

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

November 2020

hb288@sasmail.rutgers.edu

[Welcome Message from Christine Gehringer](#) (NJCSS Secretary, 2:49 min.)

NJCSS Professional Development Videos

This year's conference was virtual with pre-recorded videos
Reserve the date for our LIVE conference in 2021 – Monday, October 2021

[Click for the Current Schedule](#)

[Visit our Exhibitors](#)

Support NJCSS with Membership Renewal

97 members have renewed their registration at \$25

THANK YOU!

We have 1,150 members!

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

NJCSS Teacher of the Year Nominations (Deadline April 30, 2021)

New Category for Middle School this year!

[Elementary](#) (K-5)

[Middle School](#) (6-8)

[High School](#) (9-12)

Focus on 2020 Standards

N.J. Comprehensive Standards Relating to African American history

The Amistad Commission Mandate

[The 2020 Social Studies Standards](#)

Implementation by September 2022

Grades 3-5

Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. 6.1.5.CivicsHR.2

Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 6.1.5.GeoPP.6

Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.4

Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. 6.1.5.HistoryCC.7

Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 6.1.5.HistoryUP.1

Grades 6-8

Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. Explain how the economic expansion of slavery violated human rights and contradicted American ideals. 6.1.8.CivicsHR.3.b

Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. 6.1.8.CivicsHR.3.c

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 6.1.8.HistoryCC.4.b

Examine a variety of sources to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. 6.1.8.CivicsDP.4.b

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.HistoryUP.5.c

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. 6.1.8.HistoryUP.5.a

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.HistoryCC.5.e

Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.HistoryCC.5.f

Grades 6-8 World History

Determine the role of slavery in the economic and social structures of early river valley civilizations. 6.2.8.CivicsHR.2.a

Grades 9-12 US

Using primary sources, describe the perspectives of African-Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 6.1.12.HistoryUP.2.a

Analyze the impact and contributions of African American leaders and institutions in the development and activities of Black communities in the North and South before and after the Civil War. 6.1.12.HistoryUP.2.b

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.CivicsDP.3.c

Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 6.1.12.HistoryCA.3.a

Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.HistoryUP.3.b

Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. 6.1.12.HistoryUP.4.b

Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.a

Draw from multiple sources to explain ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. 6.1.12.CivicsPR.4.a

Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. 6.1.12.GeoPP.4.a

Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. 6.1.12.HistoryCC.4.a

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. 6.1.12.HistoryUP.4.a

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.CivicsDP.5.a

Relate the creation of African American advocacy organizations (i.e. the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e. *Plessy v. Ferguson*) and state and local governmental policies. 6.1.12.CivicsDP.6.b

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. 6.1.12.EconNM.7.a

Analyze the push-pull factors that led to the Great Migration. 6.1.12.Econ.NM.8.a

Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. 6.1.12.HistoryCC.8.a

Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. 6.1.12.HistoryCC.8.c

Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.HistoryUP.9.a

Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.HistoryCC.11.c

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e. the Civil Rights Act, the Voting Rights Act, The Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). 6.1.12.CivicsDP.13.a

Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. 6.1.12.CivicsPI.13.a

Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCC.13.c

Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. 6.1.12.EconEM.13.a

Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. 6.1.12.HistoryCC.13.a

Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 6.1.12.HistoryCA.14.b

Grades 9-12 World History

Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. 6.2.12.HistoryCC1.g

Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods, (e.g. Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures.) 6.2.12.HistoryCC.1.f

Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. 6.2.12.HistoryCC.1.b

Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.b

Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundations for conflict. 6.2.12.HistoryCC.1.c

Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. 6.2.12.HistoryUP.3.a

Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war". 6.2.12.HistoryCC.4.g

Two African American Leaders who made a Difference!

Maggie Lena Walker

July 15, 1864 – December 15, 1934



Maggie Lena Walker home in Richmond, VA.

Maggie L. Walker was the first African-American woman to charter a bank and serve as its president in the United States. She built her bank by encouraging people to save pennies and nickels, which eventually totaled \$7 million in today's dollars! Through her bank she made real-life improvements benefiting many African Americans. The Board of Directors of her bank included several females. In 1931, her bank merged with two other local banks and became The Consolidated Bank and Trust Company in Richmond. Later in her life, she was disabled by paralysis and confined to a wheelchair.



