

# New Jersey Council for the Social Studies

Annual Conference

For K-12 Social Studies Teachers

*Educating for Democracy in a Challenging World!*



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

**October 25, 2022**

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

**Take Our Survey to receive your PD Certificate for 5 hours!**

**Visit our Google Folder for Conference Presentations and Resources**

### **Parking Registration**

All vehicles must be registered to avoid being ticketed.

Parking is permitted in Lots 51, 59, 60B & 67

**New Jersey Council for the Social Studies**  
*Educating for Democracy in a Challenging World!*

Workshop Title	Grade Levels	Location
<b>Session 1: 8:50 – 9:50</b>		
Civics for Grades 3-5	K-5	122C
Academic Literacy: Four Teaching & Learning Paths to Achievement in All Courses	K-12	115
Our Revolution	5-12	Multipurpose Room B
Serious History, Serious Games: Using Mission US in the Classroom to Foster Historical Empathy	5-12	116C
Judicial Review, Court Impartiality, Constitutional Cases	5-12	120
Let's Talk Civics	5-12	122AB
Vietnam: The Fight for Democracy Wasn't Just in Country	6-12	118
Students as Historians: A Historical Research Paper and Fair Unit	9-12	174
Connecting Cold War Era Foreign & Domestic Policy-Teaching Efficiently to Provide Thought & Inquiry	9-12	117
The Final Challenge-An Alternative Method to Assessment with Student Choice	9-12	The Cove
Meeting the Challenge for Teaching Climate Change in the Social Science	9-12	116AB
<b>Session 2: 10:30 – 11:30</b>		
Domino's Pizza and Economics for K-5 Students	K-5	115
Guiding Inquiry Using the Question Formulation Technique	K-12	117
Bundles of Silence	3-12	118
Fostering Community and Understanding Through Civil Dialogue	3-12	Multipurpose Room B
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The Role of Who? Recalibrating Historical Analysis	9-12	116C
Poverty in the RUST Belt: Causes, Effects and Possible Solutions	9-12	116AB
<b>Session 3: 12:05 – 1:05</b>		
Paradigm Shift: Imperatives for Building Democratic Spaces	K-12	The Cove
Getting Acquainted with Ashley Woosley-Greene at the NJ Department of Education	K-12	122AB
What's the Why?	K-5	116AB
Implementing the Middle School Civics Mandate	6-8	122C
Exploring New Ways to Teach the American Revolution	5-12	120
Energizing Young Voters	5-12	117
Opening the Oval: Democracy, Leadership, and the Shaping of the American Presidency	5-12	174
Resources for Rehearsing Global Citizenship	5-12	115
Challenge Based Learning	6-12	118
Redlining's Impact: Teaching the Connections Between Wealth and Health Inequalities	9-12	Multipurpose Room B
The Weimar Republic: The Fragility of Democracy	9-12	116C



*100 Year Anniversary  
U.S. Attorney General's Ruling Allowing Women to Wear Trousers (May 1923)*

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**Academic Literacy: Four Teaching & Learning Paths to Achievement in All Courses** **Room 115**  
*Dr. Harry Stein, City University of New York*

No matter what courses you teach materials you use, standards you seek or teaching style you choose, all students must complete four actions before gaining success in your class. They are gathering and organizing information from print and visual sources, then thinking and reasoning, creating useable memory, and producing thought through seven different forms of writing and speaking. These four actions are “Academic Literacy”. They apply to all students regardless of ability or grade level. This workshop will demonstrate immediately useful teaching tactics which can be used in the classroom for assignments and on tests. Participants will take home one example of the four academic literacy elements. [Grades K-12](#)

**Civics for Grades 3-5** **Room 122C**  
*Arlene Gardner and Robert O’Dell, NJ Center for Civic Education*

The workshop will provide a variety of ideas and resources to help upper elementary teachers meet the Civics requirements in the 2020 NJ Learning Outcomes and Disciplinary Concepts for Social Studies. It will provide an opportunity for asking questions and sharing activities. Materials will be available on the [New Jersey Center for Civic Education](#) website. [Grades K-5](#)

**Meeting the Challenge for Teaching Climate Change in the Social Science** **Room 116AB**  
*Michael Skomba and Andrea Wong, Somerville High School*

Teachers will participate in an interactive, hands-on workshop engaged in a classroom activity tailored toward New Jersey’s new requirement on climate change. After participating in the activity, teachers will discuss and reflect on the activity’s ability to foster engaging learning experiences for students. Teachers will receive a sample climate unit focused on helping students build an evidence-based understanding of the global carbon problem with an advocacy action designed to help get their community to net zero greenhouse gas emissions. Teachers will walk away with a deeper understanding of the New Jersey climate education standards and with tools for meeting them in the classroom. [Grades 9-12](#)

**Vietnam: The Fight for Democracy Wasn’t Just in Country** **Room 118**  
*Keri Giannotti, Peter & Christine Meloro, Rick Amsterdam*  
*NJ Vietnam Veterans Memorial Foundation*

