



Welcome to the MCSS Toolbox, the former Journal+. As we venture (carefully) into the new year, may we carry with us the wisdom of the past year. **Enjoy!**

From the President-

By Dave Johnson

Welcome to the debut issue of the MCSS Toolbox! While the President of this organization generally received the opportunity to provide a welcome in the old *MCSS Journal+*, it is rare that one gets to see not one, but TWO new publications launch under their time in office. A huge thanks to Bob Pettapiece, editor of the *MCSS Toolbox* for his work putting together this publication, and welcome to what we hope will be an informative and useful member benefit.



MCSS has continued the growth and expansion of the past few years by providing more professional learning opportunities to its members than ever before. We've launched a *twice a year* webinar series, more information on our spring offerings coming available soon. We recognize the reality of COVID-19 and transitioned our annual conference to a virtual one this year. Registration is still available for our February 22nd-27th event. We've offered summer learning institutes with plans to continue this practice going forward. In short, it's been fantastic to see MCSS grow and prosper as a member based organization!

This first issue of the Toolbox has a range of issues and topics, from BLM to integrating science. The focus is one we can all relate to - critical thinking. As we go through life right now we find ourselves awash in a sea of information. Weeding out fact from fiction has never been more tenuous. We'll certainly continue to focus in on this important topic critical thinking in the future.

From the Editor=

by Bob Pettapiece

As we start a new year, and hopefully a new paradigm, we must, while respecting the past, realize that some things are not going to be the same.

As social studies educators we must look to see what we can teach our students to be successful, not just for the next grade level, or school, but for life.

In this first issue of the MCSS Toolbox are news, notes, announcements and thoughts which are designed to provide social studies teachers with food for thought as well as tools for teaching. Inside you will find a book review, a strategy for teaching economics and many announcements about future events, from both MCSS and other organizations. Also in the following pages is a detailed lesson plan on rethinking the presidency and legacy of Gerald Ford. It asks students to do some critical thinking and come to their own conclusions.

Social studies teachers must learn to listen as well as speak. History is not always right, but we must carefully go forward with what we know at the moment and update ourselves as we learn more details of the situation. That is progress. And, that is also what MCSS is doing this spring as you can see from the announcements on the next page. A few more seminars are in development; so keep an eye on the website.

Note on links- There are many links in this issue. If one or two do not work, please *Google* the topic.



From the Editor cont.

As I write this I look forward to January 20th and the inauguration of a new administration that I hope has a better grasp on reality. However, it is teachers on the front lines at all levels who need to teach their students and, perhaps their parents, to think critically. One goal for this new publication is to try to provide new tools in the teaching of critical thinking.

** MCSS Announcements **



Don't miss our first ever virtual conference!

Conference Platform:

Join us three different ways depending on your preference:

Web based via Conference Website and Zoom

Mobile based via CrowdCompass virtual app and Zoom Mobile app

Conference Highlights:

Five Stellar keynote speakers

Over 50 sessions available live online and on-demand after the conference closes

Virtual exhibit hall

Professional networking opportunities

[Registration](#) is now open. Location: All events offsite.
Deadline is March 1, 2021

MCSS Contacts-
Information info@mcssmi.org
Membership Mandy Laninga
(616)-796-1502
Journal Editor (Bob Pettapiece)
pettapiece@wayne.edu

MICHIGAN SOCIAL STUDIES OLYMPIAD XXXV



Olympiad Theme: **2020**

A Current Event to Remember

Kobe, COVID, hurricanes, wildfires, social justice, a chaotic presidential race... The year 2020 has been one to remember (or to try to forget?).



All Events to be Completed and Judged OFF-SITE

*There will be no Quiz Bowl in 2021.

For info visit www.mcssmi.org or email olympiad@mcssmi.org

2020 has been a year to remember. Events seem to have unfolded in a never ending quest to out do the news from the day before. From the tragic to the absurd, from local to global, from fake to informative, and from Twitter to the New York Times, the news has been a huge part of our lives this year. How has it impacted you?

Your Olympiad theme this year asks you to explore these types of issues in your Olympiad events. Good luck digging into the news in your own creative way.

Event Selection Deadline: March 31st, 2021

Deadline for mailing: April 16, 2021

Notification of Winners: May 10, 2021

Details [here](#)



*** * Ideas * *****Using Guests to Teach Economics**

by Derek D'Angelo

Most every communication about education so far this school year seems to set the tone for a horror movie. Doom and gloom rule the day and we are left with a, “we will get through this” salutation. It is no wonder everyone has such a negative feeling about remote learning. Think for a moment if we change one simple word in our vocabulary. What happens when we change the phrase, I HAVE to teach in a remote environment to I GET to teach in a remote environment?

