



Application deadline: March 1, 2023

Applicant's name: **James Massey**

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Number of years in education: **25yrs.** Grade or subject taught: **Social Studies**

School: **Unami Middle School**

School Address: **160 Moyer Road, Chalfont PA 18914**

Principal's name: **Mr. Brian Loving**

Principal's email address: **bloving@cbsd.org**

Principal's Phone: **267.893.3400 ext. 3393**

Requirements due by March 1, 2023:

- Describe the precipitating events that motivated you to initiate these lessons or activities
- Describe the lessons or activities; and if adapted from another source please reference
- Explain how the lessons or activities teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist
- Explain how it helped them counter bigotry and bullying and prepared them to Stand Up For Justice
- Provide evidence/proof of effectiveness such as, but not limited to: a questionnaire, interviews, documented anecdotal conversations, and student writings, video, etc.

Please complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_

Your email: \_\_\_\_\_

Phone (daytime): \_\_\_\_\_

Phone (evening): \_\_\_\_\_

Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format no later than March 1, 2023, to: **cstandup4justice@gmail.com** % Shana Trichon and Heather Reynolds, Educator Award Coordinator

### ***Introduction:***

I am honored that a parent nominated me for the Stand Up for Justice Grant. I also enjoyed speaking with Heather Reynolds and Shana Trichon about their efforts to establish a local chapter of Stand Up for Justice, as well as how it relates to what I have been doing in my classroom. While talking with them I mentioned that I may not truly qualify for this grant. After looking at other examples of submissions, I don't feel that I have a "showcase" lesson that stands out for recognition. Instead, I see my work as a "way of being." It is a series of small and intentional choices that allow me to work in deeper lessons about our shared humanity in an attempt to help my students to be more thoughtful and empathetic participants in a democratic society.

I also mentioned to Heather and Shana that it is a bit awkward to speak about my work knowing that it is related to a possible grant. I do not do this work for recognition, and I do not want this application in any way to detract from the genuine goals of my work. I believe educators have a fiduciary relationship with their students. I just do this because I feel it is right for my students. As such, I am approaching this application as an opportunity to articulate and share my approach to education. It is a means of practicing and refining a conversation that I hope to have with fellow educators in the future.

### ***Precipitating Events:***

When considering natural maturation and personal development, there is rarely one defining event that shapes a person. It is usually a combination of events and experiences that inform how that person interacts with the world. This is so very true for my development as an educator. I will briefly focus on a few events that have directly led to my current practice.

First, I was granted the opportunity to work towards a Doctor of Education at the Penn Graduate School of Education. Although I had questions, I knew I would be encouraged and supported to explore at the University of Pennsylvania, I also was motivated to prove to others that I was "good enough" and a "truly qualified" teacher. At the end of the journey, after writing a dissertation entitled, *Teachers' Perceptions of Their Occupational Position*, I found myself rejecting the ideas of working for status or prestige in education. Instead, I was reminded to simply see the human being in front of me, care for him or her, and work in his or her best interest. It is a shame that I had to go to one of the most prestigious institutions, paying a hefty tuition, to return to such a simple and intuitive approach to interacting with my students.

During this time, I had an experience where I was able to stand up for a student. Sana Mahmud came into my room at the end of the day and was in tears. I asked her what was wrong. After an initial rebuff, she shared that another student had verbally attacked her for her religious beliefs. Instead of just trying to console her, I found myself walking her to the office and standing beside her as she shared what had happened with the vice principal. The offending student was held accountable, but more importantly, was able to learn from the experience. Dr. Miriam Mahmud informed me years later that not only was Sana validated because she was seen, heard, and supported, but that the student also recognized his mistake and sought forgiveness. He was not just sorry; he was transformed by the experience. That is justice that leads to righteousness.

This experience led me to begin developing more intentional methods of discussing our shared humanity and questioning how we live and work in community. My teaching was becoming more justice oriented.

It was also during this time that I began writing weekly updates, on behalf of my team, for the parents of my students. The idea was to simply showcase what students were doing in school, while also keeping parents informed on upcoming assignments and assessments. Then George Floyd was murdered. My school district did not communicate anything to parents and students. After two weeks of silence, I decided we the team had to speak up. I sent out a communication addressing the events, acknowledging the pain and hurt born by African Americans in our country (both historically and in the present), and offering parents a collection of links to resources they could use to discuss racism and the current events with their children. With that, the weekly update, which still included some information about team happenings, began to speak to current events, challenge the purpose of education, share pedagogical approaches and how they benefit children, and to encourage education for democracy while seeking justice for all our students.

### ***Lessons and Activities:***

What follows is my attempt to share with you my “way of being”. It is not one lesson that is worthy of praise or replicable in other classrooms. It is just a look into my classroom and how I have incorporated justice for all into my practice. My goal is to help all of my students develop a positive racial identity. That means students who are from traditionally marginalized groups feel valued and empowered to work for change. Students who are in traditionally dominant groups can be reflective and question the status quo. Instead of “feeling bad” or “hating themselves”, they are empowered to seek answers with a goal of true understanding, be the change, and help make our society more equal with a focus on equity.

The first “lesson” actually began as a reaction to racist comments. My school has a shifting demographic. We have more students who are from, or their parents are from, India and other Southeastern Asian countries. One of my students reported that some of the students on the team were making comments about his skin color and family. I put together a lesson with a few video clips of an interview with Parker Palmer, a prominent sociologist, educator, and author, and used them to address the need to end the racist comments and allow each member of the team to be their whole-self.

This is now a lesson that I have further developed and use at the beginning of each year. Students are first challenged to define integrity. I then use the clip of Parker Palmer discussing violence and integrity. He defines violence as violating the integrity of another. It prevents a person from being their whole-self. We then look at the types of violence in a school that prevent students from being their whole-self. I then clearly articulate to all the students that we as a team of teachers truly value and support them. The lesson ends with an assignment where students are encouraged to explore who they are, their whole-self. This is done by answering questions and then creating a collage based on their answers. I then hang the collages up in my room all year long as visual representation of our team of students. At the end of the year, students are asked to take down their collage and review their answers and pictures. They get to reflect on their growth during our time together. Please find an excerpt of my Canvas page, PDF of the PowerPoint for the lesson, the student assignment and pictures of student work in the supporting evidence section at the end of this application.

The second “activity” was something I had been developing in my classroom in a reaction to disappointing experiences with debates. I was troubled by how they often turned into emotional arguments instead of substantive learning experiences. I created a Dialectic Discussion model. I first

demonstrated the process in a video as part of my National Board Certified Teacher application. I then continued to refine it and had the method published in *Middle Level Learning*, a publication of the National Council for the Social Studies. This method allows students to engage in inquiry. As they explore material, they develop a stance. Students are then given a chance to share their position with the class and explain their reasoning. As they do this, the other students are encouraged to actively listen and record information. Time is then provided for students to reflect on the various points and then switch their position if new information moves them so to do. The students are encouraged to keep discussing new material, while also addressing their adjustments with appropriate reasoning.

Although I began developing this earlier in my career, I believe it is more important now than ever before. Instead of simply using this technique in place of debates, I am using it to actively fight against the echo chambers and vitriol that has shaped the public discourse since the murder of George Floyd and the reaction to public health guidance during the pandemic. Instead of just attacking opponents and trashing their ideas because they are not aligned with their own beliefs, students are taught how to actively listen and evaluate others' positions. They are then allowed to adjust their positions as new information comes to light. Instead of encouraging entrenchment, students are taught how to take in and reflect on new facts and ideas. It normalizes the adjustment of beliefs as part of a growth experience based upon true understanding. No, this did not start as a justice-oriented lesson. Yet, it has become a tool that I use to push back against the anger and hatred that has grown in recent years in our society at large. Please find a copy of the article published in *Middle Level Learning*, snips of my Canvas page for the activity, and a PDF of a PowerPoint I use through PearDeck to guide the experience (this was an evolution need to meet the challenges of teaching during a Pandemic) in the supporting evidence section at the end of this application.

Another aspect of my evolving "way of being" focuses on asking big questions. It is important to note this is a concept that is based on the work of Grant Wiggins and Jay McTighe. In their work, *Understanding by Design*, they speak to the importance of presenting students with Big Understandings and Essential Questions. This is an approach that informed unit design in my districts in the early 2000's. I teach seventh grade ancient world history. Students who are 12 and 13 and are trying to figure out who they are often do not care about people who died over 2000 years ago. Instead of sticking with content driven Big Understandings, I have expanded the questions that I hope reach across time, while still relating to my students. They include, "What does it mean to be a human being?" and, "What potential do we possess?" In this way, as we study history and the social sciences, I can use the historical events or concepts to explore who we are, how we conduct ourselves, and how we impact the lives of others. It actually helps us examine our complexities, fears, hopes, and struggles throughout the various units of study. They are questions that continually challenge us to be better; to strive for justice.

This focus is also present on the ceiling of my classroom, where I have attached posters from the *Material World: A global family Portrait* and *The World Eats* collections. These posters allow students to look across the globe at what people possess and what they put into their bodies. These often become a focal point in connection to the afore mentioned questions. I also usually point out how interesting it is that those who seem to possess the least, live in more rudimentary dwellings, and eat lower on the food chain seem to have the biggest smiles. Not only does this provide an avenue to connect the past to the present, but it also gives all of my students the opportunity to see themselves in the materials posted around the room. Both the posters I created and those I purchased have people from different cultures, with different color skin, who practice different religions. It is interesting that our school board is currently so concerned with LGBTQ+ and Transgender flags in my room, but there are even greater

challenges to the status quo or xenophobia in the appropriate educational materials that are on display in my classroom. Please find the pictures of examples of my posters in my classroom attached in the supporting evidence section at the end of this application.

Finally, I want to share a little more about the team email I send out each week to parents. I have already mentioned how this process has evolved over the years. I also think it is important, since this is one of the motivations behind the parent nomination, that I provide some detail.

I want to acknowledge that I do this on behalf and with the consent of the team of teachers with whom I work. They have put up with my nagging for their discipline specific submissions over the years. They have also reviewed some of the introductory pieces and offered suggestions for clarification and improvement. More importantly, they have allowed me to develop the communication, including allowing it to evolve, without any opposition. You will also see in the fields at the top I include my Principals, School Counselors, and teaching assistants. I blind copy the parents, to protect their email information (which are also blind in print form for the same reason).

I encourage parents to use these weekly emails as conversation starters with their students. Yes, they can just focus on the upcoming work, but they can also discuss the material provided in the introduction. That allows parents to go further in depth with the material we discuss in the classroom. You can find five different examples of our Team Ignite Friday Flame. The first example begins with a discussion of digital citizenship. Although I use this as a means of discussing how students interact with others online, I also subtly approach it with parents. I then provide them with an article for review and I provide information on how they can get support for their student if he or she is in a crisis situation. I then follow it with a recognition of Diwali. My goal here is not to simply acknowledge the holiday, but to educate everyone by providing background and relating it back to our own personal experiences and, hopefully, normalize it for all. This is especially important considering this was only the second year that Diwali was officially recognized by our school district. I do the same in the second example with a discussion of Yom Kippur. Although Yom Kippur has been observed by the district for more than 35 years, this is another way of quietly pushing back at the current rise in antisemitism and supporting all members of our team.

I really like the concept behind the third example. This is my attempt to push back at the false messages in our society. I believe, especially based on my students' initial responses, it can be a bit jarring at first. I tell my students that they are not special. I use the infographic I created using Canva to help explain. After they are a bit stunned by my statement, I proceed to use an online dictionary to define special as, to be set a part or deserving unusual treatment. Yet, if we live in a democracy, we are all supposed to be equal. By saying our students are special is to suggest inequality; to suggest that they, or some of them, deserve more than others. Instead, I share with my students the actual messages we intend to communicate, which are included on the infographic. Yes, I share all of this with both students and parents.

In the fourth example, I provide an overview of how I observe Black History Month in my classroom. I have done this for several years, but with revised school board policies, I believe these activities are even more important. Although this email is from last year, I am in the midst of repeating and refining my mini warm-up lessons this month. In the email I explain to parents how we tackle definitions. We explore the accomplishments of important African Americans and historical events in African American history. We then ask tough questions like, "How much would our society have benefited if the

structures and barriers that limited African Americans had not existed?" and "How much stronger would our economy, healthcare system, and government be if we had addressed racism much earlier?" I then attempt to empower my students by helping them build a positive racial identity. That means that they do not have to wallow in shame; instead, they work for change. They can be righteous as they strive for justice. I am including a few snips from my Canvas page that illustrate the prompts I use with students.