This high school opened in 1938 and today it is the Maggie L. Walker Governor's School for Government & International Studies.

[Article from the National Museum of American History](#)

Larry Doby



Larry Doby is from Paterson, NJ and began his baseball career with the Newark Eagles. During World War II, he served in the U.S. Navy. After the war, he led the Eagles to the 1946 championship in the Negro Leagues. In 1947, only a few months after Jackie Robinson's major league debut, Cleveland Indians signed Doby, as the first African-American player in the American League. Larry Doby was forced to stay in separate hotels, eat in separate restaurants on the road, and was not accepted by some of his teammates. In 1948, he became the first African-American to hit a home run in World Series play. Doby was a seven time All-Star and put together five-100 RBI and eight-20 home run seasons. In 1978 he became the manager of the Chicago White Sox.



New Jersey & Your Morning Coffee Discussion

[Allen Ginsberg](#)



Beat Generation Poet

[Charles L'Enfant](#)



Designed Paterson

[Charles L Whigham](#)



Founded City National Bank in Newark in 1971, first Black owned and operated bank in NJ

[Thomas Nast](#)



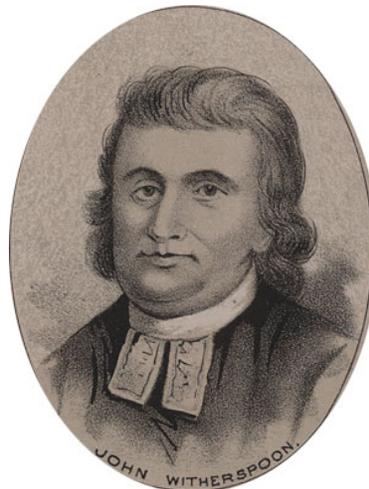
Creator of Santa Claus

[Albert P. Terhune](#)



Author, Boxer, News Reporter from Wayne

[John Witherspoon](#)



Signed the Declaration of Independence, President of Princeton University, Presbyterian minister
[John Witherspoon's relationship with African Americans and slaves](#)

Say HELLO to a few Friends

Research, Virtual Exhibits, Webinars, and more!

Directory of Links to 2019 Exhibitors at our Conference

[New Jersey Center for Civic Education](#)

[National Constitution Center](#)

[National Geographic/Cengage](#)

[New Jersey State Bar Foundation](#)

[NJ History Day](#)

[NY Historical Society](#)

We will highlight different exhibitor friends each month.

New Jersey Historical Commission

Battles for the Ballot: New Jersey Voting Rights, Then and Now

Friday, November 13, 2020

Kean University, Union, NJ

NJCSS Remembers & Thanks Our Veterans

November 11, 2020



Fort Lee, NJ High School

Teacher Resources

Choices-QFI Curriculum Award Program

Public and public charter secondary level teachers are invited to apply for a free five-year Digital Editions license to one or two of these Choices curriculum units:

The Middle East: Questions for U.S. Policy

The Syrian Civil War

A Global Controversy: The U.S. Invasion of Iraq

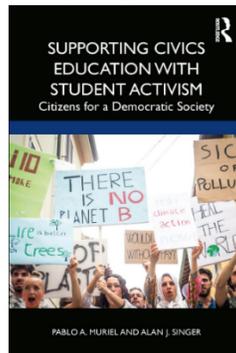
The application is [here](#), and teachers are encouraged to apply as soon as possible. Applications are reviewed on a rolling basis, and the program is accepting applications until the funds are expended. (QFI is Qatar Foundation International)

Contact [Maureen Stephens](#) at [The Choices Program](#) at Brown University with questions.

Supporting Civics Education with Student Activism

A new publication from Dr. Alan Singer (Hofstra Univ) and NJCSS Member

CONGRATULATIONS!!!!



[Information](#)

RU Ready in the Classroom New from The Eagleton Institute!

We are pleased to announce that The Center for Youth Political Participation is expanding our civics engagement work to reach a wide range of educators and students in the state of New Jersey. We are very excited to share that we are currently in the process of creating RU Ready in the Classroom, a collection of civic education resources and supplemental materials for teaching civics education at the high school level.

