

# ***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)

**October 2020**

[hb288@sasmail.rutgers.edu](mailto:hb288@sasmail.rutgers.edu)

[Welcome Message from Joe Dwyer](#) (NJCSS V.P., 2:36 min.)

## **NJCSS Professional Development Videos**

This year's conference is virtual with pre-recorded videos  
Reserve the date for our LIVE conference in 2021 – Monday, October 18, 2021  
[Click for the Current Schedule](#), which is updated as we receive the videos.

[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)

## **Focus on 2020 Standards**

[NJ is the first state to require education on climate issues in Grades K-12](#)

### **The 2020 Social Studies Standards**

Implementation by September 2022

(Selected Performance Expectations for 6.1 and 6.2)

#### **Grades K-2**

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

#### **Grades 3-5**

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

## **Grades 6-8**

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

• 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

## **Grades 6-8 World History**

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

## **Grades 9-12 US**

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

## **Grades 9-12 World History**

6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

## **New Jersey & Your Morning Coffee Discussion**

### **Stories of New Jersey**

#### **Thomas Frelinghuysen**



An educator and social reformer, Theodore Frelinghuysen served as a United States Senator and as mayor of Newark, was nominated by the Whig Party in 1844 for Vice-President, and president of Rutgers College.

#### **Garret Hobart**



A brilliant leader in New Jersey and Vice-President for President McKinley. He cast the tie breaking vote for annexation of the Philippines. He died on Nov. 21, 1899 while in office. He is buried in Paterson.

#### **Charles Edison**



Charles Edison served as a member of the NJ State Recovery Board during the New Deal, was the state director of the National Emergency Council, a member of the National Industrial Recovery Board and a regional director of the Federal Housing Administration. He was Assistant Secretary of the Navy (1937-1939), and Secretary of the Navy for five months in 1940 before becoming governor of New Jersey (1941-1944). He is the son of Thomas & Mina Edison and was president of Edison industries.

**Kathryn Sullivan**



Kathryn Sullivan was born in Paterson and the first American woman to float freely through space. She was also instrumental in the planning and launch of the Hubble Space Telescope. After 15 years and three trips to space, she left NASA to become the chief scientist and administrator of the National Oceanic and Atmospheric Administration (NOAA).

**Mother Mary Xavier Mehegan**



Mother Mary Xavier Mehegan (1825-1915) emigrated from Ireland to New York in 1842. In 1860 she came to Convent Station, NJ (Madison) and opened seven hospitals, along with nurses' training schools, homes for the elderly, orphanages and a residence for working women. She established the College of Saint Elizabeth, the first four-year women's college in NJ and one of the first Roman Catholic colleges for women in the United States.

**NJ Mock Election**

Engage your students in how our government works  
Local, Congress, President

**[Register your class for their secret ballots](#)**

**VOTING BEGINS OCTOBER 13 AND ENDS OCTOBER 27, 2020**

It's educational, non-political, and informative!

The NJ Center for Civic Education is collecting lesson plans/activities relating to the election. Send them to Bob O'Dell at [ro205@scarletmail.rutgers.edu](mailto:ro205@scarletmail.rutgers.edu)

**Register to Vote in the November 3, 2020 Election**

**About 20% of your senior class will likely be age 18 by November 3, 2020!**

Registration deadline is Tuesday October 13, 2020. (for in person and by mail voting)

**[Click here for details and deadlines for voting in your county](#)**

**Absentee ballot Application Deadline:** by mail - Oct 27 (in person - Nov 2)

Submission by mail and by in person - Nov 3

**Early voting Begins – Sept. 19 and Ends – Nov. 2 (2020)**

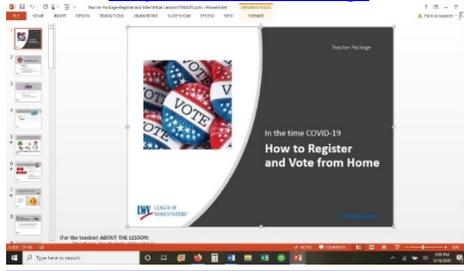
**Televised Debates**

**Oct. 7 (V.P)**

Oct. 15  
Oct. 22

**The League of Women Voters is here to help!**

<https://www.lwv.org/>



**Say HELLO to a few Friends**

Research, Virtual Exhibits, Webinars, and more!