The final example is the most recent email I sent, and it again tackles the current events facing our district and nation. Although I address the issues that have been dividing us, I refocus on the importance of our work as educators and what we hope to achieve.

The last three examples are truly windows into my classroom and "way of being". I want to be fully transparent with my students, colleagues, administrators, and parents. I have no intention on indoctrinating my students! I have every intention of helping them become informed and independent critical thinkers. I want them to explore the world around them, take note of both the good and the bad, and work for the common good. That is what will make our community, nation, and world a better place.

### ***Conclusion:***

As I stated in the beginning, I cannot provide one exemplar lesson that was created to teach kids how to stand up for justice or stop bullying. A lot of my lessons have evolved over the years as I have grown and developed as an educator. I think they speak to the organic nature of our work and how we respond to the needs of our students. Thus, I am totally fine if this application produces nothing more than the reward of reflecting upon my work and realizing how teaching for justice has become a part of my pedagogy and is reflected in my classroom in a variety of ways. The time to stop, reflect, and share has brought me joy. I am including a copy of my resume/CV, as I believe it too reflects my development. It is my hope that this effort will help facilitate conversations with other educators and have a positive impact on our shared work. Thank you for the opportunity and for reviewing this application!

Supporting Evidence: Listed below and included on the pages that follow.



1. Canvas snips for Racism and Wholeness lesson
2. PDF of Racism and Wholeness PowerPoint
3. Student "Who Am I?" wholeness assignment.
4. Pictures of displayed student work.
5. PDF of Dialectical Discussions: A method at the heart of our democratic process
6. Canvas snips for Dialectic lesson
7. PDF of Dialectic PowerPoint
8. Picture of Big Understanding questions
9. Picture of posters on my ceiling
10. Five Examples of the Team Ignite Friday Flame, with Canvas snips between the fourth and fifth example.
11. Resume/CV

CBSD Activity 2-2 (8/31): 7th Social Studies


https://cbsd.instructure.com/courses/82582/pages/activity-2-2-8-slash-31?module\_item\_id=3984649

### Activity 2-2 (8/31)

#### Racism, Violence, Integrity, and Wholeness PowerPoint with Pear Deck-2






1. When prompted you will enter the code provided by the teacher and participate in the Pear Deck activity. In the event that computers have not yet been delivered, Dr. Massey will project the PPT and forgo PearDeck for now.




CBSD Activity 2-2 (8/31): 7th Social Studies

https://cbsd.instructure.com/courses/82582/pages/activity-2-2-8-slash-31?module\_item\_id=3984649



2. After progressing through this presentation and thoughtful interaction, you will be prompted to download, save, and complete this [Who Am I? Exploration](#) . Dr. Massey will also provide one copy of the assignment.  
Warning: You must save it to  [Who Am I? Exploration](#) your 7th grade social studies folder or your work will be lost when you close out Word.
3. Submit your Who Am I?



DAY  
THREE,  
WAY TO  
BEI!

*Good Job!*





IN YOUR OWN WORDS, DEFINE  
VIOLENCE?

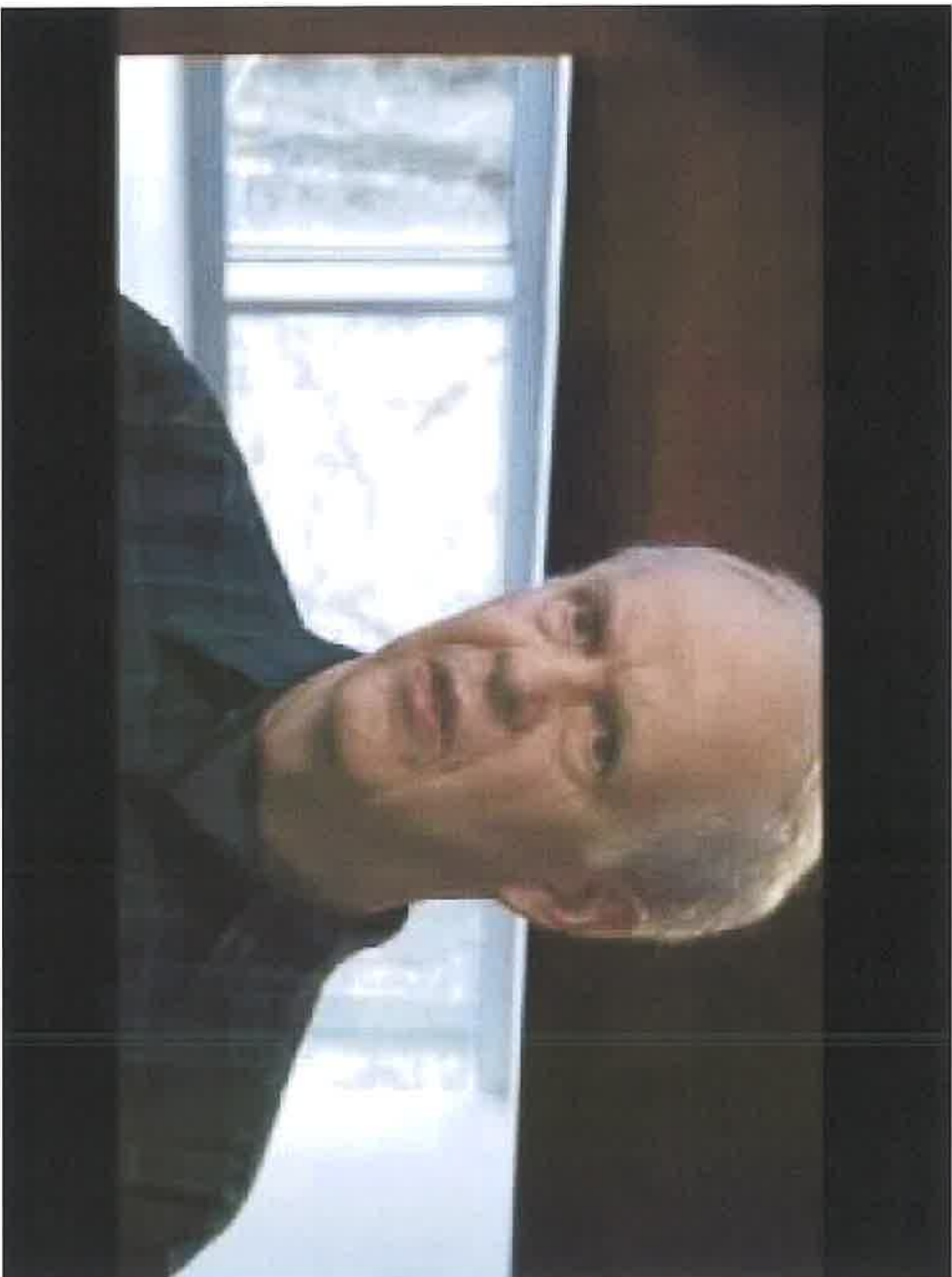


Students, write a response!

Pear Deck Interactive Slide  
Do not remove this bar



WE WILL WATCH THIS VIDEO CLIP TOGETHER.



# Integrity

DICTIONARY.COM

THESAURUS.COM

MEANINGS

WORD GAMES

LEARN

WRITING

WORD OF THE DAY



DEFINITIONS ▾

Integrity

## integrity

[in-teg-ri-tee] [SHOW IPA](#)

SEE SYNONYMS FOR integrity ON THESAURUS.COM

*noun*

- 1 adherence to moral and ethical principles; soundness of moral character; honesty.
- 2 the state of being whole, entire, or undiminished:  
*to preserve the integrity of the empire.*
- 3 a sound, unimpaired, or perfect condition:  
*the integrity of a ship's hull.*

OUR GOAL: TO RESIST VIOLENCE IN ALL  
ITS FORMS AND SUPPORT INTEGRITY.

Judging or excluding

Judging or excluding someone based on their race is a form of violence and prevents someone from being whole.

Teasing

Teasing someone based on to whom they are attracted is a form of violence and prevents someone from being whole.

Calling

Calling someone stupid because they answered a question incorrectly or made a mistake is a form of violence and prevents someone from being whole.

Disrupting

Disrupting a class and stopping the learning experience is a form of violence and prevents someone from being whole

WE RESPECT AND VALUE YOU!

WE WANT YOU TO BE YOUR WHOLE-SELF!

WE WANT YOU TO GROW INTO THE BEST  
VERSION OF YOURSELF!

WE WANT TO HELP REMOVE ARTIFICIAL  
BARRIERS THAT WILL LIMIT YOU AND  
WORK AGAINST YOUR BEST INTEREST!

TO DO THIS WE NEED TO RESIST VIOLENCE AND  
DEVELOP AS A SUPPORTIVE AND CARING  
COMMUNITY.



## FINAL TASK:

*Use the template in Canvas on the page for today. First reflect on and answer the questions. Then use the second page to create a collage that represent your answers and more as you represent your whole self. Some may draw pictures while others create layers with digital clips. Whatever you do, make it represent yourself as a whole person. I will be hanging up the second page only.*

**Ponder and answer the Who Am I questions below. Then create a collage on the reverse side that reflects your answers but does not include your name.**

**How do I want to be treated?**

# Who Am I

**How do I treat others?**

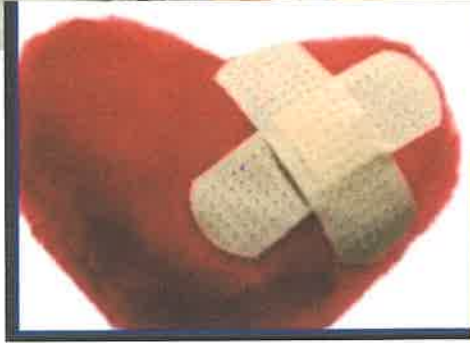
**What is my ultimate goal in life? What do I want to achieve?**



**What do others want or expect me to do? What messages am I hearing?**

**What do I believe (consider core moral beliefs...could be influenced by family or spiritual beliefs)? Think about beliefs that help define you and how you approach the world.**

**What is at my core? What do I value? Think about who you are when no one is looking.**

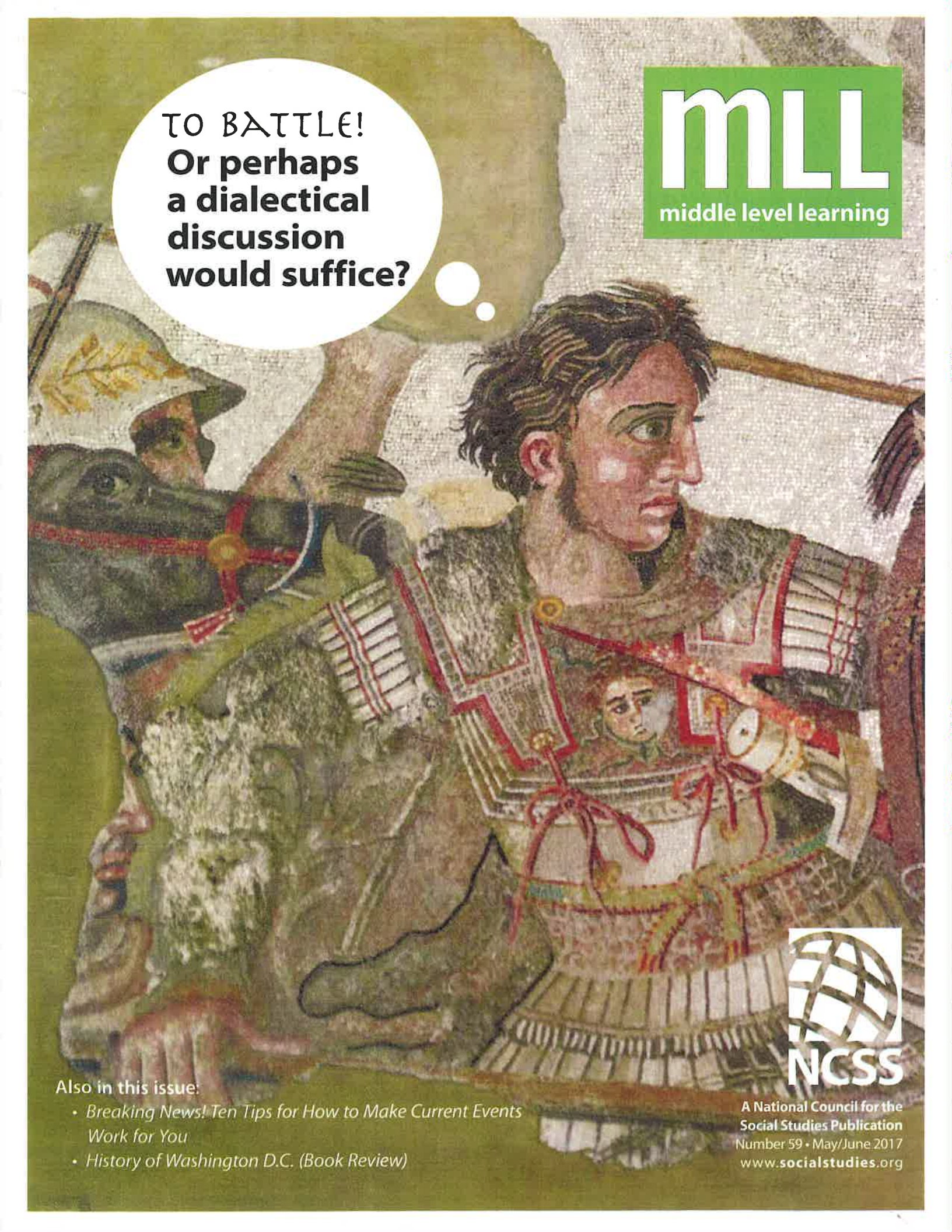


HOPE  
CHANGES  
EVERYTHING.









