

The POINT!



E-Letter of the Western Pennsylvania Council for the Social Studies
Vol. 11 No. 4 April 2018

The Great Civics Class

Enough Is Enough': Students Demand Action on Guns in Massive March

Hundreds of thousands of students, parents, educators, and others swarmed demonstrations in Washington and nationwide to press for stricter gun laws in the wake of last month's massacre at a Florida high school. [Read more.](#)

Will 'March for Our Lives' Win the Stricter Gun Laws Students Demand?

At Marjory Stoneman Douglas High School, students walk daily past a quote painted high on an exterior wall: "Be the change you wish to see in the world." After 17 classmates and staff members **died in Feb. 14 mass shooting at the Parkland, Fla., school**, some Stoneman Douglas students took that quote to heart. Less than 24 hours after they were huddled in darkened classroom closets waiting for police to escort them to safety, they **planted the seeds** of a national movement that takes center stage Saturday at the March for Our Lives, when half a million people are expected to gather in Washington, D.C., to call for more restrictive gun laws.



But it remains to be seen if all the enthusiasm, and the coinciding media coverage, will lead to real policy change, especially on the federal level. There's still a powerful gun lobby, and the youth activists have ambitious policy demands that lawmakers have failed to pass many times before.

Student Activists and Celebrity Donors: Who's Behind the 'March for Our Lives'

The march in Washington, as well as one planned for south Florida, are being planned in part by students from Marjory Stoneman Douglas High School in Parkland, Fla., where a gunman killed 17 people on Feb. 14. . . .

Last week, Stoneman Douglas senior David Hogg, a survivor of the shootings who has become a national leader for the march and for stronger gun control measures, announced that four singers—Miley Cyrus, Ariana Grande, Jennifer Hudson, and Demi Lovato—would be participating in the Washington event, though he didn't say they'd be singing from the stage. "We're going to have four major, independent women standing up and walking beside us," Hogg told CNN's Anderson Cooper. "They're going to be standing with us, and marching with us. I think that is part of the huge support we're starting to see."

NOTE: We apologize for not including information about the annual History Day program and the Albert Goldsmith Awards. Information received from the History Center is sparse and incomplete. We will attempt to rectify this in the next issue.

Soldiers & Sailors Hall!

Soldiers & Sailors Memorial Hall & Museum houses a vast collection of primary and secondary documents and military artifacts. It is their mission to promote the use of these educational items and create novel understandings for all groups who visit the museum. They provide a rich learning experience for all people by exploring the deeds and sacrifices of ordinary citizens during extraordinary circumstances.

Soldiers and Sailors offers guided tours to all groups. Tours may be booked for groups of all sizes and ages, including schools, colleges, veterans' organizations, and senior groups. Tours last about an hour and are led by an experienced docent. A tour can encompass the entire museum or be focused on a particular area of study. Cost of a tour is \$5.00 per person. School chaperones are free.

The Education Dept. 412.621.4253 Tim Neff x 219
<http://www.soldiersandsailorshall.org/education.html>

Bus Scholarships are back!

Soldiers and Sailors is excited to announce that we have once again received Grant Funding to help support our Bus Scholarship Program. Contact Tim Neff @412 621 4253 x219 or by e-mail to schedule a tour.

Cocktails & Camaraderie

Hosted by [Soldiers & Sailors Memorial Hall & Museum Trust, Inc.](#)
 Friday, April 13 at 6 PM - 8 PM
 \$5.00 Admission

Join us for our first cocktails and camaraderie event of 2018! Enjoy era cocktails beginning with the Civil War and craft beer! Be entertained by Era actors, interact with museum artifacts and enjoy the beautiful architecture and atmosphere Soldiers & Sailors has to offer!

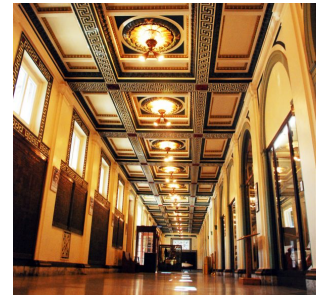
Social Studies SAT Workshop:

Date: Thursday, **April 19, 2018** Time: **12:00 – 3:30pm** Cost: **Free**
 Location: **Allegheny Intermediate Unit**
 Audience: **History/Social Studies Teachers, Principals,**

This presentation will include an overview of the new College Board assessment system with particular attention to the Social Studies/History cross-test components. We will look at key shifts in the current College Board assessments that now make it possible to focus on Social Studies/History items embedded in the assessment. We will look at domains and standards that the College Board is measuring and how these domains and standards map to specific test questions and item types and where these are located in the score reports portal. Lastly, we will share teacher resources so participants can go back to their districts to lead discussions within their departments.