**Directory of Links to 2019 Exhibitors at our Conference**

[Alice Paul Institute](#)

[Booksource](#)

[Capstone/Crabtree Classroom](#)

[Center for Ecological Living & Learning](#)

[DBQ Project](#)

[Drew University](#)

[Freedoms Foundation at Valley Forge](#)

[Gilder Lehrman Institute](#)

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**

[Call for Proposals](#)

[Call for Posters & Projects](#)

## **Teacher Resources**

**National History Day Workshop for Teachers**

**Date: October 7, 2020 (Wednesday)**

**Time: 4:00 - 6:00pm**

Presenters: Dr. Richard Demirjian, Assistant Teaching Professor, Rutgers-Camden History Department  
Dr. Joan Ruddiman, Retired Outstanding NJ History Day Teacher

**Project Based Learning and Research with National History Day**

**Audience: Middle and High School Teachers and Students**

Description: Learn more about how to get started with NHD. Explore the 2021 theme "Communication in History" and possible

related NJ topics. Discuss strategies for empowering student voice in choosing a topic and steps to take to research that topic online and offline. Learn about research in archives and museums and the value of going beyond Google to find unique and relevant sources to thoughtfully incorporate into NHD projects.

## **Native Americans in New York**

**October 6<sup>th</sup> and 7<sup>th</sup>, 2020**

Sponsored by the Brooklyn Public Library & the Brooklyn Museum

It will feature speakers from federally-recognized Lenape nations across North America and draw connections with how teachers can reimagine curriculum about local Native American history and incorporate the present, [Info and registration is here:](#)

## **PBS Series: Unladylike!**

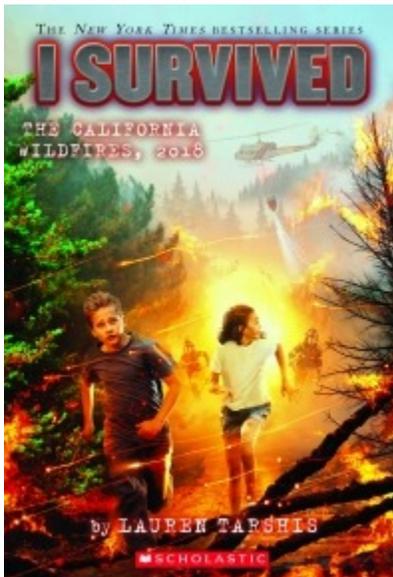


**Mary Tape, Desegregationist Activist, (1857-1934)**

The inspiring stories of American women who made a difference

[Take a Look!](#)

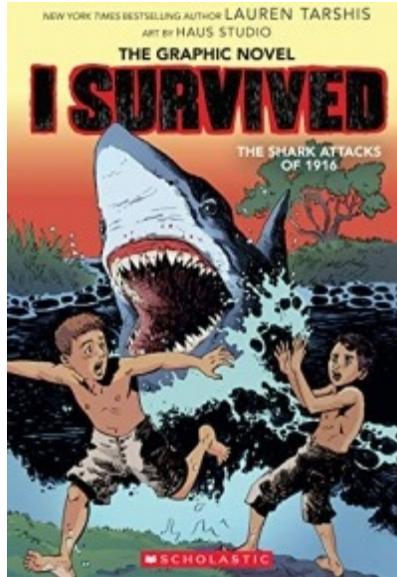
**Just out: I Survived The California Wildfires 2018**



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 the Scholastic Storyworks article I wrote last year, 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.

