

# **New Jersey Council for the Social Studies**

Annual Conference

For K-12 Social Studies Teachers

## ***The Times They are a-Changin'!***

*Come gather 'round people  
Wherever you roam  
And admit that the waters  
Around you have grown  
And accept it that soon  
You'll be drenched to the bone  
If your time to you  
Is worth savin'  
Then you better start swimmin'  
Or you'll sink like a stone  
For the time's they are a-changin'.*

*Bob Dylan, 1964*

**Rutgers, the State University of New Jersey  
Busch Campus Center  
Piscataway, NJ**

**October 22, 2018**

<b>Time</b>	<b>Event</b>	<b>Location</b>
7:30 – 8:30	Registration and Exhibits	International Lounge
8:30 – 8:45	Welcome	Multipurpose Room
8:50 – 9:50	First Workshop Session	Multipurpose Room and Break Out Rooms
9:55 – 10:25	Exhibits and Coffee	International Lounge
10:30 – 11:30	Second Workshop Session	Multipurpose Room and Break Out Rooms
11:35 – 12:00	Exhibits	International Lounge
12:05 – 1:05	Third Workshop Session	Multipurpose Room and Break Out Rooms

**New Jersey Council for the Social Studies**  
*The Times They are a-Changin'!*

Workshop Title	Grade Levels	Location
<b>Session 1: 8:50 – 9:50</b>		
<b>1. Keynote – American Exceptionalism in Criminal Punishment: The Prison Buildup and Challenges for Unwinding its Consequences</b>	High School- Economics	Center Hall
2. The “New” Psychology of Well Being and its Place in the High School Curriculum	High School-Psychology	The Cove
3. 1968: The Sport of Protest	High School – U.S.	Multipurpose Room A
4. Imagining the Future of Humanity’s Past	6-12 World History	122 AB
5. Free Speech: Where the Law is Today and Where it Might be Going	6-12 Civics	122 C
6. Federal Reserve Bank Before and After the Great Recession of 2008	High School -Economics	116AB
7. Using the C3 Framework to Analyze American Engagement in Vietnam	High School – U.S.	120
8. Creating Interdisciplinary Units to Incorporate Social Studies into STEAM	Elementary	174
9. A Creative Curriculum in a Crowded World	6-12	116C
10. Using Question Formulation Technique to Spark Student Interest	All	117
11. To What Extent have Drones Been Used to Benefit Humanity?	6-12	115
12. 2020: Charting the Course for Social Studies in the Next Decade	All	118
13. Co-Teaching Approaches in the Social Studies Classroom	6-12	Multipurpose Room B
<b>Session 2: 10:30 – 11:30</b>		
<b>1. KEYNOTE - Presidential Lies, Working Class War, and a Nation Divided: The Enduring Legacy of the Vietnam Debacle</b>	All – U.S./World History	Multipurpose Room
<b>2. KEYNOTE – From Hook-Ups to Heartbreak</b>	High School-Psychology	The Cove
3. The Fiscal Ship: Can You Steer the U.S. Economy to Safety?	High School- Economics	Center Hall
4. Teaching the Crusades: Religion, Violence, and Mythistory	High School-World History	122AB
5. How Student Activism Transformed our World	High School - Civics	122C
6. The Modern Day Muckraker	High School – U.S.	120
7. Immigration in American History: From Jamestown to DACA	6-12	117
8. Covering Controversy: 9/11 and Beyond	6-12 – History/Civics	116C
9. Teaching Contemporary History	High School	116AB
10. Children’s Experience of Place: Geography Now and Then	Elementary	174
11. Euro Challenge & Financial Literacy Certification Program	High School -Economics	115
12. Global Contributions of Islam	6-12 World History	118
<b>Session 3: 12:05 – 1:05</b>		
<b>1. KEYNOTE – Using the Many Lives of Benjamin Franklin to Teach the 18th Century</b>	All	174
2. Women and the American Story	All	120
3. Teaching the Life and Impeachment of Andrew Johnson 150 Years Later	6-12	122C
4. A History of the Draft: A Changing Context in the Vietnam War Era	9-12	Multipurpose Room
5. Deep Shadows from a Not Too Distant Past	K-5	116AB
6. Inquiry, Argument Writing and DBQ Online	All	117
7. The U.S. and World Fascism: The Spanish Civil War to Nuremberg and Beyond	6-12	122AB
8. Global Leadership in Changing Times	6-12	115
9. Human Rights Education for All: UN Declaration of Human Rights	6-12	116C
10. Economics Roundtable	High School-Economics	Center Hall
11. Lesson & Activity Ideas for Teaching Psychology	High School-Psychology	The Cove
12. Teaching Social Studies to English Language Learners (ELL)	All	118
13. East Meets West: Teaching About Hinduism to American Students	6-12	Multipurpose Room B

**Thank You to Lori Swiger and Social Studies.com for sponsoring Dr. Gary Lewandowski Jr. (Monmouth University) as one of our keynote speakers**



### **Women's Suffrage Movement –**

August 18, 2020 is the 100<sup>th</sup> Anniversary of the 19<sup>th</sup> Amendment  
 February 10, 2020 - New Jersey's ratification of the 19<sup>th</sup> Amendment.  
 June 4, 1919 – Congress approves the proposed amendment for ratification by the states.