This may be my last year of teaching as I will be eligible to retire. I don't know how many more new situations could be thrown at me. A new textbook, block scheduling, ending the semester in December instead of January, and teaching from a card table in my bedroom. Hardly the recipe for excitement to finish out a career. But a quick shift of my perspective made me begin thinking of all the exciting ways I GET to teach in a remote environment. I printed off a calendar and began mapping out my semester.

We started off the year with a visit from the U.S. State Department in Dubai as we learned about international trade. Soon after we piloted a virtual rock concert and financial literacy presentation live from Nashville. Nothing like a 7:30 AM rock concert to get the juices flowing! When it was time to teach economic systems and economic freedom I tagged in a college professor through the Foundation for Economic Education. These visits were an essential break in our routine to provide my students a different voice to hear and face to see.

My most fun, and likely embarrassing, experience this year came when it was time to teach supply and demand. I grabbed a tripod and my notes and headed to Meijer. I set up the tripod in the back of a shopping cart and joined my Teams meeting through my phone. The kids were puzzled to see that I was teaching them live from the grocery store! I walked around and saw

and parmesan cheese and discussed complementary goods. I went over and grabbed a steak and told the kids it was too expensive and grabbed some pork instead to teach them about substitute goods. An empty shelf where the cleaning wipes belong? Perfect time to teach shortages! It was a highlight of my teaching career, a day I will never forget. I tried to ignore the weird looks, but I was very thankful for the lady that realized what I was doing and gave me a thumbs up. Teachers know how those little things can lift spirits for weeks at a time.

The guest visits continued throughout the semester. When it was time to teach insurance, I brought in a State Farm agent. I may have even learned something new myself about the new auto insurance legislation. A University of Nebraska professor joined us to tell her amazing journey from high school dropout to starting college at age 28 and getting her doctorate in her 40s. A great lesson for all to hear about the different paths we take to success. Michigan Schools and Government Credit Union spent a day teaching my students about the importance of being banked and the services a bank offers. We finished the semester out with a visit from a real-life millennial to discuss budgeting and life after college.

I believe changing one word in my mind this past August allowed me to deliver a truly impactful economics class to my students. I was able to give my students an experience they would have never had in a face to face environment. It is important to always look for the opportunities in the cards we are dealt and reimagine the education we provide our students. Even if it looks like a horror movie, we have the power to rewrite the ending.

Resources

Want to replicate some of what I did in my classroom? Check out the links below!

[U.S. Department of State: Hometown Diplomats Program](#)

[State Farm: Find an Agent](#)

[Funding the Future: Book a virtual financial literacy rock concert into your classroom](#)

[Foundation for Economic Education: Bring an Econ professor](#)

[Michigan Schools and Government Credit Union: Banking](#)

[Federal Reserve Bank: Q&A with a Fed Ambassador](#)

Derek D'Angelo is a Eisenhower High School Economics Teacher & President, Michigan Council on Economic Education. derek@michiganecon.org

Editorial Board

Bob Pettapiece, Editor

Jim McConnell, Contributing Editor

Sharon Elliott, Copy Editor

Chasity Bailey-Fakhoury, GVSU

an end
cap with
pasta
noodles,
sauce,

Another Economics lesson + history
A THOUGHT FOR TODAY: from wordsmith.org

It is our belief that social justice begins at home. We want those who have helped us to produce this great institution and are helping to maintain it to share our prosperity. We want them to have present profits and future prospects. ... Believing as we do, that a division of our earnings between capital and labor is unequal, we have sought a plan of relief suitable for our business. -James Couzens, Ford Motor Company treasurer, announcing the doubling of wages to \$5/day on Jan 5, 1914

[*The Wall Street Journal* said it is "to apply biblical or spiritual principles into a field where they do not belong ... (Ford has) committed economic blunders, if not crimes." Ford actually doubled its profits in two years.]

Gerald R. Ford: Beyond the 1976 Presidential Election

from Gregory Dykhouse

We are told *History is written by the winners*. This lesson directs focus on the individual who did not *win*, in this case, the Presidential Election of 1976, but may have eventually been regarded as a *winner* years after the event. Michigan's students may connect more closely to politics and civics after they consider the character of President Ford.

Driving Question(s): Have you ever made a tough decision, knowing that others may not acknowledge that 'it was the right thing to do,' only to suffer personal humiliation, even indictment? How did that make you feel?

Summary: Gerald R. Ford (1913-2006) served as the 38th President of the United States (August 1974-January 1977). Before his appointment to the office after Richard M. Nixon's resignation, Ford served as the 40th vice president of the United States (December 1973-August 1974). Ford is the only person to have served as both vice president and president without being elected to either office by the Electoral College. While president he pardoned Nixon for all crimes committed while in office.