TO BATTLE!  
Or perhaps  
a dialectical  
discussion  
would suffice?

**mll**  
middle level learning



Also in this issue:

- *Breaking News! Ten Tips for How to Make Current Events Work for You*
- *History of Washington D.C. (Book Review)*

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# Dialectical Discussion: A Method at the Heart of Our Democratic Process

## James Massey

It is safe to say that the 2016 presidential election cycle, and the events leading up to the inauguration of the 45th president, were both unconventional and dramatic. We have seen old divisions in the nation once again rise to the surface. Mediums like Facebook and Twitter seem to have encouraged people to communicate with others who mostly echo their own perspectives. Thus, instead of working to build bridges to span the divides and increase meaningful conversation, many entrench themselves and lob insults and disparaging remarks at those with whom they disagree. This does not bode well for the future of our American democratic experiment. We need to talk with and listen to our fellow citizens, even those with whom we disagree. Although our political affiliations and policy proposals may fall at opposite ends of a spectrum, we can find common ground in a desire for a better future for our country.

Educators of history, civics, geography, and economics are in a particularly powerful position to offer an alternative approach that recognizes this common ground. They can explicitly teach and model meaningful discussion methods that are at the heart of a successful democracy. One model, the dialectical discussion method, invites students to listen actively, think deeply, and develop articulate understandings grounded in inquiry. Middle school students are not too young to begin participating in dialectical discussions.

## Thanks to Hegel

The dialectical discussion method is grounded in the “Hegelian dialectic.” Students begin by stating an assertion, or belief—a *thesis*. Then they engage in conversation that invites them to confront problems with and contradictions to that thesis—forming an *antithesis*. As students delve into rational discussion, they can be encouraged to incorporate new information and

**ON THE COVER:** Detail of “The Alexander Mosaic,” Pompeii, ca. 100 B.C.E. National Archaeological Museum, Naples, Italy. Photo by Berthold Werner at commons.wikimedia.org.

## Who was Heigel?



Born in 1770 C.E. in the city of Stuttgart, at the dawn of the Industrial Revolution, Georg Wilhelm Friedrich Hegel attempted, throughout his published writings as well as in his lectures, to elaborate a comprehensive and systematic philosophy from a logical starting point. During the ten years before his death in 1831 Hegel enjoyed celebrity in Berlin as a widely published philosopher and academic lecturer. The movement commonly known as German idealism effectively ended with Hegel’s death in 1831, but his work influenced the thinkers and philosophers who followed, including Karl Marx.

“Hegel’s dialectics,” like other dialectical methods, relies on a contradictory process between opposing sides. Whereas Plato’s “opposing sides” were people (Socrates and his interlocutors), what the “opposing sides” are in Hegel’s work depends on the subject matter he discusses.

**SOURCES:** “Georg Wilhelm Friedrich Hegel,” and “Hegel’s Dialectics,” *Stanford Encyclopedia of Philosophy* (2016), [plato.stanford.edu](http://plato.stanford.edu).



Alexander III, the student.

adjust their perspectives to reach a *synthesis*, or a deeper, more balanced understanding of reality—a *synthesis*.

Dialectical discussion provides students a model for democratic participation that emphasizes listening and reflecting, rather than strict adherence to ideology at the expense of the common good. Unlike debates, where students must defend their position at all costs, a dialectical discussion

allows the participants to conduct research, engage in meaningful conversation, listen to and consider the positions of their peers, and develop their individual perspectives within the context of democratic inquiry. Perhaps this dialectic is at the heart of the maturation process. Considering how polarized today's politics and politicians have become, this method offers students an alternative model of discourse, one that strengthens (rather than fragments) their sense of being part of a community of free-thinking individuals.

The Hegelian dialectic is also reflected in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, which guides teachers and curriculum writers to teach according to a four-step Inquiry Arc. (**Sidebar: Inquiry Arc**, p. 4) These similar models are all variations on a theme that began, perhaps, with the ancient Greek philosophers confronting their students with question upon question as they strolled about the paths of Ancient Athens. For example, Alexander III, son of the King of Macedonia, was a student of Aristotle. Historians would call him Alexander the Great.

### A. Establishing Content Foundations

The first step in my approach to executing a dialectical discussion requires establishing a foundation of content knowledge. Students are grouped and given a topic that they must research. If this is the first time the students are dealing with the information, the teacher can select readings to help guide

and focus the students. By starting the students with foundation materials, the teacher can introduce multiple perspectives or positions, which can introduce controversy, inspire inquiry, and ultimately enhance the discussion phase. Teacher driven grouping also supports the diverse needs of the students. Teachers can create homogeneous groups supplied with leveled readings or heterogeneous groups with supports that afford meaningful interaction

and contributions by all members. Either way, the teacher crafts the learning experience by selecting appropriate groupings and materials based upon knowledge of his or her students.

### B. Generating Questions

After students have established a foundation, encourage them to generate specific research questions, "supporting questions" in the language of the C3 Framework, and to seek out answers from sources beyond those provided by the teacher. (**Sidebar: Compelling and Supporting Questions**, p. 4) This step empowers students to delve deeper and seek out further information to inform their understanding of the topic at hand. Students can use databases provided by their schools or access reliable sites on the Internet. Group members can generate questions together and then divide them up during the research time. They can then share their information and discuss their emerging perspectives. In doing so, students begin the process of learning as a community.

### C. Delving into Discussion

Present students with a compelling question, one that generates discussion and research, but is not easily or conclusively answered. An example might be, "Should President Truman have dropped the atomic bombs on Hiroshima and Nagasaki?";



Aristotle, the teacher. Handout on page 7 shows the whole engraving from 1866.

## Inquiry Arc

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action.

NCSS, *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Bulletin 113, Silver Spring, MD: NCSS, 2013). A free PDF of the C3 Framework is at [www.socialstudies.org/c3](http://www.socialstudies.org/c3). Or buy the paperback book (with explanatory essays) at [www.socialstudies.org/store](http://www.socialstudies.org/store).

## Compelling and Supporting Questions

A “**compelling**” question like “Was the American Revolution revolutionary?” is both intriguing to students and intellectually honest. Such a question can be vigorously explored through the disciplines of civics, economics, geography, and history....

**Supporting** questions assist students in addressing their compelling questions. For example, questions like “What were the regulations imposed on the colonists under the Townshend Acts?” will help students understand the many dimensions of the war as they form their conclusions...

These descriptions are from page 17 of NCSS, “The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History” (Silver Spring, MD: NCSS, 2013), free at [www.socialstudies.org/c3](http://www.socialstudies.org/c3).

## Sample Applications in a Unit of Study

**Compelling** questions about leadership might be “What are the most valuable contributions that a leader can make? What are the qualities of good leadership?”

A **supporting** question might be, “Why have historians called Alexander (356–323 B.C.E.) ‘the Great’?”

“Was Alexander the Great a hero or a villain?”; or “Could the United States have avoided an economic hardship (such as the Great Recession of 2008) by adhering to lessons learned from an earlier event (such as the Great Depression)?” Although some of these questions may seem to have either/or answers, there is vast room for shades of grey. When addressing a compelling question, students may even share similar conclusions, but their reasons may vary greatly. (Again, see **Sidebar: Supporting Questions**)

The discussion phase must begin with the groups sharing the information from the readings they were provided and their self-directed inquiry. Again, this establishes a knowledge foundation for the discussion. Once groups have reported their thoughts, students are then encouraged to move to a location in the room with a written and posted position that most closely aligns with their own. Depending on their familiarity with the process, students can craft and post part of the discussion phase. Students can then share their reasons in support of their perspectives at that moment. New positions may arise as the discussion ensues.

After students listen to their peers and consider their views, give them the opportunity to adjust their positions, if they so desire, and move to a different location in a room that most closely aligns with their revised position. Allow the discussion to continue with ample time allowed for students to explain their actions when they have switched their positions and changed their perspectives. It is also important to also allow those who have not changed their perspective to clarify and restate their reasoning so as to take into consideration what they have heard discussed up to that point. This process is monitored by the teacher and repeated multiple times. The teacher can draw the discussion phase to a close once the conversation becomes repetitive, if the information has been thoroughly explored and analyzed, or if new and divergent questions have been generated that would require a whole new round of research (to be clear: that is a *good* thing if it happens!).

## D. Devoting Time for Reflection

The students then move into the final phase, reflection. Students are asked to write out their final position and explain the development of that point of view. They are also encouraged to reflect on the entire process and assess their learning experience. This gives introverted students a chance to demonstrate that they were actively involved in the learning process, even if they offered limited verbal participation.

The entire dialectical process can be guided with the use of handouts that encourage students to map out their questions, record evidence and lines of reasoning and argument, and illustrate the path leading to an individual decision. (**Handout: Alexander the (perhaps) Great**, p. 6) The teacher can shepherd the discussion, allowing students to fill in parts of the handout as a means of encouraging individual processing. Remember that this discussion method is fluid and requires adjustment based upon content, purpose, and the interests and abilities of the students in the room. Teachers can use this method as a means of helping students develop compelling and supporting questions. They can lengthen the research process as a means of instructing students how to identify helpful resources. Students are encouraged to gather evidence in order to better inform their position. They then are required to explain their reasoning, both in verbal and written form.

### Building (not Burning) Bridges

Since this method is not subject specific, it can be used across the disciplines that make up the social studies, as well as other

academic disciplines. The dialectical method can be adapted to almost any topic that inspires inquiry. The joy comes from watching students take ownership of their learning, develop questions, search for evidence, wrestle with variety of opinions, and then work as a class to develop and refine new understandings. Although we may not share the same perspectives, we can use this discussion model to build bridges that will allow us to span our differences and work towards new understandings. These new understandings can manifest themselves into new public policy that various factions, working and thinking apart, would not have thought to create. Having the patience and commitment to work through a dialectical process might even nurture a functioning democracy that can withstand periods of drama and uneasiness. 🌍

*JAMES MASSEY, a National Board Certified Teacher (NBCT), teaches world history in the seventh grade at Unami Middle School in Chalfont, Pennsylvania. He is a member of the adjunct faculty in the Education Department at Moravian College in Bethlehem, Pennsylvania.*

### Answer Key (see quiz on page 8)

1. MYTHICAL FIGURE: **Artemi** was the daughter of gods Zeus and Leto. Centuries later, the Romans gave this goddess the name Diana.
2. REAL PERSON: A high priestess called the **Pythea** would enter a trance on the seventh day of each month. She would listen to questions posed by visitors and give answers that were inspired by the god Apollo. His temple was right next door to Delphi.
3. REAL PERSON: Wealthy parents living elsewhere in Greece sent their daughters to the island of Lesbos to be taught by the famous poet **Sappho**.
4. MYTHICAL FIGURE: **Diotima** was a fictional character in Plato's *Syposium*. In this famous book, Diotima is one of the characters having a friendly debate with Socrates—who was a real person. But the author of the book, Plato, might have based the character of Diotima on a REAL PERSON, **Aspasia**, and Aspasia really was a friend to Socrates. It all happened so long ago that it is hard to know for sure whether Diotima and Aspasia were one and the same, but it's fun to think about.

### Resources for Teachers

Lefkowitz, Mary R. and Maureen B. Fant. *Women's Life in Greece and Rome: A Source Book in Translation*. Baltimore, MD: Johns Hopkins University Press, 4th ed., 2016.