RU Ready in the Classroom will have three main components:

Lesson Modules relating to youth civic participation, such as March for Our Lives & the passage of the 26th Amendment.

Youth Role Models of Engagement that feature biographies and news information about contemporary young leaders.

A **Digital Civics Fair Toolkit** with digital and customizable materials for high schools in NJ to host their own civics fairs.

If you are looking for more information or would like to learn more about our program, please contact Maria Wilson at

mkw78@scarletmail.rutgers.edu

National History Day

[Website](#)

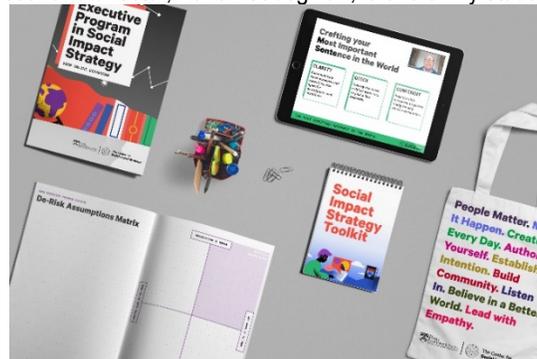
[Contact Nancy Norris Bauer](#)

University of Pennsylvania Center for Social Impact Strategy

[Take a look at the online resources](#) (articles and programs)

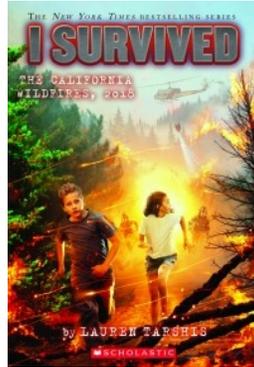
Interesting resources in the link for [Independent Learning](#)

The professor and director, Kaveh Sadeghian, is one of my students! (Hank)



Contact Kaveh for information kaveh@upenn.edu

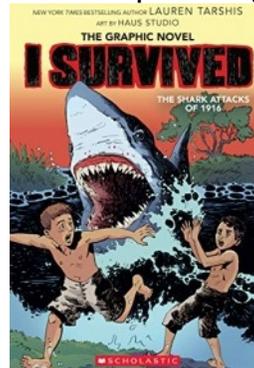
Just out: *I Survived The California Wildfires 2018*



My brand new *I Survived the California Wildfires, 2018* was inspired by my visit with families in Paradise, CA, a beautiful town destroyed during the Camp wildfire in 2018. The book is dedicated to the families I met.

Here's a [video](#) about those inspiring families, created for Scholastic Storyworks and free teaching resources for the book.

New Graphic Novels and Spanish Language Editions



We have four Spanish titles now, with more on the way. My next graphic novel is *I Survived the Nazi Invasion, 1944*, coming out in early 2021. Many teachers use the graphic novels as scaffolds for the "regular" *I Survived* books — great for struggling readers. Others are using both editions together for great compare and contrast activities in small groups.

The Holocaust & Human Behavior



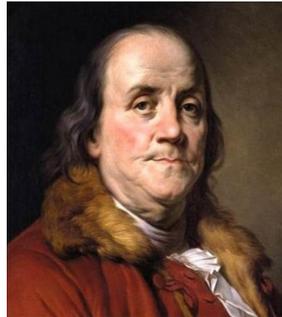
October 8 to November 18, 2020
Facing History and Ourselves (Free Course)
[REGISTER HERE](#)

Gilder Lehrman Self-Paced Course on the American Enlightenment

Course Information

\$39.99 for Affiliated Members and \$39.99 is the Standard Price

Although the Enlightenment is often associated with Europe, our newest self-paced course examines how Enlightenment ideas directly influenced the American Revolution's commitment to liberty, natural rights, and the pursuit of happiness—and how those ideas crept into almost every other area of American life.



The American Enlightenment, led by Stanford University Professor Caroline Winterer, features the following:
Twelve seminar sessions led by Professor Winterer
Primary source readings that supplement each lecture
A certificate of completion for 15 hours of professional development credit

MEET CAROLINE WINTERER

Caroline Winterer is a Stanford University historian specializing in the era before 1900, especially the history of ideas, political theory, and the history of science.

