



Welcome back to the MCSS Toolbox. Spring, despite the cold weather & snow, will be here shortly. This issue of the Toolbox has a variety of announcements in the next couple pages followed by teaching ideas and resources for your personal teaching toolbox. **Enjoy!**

From the Editor-

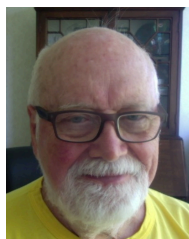
One of the topics in this issue allowed me reach back into my own teaching toolbox, group work. Group work has changed slightly over the years, but it has always done one thing, it puts the learning in the hands of the students with the coaching/guidance of the teacher.

On page two are announcements for the next MCSS big events followed by more news on page three.

Since our site had another birthday in January, there is a quiz followed by more recent history.

Starting on page 6 are some lesson plans about the environment. While some are more *scientific* in nature, all could be linked to social studies. One I like and used often in my classes is *Take A Stand*. I would pose a question and ask students to literally stand and form a bar graph, in a line, according to their point of view. I would then ask one or two volunteers from each line to tell us why they felt that way. Lastly, I would stand where I felt on a topic and explain why. I believe it is important for students to understand why their teacher stands on an issue, but only after the class stands on their beliefs.

Along the same line is the article on page 8 about asking good questions. This is important for all teaching, K-12 and beyond. Student voices need



to be heard, even if they make a teacher cringe. Dialogue is always important.

Wrapping up this issue in early spring are some resources for Black History Month. If not used in February, most of them could be used some time during the rest of the year. In the meantime, get ready for March, (whose) History Month.

As usual, most of the articles are aimed at secondary social studies, mainly history. As you know, social studies is **important** in every grade and there are other disciplines in addition to history. There are also disciplines which can compliment each other, like sociology and history.

At this point I would like to encourage you to write a paragraph or a page describing what you find works in your teaching experience(s) to share. You are also encouraged to share your opinion(s) in a *Letter to the Editor* or an *Op-Ed* piece.

Again, I would be remiss if I did not thank Jim McConnell and his associate (wife) Annette for the many contributions here. Also, thanks to Sharon Elliott who makes suggestions for editing the final copy.

-Bob Pettapiece



Editorial Board

Bob Pettapiece, Editor/Publisher
Jim McConnell, Contributing Editor
Sharon Elliott, Copy Editor



THEME: Choices that Changed Our World

Location: All events offsite

March 3, 2023 Registration Deadline

March 31, 2023 Event Selection Deadline

April 21, 2023 Deadline for mailing offsite event materials

After May 15, 2023 Notification of winners to coaches will occur AFTER 5/15

We're excited to return to an **IN PERSON** venue in the spring of 2023 Starts April 14th! Registration and other details [here](#).

Decisions made throughout history matter. Choices, made collectively or individually, deliberately or spontaneously impact and change the world in significant ways. Some choices solidify a person's legacy in history, while others go unrecognized or uncredited. The context of time, place, and situation matters in examining and understanding past choices.

This year's 2023 Michigan Social Studies Olympiad theme, "Choices that Changed Our World," will allow students to examine significant turning points in history. Through inquiry, students will investigate the context, location, period, and people involved in these turning points. As they encounter the good, the bad, and the ugly stories of the past, they will be more able to analyze these decisions' lasting impacts and consequences.



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Friday & Saturday in Novi, MI

More details and registration at

<https://www.hsmichigan.org/2023-michigan-perspective-local-history-conference>

Learn more about the conference and **[explore our conference booklet](#)** to read about the individual sessions.

