

The POINT!



E-Letter for Western Pennsylvania Social Studies Educators
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A MEMOIR (Leo West)

Three current publications should become sources for every history course in schools throughout the country. First is the *1619 Report* of the *New York Times*. Next would be a book entitled *Everything You Waht3d to Know about Indians but Were afraid to Ask* by Anton Treur, an Ojibwe from Minnesota and *Gods of the Upper Air: How a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century* by Charles King

In 1924, immigration laws established quotas and made it difficult for certain people to enter the U.S. The “undesirables” were Asians, Italians, Poles, and the Slavic peoples of Eastern and Southern Europe.. English, Irish, German, and Scandinavians were welcome. This law came about as a result of a wide spread idea that the white race had become superior through evolution. The undesirables were not suitable to become American citizens.

Adults of the time including my own parents and grandparent accepted the idea that the white race was the epitome of God’s creation and all others were inferior. Hunkies, Dagos, Wops were all less intelligent and unfit to be considered equal to the rest of us. Of course Al Capone and gangland activity of the twenties did not dispel much of the perceptions of immigrants.

Going to school in the thirties, I was joined by the children of the ‘undesirables’ who had been imported to break strikes and take jobs no one else would do. I was often shocked to find that Dagos were not dishonest and Pollocks weren’t stupid. While there were still a lot of Anglo-Saxons, and Irish in the class, there were several people whom adults saw as inferior. Some spoke funny but as time went on, everyone became familiar and certainly were not threatening.

The adult population retained much of their prejudice and referred to the families as Hunkies, Dagos, Wops, and Spics adding a few choice words at times that I would have had my mouth washed out with soap. Some of this began to change as more young people graduated from High School. but the older generation continued to hold their prejudices until the bombing of Pearl Harbor. Now the Japs would become the people to hate. As the military expanded, it was all inclusive. No matter if you were a Hunky, Dago or Pole, Uncle Sam wanted you and took you. The military now also became a place where assimilation took place. That guy beside you would look out for you and you for him.

Schools were very important in assimilating people of different origins into one society but the military also helped.. But one group was left out of this process. African Americans were subject to separate but equal education in the south and were mostly in segregated schools in slum areas of various cities. The military also had segregated units during WWII. The Korean War integrated the military. Following WWII, the civil rights movement began and the Brown vs. Board of Education Supreme Court decision outlawed segregated schools. Many communities had neighborhood schools so segregation continued due to white flight. While buses were employed to combat this, many city schools remained mostly black.. Why was it necessary to integrate the schools? My experience in grade school illustrates why. Stereotypes disappear when students interact in a classroom. They learn from each other and prejudice and stereotypes disappear. This is why public schools are necessary and must be continued.

I also had experience in a rural one-room school where I was the smartest kid in third grade as I was the only one. One-room schools had some advantages. Younger students often learned from lessons being taught to older ones. But over all, there was little or no assimilation of immigrants in many areas. Few immigrants settled in rural areas of PA. Farm families were third and fourth generation and held on to traditional values and viewpoints. Rural areas continued to hold stereotypical ideas of urban areas and immigrants. Unfortunately today, we seem to be repeating the errors of 1924 in immigration practice.

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 an understanding 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.



New Hours at Science Center

Beginning Tues., Sept. 3, Carnegie Science Center will be closed to the public every Tuesday from the day after Labor Day through the last Tuesday in April, except for Dec. 31 and April 7 Highmark SportsWorks® and The Rangos Giant Cinema will also be closed on Tuesdays.

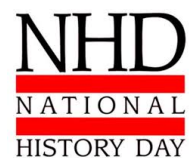
We'll use this one day a week to repair and maintain exhibits, attend to general facility upkeep, and conduct staff trainings. Tuesdays are the Science Center's least busy day of the week. Carnegie Museums of Art and Natural History also are closed on Tuesdays except from Memorial Day to Labor Day, and The Andy Warhol Museum is closed on Mondays, making this adjustment to the Science Center's hours consistent with our Carnegie Museums of Pittsburgh family.

Members will continue to enjoy the same free admission to Carnegie Science Center and the other Carnegie Museums of Pittsburgh, in addition to other great benefits like free reciprocal admission at more than 300 science and technology centers around the country.



National History Day - Breaking Barriers in History

National History Day encourages middle school and high school students to research history in an exciting and creative way. Do you know students and teachers who are interested in National History Day? This year, **schools new to the NHD program participate for free** – including in-school NHD Kickoff programs to introduce teachers and students to the National History Day program.



