

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

June 2018

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Register Early for our NJCSS Fall Conference for K-12 Social Studies Teachers

The Times They Are a-Changin!

Remembering Important Anniversaries

House of Burgesses - 400 years!

Armistice Day - 100 years!

Vietnam Era- 50 years!

Monday, October 22, 2018 - Rutgers University - Busch Campus (7:30 a.m. - 1:00 p.m.)

Online and Print Registration forms are on our website, www.njcss.org

Designated Sessions in Psychology, Economics, U.S. History, and Elementary Education

Keynote Speakers!

Dr. Michael Adas - Author of *Everyman in Vietnam*

Dr. Gary Lewandowski Jr. - *The Psychology of Relationships*

Dr. Anne Morrison Piehl - *The Inequalities in our Criminal Justice System*

Mr. Michael Hattem - *The Life and Times of Ben Franklin*

Plus 25 workshops

Renew Your NJCSS Membership for 2019 NOW!

Consider renewing your membership with us now. Some districts prefer to pay for membership dues with money in this year's budget, your registration helps us with needed cash flow during the summer, and the cost of your registration for our Fall Conference is only \$55. Membership form is on the bottom of the home page of our website, www.njcss.org

Congratulations!

Dayna Orlak - Waldwick HS

Dayna was selected (only two teachers from the U.S.A.) for a one month tour of Europe this summer with the band of Stephen Van Zandt through the Rock and Roll Forever Foundation

The Teacher Appreciation Tour!

Little Steven and the Disciples of Soul are embarking on landmark live tour, and **National Council for History Education members** are invited to join the fun - for free!

Each stop on the Teacher Appreciation Tour features a professional development session during which the Rock and Roll Forever Foundation team will present the exciting arts integration possibilities of the curriculum at Teachrock.org. Local educators who attend a free professional development session will receive a complimentary ticket to that evening's show!

To see dates, details, and sign up for a TeachRock workshop, [click here](#).

Professional Development

National Council for the Social Studies

Join or Renew: www.socialstudies.org

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

The National Teacher Institute

Radisson Valley Forge Hotel
King of Prussia, PA (Valley Forge)
July 12-15, 2018

The theme of this year's Institute is, "**Independence to Emancipation at Valley Forge.**" This event is free to K-12 educators, administrators, librarians, and museum professionals; but we require that a \$100 refundable deposit be placed to reserve your spot. At the conclusion of the event, educators can apply for continuing education credits, provided by Virginia Tech University and paid for by the Civil War Trust.

Included with your registration: All of the lectures and workshops, admission and transportation to Saturday's tours, continuing education credits, a number of meals provided during the lecture and workshop series in the hotel.

Our presenters include – Garry Adelman, Carolyn Ivanoff, Bruce Lesh, Jim Percoco, Shannon McLucas, David O. Stewart, Dr. Chris Mackowski and many more! Our award-winning keynote speaker is **Dr. Carol Reardon**.

The Civil War Trust will host two themed tours on Saturday (July 14). The Civil War-themed tour is titled "Confederate High Tide: Overlooked Actions of the Gettysburg Campaign." The Revolutionary War-themed tour is titled "There! His Majesty can now read my name without glasses".

Information and Registration: <https://www.civilwar.org/events/deposit-registration>

NCHE National Conference

Washington, D.C.
Crystal Gateway Marriott
March 14-16, 2019



NCHE invites proposals from K-12 and University teachers, historians, public history and education professionals for our 2019 National Conference in Washington, DC.

Are you interested in presenting a Breakout Session, Poster Session or Mini Session at the conference?

[Click Here to Submit a Proposal](#)

Application Deadline: September 24, 2018

Resources for Teachers

United States Holocaust Memorial Museum 25th Anniversary Year

NEW EXHIBIT - Now through 2020!

GROUNDBREAKING US HOLOCAUST MEMORIAL MUSEUM EXHIBITION

AMERICANS AND THE HOLOCAUST EXPLORES AMERICANS' RESPONSES TO NAZISM

<https://www.ushmm.org/information/press/press-releases/museum-opens-new-exhibition-americans-and-the-holocaust>



The exhibition:

- Presents public opinion polling from the era to examine how World War I, the Great Depression, isolationism, and anti-Semitism shaped American attitudes and both reflected and affected leaders' decisions.

