. During training olive-drab denims, courtesy of the Army surplus store, served their purpose very well. As the end of training approached, the need for a distinctive uniform became a priority.

The original uniform consisted of a Stetson hat, brown boots, olive britches, gray shirt, Jersey blue tie, navy wool blouse and Sam Browne belt and holster. The belt forced the wearer to “brace” like a West Pointer, which was exactly why it was chosen by Schwarzkopf.

The force of new troopers was divided into two troops. Troop A was headquartered at the Raleigh Hotel in **Hammonton** and covered South Jersey with seven substations. Troop B was headquartered at the Imperial Hotel in **Netcong** with five substations. A platoon headquarters was established in Freehold with three substations. This was the forerunner of a third troop, Troop C, which was established in 1928 to patrol Central Jersey. Although 61 horses were the preferred transportation, there were 20 motorcycles, one car, and one truck.

Fanny Wood



Fanwood was founded in 1895 around the Central Railroad of New Jersey, which passed through during the 1800s. The old Fanwood train station, built in 1874, stands as the oldest original train station in Union County and remains the center of many community activities. It houses the Fanwood Museum and is a meeting place for various groups.



It's believed Fanwood was named after Fanny Wood, a journalist who wrote about the area. According to a 1973 letter in the Fanwood Museum, Mr. John Taylor Johnson, then president of the new railroad, selected the name Fanwood for the new station, in honor of Miss Fanny Wood, a frequent visitor to this area, who wrote numerous glowing of its scenic beauty for leading New York periodicals, thereby attracting new residents and investors to this section.”

Construction of the railroad began in 1831 in Elizabeth and was intended to connect with the coal fields in Pennsylvania. However, the company went bankrupt in 1847 and ended in Somerville. The Central Railroad Company was chartered to continue construction in 1867 on the condition they purchased land, which later became Fanwood Park, a planned suburban community. Instead of freight trains with coal, the railroad became a commuter line with historic Victorian style stations. The historic railroads, canals, and highways of NJ offer opportunities to study **continuity and change over time** in our communities, counties, and states!

Merrill Creek Reservoir and Dam in Warren County



Merrill Creek Reservoir is a 650-acre reservoir surrounded by a 290-acre Environmental Preserve and 2000 additional acres of woods and fields. Built in 1988, its basic purpose is to provide stored water that can be released to the Delaware River to make up for the evaporative water usage at certain electric generating units in times of low flow in the river. Consider adding this historic place to your curriculum when teaching about the environment and climate issues.

[Merrill Creek](#) is located in Washington, NJ, near Exit 4 on Route 78 West (Warren Glen/Stewartville) and just a few miles from the Delaware River.

Where are the Tallest Buildings in New Jersey?



99 Hudson – This is a 79-story residential condominium that is 900 feet high. It stands on the property of the former Colgate warehouse and owned by China Overseas America (Hong Kong).

Goldman Sachs Tower – This office building is 781 feet high with 42 stories and located at 30 Hudson Street.

URBY Harborside Tower 1 - The URBY Harborside Tower I is 713 feet tall and has 70 floors.

The tallest building in Atlantic City is the Ocean Casino Resort at 710 feet high. (formerly the Revel Casino Resort)

The tallest building in Newark is the National Newark Building which is 466 feet high and built in 1931.

Columbia High School – New Jersey’s Oldest Public High School

Columbia School, Ampere, East Orange, N. J.



Before 1776, a one-room stone schoolhouse located near South Orange Avenue and Academy Street in Maplewood provided tuition supported education. To make way for a toll road operated by the Morris Turnpike Company from Newark to Morristown (and west to the Delaware River by Milford, PA) a decision was made in 1814 to construct the new Columbian School of South Orange. The Trustees (Board of Education) decided "That the price of tuition in this school be fixed at \$1.75 per quarter for spelling, reading and writing; for Arithmetic in addition to the above branches the sum of \$0.25 for Grammar or Geography." The cost of firewood was to be "divided equally among the scholars." [Source](#)

In 1820, a law authorized townships to levy a tax to pay the tuition of poor students and New Jersey began to contribute money in 1830. Rutgers Prep (1765), Newark Academy (1774), Moorestown Friends (1785) are private schools. Barringer HS in Newark (1838) is also among the first public schools in NJ.

