## CONNECT WITH US

<table>
<thead>
<tr>
<th>District</th>
<th>Outreach Contacts</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Governors</td>
<td>Laura Shipley</td>
<td><a href="mailto:Laura.Shipley@frb.org">Laura.Shipley@frb.org</a></td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Jean Durr</td>
<td><a href="mailto:Jean.Durr@frb.org">Jean.Durr@frb.org</a></td>
</tr>
<tr>
<td>New York</td>
<td>Graham Long</td>
<td><a href="mailto:Graham.C.Long@ny.frb.org">Graham.C.Long@ny.frb.org</a></td>
</tr>
<tr>
<td>Philadelphia</td>
<td>Todd Zartman</td>
<td><a href="mailto:Todd.Zartman@phil.frb.org">Todd.Zartman@phil.frb.org</a></td>
</tr>
<tr>
<td>Cleveland</td>
<td>Khaz Finley</td>
<td><a href="mailto:Khaz.Finley@clev.frb.org">Khaz.Finley@clev.frb.org</a></td>
</tr>
<tr>
<td>Cincinnati Branch</td>
<td>Alexandria Halmhacker</td>
<td><a href="mailto:Alexandria.Halmhacker@clev.frb.org">Alexandria.Halmhacker@clev.frb.org</a></td>
</tr>
<tr>
<td>Pittsburgh Branch</td>
<td>Cariss Turner Smith</td>
<td><a href="mailto:Cariss.Turner@clev.frb.org">Cariss.Turner@clev.frb.org</a></td>
</tr>
<tr>
<td>Richmond</td>
<td>David Davis</td>
<td><a href="mailto:David.Davis@rich.frb.org">David.Davis@rich.frb.org</a></td>
</tr>
<tr>
<td>Baltimore Branch</td>
<td>Kevin Woodcox</td>
<td><a href="mailto:Kevin.Woodcox@rich.frb.org">Kevin.Woodcox@rich.frb.org</a></td>
</tr>
<tr>
<td>Charlotte Branch</td>
<td>Yolanda Ferguson</td>
<td><a href="mailto:Yolanda.Ferguson@rich.frb.org">Yolanda.Ferguson@rich.frb.org</a></td>
</tr>
<tr>
<td>Atlanta</td>
<td>Princeton Williams</td>
<td><a href="mailto:Princeton.Williams@atl.frb.org">Princeton.Williams@atl.frb.org</a></td>
</tr>
<tr>
<td>Birmingham Branch</td>
<td>Julie Kormegay</td>
<td><a href="mailto:Julie.L.Kormegay@atl.frb.org">Julie.L.Kormegay@atl.frb.org</a></td>
</tr>
<tr>
<td>Jacksonsville Branch</td>
<td>Lesley Mace</td>
<td><a href="mailto:Lesley.Mace@atl.frb.org">Lesley.Mace@atl.frb.org</a></td>
</tr>
<tr>
<td>Miami Branch</td>
<td>Gloria Guzman</td>
<td><a href="mailto:Gloria.Guzman@atl.frb.org">Gloria.Guzman@atl.frb.org</a></td>
</tr>
<tr>
<td>Nashville Branch</td>
<td>Jackie Morgan</td>
<td><a href="mailto:Jackie.Morgan@atl.frb.org">Jackie.Morgan@atl.frb.org</a></td>
</tr>
<tr>
<td>New Orleans Branch</td>
<td>Clare Loops</td>
<td><a href="mailto:Clare.Loops@atl.frb.org">Clare.Loops@atl.frb.org</a></td>
</tr>
<tr>
<td>Chicago/Detroit</td>
<td>Dustin Rock</td>
<td><a href="mailto:Dustin.Rock@chi.frb.org">Dustin.Rock@chi.frb.org</a></td>
</tr>
<tr>
<td>St. Louis</td>
<td>Mary Salters</td>
<td><a href="mailto:Mary.Salters@stl.frb.org">Mary.Salters@stl.frb.org</a></td>