### **Session 1**

#### **KEYNOTE: American Exceptionalism in Criminal Punishment: The Prison Buildup and Challenges for Unwinding its Consequences**

**Dr. Anne Morrison Piehl, Rutgers University**                      **Center Hall**                      **Economics**

Nearly one in 100 Americans is behind bars in prisons or local jails, and an additional 1 in 60 adults is being supervised in the community by probation and parole agencies. The U.S. is an outlier in its punitiveness; it holds nearly 1 in 4 of all prisoners in the world despite representing just 5% of the globe's population. This talk will provide some historical context for the dramatic buildup of prison populations during the last few decades of the last century, describe the recent reductions that have taken place, and outline the substantial variation in criminal justice policy and its impact both across and within states. The presentation concludes with a discussion of areas of recent and potential policy reforms that do and do not reflect the best research evidence regarding effectiveness and fairness.

**1968: The Sport of Protest**                      **Multipurpose Room**                      **Grades 9-12**

Sports have long been a mirror for the political and social climate of a society. As the protests of athletes has become front page news in recent times, 1968 was filled with celebrity athletes boycotting, demonstrating, and speaking their minds. The workshop will focus on the speaking tour of Muhammad Ali, Lew Alcindor's boycott of the Olympic Games, and the Olympic protest of Tommie Smith and John Carlos. These events will be studied through a critical eye analyzing the causes, societal reactions, and the legacy of each.

*Franklin Stebbins, Arthur L. Johnson H.S.*

**How the Fed Works: Before and After the Great Recession**    **Room 116AB**                      **Economics 9-12**

The Federal Reserve holds tremendous power over the U.S. economy through its control of the money supply and influence over interest rates. Yet for students new to macroeconomics, it may seem that the Fed's mechanisms work as if by magic. To complicate matters, the Fed's tools changed drastically in response to the Great Recession. In this workshop from Marginal Revolution University, participants will demystify the Fed's process - both before and after the Great Recession. Along the way, we'll share resources for enlivening the Fed for students, using videos, connections to current events, and a fun in-class simulation which we'll play live during the workshop. Teachers who participate will walk away with a three-day lesson plan on teaching the Fed.

*Timothy McCullough, Marginal Revolution University*

**Using the C-3 Framework to Analyze American Engagement in Vietnam**

**Room 120  
Grades 9-12**

Participants will explore key events in the initial US engagement in Vietnam. Utilizing visual, literary, musical and other primary documents, teachers will learn how to connect content with literacy strategies. The goals of the presentation are twofold. The intent is to provide teachers with content that is not reflected in the narrative of most textbooks and then connect that content to the classroom by using several literacy strategies. The guiding vision of the presentation is informed by expanding the question: “How do we teach students to read like historians to how do we teach students to read like historians if they are poor readers? The goal is to demonstrate how the latter is possible.

*Ron Nash, Gilder Lehrman Institute of American History*

**To What Extent Have Drones Been Used to Benefit Humanity?**

**Room 115**

**Grades 6-12**

From catapults in the Middle Ages and “Fu-Go” balloon bombs and unpiloted war-weary bombers during World War II- to the drones of today, unmanned vehicles (UAVs) have impacted humanity. Early progress in UAV research was toward military use, but, more recently, this so-called drone technology has been adapted to civilian and commercial activities, as well as to humanitarian and research programs. Presented by an IEEE Historian of technology, this workshop explores the history of UAVs in their social context, and provides teachers with an example of a curriculum that spans the social sciences and STEM. The instructor will provide free online, open educational resources (OER) on the history of technology from the IEEE REACH Program, including Inquiry Units designed in the C3 Framework, primary source materials, hands-on activities, and short videos designed for the classroom.

*Michael Geselowitz – IEEE Reach*

**Imagining the Future of Humanity’s Past**

**Room 122 AB**

**World History 6-12**

As the pace of change in the twenty-first century widens the gulf between past and present and demands synthesis of more data, the study of the global past requires streamlined yet meaningful approaches to engage new generations of learners. Even as social and technological developments render the past increasingly remote, how historians and educators imagine the value of history amid intense changes in human experiences will guide its forms and relevance. This workshop will address possibilities for world history curricula that link past and future through historical reasoning, story-making, and the scientific imagination. Participants will discuss challenges and opportunities, evaluate the “Big History” curricular model, and brainstorm engagement strategies.