Michigan Statehood Day Quiz

from Jim McConnell

1. What state was 'paired' with Michigan in joining the Union? _____
2. Who was President when Michigan became a state? _____
3. Name Michigan's first Governor: _____
Where is he buried? _____
4. During what years was Michigan under British control? _____
5. Name the oldest city in Michigan and tell the year it was founded: _____
6. In what year did the capital move from Detroit to Lansing? _____
7. Who was Michigan's first Superintendent of Public Instruction? _____
8. How many stars were on the U.S. flag once Michigan became a state? _____
9. What land area did Michigan gain when it gave up its claim to Toledo? _____
10. In what year were Michigan's two peninsulas connected by a bridge? _____

11. Name the only Michigan resident who became U.S. President: _____
 12. On what date was Fort Mackinac restored to the U.S. in the War of 1812? _____
 13. How many casualties were there in the Toledo War? _____
 14. Name the first land grant college in the nation: _____
 15. What was the original name of The University of Michigan? _____
 16. Name the Michigan Governor (1813-1831) who designed the emblem in the center of the state flag: _____
 17. Who was the first European explorer to visit Michigan? _____
 18. Name the "City of Four Flags" and identify the four flags: _____
 19. Who was the most famous basketball player to come from Michigan? _____
- Compiled by Dr. Jim McConnell,
jam1776@sbcglobal.net.
Answers at <https://www.teachinghistoryinmi.org/>
under "Contests."



The Year is 1922

from Jim McConnell

Before our time, but not my parents- but an amazing journey retrospectively!
What a difference a single century makes!
Here are some statistics for Year 1922:
The average life expectancy for men was 47 years.
Filling up the automobile often occurred in front of the local general store, pharmacy, dry goods emporium, or even in front of a stable owned by somebody who realized that horses were on the way out.
Only 14 percent of homes had a bathtub.
Only 8 percent of homes had a telephone.
The maximum speed limit in most cities was 10 mph.
The tallest structure in the world was the Eiffel Tower.
The average US wage in 1922 was 22 cents per hour.

The average US worker made between \$200 and \$400 per year.

A competent accountant could expect to earn \$2,000 per year.

A dentist earned \$2,500 per year.

A veterinarian between \$1,500 and 4,000 per year.

And, a mechanical engineer about \$5,000 per year.

More than 95 percent of all births took place at home.

Ninety percent of all Doctors had NO COLLEGE EDUCATION! Instead, they attended

so-called medical schools, many of which were condemned in the press AND in the government as "substandard."

Sugar cost 5.5 cents a pound. Eggs were 14 cents a dozen. Coffee was 22 cents a pound.

Most women washed their hair once a month, and, used Borax or egg yolks for shampoo.

Canada passed law prohibiting poor people from entering into their country for any reason.

The Five leading causes of death were:

1. Pneumonia and influenza.
2. Tuberculosis
3. Diarrhea
4. Heart disease
- 5 Stroke.

The American flag had 45 stars ...The population of Las Vegas , Nevada was only 2,000.

Crossword puzzles, canned beer, and iced tea hadn't been invented yet.

There was neither a Mother's Day nor Father's Day.

Two out of every 10 adults couldn't read or write, and, only 6 percent of all Americans had graduated from high school.

Marijuana, heroin, and morphine were available over the counter at local drugstores. Back then pharmacists said: "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach, bowels, and is a perfect guardian of health!" (Shocking?)

Eighteen percent of households had at least one full-time servant or domestic help...

There were about 230 reported murders in the ENTIRE U.S.A.



It is impossible to imagine what America may be like in another 100 years...?

[Editor's Suggestion: Have Students do this with another year, maybe the year their parents were born or they arrived.]



Back to the 60s &

70s?

By Bob Pettapiece

When I was a grad student in education in the 1970s most of my classes operated in small groups. That has since changed to most of the wisdom coming from the teacher. According to recent research, young folks today prefer to work in groups.

Recently listening to NPR an author and researcher stated she had discovered that the current generation (Gen Z) prefers to work in groups rather than alone. Her daughter was an example, when asked why she chose science as her major in college, she stated that projects in the humanities are usually done alone lie projects in science are done in groups.

This revelation encouraged me to review some of my knowledge of group work. What follows is information from a handout I used in my classes at Wayne State for many years.

Edited from the internet . . .

