CAST YOUR VOTE FOR SOCIAL STUDIES

ILLINOIS COUNCIL FOR THE SOCIAL STUDIES
FALL 2016 CONFERENCE

OCTOBER 14, 2016
Harper College, Palatine, Illinois
Conference Schedule

7:30 - 8:30  Registration and Vendors
Building J (J-133 Lobby Area)
Park in Lot 5 or 6 (see map)

8:30 - 9:20  Session 1
9:20 - 9:30  Break and Vendors
9:30 - 10:20 Session 2
10:20 - 10:30 Break and Vendors
10:30 - 11:20 Session 3
11:20 - 11:30 Break and Vendors
11:30 - 12:20 Session 4
12:30 - 2:00 Lunch Program
Wojcik Conference Center Dining Room, Building W

LUNCH PROGRAM
12:30 to 2:00
Wojcik Conference Center Dining Room, Building W

KEYNOTE ADDRESS
David Orr, Cook County Clerk
## Fall Conference 2016 Schedule at a Glance

<table>
<thead>
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<th>Time</th>
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<td>Shawn Healy</td>
<td>Sarah Litrel</td>
<td>M/J/H S /C/U PS/TE S/A</td>
<td>Jim Hitchcock</td>
<td>Mary Ellen Daneelels &amp; Teresa Kruger</td>
<td>Kimberly Fudge</td>
<td>Cynthia Henrichs Nicole Malham Mary Pluciinski</td>
<td>Mark Newman Nicole Satker</td>
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<td>Sharing Outstanding Student &amp; Classroom Research Experiences for Improving Social Studies Instruction</td>
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<td>Amanda Friedeman</td>
<td>Erika Hobbs</td>
<td>Merrienne Packard David McMullen Dean Cantu</td>
<td>Benjamin Marcus Seth Brady John Camardella</td>
<td>Jeanne Hamacher</td>
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<td>Wayne Grinstead</td>
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<td>Dr. Ronda J. Mitchell</td>
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<td>12:30 to 2:00</td>
<td>Wojcik Conference Center Dining Room ~ Building W</td>
<td>Lunch and Keynote Address</td>
<td>David Orr, Cook County</td>
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PRESENTATION DESCRIPTIONS

**SESSION 1 8:30 - 9:30**

**Poetry to Prose: Engaging Students in Post-Election Public Policy**
Shawn Healy, McCormick Foundation
Room: J 152

Elections have consequences in the form of public policy outcomes. While we leverage the teachable moments of the former, the latter hold untapped potential for students' civic development. Attendees will grapple with the policymaking process in Illinois, exploring opportunities to engage students in real-world legislative debates in Springfield.

**Target Audience:** Middle/Junior High, Secondary

**Failing Forward: Engaging 21st Century Learners Through Project Based Learning**
Sarah Littrell, Rochester High School
Room: J 153

Project Based Learning engages 21st Century learners. Students learn how to apply knowledge in a real-world context, solve problems, answer complex questions and produce high-quality products for a specific audience in a fail-free environment. In each stage of the process, teachers give students autonomy to direct their own learning and perfect each stage of the project using well-organized, rigorous and intentional pedagogy. Students can only fail forward in a PBL classroom as they are encouraged to evaluate and 're-do' their final product.

**Target Audience:** Middle/Junior, Secondary, Pre-Service/Teacher Ed

**Standing Up and Standing Firm in Nazi Europe**
Marge Fulton, Arnold-Liebster Foundation
Gaye Flowers, Arnold-Liebster Foundation
Room: J 154

Over 65 million, including high-ranking officials, clergy, professionals, scientists, and especially the young, were drawn into hatred, racism, violence and genocide. What enabled a religious minority and its youth to resist and stand firm? A webcam interview with Simone Liebster, who survived the Holocaust era as a Jehovah’s Witness youth, highlights this presentation!

**Target Audience:** General, Elementary, Middle/Junior High, Secondary, College/University, Pre-Service/Teacher Ed, Supervisors/Administration

**Geo Tools**
Jim Hitchcock, CCUD#1/Coal City Middle School
Room: J 155

Get your students “spatially inclined.” Getting them to do more (i.e., create) in Google Maps OTHER than finding their house in Street View? The World of Google Geo (Google Maps and My Maps) has some powerful teaching and instructional tools built right in... for free! New features are being added every day.

