

**Developing Content Knowledge and Literacy Skills
in Social Sciences & Interdisciplinary Environments**

Spring 2015 Conference

March 6, 2015

**Eastern Illinois University
Charleston, IL**



Sponsored by:

**Illinois Council for the Social Studies
&
Library of Congress Teaching with Primary Sources at Eastern Illinois
University**

Conference Schedule

The conference will take place in the EIU Martin Luther King, Jr. Union.

Attendees should park at O'Brien Stadium and shuttles will provide transportation to/from the Union.

→ To get to O'Brien Stadium from Rt 16/Lincoln Ave. turn south onto University Drive and then east onto Grant Ave. The stadium is on your right and there will be signage.

7:30 Registration & Light Breakfast EIU Alumni Lounge - 2nd floor

8:15 Brief welcome and announcements University Ballroom – 2nd floor

All sessions and the vendor/exhibit space are located on the 3rd floor.

8:30 – 9:20 Session Block 1

9:20 – 9:30 Break and Vendors

9:30 – 10:20 Session Block 2

10:20 – 10:30 Break and Vendors

10:30 – 11:20 Session Block 3

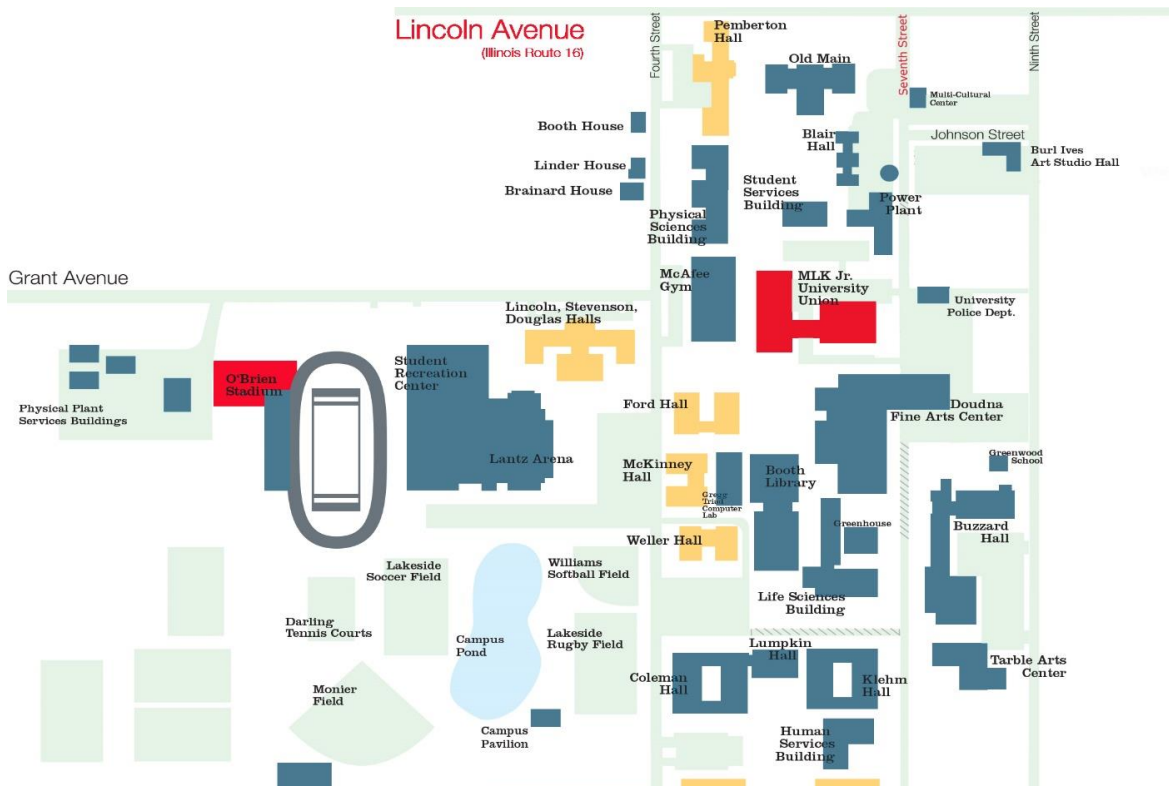
11:20 – 11:30 Break and Vendors

11:30 – 12:20 Session Block 4

12:30 – 2:00 Lunch and Program

University Ballroom – 2nd floor

EIU Campus Map



Spring Conference 2015 Schedule at a Glance

Time	Effingham	Charleston	Casey	Greenup	Oakland	Martinsville	Arcola/ Tuscola
Block 1 8:30-9:20	Holocaust: Contrasting Choices / Consequences - Then and Now Flowers, Gayle	Where to Begin? Integrating Primary Sources, CCSS & Cross-Curricular Application Fry, Michelle & Wilkinson, Amy	Would the Real George Washington Please Stand Up? Glainda, Ann	Historically Balancing Annie Sullivan with Helen Keller Silva, Katie & Bickford, Jay	Teaching the Arab-Israeli Conflict Kopoloq, Jeff	Using Primary Sources to Create P.A.G. Standard Lessons; Classroom Court Cases, Mock Trials & Street Law Activities Isele, Fred	
9:20-9:30							
Block 2 9:30-10:20	Nurturing the American Dialogue: Empowering Students to Connect the Past with the Present Galas, Nancy; D'Angelo, Rebecca & Laszkiewicz, Sandra	Let's Get Them Talking! Collaborative Discussions to Build Content Knowledge Kruger, Teresa	The Holocaust: Aligning Instruction with Common Core Using Trade Books and Primary Sources Schuette, Lieren	The Right To Be Human: Using Literature to Show the Progression of Human Rights Wright, Tracy	Enriching Teaching through the Bridging Cultures Initiative Smith, Jeremie	Engaging Students in Historical Inquiry Bringing Brown's Raid (and Raiders) Alive in Your Classroom Laughlin-Schultz, Bonnie	