Register for this workshop (second option) at: <https://tinyurl.com/AIUcollegeboard>

For more information contact 412-394-4940



The Point

Western Pennsylvania Council for the
Social Studies

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Can student activism boost civics education?

The activism of student survivors of the recent shooting at Florida's Marjory Stoneman Douglas High School has prompted some observers to ask if the efforts will lead to more civics being taught in US schools. This article highlights how some educators have approached civics-related lessons, such as discussions about the Constitution.

[Education Week \(tiered subscription model\)](#) (3/2)

After Parkland, Where Do We Go From Here? (Commentary)

This is the question on the minds of most Americans following the deadly shooting at Marjory Stoneman Douglas High School in Florida on February 14. The groundswell of response after 17 students and educators were killed in the Parkland high school has been news breaking. Students, parents, educators, and policymakers have kept the issue of gun control and how to move forward the focus of public debate.

The case against arming teachers with guns - Vox

Following the Marjory Stoneman Douglas High School shooting in Florida that killed 17, President Donald Trump and other lawmakers have landed on an old idea for preventing school shootings: putting more armed personnel — including **teachers with guns** — in schools. This is essentially an extension ...

Trump: 10 to 20% of teachers are “very gun-adept.” Reality: not even ...

Trump wants to solve school shootings by arming **teachers** with “military or special training.” ... During a speech Friday morning at the Conservative Political Action Conference, President Donald Trump claimed that 10 to 20 percent of American schoolteachers are “very **gun-adept** ...

Should Teachers Be Armed With Guns? - The New York Times

How would you feel if you knew some adults in your school were carrying concealed weapons?

Mental health to join curriculum in N.Y. schools

New York schools beginning July 1 will be required to offer mental health education within existing health class curriculum and other classes. To help educators prepare, the School Administrators Association of New York State recently held an event in which panelists offered advice for incorporating mental health topics into the school day.

[Rochester Democrat and Chronicle \(N.Y.\) \(tiered subscription model\)](#) (3/1)

Ex-Marine, Current Teacher: Don't Arm Me With Guns, Trump | Time

A former Marine writes that President Trump's proposal to arm **teachers with guns** would not protect students from school shootings.

**LET'S TALK ABOUT
MENTAL HEALTH**

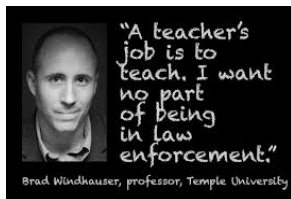


« Most Teachers Oppose Arming Educators and Fear a School Shooting, Says NEA Poll

Nearly 20 Percent of Teachers Would Choose to Carry a Gun at School: Gallup
By Madeline Will on March 16, 2018 11:21 AM

Three surveys in the last week—by Gallup, the National Education Association, and Teach Plus—all came to the same conclusion: Most teachers do not want to be armed.

According to an **online Gallup Panel survey** of about 500 U.S. teachers, for example, about 70 percent of respondents do not think they or other school staff members should have guns in school, with nearly 60 percent saying that guns would make schools less safe. Gallup is the only nationally representative survey of the three polls released this week.



Why We Didn't Allow the Students in Our District to Participate in the Walkout

Not all students in Bellefonte, Pa., honored the Parkland shooting victims by following district policy, explains Superintendent Michelle Saylor. [Read more.](#)

After Shooting, Tension Mounts Between Security Quick-Fixes and Long-Term Solutions

School district leaders must weigh costly measures like adding school police and installing metal detectors against considerations for students' civil rights and whether hiring a school counselor might achieve greater safety benefits. [Read more.](#)



Post-Parkland, the Second Amendment Gets a Closer Look in Class

Two Nevada high school classes are getting a deep lesson on the Second Amendment and learning firsthand why the debate over the right to bear arms can be so politically divisive and emotionally fraught. [Read more.](#)
(*Education Week*)



How to help educators deal with vicarious trauma

(Pixabay)

Some teachers can take on students' trauma as their own, suggests Alex Shevrin, a community college teacher and former school leader. In this blog post, she shares her own experience with vicarious trauma and offers tips on how to cope.

[Edutopia online](#) (3/21)

Professor: Connect student protests to citizenship lessons

The Hechinger Report (3/19)

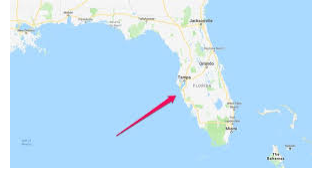
Protests this month and next are playing out in a unique way, revealing considerable promise in our rising generation of citizens. These student protesters show a proclivity toward speaking out and invoking change. But if this civic action is to be sustained and to extend to topics beyond gun violence and school safety, schools need to do more to nurture these students' dispositions toward political participation so they can continue to engage in informed and effective ways.