According to Johnson & Johnson; and Johnson, Johnson and Holubec to have a cooperative group you must have at least three of the five essential components of cooperative learning:

1. Positive interdependence
2. Individual Accountability/Personal Responsibility
3. Face-to-Face Promotive Interaction
4. Interpersonal and Small Group Skills and
5. Group Processing.

1. Accordingly, positive interdependence must establish that everyone in the group knows they sink or swim together. This interdependence is established by having a clear task and a group goal.

2. Individual accountability is the second important component in cooperative learning. This is also established when the performance of the individual student is assessed and the results are given back to the group and the individual. Then the student needs to ascertain who in the group needs

more assistance, support, or encouragement in completing the assignment. The individual is strong, but the group is stronger than the individual.

3. Promotive interaction, preferably face-to-face is used to promote each other's success. This is done by sharing resources and helping, supporting, encouraging, and praising each other's efforts. (The sharing of resources also makes the group interdependent.)

4. Interpersonal and small group skills are as important to teach as the concepts of history or any other subject. You can have a slacker in any group. You need to discuss expectations of each other early in your group meetings!

Students are required to learn both task work and teamwork when working within cooperative groups. Thus the teacher may, and should, teach social skills. Through the use of trust building activities and group monitoring the teacher and students establish a list of social skills they feel are necessary. Or the teacher may hit upon certain skills which appear to be lacking when they are monitoring the group during the task work segment of the assignment.

As a member of a group, students are assigned various roles: Time Keeper, Checker of Understanding, Accuracy Checker, Reporter, Recorder and other roles the teacher deems necessary. Roles are to be moved from person to person daily or by assignment. If you fail to do your role, your group will not function properly. Both you and the group lose.

Along with this group members must know how to provide effective leadership, make decisions, build trust, communicate, and manage conflict, and be motivated to do so.

5. Lastly, group processing is important to be done at the end. The group needs to know how they are doing. This process is done within the group and by the teacher. They need to establish how well they are achieving their goals and maintaining an effective working relationship with the group.

These are the five essential components of Cooperative learning. This is not a process to be done in a day. According to the Johnsons and Holubec, the cooperative process takes about three years to fully implement!

References-

Cooperative Learning in the Classroom, David W. Johnson, Roger T. Johnson, and Edythe J.

Holubec, Association for Supervision and Curriculum Development, Alexandria, Virginia, 1994

Learning Together and Alone Cooperative, Competitive, and Individualistic Learning, 4th Edition, David W. Johnson and Roger T. Johnson, Allyn and Bacon, Boston, 1994.

Then I added my personal advice . . .

- Being in a group is like family.
- You do not need to love each other, but you do need to get along.
- You do not need to like all the decisions, but you do need to come to a consensus. [It helps if you discuss what this means with the class.]
- If there are 5 people in the group, you should be talking about 20% of the time, not too much more **or too much less**.
- In the same respect, if there are 5 people in a group, you should be doing about 20% of the work.
- However, each group member has strengths & weaknesses. Play to your individual strengths.
- Talking is not the most important group skill, **listening** is.
- If you have a problem, I am here to help any time **before** your project is due; not after. [This cuts down on the grumbling after the project is completed. I would always listen to individual concerns, but they would not change the grade.]
- If one or more persons does not do a fair share, then those persons do not get as much credit for the project. [The use of a Group Evaluation form helps.]
- While this has not happened; if a group member refuses to do an agreed upon, fair share of a group project, then that person may be expelled. {From the group to a project I assign.)
- Class time is for group meetings, use it!



