

The POINT!

E-Letter for Western Pennsylvania Social Studies Educators
Vol. 13 No. 10
October 2020



REPEAT!! PCSS VIRTUAL FALL CONFERENCE THURSDAY EVENINGS - OCTOBER 1 - OCTOBER 22

The Pennsylvania Council of the Social Studies as well as announcing that the annual conference in October will be a multi-day virtual affair through Zoom. The PCSS conference committee, including President Rachel Finley-Bowman, President-Elect and Conference Chair Jason Raia, Exhibits Chair Kevin Wagner, Executive Secretary David Trevaskis and Recording Secretary Gabriele Miller-Wagner, has established the draft framework for what the annual conference will look like in 2020 while also engaging with potential presenters for the virtual conference. Thanks to all those who joined Zoom calls, gave feedback, and helped to make this pivot possible.

Check out the conference updates on the webpage at <https://pcssonline.org/> As per Board discussions this spring, we will not charge participants or presenters but instead ask for donations for the conference. We will charge exhibitors a reduced rate of \$100 for the virtual exhibit hall on the last day and we will seek sponsors for the entire event. Between the kickoff panel on Thursday, October 1, 2020 and the closing day (exhibits, keynote, awards ceremony and Board meeting) on Saturday, October 24, 2020, we will have 15 sessions spread over the three Thursday evenings bracketed by our kickoff and close (October 8, 15 and 22). We will be using Zoom with breakout rooms for three sessions each of the Thursdays from 7 to 8 p.m. and then two more sessions each night from 8:15 to 9:15 p.m.

Among the potential presenters who have expressed interest are:

1. *Army Heritage Education Center (Teacher Toolbox) – Karl Warner*
2. *Committee of Seventy—Draw the Lines*
3. *Duke University's Islamic Studies Center*
4. *Echoes & Reflections*
5. *Edgar Cahn Collaborative – Youth Court and Social Justice Presentation*
6. *Foundation for Individual Rights in Education (FIRE) – Bonnie Snyder*
7. *Fort Ticonderoga (Teacher Education Program) – Rich Strum*
8. *Jessie Haight – Clarion University of Pennsylvania—People Count: Understanding Demography in the Year of the Census*
9. *Kevin Wagner – Carlisle School District – using historical obituaries*
10. *Mark Previte—University of Pittsburgh at Johnstown – Future of Social Studies*
11. *Mount Vernon Education Group*
12. *National History Day – Jeff Hawks, PA State Coordinator*
13. *PCSS Board Members – Interviewing for a Social Studies Position*

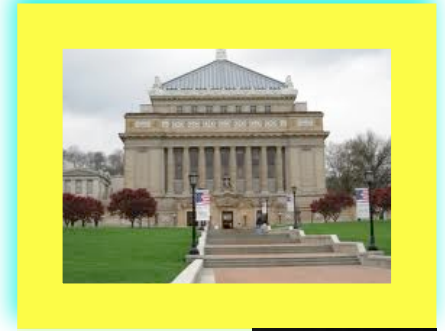
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Soldiers & Sailors Hall!

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.

S&S, like all places where people congregate, is not open to the public at this time. Please visit on line: soldiersandsailorshall.org



Virtual; School Programs

The History Center is offering new, virtual school programs for the 2020-21 school year. Just like an in-person field trip to the museum, these virtual school programs are fun and interesting, as they highlight the museum's collections and cover key stories from Pittsburgh history.

Below are two examples of programs that relate to our current special exhibition, Smithsonian's c. These and the other virtual school programs and resources will be on our website and ready to be booked by October 1.

Faces of the Past: Portraits of Pittsburgh

Grade Level: 3-8 Program Length: 45 Minutes Cost: \$75 per class

Up Close: Portraits of Pittsburgh

Grade Level: 9-12 Program Length: 45 Minutes Cost: \$75 per class



Warhol Learning Team

Monday, October 12, 4-5 p.m.

Free Zoom Event

Join members of The Warhol's Learning Team for an immersive look at innovative programs and creative strategies that have kept audiences, near and far, engaged and inspired during the unprecedented COVID-19 pandemic. Hear how the museum has reimagined its offerings, experience a virtual tour, and interact with Artist Educators during a live printmaking demonstration



Waynesburg University

Professional Development Providers Institute

Wednesdays: September 30th - November 4th, 2020 5:30 - 6:30 pm ET

The PDPI course makes use of the flipped classroom model, in which content is delivered outside of class via online videos and readings, leaving class time to engage participants in collaborative, in-depth inquiry and discussion.