When we think about the Vietnam War, we teach about the domino theory and the fight for Democracy in Southeast Asia. However, there is more to the story. Our Museum Educator, Keri A. Giannotti, will moderate a panel of our Vietnam Veteran Volunteers who will share their stories about how the fight for democracy was also happening on the home front. **Peter Meloro** enlisted in the Army in 1967 and was in Vietnam from July 10, 1969, through July 9, 1970. He was assigned to Charlie Company, 2<sup>nd</sup> Battalion, 506<sup>th</sup> Infantry of the 101<sup>st</sup> Airborne Division (The Screaming Eagles). His wife, **Christine Nevin Meloro**, was protesting against the war in New Jersey. **Rick Amsterdam** served in Vietnam from 1969 to 1972 as a Crypto Radio Operator in the Army in the 2<sup>nd</sup> Field Force, 23<sup>rd</sup> Artillery. Rick spent most of his time on Nui-Ba-Den, also known as the Black Virgin Mountain. Like many Vietnam Veterans, Rick attempted to return to everyday post-war life dealing with the effects of Agent Orange exposure. He became part of a class action lawsuit against the Veterans Administration. Participants will learn how to use oral histories with their students through resources on our website and Virtual Vet Visits, which are arranged through our Education Department. [Grades 6-12](#)

**The Final Challenge—An Alternative Method in Assessment with Student Choice** **The Cove**  
*Ken Sarajian, Pascack Valley High School*

The “Final Challenge” has students select a theme or quote (i.e., it’s not the law it’s the enforcement of the law) and apply it to a topic, current incident, or historical event. Students are offered different methods for creating a presentation that connects the past with the present through a theme. This alternative assessment allows for student engagement, creativity, and critical thinking. Teachers will receive a copy of the presentation with multiple examples. [Grades 9-12](#)

## Judicial Review, Court Impartiality, Constitutional Cases

Room 120

*Alan Singer, Hofstra University*

The goal of the workshop is to develop lesson ideas for examining the historical origin of judicial review, questions about Supreme Court impartiality, and the current constitutional crises. The session questions the standard narrative that Judicial Review originated in *Marbury v. Madison* (1803) and developed in *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824). As an alternative, the session explores whether Judicial Review was rooted in racism before and after the Civil War in *Prigg v. Pennsylvania* (1842), *Dred Scott v. Sandford* (1857), the Civil Rights cases (1883), and *Plessy v. Ferguson* (1896). This reexamination has implications for understanding the role the Supreme Court plays in the current debates over reproductive freedom, same-sex marriage, environmental regulation, voting rights, and personal liberty. [Grades 5-12](#)

## Our Revolution

Multipurpose Room B

*Brian Simmons, Living Voices*

How do we guarantee liberty and equality for all? In this one person live multi-media performance experience the Revolutionary War, the founding of the United States and the meaning of “all men are created equal” from the unique point of view of a Black Continental soldier. Using historical perspectives based on real people and events against a backdrop of archival photos and film footage depicting the period, Living Voices’ mission is to create dynamic interactive educational programs that brings life to major events in history while illuminating modern issues. Living Voices’ unique format creates a memorable experience for each member of our audience through interaction with the presenter. All of our programs accessible to diverse communities and are dedicated towards offering an authentic voice to the living stories that make up the human experience. [Grades 5-12](#)

## Serious History, Serious Games: Using Mission US in the Classroom to Foster Historical Empathy

Room 116C

*Colleen Cramond, Scotch Plains-Fanwood High School and Kristina Kirtley, The WNET Group*

Explore how online gaming can bring to life stories of diverse communities at key turning points in U.S. History in a way that asks students to see history through the eyes of peers from the past. The *Mission US* activities help students understand how ordinary Americans have struggled to realize the ideals of freedom, democracy, and equality with an emphasis on fostering historical thinking skills through the analysis of primary sources. This presentation will include an overview of the gaming series and support materials, an opportunity for participants to experience the mission, “*City of Immigrants*” and a deep dive into one teacher’s experience using the series in the classroom. The games immerse players in rich, historical settings and empower them to make choices that illuminate how ordinary people experienced the past. [Grades 5-12](#)

## Let’s Talk Civics

Room 122AB

*Scott Orlovsky, Bloomfield Public Schools*

Welcome to our salon for the presentation and discussion of Democracy & Civics in our classrooms. We will discover the state of democracy across the globe through brain-based learning activities. Teachers will receive classroom ready graphic organizers that make complicated ideas more accessible to students with different abilities and learning styles. Share what you’re doing or what is happening in your school district regarding the theme of Civics in order to enrich the group conversation. [Grades 5-12](#)

## Connecting Cold War Era Foreign & Domestic Policy-Teaching Efficiently to Provide Thought & Inquiry

Room 117

*Matt Trokan, Roxbury High School*

The main goal should be to help teachers to give students a big-picture spotlight on Cold-War era history by taking a holistic view that explores parallels and relationships between key foreign and domestic events. Chronological relationships are helpful in promoting inquiry and thinking. The goal should not be to belabor granular details but instead to focus on the bigger picture and the interconnectedness of foreign policy and domestic policy events of the Cold War Era. [Grades 9-12](#)