- Includes new research and artifacts illustrating the many obstacles European Jews faced on both sides of the Atlantic while they tried to flee Europe and enter the United States.

- Chronicles what the US government—from President Roosevelt to Congress and government agencies—did and did not do to respond to Nazism and the persecution and mass murder of Europe's Jews.

- Sheds light on how much information was available to Americans in their local communities both early on and during the war years about the threat of Nazism and the Holocaust.

FORD'S THEATRE
2018-2019 SEASON ANNOUNCEMENT

Our season begins in September with the 1940s comedy *Born Yesterday*. We'll then present our holiday tradition, *A Christmas Carol*, with Craig Wallace returning as Scrooge. In January, we will produce the classic American drama *Twelve Angry Men*.

Born Yesterday - September 21 to October 21, 2018

In this sharp-edged satire, opportunistic tycoon Harry Brock arrives in Washington with his naive girlfriend Billie Dawn to game the political system. With the help of an idealistic reporter, Billie wisens up and fights back to end the corruption.

A Christmas Carol - November 15 to December 30, 2018

Join the ghosts of Christmas Past, Present and Future as they lead the miserly Ebenezer Scrooge on a journey of transformation and redemption.

Twelve Angry Men - January 18 to February 17, 2019

Behind closed doors, tensions run high as a lone juror argues the innocence of a teenager accused of murder. In this provocatively resonant American drama, 12 jurors from all strata of society revisit the evidence, debate the issue of reasonable doubt and confront each other's personal biases.

Into the Woods - March 8 to May 18, 2019

In Stephen Sondheim's imaginative, darkly comical remix of the beloved Grimm fairy tales, a baker and his wife set out to reverse a witch's curse in hopes of having a child of their own. The couple's quest takes them into the woods, where they encounter Little Red Riding Hood, Jack and his beanstalk, a cautious Cinderella, a sequestered Rapunzel and a couple of lovelorn princes.

The New York Historical Society

170 Central Park West at 77th Street

<http://www.nyhistory.org/>

[Audubon's Birds of America Focus Gallery](#) November 10, 2017 – ongoing

[Walk This Way: Footwear from the Stuart Weitzman Collection of Historic Shoes](#) - April 20, 2018 - October 8, 2018

[Rockwell, Roosevelt & the Four Freedoms](#) - May 25, 2018 - September 02, 2018

[Black Citizenship in the Age of Jim Crow](#) - September 07, 2018 - March 03, 2019

[Harry Potter: A History of Magic](#) - October 5, 2018 - January 27, 2019

Also - Visit their online Exhibitions!

12th Annual Life Science Field Training Course

June 25 – 28, 2018

The Pinelands Preservation Alliance and the Bonazzi Foundation



This is a FREE training course for teachers to strengthen field-based investigations and improve student performance in science and math. The course connects classroom activities with field studies in topic areas such as natural resource management, community ecology, biodiversity, biostatistics, and citizen science. Much of your time is spent outdoors where you will conduct vegetation analyses, practice species identification, canoe a Pine Barrens river and more.

The Choices Summer Programs at Brown University

June 28-29, 2018

[African Perspectives in World History](#)

July 9-10, 2018

[Strategies for Incorporating Choices into AP Comparative Government](#)

July 26-27, 2018

[Implementing *The Middle East: Questions for U.S. Policy*](#)

August 20-21, 2018

[New Directions in Choices' U.S. History Series](#)

August 24, 2018

[Adapting Choices Materials for Middle School](#)

NJ/National History Day Training Workshops

Rutgers - Camden - July 26, 2018 **Register:** NJHISTORYDAT@wpunj.edu

Rutgers - New Brunswick - July 31, 2018 **Contact:** norrisn@wpunj.edu

Western History Association Conference

October 17-20, San Antonio, TX

<https://www.westernhistory.org/2018>

Video Library on Vietnam and Recent Conflicts through NBC Learn

<http://archives.nbclearn.com/portal/site/k->

[12/browse?cuecard=106775&em_lid=Newsletter_November_17_Chronicles2_K12](http://archives.nbclearn.com/portal/site/k-12/browse?cuecard=106775&em_lid=Newsletter_November_17_Chronicles2_K12)

Classroom Resources

Japanese American Incarceration in World War II

Japanese American Incarceration in World War II draws students into the history of Japanese American incarceration in the United States. To better understand this history, students examine U.S.-Japanese relations before World War II, the varied experiences of incarcerated Japanese Americans, and the ways that members of the Japanese American community and others in the United States have remembered and continue to remember incarceration.