León, Vicki. *Uppity Women of Ancient Times*. Berkeley, CA: Conari Press, 1995.

Pomeroy, Sarah. *Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity*. New York: Schocken/Knopf Doubleday, 1995.

*This handout is by MLL editor Steven S. Lapham*

# Alexander the {perhaps} Great

This worksheet will help you map a dialectical discussion as it happens.

Your name: \_\_\_\_\_ Your teacher: \_\_\_\_\_

1. **Before the Dialectical Discussion.** To begin, you will demonstrate your opinion by literally “taking a stance”—standing along a “line of opinion” on the classroom floor. Where will you place yourself on the Hero—Villain spectrum regarding Alexander the Great? Place an X on the line below to show where you will stand.

Villain ←————— No Opinion —————→ Hero

2. Briefly explain your own reasons for taking that stance.

Example: *I think Alexander was a great hero because he was an expert equestrian.*

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Detail of the “The Alexander Mosaic,” representing the battle of Alexander the Great (shown) against Darius (III) the Great. Artifact from Pompeii, ca. 100 B.C.E. See the whole mosaic at [https://commons.wikimedia.org/wiki/File:Battle\\_of\\_Issus.jpg](https://commons.wikimedia.org/wiki/File:Battle_of_Issus.jpg).

National Archaeological Museum, Naples, Italy. Photo by Berthold Werner at commons.wikimedia.org.

3. **In the Moment of Dialectic Discussion.** What arguments did other students make that supported your position? Give each statement a score along this scale: give a weak argument only 1 point, give a strong argument 5 points. Example: *At age 12, Alexander tamed an unruly horse that even adults could not control. Later, he would ride this horse into battle again and again. (worth 3 points)*

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4. What arguments have other made that **opposed** your position? Give each statement a score along the scale, weak = 1, strong = 5.

Example: *Alexander and his armies wrought horrible destruction upon the Greek City of Thebes, plundering, burning the city, and killing civilians as well as soldiers. (worth 4 points)*

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A monument for a fallen soldier (possibly after the battle of Chaeronea, 338 B.C.E), showing a footman being killed by a Macedonian horseman.

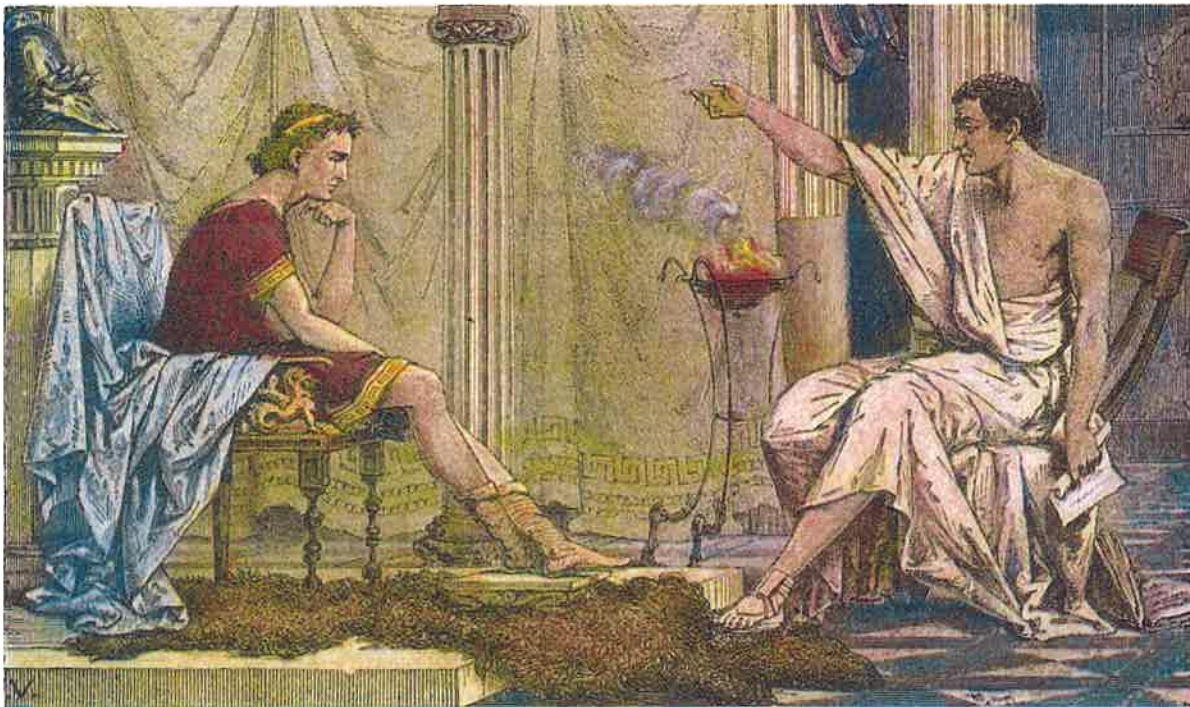
Archaeological Museum of Piraeus, Athens. Photo by Giovanni Dall'Orto, 2009.

### 5. Reflecting on the Dialectical Discussion.

After the dialectic discussion with your classmates, add up the pro and con points. Then think about the whole discussion. Show where your opinion now rests by placing an X on the line below.

**Villain** ←————— **No Opinion** —————→ **Hero**

6. Did your stance change? How would you summarize this experience? What did you learn about Alexander the Great? About heroes and villains? About having discussions and sharing opinions and observations with your peers?





Engraving by Charles Laplante from *Illustrated Lives of the Wise Men* showing young Alexander III and his teacher, Aristotle. (Paris, 1866).

commons.wikimedia.org



[https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module\\_id=...](https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module_id=...)

# Alexander {perhaps} the Great?





**TARGETS AND Questions**

- I will collect and compare information on Alexander of Macedonia and ultimately decide if he deserves the title of Great, or if he really is a Villain:
- I will participate in and contribute to a Dialectic Conversation on Alexander the Great.
- I will create a final Canvas response to share my final thoughts and process the experience.

**This activity will help us gather information to answer the question:**

*What happens when different people come in contact with one another?*



[https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module\\_id=...](https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module_id=...)

## Dialectic Discussion Activity:

[This guide will help you](#) [map](#) a dialectic discussion as it happens. Please open and save a version of it to your 7th grade social studies file on OneDrive so that you can edit and submit it.


**Directions:** Follow the steps below to complete your research and participate in the Dialectical Discussion.


**Step One: listen to and respond to the following.**

### Thebes

Listen to the first audio clip


[Hero Thebes.m3a](#)



 What made Alexander sound good?

Listen to the second audio clip

[Villain Thebes.m3a](#)



CBSD Alexander (perhaps) the Great! x +

https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module\_id=...

**Step Two:** You will also conduct additional research using the school databases.

Use [this Custom Google Search](#) to find more information about Alexander


Information that makes him seem good 😊

Information that makes him seem bad 😞

Look at the images on [this Custom Search](#) available from our library and find additional information about Alexander. Some of you will need the password **research**

Information that makes him seem good 😊

Information that makes him seem bad 😞




**Step Three:** Before the Dialectical Discussion. To begin, you will demonstrate your opinion by literally "taking a stance" – standing along a "line of opinion".

Use this PearDeck to take a stand and mark your position.

CBSD Alexander (perhaps) the Great! x +

https://cbsd.instructure.com/courses/82582/pages/alexander-%7Bperhaps%7D-the-great-2?module\_id=...



**Step Four:** In the Moment of Dialectic Discussion,


When arguments are given, evaluate each that **agrees** with you (both agree) and others made that **opposed** your position? You can mark them with a \$ or O. Give each statement a score about this scale: give a smiley face (1 point) give a frowny face (1 point)

Participate on the Dialectical Discussion with the first round for the dialectic discussion with your classmates. Think about your placement on the Hero – Villain spectrum. How do things change as the day goes? Mark your position on the spectrum with a smile or frown as the Pear Deck.


Smiley or frowny face (1 point) give a smile or frown.

When you are asked to give an argument, when that **agrees** with your position? What arguments did you think made that **opposed** your position? Mark an \$ next to them with an \$ or O. Give each statement a score about this scale: give a smiley face (1 point) give a frowny face (1 point)

**Step Five:** Reflection: Then think about the whole discussion. Show where your opinion now rests by using the last slide of the PearDeck.



**Step Six:** After the Dialectic Discussion, upload your guide using the assignment button below.



**Step Seven:** After the Dialectical discussion complete your ATG Argument Sheet.

Download and Save [ATG Argument Sheet.docx](#) to your 7th grade social studies folder.


Submit your argument sheet using the button below:

Greco-Roman Dialectic: 7th Soc

https://cbsd.instructure.com/courses/82582/pages/greco-roman-dialectic?module\_item\_id=3984618

Greco-Roman Dialectic

## Greco-Roman Dialectic




I will use an information collection guide to capture key points from three representatives in order to choose a city-state in which to live.

I will participate in a Dialectic and share my thoughts and provide supporting evidence to help explain my decision.

I will complete a ParDeck PowerPoint as I engage in the conversation in order to track my thought process.


This process will help me gather information to answer the following questions:

- What happens when different people come in contact with one another?
- How do societies foster stability?
- What does it mean to be a human?



Greco-Roman Dialectic: 7th Soc

https://cbsd.instructure.com/courses/82582/pages/greco-roman-dialectic?module\_item\_id=3984618



This is an opportunity to put yourself into history. If you were to think about the lives and governments of Ancient Athens, Sparta, or Rome, where would you most likely choose to live.

Step One: Download [this Dialectic Guide](#) and save it to your 7th Grade Social Studies folder on OneDrive.

Step Two: Listen to each of these MP3's, pausing in between each to record notes and ideas in your Dialectic guide relate to:

**Government**

- Athens
- Sparta
- Rome

Step Three: Listen to each of these MP3's, pausing in between each to record notes and ideas in your Dialectic guide related to:

**Quality of Life**

- Athens

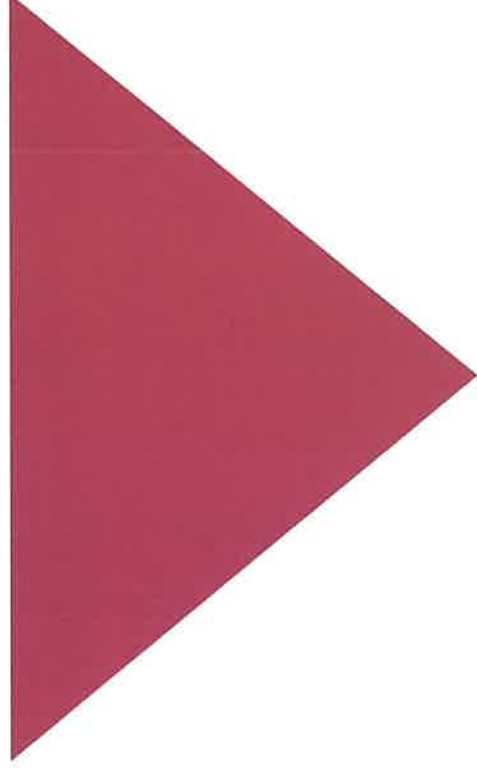
# Athens/Sparta/Rome Dialectic Conversation

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You get to choose!

Place the flag symbol on the triangle that best represents your views at the start

Athens



Sparta

Rome



Students, drag the icon!

Pear Deck Interactive Slide  
Do not remove this bar



# As we discuss

---

What comments did you hear that make sense and help you make a good decision. These don't have to be comments that support your current side. They are just good comments that help you think about the information.

Important note: This is not about being correct or incorrect. It is about making the best choice. To do that we have to listen.



Students, write a response!

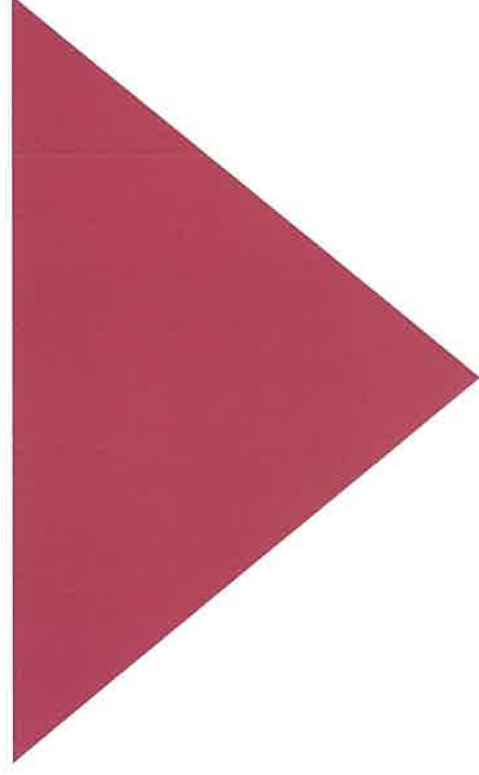


Pear Deck Interactive Slide  
Do not remove this bar

Place the flag symbol on the triangle that best represents your views half-way through

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Athens



Sparta

Rome



Students, drag the icon!