</tr>
<tr>
<td>Little Rock Branch</td>
<td>Kris Hartel</td>
<td><a href="mailto:Kris.A.Hartel@stl.frb.org">Kris.A.Hartel@stl.frb.org</a></td>
</tr>
<tr>
<td>Louisville Branch</td>
<td>David Perkis</td>
<td><a href="mailto:David.Perkis@stl.frb.org">David.Perkis@stl.frb.org</a></td>
</tr>
<tr>
<td>Memphis Branch</td>
<td>Jeannette Bennett</td>
<td><a href="mailto:Jeannette.N.Bennett@stl.frb.org">Jeannette.N.Bennett@stl.frb.org</a></td>
</tr>
<tr>
<td>Kansas City</td>
<td>Gigi Wolf</td>
<td><a href="mailto:Gigi.Wolf@kc.frb.org">Gigi.Wolf@kc.frb.org</a></td>
</tr>
<tr>
<td>Denver Branch</td>
<td>Erin Davis</td>
<td><a href="mailto:Erin.Davis@kc.frb.org">Erin.Davis@kc.frb.org</a></td>
</tr>
<tr>
<td>Oklahoma City Branch</td>
<td>Leslie Baker</td>
<td><a href="mailto:Leslie.Baker@kc.frb.org">Leslie.Baker@kc.frb.org</a></td>
</tr>
<tr>
<td>Omaha Branch</td>
<td>Nicole Connelly</td>
<td><a href="mailto:Nicole.Connelly@kc.frb.org">Nicole.Connelly@kc.frb.org</a></td>
</tr>
<tr>
<td>Dallas</td>
<td>Morgan Ackerley</td>
<td><a href="mailto:Morgan.Ackerley@dal.frb.org">Morgan.Ackerley@dal.frb.org</a></td>
</tr>
<tr>
<td>El Paso Branch</td>
<td>Marisol Martinez</td>
<td><a href="mailto:Marisol.Martinez@dal.frb.org">Marisol.Martinez@dal.frb.org</a></td>
</tr>
<tr>
<td>Houston Branch</td>
<td>Susan Kizer</td>
<td><a href="mailto:Susan.Kizer@dal.frb.org">Susan.Kizer@dal.frb.org</a></td>
</tr>
<tr>
<td>San Antonio Branch</td>
<td>Evelyn Blatchford</td>
<td><a href="mailto:Evelyn.Blatchford@dal.frb.org">Evelyn.Blatchford@dal.frb.org</a></td>
</tr>
<tr>
<td>San Francisco</td>
<td>Lorraine Thayer</td>
<td><a href="mailto:Lorraine.Thayer@sf.frb.org">Lorraine.Thayer@sf.frb.org</a></td>
</tr>
<tr>
<td>Los Angeles Branch</td>
<td>Daniel Fukuyama</td>
<td><a href="mailto:Daniel.K.Fukuyama@sf.frb.org">Daniel.K.Fukuyama@sf.frb.org</a></td>
</tr>
<tr>
<td>Phoenix</td>
<td>Daniel Fukuyama</td>
<td><a href="mailto:Daniel.K.Fukuyama@sf.frb.org">Daniel.K.Fukuyama@sf.frb.org</a></td>
</tr>
<tr>
<td>Portland Branch</td>
<td>Lorraine Thayer</td>
<td><a href="mailto:Lorraine.Thayer@sf.frb.org">Lorraine.Thayer@sf.frb.org</a></td>
</tr>
<tr>
<td>Salt Lake City Branch</td>
<td>Daniel Fukuyama</td>
<td><a href="mailto:Daniel.K.Fukuyama@sf.frb.org">Daniel.K.Fukuyama@sf.frb.org</a></td>
</tr>
<tr>
<td>Seattle Branch</td>
<td>Rema Chandebour</td>
<td><a href="mailto:Rema.Chandebour@sf.frb.org">Rema.Chandebour@sf.frb.org</a></td>
</tr>
</tbody>
</table>

The Federal Reserve is committed to providing quality learning opportunities for educators, students, and consumers.