Sign Up Today

Learn More Here

The Point

For
Western Pennsylvania
Social Studies Educators
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The Point is the
e-newsletter

of the former WPCSS
issued monthly via e-mail.

WPCSS was a non-profit 501c
organization dedicated to promoting
the teaching and learning of social
studies in Western Pennsylvania

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How screen time expectations have changed

Screen time expectations have changed since spring, with more schools holding classes online full time and creating rules about clothing, attendance, and camera and microphone use. Experts say they are concerned about excessive screen use, and Alix Gallagher, director of strategic partnerships for Policy Analysis for California Education, suggests schools use screen time in ways that offer meaningful engagement for students. **Full Story:** The Washington Post (tiered subscription model) (9/4)

DeVos: Waivers for standardized tests unlikely

US Education Secretary Betsy DeVos told chief state school officers in a letter sent Thursday that it's unlikely they'll receive federal waivers from annual exams, which she described as being "at the very core" of the Every Student Succeeds Act. Richard Woods, state superintendent of Georgia schools -- which over the summer announced its preference for a waiver -- called DeVos' letter "disappointing." **Full Story:** Education Week (tiered subscription model) (9/3)

How virtual learning supports rural education

Online instruction could benefit students in rural areas, according to Jim Dachos, vice president of educational partnerships for the nonprofit VHS Learning. He shares five challenges remote learning helps rural schools address, including teacher shortages, curriculum imbalances and access to advanced courses. **Full Story:** SmartBrief/Education (9/1)

Could virtual learning replace snow days?

Widespread adoption of remote learning has led some school districts to cancel scheduled snow days, saying learning could continue online in case of inclement weather. Some states, including Ohio, Pennsylvania and West Virginia, already have transitioned to virtual learning, rather than closures, on snow days. **Full Story:** The New York Times (tiered subscription model) (9/25)

Report: Teachers report remote learning challenges

Thirty-one percent of teachers say providing remote instruction is challenging during the coronavirus pandemic, according to a report released Thursday by RAND Corporation. Twenty percent reported technology problems, including students who lack internet access or devices. **Full Story:** Education Week (tiered subscription model) (9/24)



A beat is a moment in the life a groove.
Wynton Marsalis, jazz musician, composer

Commission established to celebrate US in history lessons

President Donald Trump signed an executive order Thursday establishing the 1776 Commission to encourage teachers to teach about "the miracle of American history." Trump also announced a National Endowment for the Humanities grant to develop a "pro-American curriculum." **Full Story:** United Press International (9/17)



Teachers instill civility in remote civics lessons

Teachers are finding ways to keep civics discussions civil in remote classrooms, often by modeling respectful discussions first with less-fraught topics -- such as pancakes vs. waffles. Other tactics include letting students show their changing views with color-coded cues during discussion and assigning students debate positions that may not match their personal opinions. **Full Story:** Education Week (tiered subscription model) (9/22)



Teacher shares the perks of teaching online

Teacher Susan Shapiro, a self-professed technophobe, shares the unexpected perks she discovered when the pandemic forced her to teach online. Asking her students how they are doing in an online environment serves both to improve class engagement and adds a personal touch even in-person classes sometimes lack, Shapiro says. **Full Story:** Wired (tiered subscription model) (9/22)



19th Amendment's 100th anniversary: 19 ways to teach it

"Suffrage Isn't 'Boring History.' It's a Story of Political Geniuses," a book by Jessica Bennett and Veronica Chambers, helps students better connect current events to the women's suffrage movement. Nineteen ideas for teaching more about the subject include a game to help students follow the road to ratification. **Full Story:** The New York Times (tiered subscription model) (9/17)



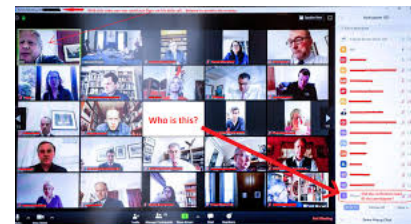
Rubric evaluates remote learning effectiveness