10:20-10:30							Exhibit - Vendor Area
Block 3 10:30-11:20	For the People! Using Library of Congress Poster Collections in the Classroom Geiger, John	March: Different Approaches to Teaching the Civil Rights Movement with Graphic Novels Hawkins, Meghan; Lawler, Patrick; Lopez, Katie & Hughes, Richard	Examining the (Mis)Representation of Abraham Lincoln Metz, Valerie	Using R eading Strategies to Unpack History Covington, Lauren	Theory to Practice: Educational strategies to help you achieve excellence using the Danielson Rubric Scott, Stephanie	Saving Monticello: Balancing Preservation and Private Ownership Doverspike, David	
11:20-11:30							
Block 4 11:30-12:20	Article of the Week: Common Core Literacy in One Activity Runyon, Kristin	U.S. History, Social Studies and Literature: It Is ALL there on Route 66! Slanina, Anne	Using Trade Books and Primary Sources to Align Instruction with Common Core Sakowicz, Kyle	Go To Strategies for Cross-Curricular Units featuring History, Literature and Primary Sources Harwood, Ashton	South Sudan: The Emergent History of the World's Newest Nation through Young Adult/ Children's Literature Bickford, Molly	From the Socratic to "Flipped" Instruction, Delivering Primary Source Teaching Methods for the Social Studies! Isele, Fred	
12:30 - 2:00	University Ballroom – Lunch Program and Keynote Address						

PRESENTATION DESCRIPTIONS

★-Classroom teacher ♥-TPS 📖-Literacy Component 🖥-Tech H-high school M-Middle School E-Elementary G-General

Block A 8:30 – 9:20

Block A

Holocaust: Contrasting Choices / Contrasting Consequences -Then and Now

EFFINGHAM

Presented by Gayle Flowers, Volunteer at the Arnold Liebster Foundation, Mundelein, IL

(G 🖥) The pages of history are filled with accounts of hatred and bloodshed. Yet, from the ruins of tragedy often arise extraordinary acts of human kindness and self-sacrifice. This inborn sense of right and wrong influences most of us to act within the bounds of human decency. Why do some choose to conform and others refuse to violate their conscience and principles? We reflect on the consequences of these actions, highlighting the transition from cause and effect. A Skype interview with Holocaust survivor, Simone Liebster, will highlight this presentation!