Pear Deck Interactive Slide  
Do not remove this bar

# As we discuss

---

What comments did you hear that make sense and help you make a good decision. These don't have to be comments that support your current side. They are just good comments that help you think about the information.

Important note: This is not about being correct or incorrect. It is about making the best choice. To do that we have to listen.



Students, write a response!

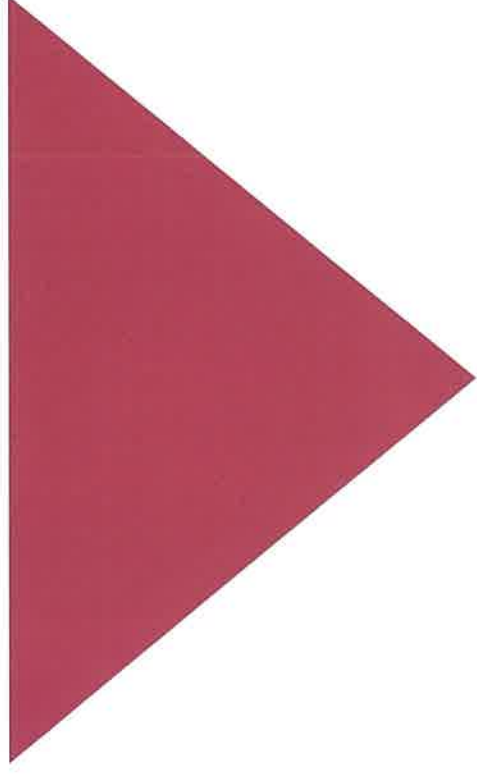


Pear Deck Interactive Slide  
Do not remove this bar



Place the flag symbol on the triangle that best represents your views at the end

Athens



Sparta

Rome



Students, drag the icon!

Pear Deck Interactive Slide  
Do not remove this bar



# *We are done.*

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Did you adjust or completely change your position? Explain.

What helped you make your final decision?



Students, write a response!



Pear Deck Interactive Slide  
Do not remove this bar









THE PETER FAMILY



THE ANDERSON FAMILY



THE ALFONSO FAMILY



THE SANCHEZ FAMILY



THE GARCIA FAMILY



THE PEREZ FAMILY

## MASSEY, JAMES

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**From:** MASSEY, JAMES  
**Sent:** Friday, October 21, 2022 2:41 PM  
**To:** WINGERTER, LAURA  
**Cc:** LOVING, BRIAN; POWELL, MATTHEW; ALMEIDA, SHANA; MALLON, KATHRYN; VIGILANTE, MARY; BRAZA, ROSALIND D; BATTY, JENNIFER  
**Subject:** This week's Team Ignite Friday Flame



Dear Team Ignite Parents:

Believe it or not, we are headed into the last full week of October. The hours of daylight are shrinking. My hope is that before the last lights of fall fade, you and your children are able to spend some time outdoors soaking in the pleasures of the last of the mild weather. Time out in the fresh air and away from digital screens, including phones, is important for our overall wellbeing.

We all know that connectivity facilitated by one-to-one and internet access can create stress if not intentionally managed. Students have to consider how they digitally interact and work with each other and their teachers. More and more we see students struggling with collaboration. We need to discuss how we talk with each other (both online and in person), treat the work and contributions of each group member, and provide appropriate feedback that can be critical without being harmful? We also need to consider how we react to others and how we respond, both in person and online. We are still in the process of establishing norms, and this is no easy task considering the rate of technological innovation.

This [Edutopia Article](#), though dating back to 2014, offers some valuable points. One of the aspects that I truly appreciate is that it ends with an argument for removing the digital portion of digital citizenship. This truly is citizenship, just new mediums for practicing it. Feel free to share your thoughts and questions with us as we explore how we are developing as Unami Warriors who are truly Warriors to the KOR.

When checking in, if you sense that your child is getting overwhelmed, breaking down, and is in need of assistance, there is help. You are never alone. You can use these numbers below and can contact our Student Service Department to get assistance. This also applies to parents. It is also difficult for us.

- [Lenape Valley Mobile Crisis 1-877-435-7709](tel:1-877-435-7709)
- **24/7 Crisis Intervention Hotline 1-800-499-7455**
- **Suicide Prevention Lifeline 1-800-273-TALK**
- **Central Bucks Crisis at Doylestown Hospital 215-345-2273**
- [Bucks County Drug & Alcohol Commission 215-444-2730](tel:215-444-2730)



On October 24<sup>th</sup> members of our Team will begin the celebration of Diwali. We hope it is a joyous celebration with both light and time with family.

For those who may be new to this religious holiday, the Farmer's Almanac provides a nice, if simplified, explanation. Diwali is a five day “festival of lights” that celebrates the triumph of light over dark and good over evil, and the blessings of victory, freedom, and enlightenment. It is celebrated by the Hindu, Sikh, and Jain faiths. The name comes from Sanskrit dipavali, meaning “row of lights.” On the nights of Diwali, celebrants light dozens of candles and clay lamps (called diyas), placing them throughout their homes and in the streets to light up the dark night.

It is our hope for our entire Team that we may all know the joy of the light and can find strength in it to overcome our personal moments of darkness or despair. We as a Team have many blessings for which to be grateful!

**The End Draws Nigh!** The end of the 1st Marking Period that is...



With the end of the marking period just two weeks away, we encourage students and parents to look at Infinite Campus Parent Portal and Canvas. It is important that work that can still be submitted is in fact submitted. Please, if work is being submitted to Canvas, a follow up email is helpful as we attend to the variety of clerical tasks that arise at the end of a marking period.

**Healthy Hygiene:** So, my four older children absolutely hated Human Growth and Development in 5th and 6th grades. My two oldest daughters referred to it as Human Gross and Embarrassment. Yet, with the challenges of Middle School, both academic and social, it is important to consider some of points from the program. The heat has been turned on in the schools and at various times throughout the day students may be working close together in small collaborative groups. Using deodorant, especially after gym class, makes for a better group experience. Same holds true for brushing teeth. Also, as we began the slow decent into cold and flu season, the simple act of hand washing throughout the day can help keep everyone stay healthy. People laugh when they read these types of reminders in our Friday Flame. Yet, we view it as support for our students. Honest and loving conversations and statements, without criticism, can help students navigate the choppy waters of middle school social interaction. As they said in the 80's at the end of the GI Joe cartoon, "Knowing is half the battle; Yo Joe!"



**Some quick points from subject area teachers (We are a large team, so you will have to know your child's subject area teachers):**



**Mrs. Canfield**—Students have been engrossed in Greek myths this week. They have been applying close reading strategies and even comparing and contrasting myths. They are identifying how the purpose for the myths varies depending on audience. They are devising themes for the myths as well as alternate titles. Classroom conversations have included debates about the punishments handed out by the Olympian deities. Students are learning how to summarize fictional texts. Finally, they have begun studying list 2 of the roots. Wednesday, Aug. 26<sup>th</sup> is a summative quiz; please see Calendar for information. Also, students have been assigned a book chat for this marking period. That summative assessment is due Wednesday, November 2<sup>nd</sup>. The project sheet along with rubric and script are available on the Calendar also. Lots of fine work!

**Ms. D'Agostino**

This week in ELA-A, students were able to practice narrative reading/writing using a scope article called "Deadly Hits" where they learned about and practice higher level thinking, comprehension, summarizing and central idea/details. This connecting with the primary focus on their personal narrative. Students have been working on their personal narrative – in the editing and revising stage. Students primary focus is on adding sensory details and dialogue. Students continue to practice their grammar and implement their understanding of writing complex sentences as they work through the editing and revising process. Students identified the details in a picture to create a paragraph filled with descriptive, visualizing, and sensory detail. They practiced independently by each describing different balls to get their peers to guess what they had. They then applied these skills to their own story. Additionally, they were given 5 different pictures to write 5-7 sentences about to get additional practice. We concluded the week with teacher/student writing meetings to review their current draft and checklist to prepare for their final draft. Their final copy is due on **Friday, October 28<sup>th</sup>**.

In ELA-B students spent the beginning of the week focusing on making inferences and supporting them choosing effective text from the story and combining it with their own thinking. The students applied these skills to various situations, in text and in pictures. We concluded the week by continuing to read our novel House on Hackman Hill. The students continue to infer and analyze the development of the mood and characters. They should continue to study their vocabulary list as we will have a **Part 1 and Vocabulary Test next week (date TBD)**.

**Ms. Frabizio –**

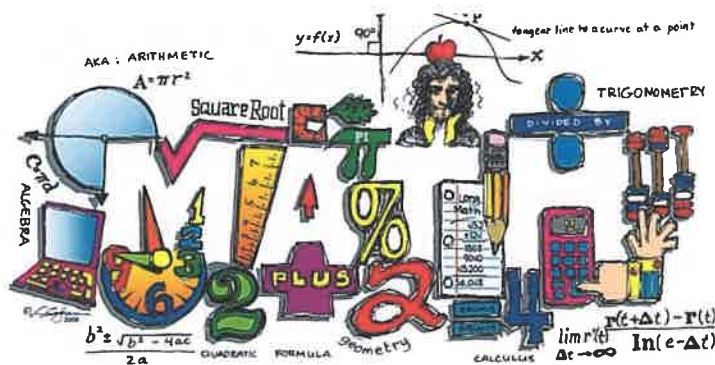
This week in ELA-A, the grammar focus was subject and predicate, linking, and helping verbs. Students practiced their skills with a zombie challenge and a race to identify and label the verbs in the example sentences correctly. In writer's workshop, students worked on writer's notebook #3. For a little spooky fun, students were asked to mashup some traditional ideas of monsters with an animal from the list given and explain why their creature was so dangerous. This full-page entry is **due Tuesday, October 25**. We finished up our memoir unit by having students self-evaluate their writing process by completing a written reflection.

In ELA-B, students crushed their first roots quiz and were given their second list of root words to study for their next quiz on **Friday, October 28<sup>th</sup>**. We wrapped up the myth of Prometheus and we read and analyzed the myth of Pandora. Students completed brief summaries of both myths and added these stories to their mythology graphic organizer in preparation for **the summative myths quiz on Wednesday, October 26<sup>th</sup>**. On Wednesday, we took a trip to the library for a lesson on eBooks and using the Sora app with Mrs. Kilpatrick. Students continued to work on their independent reading book chat project that is **due November 2<sup>nd</sup>**. On Friday, students were given class time to read and take notes on their books or begin drafting their book chat script.

**Mrs. Norris** - This week in ELA-A, students completed their personal narrative. They began the week learning and writing effective leads and conclusion/learning moments. They spent the rest of the week revising and editing their personal narratives using their checklists. We will continue narrative writing with scary stories next week. In ELA-B, students wrapped up their lessons on making inferences. We will continue with our class novel House on Hackman's Hill. They will have a part 1 and vocabulary test on **Friday, October 28<sup>th</sup>**

**Mrs. Wingerter**—This week in ELA-A, the grammar focus was subject and predicate, linking, and helping verbs. Students practiced their skills with a zombie challenge and a race to identify and label the verbs in the example sentences correctly. In writer’s workshop, academic students worked on writer’s notebook #3. For a little spooky fun, students were asked to mashup some traditional ideas of monsters with an animal from the list given and explain why their creature was so dangerous. This full-page entry is **due Tuesday, October 25**. In advanced, students have all declared their topics for their self-selected writing pieces and engaged with those topics during writer's workshop time on Friday in class. In all classes, we finished up our memoir unit by having students self-evaluate their writing process by completing a written reflection. Students will also have a summative quiz next week on simple sentences which will include subjects and predicates.