Twenty education associations and education technology companies have developed a rubric to help school districts identify improvements needed for effective remote instruction this year. The guide helps districts evaluate 29 areas, including goals, governance and schedules. **Full Story:** T.H.E. Journal (8/31)



How districts can prevent "Zoombombings"

Interruptions on videoconferencing platforms -- called "Zoombombings" or "Zoom raids" -- could be occurring in a majority of school districts, asserts Doug Levin, founder and president of the K-12 Cybersecurity Resource Center. This article includes tips to help districts thwart such attempts, including requiring students to display their names and ensure they know they cannot invite outside people to the class. **Full Story:** Education Week (tiered subscription model) (9/22)



Remembering Ruth Bader Ginsburg with lesson, video

The New York Times offers a lesson for students on the life and influence of Supreme Court Justice Ruth Bader Ginsberg, who died Friday at age 87. The lesson provides an article and short video that discuss her impact on the law, and also offers some warm-up questions, plus writing and discussion prompts. **Full Story:** The New York Times (tiered subscription model) (9/21)



Retired teacher's book highlights women during WWII

A retired Colorado social studies teacher has written a book about the important roles that women filled during World War II, including as defense plant employees, nurses, farmers and volunteers in war effort. In this article, Gail Beaton shares how she was inspired to write the book, which includes the stories of women who saw death camps and were held prisoner during the war. **Full Story:** The Tribune (Greeley, Colo.) (8/30)



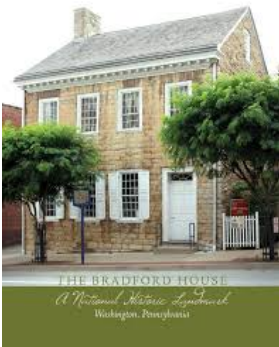
Bradford House Poster Contest

The Bradford House Historical Association annually sponsors two **Poster Contests**, open to all middle and high school students (public, parochial, cyber and home-schooled) on a topic of Western Pennsylvania history, 1750 – 1850. The contest is open to students who reside in Washington, Greene, Allegheny, Fayette and Westmoreland Counties.

Students are required to construct a presentation on a standard size trifold display board, register online during January and February, and deliver the project to the Bradford House, 175 South Main Street, Washington, Pennsylvania, by March 1, 2021. For complete rules, hints for developing a project, and a list of possible topics, go to www.bradfordhouse.org and look under the education tab.

Cash prizes will be awarded to the top 5 entries in each division: Middle School (grades 5-8) and High School (grades 9-12).

New this year: online seminars addressing project research and development techniques will be offered this fall. Email bradfordhouseshop@hotmail.com for more information.



What can teachers do with an anti-racist curriculum?

Eighty-three percent of teachers in a nationally representative Education Week survey said they are somewhat or very willing to work with curriculum resources that are more encompassing of people of color, while 22% of nonwhite teachers and 9% of white teachers said such resources and training have been provided. This article highlights the need for more than resource lists to teach about systemic racism. **Full Story:** Education Week (tiered subscription model)



The less a statesman amounts to, the more he loves the flag. -Kin Hubbard, humorist (1 Sep 1868-1930)

Teaching About Slavery Using the 1619 Project and Other Resources

A Current Events Response from the National Council for the Social Studies

In recent months, there have been overtures by government officials to prohibit the use of federal funds to schools or school districts that utilize the 1619 Project. *New York Times* writer and 2020 Pulitzer Prize winner Nikole Hannah Jones launched the 1619 Project in August 2019 to commemorate the 400th anniversary of the arrival of enslaved Africans in the English colonies. As part of the 1619 Project, the Pulitzer Center developed curricula, including lesson plans, guides, and activities to help social studies teachers bring this material into their classrooms.

As the largest professional association in the country devoted solely to social studies education, the National Council for the Social Studies resoundingly rejects any effort by the federal government to silence social studies curriculum that explicitly addresses the centrality of slavery in the historical narrative of the United States.

Slavery is hard history that must be actively addressed in social studies classrooms. Aversion to slavery in the social studies curriculum only serves to miseducate students who will carry the mantle of being citizens in our democratic society. Recognizing the origins, evolution, and legacy of slavery is vital to understanding how racial inequality and oppression currently operate in our society. Without this knowledge, it will be impossible for students to make informed and reasoned decisions and engage in deliberations that advance the common good.