ISBE1 (2,4,9); Reading(3)

Block A

Where to Begin? Integrating Primary Sources, CCSS and Cross-Curricular Application

CHARLESTON

Presented by Michelle Fry, TPS Loyola University, Chicago, IL

(♥ 📖 🖥 G) Ever wondered where to begin teaching with primary sources AND meeting CCSS? This session will include interactive, hands-on strategies to thread cross-curricular applications of CCSS with primary sources. Search tips for finding Library of Congress primary sources for classroom use will also be highlighted.

ISBE1(2,5); ISBE2(4,5,6,7); Reading(1,2,7,9); Writing (4,8,9); Speaking(1,1c,1d,2); History(1,2,7)

Block A

Would the Real George Washington Please Stand Up?

CASEY

Presented by Ann Galinda, JW Eater Junior High, Gibson City, IL

(★ 🖥 G) Who was the real George Washington? This lesson in literacy engages students to explore the man vs. the myth through comparative readings of primary and secondary sources. Students practice using text as evidence to support common character traits associated with George Washington then synthesize how relevant he is in today's world.

ISBE1(2,4,5,6,7); ISBE2(1,2,4,6,7); Reading(1,2,3,6,7,8,9,10); Writing (9,10); Speaking(1,1c,1d,2,5); History(1,2,10)

Block A

Historically Balancing Annie Sullivan with Helen Keller

GREENUP

Presented by Katie Silva, Eastern Illinois University, and Jay Bickford, Dept. of Early Childhood, Elementary and Middle Level Education, Eastern Illinois University, Charleston, IL

(♥ M H) We will report how Annie Sullivan and Helen Keller have been historically misrepresented at times in children's literature (2-6th grade). We will show teachers the historical gaps and provide tangible examples on how to fill these omissions. Our goal is to credit Annie Sullivan's involvement as the "Miracle Worker" and her contributions to Helen's successes, which are largely minimized or disregarded in the children's trade books.

ISBE1(2,3,4,5,6,7,8,9,10); ISBE2(2,6); Reading(9); Writing (9); Speaking(3); History(9)

Block A
OAKLAND

Teaching the Arab-Israeli Conflict

Presented by Jeff Kopolow, Institute for Curriculum Services

(📖 H) Explore the history of the Arab-Israeli conflict and peace process through primary source documents and critical analysis of texts. Major historical developments in the Arab-Israeli conflict, including previous successes in the peace process and current issues to be negotiated will be discussed. Participants will develop content knowledge, experience student activities, and get free classroom resources. Curricular resources emphasize informational texts with text-dependent and document-based questions to support close, analytic reading and evidence-based responses.

ISBE1(2,4,5,7); ISBE2(1,2,4,5,6); Reading(1,2,3,4,7,9,10); Writing (1,4,5,9,10); Speaking(1,1c,1d,2,3,4,6); History(1,2,4,6,7,8,9,10)

Block A

Using Primary Sources to Create P.A.G. Standard Lessons; Classroom Court Cases, Mock Trials & Street Law Activities

MARTINSVILLE

Presented by Fred Isele, Western Illinois University, Macomb, IL

(H) This presentation features multiple classroom projects and activities that effectively address Political Science- NCSS and Illinois Standards with primary sources. Utilizing handouts, videos, lesson plans, internet links, et al., this open forum will analytically review Street Law teaching and learning experiences including Mock Trial demonstrations, Court Case research activities, P.A.G. guest speakers, field trips, et al.

★-Classroom teacher ♥-TPS 📖-Literacy Component 🖥-Tech H-high school M-Middle School E-Elementary G-General

Block B 9:30 – 10:20

Block B

Nurturing the American Dialogue:

EFFINGHAM

Empowering Students to Connect the Past with the Present

Presented by Nancy Galas, Illinois Writing Project, St. Charles, IL; Rebecca D'Angelo and Sandra Laszkiewicz, Edison School, Elmhurst, IL

(★📖🖥 H) Join panelists as they engage participants in the same kind of simulation and dialogues in which their students, 5th grade through college participate. Through sample learning activities we demonstrate how inquiries into significant historical events invite learners to embrace the American story resulting in better readers, writers and critical thinkers.