World of 8 Billion^{Top 10}

Sponsored by POPULATION EDUCATION

Most Popular PopEd Lesson Plans, Readings, and Graphics – 2022

from Carol Bliese, Sr. Director of Teacher Programs

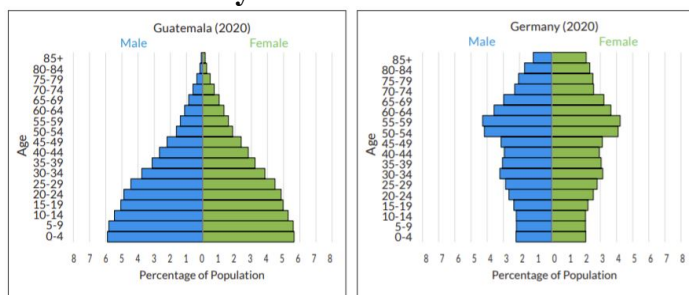
[The links to each lesson are in her [blog](#).]

As 2022 comes to a close, we're taking a look at which Population Education teaching resources were most popular over the course of the year.

There is quite a range in grade levels, from early childhood lessons up to high school AP favorites; this is not surprising given PopEd's focus on age-appropriate teaching materials for all grades.

The topics of our most popular resources cover a variety of human ecology themes like carrying capacity, population density, and population pyramids, as well as environmental themes like water distribution and land use.

1. Power of the Pyramids



The activity [Power of the Pyramids](#) has students create and analyze age structure diagrams for six countries. It's a favorite of APES and APHG teachers who are required to cover population pyramids, and is also a wonderful opportunity for real-world math.

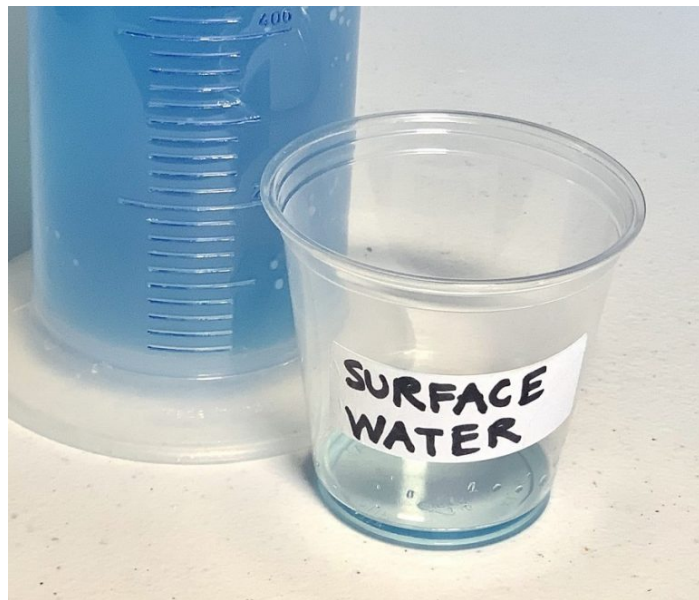
2. Food for Thought

In the lesson [Food for Thought](#), students compare demographics and other health and well-being indicators like literacy rate, levels of education, access to doctors, and urbanization rates all while "populating" five major world regions. Then they consider regional wealth and energy use statistics by seeing representations of wealth (Hershey Kisses representing per capita GDP) and energy (matches representing per capita energy use).

3. Crowding Can Be Seedy



Kindergarten, 1st and 2nd grade teachers love the activity [Crowding Can Be Seedy](#) for its kinesthetic approach and its connections with ELA and math. Students first pretend to be plants growing in an imaginary flower pot before planting radish seeds and observing real plant growth. How does the density of the plants impact their ability to survive and thrive?



4. Water, Water Everywhere

Students learn how Earth's water is distributed by watching a demonstration that divides 1,000 mL of water into cups and creating a 2-D representation on a strip of adding machine tape. In the second part of [Water, Water Everywhere](#), students conduct a water audit to find how much water they use daily.

5. Population Riddles

Three [Population Riddles](#) help students with mathematical concepts common to population studies: the significance of large numbers, exponential growth, and doubling time.

6. Panther Hunt

Panther Hunt is a lively simulation that models a predator-prey relationship. The activity also allows students to consider the connection between a living thing and the resources it depends on for survival, as well as carrying capacity. Though written for middle grades, the lesson plan is easily scalable and a favorite of high school Biology and Environmental Science teachers.