Teaching with the News

From The Choices Program at Brown University

In our latest free Teaching with the News lesson, "When the Games Stop: Athletes Unite in Historic Sports Shutdown," students:
Explore the perspectives, motivations, and goals of athletes protesting the shooting of Jacob Blake.
Analyze polling data and consider shifts in public opinion over time.
Examine primary sources from individual athletes, teams, and sports leagues.
Assess historical continuities and changes in protests by athletes against injustice.
Consider the achievements and limitations of collective action by athletes.

Explore this Lesson

Institute of Curriculum Services Free Virtual Workshops



Registration & Schedule
Descriptions of Workshops

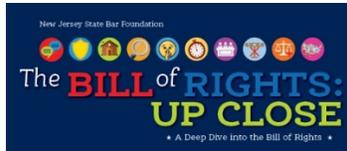
The Informed Citizen Blog NJ State Bar Foundation

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

Great resources and perspectives on election issues

Looking for a New Jersey Connection?

Rounding out our complement of constitutional publications is Constitutionally New Jersey, a 12-page newsletter devoted to the New Jersey Constitution. A pdf of the Constitutionally New Jersey is available on our website for download only.



Freedom of Speech Vital to Democracy

Supreme Court Justice Stephen Breyer writes in a majority opinion that freedom of speech is the "lifeblood of our democracy." The Court's decision in *Watchtower Bible and Tract Society of Pennsylvania v. Stratton* (2011) was a landmark decision in the history of the First Amendment. It was the first time the Court struck down a law that restricted the content of speech. The Court held that the law violated the First Amendment's protection of free speech. The Court's decision was a significant victory for the free speech advocates who had fought for it for many years.

For example, in *Watchtower Bible and Tract Society of Pennsylvania v. Stratton*, the Court struck down a law that prohibited the distribution of door-to-door religious literature. The Court held that the law violated the First Amendment's protection of free speech. The Court's decision was a significant victory for the free speech advocates who had fought for it for many years.

Another example is the *Stratton* case, where the Court struck down a law that prohibited the distribution of door-to-door religious literature. The Court held that the law violated the First Amendment's protection of free speech. The Court's decision was a significant victory for the free speech advocates who had fought for it for many years.

Before you go, be on the lookout for our latest civics publication, Bill of Rights Up Close. This 28-page newsletter takes a deep dive into the Amendments contained in the Bill of Rights. **This publication is geared toward middle and high school students.**

Annual Kristallnacht Commemoration

Sponsored by The College of St. Elizabeth

Sunday, November 8, 2020 • 2:00 PM • Online via Zoom

Janet Pfeffer Vignola, born in London at the end of World War II, arrived in the United States just before her third birthday with her parents who were Holocaust survivors. Years later, she, along with her sisters, traced her parents' journey from Europe to the United States. As a second generation survivor, Janet frequently speaks about her parents' history as Holocaust survivors. She is the author of *Salt of the Earth: An Intergenerational Journey of a Family's Life, Heartbreak, and Triumph before, during, and after the Holocaust*. Janet received a BA in Art from Hunter College and an MA in Education from William Paterson University, where she also served as an Adjunct Professor. She had a 25-year career as a teacher for the Roxbury Township Public Schools before retiring. Registration will be available soon.

The Relationship between Truth and Denialism: The Case of Turkey and the Armenian Genocide

Tuesday, December 1, 2020 • 4:00 PM • Online via Zoom

This talk by Dr. Taner Akçam will examine the concept of genocide denial, particularly as it relates to the Armenian Genocide. Dr. Akçam will also discuss his latest book, *Killing Orders: Talat Pasha's Telegrams and the Armenian Genocide*.

Taner Akçam is Professor of History and the Robert Aram, Marianne Kaloosdian, and Stephen and Marian Mugar Chair in Armenian Genocide Studies at Clark University. Akçam is widely recognized as one of the first Turkish scholars to write extensively on the Ottoman-Turkish Genocide of the Armenians in the early-twentieth century. His books, including *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility* and *The Young Turks' Crime Against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire*, received several awards.