The 1976 Presidential Election proved to be one of the most contentious in recent history. President

Ford was one of few incumbent presidents to combat a serious primary challenge during an election year. Ronald Reagan's challenge split the Republican Party and added difficulties to a



party still recovering from Watergate. Ford's triumph over Reagan at the Republican National Convention gave him the opportunity to focus on his Democratic Party challenger, Jimmy Carter. He campaigned aggressively throughout the country – even engaging in a whistle-stop tour of the Midwest and a riverboat tour of the Deep South. The televised debates with Jimmy Carter drew so many viewers that three of them still rank among the top ten most viewed debates in modern election history. Jimmy Carter won what ended up being a close election. Ford could not overcome the negative reactions to Watergate, the Nixon Pardon, and the Fall of Saigon, along with a slow economic recovery” (1976 Presidential Election”).

Objectives: Students will,

- investigate the Presidential Election of 1976
- find Ford's rationale for the pardon of Nixon.
- investigate experiences of race within college athletics during the 1930s
- investigate how politicians assume government positions without an election
- investigate the criminal activities of Watergate, potential impeachment and resignation
- consider impacts of presidential pardons
- consider executive action regarding refugees and immigration
- investigate the impact of the Helsinki Accords
- explain the term virtue

Resources

“Gerald R. Ford: A Test of Character.” [National Geographic](http://www.nationalgeographic.com). This documentary provides many substantive “episodes” from the political career of Gerald R. Ford. Teachers may find evidence of Ford's ability to work in a “bipartisan”

manner particularly illuminating during our current political experience.

“Peter Secchia: Character and the Presidency of Gerald https://www.google.com/imgres?imgurl=https%3A%2F%2Fcdn.britannica.com%2F99%2F155299-050-332FC267%2FElizabeth-II-Pres-honour-state-dinner-Phillip-July-1976.jpg&imgrefurl=https%3A%2F%2Fwww.britannica.com%2Fbiography%2FGerald-Ford&tbnid=yKyfMfGmNy-QFM&vet=12ahUKEwiNrdmh0oruAhWIUM0KHUH0D4IQMygWegUIARD5AQ..i&docid=uYaeOvIDoiPunM&w=1600&h=1030&q=gerald%20ford&ved=2ahUKEwiNrdmh0oruAhWIUM0KHUH0D4IQMygWegUIARD5AQ R. Ford.” Introduction to the Film Production of “Gerald R. Ford: A Test of Character.” (<https://www.youtube.com/watch?v=HmiF7VLT-J0&feature=youtu.be>)

This segment provides contextualization to the documentary film.

“1976 Presidential Campaign.”

Gerald R. Ford Library &

Museum. ([https://](https://www.fordlibrarymuseum.gov/museum/ArtifactCollectionSamples/76Campaign.html)

www.fordlibrarymuseum.gov/museum/ArtifactCollectionSamples/76Campaign.html)

The Gerald R. Ford Library & Museum offers many online resources connected to Ford’s political career.

“1976 United States presidential election.” ([https://](https://en.wikipedia.org/wiki/1976_United_States_presidential_election)

[en.wikipedia.org/wiki/](https://en.wikipedia.org/wiki/1976_United_States_presidential_election)

[1976_United_States_presidential_election](https://en.wikipedia.org/wiki/1976_United_States_presidential_election))

“Gerald R. Ford, 1913 – 2006.” The Historical Marker

Database. (<https://www.hmdb.org/m.asp?m=99968>)

“Remarks delivered by Senator Edward M. Kennedy on presenting the 2001 Profile in Courage Award to President Gerald R. Ford and the Lifetime Achievement Award to Congressman John Lewis, May 21, 2001.” (<https://www.jfklibrary.org/events-and-awards/profile-in-courage-award/award-recipients/john-lewis-2001>)

“Henry A. Kissinger’s Eulogy for Gerald Ford.” (<http://www.eulogyspeech.net/famous-eulogies/Henry-Kissinger-Eulogy-for-Gerald-Ford.shtml#XxeFT55KiIt>)



Activity Plan

On Tuesday, November 3, 2020, registered voters participated in a presidential election, to determine the next President of the United States, Donald Trump or Joseph Biden. This election follows a close presidential election from forty-four years ago, when Gerald Ford, serving as the 38th President of the United States after the resignation of Richard Nixon, competed against Jimmy Carter. How close was the 1976 election (“1976 United States presidential election”)? Although Jimmy Carter garnered 297 electoral votes and Ford 240, and although Ford carried four more states, only 10,000 votes casted

differently in Ohio and Mississippi would have changed the election result.