**Target Audience:** Elementary, Middle/Junior High, Secondary

**Dialogue about our Deepest Differences: Using Current and Controversial Issues in the Classroom**
Mary Ellen Daneels, West Chicago Community High School
Teresa Kruger, Belvidere North High School
Room: J 159

The new required civics course mandates that students discuss current & controversial issues. Learn how to create an environment of respect & rapport that engages students with questioning and discussion techniques per the Danielson framework. Collaborate with other professionals and walk away with strategies and resources to supplement your classroom.

**Target Audience:** General, Middle/Junior High, Secondary, Supervisors/Administration, Pre-Service/Teacher Ed

**Great History Instruction includes the Use of Primary Sources**
Kimberly Fudge, Nystrom Education
Room: J 259

Upon classroom challenges pose a great need for Primary Sources and Image analysis. Let’s explore primary source lessons from Active Classroom’s thousands of inquiry-based modules that give teacher’s a variety of rich content and the power to differentiate for reading levels and learning styles.

**Target Audience:** Middle/Junior High, Secondary, Supervisors/Administration, Pre-Service/Teacher Ed

**History Without Chronology...How?**
Cynthia Henrichs, Mundelein High School
Nicole Malham, Mundelein High School
Mary Plucinski, Mundelein High School
Room: J 261

So you’re interested in a thematic approach to history, but not sure how to make it happen? Veteran teachers will present the big picture ideas and strategies for implementation of a thematic curriculum will be provided.

**Target Audience:** Middle/Junior High, Secondary, Supervisors/Administration, Pre-Service/Teacher Ed

**Exploring the Declaration of Independence**
Mark Newman, National Louis University
Nicole Sutker, National Louis University
Room: I 115

This hands-on session explores the various purposes of the Declaration of Independence. Participants will closely read the Declaration to assess its content and then discuss the various purposes it played in 1776. Next, participants will examine the structure of the Declaration to assess its value in helping build student writing skills.

**Target Audience:** General, Middle/Junior High, Secondary, Pre-Service/Teacher Ed

**SESSION 2 9:30 - 10:20**

**Citizenship Alive: Ways to Teach CCSS by Having a Mock Election Day**
Lisa Tan, Springfield Ball Charter School
Room: J 152

Every two years my U.S. History classes host a K-8 an extremely successful election day in my classroom. Find out how my students become mentors to younger students, register all students to vote, go through the voting process and find out how we share our results by having students use spread sheets to create charts and graphs through spreadsheets. Come to this session and start to create what you need to have a successful Election Day in your school.

**Target Audience:** Elementary, Middle/Junior High, Secondary
Current Events in the Classroom
Kimberly Huelsman, Carl Sandburg High School
Room: J 153

Trying to figure out how to use current events in the classroom? Then this presentation is for you! Current Events in the Classroom will explore weekly current event challenges, current event research, as well as how to tie current events to literacy standards, district assessments and the Danielson evaluation.
Target Audience: General

The (In)Credibles: Credibility, Primary Sources, and Common Core/C3 Alignment
Dave Bates, Teaching with Primary Sources Program, DePaul University
Room: J 154

In our media-saturated age, discerning credible from non-credible information is more important—and more difficult—than ever. In this multimedia presentation, you’ll examine a variety of primary sources, from the 1500s through the 2016 campaign, and explore strategies to help your students determine the credibility of a document.
Target Audiences: Middle/Junior High, Secondary, Pre-Service/Teacher Ed

Implementing the Illinois Global Scholar Certificate in Your School
Randall Smith, Illinois Global Scholar / Naperville Central High School
Seth Brady, Naperville Central High School
Room: J 155

In August of 2016, the Illinois Global Scholar Certificate became a public act. The goal of this certificate is to award merit, on the state sanctioned transcript, to students who demonstrate Global Competence, but what needs to happen before it can be implemented in your school? This session, for educators and administrators, will describe the requirements of the certificate and outline practical steps your district can take to get ready to implement this exciting opportunity for Illinois students!!
Target Audiences: General, Middle/Junior High, Secondary, College/University, Pre-Service/Teacher Ed, Supervisors/Administration

From Paper to Practice: Simulations, Civics & the New IL Social Studies Standards
Mary Ellen Daneels, West Chicago Community High School
Justin Jacobek, Morton West High School
Room: J159

Learn how simulations can help students use both inquiry skills & disciplinary content to meet CCSS and the new IL Social Studies standards. Walk away with strategies and resources that embrace the Danielson framework to efficiently and effectively promote students success.
Target Audience: General, Secondary, Middle/Junior High, Supervisors / Administration, Pre-Service /Teacher Ed

The Big History Project: Building Critical Thinking Skills Through Claim Testing
Zachary D. Cain, Edison Middle School
Joseph Pickell, Franklin Middle School
Room: J 259