## Students as Historians

Room 174

*Laura Siegel and Lindsay Uhlinger, BelovED Community Charter High School*

In this historical research unit, students develop a research question, plan their inquiry, conduct original secondary and primary source research to address that question from multiple perspectives, then synthesize their findings in a research paper. This is followed by a public History Fair presentation in which students summarize their work verbally and, on a poster, and defend their research question with credible evidence. The unit is directly aligned to the main disciplinary concepts under History, Culture, and Perspectives, as well as several of the NJ Social Studies Best Practices. Throughout the project, students use an interactive tracking spreadsheet to monitor their progress and help them stay on track. Participants will participate in a mini-version of the project to get a better understanding of its components. Teachers will receive digital resources of the project, student handouts, rubrics, and a History Fair planning checklist. [Grades 9-12](#)



**200 Year Anniversary (1823)**

***Concord Academy, Normal School for Teachers Opens in Concord Vermont***

## Session 2

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## Guiding Inquiry Using the Question Formulation Technique

Room 117

*Audrey Giordano, Mount Pleasant Middle School, Livingston*

“The Question Formulation Technique builds the skill of asking questions, an essential — yet often overlooked — lifelong learning skill that allows people to think critically, feel greater power and self-efficacy, and become more confident and ready to participate in civic life.” (The Right Question Institute) In our session, educators will learn the steps of the Question Focus Technique by identifying opportunities to employ the QFT in their own classroom and develop a QFT activity. [Grades K-12](#)

## **Let ‘em Loose – Free Range Primary Source Lessons**

**Room 122AB**

*Steven Maher, Chatham Public Schools*

In contrast to primary document lessons which have students looking at one or a set of sources specifically selected for a distinct purpose, Free Range Primary Source exercises set students free within larger documents and document sets, giving them searching tools and strategies to pursue historical understandings. This workshop demonstrates how to take advantage of the availability of primary source evidence in lessons that re-envision student work in history classes, bringing instruction closer to the disciplinary practice. Search, capture and organization tools will be demonstrated to build a living library of source material. Teachers will leave the workshop with improved instructional language and strategies as well as turnkey “Free Range” lessons that set students loose in John Quincy Adams’s diary, 19<sup>th</sup> century slave narratives, the Federal Emergency Relief Administration’s 1936 Report, or the 1972 Nixon Campaign materials. Teachers will receive a lesson plan template and materials for free-range primary document, exercises, tutorials for Diigo and Evernote, and a link to the Primary Document Archive website.

[Grades 6-12](#)

## **Cultivating Student Action Inside Classrooms and Across Continents**

**Room 174**

*Taylor DeMaio, TEEEM (The Empathy, Equality, Entrepreneurship Mission)*

TEEEM – The Empathy, Equality, Entrepreneurship Mission – is a local nonprofit organization that serves as an intermediary between New Jersey high schools and various global nonprofits. Our mission in developing these three-way partnerships is to engage high school students in empathetic, entrepreneurial, and leadership-driven efforts as they become civic-minded members of society who support various humanitarian causes around the world. In addition to collaborating with other high schools, our students communicate directly with CEOs, executive directors, and site leaders of nonprofit organizations to identify problems and brainstorm solutions within their respective communities. On the ground, our students help treat patients, educate and feed children, empower women, and contribute to building an infrastructure to help create a stronger, more equitable world. [Grades 9-12](#)

## **Fostering Community and Understanding Through Civil Dialogue**

**Multipurpose Room B**

*Sarah Harris, National Constitution Center*

In this workshop teachers will explore effective strategies for creating and fostering civil dialogue with their students through brainstorming, inquiry, small group collaboration, and large classroom discussions. The presentation will demonstrate how connecting, collaborating, and construction strategies build consensus in an environment of diverse perspectives and opinion in your classroom. Teachers will gain an understanding of the free online resources from the National Constitution Center and receive a copy of the presentation with links to the *Civil Dialogue Toolkit* and educational resources. [Grades 3-12](#)

## **Domino’s Pizza and Economics for K-5 Students**

**Room 115**

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

Using an infographic displaying economic principles, participants will change the language of economic vocabulary into words that make sense to young students. Using this new visual model discussion and visual note-making will follow the pizza from production through supply, distribution, and finally satisfying consumer demand. The objectives are for students to identify and comprehend the economic concepts in the K-2 and Grades 3-5 Standards. Pizza consumption is part of the public infrastructure and local community. Students will identify seven components making eating pizza possible! [Grades K-5](#)

## **Living Links: Grandchildren of Holocaust Survivors as Bridges to Testimony**

**Room 120**

*Dave Reckess, Wendy Tepper, Robert Gangi 3GNY/3GNJ – Descendants of Holocaust Survivors*