### ***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](#)

### **The Holocaust & Human Behavior**



October 8 to November 18, 2020

Facing History and Ourselves (Free Course)

[REGISTER HERE](#)

## Institute of Curriculum Services Free Virtual Workshops



[Registration & Schedule](#)  
[Descriptions of Workshops](#)

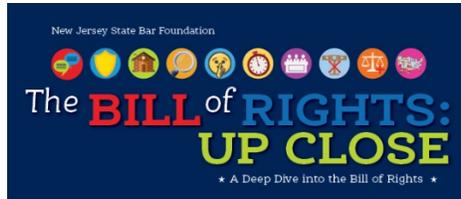
### The Informed Citizen Blog NJ State Bar Foundation

<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 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 if we lost our other freedoms but retained freedom of speech, we have the potential to regain the freedoms that were lost. 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 immigration and prohibited opposition to the government by, among other things, forbidding protest and censoring the press. Citizens could face jail if they were to "write, print, utter or publish... any false, scandalous and malicious writing" against the government.

Whether the statements were true or not didn't matter and ultimately 20 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 on Germany, President Woodrow Wilson called for a "reaffirmation of national loyalty." The President said there were "billions of men and women of German birth and native sympathy who have emerged as," and "these should be diligently, 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 "falsehood, profane, scurrilous, 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 urging resistance to the war effort and in *Daher 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 2*

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.**

Bill of Rights Up Close is tentatively scheduled to be published in October 2020.

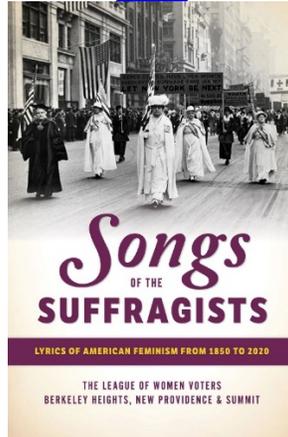
## Woman Suffrage and the Great War Curriculum Guide

This new resource is exceptional and worth investigating.  
It is on the top of the Lessons and Resources page of our website, [www.nicss.org](http://www.nicss.org)

## Songs of the Suffragists: Lyrics of American Feminism from 1850 to 1920

Published by League of Women Voters of Berkeley Heights, New Providence, and Summit, NJ

[Book](#)  
[Video](#)



## America and its Jews in the 1930s

Sponsored by The College of St. Elizabeth

Thursday, October 15, 2020 • 7:00 PM • Online via Zoom

The United States during the 1930s, as Nazism came to power in Germany and spread to Central Europe, itself was the scene of heightened action and talk against “the Jews.”

This talk explores 1930s America and the ways some Americans pinned the blame for their unease and distress on Jews, those at home and those abroad.

Dr. Hasia Diner is the Paul and Sylvia Steinberg Professor of American Jewish History at New York University. She is the author of several books, including most recently: Julius Rosenwald: Repair the World, Roads Taken: The Great Jewish Migrations to the New World and the Peddlers Who Forged the Way and We Remember with Reverence and Love: American Jews and the Myth of Silence after the Holocaust, 1945-1962.

This program is organized and hosted by the Center for Holocaust and Genocide Education. It is co-sponsored by Drew University's Center for Holocaust/Genocide Study. [Registration is required.](#)

## American Antisemitism in Historical Perspective

Sponsored by The College of St. Elizabeth

Sunday, October 25, 2020 • 3:00 PM • Online via Zoom

Dr. Jonathan Sarna, University Professor and Joseph H. & Belle R. Braun Professor of American Jewish History at Brandeis University and the Director of the Schusterman Center for Israel Studies, will be the main speaker. Additional speakers include Dr. Heather Miller Rubens, Executive Director and Roman Catholic Scholar at the Institute for Islamic, Christian, and Jewish Studies in Baltimore, and Rabbi Dr. Lance J. Sussman, the Senior Rabbi of Reform Congregation Keneseth Israel of Elkins Park, PA. Dr. Victoria J. Barnett, the Director of the Programs on Ethics, Religion, and the Holocaust at the United States Holocaust Memorial Museum from 2004 - 2019, will serve as moderator. [Registration is required.](#)

## **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](#)**

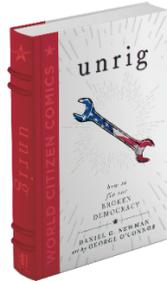
The National Constitution Center's education team is here to help with any of our online resources. Email [education@constitutioncenter.org](mailto:education@constitutioncenter.org) with questions or comments on how we can help you and your students with your remote learning needs.