7. Everything is Connected



The lesson **Everything is Connected** (and its elementary counterpart **More or Less**) is flexible, dynamic, and easy to facilitate. Students create a word web around the central idea of 'More People' that shows possible social, environmental, political, or economic effects of an increasing population.

8. Take a Stand

[Editor's Note: One of my favorites.]

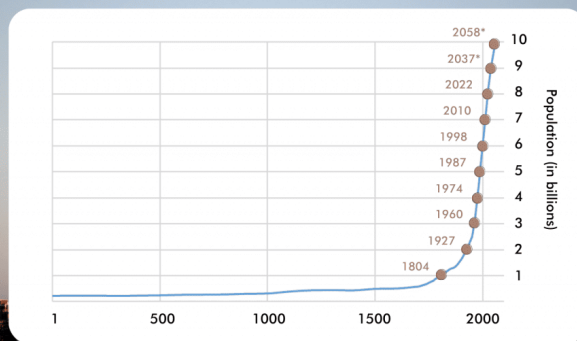
Take a Stand is another lesson that can be used in a wide variety of settings, to teach a wide variety of topics. A riff on the traditional 4-corners activity, students will create arguments and defend their opinions on topics like climate change, immigration, and workers' rights.

9. The Human Footprint: Land

The only student reading to make the top ten list, **The Human Footprint: Land** discusses how population growth impacts wild areas, arable land, and resource use. Written at a middle school level, it provides your 6th, 7th, and 8th graders an opportunity to analyze how our land use impacts habitats and ecosystems while exploring ways to preserve land resources.

10. Population J-Curve Grap

World Population, 1 CE - 2058 CE



*Projected; Source: UN Population Division (2022)

© 2022 Population Connection

Recently updated with data from the UN's 2022 World Population Prospects, the downloadable world **population j-curve graph** shows population from the year 1 to present, and out to 2058 when global population is projected to reach 10 billion.

Editor's Suggestions: There are many modifications and extensions you can make to these lessons. For instance, I had students literally *Take a stand* and make human bar graphs by standing in rows forming a bar graph with their responses. After I would have a couple students from each bar tell what they gave that answer. With the *J-Curve* students could respond how they perceive life on 2058 with them alive & population at 19 Billion.



Empower Students Using PopEd's Activism Toolkit

(click in headline above for more information)

It's not always easy to teach hope in tandem with global challenges, but it's important that we do. To help teachers out, we've created an Activism Toolkit for students in grades 6-12 around the world. The Toolkit educates teens on topics ranging from climate change to poverty to gender equality, then provides advocacy resources for taking action by tabling, volunteering, influencing lawmakers, and more. Challenge your students to take the first step in becoming changemakers today!

Leadership Institutes

PopEd is planning THREE Leadership Institutes in 2023. If you are interested in joining the Trainers Network apply using the link below. The weekend is a perfect way to learn the ins and outs of PopEd presenting and a great chance to collaborate and learn with like-minded educators. Institutes will take place in Seattle, New Orleans and St. Louis. [Check here for more info and reply to this email if you are interested.](#)

Constitution 101 Curriculum: High School Level

Trusted, Nonpartisan & FREE

Constitution 101 is a 15-unit asynchronous, semester-long curriculum that provides students with a basic understanding of the Constitution's text, history, structure, and caselaw. Drawing on primary source documents from our new, curated online Founders' Library—containing over 170 historical texts and over 70 landmark Supreme Court cases selected by leading experts of different perspectives—students will study the historical and philosophical foundations of America's founding principles from a range of diverse voices. The curriculum guides students to think like constitutional lawyers—cultivating the skills necessary to analyze all sides of constitutional questions. Each module includes detailed materials for classroom educators, as well as opportunities for guided discovery and practice and tools to check for understanding.