[Ancient Native American burial site found near Fla. coast](#)

An ancient burial site that dates back 7,000 years has been found just off the coast of Florida, and it contains the remains of Native Americans, according to state archaeological officials. The site, which had once been a freshwater pond with a peat bottom that's since been covered by the rising waters of the Gulf of Mexico, will be preserved untouched, "out of respect for the ancient people buried there and their living descendants," the officials said.

[LiveScience](#) (3/1)



[Expedition locates sunken WWII warship in South Pacific](#)

The wreck of a US warship torpedoed in 1942 during the World War II Battle of Guadalcanal has been found in the South Pacific by an expedition backed by Microsoft co-founder Paul Allen. The remains of the USS Juneau were located Saturday on the ocean floor near the Solomon Islands. [The Guardian \(London\)](#) (3/20)



Helping Students 'Get Into History'

[Is reading aloud a good fit in high school?](#)

Lessons for high-school students that involve reading aloud can help improve comprehension, writes Danielle Martin, an education consultant with the Great Books Foundation. In this commentary, she offers five benefits of reading aloud and strategies to support the method. [The Hechinger Report](#) (3/8)



[Vt. 8th-graders write profiles for PBL unit](#)

(Pixabay)

Eighth-grade students at a Vermont school have written profiles of 26 residents of their town of Burke for a cross-curricular project-based-learning unit. Students worked on the Humans of Burke project in language arts, social studies and art classes, interviewed the residents, wrote profiles and created linoleum block prints of their subjects for a display.

[The Caledonian-Record \(St. Johnsbury, Vt.\)](#) (3/19)



[Ideas for creating lessons that matter](#)

(Pixabay)

Designing assignments that matter can help prepare students for the real world, writes English teacher Beth Pandolpho. In this blog post, she offers three strategies to support such design and foster student independence.

[Edutopia online](#) (3/19)



[Meet the British Teacher Who Won a \\$1 Million Education Prize](#)

Andria Zafirakou, an art and textiles teacher at an inner-city school in London, has won the 4th annual Varkey Foundation's **Global Teaching Prize**.

Through her art classes and work on a senior leadership team at Alperton Community School, Zafirakou has led efforts to support the school's economically and ethnically diverse student population.



[Educators: Teaching about Iraq War is challenging](#)

(Win McNamee/Getty Images)



It has been about 15 years since the US military invaded Iraq, but it may be too soon to cover in depth in the classroom, says high-school history teacher India Meissel, president-elect of the National Council for the Social Studies. Some educators say the war presents difficulties because it isn't covered in older textbooks, students lack base knowledge and military action is still ongoing. [HuffPost](#) (3/17)

[What students can learn from controversial topics](#)

EdSurge (1/17)

Ask any teacher about teaching about a controversial topic, and most will tell you to avoid it at any cost.



Now is the time to teach students how to deal with controversial subjects and how to cope with a plurality of ideas and identities. School administrators hate controversy and will often discourage teachers from discussing hot topics in their classrooms at all. Teachers routinely get fired or reprimanded for opening discussion in their classroom about ideas that some may take issue with. Teaching subjects like art, literature, theater, and even history and science, can be fraught with difficulty, as teachers navigate minefields of potentially offensive ideas and images.

[The Problem With Calling Scholars 'Too Political'](#)

Scholars shouldn't opt out of public-policy debates for which they have a deep well of knowledge, writes Diana Hess. / . . s—and because, in this day and age, everyone can share their thoughts with the click of a mouse—scholars may not be regarded as highly skilled experts whose opinions we should seek out. [Read more.](#) (Education Week)



[What to do about a lesson that misses the mark](#)

Teachers should trust their gut if they feel a lesson has missed the mark or fallen flat, asserts Sarah Cooper, an eighth-grade US history teacher. In this blog post, she describes four realizations she made during a postmortem of a lesson on the electoral college that she thought failed to resonate with students.

[MiddleWeb](#) (1/15)



[Technology reveals ancient Greek medical text](#)

Ancient Greek medical text was scrapped off parchment and covered by 10th-century psalms from the St. Catherine's Monastery on the Sinai Peninsula, researchers say. The medical text in the book was uncovered by researchers at the Department of Energy's SLAC National Accelerator Laboratory with the help of high-energy X-rays.