Download Free Unit: http://www.choices.edu/curriculum-unit/japanese-american-incarceration-world-war-ii/?utm_source=Choices+Newsletter+List&utm_campaign=f3aca64c3b-EMAIL_CAMPAIGN_2018_01_17&utm_medium=email&utm_term=0_af2c96b5f0-f3aca64c3b-81156281&mc_cid=f3aca64c3b&mc_eid=ab39401034

Focus on Civics

Civics Bills in NJ Legislature

Our state legislators are currently debating two bills requiring the teaching of Civics as a defined unit in middle school and high school. Visit our website for the digital links to contact members of the Education Committees in the NJ Assembly and NJ Senate to inform them of your opinion. The NJCSS supports the bill requiring Civics in middle school and this bill will be introduced in June.

For many students, high school will be their last time to take a defined course in social studies or history as this requirement does not apply to college graduation and students who enter the military or become employed after high school are not likely to take social studies courses.

- On the latest National Assessment of Educational Progress in civics only 22% of eighth-graders (2014) and only 24% of twelfth-graders (2010) were proficient. (See <http://nces.ed.gov/nationsreportcard/civics/>).
- Unlike more than 30 other states, New Jersey does not require a single civics course at any time in the K-12 education of our young people. It is left to local discretion and only 39% of New Jersey school districts require all of their students to take a course in civics. Most New Jersey students have one week to one month of civic content knowledge as part of U.S. history in high school. (See http://civiced.rutgers.edu/ADVOCACY/Inventory_Report_11-04.pdf).
- Current New Jersey law requires only a course in New Jersey history, geography and community civics in an upper elementary grade (NJSA 18A:35-3) and two years of United States History in high school (NJSA 18A:35-1).
- The common core standards for social studies are written within a chronology, and many basic civic concepts (such as the purpose of government, the basis of authority and its abuse, privacy, judicial review, the common good, and enlightened self-interest) are not included within the historical framework of standard 6.1 and are not being taught. Although standard 6.3 outlines specific activities that students should take at various grade levels, it fails to offer a broad understanding of how our constitutional democracy functions and the role of the citizen.
- While not every student will grow up to be a scientist or a mathematician, every student will be a citizen. If our schools do not prepare students to think critically about what they hear from politicians and the media, how can we expect the next generation to answer the challenges that will face America in the decades to come?

Focus on Economics

Financial Literacy - Product Liability Insurance

I purchased a new hard drive for my MacPro computer this month for \$200 and they asked me if I wanted insurance on this product at a cost of \$36 a year with a two year requirement. Even though my files were backed up on an external drive, it is still tempting to take the product liability insurance on a cell phone, TV screen, or a new appliance. The question is should I purchase the product insurance for peace of mind or save the money and open my own self-insurance account?

For teachers or anyone with a salary, it is less expensive to self-insure your own product. The insurance on my new hard drive is \$72 or 36% of the price or I could put \$10 a month into a savings account with compound interest to cover the cost of the new hard drive should it be defective. The fine print stated that there was a deductible, shipping costs to return the hard drive, and that the insurance would not cover the cost of damage from fluids or a fall. If my hard drive is not defective, I have the \$200 I saved for something else.

Product liability insurance sounds like a good idea to pay a little extra each month for the security of knowing you can get a replacement. But month-to-month insurance or annual premiums may be a high opportunity cost for something that may never be needed. The risk is too low for a solid state hard drive with a manufacturer's warranty of 90 days.

High deductibles, policy restrictions, and limited replacement options are things to look for before purchasing insurance on a purchase. Many times a damaged cell phone is only repaired and if it is replaced with the insurance you may not receive the same brand, model, or a new phone as a replacement.

Consider budgeting \$1,000 in a savings account that earns interests to self insure new appliances, electronics, or other products. Your home, rental, or auto insurance should also protect from theft. This can be done with as little as \$10 a week for two years.

However, insurance is necessary when the costs are reasonable and the risks are high. For example, insurance on college tuition in the event that your son or daughter loses credit due to sickness or injury and travel insurance to cover the cost of lost baggage or a missed flight are often smart decisions.