An Evening with Tim O'Brien

Wednesday, Sept. 18 7 - 9 p.m. Heinz History Center
\$10 for teachers and students. Use promo code **HHCEDU2019** when registering.

Join the History Center for an evening featuring acclaimed best-selling author Tim O'Brien. Known for his seminal work, "The Things They Carried," O'Brien's writing is best known for its fictional portrayals of the Vietnam War, heavily influenced by his own service during the conflict in the U.S. Army.



The Point

For
Western Pennsylvania
Social Studies Educators
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organization dedicated to promoting
the teaching and learning of social
studies in Western Pennsylvania

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Science informs how teachers memorize names

Teachers use different strategies based on cognitive science to learn a classroom full of students' names quickly. Lynne Baker-Ward, professor of psychology at North Carolina State University, says cues, such as additional information and assigned seating, help with memorizing names. [Asheville Citizen-Times \(N.C.\) \(tiered subscription model\) \(8/](#)

Survey finds most parents want civics education

Civics should be a graduation requirement for high-school students, according to a PDK poll. Of those responding to the poll, parents with college degrees were more supportive of civics education, with 29% of parents saying they worry about their students being exposed to political ideas that differ from their own.

[Education Week \(tiered subscription model\) \(8/5\)](#)


Program helps students create civic change

Students who take part in the Center for Citizenship and Social Responsibility program in Medford, Mass., come up with ideas for projects that will improve the community. The center, funded by a Michael Bloomberg Foundation grant, supports K-12 students as they brainstorm, plan and complete civic improvement projects such as improving playgrounds and encouraging water conservation.

[Patch/Medford, Mass. \(8/7\)](#)

Archaeology camp engages students in history

A group of high-school and college students are working with archaeologists to dig up broken dishes, bottles and other artifacts during a recent archaeology summer camp at the Henry Bibb Escapes and Gatewood Plantation in Trimble County, Ky. Students are learning about state history and Bibb, who was born into slavery in the 1800s and lived on the 300-acre plantation.

 [WLKY-TV \(Louisville, Ky.\) \(7/26\)](#)

Preparing students for jobs that might not yet exist

Sixty-five percent of children who entered primary school in 2017 will one day hold jobs that do not currently exist, according to a World Economic Forum report. Heather McGowan, a future work strategist, says that the key to preparing students for those jobs lies in training them to learn for themselves rather than for transferal of knowledge.

[CNN \(7/30\)](#)



Nothing is interesting if you're not interested.

Helen Clark MacInnes, writer

How culture-based curricula can aid Native American students

Culture-based education can help Native American students thrive in school while reducing disciplinary actions, writes Katrina Boone, a senior analyst with Bellwether Education Partners. Such a curriculum also helps students learn about their culture and history, and preserves cultural vitality, Boone writes in this opinion article. [The Hechinger Report](#) (8/18)

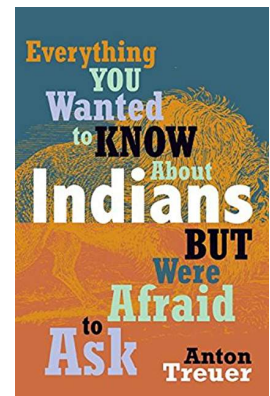


Everything You Wanted to Know About Indians But Were Afraid to Ask.

Anton Treuer

Author and professor Anton Treuer says that he spent most of his childhood living in a borderland outside the Leech Lake Reservation in Minnesota. He describes life there as filled with racial tension and confusion. When he was accepted to Princeton University he hoped his classmates would not be as ignorant about Natives, but even in New Jersey, Treuer says he faced these same challenges. It was during his studies at Princeton that he realized no matter how far he travelled he could not escape these stereotypical suppositions because, he says, Native Americans, "are so often imagined, but so infrequently understood." At that time there were few resources and opportunities to change these perceptions. Treuer says he decided then that he needed to help redefine the image of Native Americans for non-Natives and he has dedicated his life to this cause.

This book does much to erase stereotypes and clarify conceptions of Native Americans and their history.