*Pamela Longo, Raritan Valley Community College*

**The ‘New’ Psychology of Well-Being and its Place in the High School Curriculum**

**The Cove  
Psychology 9-12**

*The Times They Are a-Changing* for Psychology! The research of positive psychologists over the past 20 years is exciting, interesting and very helpful to individuals of all ages - especially for your students! Positive Psychology is founded on the belief that people want more than an end to suffering. People want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, to enhance their experiences of love, work, and play.

"Flourishing skills are not well represented in high school psychology textbooks, so providing materials for students and teachers will create a better future for high school psychology." Flourishing skills will allow students to connect the science of psychology to their everyday lives and teach them how to improve their well-being. Concepts and activities related to flourishing, meta-cognition and other transferable skills will be introduced in this session. Resources from the Strand 2 Working Group @ the Utah Summit on High School Psychology, July 2017, will be shared.

*Debra Park, Rutgers University, Camden*

**Free Speech: Where the Law is Today, and Where it Might be Going. Room 122C Grades 6-12**

The world of free speech seems to be in flux: College students are being disciplined for singing rap songs, high school students are being punished for engaging in walkouts, and students have called for university professors to be fired for expressing unpopular opinions. This workshop will review the basic law of freedom of speech as it has developed over the last century, with an emphasis on the rights of high school and college students. It will also discuss emerging issues in free speech law and will introduce curriculum designed to introduce high school students to these pressing issues.

*Gordon Danning, Foundation for Individual Rights in Education*

**A Creative Curriculum in a Crowded World Room 116C Grades 6-12**

World population has more than doubled in the past 50 years, changing our earth's landscape and impacting global environments. Understanding population trends and human-environmental interactions is central to the study of human geography, but is also cross-disciplinary. In this hands-on session, participants will discover lessons rich in content, applications using real world data, and problem-solving activities that integrate geography, economics and history.

*Dr. Nancy Sardone, Georgian Court University*

**Using Question Formulation Technique to Spark Student Interest Room 117 All Levels**

*Question Formulation Technique* is a structured process by which students can formulate their own questions based on historical events and/or current day issues. Students are able to create, categorize and evaluate their own questions and conduct research, participate in inquiry-based learning through Socratic seminars, and/or write essays and position papers. During this workshop, participants will experience the QFT process based on the theme of how sports play an integral role in global politics and society using the case study of the controversial medal ceremony at the 1968 Summer Olympic Games in Mexico City featuring gold medalist Tommie Smith and bronze medalist John Carlos, who raised their black-gloved fists in support of civil rights. Participants will also discuss other current issues (i.e. NFL players bending a knee during the singing of the national anthem) and receive links to websites with resources for teaching controversial issues.

*Kevin Bloom, Sayreville Public Schools and Angela Smith, Edison Public Schools*

**Creating Interdisciplinary Units to Incorporate Social Studies into STEAM Room 174 Grades K-5**

Monmouth University's School of Education's Interdisciplinary Elementary Education major is a unique program in NJ. The Monmouth University/Middle Road Professional Development School has a model multi-grade classroom that utilizes this approach and teacher education students are immersed into the environment through observations and participation in the classroom. STEAM (Science, Technology, Engineering, Arts and Math) is the newest initiative in education and social studies needs to be part of this emerging trend. Interdisciplinary units engage learners in a meaningful way through connections to their learning. Participants are presented with the benefits of using this integrated approach for social studies learning through the exploration of sample lesson units. There is an opportunity for collaboration in the workshop to create units and resources will be provided.

*Christine Grabowski, Hazlet, Jiwon Kim, Monmouth University and Vincent Signorile*

**2020: Charting the Course for Social Studies in the Next Decade Room 118 All Levels**

Wondering how to develop powerful learning experiences for students with diverse needs and interests? Engage in a discussion about how student choice, interdisciplinary connections, and real world application of content knowledge and skills can be leveraged to promote a learner-centered, inquiry based classroom in the next decade.

*Beverly Plein, New Jersey Department of Education*

## Co-Teaching Approaches in the Social Studies Classroom Multipurpose Room B Grades 6-12

This workshop is a blending of the co-teaching models that produce an integrated learning experience using technology and engaging activities. Participants are provided with a new look at co-teaching and practical applications for developing models to meet the needs of diverse students.