Focus on U.S. History

The Secret Plan to Protect Documents in WW 2



The arrival of the Declaration of Independence in a tank to the National Archives Museum in 1952.

On the day following the Pearl Harbor attack (December 8, 1941), Winston Churchill sailed from England to Norfolk, VA to meet with President Roosevelt. He flew in a Navy plane from Norfolk to Washington and stayed at the White House for three weeks. During this time, FDR and the military feared a German or Japanese attack on Washington D.C. and Churchill described a Hitler dominated Europe from the English Channel to the Black Sea. A plan to move our nation's historic documents out of the Library of Congress was put in place and they were secretly put on a 6:50 p.m. cargo train in Union Station.

“The following is an itemization of the materials described in a memo by Archibald MacLeish, librarian at the Library of Congress:

- Case 1: Gutenberg Bible (St. Blasius– St. Paul copy), 3 volumes
- Case 2: Articles of Confederation (original engrossed and signed copy), 1 roll
- Case 3: Magna Carta (Lincoln Cathedral copy), one parchment leaf in frame; Lincoln's Second Inaugural Address (original, autographed copy, 1 volume); Lincoln's Gettysburg Address (first and second autographed drafts, 1 volume)
- Case 4: Constitution of the United States (original, engrossed and signed copy, five leaves); Declaration of Independence (original, engrossed and signed copy, 1 leaf)

The original copy of Britain's sacred Magna Carta (from 1215), was on loan to the Library of Congress after its exhibition at the 1939 New York World's Fair. When war broke out in Europe, the British asked the U.S. to hold onto it for safekeeping.

More than 30 locations in Virginia, West Virginia and Kentucky were considered - the University of Virginia at Charlottesville and, in Lexington, Virginia, the Virginia Military Institute and Washington and Lee University. The above documents were moved to Fort Knox in Kentucky and thousands of other books, documents, and works of art were moved to the above locations.

After the D-Day invasion, the threat of an attack on Washington D.C. was minimal and the plan to bring the documents back to the Library of Congress was started. With the exception of the removal of the Declaration from Fort Knox for one week to be displayed at the dedication of the Jefferson Memorial the documents remained in their hiding places until September 19, 1944, when the Declaration of Independence, the Constitution of the United States, and the Gettysburg Address left Fort Knox to return to Washington.

In 1952, the Declaration of Independence was moved from the Library of Congress to the National Archives and in 2001 (following the attack on America on September 11, 2001, the new security vault was installed to protect the Declaration of Independence.

<https://www.politico.com/magazine/story/2016/09/world-war-two-protect-national-archives-214257>

Focus on World History The Influence of the Enlightenment



The prediction of Bill Gates in April about the possibility of 30 million people dying from a pandemic became a motivation for me to think about the progress made in society as a result of the enlightenment reformers of the 18th century. Our Declaration of independence is a commitment to the natural rights of life, liberty, and the pursuit of happiness. The concept of progress is based on our faith in government, education, human ingenuity and benevolent institutions. The theme of 'Make America Great' is founded in the Enlightenment.

If you are looking for an activity at this time of the year to engage students in thinking about the progress of western civilization, consider the following:

Our World in Data: <https://ourworldindata.org/>

Gap Minder: <https://www.gapminder.org/>

Human Progress: https://humanprogress.org/?gclid=CjwKCAjw5DXBRAtEiwAa3vyEmuJauKIE2e8MR_YWJFoGN5KQ1y4Q4FwFIF1YZPskO7a9YzZiEhoCBM0QAaVD_BwE

- In 1800 a newborn was expected to live to 30, in 2018 it is 81!
- In 1800 30% of children died before the age of 5, in 2018 it is 6%.
- In 1800 12% of the people could read and write, in 2018 85% of the world can read and write.
- In 1900 women could only vote in New Zealand, today women can vote in every country of the world (except Vatican City)

The difference of 30 years:

- In 1988 there were 23 wars killing people, in 2018 there are 12 wars.
- In 1988 the world had 45 democracies for 2 billion people, in 2018 there are 103 democracies for 4 billion people.
- In 2018 there were 45 oil spills and in 2017 there were 5.

The Enlightenment replaced magic, superstition, and tradition with reason, debate, science, and searching for the truth. The Enlightened reformers believed in democracy, people, and institutions. Bill Gates is correct about a future problem such as a pandemic, superbug, famine, nuclear war, violence. We need to have faith in our students who are the decision-makers for the 21st century.