When undertaking the arduous task of teaching students about World War II, the Holocaust, or genocide, testimony from those who were personally and directly impacted helps build empathy and engagement with students. As the number of Holocaust survivors dwindles, their descendants embrace the responsibility as the last living link to survivors and their stories. 3GNY and 3GNJ (3G represents third generation descendants) train the grandchildren of Holocaust survivors to share their family’s story in bringing history lessons to life for students. This workshop will model a 3G guest speaker presentation, along with instructional strategies to help teachers leverage personal testimony and oral history to enhance lessons on WWII, the Holocaust, and civic engagement. [Grades 5-12](#)

### **Poverty in the RUST Belt: Causes, Effects and Possible Solutions**

**Room 116AB**

*Noel Baxter, Marylou Bongiorno, Jerome Bongiorno, Meaghan Whitesides, Rebecca DiBrienza, Shelly Lettington, Antony Farag, Bailey Verdone & Yvette Jordan Scotch Plains Fanwood High School*

The documentary film, **RUST**, presents the history of Rust Belt poverty, detailing industrialization and deindustrialization, racism and mass incarceration, using the city of Newark, NJ as a microcosm. It explores solutions to inner city poverty through the voices of scholars, economists, physicians, activists, and the community. A team of teachers has created lesson plans addressing these themes to help students understand the causes and solutions to the challenges faced by Rust Belt cities. The workshop will present some of the lessons from the curriculum guide which is available free to all educators. [Grades 9-12](#)

### **The Role of Who? Recalibrating Historical Analysis**

**Room 116C**

*Dr. Lindsay Warren & Amaly ElMenshawy, Hunterdon Central Regional High School*

In order to help students and teachers reflect on hard, controversial, and sensitive history, there must be supports to foster deeper understandings of historical systems and uncover the role of individuals within those systems. Analyzing historical documents takes on new dimensions when students utilize an Identity Wheel to consider multiple categories and intersections of identity and apply those insights to their document-based analysis. An Identity Wheel helps teachers and students center the experiences and stories of historically marginalized populations. Delving into histories not commonly discussed allows students to explore the many diverse histories that make our state, nation, and world so rich. This workshop will feature an introduction to the wheel as well as a baseline discussion of the terms that make up the 15 categories and their respective definitions. In this session we will demonstrate and share materials and lessons on how to scaffold the activities by examining themselves and a variety of historical figures through the key questions of: Whose history is told? Who is an American? And how does identity change over time? [Grades 9-12](#)

### **Media Literacy**

**Room 122C**

*Arlene Gardner and Robert O'Dell, NJ Center for Civic Education*

The workshop will focus on the importance of media literacy skills in an effective social studies class and will involve teachers in selected classroom activities to teach media literacy skills using social studies content. The session will include a discussion about the crucial role of media literacy in social studies courses, a review of free online resources available to help develop media literacy skills, and hands-on involvement in selected classroom activities aimed at developing skills for identifying fake news, bots, deep fakes and logical fallacies. Teachers will be involved in activities that can be used in middle or high school social studies classes to help students develop critical thinking skills for analyzing media sources and content. All suggested materials will be available for free at the New Jersey Center for Civic Education website, as well as the New Jersey Mock Election website. [Grades 6-12](#)

### **Women in the Abolitionist Story**

**The Cove**

*Jennifer Welch, Passaic Academy for Science and Engineering*

Where were women in the abolitionist movement? In what ways was their participation different from that of men in the movement? It can be difficult to understand the participation of women activists from textbooks, as only 13% of the historical figures in U.S. history textbooks are women. The Women and the American Story (WAMS) website, developed by the New York Historical Society, provides curricular materials for free to integrate women's history into their classrooms. In this workshop, we will learn about the resources WAMS offers by focusing on women in the abolitionist movement. We will examine the ways society considered acceptable for women to express political opinions and learn what happened to those who stepped outside of those bounds. We will also discuss why it is important to study women's experiences and contributions in the antebellum period. This workshop aims to introduce the resources of the WAMS curriculum, provide practical strategies for implementing WAMS resources, including documents, arts, and material culture, demonstrate the critical role women played in antebellum slavery debates, and review sources for evidence of the political activity of marginalized populations. Teachers will receive the WAMS reading protocol, the WAMS Inquiry Practice Worksheet, and potentially some WAMS swag from the New York Historical Society. [Grades 5-12](#)

**Bundles of Silence****Room 118****THE NEW JERSEY HISTORICAL COMMISSION WORKS FOR YOU!!**

This session will provide an overview of resources for middle and high school teachers with a focus on the REVNJ *Bundle of Silences: Reimagining Interpretive Approaches to the Past* video series and supplemental lesson plans. NJHC has what you need to get ready for the big 250th anniversary of the country. [Grades 3-12](#)

*Dr. Joan Ruddiman, NJ Historical Commission*



*Henry Ossawa Tanner, Sand Dunes at Sunset, Atlantic City, c. 1885, oil on canvas*