[Gizmodo](#) (3/13), [LiveScience](#) (3/13)



For as children tremble and fear everything in the blind darkness, so we in the light sometimes fear what is no more to be feared than the things children in the dark hold in terror and imagine will come true. Lucretius, poet and philosopher

SAVE THE DATE 2018 AIU AP SUMMER INSTITUTE

June 25 – 28, 2018 8:00 am – 4:30 pm

South Fayette High School 3640 Old Oakdale Road McDonald, PA 15057

The **2018 AIU AP Summer Institute** is endorsed by the College Board® and includes 20 subject-specific workshops in the Sciences, Mathematics, Social Sciences, Language Arts, Foreign Languages, and Fine Arts. Participants will earn 30 Act 48 hours upon completion of the four-day Institute.

REGISTRATION IS NOW OPEN at www.aiu3.net/apsummer2018.

Workshop tuition is \$975 and includes all College Board and workshop materials, light breakfast, lunch, and snack daily. Hotel accommodations are offered at a reduced rate at The Hampton Inn, Bridgeville, PA – see our website for details and reservations link.

This year we are featuring the **College Board redesigned US Government and Politics** workshop along with four brand new workshops in Computer Science A, French Language and Culture, Human Geography, and Music Theory.

*I and the public know. / What all schoolchildren learn. / Those to whom evil is done. /
Do evil in return -W.H. Auden, poet (21 Feb 1907-1973)*

MEMBERSHIP APPLICATION**Western Pennsylvania Council for the Social Studies**

Name _____

Address _____

City _____

Phone _____

e-mail address _____

School or Institution _____

Position and Grade level _____

Dues: \$10.00 Amt. enclosed _____

Check made out to WPCSS

* **NOTE:** Most communication will be handled by e-mail. Please include e-mail address in order to be informed of coming events. Also, check with your school tech director to see if the fire wall will allow you to receive *The Point*, usually its size is about 10 mb. Some firewalls reject attachments over 2 mb.

Send application and dues to:

Leo R. West Treasurer • 11533 Clematis Blvd. • Pittsburgh, PA 15235

**The Bradford House Museum and
Washington & Jefferson College present
The Symposium on Life and Customs in Western Pennsylvania**

An Evening with John Adams

Friday April 6, 2018 The Chapel at Old Main, Washington & Jefferson College Washington PA

6:30 p.m. Doors and displays open

7:00 p.m. Speakers

9:00 p.m. Reception and displays

\$20 per person at the door

Pre Register Online for \$18 each or by calling 724.222.3604, by check mailed to the Bradford House, PO Box 537, Washington PA 15301

Preregistration closes on March 30th at noon



John Adams, second President of the United States, was an imperfect, burdened, yet ever-striving man. In him we recognize the desire to be something more, the concerns about what others might see in us, the struggle for balance between our personal opinions and our public persona. Throughout his life, Adams faced many challenging situations, but perhaps what is even more impressive than how he tackled these issues, or his list of accomplishments, is his humanity. While he did not necessarily believe in the innate goodness inside man, he did something remarkable, though sometimes unintentional – he strove for goodness.

It was President Adams who finally, in 1799, pardoned David Bradford for his role in the Whiskey Rebellion, in response to a letter sent to Adams by Bradford in 1798.

Adams will be portrayed by Peyton Dixon, an interpreter with over a decade's experience. In 2004 Dixon was captured by the spirit of both the well-known and the everyday man of the eighteenth century – trying desperately to understand and make their place in new, exciting, and frightening world. He was particularly fascinated and impressed by the powerful yet (at the time) mostly unsung John Adams. His goal is to bring to light the accomplishments as well as the imperfections of John Adams, as well as our other founding fathers: to look beyond the statue, bring them off the pedestal, and see the everyman beneath.

LAUREL
FOUNDATION



Luncheon with John Adams

Saturday, April 7, 2017 from 12 pm to 2 pm

Union Grill, 13 ½ Wheeling Street, Washington, PA 15301

\$50.00 cost includes sit-down luncheon

Tickets available online at www.bradfordhouse.org

Luncheon options:

Steak Salad or Penne with Chicken and Broccoli

Indicate your lunch entree when purchasing ticket

This first time event will feature delicious food and entertaining conversation.

John Adams, second President of the United States, was an imperfect, burdened, yet ever-striving man. In him we recognize the desire to be something more, the concerns about what others might see in us, the struggle for balance between our personal opinions and our public persona. Throughout his life, Adams faced many challenging situations, but perhaps what is even more impressive than how he tackled these issues, or his list of accomplishments, is his humanity.

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