ISBE1(all); ISBE2(1,2,3,5,6,7,8); Reading(1,2,3,6,8,9,10); Writing (all); Speaking(all); History(all)

Block B

Let's Get Them Talking!

CHARLESTON

Collaborative Discussions to Build Content Knowledge

Presented by Teresa Kruger, Belvidere North High School, Belvidere, IL

(★🖥 H M) This hand-on session will explore how to facilitate classroom discussions that result in new student understandings. Strategies for creating an effective classroom environment, grouping students, and structuring partner, small group, and whole class discussions will be shared. Integration of technology and roadblocks to implementation will also be addressed.

ISBE1(2,5,7); ISBE2(2); Speaking(1a,1b,1c,1d,4,5)

Block B

CASEY

The Holocaust: Aligning Instruction with Common Core Using Trade Books and Primary Sources

Presented by Lieren Schuette, Eastern Illinois University, Charleston, IL

(♥📖 H) Classroom instruction can be supplemented with trade books and primary sources so that educators can guide students in analyzing the relationship between primary and secondary sources. Common Core prescribes that students be exposed to multiple divergent sources on the same topic in order to promote historical thinking.

ISBE1(1); ISBE2(6); Reading(9); Writing (9); History(9)

Block B

GREENUP

The Right To Be Human - Using Literature to Show the Progression of Human Rights

Presented by Tracy Wright, Neoga Middle School, Neoga, IL

(★♥📖 H MD) Supplementing novels with images, journals, speeches, and Library of Congress primary sources can help students discern the accuracy, purpose, and voice within each literary work and trace the evolution of human rights beginning with the largest slave auction in Day of Tears to the inclusion of Jackie Robinson almost a century later. The use of picture walks (TKQ), concept maps, and journal writing with varied media representations bridges the content areas of history and language arts.

ISBE1(2,5,6,7); ISBE2(1); Reading(2,3,4,5,6,7,9,10); Writing (3,8,9); Speaking(1,1c,1d,2); History(all)

Block B

OAKLAND

Enriching Teaching through the Bridging Cultures Initiative

Presented by Jeremie Smith, University of Illinois, Champaign, IL

(🗺️ G) The Center for Global Studies sponsors a summer program to connect local teachers with international educators. High school teachers are paired with secondary educators from 20 nations for an intensive program of cultural conversations and joint pedagogy workshops. Learn how these partnerships lead to classroom collaboration, videoconferences and other immersive cultural experiences for students with an emphasis on developing personalized plans for enriching instructional goals.

ISBE1(2,3,8,9); ISBE2(1,2,3,7,8); Reading(3,6,7,9); Writing (7); Speaking(1d,2,3,6); History(7)

Block B

MARTINSVILLE

Engaging Students in Historical Inquiry: Bringing Brown's Raid (and Raiders) Alive in Your Classroom

Presented by Bonnie Laughlin-Schultz, History Department, Eastern Illinois University, Charleston, IL

(♥ H M) Using transferrable strategies, learn how we introduced John Brown and made the era and outbreak of the Civil War come alive. How do we help students engage with primary sources, "think like a historian" and answer the inquiry, "how did Brown's raid lead to the Civil War?" By incorporating both familiar and unfamiliar documents as well as support materials, we discuss how to find, modify, and utilize primary sources in the high school classroom.

Block C 10:30 – 11:20

Block C

For the People!

EFFINGHAM

Using Library of Congress Poster Collections in the Classroom

Presented by John Geiger, TPS DePaul University, Chicago, IL

(♥📖 🖥️ H G) In this multimedia presentation, participants will learn how to integrate the Library of Congress's print and poster collections into their classrooms to fulfill Common Core literacy requirements, as well as navigate www.loc.gov to access free resources and teaching tools.