Teacher Resources

Gilder Lehrman Free PD in Partnership with the Council on Foreign Relations

Each session will include

- A lecture by an eminent historian of US foreign policy
- A pedagogical session led by a Gilder Lehrman Master Teacher
- A new, classroom-ready lesson plan presented at each session
- A Certificate of Attendance and (when applicable) CTLE Letter

Dates and topics for each professional development workshop can be found [here](#).

In addition to the workshops, GLI will offer "The History of American Foreign Relations," a free five-day (Monday–Friday) digital symposium, modeled on GLI's popular Teacher Seminars, for high school teachers.

[LEARN MORE AND REGISTER YOUR INTEREST HERE](#)

The Association of Teachers of Social Studies / UFT and the UFT Jewish Heritage Committee are co-sponsoring the

Gilder Lehrman Book Breaks in March

Sunday Afternoons at 2 p.m.

[Information](#)

Opportunity for Students to Learn About *I Survived* with Lauren Tarshis



[The link will be live until April 15th](#)

I think **your students** will enjoy this 40-minute presentation about research, writing, and much more!

[Register to join another virtual event](#)

Preventing Genocide with John Prendergast

April 15, 2021 (6:00 – 7:00 p.m.)

Sponsored by Facing History and Ourselves and NY Historical Society

[Click here to register](#) (Free for NJ teachers)

Summer Institute for Climate Change Education

[Application Form](#)

Date: July 28–30, 2021

Location: Virtual

Registration: \$250

20 Hours of Continuing Education

Princeton East Asia Studies Program

Virtual Program for Teachers

[REGISTER TODAY!](#)

Current Issues in China and the Korean Peninsula

A Tale of Two Countries: North and South Korea

Saturday, April 10, 2021 - 9 -12 noon

Korea as an Influential Player in Early Modern East Asia

Ksenia Chizhova, Professor of East Asian Studies, Princeton University

The Biden Era and the Korean Peninsula

Victor Cha, Senior Advisor & Korea Chair, Center for Strategic and International Studies; Director of Asian Affairs, NSA 2004-2007

Teaching Trade, Military Strategy, and Human Rights in Contemporary China.

Saturday, April 17, 2021 - 9 -12 noon

Human Rights in Contemporary China: The Case of the Uyghurs

Rebecca Clothey, Associate Professor of Education, Drexel University

China and the World; China and Its Neighbors in 2021: Trade Issues and Geopolitical Strategy

Thomas Christensen, Professor of Public and Int'l Affairs; Director of China and the World Program, Columbia University

Historians for Peace and Democracy

This list identified historians and college professors who are speaking with high school classes about a variety of issues without an honorarium. Thanks to Dr. Alan Singer (Hofstra Univ.) for this information

List of Speakers and Topics

A few examples:

Alexander Aviña, associate professor of history at Arizona State University (alexander.avina@asu.edu) is available to speak on immigration and US–Latin America relations.

Joel Beinin, Professor of History and Professor of Middle East History at Stanford University (beinin@stanford.edu), is available to speak about Israel/Palestine, Egypt, and U.S. policy in the Middle East.

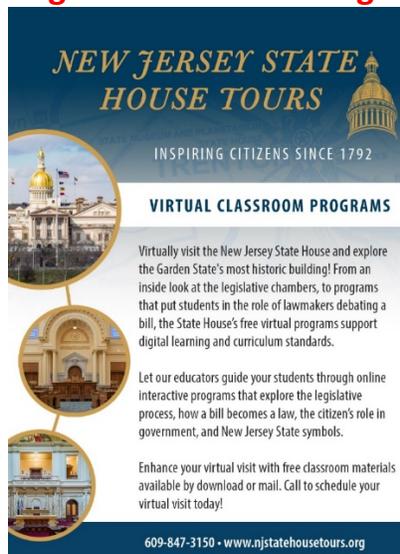
Medea Benjamin, co-founder of the women-led peace group CODEPINK (medea@codepink.org), is available to speak on resisting US militarism and interventions.