**Session 3**

<b>Session 3: 12:05 – 1:05</b>	<b>Grade Levels</b>	<b>Location</b>
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**Energizing Young Voters****Room 117**

*Dr. Patricia Supplee, The League of Women Voters of New Jersey*

Learn about our award winning suite of nonpartisan, interactive civics lessons, Fighting for the Vote and Fighting for Change. Participate in the Timeline of Suffrage and feel the struggle for voting rights, an opportunity you can give your students. Leave with 8 civics lesson plans that engage students, that help them learn the power and importance of voting, that help them set realistic goals for change making using our democratic processes at all levels of government, and a Student Advocate Toolkit (in English and Spanish). Professional development and guest speaker resources will be shared. [Grades 5-12](#)

**Paradigm Shift: Imperatives for Building Democratic Spaces****The Cove**

*Professor Jim Daly (Seton Hall University) and Shea Richardson (East Orange Public Schools)*

Participants will discuss perspectives on needed teaching approaches and objectives, what has changed, what has not, and what needs to change based on James Baldwin’s “Letter to Teachers”, share how their schools are addressing DEI initiatives, and the implications for teacher preparation and teacher practices. Teachers will apply conflict resolution strategies for controversial issues with specific examples that impact students of color. Participants will receive copies of the Baldwin work. [Grades K-12](#)

### **Exploring New Ways to Teach the American Revolution**

**Room 120**

*Michael Hensinger, Museum of the American Revolution*

Participants will engage in a targeted exploration of the Museum of the American Revolution's resources for educators highlighting online interactives, modular activities including thematic overviews, high-quality images, contemporary connections and provocative questions. The presentation will include examples of student-centered activities and new ways for students to gain a deeper understanding of the diverse people and complex events that sparked the ongoing American experiment in liberty, equality, and self-government. A focus will be placed on new information relating to the diverse stories of women, Native Americans and African Americans. Participants will also see a demonstration of the Museum's interactive portals "*Finding Freedom* and *Season of Independence*" including strategies for linking current events to issues faced by people in the 18<sup>th</sup> century. [Grades 5-12](#)

### **What's the Why?**

**Room 116AB**

*Jennifer Carlson, Social Studies School Service*

We will focus on point of view, to prepare K-5 students for analyzing texts, thinking critically, and understand that people have a "why" for their point of view. We want students to be able to figure out "What's the Why?" Why did a person or group feel a certain way? Can people have the same point of view, and different "whys"? This skill building for understanding perspectives allows for many conversations, like it's ok for people to have a different point of view. The session includes maps and visuals for students to grasp points of view about the same historical event. [Grades K-5](#)

### **Redlining's Impact: Teaching the Connections Between Wealth and Health Inequalities**

**Multipurpose Room B**

*Chaeri Han and Felicia Noth, Federal Reserve Bank of New York*

How does where you live influence how you live? Explore primary sources documenting systemic housing discrimination and analyze the impact of these policies on racial wealth and health disparities. Participants will explore historical documents and HOLC maps that they can use in their classrooms by learning how to use wealth inequality data and make historical connections. Participants will consider the impact of redlining on health disparities through a case study in Rochester, NY from the National Community Reinvestment Coalition. Teachers will interact with the lesson's activities via Nearpod, exploring how they can incorporate technology into their classrooms. This lesson plan and topics discussed are aligned directly with the C3 Framework. [Grades 9-12](#)

### **Implementing the Middle School Civics Mandate**

**Room 122 C**

*Arlene Gardner and Robert O'Dell, NJ Center for Civic Education*

The workshop will provide a variety of ideas and resources that middle school teachers can use in designing and implementing a civics course newly required starting in 2022-2023. It will provide an opportunity for asking questions and sharing among the teachers, as well as involvement in selected classroom activities with a suggested scope and sequence aligned to the 2020 NJ Student Learning Standards for civics. Teachers will receive a sample We the People: The Citizen and Project Citizen middle school classroom textbook, as well as links to an online Curriculum Guide with links to a wide variety of resources. [Grades 6-8](#)

### **Opening the Oval: Democracy, Leadership, and the Shaping of the American Presidency**

**Room 174**

*Marianne DePadua, New York Historical Society*

Examine the evolution of power in America through a new civics and history-focused curriculum on presidential leadership and decision making. Consider how the American people shaped the presidency and its role, and discover resources for helping students think critically about democracy, engaged citizenry, and who has access to formal power and who does not. Participants will be introduced to the [Opening the Oval curriculum](#) and video series from the New-York Historical Society. Teachers will discuss and reflect on strategies for teaching American civics and history in an increasingly polarized country. We will discuss how exposing students to materials that explore examples of leadership, decision making, and collective action can empower them to consider how change is made in our nation's democracy. [Grades 5-12](#)

**Challenge Based Learning****Center Hall***Tristan Cox, Jocelyn Calderon, Helen Ladino, Carlos Lopez, Wendy Nkellefack, Adja Tandjigora*

Challenge Based Learning mirrors the 21<sup>st</sup> century workplace. Students work in collaborative groups and use technology to tackle real-world issues in the context of their school, family, or local community. Teachers will participate in a hands-on interactive workshop that defines Challenge Based Learning and supports the integration of CBL into their classrooms. Teachers will learn the step-by-step process of the CBL Framework in order to be successful in the classroom. Participants will also have the opportunity to see how you can extend CBL projects to community wide events. The materials presented in this workshop are directly aligned with the C3 framework. After participating in the activity, teachers will reflect on current Project Based Learning opportunities that exist and share ideas, best practices between districts!