1. Study the election result map (“1976 United States presidential election”); what observations do students make? (5 min.)
2. According to the “Summary” (see above), why did Carter win the election? (2 min.)
3. Using the film “Gerald R. Ford: A Test of Character,” analyze the following displays of “character” exhibited by Ford; divide the class into 5 groups, with each group taking one of the following sections from the film: (30 min.) (5:40-7:20); How did Ford respond to “racism” with this teammate Willis Ward? To what extent do you think his response was typical or atypical during the 1930s? (18:30-27:40); How did Ford respond initially to accusations against President Nixon? How important was it for Ford to share the words “Our long national nightmare is over” and “Our Constitution works”? To what extent did Ford help our country heal? (33:35-39:40); Why did Ford pardon President Nixon? To what extent did Ford hurt his own career? (41:35-45:55); How quick did the US respond to human rights challenges in Vietnam, after the fall of Saigon? Explain how President Ford supported as many as 200,000 refugees. Historian Richard Norton Smith uses the phrase “a nation of refugees”; what does he mean with this phrase? (46:00-48:20); Why did President Ford meet with USSR General Secretary Leonid Brezhnev? What were the Helsinki Accords? Why does Henry Kissinger say they were important? How did the “right wing” of the Republic Party respond to Ford’s work?

Have each group share responses to questions from each section.

Based on these findings, how did Ford display “character” throughout his career? How do these experiences connect to the 1976 Presidential Election?

How did Gerald R. Ford display “virtue”?

Final Reflections on the Legacy of President Gerald R. Ford: read closely the following tributes to

President Ford. What ideas strike you as the most significant? How do these ideas shape your understanding of President Ford? How should we regard Gerald R. Ford today? Share your reflections in a few paragraphs. [Editor: Or ask each student to explain if they thought Ford should have pardoned Nixon.] (assign as homework; share responses during next class)



“According to an ancient tradition, God preserves humanity despite its many transgressions because at any one period there exist 10 just individuals who, without being aware of their role, redeem mankind.

“Gerald Ford was such a man.

Propelled into the presidency by a sequence of unpredictable events, he had an impact so profound it’s rightly to be considered providential.”

Henry A. Kissinger’s Eulogy for Gerald Ford

“God has been good to America, especially during difficult times. At the time of the Civil War, He gave us Abraham Lincoln. And at the time of Watergate, He gave us Gerald Ford – the right man at the right time who was able to put our nation back together again.”

Tip O’Neill (Massachusetts, Democrat; Speaker of the US House of Representatives), inscription in the US Rotunda on Gerald R. Ford statue

“I was one of those who spoke out against his action then. But time has a way of clarifying past events, and now we see that President Ford was right. His courage and dedication to our country made it possible for us to begin the process of healing and put the tragedy of Watergate behind us. He eminently deserves this award, and we are proud of his achievement.

“Our other winner this year, John Lewis, is a legend for his courageous leadership over so many years in the civil rights movement. For a generation he has asked America to be all it could be. Despite more than 40 arrests and countless vicious beatings, John Lewis never stopped believing in the ideals of the Constitution and the Declaration of Independence. He organized his fellow citizens and helped them to obtain their most fundamental right in a democracy -- the right to vote -- and he has continued to fight for civil rights ever since.”

Edward M. Kennedy (Massachusetts, Senator, Democrat)

Gregory J. Dykhouse is a teacher in Black River Public Schools in Holland, MI

Stony the Road Literature Guide

from Anthony Saliccioli

Keywords: Reconstruction, Jim Crow, Social Justice
Stony the Road/ Author: Henry Louis Gates, Jr.

The abolition of slavery in the aftermath of the Civil War is a familiar story, as is the civil rights revolution that transformed the nation after World War II. But the century in between remains a mystery: If emancipation sparked, *a new birth of freedom*, in Lincoln’s America, why was it necessary to march in Martin Luther King, Jr.’s, America? In this literature guide for *Stony the Road*, you will seek answers to this question and finally self-evaluate what you can do to improve fairness, equality, and social justice in this country through your actions.

Pre-Reading Questions

1. When was the Emancipation Proclamation given? What did it say?
2. Briefly, what do the Civil War Amendments (13th-15th) state?
3. What do you know about the years in United States History from 1865-1877, known as Reconstruction?
4. What do you know about the Civil Rights Movement in the United States from the 1950’s-1970’s?

5. What are your opinions regarding race relations in the United States today?

Connections

1. Our present state of affairs has historical antecedents. These antecedents are essential to know to accurately assess present matters.

2. You'll notice that when cultural shifts occur, it is due to mass consensus of the people and the decisions of political leaders. What can be done today to move collective consensus and political decisions to foster a better world.

Questions During Reading

1) How does Henry Gates Jr. connect his historical narrative to the present day? What parallels does he see between our present political situation and the era of Reconstruction and Redemption?