*Craig Merrill and Shannon Hobby Pensky, Sparta HS*



*Armistice Day – Wall Street, November 11, 1918 - 100<sup>th</sup> Anniversary Year*

### Session 2

#### **KEYNOTE: Presidential Lies, Working Class War, and a Nation Divided: The Enduring Legacy of the Vietnam Debacle**

**Dr. Michael Adas, Rutgers University**

**Multipurpose Room A**

The fallout from the misguided American interventions in Vietnam's struggle for independence and the civil war that followed has proved to be a major turning point in the nation's history. It was not only the first defeat suffered in a foreign conflict, but that setback was dealt by a society dwarfed by the size and wealth of the United States as a superpower that had been impoverished by colonialism and ravaged by decades of resistance to foreign invaders and internal strife. We will consider the ways in which the war diminished both at home and abroad the credibility and popular trust in American leaders, social media, and the findings of scientists, and "experts" across a range of specialized fields. We will also look at the ways in which the misconstrued lessons of the Vietnam War have fed subsequent military interventions that have steadily intensified class and racial divisions and diverted resources from infrastructural renewal and developing alternative energies to reverse environmental degradation. The presentation includes references to the popular book about a NJ high school graduate, *Everyman in Vietnam*, by Michael Adas and Joseph Gilch.

#### **KEYNOTE: From Hook-Ups to Heartbreak**

**Dr. Gary Lewandowski Jr. Monmouth University**

**The Cove**

**Psychology**

This talk discusses a range of relationship experiences from initial attraction through break-up, with a special emphasis on how the 'self' influences these experiences. First, we will explore how learning a potential partner's personality characteristics influences perceptions of physical attractiveness and how ego-depletion influences reactions to relationship initiation strategies and to infidelity. We will also discuss how a relationship's failure to provide sufficient opportunities for growth can influence an individual's attention to alternatives and susceptibility to infidelity. Finally, we will explore the role of the 'self' in break-ups with a focus on positive break-up experiences and strategies to promote such outcomes.

**Teaching the Crusades: Religion, Violence & Mythistory Room 122AB World History Grades 6-12**

The challenge and opportunity of teaching the medieval Crusades today is that they are used and misused in media platforms that students encounter daily. *Cultural relevance is a good thing: there is no need to argue your course matters when students come to class saying, "I read that..." or "Did you see where...?"* We want our students to think historically and to understand the past on its own terms. Teaching the Crusades helps us do this because the context of "crusading language" in political rhetoric is related to a partial understanding of medieval European history, myths, and clichés. We should also teach this subject without shying away from the issues of religion and violence by discussing the perspective of religions and their influence on civilization.

*Dr. Christopher Bellitto, Kean University*

**Immigration in American History: From Jamestown to DACA Room 117 Grades 6-12**

How can we thread immigration and demographic trends and events in American history or New Jersey history into every unit? How can we carefully define the term "immigrant" so that we differentiate immigrants from 11 types of visitors who are legal "short-term" migrants and people who enter to the country completely undocumented or "illegally". The latter two groups are not immigrants. The workshop will provide teaching materials that unify visual learning, visual note-making, and memory tactics. A large immigration definition flow chart will argue that without language consensus historical and current policy discussions among Americans cannot adequately inform voters.

*Dr. Harry Stein, City University of New York*

**The Modern Day Muckrakers Room 120 Grades 6-12**

The current political climate is making students politically aware of many issues. They are living in a turbulent time and need the skills to be able to understand and accurately research current issues, events and concerns. They need to be able to read scholarly research, interpret data, and analyze the pros and cons to an issue. As a result, by teaching them the steps to conduct action research in regards to current issues and controversies students can become more informed citizens in our changing society. This workshop will demonstrate the skills necessary to turn your students into "modern day muckrakers." It will include the step-by-step process for all students (AP and College Prep) regarding their understanding of the application and relevance of 19th, 20th, and 21st century muckrakers.

*Staci Anson, Ramapo High School*

**The Fiscal Ship: Can You Steer the U.S. Economy to Safety? Center Hall Economics**

This workshop examines the tradeoffs that policymakers face when developing the federal budget. The difficulty and complexity of the budgetary process is examined through playing *The Fiscal Ship*, an interactive online game created by the Hutchins Center on Fiscal & Monetary Policy at the Brookings Institution and the Serious Games Initiative at the Woodrow Wilson Center.

*Kathleen Brennan, Mt. St. Mary Academy*

**Children's Experience of Place: Geography Now and Then Room 174 Grades K-5**

This workshop will focus on the importance of place in forming a secure identity. Participants will be introduced to the work of sociologist Roger Hart, who studied children's perception of the landscape. His data included four major areas: spatial activity, place knowledge, place values and feelings, and place use. In using Hart's work as a foundation, I will describe and demonstrate various hands-on activities for increasing young children's awareness of place (home, school, neighborhood) and build on those concepts using projects and readings that broaden their idea of place as they mature (state, country, world). In addition, I will share a bibliography of children's literature which makes connections to identity and place. Participants will have the opportunity to engage in many activities that connect the student with a sense of place and belonging. This exploration involves geography, analysis, and creative thinking skills. By developing these important skills, student learn about what it means to be a citizen and to belong to a group.