ISBE1(1,2,4,5,6,7,8,9); ISBE2(1,2,3,4,5,6,7); Reading(1,2,4,5,6,7,8,9,10); Writing (7,8,9); Speaking(all); History(all)

Block C

March: Different Approaches to Teaching the Civil Rights Movement with Graphic Novels

CHARLESTON

Presented by Meghan Hawkins, Patrick Lawler and Katie Lopez, Normal Community High, Normal, IL and chaired by Richard Hughes, Illinois State University, Normal, IL

(★ 📖 H) This session explores three different approaches to using *March*, a graphic novel by civil rights activists John Lewis, to teach the experiences and perspectives of the African American civil rights movement. The presentations will highlight instructional strategies, complementary resources, and student work at Normal Community High School.

ISBE1(1,2,7); ISBE2(2,3); Reading(3,4,9,10); Writing (2,5,6,9); History(1,2,10)

Block C

Examining the (Mis)Representation of Abraham Lincoln

CASEY

Presented by Valerie Metz, Eastern Illinois University, Charleston, IL

(♥📖 M E) Abraham Lincoln is a commonly explored historical character within the curriculum of Illinois schools, which leaves room for misrepresentation of his role in history. This research illustrates gaps within texts, appropriate for students grades K-6, that can be effectively filled with primary sources, providing a more in-depth coverage of Lincoln.

ISBE1(2,5); ISBE2(4); Reading(2,4,5,6,8,9,10); Writing (7,8,9); Speaking(all); History(all)

Block C

Using Reading Strategies to Unpack History

GREENUP

Presented by Lauren Covington, Jefferson Elementary, Charleston, IL

(★♥📖 🖥️ M E) This session focuses on the merger of English Language Arts (ELA) reading strategies with historical topics to allow students to think critically about historical events. We begin by introducing strategies that use primary sources to explain and model “sourcing” and “close reading”, as well as stress the importance of students’ annotation of documents. Both ELA and History Common Core Standards are highlighted and student samples are presented.

ISBE1(2,4,7); ISBE2(1); Reading(1,7,9); Writing (7,9); Speaking(1,1c,1d,2); History(1,7,8,9)

Block C
OAKLAND

From Theory to Practice: Educational Strategies to Help You Achieve Excellence Using the Danielson Rubric

Presented by Stephanie Scott, Monroe Elementary, Casey, IL

(★♥📖 M E) Does "excellence" just seem too far out of reach? Follow one teacher's journey to master the Danielson Rubric. This session focuses on "Excellent" teaching strategies in Domain 1: Planning and Preparation. Learn about inquiry-based teaching strategies in social studies, unit planning, interactive notebooks, and assessing with rubrics.

ISBE1(5,6,7); ISBE2(1); Reading(1,2,4,5,10); Writing (1,2,4,7,8,9,10); Speaking(1a,1b,1c,1d,2,3); History(all)

Block C
MARTINSVILLE

Saving Monticello: Balancing Preservation and Private Ownership

Presented by David Doverspike, Indiana University of Pennsylvania, Indiana, PA

(G) Preservation of historically significant properties has become a nationwide trend, but sometimes preservation efforts can conflict with the private property rights of current owners. The case of Thomas Jefferson's home, Monticello, offers an informative example from the early days of the preservation movement with implications which extend to the present.

ISBE1(2,4); ISBE2(2); Reading(6,7); Writing (1,9); Speaking(1d); History(7,8,9)

★-Classroom teacher ♥-TPS 📖-Literacy Component 📱-Tech H-high school M-Middle School E-Elementary G-General

Block D 11:30 – 12:20

Block D
EFFINGHAM

Article of the Week: Common Core Literacy in One Activity

Presented by Kristin Runyon, Charleston High School, Charleston, IL

(★♥📖 H M) Based on Kelly Gallagher's Article of the Week activity, this presentation shares how to utilize a weekly informational text through independent reading, annotating, writing a responses, and participating in class discussion. The strategy may be used with any subject and may utilize current events articles or primary sources.