2) Between the Reconstruction Era (1861-1873) and the Harlem Renaissance was known as, "The Redemption". This time was an attempt to roll back the gains made by African Americans after the Civil War. What tactics were used to roll back these gains?

3) What was ruled in the Supreme Court Case of Plessy v. Ferguson (1896)? In what ways was this ruling significant in the story of race relations in the United States?

4) What was Plantation Literature? What themes were contained in it and what influence did it have on White America?

5) In the early days of film, D.W. Griffith's made, "The Birth of a Nation". What was this film about and what influence did it have in American culture?

6) What was, *Sambo Art*? What themes and ideas did it promote and what were some examples of it?

7) How prevalent was the practice of lynching? Why do you feel it happened as frequently as it did?

8) An idea emerged at this time known as the "New Negro". Who were the leaders of this movement and what did they espouse?

9) What African American organizations emerged during this time to support African Americans and what did they accomplish?

Connections

1. How do modern Civil Rights Movements compare to the prior movements featured in the book?

2. How much progress has been made in the United States from Reconstruction to now in regards to Civil Rights and race relations?

3. How much more progress is required in the United States in order to make this a nation where there is full equality? What areas do you feel need to be changed?

4. What can you do personally to improve matters in this nation?

After Reading

Visit [Learning to Give](#) and learn about Civil Rights Leaders and how to create a more civil society:

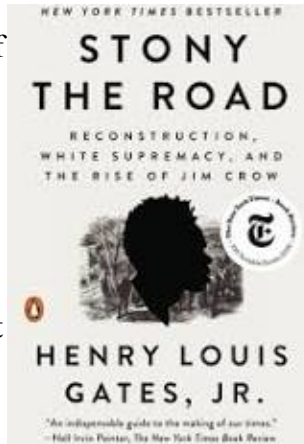
This is a [video of Professor Gates](#) speaking to high school students at Pace University.

Watch portions, or the entirety of this talk.

Activities

[Engage in an act that improves matters in your community.](#) finally self-evaluate what you can do to improve fairness, equality, and social justice in this country through your actions.

Anthony Salciccioli is the 2016 Gilder Lehrman Michigan Teacher of the Year



Nuts & Bolts

from Jim McConnell

Michigan Statehood Day Quiz'

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
Answers later in this issue.

Michigan Lessons Using Library of Congress Primary Source

Materials

Featured on Education Extras: Library of Congress Lesson Plans! Click educationextras.com to view elementary, intermediate, and high school lesson plans!! The Michigan Lessons are in the elementary category.

These lessons were developed by classroom teachers from across the state during a series of summer workshops organized by the Michigan Council for History Education. The programs were funded by grants from the Midwest Center for Teaching With Primary Sources.

The Toledo War: Michigan Attains Statehood
by Donna Vincent

Pioneer Life In Michigan by Kathryn Hribar

Podcast Guides Podcasts/MP3 Files

Additional Resources

How Do People Use, Modify, and Adapt to the Environment of Michigan? by Kathryn Hribar

Examining Primary Source Advertisements From Michigan by J'aime Holderbaum

Finnish Immigrant Experience in Michigan's Upper Peninsula (Mid 1800s-Early 1900s) by Mary Myton
Underground Railroad in Michigan and the Great Lakes Region by Kristina Vanhala

Train To Midnight: A Journey on the Underground Railroad by Kristi Karis

Migration and The Orphan Train by Terence Madden

Migration and the Orphan Train Lesson Plan

Remember the Ladies: How Suffragists Changed Voting Requirements

in the Early 1900's by Vanessa Holland

Battle Creek, MI Feeds the World by Emelia Johnson

More Resources from the Library of Congress

Compiled by Dick Cooley, Grand Valley state University History Department

"Creating a Primary Source Archive: [All History is Local](#)": Covid 19 and a National Election are more than enough reason for students to think historically and create their own personal archive based on the events for 2020. This lesson plan provides some



primary source links, but also prompts teachers and their students to create their own archives and then compare and contrast their own analysis of their collections with other primary sources.

Library of Congress High School lesson plan: “The US Constitution: Continuity and Change in the Governing of the United States. This is a unit with four lesson plans using primary sources. Lesson Three focuses on important issues which confronted the first Congress and also allows students the opportunity in examining current congressional debate over similar issues. Beyond the primary sources attached to these lessons, it would be worthwhile for teachers in examining the following two websites: <https://www.landmarkcases.org/> and <https://www.oyez.org/cases/2020>

Library of Congress lessons.

“[The Great Depression and the Present Day](#)”. This multi-day lesson plan or mini-unit helps students explore primary sources while analyzing New Deal programs which helped people during a desperate time in United States’ history. Parallels may be drawn between government programs in the 1930s and programs and policies designed to assist and aid the United States’ population during the Covid Pandemic.