Focus on Geography

The Geography of Salt

You may not know it but Louisiana salt domes are essential to the state's oil and gas and chemical industries. In Louisiana, salt domes have been used for mining and storage, including brine mining, natural gas storage, crude oil storage and LNG storage.

The U.S. government began storing the Strategic Petroleum Reserve (SPR) in salt domes in the 1970s. Created deep within the massive salt deposits that underlie most of the Texas and Louisiana coastline, the caverns offer the best security and are the most affordable means of storage, costing up to 10 times less than aboveground tanks and 20 times less than hard rock mines. Storage locations along the Gulf Coast were selected because they provide the most flexible means for connecting to the nation's commercial oil transport network.

A large portion of the SPR is in two locations in Louisiana. West Hackberry in Lake Charles has a capacity of 227 million barrels, and Bayou Choctaw in Baton Rouge has a capacity of 76 million barrels with plans to add 109 million more (expected completion date is 2020). The average SPR cavern can hold 10 million barrels of oil, and the SPR contains 62 of these huge underground caverns.

Salt has played a prominent role in determining the power and location of the world's great cities. Liverpool rose from just a small English port to become the prime exporting port for the salt dug in the great Cheshire salt mines and thus became the source for much of the world's salt in the 19th century.

Salt created and destroyed empires. The salt mines of Poland led to a vast kingdom in the 16th century, only to be demolished when Germans brought in sea salt (which most of the world considered superior to rock salt). Venice fought and won a war with Genoa over salt.

Cities, states and duchies along the salt roads exacted heavy duties and taxes for the salt passing through their territories. This practice even caused the formation of cities, such as the city of Munich in 1158.

The gabelle—a hated French salt tax—was enacted in 1286 and maintained until 1790. Because of the gabelles, common salt was of such a high value that it caused mass population shifts and exodus, attracted invaders and caused wars.

In America salt has been a major factor in outcomes of wars. In the Revolutionary War, the British used Loyalists to intercept Revolutionaries' salt shipments and interfere with their ability to preserve food. During the War of 1812, salt was used to pay soldiers in the field, as the government was too poor to pay them with money. The word "salary" is derived from the Latin word for salt. President Jefferson in his address to Congress mentioned a mountain of salt, 180 miles long and 45 wide, supposed to lie near the Missouri River, which would have been of inconceivable value, as a reason for the expedition by Lewis and Clark.

Focus on Psychology

Do Preverbal Infants have the Ability to Solve the World's Problems? (Of course!)

A new study ([link is external](#)) just published in *Science* reveals that babies as young as twelve months old are actually capable of syllogistic reasoning. The researchers conducted a series of experiments to investigate the logical processes behind preverbal infants' continuous efforts to understand how the world around them works. Beginning with the premise that infants are capable of developing, testing, and adapting hypotheses about uncertain future events, the researchers sought to characterize the "basic logical representations" with which they might formulate such hypotheses, given the fact that they have not yet developed the language skills which are often considered a prerequisite for such logical thinking. In order to identify the framework upon which such baby reasoning is constructed, the researchers focused on "one simple logical representation and rule: disjunction (either A or B) and disjunctive syllogism (not A, therefore B)." In other words, they designed their experiments to see whether or not infants were capable of reasoning through the process of elimination.

Infants of 12 and 19 months of age were presented with computerized vignettes in which two different objects, such as a dinosaur and a flower, were shown being hidden behind a wall. Once the objects were out of sight, a cup entered the picture and scooped up one of the objects and brought it out from behind the wall, but only the top part of the object—identical to the top of

the other object—was visible in the cup. Next, the wall was lowered, revealing the object behind it—the object that had not been lifted up by the cup. Finally, the object in the cup emerged and was revealed to be either A) the object that was not behind the wall (as would logically be expected), or B) an object identical to the object behind the wall. Using the example of a dinosaur and flower, if it was the dinosaur that was scooped up and the flower left behind the wall, the expected dinosaur would emerge from the cup, and in the other an unexpected replica of the flower would emerge.

Since infants' visual attention is drawn to whatever they find most interesting at any given moment, the amount of time they spent looking at the different objects was measured to determine whether the unexpected outcome had any effect upon their interest level. As was hypothesized, the infants stared longer at the unexpected outcome than at the expected outcome, indicating that they were aware of what the outcome logically should have been.