## New Resources from the NJ Council for the Social Studies

[World History Digital Guide for NJ Middle School Teachers](#) (Grades 6-8)

[The Urgency of Climate Change in New Jersey](#) (Grades 6-12)

## 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](mailto:academic@macmillan.com).



## Old Barracks Museum



### Virtual Telethon

October 10, 2020 | 1 PM

Join us on Saturday, October 10 at 1 pm for a virtual telethon fundraiser to support the educational programming of the Old Barracks Museum, including the new Connecting to the Revolution virtual field trips! It's free to tune in.

Travel to the Old Barracks Museum right from the convenience of your classroom. Students can journey back in time virtually and interactively engage in history with our Connecting to the Revolution program. These virtual field trips weave together live conversations with historical interpreters, videos, and images of artifacts to immerse your students in 18th century history at the Old Barracks. Learn more and book your field trip at: [www.barracks.org/virtualfieldtrips](http://www.barracks.org/virtualfieldtrips)

### [When Women Vote: The Old Barracks and the Woman's Suffrage Movement](#)

This interesting online exhibit is the remarkable story of women in Trenton who preserved the current historic building in 1902.

## From the LBJ Library



### FALL WEBINAR SERIES

Are you looking for digital resources to use in your classroom this year? Visit the LBJ Library on a virtual field trip, investigate the disappearance of three civil rights workers, or solve a series of clues to learn about voting rights in the 1960s with our new online lessons designed for independent, remote learning settings.

[LBJ Library Virtual Field Trip](#)  
[A Civil Rights Investigation: Mississippi Burning](#)  
[We Shall Overcome: The Fight for Voting Rights](#)

You can also find lessons from the LBJ Library and teachers from across the country on the National Archives digital learning platform, [DocsTeach](#). DocsTeach is an online platform from the National Archives that allows teachers to explore thousands of primary sources, as well as access or create primary source focused online activities. The activities listed below were created by the LBJ Presidential Library education team. For more information on how to use DocsTeach and create your own activities, here are some helpful instructional guides. For more information on how to use DocsTeach and create your own activities, here are some helpful instructional guides.

[Civil Rights or Freedom? When Vietnam and the Civil Rights Movement Clashed](#)  
[The Path of Justice: Selma & the Voting Rights Act](#)  
[The Gulf of Tonkin Incident and Resolution](#)  
[The Vietnam War Timeline: Understanding the Nature of a Controversial Conflict](#)

### Summer Webinar Series Recordings

Did you miss our summer webinar series? You're in luck -- we kept the session recordings for you to view anytime! View fourteen sessions on topics including women's history, civil rights, foreign policy and the presidency here.

## Webinars from InquirED

**Inquiry Journeys Demo & Curriculum Overview | Wednesday, October 7th @ 3:00 pm/CST:** Traditional social studies curriculum and instruction was a one-way street: teachers and textbooks delivered information and students recycled it. Inquiry Journeys, InquirED's elementary social studies curriculum, gives teachers the tools and resources they need to create student-centered social studies classrooms where students learn by doing.