River Raisins National Battlefield Park Resources

[What Happens When We Brush and Flush?](#)” A Middle School, multi-disciplinary lesson. This lesson plan examines water treatment and water use in the United States, as well as water conservation. During the Pandemic and due to the shortage of toilet paper, people were disposing of paper items in a way that clogged treatment plants, much to the chagrin of the Public Works staff in many communities. This lesson will help students develop critical thinking skills before they send things down the drain.

This lesson plan might be combined with the Library of Congress lesson. This lesson plan was found through a link to the National Park link and involves students doing history through oral interviews. Although the reference is to the Great Sand Dunes National Park, the [lesson on oral history](#)

is applicable anywhere and oral histories are interesting and useful primary sources, especially when discerning individual’s perceptions of events.

[Treaty of Ghent and Treaty of Spring Wells Negotiations](#). The War of 1812 featured the major British loss at New Orleans after the Peace Treaty was signed (but not ratified). The impact on Native American nations is sometimes overlooked. This lesson focuses on the negotiations for the Treaty of Ghent and the Treaty of Spring Wells. This is an 8th grade simulation which leads students through the negotiations and impacts of both treaties.

[Building Character](#): Eisenhower’s Story and My Story. Upper Elementary through Fifth Grade. This lesson plan has students identify the character traits of trustworthiness, respect, responsibility, accountability, caring and citizenship by examining the life and story of Dwight D. Eisenhower and then create a timeline of their own life and the lives of family members that have helped them develop positive character traits.

Resources from Colonial Williamsburg

[Westward Expansion Through Maps](#). This lesson has students analyze primary source maps that trace westward movement and examine the role of government and the role of individuals in westward expansion. Students will demonstrate connections between maps and the value of unity and diversity. A middle school lesson

[Colonial Williamsburg](#). This massive document has, as one of its lessons Traits of Effective Citizens. You can find the pdf by scrolling down about half way through the many other lesson plans. This Level 2 lesson has as its objectives what character traits define effective citizens, traits of historical figures, character traits of admirable people and an action plan for students to develop their own effective citizen character traits.

[Behaving Yourself](#), Eighteenth Century Style. Too often today students, and adults, see examples of poor manners and rude behavior. It might be refreshing for everyone to remember that at one time people practiced civility, even when life was often brutal and



harsh. George Washington published some rules concerning Civility and Decent Behavior and it might be good for students to discuss the differences between expected mannerly behavior in early US history and the sometimes boorish behavior today.

Colonial Williamsburg: [Should It Stay or Should it Go?](#) This lesson plan helps students develop archival skills and preserving our collective memory. Using a document from Thomas Jefferson, students examine what is important in preserving the past as a way of examining important documents and artifacts in their lives today.

Resources from George Washington's Mount Vernon

Compiled by Jana Pisani, History Department, Ferris State University

The website [Ask Mount Vernon](#) is where students can submit questions about George Washington and Mount



Vernon. Also available are the video responses from Mount Vernon employees, who have answered questions such as “Did George Washington Have Wooden Teeth” and “Why Didn’t Washington Become King?”

This [website](#) offers dozens of lesson plans about the American Revolution, Washington’s life and legacy, living conditions of the time, and Martha Washington, among other things. The lessons are searchable by grade level, theme, and type of activity.

George Washington’s Mount Vernon is offering five-day, digital professional development [summer institutes](#) between June 14 and August 6, 2021. The programs will run Monday-Friday noon to 5:00 p.m. and cover such topics as “Leadership and Legacy: Lessons from George Washington,” “Slavery in George Washington’s World,” and “The Great Experiment: George Washington and the Founding of the US.

What was the worst year in American History?

Editor’s Note: This was submitted before the events of this month by Jim McConnell, which history has not judged, yet.]

A recent feature story on WWJ radio caught my attention and caused me to spend too much time with "Google." Here are three interesting articles that you might enjoy. The first one lists the eight worst years in American history, as ranked by 28 historians. You might enjoy sharing this with your students. The second article, focusing on 1968, poses some thought-provoking questions, such as How might history have been changes in Hubert Humphrey had been elected President in 1968, The third article takes us back to a year in world history about which I know nothing. Here again, though, what a well-written statement. What an interesting issue to raise with your students!

(1) 2020 was a difficult year for many, but according to historians, it's not the most stressful year in U.S. history by Caitlin O'Kane of [CBS News](#).

(2) Is This the Worst Year in Modern American History? Comparing 2020 to 1968 offers some disquieting lessons for the present. MAY 31, 2020. James Fallows in [The Atlantic](#)

(3) [536 AD](#) — the worst year in history scholars and researchers agree on the year that was worse than any other.