"1619 Project" curriculum offer lessons on slavery

A curriculum created by the Pulitzer Center to complement a series of essays published by the New York Times for the "1619 Project" offers teachers a new way to introduce the history of slavery to their students. The Center also is asking teachers to submit their lessons to be shared with other educators. [Education Week](#) (tiered subscription model) (8/19), [CNN](#) (8/19)

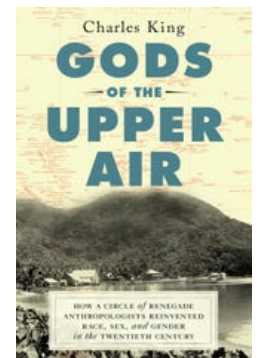
The 1619 Project

"Gods of the Upper Air," by Charles King. (Photo: Doubleday)

Franz Boas, a German immigrant, was the Pied Piper of modern American anthropology. More than a century ago, he taught his students at Columbia University to look at other societies, whether the Zuni of the American Southwest or South Sea Islanders, with an open mind.

Boas challenged the concepts of white and Nordic superiority based on bad science and superficial observation of various societies in the early 20th century.

His followers and successors included the likes of Margaret Mead and Ruth Benedict.



Indigenous games taught to Minn. students



A group of Minnesota students gathered recently for Indigenous Games Play Day to learn traditional versions of tag and a lacrosse-like game of passing a ball with sticks. The event, organized by the American Indian Parent Advisory Committee of Winona Area Public Schools, was intended to teach students about the stories and purposes behind the games, including lacrosse and Crow Arrows. [Winona Post \(Minn.\)](#) (8/12)

Why students should know history of group names



Understanding how groups of people have been categorized by labels, such as Native American versus American Indian, can help students develop the skills needed to tackle controversial topics, writes history teacher Lauren Brown. In this blog post, Brown suggests ways to construct lessons around this topic, including the study of why some names are offensive. [MiddleWeb](#) (8/14)

Students find new ways to use tech to cheat



Students continue to find new, and increasingly advanced, ways to plagiarize assignments and to cheat on exams using technology. Among the newer trends is the use of auto-summarize features in Word and other programs to generate essays that are passed off as students' own work. [USA Today](#) (8/16)

Google feature now checks for plagiarism

8/19/2019

Google for Education has introduced a feature called originality reports that allows teachers and students to scan their work for plagiarism. As the feature scans work for commonalities among billions of webpages and millions of books, it highlights text that may need additional sourcing. Full Story: [ZDNet](#), [VentureBeat](#), [PC Magazine](#)



Student describes terror during code red drill

The Atlanta Journal-Constitution (free content) (8/13)


A high-school sophomore, in a recent essay, describes her experience during a code red drill at her school, when illness prevented her from getting back to her classroom in time and left her locked out in a hallway. Emily Ross, already a published novelist, writes about how violence has affected her and her peers, stating how she never really feels safe.



Understanding of dyslexia has evolved

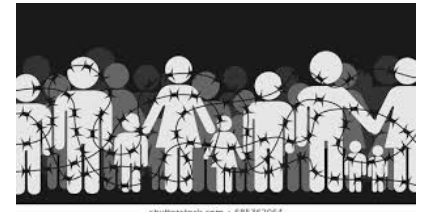
Dyslexia has been misunderstood in the past, with some believing the condition was a vision problem. Researchers including Drs. Bennett and Sally Shaywitz of Yale University say dyslexia affects about 20% of people and is unrelated to intelligence, while Dr. Laura Cassidy, parent of a teen with dyslexia and founder of a school for students with dyslexia, tested inmates of a prison and found more than 50% of them have the condition.



 [CBS News/Sunday Morning](#) (8/25)

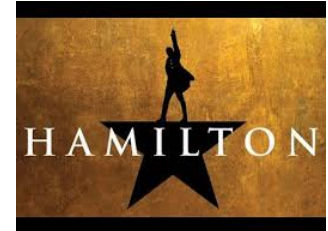
Texas students help migrant children learn English

Three high-school students in McAllen, Texas, who wanted to help migrant children adjust to their new country began volunteering to teach English and other skills at a Catholic respite center in their community. The students eventually formed a group called Beyond the Borders to organize others to volunteer at the center. [The Monitor \(McAllen, Texas\) \(8/6\)](#)



Hamilton Education Program expands online

The Hamilton Education Program will pilot an online program this year at 76 schools in the US. The program, currently available at Title I schools, aims to promote civics education and the importance of using primary sources and artifacts when doing research and projects. [Education Dive \(8/5\)](#)



Teachers tour students' communities

Rann Miller, director of the 21st Century Community Learning Center in New Jersey and previously a school administrator, once led teachers -- most of whom are white -- on a tour of students' neighborhoods, so they could get a fuller picture of students' lives. In this commentary, Miller describes how the experience changed teachers' perceptions and their beliefs about their role. [Chalkbeat \(8/7\)](#)