In ELA-B, students crushed their first roots quiz (class averages were all upwards of 90%!) and were given their second list of root words to study for their next quiz on **Friday, October 28<sup>th</sup>**. We wrapped up the myth of Prometheus and we read and analyzed the myth of Pandora. Students completed brief summaries of both myths and added these stories to their mythology graphic organizer in preparation for **the summative myths quiz on Wednesday, October 26<sup>th</sup>**. On Friday we went to the library to spread out, find a quiet spot to read, or to utilized the smaller rooms within the library to start recording their independent book chats. This is due on **November 2<sup>nd</sup>**. If you are keeping track, we collectively finished 27 books last week, bringing the two week total for the three ELA-B classes to: **50 books! Amazing!**



**Ms. D'Agostino**

Students wrapped up adding and subtracting fractions and mixed numbers. They completed the week with multiplying and dividing fractions and mixed numbers. We will have a chapter 4 test on **Thursday, October 27<sup>th</sup>**. They received a study guide on Thursday 10/20.

**Dr. Marttila - Pre-Algebra:** We will be concluding Chapter 3--Operations with Rational Numbers early next week. We will have our last summative assessment of the marking period on Friday, October 28<sup>th</sup>. The final

topics will be: *Multiplying and Dividing Rational Numbers*. We will have a review day on Wednesday and a Practice Quiz on Thursday. **Algebra 1A:** Students worked so hard and completed their final Unit 1 assessment. We conclude the marking period with a culminating project using what we know about the geometric figures finding--*Perimeter, Area, Volume, and Surface Area*.

**Mrs. Marucci - Pre-Algebra** will have their Chapter 3 Test (Fractions) on Thursday, 10/27. **Algebra 1** will have no assessments next week; they will begin studying Unit 3 (Graphing Linear Functions). Please encourage your child to check Infinite Campus and complete any missing exit tickets, as well as to come see me during I&E if they need any extra help. Have a wonderful weekend!

**Mrs. Norris** - Students wrapped up adding and subtracting fractions and mixed numbers. They completed the week with multiplying and dividing fractions and mixed numbers. We will have a **chapter 4 test on Thursday, October 27th**. They received a study guide on Thursday 10/20.

**Ms. Trafford & Ms. D'Agostino:** The kiddos have been working hard to understand how to add, subtract, multiply and divide fractions. We have been practicing our skills, so we are prepared for our chapter 4 test on Friday 10/28. This may get moved to the week after depending on if we need more practice. We will be talking about terminating and repeating decimals, and we will learn how to compare and order different numbers next week.



**Mr. Leible** – This week in science class, students learned about symbiotic interactions, which are close, long-term relationships that occur in nature. We discussed the different types of symbiotic interactions and how the species involved are impacted in each. These include mutualism (where both species benefit), commensalism (where one species benefits while the other is unaffected), and parasitism (where one species benefits while the other is harmed). Students examined many real-life examples and determined which type of symbiotic relationship is occurring. They also watched clips from the Marvel movie "Venom" and debated which type of symbiosis Eddie Brock shares with the Venom symbiote. Did you know that the Marvel comic creators loved ecology so much that they named Venom's fictional species after symbiosis? Students finished the week by demonstrating their learning on the Ecology 3 quiz which covered limiting factors and carrying capacity, predator-prey dynamics, and symbiotic relationships. Next week, we will move into Ecology 4 which covers terrestrial biomes. Enjoy the long weekend!



**Dr. Massey** - This week we began digging into the Greco-Roman Europe. Students examined the geography and used YouTube 360 videos to assess the accuracy of the written information. They then began their first argument sheet comparing the geography in Greece and Rome. This week we will get into trade and forms of governments.

Have a great weekend!

The Team Ignite Teachers

Dr. James Massey  
National Board Certified Teacher  
7<sup>th</sup> Grade Social Studies  
Building Social Studies Coordinator  
Unami Middle School  
[jmassey@cbsd.org](mailto:jmassey@cbsd.org)

“Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future.”

– **Paulo Freire, Pedagogy of the Oppressed**

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

– **John Dewey**

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## MASSEY, JAMES

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**From:** MASSEY, JAMES  
**Sent:** Friday, September 30, 2022 2:15 PM  
**To:** WINGERTER, LAURA  
**Cc:** LOVING, BRIAN; POWELL, MATTHEW; MALLON, KATHRYN; ALMEIDA, SHANA;  
VIGILANTE, MARY; BRAZA, ROSALIND D; BATTY, JENNIFER  
**Subject:** This week's Team Ignite Friday Flame

Dear Team Ignite Parents:

With this Friday Flame we bid farewell to September and welcome October. Our 7th graders have lived their first month at Unami and have made it their new home for both learning and connecting with friends. We hope they are feeling like Warriors to the KOR. We hope they are starting to feel part of our community. As the year progresses, if you have any concerns, please do not hesitate to reach out to the team teachers. We want to work together to ensure the success of your child!



To all of our families who follow the Jewish faith we wish you an easy fast as you prepare to celebrate Yom Kippur. This is a High Holy Day starting at sundown Tuesday and ending at sundown on Wednesday. Although those observing the Jewish faith tradition will be focusing on atonement and forgiveness, it is a time when the rest of us can simply pause and reflect. Are we living up to the golden rule, treating others the way we want to be treated? Are we choosing to do what is right and not what is easy? Are we trying to be the best version of ourselves? It is through intentional reflection, education, and action, informed by our faiths, that we can contribute to the strength, compassion, and resilience of our community.

**Field Trip:** Our first field trip has come and gone. Students had the chance to get to know other members of the team and engage in meaningful Team Building activities. Click on the image below for a quick video from the trip.

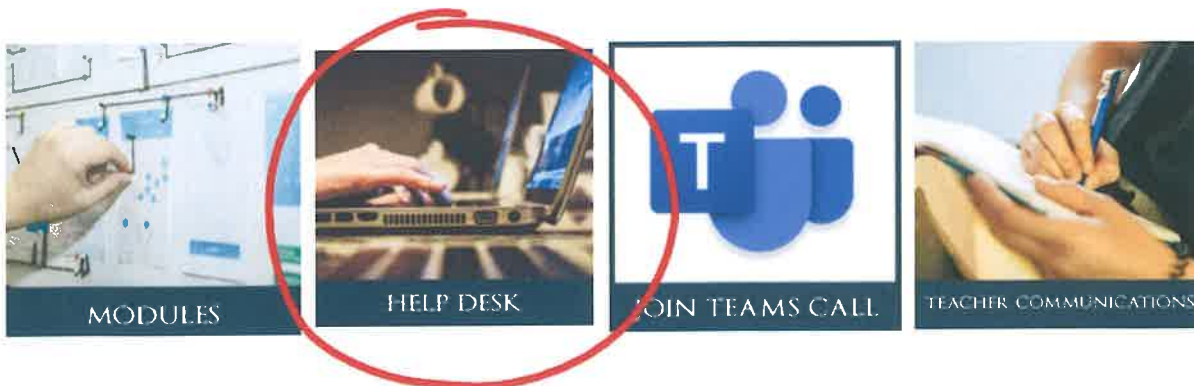


**Magazine Sales:** Last Thursday was the annual Fall Fundraiser kick off. To say there was a level of excitement in the auditorium is an understatement. The sales drive offers other items, like cookie dough, in addition to magazines. All the sales materials were sent home on that day. Although all sales are submitted online, there are certain deadlines in order to earn prizes. The first deadline is tonight, Friday, at midnight. The second date by which students can get prizes is October 6th. Naturally, we will still accept orders after the 6th. Please know that Unami gets a portion of the proceeds and it is returned to the teams to offset field trips and programming costs. Every little bit counts.

### **Pink Out!**

Unami will have their annual **Pink Out Day** on November 4th. It is the culmination of the various activities taking place throughout October. This coming week there will be T-shirts on sale for \$10. Students were shown the design for the different shirts on the Friday Announcement show. You can view the clip by following [this link](#). All profits are donated to the Pennsylvania Breast Cancer Coalition. Sales will take place in resource. The sale ends Friday so that the order can be placed and the shirts can arrive in time for distribution. If students wish to order a shirt, they need to place \$10 in an envelope. On the front you must write the student's name and T-shirt size. Further questions can be directed to Mr. Rush ([brush@cbsd.org](mailto:brush@cbsd.org)) or Ms. Spera ([mspera@cbsd.org](mailto:mspera@cbsd.org)).

**Computers:** How are the student laptops holding up? If you are having any issues, please put in a help ticket. You can find the Help Desk button on all our Home Pages in Canvas.

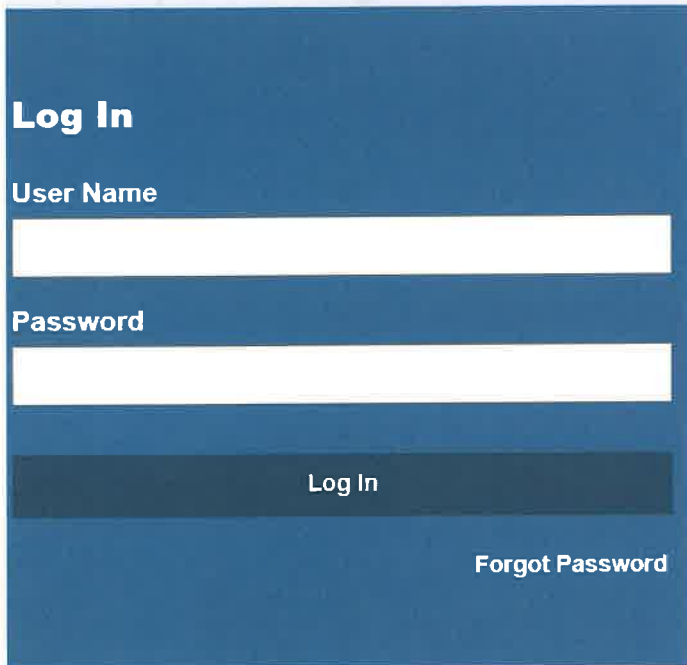


Students will then log into the Help Request system using the same username and password they enter to log into their computer. You will also see in the picture below, not only can you add a ticket, but you can review active tickets. This is where our IT Specialist,

Mr. Kane, will respond to tickets, ask questions, or request to see a laptop. Thus, it is important after submitting a help ticket to periodically revisit it and check on the status.

**How to Add a Note to an Open Ticket:**

- Log into Ticket System < Click on History Tab
- All Active Tickets will display < Click on Ticket No. to Open
- Click on **Add Note** (can be found in bottom right of ticket)
- Type in content and/or Add a File < Click Save
- Email will be sent to Technician that a Note was added



**Log In**

User Name

Password

Log In

[Forgot Password](#)

**Breakfast anyone?**



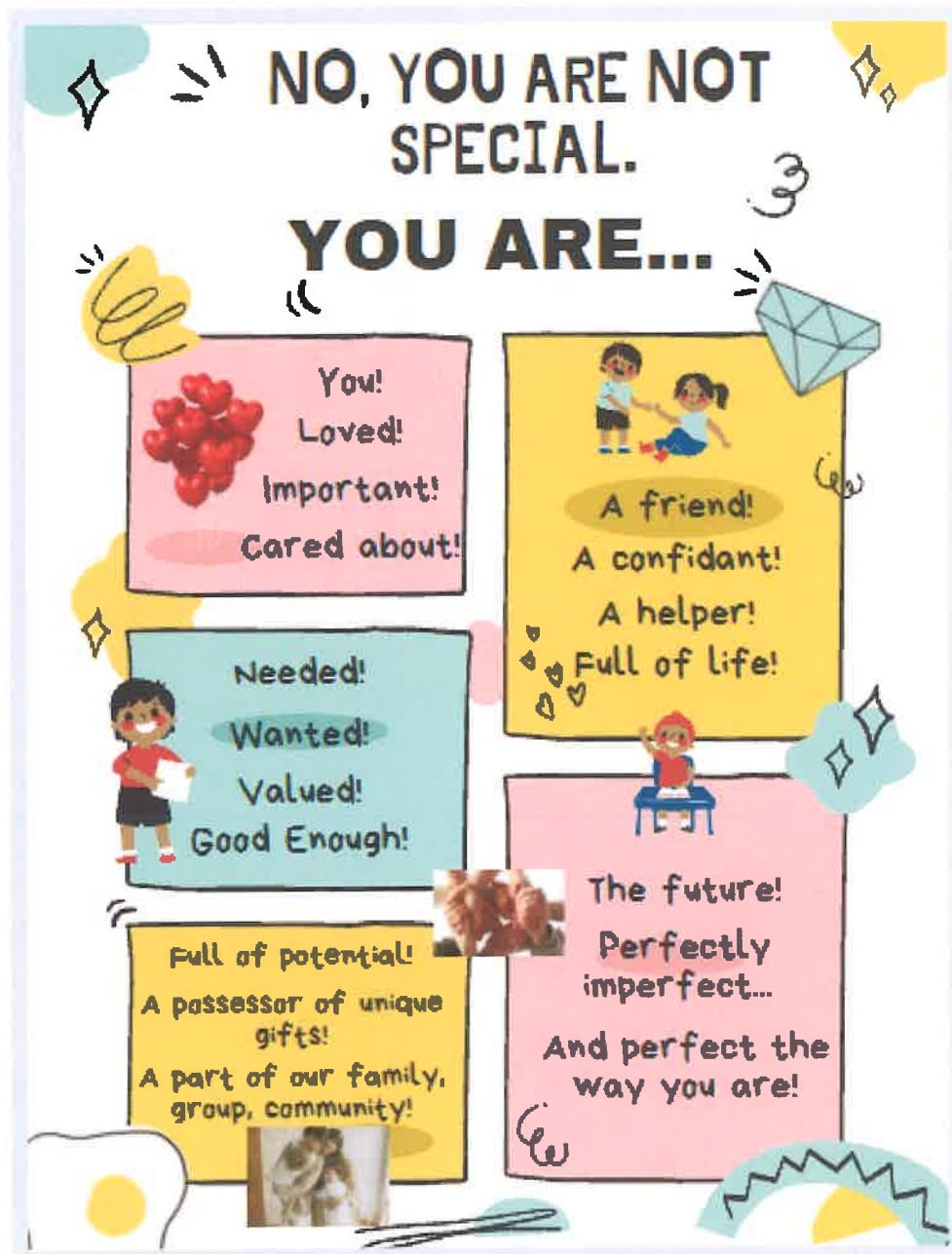
Okay, so the image may be a bit of wishful thinking for a school breakfast, but it is still a great way to start the day. Pennsylvania recently announced the implementation of a universal free breakfast program in Pennsylvania schools, effective October 1, 2022