Answers for: Michigan Quiz

1. What state was 'paired' with Michigan in joining the Union? Arkansas
2. Who was President when Michigan became a state? Andrew Jackson
3. Name Michigan's first Governor: Stephens T. Mason Where is he buried? Detroit
4. During what years was Michigan under British control? 1760-1796. 1812-1813/1815
5. Name the oldest city in Michigan & tell the year it was founded: Sault Ste. Marie (1668)
6. In what year did the capital move from Detroit to Lansing? 1847
7. Who was Michigan's first Superintendent of Public Instruction? John D. Pierce
8. How many stars were on the U.S. flag once Michigan became a state? 26
9. What land area did Michigan gain when it gave up its claim to Toledo? Western end of U.P.
10. In what year were Michigan's two peninsulas connected by a bridge? 1957
11. Name the only Michigan resident who became U.S. President: Gerald R. Ford

12. On what date was Fort Mackinac restored to the U.S. in the War of 1812? July 18, 1815
13. How many casualties were there in the Toledo War? None
14. Name the first land grant college in the nation: Michigan State University
15. What was the original name of The University of Michigan? Catholepistemiad
16. Name the Michigan Governor (1813-1831) who designed the emblem in the state flag: Lewis Cass
17. Who was the first European explorer to visit Michigan? Etienne Brule
18. Name the "City of Four Flags" and identify the four flags: Niles (Spanish; French; British; US)
19. Who was the most famous basketball player to come from Michigan (State)? Earvin "Magic" Johnson



[More from our Contributing Editor, Jim McConnell.]

Michigan redistricting Commission gets to work

Political junkies including most social studies teachers, will have a great time in 2021. We can all ponder the upcoming work of the [Michigan Redistricting Commission](#).

This new government agency was established by the adoption of Proposal Two in the November 2018 election. The Redistricting Commission will be responsible for drawing the boundary lines for all 14 congressional districts, 38 state senate districts, and 110 state representative districts in Michigan. Political fans like me look forward to the news stories coming out of the work of the 13 randomly-selected individuals comprising the Commission.

Michigan Freedom Trail Commission is seeking candidates to fill four potential seats available in February. These seats, which are ultimately appointed by the governor, include one with knowledge of historic preservation; one with an active involvement in civil rights issues; one from the academic community knowledgeable in African-American history; and one member at large with no specific requirements. Contact Sheri Giffin at 517-335-2591 for more information or [apply](#)

MCHE offers awards to Teachers and Students

MCHE Awards Committee Chair, Nick Orlowski, updated the Board on the status of the U.S. Senate Hearst Foundation Youth Fellowships and the Presidential Scholar program. He also noted that

deadlines are approaching for the Gilder Lehman History Educator Award and for the Annette & Jim McConnell Michigan History Teacher honors (Preservice; Elementary & Secondary). [Details](#)

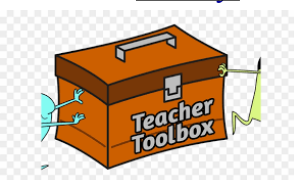
Registration opens for Virtual NCHE Online Conference Thurs.-Sun. April 8-11, 2021

Place and time are the coordinates of all historical developments and events. Some are natural, like the geological formation of Utah's Salt Lake between 10 and 4 million years ago. Others are human and social, like the fall of the Bastille on July 14, 1789, or the collapse of the Berlin Wall exactly two-hundred years later. Geography and history serve as a matrix of time and place and as a context for events. With an intriguing theme, the program includes virtual field trips, great keynote presenters, several breakout sessions poster sessions and more. [Register NOW](#)

Celebrate Michigan Statehood Day Tuesday, January 26, 1837

184 years ago, on January 26, 1837, Michigan became the 26th state. You can help your students and colleagues learn about this historic occasion with the tatted Michigan Statehood Day Quiz. You can also learn more about the Toledo War, Michigan's *Boy* Governor and the writing/adoption of the 1835 Constitution at wikipedia, [Steps to Statehood](#), at the [History Channel](#), or the [Library of Michigan](#) resources. If you are really serious read Willis F. Dunbar, Michigan: A History of the Wolverine State.

For the Civic Education Models of 22 Countries go to the Law [Library](#) of the Library of Congress.



1876 United States presidential election

Among the most controversial presidential elections was the 1876 controversy that was ultimately resolved by a decision of a special Electoral College Commission. Other key elections took place in 1800, 1824, and 2000.

1876—[Death knell of the Republican dream](#)

This is a concise summary of the key points in 1876, but it does not fully address the membership change in the appointed Commission.

1876 [United States presidential election](#)

Overwhelming details, with cars, images and a thorough discussion of the issue.