ISBE1(2,5,7); ISBE2(1,3,6); Reading(1,2,4,6,8,10); Writing (1,2,4,5,9); Speaking(1a,1b,1c,1d,2,3,4); History(1,2,4,6,8,9,10)

Block D
CHARLESTON

U.S. History, Social Studies and Literature: It's ALL there on Route 66!

Presented by Anne Slanina, Slippery Rock University of Pennsylvania, Harrisville, PA

(G) Participants will discover how Route 66 could be used as a vehicle to explore Social Studies in their elementary or middle school classrooms. Primary resources such as photographs, artifacts and personal stories from the presenter's frequent travels on the Mother Road will be shared. A variety of literature resources will also be available for review.

ISBE1(4); ISBE2(1); Reading(9); Speaking(1c); History(7)

Block D
CASEY

Using Trade Books and Primary Sources to Align Instruction with Common Core

Presented by Kyle Sakowicz, Eastern Illinois University, Charleston, IL

(♥📖 M E) By supplementing instruction with trade books and primary sources, educators guide students in analyzing the relationships between primary and secondary sources on the same topic. Introducing students to multiple divergent perspectives on the same topic provides opportunities for historical thinking. (Topic: President Andrew Jackson)

ISBE1(5); ISBE2(6); Reading(9); Writing (9); History(9)

“Go To” Strategies for Cross-Curricular Units featuring History, Literature and Primary Sources

Presented by Ashton Harwood, Sullivan Middle School, Sullivan, IL

(★ ♥ 📖 H M) The strategies and resources in this presentation have been designed to enrich deeper learning in a cross-curricular unit that utilizes primary sources. When combining history and literature to learn about a historical time period, creative content literacy strategies were used to help deepen understanding and facilitate learning.

ISBE1(2,5,6); ISBE2(1); Reading(2,6,7,9); Writing (3,4,5,6,8,9,10); Speaking(1a,1b,1c,1d,2,4,5); History(2,3,4,5,6,7,8,9)

South Sudan: The Emergent History of the World's Newest Nation through Young Adult/ Children's Literature

Presented by Molly Bickford, Unity Junior High, Tolono, IL

(★ ♥ 📖 M E) Teachers must locate age-appropriate, historically representative materials and implement discipline-specific writing prompts. Drawing upon my experience teaching the topic “the birth of the Republic of South Sudan”, I share age-appropriate literature; diverse informational texts—oral histories, current articles, and artwork—that supplement and extend trade books’ narratives into current events; and content area literacy strategies and the outcomes of their use in the classroom. All texts and tasks are connected to elements of state and national initiatives to ensure teachers meet the rigorous standards.

ISBE1(2,4,5,7); ISBE2(1,2); Reading(3,4,6,7,9); Writing (2,4); History(3,6,7)

From the Socratic to “Flipped Instruction,” Delivering Primary Source Teaching Methods for the Social Studies!

Presented by Fred Isele, Western Illinois University, Macomb, IL

(G) Primary source methods of teaching and learning social studies education features new and classic curricular frameworks for classroom instruction while meeting Common Core and NCSS-IL Standards. Professional social studies teachers who wish to create “highly effective” pedagogical experiences for their students should attend.

Professional Development Components (form 77-21A).

ISBE Part 1. Pedagogical objectives identified by ISBE on the Evaluation for Workshop, Conference, Seminar Etc.

- increase the knowledge & skills of school & district leaders who guide continuous professional development
- improve the learning of students
- organize adults into learning communities whose goals are aligned with those of the school & district
- deepen educator's content knowledge
- provide educators with research-based instructional strategies to assist students in meeting academic standards
- prepare educators to appropriately use various types of classroom assessments
- use learning strategies appropriate to the intended goals
- provide educators with the knowledge & skills to collaborate
- prepare educators to apply research to decision-making

ISBE Part 2. Content & outcome objectives identified by ISBE on the Evaluation for Workshop, Conference, Seminar, etc.