**MASSEY, JAMES**

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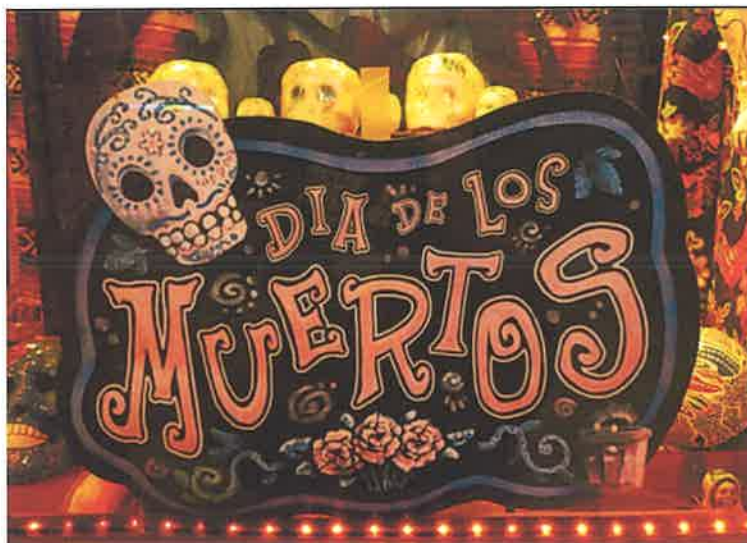
**From:** MASSEY, JAMES  
**Sent:** Friday, October 28, 2022 2:49 PM  
**To:** WINGERTER, LAURA  
**Cc:** LOVING, BRIAN; POWELL, MATTHEW; ALMEIDA, SHANA; MALLON, KATHRYN;  
VIGILANTE, MARY; BATTY, JENNIFER; STAB, VICTORIA  
**Subject:** This Week's Team Ignite Friday Flame



Dear Team Ignite Parents,

No, you are not special. Can I say that, or even more importantly, can one hear that from a place of love? I certainly hope so and I ask that you allow me to explain. I fear that in an attempt to support and love our children and students, we may have been offering a false message. If you quickly google special, you get a definition of, "better, greater, or otherwise different from what is usual." If you look at the definition discussion in Dictionary.com you find that special "refers to something pointed out for attention and consideration. Special means given unusual treatment because of being uncommon." In our society, special means greater than or more important. When you are seen as special you are more worthy of praise or consideration. In many ways, it goes against the fundamental beliefs of our nation, that we are all equal. It becomes a justification of seeing others as less than or inferior, which can lead to bullying and great pain.

I offer this thought, in the hopes of combating the false messages of our society. Instead of telling our children and students they are special we must tell them and constantly remind them that they are Loved; Important; Valued; Cared About; Full of Potential; Possessors of Unique Gifts; Part of our Family, Group, Community; Interesting; A Friend; A Confidant; A Helper; Full of Life; Needed; Wanted; Good Enough; and The future. We can respectfully remind them that they are just "You." A man I respect greatly explained that we are all "perfectly imperfect." We all have struggles, weaknesses, doubts, fears, and make mistakes. Yet, because we are also all of the above positive before the weaknesses, we are perfectly imperfect. We are continually in a process of self-creation, which hopefully fosters self-care and self-love. We need to tell our students over and over again, "You are good enough and are perfect the way you are!" The resulting confidence, grounded in love and support, will foster growth and maturation leading to a healthy and meaningful life. If this thought resonates with you, you have our permission to copy, print off, and post the info graphic we created somewhere your student can see it, just as a reminder. It's what we do for the team!



We also hope everyone has a great Halloween. We join those who will be celebrating All Saints Day and All Souls Day, which is also celebrated as Dia de los Muerto's, in the hope of finding strength and love in the memories of those who have gone before us!

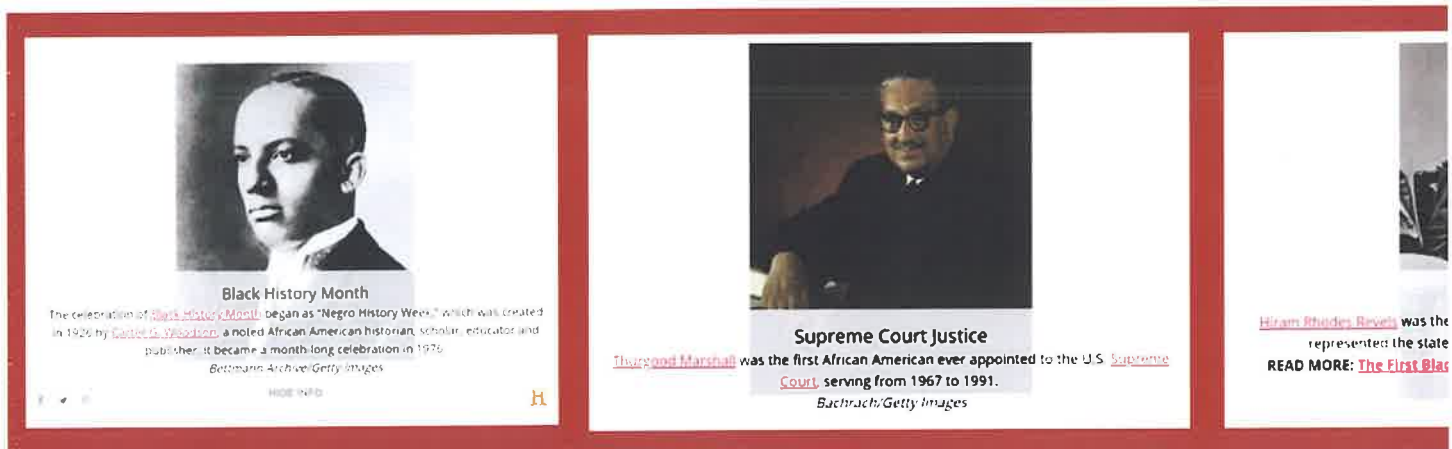
## MASSEY, JAMES

**From:** MASSEY, JAMES  
**Sent:** Friday, February 18, 2022 2:01 PM  
**To:** WINGERTER, LAURA  
**Cc:** PUSTAY, FRANK; BUI, KENNETH K; MALLON, KATHRYN; VIGILANTE, MARY; MACINNIS, BARBARA; STAB, VICTORIA; KUNTZMANN, LAURA E  
**Subject:** This week's Team Ignite Friday Flame



Dear Team Ignite Parents:

Monitoring fatigue, the struggle is real! So, we have wrapped up a four day week with our students. Monday is President's Day followed by another four day week. Please check in with your student and see how they are feeling, both physically and mentally. We can see the fatigue building and the ability to attend to tasks in class is waning. Taking some time this weekend to slow down, recharge, and reset is crucial. We will soon be entering March which, like October, is a month without any breaks for students. It is important that students, when possible, can get away from screens, get outside, and engage in activities that reinvigorate them. Getting a good night's sleep is also crucial. It might be a good time to make sure all digital devices that can distract students be removed from bedrooms or turned off before heading to bed. This goes for the teachers as well :)



**Black History Month:**

It is the responsibility of each generation to do their best to improve and pass along to the next generation a society that is better than the one they inherited. This includes making sure that our society acknowledges shortcomings and embraces equity to heal and ensure a better future for all. Unfortunately, even innocuous statements like this can be taken out of context and trigger backlash in these charged times. Let us be clear, the teachers are committed to helping all of our students become the best versions of themselves. We want to help all students, Black, Hispanic, Asian, Native American, and White, to develop a positive racial identity. We believe that is what will ultimately help ensure the continuation of our community and the democratic process.

With this in mind, this month students have gone beyond simply learning about important Black Americans during Black History Month. They have explored the definitions of key terms that are at the heart of our current conversations on race and justice. We have defined race, racism, equality, equity, power, inclusion, prejudice, discrimination, diversity, ethnicity, white supremacy, and anti-racism. With the definitions from the Merriam Webster dictionary they can begin to understand the current discourse.

Often when discussing issues like these, there is some push back because white people feel like they are being shamed. Instead of shame, we approached it from a position of hope. We acknowledged the achievements of important individuals while also recognizing, due to feelings, actions, and structures that limited the achievements of African Americans and others, many were not afforded the opportunity to fulfill their potential. We contemplated how much our society would have benefited if those structures and barriers had been removed earlier. We look to the future and how much progress we can make as a society if we continue to remove barriers and lift everyone to the same level.

When we look at how economies grow, it should be obvious that it is not a zero-sum game. When we work for the benefit of all, we will truly pass along a stronger and more successful society to the next generation. On Team Ignite, we do more than just check a box, we attempt to empower our students, inspire thoughtful action, and share our hope for the future. For that is what will help them define our future. Yes, we can feel heart sick about events in our past, but we must be empowered with a positive racial identity to make the necessary changes allowing us to focus on the common good and claim our future. A future where all Americans without barriers can contribute, realize their potential, and be the best version of themselves. This is the new American Dream!

**Keeping this on your Radar:**



All First-Year's  
(7<sup>th</sup> Grade Students)  
\$32  
My Payments Plus  
1/31-3/21



7<sup>th</sup> Grade Muggles

SAVE THE DATE  
Wednesday April 13, 2022

Harry Potter:  
The Exhibition  
The Franklin Institute



Seeking  
Adult Muggle  
Chaperones with  
Clearances  
Free Admission!



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- Inbox
- History
- Commissions
- Help



Fannie Lou Hamer was an African American woman who was Middle Aged, Southerner, working class, and a fighter for racial justice. She had been jailed, beaten, and threatened for her advocacy, but didn't back down. The cumulative impact of these and other stressful life experiences negatively impacted her health, but she remained committed to securing her civil rights, because in her now famous words "All my life I've been sick and tired. Now I'm sick and tired of being sick and tired."

**Definition:**

**Intersectionality**

[Webster Dictionary](#)

**Discussion**

**Intersectionality**

- Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

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**Supreme Court Justice**

Thurgood Marshall was the first African American ever appointed to the U.S. Supreme Court, serving from 1967 to 1991.

*Bachrach/Getty Images*

**Definition: Equity**



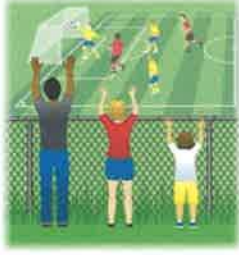
[Webster Dictionary](#)

**Equity**

- Equity is the condition and the process together that would be achieved if the identities assigned to historically oppressed groups no longer acted as the most powerful predictor of how one fares. The root causes of inequities, not just

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- Help

manifestations, would be eliminated. This includes elimination of policies, practices, attitudes and cultural messages that reinforce or fail to eliminate disproportional outcomes (economic, educational, health, criminal justice, etc.) by group identity.