[FAQs the election of 1876](#)

Disputed Election of 1876- See the [Hayes Library](#), Fremont, Ohio

The Presidential Election of 1876-

In the centenary year of the Declaration of Independence, a deeply troubled American Republic went to the polls to elect a new president. A close and bitter [election followed](#) fought in the shadow of scandal and fraud.

Three YouTube Videos-

9:14. Voter fraud, suppression and partisanship: A look at the [1876 election](#)\

57:10. Fraud of the Century: The [Election of President Hayes](#).

8:40 YouTube · [Mr. Beat](#)

The 2021 Michigan in Perspective: Local History Conference Goes Virtual

The 2021 Michigan in Perspective: Local History Conference will be presented as a virtual program due to the coronavirus pandemic. The event will take place **Friday-Saturday, March 19-20, 2021**. This will be the second virtual conference conducted by HSM—the first being the Michigan History Conference in October of this year.

Most of the content from the canceled 2020 program will be preserved, including sessions on these topics: the revitalization of Detroit, Albert Kahn in Detroit, the Annishnaabe women of Mackinac, Judge Damon J. Keith, World War II POWs in Michigan, Detroit's "Green Book," Arab-American foodways in Michigan, Black theaters in the Motor City, Detroit's Japanese Americans and many others. The Historical Society of Michigan is the state's oldest cultural organization, founded in 1828. A

nongovernmental nonprofit, the Society focuses on publications, conferences, education, awards and recognition programming, and support for local history organizations to preserve and promote Michigan's rich history.

Further details and a conference booklet with program descriptions will be available in early January 2021 at hsmichigan.org/conferences.

From wordsmith.org:

The past is a foreign country; they do things differently there.

-L.P. Hartley, writer (30 Dec 1895-1972)

Teaching History in a Time of Crisis

A Position Statement of the National Council for History Education, December 2020 [from Jim McConnell]

The National Council for History Education provides professional and intellectual leadership to foster an engaged community committed to the teaching, learning, and appreciation of diverse histories. Historians create complex narratives constructed from increasingly available sources and voices, critical conceptual understandings, logical inferences, and evolving interpretations and methodologies.

NCHE believes that open and deliberative discussions about changing historical interpretations are central to democratic life. Importantly, teachers, students, historians, and community members must confront and investigate injustices in the past and present. Recent attempts at the federal level silence such deliberations in favor of a familiar singular narrative of our nation's past. Such statements and orders undermine the fabric of democracy.

NCHE is an organization dedicated to the teaching and learning of history. As a discipline, history offers a window to the human experience, requiring all individuals to contextualize events of the past and present to construct arguments based on evidence. History brings perspective to



contemporary social justice issues by weaving a larger context and requiring evidence-based analysis and interpretation.

NCHE supports and advocates for teachers, curricula, and professional development that compels students to understand the significance of the past to their own lives; helps them acquire a comprehension of our shared humanity and diverse cultures and perspectives; and enables them to grasp the complexity of historical causation while avoiding abstract generalizations.

Traditional narratives can be comforting, particularly in a time of crisis, but now is the time for much more. This is a time to embrace complexity, to engage in free speech, and to interrogate the past in rigorous and critical ways. The exchange of differing ideas and critical analysis supports the common good and the democratic ideals to which we aspire. The nation is better served by a consideration of our past that includes multiple voices and a diversity of perspectives and interpretations.

Help With Teaching The Issues of January 6, 2021 by Bob Pettapiece

The MCSS President, Dave Johnson, with the help of several members put together a few great [resources](#) to deal with the events of January 6th. As I looked briefly through them, I noticed discussion of controversies being mentioned with the advice of getting permission from parents (and perhaps others) to have frank discussions. From where I sit, if permission is to be obtained in a social studies class, or an English class or any other class where issues are to be honestly presented and discussed, get permission at the start of the school year, if at all. Honest discussion is one of the goals of social studies in a democracy.

End Notes

from the Editor, Bob Pettapiece

January has been an historic month. Along with all the events in Washington DC, we have this first edition of the MCSS Toolbox. I want to take time to **thank** all those who contributed to this issue. I hope

their contributions will inspire others to **write something** for the next issue in the Fall of 2021.

You may have noticed most of the articles are on history, a topic I enjoy, and they are aimed at secondary education, where I spent most of my public school teaching career. **However**, there are at least three other social studies disciplines (NCSS has about 7) and the education of youngsters pre-K-8. We would happily accept other social studies articles. In future issues I hope we can have not only the type of articles you see in this issue, but perhaps an **opt-ed** piece or two, and a **letter to the editor** is welcome. If you have a submission or an announcement or questions, please send them to me at pettapiece@wayne.edu.

Have a successful rest of the school year!