[Grades 6-12](#)

**Resources for Rehearsing Global Citizenship****Room 115***Jennifer Welch, Passaic Academy for Science and Engineering*

Teaching for global citizenship can be a daunting prospect. This workshop will explore free resources from both the National Constitution Center and iCivics that support teachers and students in engaging in principles and mechanisms of active global citizenship. In this workshop, teachers will explore the iCivics games, documents, and lesson plans that focus on global issues, experience “Convene the Council,” which focuses on structures designed to respond to international crises, and examine resources from the National Constitution Center that contextualize the US by comparing it to other nations. Examples will be relevant to teachers of World and U.S. history. [Grades 5-12](#)

**The Weimar Republic: The Fragility of Democracy****Room 116C***Frank Stebbins, Facing History and Ourselves*

This session will explore Germany in the 14 years preceding the Nazis’ ascension to power by highlighting efforts to turn a fledgling republic into a strong democracy and examining the misunderstandings, myths, and fears that often undercut those efforts. This workshop will explore the following questions: - How do fears, both real and imagined, shape the way we as individuals and as citizens define our nation’s universe of obligation? – How can we as citizens build and maintain a democracy that protects the nation as a whole without undermining individual rights? – How could a society that is politically and culturally liberal and progressive fall victim to a government that espouses intolerance, discrimination, and hatred? Instructional strategies include primary sources, journaling, and the Gallery Walk/Art Analysis. [Grades 9-12](#)

**Getting Acquainted with Ashley Woosley-Greene****Room 122AB***Ashley Woosley-Greene and the NJCSS Board of Directors*

Mrs. Ashley Woosley-Greene is the new Coordinator Social Studies Coordinator in the Office of Standards New Jersey Department of Education. This is an opportunity to say hello, ask questions, and learn about the upcoming initiatives for social studies in New Jersey.

## ***EXHIBITORS***

3GNY Descendents of Holocaust Survivors  
Alice Paul Institute  
Booksource  
Facing History and Ourselves  
Foundation for Impact on Literacy & Learning  
Historic Cold Spring Village  
Living Voices  
Macculloch Hall Historical Museum  
Museum of the American Revolution  
National Constitution Center  
New Jersey Center for Civic Education  
New Jersey Council for the Social Studies  
New Jersey Historical Commission  
New Jersey History Day  
New Jersey Society of Sons of the American Revolution  
New Jersey State Bar Foundation  
New Jersey Vietnam Veterans Memorial Foundation  
New York Historical Society  
Princeton Battlefield Society  
Rutgers Graduate School of Education  
Social Studies School Service  
Social Studies Weekly  
Stockton University  
Teachers College Press  
W.W. Norton Company

### **Twitter**

[\*\*#NJCSS2022\*\*](#)

### **Facebook**

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

**Public Google Drive for links to conference workshop resources**

[\*\*Google Drive Folder\*\*](#)

**Nominate one of your students (middle school, high school, college) for our Student Recognition Award before March 15, 2023! See the link on the home page of [www.njcss.org](http://www.njcss.org)**

**NICSS Middle School Student Recognition Award 2023**

The New Jersey Council for the Social Studies will recognize a middle school student in the Spring 2023 for outstanding achievement. This student should demonstrate an exemplary contribution to the study and/or promotion of the Social Studies. This may be demonstrated in the form of research, contributions to civic engagement, video production, classroom contributions, leadership within the school community such as starting a Social Studies based organization, or taking an existing club/organization to a new level. Other contributions may also be considered.

Deadline for nominations is March 15, 2023.

Your Name: \*

Your email Address: \*

Name of Student Nominated: (first name, last name) \*

Name of Middle School where the Nominee is Currently Attending: \*

Current Year in Middle School (2022-23) (6th Grade, 7th Grade, 8th Grade) \*

Names of Social Studies courses the student nominated has taken and/or is currently taking:

Your Relationship to the Student Nominated:

Teacher

Administrator

Advisor

Other

The Primary Reason You are Nominating this Student:

Research

Supporting Evidence for the Student Nominated:

Include a descriptive statement below with specific information such as the student's GPA, social studies courses taken, awards, participation in competitions, or explanation of the outstanding contribution of the student. We are looking for evidence for the primary reason you selected above. Please describe in detail or submit an example of the student's scholarship and/or activity. You may also upload a file, essay or video to [fb28@njcss.nj.gov](mailto:fb28@njcss.nj.gov), Google Drive or provide a video link. \*

**NICSS High School Student Recognition Award 2023**

The New Jersey Council for the Social Studies will recognize a high school student in the Spring 2023 for outstanding achievement. This student should demonstrate an exemplary contribution to the study and/or promotion of the Social Studies. This may be demonstrated in the form of research, contributions to civic engagement, video production, classroom contributions, leadership within the school community such as starting a Social Studies based organization, or taking an existing club/organization to a new level. Other contributions may also be considered.