*Joanne Emery, Kent Place School*

**Teaching Contemporary History**

**Room 116AB**

**Grades 9-12**

The more time passes, the more history we have! Social Studies teachers find themselves grappling with if and how to address recent events in the limited time they have to cover an expansive curriculum. Using a combination of presentation, discussion, and activities, this session explores the possibilities and challenges of teaching contemporary history. Special emphasis will be placed on the methodologies for studying contemporary events, including the evaluation of media and oral history sources, contextualization, and interdisciplinary assessment. Topics will also include source evaluation, addressing controversial issues, and distinguishing between historical and current events. Sample lessons and activities will be shared.

*Lisa Longo Johnston, Raritan Valley Community College*

**How Student Activism Transformed Our World**

**Room 122 C**

**Grades 6-12**

This workshop will discuss student activism in the past during the African-American Civil Rights movement, the anti-Vietnam War movement, and overseas in the battle against apartheid and compare them with contemporary student campaign for gun control and to protect DACA. The NCSS C3 Framework encourages active student engagement in civic life, which requires knowledge and experience. Students learn to be citizens by working as citizens. An essential element of social studies education is experiential—practicing the arts and habits of civic life. This workshop discusses models for engaging students in struggles to build transformative learning communities and as social activists with special attention to responses to current anti-immigrant policies. This perspective is consistent with main ideas about education and society at the heart of the philosophies of John Dewey, Paulo Freire, Maxine Greene, and Miles Horton, are that society is always changing; knowledge is not neutral – it either supports the status quo or a potential new direction for society; people learn primarily from what they experience; active citizens in a democratic society need to be critical and imaginative thinkers; and students learn to be active citizens by being active citizens.

*Dr. Alan Singer, Hofstra University*

**Covering Controversy: 9/11 and Beyond**

**Room 116C**

**Grades 6-12**

Explore how the iconic *New Yorker* covers connected to 9/11 offer entry points into controversial topics, including the balance between civil liberties and national security, the continuing War on Terror, and the rise of Islamophobia. Teachers will understand how themes connected to 9/11 can be integrated into the study of both historical and current issues facing students and teachers in this interactive session. Participants will be introduced to inquiry-based online lesson plans and other educational resources from the 9/11 Memorial & Museum.

*Meredith Ketchmark, 911 Memorial & Museum*

**The Euro Challenge and Financial Literacy Certification Program  
Economics/Financial Literacy**

**Room 115**

**Grades 9-12**

Come to this workshop and learn about the Euro Challenge and W!SE's award-winning Financial Literacy Certification Program and Test. The Euro Challenge is a national competition for 9<sup>th</sup> and 10<sup>th</sup> grade students who are interested in economics, world history/geography, or European studies. Developed by the Delegation of the European Union to the United States, the program is designed to increase students' knowledge of the European Union and its single currency, the euro. Participants in the Euro Challenge develop skills in communication, critical thinking, in-depth research, and team building. The W!SE Financial Literacy Certification program provides high school teachers with instructional tools to teach a personal finance course. Participants who successfully complete the program can also administer W!SE's Financial Literacy Certification Tests, a widely recognized standardized assessment tool that is aligned to national and state standards.

*Ethan Goebel, Working in Support of Educators (W!SE)*



This interactive presentation provides an overview of the achievements of Muslim civilization, particularly during the Golden Age of Islam, which corresponds to the medieval period in Europe. These contributions are not limited to the fields of algebra and science but also include a diverse spectrum of achievements including cuisine, fashion, and philosophy. These accomplishments were pivotal contributions to global civilizations and particularly to Europe. We will also discuss the Islamic influence in the United States and North & South America. The purpose of this workshop presentation is to supplement your curriculum.

*Seham Abdala, New Jersey Islamic Network Group*



*House of Burgesses- Interior of the Jamestown church (July 30, 1619)  
400<sup>th</sup> Anniversary Year*

### **Session 3**

#### **KEYNOTE: Using the Many Lives of Benjamin Franklin to Teach the 18th Century**

**Dr. Michael Hattem, Knox University**

**Room 174**

**Elementary/Middle School**

This presentation will use the life of Benjamin Franklin as a lens through which teachers can help introduce their students to the 18th century and the American Revolution. Franklin's life (1706-1790) spanned almost the entirety of the eighteenth century and his endeavors touched on many of the most important aspects of this tumultuous period. From his many lives as a printer, an entrepreneur, a politician, and a diplomat, Franklin's life can be used to teach students of any age about the most important political, social, and economic developments of the era.

#### **A History of the Draft: A Changing Context in the Vietnam War Era Grades 9-12**

**Multipurpose Room**

The draft was most controversial during the Vietnam Era. When the war started there was the Draft Board which heard draft appeals. However, as the war raged on the draft system changed to the Draft Lottery. In this presentation, we will have a presentation from two of our Vietnam Veterans; one that was drafted and one who volunteered. From there we will discuss the changing process of the Draft Board to the lottery. Finally, teachers will be introduced to the Draft Board Simulation lesson that teachers can take right to their students to teach about the draft.