- activities that are of a type that engage participants over a sustained period of time allowing for analysis, discovery, & application as they relate to student learning, social or emotional achievement, or well-being
- presentation content supports attending teacher's performance as an educator
- presentation includes outcomes that relate to student growth or district improvement
- presentation aligns to the following state-approved (endorsement) standards:
 - www.isbe.net/rules/archive/default.htm
 - Professional Development Standards pg3 at www.isbe.net/lincensure/pdf/73-08-prof-dev-provider-app.pdf
 - Illinois Content Area Standards at www.isbe.net/rules/archive/default.htm part 27
 - Professional Educator Standards at www.isbe.net/rules/archive/default.htm Part 24
 - Illinois Professional Leader Standards at www.teal.usu.edu/files/uploads/asc/elps_isllc2008.pdf

CCSS: Identify any Common Core State Standards that are aligned with your presentation

Anchor Standards for Reading

- CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly & make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of text & analyze their development; summarize key supporting details & ideas
- CCSS.ELA-LITERACY.CCRA.R.3 Analyze how & why individuals, events, or ideas develop & interact over the course of a text
- CCSS.ELA-LITERACY.CCRA.R.4 Interpret words & phrases as they are used in a text, including determine technical, connotative, & figurative meanings, & analyze how specific word choices shape meaning or tone
- CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, & larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other & the whole
- CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content & style of a text
- CCSS.ELA-LITERACY.CCRA.R.7 Integrate & evaluate content presented in diverse media/formats, including visual & quantitative, as well as words
- CCSS.ELA-LITERACY.CCRA.R.8 Delineate & evaluate the argument & specific claims in a text, including the validity of the reasoning as well as the relevance & sufficiency of the evidence
- CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-LITERACY.CCRA.R.10 Read & comprehend complex literary & informational texts independently & proficiently

Anchor Standards for Writing

- CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in analysis of substantive topics or texts using valid reasoning & relevant & sufficient evidence
- CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine & convey complex ideas & information clearly & accurately through the effective selection, organization, & analysis of content
- CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details & well-structured event sequences
- CCSS.ELA-LITERACY.CCRA.W.4 Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience
- CCSS.ELA-LITERACY.CCRA.W.5 Develop & strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce & publish writing & to interact & collaborate with others
- CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print & digital sources, assess the credibility & accuracy of each source, & integrate the information while avoiding plagiarism

- CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, & research
- CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, & audiences

Speaking & Listening (summarized by TPS EIU)

- CCSS.ELA-LITERACY.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade appropriate topics, texts, & issues, building on others' ideas & expressing their own
- CCSS.ELA-LITERACY.SL.1.A. Come to discussions prepared
- CCSS.ELA-LITERACY.SL.1.B. Rules & expectations for discussions, including objectives & individual roles
- CCSS.ELA-LITERACY.SL.1.C. Engage in conversation through questions & responses
- CCSS.ELA-LITERACY.SL.1.D. Receive & respond to new information & diverse perspectives
- CCSS.ELA-LITERACY.SL.2 Gather, analyze & organize information from diverse sources
- CCSS.ELA-LITERACY.SL.3 Recognize & appreciate speaker intent
- CCSS.ELA-LITERACY.SL.4 Adapt & present information with the intent to engage the audience
- CCSS.ELA-LITERACY.SL.5 Support the presentation of information with multimedia
- CCSS.ELA-LITERACY.SL.6 Adapt speech to a variety of contexts & tasks, demonstrate command of formal English when appropriate

History/Social Studies (summarized here by TPS EIU)

- CCSS.ELA-LITERACY.RH.1 Cite specific textual evidence to support analysis of primary & secondary sources
- CCSS.ELA-LITERACY.RH.2 Determine the central ideas or information of a primary or secondary source & provide an accurate summary
- CCSS.ELA-LITERACY.RH.3 Relationships & sequences
- CCSS.ELA-LITERACY.RH.4 Determine meaning of words & phrases as used in a text, including vocabulary related to history/social studies
- CCSS.ELA-LITERACY.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally)
- CCSS.ELA-LITERACY.RH.6 Identify text aspects that reveal author's point of view or purpose (e.g., loaded language, inclusion/avoidance of facts)
- CCSS.ELA-LITERACY.RH.7 Integrate visual information (e.g., charts, graphs, photos, videos, or maps) with other information in print & digital texts
- CCSS.ELA-LITERACY.RH.8 Distinguish among fact, opinion, & reasoned judgment in a text. (Argument & Support)
- CCSS.ELA-LITERACY.RH.9 Analyze the relationship between a primary & secondary source on the same topic
- CCSS.ELA-LITERACY.RH.10 By the end of the identified grade, read & comprehend history/social studies texts in the appropriate grades text complexity band independently & proficiently