As a test to determine whether inferences were being made by the infants at appropriate stages throughout the vignette, or if they only reacted to a violation of expectation at the big cup reveal at the conclusion, the researchers analyzed their oculomotor responses at stages where inferences were called for. Significantly, the infants' pupils dilated more when the scene called for an inference than when it did not, indicating increased cognitive activity during these stages.

Even though reasoning through the process of elimination is a rudimentary form of logic, the authors of the paper point out that it is this same form of reasoning that is most favored by the master logician Sherlock Holmes as he undertakes a "case-by-case analysis of different possibilities, excluding alternatives until the culprit is found." The results of this study suggest that the sort of logical reasoning that astonishes us in a Sherlock Holmes is actually not a rare or even an acquired ability, but rather innate and universal, and that "intuitive and stable logical structures involved in the interpretation of dynamic scenes may be essential parts of the fabric of the mind."

<https://www.psychologytoday.com/us/blog/time-travelling-apollo/201803/new-research-shows-babies-think-logically>

Focus on Anthropology

A Changing Family Structure in the United States

When America was founded, a family consisted of a husband, wife, biological children, and an extended family - except for slaves. Most people who could legally marry did and stayed married until death. The role of wives was to assist their husbands within the home, both keeping house and raising children. Divorce was rare.

Wives had no legal identity and married women "could not own property, could not enter into contracts and could neither sue nor be sued in their own names." Husbands, in contrast, were managers and providers in the family. They controlled finances and had ultimate authority in the eyes of both society and the law. This meant that a husband had "a duty to provide his wife (and children) with the necessities of life." It was against the law to live together or have children outside of marriage. However, by the 19th century these rigid legal boundaries were relaxed, with common-law marriage widely recognized as an acceptable union. Today, 40% of children are born outside of marriage.

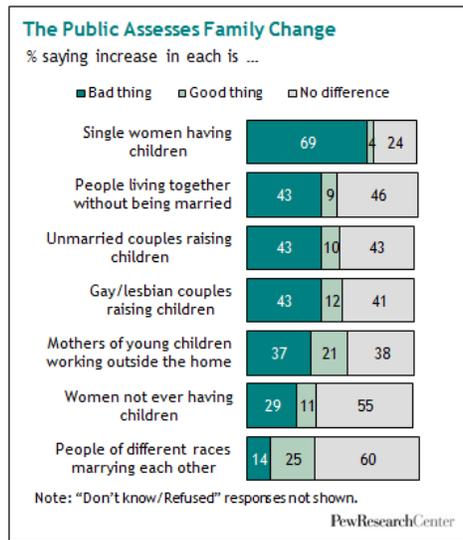
The 19th century brought about a number of important changes to the American family. By the early 20th century, most states permitted married women to "own property, sue and be sued, enter into contracts and control the disposition of property upon her death." Another important development was government regulation of some aspects of childhood, such as child labor and schooling. To improve the well-being of children, "reformers pressed for compulsory school attendance laws, child labor restrictions, and widow's pensions to permit poor children to remain with their mothers."

New ideas about marriage emerged, based on choice, companionship and romantic love. The divorce rate tripled between 1860 and 1910. When the Great Depression ended and World War II began, families coped with a shortage of housing, lack of schools and prolonged separation from spouses. Women ran households and raised children, and some went to work in war industries. The impact of World War II were that thousands of young people became latchkey children and rates of juvenile delinquency, unwed pregnancy and truancy increased.

The American Family in the 50s

In 1950, the average age for women to marry was 20, divorce rates stabilized and the birthrate doubled. Families moved to the suburbs because they could afford to. The family in postwar America consisted of a "breadwinner male, his wife who did household chores and looked after the children, and the children." Families ate meals and went on outings together, and lived in sociable neighborhoods. Parents paid close attention to disciplining their children and live-in relationships were unheard of — in

fact, girls stayed in their parents' home until marriage and most did not attend college and were stereotyped as housewives and homemakers.



Pew Research Study on Social Trends, 2010

Modern Family

Many of the changes that were part of this transition are a direct result of the expanding role of women in society, both in terms of the workplace and education. The rise of the post-industrial economy, based in information and services, led to more married women entering the workplace. As early as 1960, around a third of middle class women were working either part- or full-time jobs.