Phyllis Bennis, fellow of the Institute for Policy Studies (pbennis@ips-dc.org), is available to speak on Palestine-Israel US policy in the Middle East including Yemen war, Syria, Gulf monarchies, Arab Spring, US-Iran conflict, US-UN relations.

Leslie Cagan, Coordinator of The Peoples Climate Movement (lesliecagan@ipc.org), is available to speak on why working on climate change is important now; the power of public protest including mass mobilizations; challenges to organizing in a pandemic.

Horace Campbell, Professor of African American Studies and Political Science at Syracuse University (hgcampbe@syr.edu), is available to speak on issues of peace and reconstruction in the 21st century, including reparations and reparative claims; US militarism; US wars against liberation movements (especially in Africa); the lies of the Cold War.

NJ Legislature Virtual Programs



NEW JERSEY STATE HOUSE TOURS
INSPIRING CITIZENS SINCE 1792

VIRTUAL CLASSROOM PROGRAMS

Virtually visit the New Jersey State House and explore the Garden State's most historic building! From an inside look at the legislative chambers, to programs that put students in the role of lawmakers debating a bill, the State House's free virtual programs support digital learning and curriculum standards.

Let our educators guide your students through online interactive programs that explore the legislative process, how a bill becomes a law, the citizen's role in government, and New Jersey State symbols.

Enhance your virtual visit with free classroom materials available by download or mail. Call to schedule your virtual visit today!

609-847-3150 • www.njstatehousetours.org

NJ State Bar Foundation

<https://njsbf.org/blog/the-informed-citizen/>

New Resources!

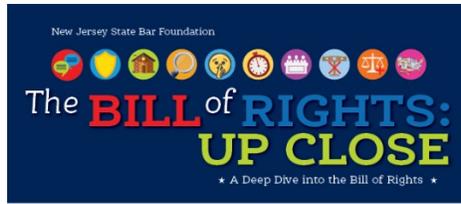
[The Bill of Rights Up Close Newsletter](#) It contains 13 articles, with four devoted to the First Amendment.

[Respect's Women's Right Issue Celebrating 100 Years of the 19th Amendment](#) It contains articles on gender-based pricing, dress codes that target girls, an update on the ERA.

[Publication Page](#) (to download PDFs)

[Publication Order Form](#) (to order hard copies)

[Blog page](#) (for the individual articles on The Informed Citizen or The Rundown)



Freedom of Speech Vital to Democracy

Supreme Court Justice Benjamin Cardozo wrote in a majority opinion that freedom of speech "is the matrix, the indispensable condition of nearly every other form of freedom."

Free speech is vital because even the best of our fellow citizens are not infallible. We have the potential to legislate the freedoms that we love. Other countries don't enjoy the same right to free speech that Americans do. But it wasn't always that way in the U.S.

Since the nation's early beginnings, there has been government efforts to curb free speech. For example, in 1798 President John Adams signed into law the **Alien and Sedition Acts**, a series of four laws that curbed emigration and prohibited opposition to the government by, among other things, forbidding protest and concerning the press. Citizens could face jail if they wrote to "scold, sneer, or publish... and libel, scandalous and malicious writing" against the government.

Whether the statements were true or not didn't matter and ultimately 25 citizens, including some journalists and one legislator, were charged with sedition. The Act was never challenged in the courts and expired when President Adams left office. When President Thomas Jefferson took office in 1801 he pardoned the 10 people that had been convicted under the Act.

This Is War

During World War I, efforts were made to curb Americans' free speech, especially in speaking out against the war. In a message to Congress after war was declared with Germany, President Woodrow Wilson called for a "redefinition of national loyalty." The President said there were "millions of men and women of German birth and native sympathy who live among us," and "if there should be disloyalty, it will be dealt with a firm hand of repression."