Targeting resources that help social studies teachers cultivate more knowledgeable citizens is not the role of the federal government. We stand with all of the schools, school districts, and teachers who use resources like the 1619 Project to accurately depict the history of slavery in the United States, broaden the horizons of their students, and prepare citizens for a just democratic society.

National Council for the Social Studies, 8555 16th Street, Suite 500, Silver Spring, MD 20910, United States, 301-588-1800

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Principal shares how school is teaching anti-racism

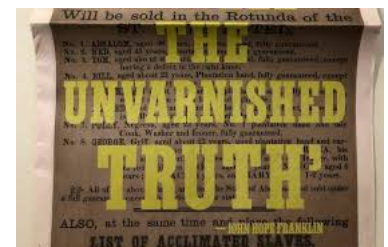
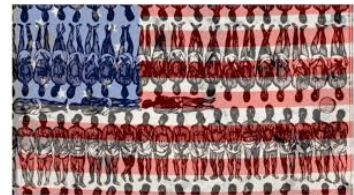
Teaching anti-racism and creating an anti-bias environment in school can sometimes be uncomfortable, but it starts with raising awareness among students, says Katie Cryan Leary, an elementary-school principal in Seattle Public Schools. Leary shares the importance of social and emotional learning and engaging students with books that address racial inequity "without making the white teachers the experts." **Full Story:** The Hechinger Report (8/27)

How teachers will address race in lessons

The recent push toward more inclusive and anti-racist instruction in schools has led teachers to reconsider how they handle issues of race in classes. Among the nine teachers who share ideas in this article are Heber Diaz, a Latinx teacher in the District of Columbia who put together a "gallery walk" of Black Lives Matter viral videos and other resources, and José Luis Vilson, a middle-school teacher in New York City who says conversations with even the youngest students can focus on fairness and justice. **Full Story:** Slate (8/28)



REMEMBERING THE FIRST AFRICAN LANDING



2020 Virtual Conference Proposal Form

The 67th Annual Pennsylvania Council for the Social Studies Conference

Free!



Free!

October 1-24, 2020

Via Zoom

Conference Theme

“Expanding Citizen Voices”

In 2020, we commemorate the expansion of voting rights in our nation’s history – the 150th anniversary of the 15th Amendment (prohibiting disenfranchisement based on race, creed, or previous servitude), the 100th anniversary of the 19th Amendment (women’s suffrage), and the 49th anniversary of the 26th Amendment (votes for 18 year olds). Each is more than a moment in history, but a chain of events to investigate and understand – protest movements, court cases, legislation, and more – that inform issues today. Preparing young citizens to learn how to exercise their voices in our democracy is a cornerstone of social studies education, whether that preparation takes place online during a pandemic or in a more traditional classroom setting.

The full schedule is linked at <https://pcssonline.org/>

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r All attendees must register, including PCSS officers, board members, and conference presenters. There is no cost to attend or present (donations are welcome) but you must register. You can egister and make a donation online or email or mail this form in with your check. Mailing address: PCSS, P.O. BOX 294, ABINGTON, PA 19001

Presenter Information

Address: _____

City: _____ State: _____ Zip: _____

Phone: Work: _____ Cell: _____

Email address: _____

Alternate Email address: _____

Add Additional Names and information for co-presenters. Provide above information for all.

Proposal Abstract: Write a 100 word description of your session as you wish it to appear in the printed program. Describe both the content and the virtual format of the session.

Primary Audience: ___ Early Childhood ___ Middle Level ___ Secondary ___ College/university

Other? Please describe: _____

Outline the objectives, expanded content and presentation techniques for the session. Be specific in describing your proposal; particularly address usefulness and importance to the audience. Please connect to theme.

Virtual PCSS Conference

Coninued from Page 1

1. *Pennsylvania Alliance for Geographic Education (PAGE) – Nicole Eshelman*
2. *Rendell Center-Elementary Mock Trials*
3. *White House Historical Association (Education Department) – Whitney Hayne*
4. *9/11 Memorial & Museum*
5. *Social Studies School Service – Lori Swiger*