Click here for [More About Constitution 101](#)



Monthly Mint Trivia: From 1874 until the 1980s, the Mint made coins for other countries. How many foreign governments did the Mint make coins for during this time? [Answer](#) (plus much more)



Asking good questions is central to strong civics education

by Lauren Barack in [K-12 Dive](#)

Dive Brief

- An inquiry-based approach to civics can do much more than help students understand the different branches of government, also equipping them with the tools and confidence to engage and take civic action on their own.

But designing such a curriculum requires educators to craft questions that both test students' knowledge and push them to contextualize and link information to current events.

- The difference between this style of learning and memorizing facts is the difference between challenging students to think more deeply or having them learn “bar trivia,” said Shannon Pugh, President of the National Council for the Social Studies.
- Educators should shy away from questions that have clear, conclusive answers, said Donna Phillips, Vice President and Chief Program Officer for the Center for Civic Education. Instead, questions should be designed where they don't have simple right or wrong answers.

Dive Insight:

Strong, compelling questions form the basis of inquiry-based civics education. For example, Pugh said asking students to know the three branches of government is important, but there's more meaning when they understand the role of each branch and how they impact the world today. Creating effective questions, however, requires work, she said.

“You want to ask if these questions are inclusive and accessible and get students to think beyond their own experiences and comfort level,” Pugh said. “For example, asking students if women should have been given the right to vote allows them to argue the opposite, which is not inclusive.”

“A compelling question is highly debatable and intellectually meaty,” said Phillips. “What that does for students is give them permission to enter into their own learning and come to their own conclusions.”

Educators can find good examples of how to design an inquiry-based civics curriculum online. Phillips points to the NCSS' [College, Career, and Civic Life \(C3\) Framework](#) as a good place to start, adding that the framework allows students to generate their questions, too.

Pugh said while she understands inquiry-based teaching can be challenging, she encourages educators to try. She's concerned about pushes to turn away from this style, or from [what some call “divisive” topics](#), and replace inquiry-based learning with a structure that is more fact-based.

“When did ‘inquiry’ become a bad word?” Pugh said. “There is a fear in the classroom about dealing

with open-ended dialogue, and if [students] learn facts, school boards won't get complaints. But inquiry is a best practice and grounded in a lot of research."

"Ultimately our goal is to create students who are informed and can take action," added Pugh. "I don't necessarily mean marching through the streets. But if they have a concern in their community, they know how to use these skills and knowledge to get an issue addressed."



From the MDE-

Teaching Comprehensive History Webinar Series January—June 2023

While the series has already started, there are many interesting sessions left. (Click [here](#) for details.)

Michigan teachers can acquire a greater depth of knowledge on important movements in our history AND earn valuable SCECHs along the way! When students see themselves and their history represented in their learning at school, they are more interested, engaged, and develop greater background knowledge that is applied to future learning. Both the quality and the quantity of learning need to be considered for meaningful depth and breadth of instruction. The Michigan Department of Education is excited to partner with you in this important work through the Teaching Comprehensive History Webinar Series.

This content aligns to multiple grade levels of Michigan's K-12 social studies standards, approved by the Michigan State Board of Education in 2019. The Teaching Comprehensive History webinars are helpful learning for educators in all roles and responsibilities.

Each webinar presentation is unique. It is recommended to sign up for an entire series.



Empowering students for social action in social studies

by Laura F. Bond, Maurice J. Elias, and Samuel J. Nayman

Students everywhere are filled with complaints and concerns about the world around them. Perhaps they dislike the unpalatable or unhealthy food in their school cafeteria. Perhaps they've observed bullying on the playground or online, or have witnessed gang activity in their neighborhood. Or perhaps they've seen news stories about racial injustice, discrimination against members of the LGBTQ+ community, or climate change, and believe strongly that something has to change. However, most young people also believe they have no way to influence such matters, and they do not know what they would do if they were given an opportunity to solve the problems they see.