Congress passed the Espionage Act of 1917 two months after the declaration of war. The Act allowed postal officials to ban newspapers from the mail and stated that anyone convicted of obstructing the draft would face a \$10,000 fine and up to 20 years in jail.

Congress also passed the Sedition Act of 1918, which made it a federal offense to use "false, obscene, abusive, or abusive language" about the U.S. Constitution, the government, the American uniform or the flag. There were more than 2,000 prosecutions under these two acts with more than 1,000 convictions. The constitutionality of the acts was challenged at the U.S. Supreme Court, which issued a number of free speech rulings in 1919, always coming out on the side of government.

For example, in *Schenck v. U.S.*, the Court ruled that government can restrict expressions that "would create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent." In *Abrams v. U.S.*, the Court decided that the First Amendment didn't protect printing leaflets opposing resistance to the war effort and in *Debs v. U.S.* the Court ruled that anti-war speech designed to impede recruiting was not protected. All of the defendants in these cases were convicted under the Espionage Act of 1917.

Another free speech case, *Whitney v. California*, came before the Supreme Court in 1927. Charlotte Anita Whitney had been

Continued on page 8

National Constitution Center's Exchanges with Scholars

Open-Source Scholar Exchanges

Part lecture and part lively conversation, sessions are open to the public so that students, teachers, and parents can join in a constitutional discussion with the Center's scholars, including President and CEO Jeffrey Rosen and Chief Learning Officer Kerry Sautner. The open-source sessions take place on Mondays, Wednesdays, and Fridays, with separate sessions for middle school students, and high school and college students.

[FULL SCHEDULE](#)

Private Scholar Exchanges

Private Scholar Exchanges, which include your class, a scholar, and a moderator, are also available on any of the topics discussed in a public Scholar Exchange. Complete a [survey here](#) for more information or to register your class. A member of the education team will contact you to help with the planning process.

[AVAILABLE TOPICS](#)

Peer to Peer Classroom Exchanges

Classroom Exchanges connect middle and high school students across the United States for virtual discussions about the Constitution. These sessions are moderated by National Constitution Center scholars, federal judges, and master teachers, but led by student voice. Participating teachers receive lesson plans on the content of the discussion and on civil dialogue techniques, as well as educational resources from the Center's Interactive Constitution.

[SIGN UP](#)

The National Constitution Center's education team is here to help with any of our online resources. Email education@constitutioncenter.org with questions or comments on how we can help you and your students with your remote learning needs.

New Resources on African American History

[The Georgetown Slavery Archive](#)

[University of Nebraska-Lincoln O Say Can You See Project](#)

Brennan Center for Justice on Voter Registration

[https://www.brennancenter.org/
State Voter Bill Tracker for 2021](https://www.brennancenter.org/State-Voter-Bill-Tracker-for-2021)

As of Feb. 19, 2021, legislators in 43 states have carried over, pre-filed, or introduced more than 250 bills that would make it harder to vote — over seven times the number of restrictive bills as compared to roughly this time last year. These bills primarily seek to limit mail voting and impose stricter voter ID requirements.

In a different set of 43 states, legislators have carried over, pre-filed, or introduced more than 700 bills that, if enacted, would make it easier for people to vote. These bills primarily seek to expand access to mail voting and early voting, ease voter registration, and restore voting rights to persons with past convictions.

Academic Literacy Workshops

For Non-Tenured, Pre-Service, and Veteran Educators

Contact [Dr. Harry Stein](#), Manhattan College

Free Professional Development for Teachers!

The Project Citizen Research Program, a research grant from the U.S. Department of Education, has given the Center for Civic Education and its partners the opportunity to offer free professional development for middle and high school teachers new to the Project Citizen curriculum!

Why Participate?

Some of the benefits of joining:

Free summer professional development

A free set of books for use with your students

A modest stipend

Teachers taking part in the program will participate in a four- to five-day summer professional development institute in their region and 12 hours of in-person and online sessions during the ensuing academic year with other teachers in a multistate region.