The Big History Project is a course that aims to teach the origin story of the universe and how we have arrived at where we are today. More importantly though, the course aims at providing students with the tools and skills needed to become active critical thinkers.
Target Audience: Middle/Junior High, Secondary

History: Chronology Optional
Cynthia Henrichs, Mundelein High School
Mary Plucinski, Mundelein High School
Nicole Malham, Mundelein High School
Room: J 261

So you’re interested in a thematic approach to history, but not sure how to make it happen? Veteran teachers will present the process of making a switch from a traditional to a thematic curriculum in World and US History.
Target Audience: Middle / Junior High, Secondary, Supervisors/Administration, Pre-Service/Teacher Ed

Election Economics: Voting through an Economic Lens
Mary Beth Henning, Northern Illinois University
Room: Lab I 231

Using free lesson plans from EconEdLink.org and data from 2012 elections, experience activities that you can do immediately in your classroom to teach the economics of voting.
Target Audiences: General, College/University, Secondary

SESSION 3 10:30 - 11:20

Make a Difference! Civics and Global Citizenship for Elementary Classrooms
Amanda Friedman, Illinois Holocaust Museum and Education Center
Room: J 152

Universal human and civil rights empower, engage, and create community. Explore strategies to develop students’ social awareness and instill core values of respect, compassion, justice, and citizenship in school and life. Empower students to take action in their communities and prepare them to become active local and global citizens.
Target Audience: General, Elementary, Pre-Service/ Teacher Ed

How Students Can Learn What to Believe During Elections 2016
Erika Hobbs, The News Literacy Project
Room: J 153

Teens are highly engaged with the 2016 election, but the amount of misinformation and partisan spin, along with a lack of transparency from the campaigns, can make capitalizing on this student interest a challenge. NLP’s checkology virtual classroom is a place where students discover how to navigate this challenging information landscape through a series of engaging blended e-learning experiences guided by journalists and other experts who use actual examples of news and information.
Target Audiences: Middle/Junior High, Secondary

Teaching with Library of Congress Primary Sources: Museum Curator Project
Sherrie Pardieck, Bradley University; David McMullen, Bradley University; Dean Cantu, Bradley University
Room: J 154
The Museum Curators’ Project was created by school and university educators as part of the Teaching with Primary Sources project. Together they created a virtual museum for students to assume the role of curators as they infuse primary sources, technology, and the inquiry approach for an authentic and in-depth unit of study.

**Target Audience:** Elementary, Middle/Junior High, Secondary, Pre-Service / Teacher Ed, College/University

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**Religion in Public School Classrooms?: Increasing Teacher Confidence and Competence**
Benjamin Marcus, Newseum: Center for Religious Freedom
Seth Brady, Naperville Central
John Camardella, Prospect High School
**Room:** J 155

We will analyze constitutionally sound methods of infusing social studies lessons with information about religion. Participants will evaluate a sample secondary school lesson about religion in the civil rights era.

**Target Audiences:** General, Secondary, Pre-Service/Teacher Ed

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**The Centennial of America’s Role in World War I - in the Classroom and Beyond**
Jeanne Hamacher, Illinois World War I Centennial Committee
**Room:** J 159

In 2013, the U.S. World War I Centennial Commission was created by an Act of Congress. By working with educators across the country, the Commission plans to develop educational programs for a variety of audiences, particularly students in grades 6-12, with the goal of reaching over 10 million students.

**Target Audiences:** Middle / Junior High, Secondary

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**Critical Thinking Skills for Students within an Alternative History Format**
Doug Feldmann, Northern Kentucky University
**Room:** J 259

The purpose of this exploratory study was to ascertain dispositions which practicing high school history teachers have in regard to alternative history, and the likelihood (and the degree to which) they would utilize this approach in their classrooms to promote higher-order thinking skills in their students.

**Target Audience:** General, Middle/Junior High, Secondary

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**Integrating History with the Fine Arts: A Model for the Middle Level Classroom**
Brian B. Kahn, University of Illinois at Springfield
**Room:** J 261

This session presents a model of instruction for middle grades social studies teachers that integrates the visual arts and the current Illinois Learning Standards for Social Science addressing history. Sculptures created by a child survivor of the Holocaust serve as the primary source documents for this series of learning activities.

**Target Audiences:** Middle/Junior High, Secondary

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**Sharing Outstanding Student & Classroom Research Experiences for Improving Social Studies Instruction**
Dr. Fred Isele, Western Illinois University
**Room:** I 115

This ICSS presentation features multiple “Teaching & Learning” Social Studies experiences that have been researched from over 700 school programs. From “Small Group ~ Hands On” activities to Individualized Social Studies Research projects, this information overview will include multiple handouts, power-point presentation, and an Open Forum Dialogue with participants.