Every now and then, however, young people do manage to take action in ways that seem to make a real difference in the world. For example, youth activists Foyin Dosunmu, Jeffrey Jin, and Erika Alvarez organized protests against racial injustice in

their community of Katy, Texas, after the deaths of Breonna Taylor, Ahmaud Arbery, and George Floyd (Zaveri, 2020). Others, such as the gun-control advocates from Marjory Stoneman Douglas High School, LGBTQ+ activist Sameer Jha of the Empathy

Alliance, and environmental activist Greta Thunberg, have led major, high-profile efforts to raise awareness about and confront serious social problems.

These young people can and often do serve as inspiring examples for their peers. And yet, inspiration alone can't move students to take concrete and effective steps to confront the problems they see in their schools, communities, and the wider world. Inspiration does not automatically translate to agency. If students want to become engaged civic actors, then



they need to know how and where to get started — and that tends to require adult support and guidance.

Why teach social action?

As John Dewey (1897) wrote more than 120 years ago, “[E]ducation is a process of living and not a preparation for future living” (p.78). That is, we should help our students develop their capacity to study and address complex, real-world problems in the moment, as they arise. It makes little sense to require children to be passive and obedient throughout their school years, in the expectation that this will somehow prepare them for active citizenship at some later date. Rather, school ought to be a place where children observe the world around them and learn, through practice, to respond to the problems they see — whether those problems have to do with the quality of the food served in the cafeteria or with something more global in scale, such as the threat posed by climate change. As Grace Rivetti, a school counselor in Cranford, New Jersey, recently put it:

Educators are well positioned to help instill values that can awaken social transformation. The goal is for schools to be a safe haven, where students are free to exchange thoughts and receive feedback on their ideas without fear. (SmartBrief, 2019)

Rivetti’s comments remind educators that we must continually strive to honor the innate desires of our youth to be and lead the change they wish to see in the world, and to give them ways to share their ideas and seek out solutions to societal problems.

In our roles as a former high school social studies teacher and social-emotional learning (SEL) consultants, we have wrestled with how to integrate academic standards with learning experiences that foster civil discourse and civic leadership. We have encountered many who think those are mutually exclusive aims, but we know this to be inaccurate. In fact, an initiative in the New Jersey schools shows how teaching students to engage in transformational social action aligns with other important efforts related to social studies instruction, citizenship, SEL, and equity.

In June 2020, the New Jersey State Board of Education approved social studies standards that balance the goals of building student knowledge and practicing the skills of citizenship and leadership (New Jersey Department of Education, 2020). These coherent grade 2-12 standards, which will be in place

in all New Jersey schools by fall 2022, can provide an example to other states.

Enter STAT: Students Taking Action Together

One program that is helping New Jersey schools balance these priorities is STAT: Students Taking Action Together, a project of Rutgers’ Social-Emotional and Character Development Lab (www.SECDlab.org/STAT). STAT is a set of instructional strategies that can be merged with schools’ existing content to build students’ skills in empathy, perspective taking, emotion regulation, problem solving, effective communication, and civic engagement (Elias & Nayman, 2019). Specifically, STAT helps students analyze important social problems (both historical and current, and including both local community- or school-related problems and problems found in literature); engage in civil discourse (meaning respectful, and not deferential, communication), and formulate action plans. (See Table 1 for a summary.) Our mailing list of educators using STAT currently numbers more than 1,000. We are in the process of completing an evaluation of STAT, and preliminary findings indicate that, while it is predominantly used in middle schools, teachers and

counselors from grades 5-12 are finding they can incorporate STAT into their instruction and group work.

Classroom discussions about social issues can quickly go off the rails and create ill will without clear parameters for listening and

speaking. To help ground students in these norms, STAT recommends these four guidelines (though teachers and students can certainly add more if they see a need to do so):

Listen with your eyes and ears.

Treat your classmates the way you would like to be treated.

Wait for others to finish speaking before you speak (because what they say is just as important as what you want to say).

Work to understand others’ points of view (asking yourself, “Why might they have that opinion?”).

Edited from the January 25, 2021 [Phi Delta Kappan](#) more details in the full article.