*Keri Giannotti with two Vietnam Veterans, Bloomfield HS & the Vietnam Veterans Memorial and Museum*

**Deep Shadows from a Not Too Distant Past****Room 116AB****K-5**

This arts-integration workshop will focus on the history of the **Underground Railroad** through a shadow puppet play in alignment with the book *Henry's Freedom Box* by Ellen Levine and illustrated by Kadir Nelson. The participants will be given foam core paper to create shadow puppets reflecting and expanding upon the illustrations in the book. There will be a short presentation of the work of the African American contemporary artist Kara Walker. The participants will present episodes from the Underground Railroad with the shadow puppets that are projected through a white curtain with flashlights.

*Alison Dobrick and Laura Fattal, William Paterson University*

**Women and the American Story****Room 120****All Levels**

Women's history is American history. With *Women and the American Story*, a FREE curriculum guide from the New York Historical Society, educators will be prepared to seamlessly weave women's stories into the historical narrative. This hands-on presentation offers a deep dive into the first three units, focusing on the Colonial Era, the Early Republic, and the Progressive Era respectively. Participants will have the opportunity to apply their skills of inquiry and critical thinking and discuss how these materials might be integrated into their classrooms and schools. The presentation includes guiding questions and activities integrated with primary and secondary sources. Participants will be given information in these materials and an invitation to participate in the development of this project as a pilot school or teacher advisor.

*Leslie Hayes, New York Historical Society*

**Teaching the Life and Impeachment of Andrew Johnson 150 Years Later****Room 122C****Grades 6-12**

The legacy of Andrew Johnson in American history focuses around his significant "first": the first president to be impeached. Yet little is mentioned about the successes he experienced in life that could have made him an American hero on par with Andrew Jackson and Abraham Lincoln. Even less mentioned is how his personal beliefs and character undermined his successes. In this presentation, we will look at his life and then model two lessons. One lesson activity focuses on how he rose from a poor, illiterate apprentice to the only U.S. senator from a confederate state that remained loyal to the Union to the President of the United States. The other lesson will focus on the impeachment process and trial in the Senate by putting Andrew Johnson on trial again on the 150<sup>th</sup> anniversary of this historic event.

*Frank Romano, Perth Amboy HS*

**Human Rights Education for All: The 70<sup>th</sup> Anniversary of the UN Declaration of Human Rights****Room 116C****Grades 6-12**

Using model lessons and instructional approaches from three NJ school districts, this workshop illustrates how human rights education advances core goals of social studies education. Presenters include one college instructor and three classroom teachers, all of whom are members of Human Rights Educators USA. They will share lessons and materials as well as artifacts of student work that demonstrate the significance of teaching about universal human rights in social studies classrooms. Resources of the 70<sup>th</sup> anniversary of the United Nations Universal Declaration of Human Rights will also be highlighted.

*William Fernekes, Rutgers University, John Terry, Wayne Hills HS, Jamie Warner, Cranford*

**Global Leadership in Changing Times****Room 115****High School**

This unit prepares underrepresented groups in culturally diverse classrooms to become leaders in an increasingly interconnected - and rapidly changing - world. Through researching and preparing strategies to address a global issue of their choice, students develop leadership skills including analyzing historical, political, and statistical data, thinking strategically about policy, and presenting their findings persuasively.

*Laura Siegel – McNair High School, Jersey City*

**Teaching Social Studies to English Language Learners in the Mainstream (ELL)****Room 118  
All Levels**

In this workshop teachers will become familiar with the background and discover new strategies to reach ELLs in mainstream social studies classes. Participants will be provided with a list of resources and strategies they can use to adapt materials to the needs of ELLs.

*Betiana Caprioli, Morristown HS*

**The U.S. and World Fascism: The Spanish Civil War to Nuremberg and Beyond****Room 122AB  
Grades 6-12**

This workshop will provide an overview of U.S. attitudes toward the rise, consolidation and spread of right-wing movements domestically and around the world. Starting in the pre-World War II years, it will provide educators with document-based suggestions on how to illustrate how the United States government and public opinion reacted to the rise of fascism. What role did isolationism play? Who were the first in the U.S. to become aware of the dangers this political movement posed? In addition, the workshop will address the changing perceptions of fascism and antifascism in the United States in the years before the attack on Pearl Harbor, during World War II, and throughout the Cold War years.

*Evelyn Scaramella, J. Noel Manuel, Marina Garde, Abraham Lincoln Brigades*

**Making Psychology Practical and Personal****The Cove****Psychology 9-12**

Though Psychology is an elective course, a strong case can certainly be made that Psychology is one of the most meaningful and useful high school courses a high school student can take. Throughout the standard curriculum, there are numerous opportunities to provide useful knowledge and hone practical skills that can prepare teens to be more effective students, better friends/family members, and healthier and happier human beings. Teachers will leave this session with specific lesson ideas and strategies that can maximize student motivation and increase the utility of their classes.