Since the '60s, families have also become "smaller, less stable and more diverse." More adults, whether young or elderly, live outside of the family as well. Today, the male-breadwinner, female-housewife family represents only a small percentage of American households. A considerable majority of Americans (62 percent) view the idea of marriage as "one in which husband and wife both work and share child care and household duties." Two-earner families are much more common as well. In 2008, the U.S. Department of Labor reported that women made up almost 50 percent of the paid labor force, putting them on equal footing with men when it comes to working outside the home. In addition, single-parent families headed by mothers, families formed through remarriage, and empty-nest families have all become part of the norm.

Along with these shifts have come declining marriage and birthrates and a rising divorce rate. The American birthrate is half of what it was in 1960, and hit its lowest point ever in 2012. In addition, the number of cohabitating couples increased from less than half a million in 1960 to 4.9 million in the 2000 census.

American Family Structure is Changing at an Unprecedented Rate

A number of historical factors contributed to shifts in how Americans perceive and participate in family structure. According to the American Bar Association, in 1965, the Supreme Court extended constitutional protections for "various forms of reproductive freedom" through its ruling in *Griswold v. Connecticut*. There were also medical advances in contraception, including the invention of the birth control pill in 1960. As a result, the way children were brought into families became more varied than ever before. Divorce changed during the '60s as well. In 1969, California became "the first state to adopt no-fault divorce, permitting parties to end their marriage simply upon showing irreconcilable differences." And within 16 years, every other state had followed suit.

Included in these trends is the expansion of rights granted to same-sex couples. With the decline of barriers to lesbian and gay unions and the increase in legal protections, "the number of lesbian and gay people living openly and forming families has expanded." American families are more racially, ethnically, religiously and stylistically diverse "than half a generation ago - in fact they are now changing dramatically every year!"

Although marriages today "look different, are formed at different times, and are dissolved differently than they were in the past, it appears that marriage will remain a prominent family structure and cultural force.

Focus on Sociology

Friends

The unit on Friends is engaging with most high school students, especially as they are facing new friendships in college or business when they graduate. This is likely the first major life change experience regarding relationships for students who have not previously relocated to new communities.

The transition to making new friends after college, as a result of divorce, in retirement, and with the death of a spouse or close friend is an important part of student research and discussion on friendships. After high school or college, new people enter our lives, through work, children's play dates and Facebook. But actual close friends — the kind you make in high school or college, the kind you call in a crisis — are difficult to make.

As we approach midlife, our schedules overwhelm us, priorities change and we are more selective in decisions about friends. Our social capital or network of professionals likely fulfills our needs more than the closer friendships we developed in high school and college. However, when faced with a turning point in life (a move, job loss, divorce, or death), we are likely to feel the pain of a short list of close friends.

The three conditions sociologists consider critical for close relationships are: unplanned meetings, proximity, and interacting in an open or unrestricted environment. Proximity may be difficult for teachers who are reassigned to teach different courses or grades, changing prep and lunch schedules, or when a colleague who is a 'close friend' becomes an administrator. Because teachers have endless hours of work, coach, and take graduate classes, they have less time for social gatherings than people in many other professions.

Marriage and children may also complicate friendships because the spouse or significant other of someone may feel distanced from the conversation we enjoy with a work friend. Children of the same age may also feel uncomfortable in playing with the children of a work friend from school.

As a result, as we get older and more selective our friendships center around common interests - church/temple friends, parenting friends, work friends, etc. If you are interested in sharing this perspective on friends with your students, many of my comments were researched from the article in the New York Times. (click on the link)

<https://www.nytimes.com/2012/07/15/fashion/the-challenge-of-making-friends-as-an-adult.html>

NJCSS has Updated our Links!

The summer is an opportunity to review the many resources available on the Links and Lessons & Resources pages of our website, www.njcss.org. Below is the current directory of links on our website. We are also interested in links you are using (and would like to see added) to added to our website.