Equality	Equity	Justice
		
<p>The assumption is that <b>everyone benefits from the same supports</b>. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because <b>the cause(s) of the inequity was addressed</b>. The systemic barrier has been removed.</p>

Hi Ho Hi Ho, It's Off To Work We Go!

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[Ruby Bridges desegregates New Orleans Elementary School.](#)

**Racism**

[Webster Dictionary](#)

**Discussion:**

A system of advantage based upon race. A second definition is Prejudice plus systematized power.

**Example:** A judicial system that issues harsher sentences to people of color (especially black) than to whites for the same offence.

Hi Ho,Hi Ho, It's Off To Work We Go!

## MASSEY, JAMES

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**From:** MASSEY, JAMES  
**Sent:** Friday, February 17, 2023 3:11 PM  
**To:** WINGERTER, LAURA  
**Cc:** LOVING, BRIAN; POWELL, MATTHEW; ALMEIDA, SHANA; VIGILANTE, MARY; JAIN, SHIPRA; STAB, VICTORIA; MELITO, ISABELLA  
**Subject:** This Week's Team Ignite Friday Flame

"And say, finally, whether peace is best preserved by giving energy to the government or information to the people. This last is the most certain and the most legitimate engine of government. Educate and inform the whole mass of the people. Enable them to see that it is their interest to preserve peace and order, and they will preserve them. And it requires no very high degree of education to convince them of this. They are the only sure reliance for the preservation of our liberty." --**Thomas Jefferson to James Madison, 1787**

"Above all things I hope the education of the common people will be attended to, convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty." --**Thomas Jefferson to James Madison, 1787.**

Dear Team Ignite Parents,

As educators we are often wary of expressing too many views or sharing our personal thoughts aloud. We know that we work with students and their families who possess a wide range of views on the state of our school district, local communities, State and nation. As teachers we know that politics and political discussions are a quicksand that ensure, no matter what we say, we will offend someone and slowly sink. Yet, because we do in fact serve the public, discussing difficult topics and offering some reminders is an important part of our professional responsibility.

Our community, if not our entire nation, is currently facing great pain. It is a pain that many of our fellow citizens have quietly born on their shoulders for years, with momentary flashes of anger. We have witnessed violence against Black Americans. There has been a verified increase in antisemitism. Since the pandemic, hatred and violence against Asian Americans has increased. With a focus on policies, books, and flags, people fear the stress and negative impact on the LGBTQ+ community. There are more and more reports of mass shootings on the national news. It is enough to cause most to pause and wonder, "What the heck is going on?"

It is also important to remember that we are approaching the one year anniversary of the war in Ukraine. The ongoing war on a sovereign and democratic people, along with the pains identified above, are a clear reminder that there are no guarantees in this life. We are not guaranteed to always live in a Constitutional Democracy. Many years ago while attending a conference hosted by the educators from Colonial Williamsburg, we were reminded that our government will fail. Actually, the US is on its second government. The Articles of Confederation were a failure. Yet, we will again face failure. This country is an ongoing experiment with democracy and the Williamsburg educators made it clear that it will fail with the first generation that does not learn about our history and our guiding ideals. It will fail with the first generation that does not take its education seriously and turns its back on the common good.

At this moment, we need to be very clear. Our job as teachers is far greater than helping students "get good grades" or "do well" in school. It is greater than our individual disciplines. Our job as a team of teachers is to lift everyone up by providing the best free and appropriate education we can. In the process we cannot and will not tolerate racism, sexism, prejudice, bigotry, or any type of hate that limits a person's potential social, emotional, and academic growth. We serve all, no matter their color, race, ethnicity, religion, or sexual persuasion. We have to create a space where students are safe, physically and emotionally, and can focus on learning. We are teaching students how to think, research, reflect, communicate, and listen. We are teaching them how to learn so that they can participate in the democratic process. We are teaching them the skills and knowledge necessary for living and working in community. We truly believe that education is power. The quotes above from Thomas Jefferson make clear, we are teaching for democracy and for the common good. By helping our students become the best version of themselves we are helping make our society better.

**Some quick points from subject area teachers (We are a large team, so you will have to know your child's subject area teachers):**



**Mrs. Canfield**—Students are examining text evidence from *The Giver*. They are looking for what the pieces of text evidence have in common in order to make accurate inferences. Students have discussed Ch. 11 and 12 this week. As well, students took an assessment on vocabulary from *The Giver*, Ch. 9-18. Students have their independent reading books and are encouraged to keep pace because the book chat for marking period 3 is due on Friday, March 10, 2023. Hope everyone enjoys a fine 4-day weekend.

**Ms. D'Agostino**--

In ELA-A we have been working on choosing an article to write an argumentative writing piece on. Students learned about writing an introduction, how to write a well-constructed conclusion, setting up a thesis statement, citing evidence to support the claim and putting a counterclaim into their writing piece. Students also examined types of transitions and how they enrich their writing. Students were able to choose their article, annotate and start their introduction. We will be reviewing their work on Tuesday 2/22/23.

In ELA-B students took their 7-12 Schooled Test, read chapters 16-18 and completed their character traits packet. We continued to review how the characters interact with one another. We will read chapters 19-21 on Tuesday. Have a great long weekend!



# JAMES G. MASSEY

52 Meadow Lane  
Doylestown, PA 18901

Phone: 215.280.8716

Email: [jmasseypenn@gmail.com](mailto:jmasseypenn@gmail.com)

## EDUCATION

### **Penn Graduate School of Education, University of Pennsylvania, Phila., PA**

*Graduated August 12, 2011*

Degree: Ed.D. Teaching, Learning, and Curriculum

### **Temple University, Phila., PA**

*Graduated January 31, 2003* GPA: 4.00

Degree: Ms.Ed. Curriculum, Instruction and Technology in Education

### **Moravian College, Bethlehem, PA**

*Graduated May 16, 1998* **Summa Cum Laude** GPA: 3.82

Degree: BA History Minors: Secondary Education; Political Science

## TEACHING AND MENTORING

### **Teacher, Social Studies, Central Bucks School District**

Unami Middle School 1998 – present

Tamanend Middle School – 2010-2011 (Volunteer for split schedule)

- 7<sup>th</sup> grade curriculum, World History, Geography and Ancient Sumer to the Renaissance, including units on the Middle East and China
- 8<sup>th</sup> and 9<sup>th</sup> grade, American History

### **Adjunct Faculty, Moravian College, Fall Semester, 2013 – Pandemic of 2020**

Department of Education

Education Course 260: Reflective Teaching in Secondary Schools

Education Course 365: Curriculum and Instruction in Social Science

### **Adjunct Instructor, University of Pennsylvania – Spring, 2013 – 2017**

Designed and taught EDUC/CE 699 216, Perspective – Professionalism in Education

### **Adjunct Instructor, Temple University, Fall Semester, 2011 – 2015**

College of Education: Curriculum, Instruction and Technology in Education

Education Course 3108: Social Studies for the primary child, Pre-K-4

### **Cooperating Teacher, Penn State University**

- Assisted, supported, and instructed Madison Fialkowski during her student teaching experience. Spring 2015
- Assisted, supported, and instructed Alex Hoffman during his student teaching experience. Fall 2008
- Assisted, supported, and instructed Jamie Harvey during her student teaching experience. Fall 2005
- Assisted, supported, and instructed Michael Minnich during his student teaching experience. Fall 2002

## **New Teacher Mentor**

Shawn Goldberg (2001 – 2002) and Abby McKellin (2004 – 2005)  
Supported teachers in a yearlong New Teacher Induction Program

## **PROFESSIONAL SERVICE**

Social Studies Department Coordinator, May 2004 – June 2009; September 2022-present

- Managed a department of eight teachers
- Oversaw the implementation of 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade curriculums
- Served on the Principal's Leadership Council, Unami MS

Unami Trowel and Plow Coordinator, 2012 - Present

- Created a service-learning opportunity for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders
- Students created 17 raised beds and grow vegetables during the spring and summer
- All the produce is donated to local food banks
- Partnered with local businesses to arrange donations of building supplies, soil, seeds, and tools
- Partnered with Delaware Valley University for training and education for student participants

Central Bucks Learning Management System Committee, Apr. 2017-June 2019

- Served on a committee that reviewed and selected Canvas as our learning management system that will be implemented in the district
- Piloted the use of Canvas during the 2017-2018 school year
- Assisted in implementing Canvas during the 2018-2019 school year

Middle Level Advisory Committee, Summer 2017 – June 2018

- Serve on the district committee that designed the new advisory program to be implemented during the 2017-2018 school year in all five middle schools.
- Provide instruction and support for middle level teachers as they transition to Canvas

Team Leader, 1999 – June 2009; 2014 - 2018

- Conducted parent-teacher-student conferences
- Developed and implemented educational programs, integrations, and field trips
- Monitored and supported the education of 110 to 135 students per year

Designed the History Research Workshop, 2004 – 2007

- Created and implemented research programs for Eighth graders by establishing a partnership between Unami Middle School and Moravian College
- Seniors from the history and education departments acted as mentors during the process
- Required working with representatives from Reeves Library, the History Department, the Education Department, the office of the Dean of Admissions, and Woods Food Service

### British Exchange Coordinator, 2000-2001 and 2002-2003

- Arranged an exchange with Tenbury High School, Tenbury, England
- Organized and implemented numerous fundraisers
- Developed programs and trips for over 39 British students
- Escorted 24 students to England for three weeks, visiting both Tenbury and London

### Scope and Sequence Committee, Central Bucks School District, 2002 – 2003

- Developed a mission statement for the Social Studies Department
- Re-evaluated courses offered by the Social Studies Department for grades 7 -12
- Created a proposal, including suggested changes, that was approved by the CB School Board in 2003

### 8<sup>th</sup> Grade Curriculum Committee, 2003

- Rewrote 8<sup>th</sup> grade curriculum
- Created an addendum honors program with an emphasis on research, primary sources, reading and writing skills, and thinking historically
- Aligned the curriculum with Pennsylvania state standards

## **RELIGIOUS AND SPIRITUAL SERVICE**

### QPR Suicide Prevention Trainer – July 2022 - Present

- Work with the Bucks County Suicide Prevention to run the QPR training for gatekeepers.

### Postulant for Ordination to the Diaconate in the Episcopal Church – November 2021 – Present

- Enrolled in the Seminary of the South West's Iona Collaborative Education Program
- Attend Monthly cohort trainings
- Ordination, expected spring/summer of 2025

### Social Justice Committee Chair – August 2020 – present

- Co-created the committee for St. Paul's, Doylestown, ground in the Baptismal Covenant.
- Joined with Immigrant Rights and Driving PA Forward to garner congregational support
- Created and led Lenten Day of Reflection: Racial Justice is Christian Justice on April 2, 2022
- Coordinated St. Paul's participation with four other faith congregations to establish a presence and build community support during the Doylestown Pride Festival 2022.
- Created interdenominational conference entitled Racial Justice is Christian Justice on January 14, 2023. Included six denominations, thirteen different parishes, with 46 participants in total for a day of Reflection, Introspection, and Education.

### Dismantling Racism Training – Absalom Jones Center for Racial Healing, Scheduled for July 13, 2021

### Vestry, St. Paul's Episcopal Church, Doylestown – February 2017- February 2020

- Rector's Warden (Senior Warden) – 2018-2020
- Finance Committee member – 2018-2020
- Chair of Youth Formation Committee 2017-2020

## Youth Education

- 2017-2020 Co-Coordinator for Parish Youth Education Program
  - Directed and taught children's Sunday school
  - Facilitated Youth Group
  - Organized and directed Vacation Bible School Programs
- 2001-2003 Co-instructor of the Rite 13 middle level youth formation program

Mental Health First Aide USA Certified – Facilitated by the Diocese of Pennsylvania, March 23, 2019-March 23, 2021

Eucharistic Minister and Lay Reader – Ongoing since 1998

Acolyte – Ongoing since 1989

## HONORS AND AWARDS

- **National Board Certified Teacher**, November 2003; Renewed October 2012; Renewed May 2022
- *Early Adolescence / Social Studies – History*

**Apple Award** – Central Bucks School District

- 2003 – Recognition for Excellence in Teaching
- 2015 – For the development of the Garden Community Service Learning Program

**“The Most Outstanding Student Teacher”** – Moravian College

- *Awarded by Phi Delta Kappa, May 1998*

## Publications

Massey, J. (2017). Dialectic discussions: A method at the heart of our democratic process. *Middle Level Learning*, 59, 2-7.