*Ryan Walter, Pascack Valley H.S.*

**Inquiry, Argument Writing and DBQ Online****Room 117****All Levels**

In this session, the DBQ Project will showcase DBQ Online. Special emphasis will be placed on using the new digitalized platform as a tool to differentiate instruction in the classroom. As always, we will share and discuss our six-step method for helping all students in grades 3-12 to read smart, think straight, and write clearly. All participants will get a trial account for our full DBQ Online Library, with topics in American history, world history, civics, geography, economics and literature.

*Molly Winter, DBQ Project*

**Economics Roundtable****Center Hall****Economics 9-12**

This workshop will include an overview of both the advanced placement macroeconomics and microeconomics exams, a breakdown of the topics covered in each course, and then a sharing of best-practices and strategies from among teachers of either or both courses. Where appropriate, teachers will identify and discuss the most challenging concepts and other aspects of teaching the subject.

*Timothy Monahan, Ridgewood High School*

**East Meets West: Teaching About Hinduism to American Students. Multipurpose Room B****Grades 6-12**

This session will highlight best practices on how to teach about one of the most complex and misunderstood world religions. Through a crafted presentation, we will discuss the core concepts of Hinduism, address misconceptions, and answer questions. Participants will take away an interactive, user-driven resource for learning how to teach about Hinduism.

*Aesha Mehta, Hindu American Foundation*



***Eleanor Roosevelt and the UN Universal Declaration of Human Rights (1948)  
70<sup>th</sup> Anniversary Year***

### ***List of Local Eateries***

Chand Place (Indian) - 1296 Centennial Ave.

Thai Basil (Thai) - 1316 Centennial Ave.

Olive Garden (Italian) - 1317 Centennial Ave.

Panera Bread - 1333 Centennial Ave.

Saladworks - 1348 Centennial Ave.

Long Horn Steak House - 1368 Centennial Ave.

Midori Sushi (Japanese) - 1392 Centennial Ave.

Henry's Diner - 55 Rockefeller Road

Busch Student Center Food Court

### **2020 is the 100<sup>th</sup> Anniversary of the Nineteenth Amendment**

2020 marks the centennial of the passage of the Nineteenth Amendment. New Jersey is planning statewide events, including a digital student art contest and professional development for teachers. To learn more about *NJ Women Vote: The 19<sup>th</sup> Amendment at 100* visit [www.discovernjhistory.org](http://www.discovernjhistory.org) and [www.njcss.org](http://www.njcss.org)

## ***EXHIBITORS***

9/11 Memorial and Museum  
Cengage/National Geographic  
Casperson School at Drew University  
DBQ Project  
Echoes & Reflections  
Franklin Institute of Philadelphia  
Gilder Lehrman Institute of American History  
Hindu American Foundation  
Historic Cold Spring Village  
IEEE Reach – The History Center  
Institute of Curriculum Services  
Liberty Hall Museum  
Living Voices  
Marginal Revolution University  
New Jersey Center for Civic Education  
New Jersey Council for Economic Education  
New Jersey Council for the Social Studies  
New Jersey Historical Commission  
New Jersey History Day  
New Jersey Islamic Networks Group  
New York Historical Society  
Oxford University Press  
Pearson  
Princeton Battlefield Society  
Rutgers Graduate School of Education  
Scholastic - New York Times Upfront  
Social Studies.Com  
Stockton University  
Teachers College Press  
Teachers of English to Speakers of Other Languages (Seton Hall Univ.)  
The Friends of Howell Living History Farm  
Working in Support of Educators (W!SE)  
W.W. Norton & Company

## ***NJCSS Officers and Board Members***

**[www.njcss.org](http://www.njcss.org)**

**President:** Joseph Orlak, Supervisor, Pascack Valley Regional High School District

**Vice-President:** Michael Kenduck, Assistant Principal, Westwood Regional High School District

**Secretary:** Christine Gehringer, Supervisor, Washington Township Public Schools, Sewell

**Treasurer:** Kaitlyn Mahaffey, Teacher, Pascack Valley Regional High School District

**Executive Director:** Hank Bitten

### **Regional Directors:**

#### Northern

Joseph Dwyer, Nutley HS 2017-19

Frank Romano, Jersey City 2017-19

Michael Lauricella, Sparta HS 2018-20

#### Central

Mary Keller, Westfield 2017-19

Kevin Bloom, Sayreville 2017-19

Angela Smith, Edison 2018-20

#### South

Dawn Lambert, Burlington HS 2017-19

Nick Madensky, Lacey Township 2018-20

Michael Martirone, Egg Harbor 2018-20

### **At-Large Directors:**

Michael Catelli, Supervisors, Somerset Hills 2017-19

Christine DeSimone, Elementary, Delran 2017-19

Mark Percy, Rider University 2017-19

Fred Cotterell, Montclair State University 2018-20

Arlene Gardner, NJ Center for Civic Education 2018-20

Eileen Heddy, TCNJ 2018-20

John Khanlian, NJ Geographic Alliance 2018-20

Joseph Gilch, High School 2018-20

## ***NJSSSA Officers and Board Members***

**<http://njsssa.org/njsssa/>**

**President:** Keith Dennison

**Vice-President:** Michael Catelli

**Secretary:** Eileen Hannigan

**Treasurer:** Steve Maher

### **At-Large Directors:**

Bob O'Dell (Immediate Past President)