Engage their students in the Project Citizen curriculum, including submitting a portfolio to a regional showcase

Receive support from mentor teachers and a regional online community

Complete pre- and post-surveys of their civic knowledge and instructional methods

Supervise students as they complete pre- and post-surveys

How Do I Apply for This Program?

To find out how you can participate in the teacher cohort that begins in the upcoming summer, contact your state Project Citizen coordinator, Bob O'Dell (ro205@scarletmail.rutgers.edu) at the NJ Center for Civic Education.

U.S. Census Bureau – What does America Look Like During Covid-19?

[Household Pulse Survey](#)

Click on the link above for an interactive map of the topics below

Expected Loss in Employment Income

Telework

Food Scarcity

Housing Insecurity

Likelihood of Eviction or Foreclosure

Difficulty Paying for Usual Household Expenses

Change in Post-Secondary Education

Received a COVID-19 Vaccine

Likelihood of Receiving a COVID-19 Vaccine

Home Schooling in NJ Doubled this Year.

For Black Americans, Home Schooling Increased Five Times from 3% to 16%!

[View the Census Data](#)

For Our Psychology teachers

- [Impact of Heart Problems and Restricted Blood Flow on the Brain and Memory](#) (Medical Life Sciences News)
- [Current Research on Anxiety](#) (Anxiety Research Center, Calgary, Alberta)
- [Book Review of *Keep Sharp*](#) by Dr. Sanjay Gupta

For our Geography Teachers

- [The Impact of Climate Change](#) (NOAA)
- [Security Implications of Climate Change Impacts on the Ocean](#) (Stockholm Environment Institute)

NJ Council on Economic Education

April 17 *Virtual FinCamp*

Teacher Workshops, Economics

(In partnership with CEE and Foundation for Economic Education)

April 13 *How Economic Freedom makes the World a Better Place*, Antony Davies

April 20 *Economic Institutions and Why They Matter*, Signe Thomas

April 27 *Economic Freedom and How It Impacts Women's Lives*, Signe Thomas

[Registration Link](#)

For our Economics Teachers

Federal Poverty Line

FAMILY SIZE	FPL FOR 2020	FPL FOR 2021
1	\$12,490.00	\$12,760
2	\$16,910.00	\$17,240
3	\$21,330.00	\$21,720
4	\$25,750.00	\$26,200
5	\$30,170.00	\$31,800
6	\$34,590.00	\$37,400
Each Additional Person	add \$4,420 each	add \$5,600 each

The American Family Act would substantially raise the child tax credit for low-income families
 Child tax credit under the American Family Act compared with the current Tax Cuts and Jobs Act (TCJA)

TCJA American Family Act

[American Progress.org](https://www.americanprogress.org)

Single full-time minimum wage worker making \$14,500/year with 2 children age 6 or older – Poverty line is \$21,720.



Married couple making \$24,000/year with 2 children under age 6 – Poverty line is \$26,200.



Single parent, recently laid off, with a toddler and 10-year-old – Poverty line is \$21,720.



Chart: Center for American Progress Source: Authors' calculations using the American Family Act of 2019, S. 690 116th Cong., 1st sess. (March 6, 2019), available at <https://www.congress.gov/bill/116th-congress/senate-bill/690>.

Summer Program on Environmental Economics

Information will be announced around April 15

\$200 stipend for participants

[Contact Joe DiFiglia](#)

Just for Students!

CONGRATULATIONS!

6-8 Winner – Navneet Kaur, Bergen County Academies, Hackensack, NJ

Contest was sponsored by the Council for Economic Education

https://youtu.be/7diz_iY96d8

Economics Competitions

[National Personal Finance Challenge](#)

[National Economics Challenge](#)

National Financial Literacy Bee!

The Financial Literacy Bee provides an opportunity for students to have some fun and learn critical financial concepts, all from the comfort of home! In this 30-minute course, you'll explore short interactive lessons to help you better understand how to save, set financial goals, budget, and invest in your future. Let's do this!