Deadline for nominations is March 15, 2023.

Your Name: \*

Your email Address: \*

Name of Student Nominated: (first name, last name) \*

Name of High School where the Nominee is Currently Attending: \*

Current Year in High School (2020-21) (Freshman, Sophomore, Junior, Senior) \*

Names of Social Studies courses the student nominated has taken and/or is currently taking:

Your Relationship to the Student Nominated:

Teacher

Administrator

Advisor

Other

The Primary Reason You are Nominating this Student:

Research

Supporting Evidence for the Student Nominated:

Include a descriptive statement below with specific information such as the student's GPA, social studies courses taken, awards, participation in competitions, or explanation of the outstanding contribution of the student. We are looking for evidence for the primary reason you selected above. Please describe in detail or submit an example of the student's scholarship and/or activity. You may also upload a file, research paper or video to [fb28@njcss.nj.gov](mailto:fb28@njcss.nj.gov), Google Drive or provide a video link. \*

**NEW JERSEY COUNCIL FOR THE SOCIAL STUDIES**



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***One of Your Students***

For his/her engagement and excellence in Social Studies at the  
**Middle School, High School, College**  
**Anytown, NJ**  
**2022-23**

Michael Kenduck, President

Hank Bitten, Executive Director

New Jersey Council for the Social Studies  
 Rutgers University - Busch Campus  
 640 Bartholomew Road  
 Piscataway, NJ 08854  
[www.njcss.org](http://www.njcss.org)

**Middle School Division**

Northern NJ - Janyce Ntiamoah, Lovell J. Honiss, Dumont, Central NJ - Nico Micheludis, Warren MS, Warren Twp.

**High School Division**

Northern NJ - Paul Duerr, Hawthorne HS, Sofia Rojas, Bloomfield HS, Central NJ - Shree Manivel, Ridge HS  
 Southern NJ - \*Peter Parlagreco, Atlantic County Institute of Technology HS

**College Division Arlene Gardner Distinguished Scholar Award**

Northern NJ - \*Robert Ciarletta, Ramapo College of New Jersey, Central NJ - \*Michael Tomasulo, Rider University

### NJCSS Middle School Teacher of the Year Award 2023

We will be recognizing an outstanding middle school (Grades 6-8) social studies teacher at the opening of the 2023-24 school year in September. This teacher should be dedicated and skilled, demonstrate strong ability to foster excellence, possess strong content area expertise, incorporate innovative instructional materials and demonstrate professional involvement in social studies educational activities. This is a NJW award as we have made two separate awards for middle and high school teachers. Send us your nomination by April 30, 2023. (Questions: hb288@asmail.rutgers.edu)

#### Criteria:

1. Evidence of strong ability to foster the development of democratic beliefs and values, and the skills needed for citizenship participation appropriate to students' grade level in classroom, school, and community settings; strong content expertise; innovative instructional materials; and professional involvement.
2. Evidence of classroom ability may be demonstrated by letters from supervisors, principals, superintendents or colleagues.
3. Evidence of strong content expertise or innovative instructional strategies may be documented by participation in curriculum development, committees, presentations at in-service workshops or workshops at NJCSS, NEA, or other events sponsored by educational organizations.
4. Evidence of professional involvement in social studies educational activities may be documented by participation in activities such as workshops, curriculum development, committees, and other association activities, etc.
5. Maximum of THREE (3) letters of recommendation.

Nominate the Teacher: You will receive a confirmation email that the form has been received digitally or you may complete the pdf version and mail to Michael Kendrick, Awards Committee Chair, Westwood Regional High School, 701 Ridgewood Ave., Washington Township, NJ 07676.

A description of the section goes here.

#### Name of Teacher Nominated

First Last

School

#### Contact information for Teacher Nominated

Courses Taught

Grade Level

Number of Years Teaching

Memberships in Professional Associations

### NJCSS Secondary Teacher of the Year Award for 2023

We will be recognizing an outstanding secondary level (Grades 9-12) social studies teacher at the start of the 2023-24 school year in September. This teacher should be dedicated and skilled, demonstrate strong ability to foster excellence, possess strong content area expertise, incorporate innovative instructional materials and demonstrate professional involvement in social studies educational activities. Send us your nomination by April 30, 2023. (Questions: hb288@asmail.rutgers.edu)

#### Criteria:

1. Evidence of strong ability to foster the development of democratic beliefs and values, and the skills needed for citizenship participation appropriate to students' grade level in classroom, school, and community settings; strong content expertise; innovative instructional materials; and professional involvement.
2. Evidence of classroom ability may be demonstrated by letters from supervisors, principals, superintendents or colleagues.
3. Evidence of strong content expertise or innovative instructional strategies may be documented by participation in curriculum development, committees, presentations at in-service workshops or workshops at NJCSS, NEA, or other events sponsored by educational organizations.
4. Evidence of professional involvement in social studies educational activities may be documented by participation in activities such as workshops, curriculum development, committees, and other association activities, etc.
5. Maximum of THREE (3) letters of recommendation.