FIGHTING WITH FAITH: A WWI POW CAMP OF PROPAGANDA

New Digital Exhibit

In 1915, Germany built a mosque in a prisoner-of-war camp. The camp population was made up of soldiers of diverse militaries, nationalities, ethnicities, and languages. They all had one thing in common: their religion.

Fighting with Faith explores the alliance between Germany and the Ottoman Empire during World War I and why they built a campaign of propaganda targeting Muslims. It investigates the Halbmondlager ("Half Moon Camp") with a close look at the ways in which Germany and the Ottoman Empire fought for the hearts and minds of prisoners – including the construction of the first mosque on German soil.

We invite you to explore the exhibition and reflect on how nations and people shape political and religious ideas, and the reverberating consequences of those actions.

[EXPLORE EXHIBITION](#)



1619 Project Essays

from The New York Times (1/26/23)

You may have heard of these essays. They are one of the bases of the controversial Critical Race Theory (CRT) which has been reported being taught in public schools, but has yet to be confirmed. If you want to know more about them, here are the details

Three and a half years ago The New York Times Magazine [published The 1619 Project](#). It argued that 1619, the year the first slave ship is widely believed to have arrived in what is now the U.S., was as foundational to America as the year 1776, and that the legacy of chattel slavery still shapes our society. Essays from historians, scholars and others covered issues including capitalism, criminal justice and music, and sparked a national debate about race and history that is still raging.

Link to [the essays](#)



Best Black History Month Teaching Resources

according to Tech & Learning, 1/27/23

In 1926, Black historian Carter G. Woodson created the forerunner to Black History Month, Negro History Week. Since then, the recognition of Black history as integral to American history has grown tremendously. Ultimately, Black history is American history. **Full Story:** Tech & Learning (2/9)

What is Wikipedia and How Can it Be Used to Teach?



Wikipedia is one of the most well-known sources of free information on the internet. With more than 60 million articles available across the Wikipedia world, it can be a very valuable resource for teachers and students. But with the threat of inaccuracies on this volunteer-run and -monitored platform, is it okay for you to use in class?

Full Story in Tech & Learning (1/30/23)



The February President's Day Quiz

More from Jim McConnell

1. Name the President who "wrote" the Constitution: _____
2. Name the President who developed the Fourteen Points: _____
3. Name the only President buried in Washington, D.C.: _____
4. Name the President whose nickname was "Old Kinderhook." _____
5. Who was the first President of the fifty states?

6. Name the three consecutive Presidents born in Ohio:

7. Name the President whose birthplace is now displayed on the Mercerburg Academy campus in Pennsylvania: _____

8. Name the President made famous at a battle popularly believed to have been fought two weeks after the war had ended: _____
Name the war: _____

9. Name the President with the most children: _____
How many? _____

10. Name the President whose slogan was "Tippecanoe and Tyler, too." _____

11. Name the President who sent the Lewis & Clark Expedition into the Louisiana Territory: _____

12. Name the President who was a peanut farmer: _____

13. Name the President who wrote the Declaration of Independence: _____

14. Besides the obvious John and John Quincy Adams, name the other two Presidents who are buried within thirty feet of each other: _____
Where are they buried? _____

15. How many Presidents were born west of the Mississippi River? _____
Please name them, with their state of birth: _____

16. Who was President during Operation Desert Storm? _____

17. Name the only President who served as Chief Justice of the U.S. Supreme Court: _____

18. Name the President whose birthplace is closest to Detroit MI: _____

19. Name the four Presidents who did Not attend their successors inauguration: _____

20. Name the President whose Detroit home was recently moved from the old State Fairgrounds to the Eastern Market area, near where it originally was located on E. Fort St. _____

For answers, visit <http://teachinghistoryinmi.org>



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Collaborative deliberation in the classroom

Keith C. Barton and Li-Ching Ho
in the January 30, 2023 Kappan

Instead of having students debate contentious issues, encourage them to take a problem-solving approach.

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