**Culturally Responsive Teaching in Social Studies | Wednesday, October 14th @ 3:00 pm/CST:** Culturally responsive teaching develops students' personal agency and grounds learning in the rich context of students' lived experiences. When this happens, learning deepens and outcomes improve. How does inquiry set the stage for culturally responsive teaching? And what strategies and tools used in inquiry promote culturally responsive teaching practice? **(Note Central Time Zone and subtract one hour)**

## Documentary Style Educational Videos on Current Events & Social Studies from Izzit

[Visit their website](#)  
[Eminent Domain in Atlantic City](#)

## For Our Psychology teachers

[Smart Phones are Lowering Student Grades, Rutgers Study Finds](#)

[How to Support Teachers' Emotional Needs Right Now](#)

[Back to School Anxiety for Children](#)

## Just for Students!

### **Prakhin International Literary Foundation Award** ***The Truth about the Holocaust and Stalinist Repression***

[www.prakhin.org](http://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](mailto:ludmilaprakhina@msn.com); phone: 201-741-0833; w-site: [www.prakhin.org](http://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](#)

## 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 electronically to Melissa Ziobro, Chair, NJSAA Research Scholarship Committee, [mziobro@monmouth.edu](mailto:mziobro@monmouth.edu).

## 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 open on September 1, 2020 and 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 21<sup>st</sup> 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](mailto:youthprograms@state.gov).

## **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

### **Massachusetts Council for the Social Studies & Northeast Regional Conference**



Northeast Regional Conference for the Social Studies (NERC) is excited to kick-off its virtual conference experience by hosting a keynote address series live on October 4 and 5 online through ZOOM live web conference. This keynote series is FREE – registration required – for all K-12 social studies teachers (active and retired), student teachers, and college & university faculty.

To register for PDPs and enroll in Master Class, [click here](#).

To view NERCVirtual2020 webinars, workshops, and master classes, [click here](#).

### **New Jersey Historical Commission**

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

Friday, November 13, 2020

Kean University, Union, NJ

[Call for Proposals](#)

[Call for Posters & Projects](#)

**50 State Survey on Holocaust Knowledge of American Millennials & Generation Z**  
**Millennials (1981-96) & Generation Z (1996-2015) = 151 million Americans!**

**[The Survey Results](#)** (September 2020)



**The states with the highest Holocaust Knowledge Scores are:** Wisconsin, Minnesota, Massachusetts, Maine, Kansas, Nebraska, Pennsylvania, Idaho, Iowa, and Montana.

**The states with the lowest Holocaust Knowledge Scores are:** Alaska, Delaware, Maryland, New York, Georgia, Hawaii, Louisiana, Florida, Mississippi, and Arkansas.

**In New Jersey, 43% could NOT name one concentration camp!**

*“Nationally, there is a clear lack of awareness of key historical facts; 63 percent of all national survey respondents do not know that six million Jews were murdered and 36 percent thought that “two million or fewer Jews” were killed during the Holocaust. Additionally, although there were more than 40,000 camps and ghettos in Europe during the Holocaust, 48 percent of national survey respondents cannot name a single one.”*

### **Eisenhower Memorial (New)**



<https://eisenhowermemorial.gov/>

540 Independence Ave. SW Washington, D.C.

## [UN Security Council calls for Better Protection of Schools](#)

UNITED NATIONS: The UN Security Council Thursday called on all member states to do more to protect schools from outside violence, in a unanimous statement sponsored by Niger and Belgium.

**According to the United Nations, from 2015 to 2019, about 11,000 armed attacks targeting education in some way took place worldwide.**

They took several forms: against schools, students, teachers or other school staff.

It decried how armed groups and militaries sometimes use schools as shelters or weapons depots -- which can turn them into targets for their adversaries.

A high school student from Niger addressed the council by videoconference, saying investigation of such attacks needed to be systematically carried out, and the guilty brought to justice.

"Beyond being deprived of an education, what will happen to a generation whose childhood is marked by the sound of gunfire and the sight of the bodies of their close friends?" she said.

"Learning is not a crime, and neither is living -- on the contrary, these are rights," she told the council.

## **New Jersey Teachers Rank in the Top Three of the USA** [Report from Wallet News](#) (Sept. 2020)

**Elementary school students in the U.S. spend more time on English language arts (ELA) than on any other subject. Increased instructional time in social studies—but not in ELA—is associated with improved reading ability. The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.**

[Report from the Thomas B. Fordham Foundation](#) (Sept. 2020)

## **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

[October 2, 2020](#) (**Click to Register**)

Jan. 29, 2021

May 14, 2021