Registration is required

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 on how we can help you & your students with your remote learning needs.

Hispanic-Latinx Historical Records at the National Archives

Topics and Documents



Access primary sources related to [Hispanic-Latinx rights](#) on our DocsTeach [Rights in America](#) page.

Just a few examples are:

[Mendez v. Westminster School District](#)

[Immigration](#)

[Labor programs and farm workers](#)

[Puerto Rico](#)

On our Hispanic-Latino Heritage page at www.archives.gov/research/hispanic, find primary sources by topics such as:

Arts, Entertainment & Culture

Diplomacy/Foreign Affairs

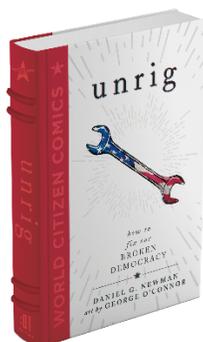
Education and Civil Rights

Government and Politics

Immigration / Hispanic Society in the US

Labor and more!

New Publication! *Unrig: How to Fix Our Broken Democracy*



[Unrig: How to Fix Our Broken Democracy](#), is a new graphic novel from First Second of Macmillan Publishing. **All interested educators can receive a complimentary review copy to consider using in their classes. For a free review copy**, send your name, school name, and mailing address to academic@macmillan.com.

Good morning. I wanted to let you know about a new resource for teachers that I thought perhaps you'd be willing to include in the next version of the newsletter. Details and text to share are below, but in short, the idea behind the journal is to put the latest social studies research into the hands of teachers via an open access journal. The first issue is here if you'd like to see it: <https://assertjournal.com/index.php/assert/issue/view/1>

The Annals of Social Studies Education Research for Teachers (ASSERT)

[New Social Studies Journal for Teachers is Now Live!](#)

***Just Released* – Click on the link above for the first issue!**

[On our site](#), you will find easily digestible, relevant, well-written, summaries of the best published social studies research the profession has to offer with practical advice on how to implement these ideas in your classroom.

Each article is blind peer-reviewed by two professionals, a scholar with expertise in the field and a practicing social studies teacher. These reviewers help to ensure that the summaries you read are of the highest possible quality, that they accurately represent the research, and that they provide teachers with practical advice they can use to take their teaching to the next level. They are published along-side a Q & A companion article that poses five questions (generated by teachers and teacher educators) about the author's article. **Best of all, we provide you with access to these summaries free of charge.**

Morven

The current exhibition, on Roosevelt, New Jersey, is online, as is [“Portrait of Place: Paintings, Drawings, and Prints of New Jersey, 1761–1898.”](#) All one hundred and twenty items are shown, including historic images of NJ towns and places, each with detailed descriptive text and full magnification capability to enlarge even the smallest details.

The next exhibition that will be added to the museum's website will be [“Hail Specimen of Female Art: New Jersey Schoolgirl Needlework, 1726–1860.”](#) This superb study of New Jersey samplers and other schoolgirl needlework will again include a zoomable image of each item in the show plus its detailed description. As additional shows are added, the website will become an important online tool for New Jersey historical research. [Have a look!](#)

For Our Psychology teachers

[Stanford psychologists discover new patterns of brain development in areas linked to reading and face recognition](#)

[Research from APA in Brain Function and Learning](#)

[NEUROSCIENCE AND SOCIETY Curriculum for High School Teachers from University of Pennsylvania](#)

The Hermitage – Home of President Andrew Jackson



Many of us will be teaching about Andrew Jackson in the coming weeks. The resources (videos, documents, lesson plans) on The Hermitage website relating to slavery, the Corrupt Bargain, Trail of Tears, his faith, Christmas, etc. are worth reviewing.

From the FDR Library



Meet Franklin – New Digital Collection!