Curriculum:

[2014 Revised NJ Core Curriculum Social Studies Standards](#)

[NJDOE Social Studies Home](#)

[C-3 Framework](#)

[NCSS Standards](#)

Professional Organizations:

[New Jersey Council for History Education](#)

[Organization of American Historians](#)

[American Historical Association](#)

[American Institute of Economic Research](#)

[U.S. Institute of Peace](#)

[NCSS](#)

[New Jersey Geographic Alliance](#)

[New Jersey Historical Society](#)

[Middle States Council for the Social Studies](#)

[National Endowment for Humanities \(Summer Professional Development\)](#)

[NJ Center for Civic Education](#)

[NJ State Historical Commission](#)

[Islamic Network Group](#)

World History

[National Center for History in the Schools](#)
[Encyclopedia of Global Studies](#) (Sage Publishing)

Anthropology

[AnthroGuide](#) (Database of museums, research, etc.) Just enter criteria for your search
[American Anthropology Association](#)

Economics

[Marginal Revolution University](#) (George Mason Univ.)
[NY Federal Reserve Bank](#) (Research, Also see [Data and Outreach](#))
[Bureau of Labor Statistics](#)
[American Institute of Economic Research](#)
[FRED](#) (Economic Data from the Federal Reserve Bank of St. Louis)

Museums & Historical Sites

[New York Historical Society](#)
[Princeton Battlefield Society](#)
[Vietnam Veterans Memorial and Museum Foundation](#)
[Historic Cold Spring Village](#)
[Newseum](#) (Washington D.C.)
[Newseum \(New York City\)](#)
[U.S. Holocaust Memorial Museum](#)
Museum of Jewish Heritage
[Paterson Great Falls Historical District](#)
[Newark Museum](#)
[Museum of the City of New York](#)

Student Resources:

[Rho Kappa](#)
[SS Chat](#)

Teacher Resources:

[Gilder Lehrman](#): Learn about becoming an [Affiliate School](#) and [Summer Teacher Seminars](#)
[Gilder Lehrman Digital Collection](#) (American History)
[The Choices Program](#) (Brown University)
[TED Talks](#) (2,400 videos)
[IEEE Reach](#) (the [IEEE History Center](#))
[American Revolution Museum](#) (Philadelphia)
[The Franklin Institute](#) (Philadelphia) (Terracotta Warriors Exhibit)
[Stanford History Education Group](#) (Sam Wineburg)
[New Jersey Association for Middle Level Education](#) (NJAMLE)

Historical Documents

[Avalon Project](#) (Yale University - World History Documents)
[Avalon Project](#) (Yale University - World History 20th Century Documents)
[The Library of Congress Primary and Secondary Sources](#)
[Teaching History](#) (National History Education Clearing House)
[Rutgers Oral History Archives](#)
[The American Presidency Project](#)
[Archive of Early American Images -1492-1850](#) (Brown University)
[50 Core Documents in American History](#) (Ashbrook Center)
[American Rhetoric](#) (Video of Historical Speeches from FDR to Present)

Historical Maps

[Historical Maps of New Jersey](#) (Rutgers University)
[Digital Maps - political, world, states, etc.](#) (Univ. of Virginia)
[Atlas of Historical Geography](#) (Univ. of Richmond)

New Jersey History

[NJ 350](#)

[The Elmwood Cemetery Civil War Historical Walking Tour](#) (New Brunswick area)

African American/Black History

[National Underground Railroad Freedom Center Museum](#)

[Civil War Photographs](#)

[Ford's Theatre](#)

[Civil Rights Museum](#) (Memphis)

[International Civil Rights Center and Museum](#) (Greensboro)

[Jackie Robinson Foundation](#) (Timeline)

U.S. Constitution/Civics

[Founders Online](#) (50,000 documents from Washington to Madison)

[National Constitution Center](#)

[Dirksen Editorial Cartoon Collection](#) (1950-1970)

[Landmark Supreme Court Cases](#) (Street Law)

[United States Holocaust Memorial Museum](#)

[National Literacy Project](#) (K-6 Civics Lessons)

[100th Anniversary Women's Right to Vote](#) (2020)

[Directory of NJ State Legislators](#)

NJ Council for the Social Studies (NJCSS)

President: Joseph Orlak

Vice President: Michael Kenduck

Secretary: Angela Smith

Treasurer: Christine Gehringer

Executive Director and Editor: Hank Bitten

NJ Social Studies Supervisors Association (NJSSSA)

North Region

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

Central Region

Kristin Fox (2016-18) and Keith Dennison (2015-17)

South Region

Paul Groben (2016-18) and Eileen Hannigan (2015-17)

At-Large Directors

Noel Baxter (President/Immediate Past President)

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Karen Vanderleest (2016-18)