Lunch Program
12:30 – 2:00
University Ballroom

Keynote Address by
Dr. Bruce Fehn

Our keynote address will be presented by Dr. Bruce Fehn. Dr. Fehn taught grades 6-12 social studies for many years and was eventually drawn to work with pre-service teachers. He is passionate in his belief that future teachers must understand both the power of race, gender and class and have knowledge of effective teaching strategies that probe these issues. A successful author, Dr. Fehn has published in the areas of women's history, labor history and black history. Last summer he published "[Selective Appropriation and Historical Documentary Making in a Special Education Classroom](#)" in *Social Studies Research and Practice*. Dr. Fehn epitomizes the multidimensional persona of a teacher with diverse work in history and social issues, effective teaching practices, supporting needs of special education students, technology and more. His current project, that he will share today, is a multi-media book on the history of African-American Medal of Honor winners during WWII.

Image?



ICSS Fall Conference 2015

October 16, 2015

Harper College





ICSS Board of Directors 2015

Executive Director

Dean Cantù

Chair, Department of Teacher Education
Bradley University
Peoria, IL
dcantu@fsmail.bradley.edu

President

Web Communications Dir.

David McMullen

Associate Professor,
Teacher Education
Bradley University
Mapleton, IL
mcmullen@bradley.edu

President-Elect

Amy Wilkinson

Teaching with Primary Sources
SIU Edwardsville
Edwardsville, IL
amwilki@siue.edu

Vice President

Outreach Liaison (Ex Officio)

Shawn P. Healy

Chair, Illinois Civic Mission Coalition
McCormick Foundation Civics Program
Chicago, IL
SHealy@McCormickFoundation.org

Secretary

Mary Beth Henning

Associate Professor of Social Studies Education, Co-Director of the Center for Economic Education
Northern Illinois University
DeKalb, IL
mhenning@niu.edu

Treasurer

Jerome Hoynes

Winnetka, IL
jhoynes@glenbrook225.org

Historian

Mark Newman

Evanston, IL
mnewman@nl.edu

Conference Program Director

John Rathbun

Washington, IL
genrebun@aol.com

Past-President

ICSS Journal Editor

Jason Stacy

Assoc Professor of History
SIU Edwardsville
Edwardsville, IL
jstacy@siue.edu

Director of Council Relations

Co-Editor, ICSS Quarterly

Fred Isele

Western Illinois University
Moline, IL
FC-Isele@wiu.edu

Members at Large

Don Jolly

Jacksonville, IL
djolly6@gmail.com

Larry Pahl

Streamwood, IL
larrypahl@u-46.org

Hilary Rosenthal

Bolingbrook, IL
hilary.rosenthal@gmail.com

Shelly Singer

Barrington Hills, IL
shellysinger10@aol.com

Bobby R. Summers

Palatine, IL
bsummers@harpercollege.edu

Gene Burnett

Pontiac, IL
eaburne@ilstu.edu

Regional Representatives

Region 1

Susan Flickinger

Glenview, IL
sflickinger@glenbrook225.org

Region 2

Teresa Kruger

Belvidere, IL
tkruger@district100.com

Region 3

Barry Witten

Western Illinois University
Macomb, IL
BL-Witten@wiu.edu

Region 4

Cindy Rich

TPS Eastern Illinois University
Charleston, IL
cwrinch@eiu.edu

Region 5

Cheryl Best

Wolf Ridge Elementary & Junior High
Bunker Hill, IL
best5@madisontelco.com

Region 6

Julie Peterson

Murphysboro, IL
julie.peterson@cchs165.com