Noel Baxter (Past President)

Cindy Assini

Melissa Dos Santos

### **Regional Directors:**

**North:** Mark Ferreri (2018-19) and Steve Maher (2017-19)

**Central:** Kristin Fox (2018-20) and Keith Dennison (2017-19)

**South:** Paul Groben (2018-20) and Eileen Hannigan (2017-19)

### **NJCSS sponsored bill for teaching Civics to middle school students**

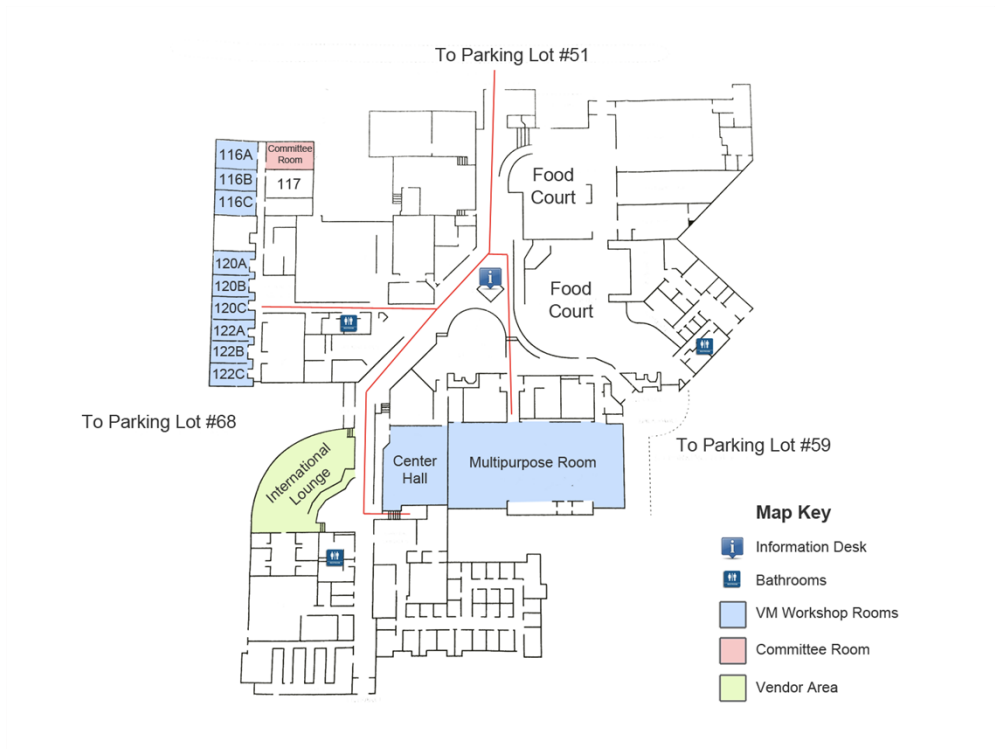
**The current proposed bills are being considered by the NJ Assembly and Senate:**

**Assembly #4376:** [https://www.njleg.state.nj.us/2018/Bills/A4500/4376\\_I1.PDF](https://www.njleg.state.nj.us/2018/Bills/A4500/4376_I1.PDF)

**Senate #2762:** [https://www.njleg.state.nj.us/2018/Bills/S3000/2762\\_I1.PDF](https://www.njleg.state.nj.us/2018/Bills/S3000/2762_I1.PDF)

**Nominate one of your students (middle school, high school, college) for our Student Recognition Award before March 15, 2019! See the link on the home page of [www.njcss.org](http://www.njcss.org)**





## Map of Busch Campus Center Floor Plan

### Professional Development Certificate

Click on the link below and take a short survey of today's conference. Your PD Certificate for 5 hours can be printed at the end of the survey.

<https://www.surveymonkey.com/r/JR5ZPFN>

### Public Google Drive

<https://tinyurl.com/yalmexd>

Download links to workshop resources and videos

### Busch Campus Internet Access

There is no login or password this year!

### Twitter

[#NJCSS2019](#)

### Facebook

<https://www.facebook.com/NJCSSNetwork/>

**Register your car!** If you did not submit your vehicle information to Rutgers before today, you may receive a citation. Use this link to register your vehicle now:

<https://rudots.nupark.com/events/Events/Register/5d4880f8-458d-427a-9563-42b3edb03d50>