**Target Audiences:** Elementary, Middle/Junior High, Secondary

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**SESSION 4 11:30 - 12:20**

**Civics, Student Voice, and Choosing to Participate**
Wayde Grinstead, Facing History and Ourselves
**Room:** J 152

Discussions of civic responsibilities often focus exclusively on voting. Stakeholders shape events in a wide variety of ways. This session will introduce Choices in Little Rock to understand how ordinary people influence abstract ideas like balance of power and federalism. Using primary sources, the session will model teaching strategies that emphasizes critical and empathic thinking and civic engagement.

**Target Audiences:** Middle/Junior High, Secondary, Pre-Service/Teacher Ed, Supervisors/Administration

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**One Debate You Don’t Want to Get Into!**
Patrick Knaus, Marinette Middle School, Wisconsin; National Trainer for Time to Teach
**Room:** J 153

Debates can be an effective learning tool for students, but not when they are between a teacher and a student! Effectively and efficiently reduce the amount of disruptions and off-task behavior through a simple set of classroom strategies that increase student motivation and leave teachers feeling more energized! In this engaging session, teachers will learn the strategies they can immediately implement to leave them more time to do what they love...teach social studies!

**Target Audience:** Elementary, Middle/Junior High, Secondary

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**Using the Tools of Genealogists as Primary Sources for the Study of History**
Jason Kruski, District 83 Mannheim Middle School
**Room:** J 154

The internet has revolutionized the field of genealogy in the past twenty years by giving researchers access to records that previously were near-impossible to attain. Learn how these same records that genealogists use can teach middle and high school students about the demographics of the past in the Social Studies classroom.

**Target Audience:** General, Middle/Junior High, Secondary, College/University, Pre-Service/Teacher Ed, Supervisors/ Administration

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**Democracies Around the World: Using the German System to Query the True Meaning of Democracy and Federalism in the Civics Classroom**
Alice Brown, The Avery Coonley School
**Room:** J 155

This session presents a model of instruction for middle grades social studies teachers that integrates the visual arts and the current Illinois Learning Standards for Social Science addressing history. Sculptures created by a child survivor of the Holocaust serve as the primary source documents for this series of learning activities.
Help your students develop a deeper understanding of the democratic process by comparing the American system of government to Germany’s. Participants will come away with Goethe-Institute TOP curriculum materials and valuable ideas as to how to infuse U.S. Civics classes with global content and themes.

**Target Audience:** Middle/Junior High, Secondary

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**Differentiated Text Sets in the Social Studies Classroom**

Jeff Rosen, The Joseph Sears School

**Room:** J 159

Differentiated text sets allow social studies students to engage in texts which are both interesting to them and appropriate for their ability level. Differentiated text sets align with the Common Core and recently updated Illinois Learning Standards for Social Science and can facilitate historical thinking skills and authentic learning.

**Target Audience:** General, Elementary, Middle/Junior High, Secondary, Pre-Service/Teacher Ed

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**STS: An Interface Between Social Studies and Science**

Ken King, Roosevelt University

**Room:** J 259

Science-Technology-Society (STS) teaching promotes cross-disciplinary integration, civic engagement, and critical thinking. This presentation explores a standards-based approach to teaching and learning that bridges the disciplines of science and social studies.

**Target Audience:** Middle/Junior High, Pre-Service/Teacher Ed

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**Biographies for Middle Grade Students: Research to Presentation**

Dr. Ronda J. Mitchell, University of Illinois at Springfield

**Room:** J 261

Do you want to teach your students to compose biographies with classmates? Students can make them into their own books. Biography writing applies literacy instruction to the social studies curriculum. This project consists of a title page, foreword, time line and map, chapters, about the author's page, bibliography, and illustrations.

**Target Audience:** Middle/Junior High, Pre-Service/Teacher Ed

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**“Creating a Civic Consciousness”: Organizing School and Community Citizen Speaker Programs for Effective Social Studies Education**

Dr. Fred Isele, Western Illinois University

**Room I 115**

This ICSS Presentation will feature “Award-Winning” School & Community Citizen Speaker Programs for the fostering of Social Studies Programs at all subject and grade-level areas of instruction. Presentation will provide handouts that include examples and the “Guidelines & Frameworks” for the overall organization and administration of such “Primary Source” Citizen Speaker Programs

**Target Audience:** Elementary, Middle/Junior High, Secondary, College/University