Ore. city posts history information on utility boxes

Salem, Ore., is adorning utility boxes around the city with printed panels detailing the history of the area including buildings, communities and cemeteries. The city collaborated with local groups to decide what to put on each panel, which Kimberli Fitzgerald, the city's historic preservation officer, said aim to connect the community to the history around them. [Salem Reporter \(Ore.\) \(tiered subscription model\) \(7/27\)](#)



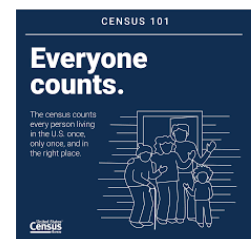
Middle-school campers study neighborhood history

More than 40 students at Asheville Middle School in North Carolina attended a three-week Middle School Magic camp, where they studied the African-American history of the city. They produced a video, created artwork, and wrote a letter to the city council addressing the gentrification of their neighborhood as well as concerns about a proposed highway through the area. [Mountain Xpress \(Asheville, N.C.\) \(7/29\)](#)



Educators prioritize accurate Census count

In the 2010 US Census, children were the most frequently undercounted population, costing states at least \$500 million in federal funding. As the next Census approaches, educators and community advocates are campaigning nationwide for the need to ensure an accurate count, including in Kentucky, where officials are teaching students about the importance of the Census with the hope that they will share that information with their parents. [U.S. News & World Report \(7/22\)](#)





Are K-12 schools aligned with workforce needs?

A report from the Education Commission of the States examines how K-12 education systems in all 50 states are aligned with the workforce. ECS policy researcher Tom Keily said this alignment needs to be a focus for state legislatures. [Education Week \(tiered subscription model\)](#)

CHOICES

New Edition: *The Iranian Revolution*

The fourth edition of this curriculum unit (updated from *Iran Through the Looking Glass: History, Reform, and Revolution*) retains much of the same historical content as previous editions. We have added important updates from the past eight years of Iranian history, including the U.S. withdrawal from the nuclear deal, and streamlined and reorganized the unit for ease of use.

Updates to _____ include:

- New primary sources and images
- New information about recent events in Iran
- Additional videos featuring Johns Hopkins University anthropologist Narges Bajoghli
- Updated study guides and new graphic organizers

The Iranian Revolution and our units on [Mexico](#), [Nigeria](#), and [Russia](#) fit perfectly with the AP Comparative Government requirements.

New Edition: *Brazil: A History of Change*

The second edition of this unit contains numerous updates from the past few years of Brazilian history, along with new and improved student materials.

Updates to [Brazil: A History of Change](#) include:

- The impeachment of the 36th president of Brazil, Dilma Rousseff
- New video content, including videos with President Dilma Rousseff
- The presidencies of Michel Temer and Jair Bolsonaro
- The 2018 assassination of Marielle Franco, a prominent Afro-Brazilian city councillor in Rio de Janeiro
- Economic reforms and shifting relations with the United States
- Updated study guides and graphic organizers

Brazil: A History of Change is available in print, Digital Editions, and PDF formats.

Explore: [Brazil](#)Celebrate HAAAM (Hindu American Awareness and

States vary in approaches to teaching slavery

How much K-12 students learn about the history of slavery -- or whether they are required to learn about it at all -- depends largely on the state in which they live. Some teachers say it's personally important to them to teach students about the less savory aspects of US history, but others note that standardized testing can leave little time for the exploration of subjects not explicitly required by their states.

[The Washington Post \(tiered subscription model\) \(8/28\)](#)



All knowledge is sacred, but it should not be secret.

Susan Cooper, writer

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National Council for the Social Studies and National Council for Geographic Education (combined). Nov. 22-24. Austin, TX.

FREE U.S. State Department online program for teachers: Global Education 101

Lessons and resources from the National World War I Museum.

Lesson plans and resources from the National World War II Museum.

K-14 teaching resources on the Middle East from the Duke-UNC Consortium for Middle East Studies.

middle_east_outreach@list.arizona.edu>\

For more information and to receive the e-bulletin from the University of Arizona, contact:

“Lisa M Adeli, - adeli@email.arizona.edu

Students create cave drawings for history lesson

A class of Tennessee middle-school students learned about the Paleolithic era of human history by crawling around in their darkened classroom and creating cave drawings on paper taped under desks and on the floor. Teacher Melissa Davenport says the project got students out of their "comfort zone" and engaged in the lesson. [WVLT-TV \(Knoxville, Tenn.\)](#) (8/27)

Do unto those downstream as you would have those upstream do unto you. -Wendell Berry, farmer and author (b. 5 Aug 1934)