Fully Digitized Collections or Series

- Master Speech File
- FDR's Map Room Papers
- FDR's President's Secretary's File (PSF)
- Executive Orders and Presidential Proclamations
- Presidential Press Conferences
- Eleanor Roosevelt Selected Correspondence: 1933-45
- Eleanor Roosevelt Selected Correspondence: 1945-47
- Henry Morgenthau, Jr. Diaries
- Henry Morgenthau, Jr. Press Conferences
- Records of the War Refugee Board

The FDR Library Significant Documents Collection The Grace Tully Collection

Selected Documents on:

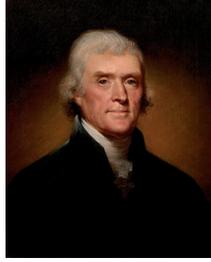
- Holocaust & Refugees
- Atomic Bomb
- Pearl Harbor Attack

Recorded Speeches

Contact Jeff Urbin at (845) 486-7761 or by email at Jeffrey.Urbin@nara.gov for information on Distance Learning programs for Grades 1-3, 4-6, and 7-12!

Thomas Jefferson Papers Project at Princeton

[Online Documents](#) (personal, political, practical)



BREAKING NEWS!

January 10, 1801 – Jefferson Learns the Electoral College is Tied at 73 Votes

Jefferson learns of the electoral tie between him and fellow Republican candidate Aaron Burr. The selection of the next president will be determined by vote in the House of Representatives.

Just for Students!

Prakhin International Literary Foundation Award

The Truth about the Holocaust and Stalinist Repression

www.prakhin.org

“The Truth about the Holocaust and Stalinist repression” award recognizes the best literary work by students of high schools and college in efforts to involve students who should learn from the hardships of our ancestors. The goal is to teach students human values such as compassion, forgiveness and tolerance.

Every year, we grant awards to the literary and artworks that stands out to us the most. This year students from Bayonne HS, North Bergen HS, Weehawken HS, Fair Lawn HS, and Passaic County Technical HS were recognized.

The submission deadline for all work is on December 30, 2020.

Contact Information: ludmilaprakhina@msn.com; phone: 201-741-0833; w-site: www.prakhin.org

National History Day Theme for 2021

Communications in History: The Key to Understanding

[Watch Video](#)

[Theme Booklet](#)

[Graphic Organizer](#)

[National History Day Rules](#)

[National & NJ History Day Website](#)

Euro Challenge 2021

For students in Grades 9 and 10



Prepare a 15 minute presentation
REGISTER NOW!

We the People – Virtual Competition

The New Jersey State We the People competition will be virtual to ensure the safety of all participants.
It is currently scheduled for January 27, 2021



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

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

NJSAA MARC MAPPEN STUDENT RESEARCH SCHOLARSHIP

This scholarship of \$300 is offered by the New Jersey Studies Academic Alliance to support research on any aspect of New Jersey Studies. It is open to high school and college students. **March 1, 2021 deadline for spring semester with announcements by March 15.**

Information

Please submit all materials to Melissa Ziobro, Chair, NJSAA Research Scholarship Committee, mziobro@monmouth.edu.

Reflections on Covid-19 – East Orange STEM Academy Video Contest

[My Reflection on the Covid-19 Pandemic-East Orange STEM Academy-Grade8](#)

[My Reflection on the COVID-19 Pandemic-East Orange STEM Academy-Grade9](#)

World of 7 Billion Video Contest Sponsored by Population Education

Information

Create a short video – up to 60 seconds – about human population growth that highlights one of the following global challenges: Promoting Environmental Justice, Strengthening Global Health, Re-Imagining Industrial Systems. All videos must include:

- a) how population growth impacts the issue
- b) at least one idea for a sustainable solution

Promoting Environmental Justice – Food deserts, climate migrants, placement of hazardous waste sites, effects of the fossil fuel industry, redlining, mistreatment of indigenous peoples and land, environmental racism

Strengthening Global Health – Access to health care, pandemics and emergency response, disease spread (zoonotic and vector-borne), maternal health, sanitation, health effects of environmental pollution

Re-Imagining Industrial Systems – Procurement of raw materials, waste management, brownfields/CAFOs, energy production, production/distribution of consumer goods, occupational health and safety

The 2020-2021 contest will run through **February 25, 2021**.

The U.S. Department of State Study Abroad Programs

These high school exchange programs prepare young Americans to succeed in the 21st century's global economy by developing their foreign language skills, increasing their cross-cultural understanding, strengthening their leadership capacity, and fostering new academic insights and ambitions. The CBYX, NSLI-Y, and YES Abroad programs are accepting applications now, Youth Ambassadors will be open soon.