Nominate the Teacher: You will receive a confirmation email that the form has been received digitally or you may complete the pdf version and mail to Michael Kendrick, Awards Committee Chair, Westwood Regional High School, 701 Ridgewood Ave., Washington Township, NJ 07676.

A description of the section goes here.

#### Name of Teacher Nominated

First Last

School

#### Contact information for Teacher Nominated

Courses Taught

Grade Level

Number of Years Teaching

Memberships in Professional Associations

**NJ Elementary Teacher Award (K-5)**  
**Sheldon Soper** - Walnut Street Elementary School, Woodbury, NJ

**NJ Middle School Teacher Award (6-8)**  
**Jennifer Patrick** - T.E. Harrington Middle School, Mount Laurel NJ

**NJ High School Teacher Award (9-12)**  
**Alicia Michalek** - Nutley High School, Nutley, NJ

# TEACHING SOCIAL STUDIES

A joint publication of the New York and New Jersey State Councils for the Social Studies  
Visit [www.njcss.org](http://www.njcss.org) for the current issue (pdf) or <https://teaching-ss.org/> (blog)  
Contact Dr. Mark Percy ([mpearcy@rider.edu](mailto:mpearcy@rider.edu)) to submit an article.

### *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



***NJCSS Officers and Board Members***

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

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

**Vice-President:** Joe Dwyer, Supervisor, Nutley High School

**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

Joe Orlak (2021-23)

Cheryl Amendola (2022-24)

Dan Willever (2022-24)

Central

Kevin Bloom (2021-23)

Frank Romano, Jr. (2021-23)

Angela Smith (2022-24)

South

Matt Ordog (2021-23)

Katie DeVillasanta (2022-24)

Dr. Bill Smith (2022-24)

**At-Large Directors:**

Nancy Sardone (2022-24)

Bob O'Dell (2022-24)

John Khanlian (2022-24)

Michael Martirone (2022-24)

Mark Percy (2022-24)

Dawn Lambert (2021-23)

Frank Stebbins (2021-23)

Mike Catelli (2021-23)

***NJSSSA Officers and Board Members***

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

**President:** Nicole Sanyigo

**Vice-President:** Aldo Deodino

**Secretary:** Cindy Assini

**Treasurer:** Steve Maher

**At-Large Directors:**

Mike Catelli (Immediate Past President)

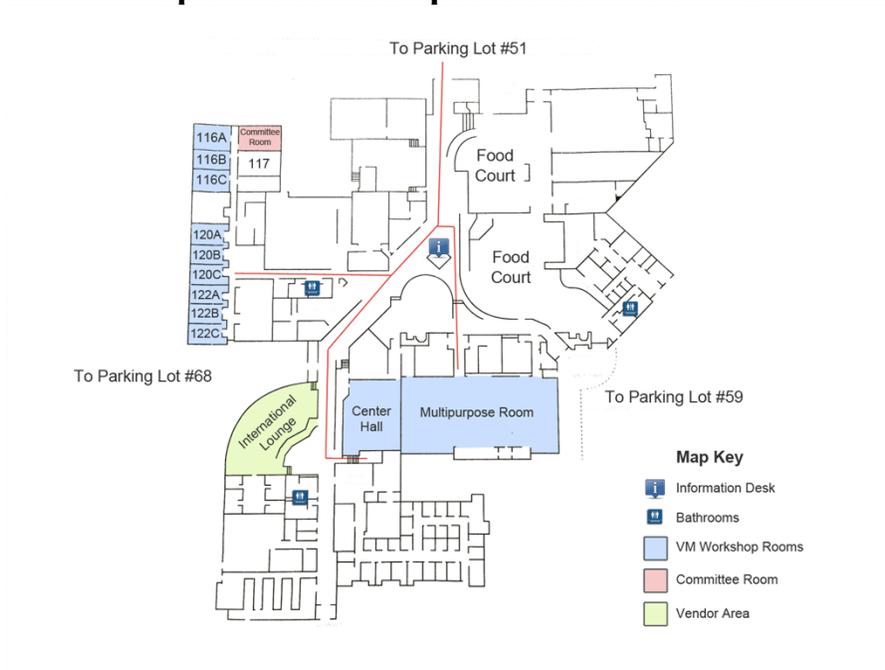
Bob O'Dell (Past President)

Noel Baxter (Past President)

Cindy Assini

Melissa Dos Santos

## Map of Busch Campus Center Floor Plan



### Professional Development Certificate

Click on the link below and take a short survey of today's conference.  
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Public Google Drive for links to conference workshop resources

[Google Drive Folder](#)

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