Prizes

After completing the course, you will have the opportunity to submit a short essay sharing a financial goal of yours and outlining the steps you plan to take to accomplish that goal based on what you've just learned. Students will compete for one of three scholarships:

1st Place: \$10,000

2nd Place: \$6,000

3rd Place: \$4,000

The Financial Literacy Bee is designed for high school students in grades 9-12 and will be available April 1 through April 15, 2021. The scholarship essay contest is open to all students ages 13-18.

Get started

Project Citizen – Virtual Competition

For middle & high school students



Project Citizen will be using digital portfolios. **Submission date is June 4, 2021**

Contact Bob O'Dell for information at ro205@scarletmail.rutgers.edu

Asian-American Violence and Racism in the United States

Wednesday, March 31, 2021 at 2:30 p.m.

[Zoom Link](#) (ID: 998 5584 7883) (Passcode: 628553)

Sponsored by Monmouth University School of Education

Our distinguished speaker and esteemed scholar, Dr. Sohyun An, will discuss Anti-Asian violence amid the COVID-19 pandemic within the long history of Anti-Asian racism in US history and the implications for education, general citizens, and critical media literacy. This event is free, and organized by the School of Education International Committee. May is Asian-American and Pacific Islanders month.

Professional Conferences

NJCSS - Rutgers University – October 18, 2021 – We will be virtual this year!

NCSS Future Conferences – PLAN AHEAD!

2021 – December – Washington, D.C.

2022 – Dec. 2-4 – Philadelphia

2021 NCHE Conference

[REGISTER](#)

April 8-11, 2021

Place and Time

NCHE Virtual Field Trips

Thursday, April 8

National Center for Civil and Human Rights

National Hispanic Cultural Center

National Museum of African American History and Culture

National WWI Museum and Memorial

Friday, April 9

9/11 Memorial & Museum

Ford's Theatre

George Washington's

Mount Vernon

Negro Leagues

Baseball Museum

To learn more about these Virtual Field Trips, [click here.](#)

Keynote Speakers



Philip Deloria, Harvard University
April 8th at 7:00 PM



Annette Gordon-Reed, Harvard University
April 10th at 6:00 PM



Anne Kelly Knowles, University of Maine
April 10th at 1:00 PM



Andrés Reséndez, University of California, Davis
April 11th at 4:30 PM



Laurel Thatcher Ulrich, Harvard University
April 9th at 7:00 PM

The CUNY Conference on Climate Change Education (C4E) April 22-23, 2021 (Virtual)

In the last century there has been an unprecedented rise in greenhouse gas concentrations resulting in increased temperatures throughout the planet. Effects of Global Warming include: the melting of the polar caps, sea level rise, increased tropical storm activity, and forest fires (most recently evidenced by the forest fires throughout the west coast of the United States).

The CUNY Conference on Climate Change Education (C4E) is bringing together formal and informal educators throughout the world to discuss how best to educate students and inform the public about climate change. The conference welcomes presentations from K-12 educators, post-secondary institutions, informal educators, advocacy groups, non-governmental organizations, and government agencies.

Topics Include:

- Best Practices (K-12, post-secondary, informal) – how to incorporate climate change education in the curriculum.
- Education Research – pedagogical research being conducted in climate change education.
- Resources for Teaching Climate Change – materials being developed to facilitate the teaching of climate change.
- Trends in Sustainability Education and Policy – recent educational and political developments to address the climate crisis.
- Advances in Climate Science – to keep educators up-to-date about existing research in climate science.
- Student Projects – student research projects related to climate science and sustainability (presentations or posters).

For further information please go to <https://www.laguardia.edu/C4E-Conference>
or email C4E@lagcc.cuny.edu

Abstract submissions at: <https://www.laguardia.edu/c4e/Abstract>

NJ Council for the Social Studies (NJCSS)

President: Michael Kenduck

Vice President: Joseph Dwyer

Secretary: Christine Gehringer

Treasurer: Kaitlyn Mahaffey

Executive Director and Editor: Hank Bitten

NJ Social Studies Supervisors Association (NJSSSA)

President, Michael Catelli

Vice-President, Nicole Sanyigo

Secretary, Aldo Deodino

Treasurer, Steven Maher

Next Meeting - May 14, 2021