- [Congress-Bundestag Youth Exchange \(CBYX\)](#)
- [National Security Language Initiative for Youth \(NSLI-Y\)](#)
- [Kennedy-Lugar Youth Exchange and Study Abroad \(YES Abroad\)](#)
- [Youth Ambassadors](#)

These scholarships include international airfare, tuition, and program costs, as well as meals and living accommodations (often with a host family). Most programs have no language prerequisites, and applicants must be between the ages of 15 and 18. Seniors are welcome to apply and can travel after graduation, as long as they meet the age requirement.

The U.S. Department of State is committed to diversity and inclusion in exchange programs that reflect the diversity of U.S. society. We seek and encourages the involvement of people from traditionally underrepresented audiences. Opportunities are open to people regardless of their race, color, national origin, sex, age, religion, geographic location, socio-economic status, disability, sexual orientation or gender identity. We are particularly interested in recruiting applicants who might otherwise not have the opportunity to participate in a study abroad experience. [Information](#) If you have any questions, please send an email to youthprograms@state.gov.

NJCSS Student Recognition Nomination Forms Available

It is never too early to think about recognizing your students this year for their perseverance and/or accomplishments in this difficult learning environment. Every student nominated receives a certificate and letter of recognition. The top three students in each area of NJ (north, central, south) receives an award and public recognition. The NJCSS recognizes students in New Jersey middle school high school, and college. Click on the links below or visit our website, www.njcass.org

NJCSS Student Recognition Awards for 2021 (Deadline March 15, 2021)

[NJ Middle School Students](#)

[NJ High School Students](#)

[NJ College Students](#)

59th Annual United States Senate Youth Program

Deadline: November 30, 2020

Principals of public or nonpublic schools in New Jersey may nominate one outstanding junior or senior to be considered for this highly competitive, merit-based program.

Each year, two high school juniors or seniors from each of the 50 states, the District of Columbia, and the Department of Defense schools are selected to participate in Washington Week and receive a one-time \$10,000 undergraduate college scholarship provided by the Hearst Foundations. Washington Week, an intensive educational program, **will be held virtually this year (March 14-18, 2021)**. During Washington Week, delegates will hear major policy addresses by senators, cabinet members, officials of the Departments of State and Defense, and directors of federal agencies and participate in question and answer sessions.

USSYP is designed for students who have demonstrated outstanding leadership abilities in their school and community and a strong commitment to public service. Students who attend this program are encouraged to pursue coursework in history and political science, as well as careers in public service.

To be eligible, students must be residents of New Jersey and currently serving in an elected or appointed capacity in an approved student government, civic, or educational organization. **Due to COVID-19, students who are unable to serve in qualifying leadership positions for the 2020-2021 academic year may use positions held the previous year (see [Application Requirements](#)).**

Students must confirm proof of citizenship or legal permanent resident status to participate in USSYP and must sign a Code of Conduct. Additional information about USSYP and its scholarship rules may be found on the [USSYP website](#) and in its [2021 USSYP brochure](#). Information about New Jersey's selection process may be found on the [NJDOE USSYP website](#). **The application must be submitted online by 11:59 p.m. on November 30, 2020.** The application packet includes the completed application form, the [principal's statement of assurance](#), two-page essay, resume, transcript, and a letter of recommendation from both the principal and the advisor of the leadership organization. A selection panel will choose two delegates and two alternates. Announcement of the two delegates who will represent New Jersey will be made by mid-February 2021.

Professional Conferences

Check with the sponsoring organization about cancellations due to the COVID-19 emergency

NCSS Future Conferences – PLAN AHEAD!

2020 – Dec. 4-6 - Washington, D.C. (Virtual)

2021 – Nov. 19-21 – Minneapolis

2021 – December – Washington, D.C.

2022 – Dec. 2-4 – Philadelphia

New Jersey Historical Commission
Battles for the Ballot: New Jersey Voting Rights, Then and Now
Friday, November 13, 2020
Kean University, Union, NJ

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

Tentative Schedule of Meetings for 2020-21
Jan. 29, 2021
May 14, 2021