The Federal Reserve provides resources, tours, speakers, and professional development that are designed to expand knowledge in economics, personal finance, and related topics.

www.federalreserveeducation.org
Table of Contents

Enter a page number into the page field in the PDF toolbar to move directly to the desired page.

Table of Contents / Conference Overview ........................................................................................................... 3
NCSS President Welcome ........................................................................................................................................ 4
NCGE President Welcome .................................................................................................................................... 5
President, American Bar Association Welcome .................................................................................................. 5
NCSS Executive Director Welcome ..................................................................................................................... 6
General Information ................................................................................................................................................ 8
Land Acknowledgment ........................................................................................................................................... 10
Speakers ................................................................................................................................................................ 12
Vital Issues ............................................................................................................................................................ 15
Movie Nights ........................................................................................................................................................... 17
TED Talks .............................................................................................................................................................. 18
Conference Sponsors .............................................................................................................................................. 19
Featured Sessions ................................................................................................................................................ 19
First-Timers’ Scholarships .................................................................................................................................... 23
Governance / NCSS Committees / NCSS Special Interest Communities ............................................................ 24
NCSS Special Interest Community Showcase ..................................................................................................... 25
NCSS Associated Groups ..................................................................................................................................... 27
Council of State Social Studies Specialists (CS4) ................................................................................................. 27
College and University Faculty Assembly (CUFA) .............................................................................................. 28
National Social Studies Supervisors Association (NSSSA) ................................................................................. 47
International Assembly (IA) .................................................................................................................................. 51
Friday .................................................................................................................................................................... 55
Saturday ................................................................................................................................................................ 56
Sunday .................................................................................................................................................................. 80
Poster Presentations .............................................................................................................................................. 94
Library of Congress Teaching with Primary Sources .......................................................................................... 97
Exhibitors ............................................................................................................................................................ 100
Credits .................................................................................................................................................................. 100
Participants .......................................................................................................................................................... 103

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

Conference Overview

All times listed are Eastern Standard Time (EST)

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am–9:00pm EST</td>
<td>CUFA Sessions</td>
</tr>
<tr>
<td>11:00am–8:00pm EST</td>
<td>CUFA Sessions</td>
</tr>
<tr>
<td>10:15am–5:30pm EST</td>
<td>NSSSA Sessions</td>
</tr>
<tr>
<td>11:00am–8:00pm EST</td>
<td>CUFA Sessions</td>
</tr>
<tr>
<td>10:15am–5:30pm EST</td>
<td>NSSSA Sessions</td>
</tr>
<tr>
<td>11:00am–9:00pm EST</td>
<td>CUFA Sessions</td>
</tr>
<tr>
<td>8:00am EST</td>
<td>International Assembly Meeting</td>
</tr>
<tr>
<td>12:00pm EST</td>
<td>Who Will Tell Your Story: Get Creative with EduHam</td>
</tr>
<tr>
<td>2:00pm EST</td>
<td>Keynote Speakers: Chelsea Clinton &amp; Andrea Davis Pinkney</td>
</tr>
<tr>
<td>4:30pm EST</td>
<td>Keynote Speaker: Simon Tam and Ronny Chieng</td>
</tr>
<tr>
<td>5:00pm EST</td>
<td>Screening of Boys State and special panel</td>
</tr>
<tr>
<td>8:40am EST</td>
<td>Conference opening</td>
</tr>
<tr>
<td>9:45am EST</td>
<td>Keynote Speakers: Ken Burns &amp; Lynn Novick. Moderated by Amna Nawaz.</td>
</tr>
<tr>
<td>11:00am EST</td>
<td>Breakout Sessions 1</td>
</tr>
<tr>
<td>1:00pm EST</td>
<td>Breakout Sessions 2</td>
</tr>
<tr>
<td>2:30pm EST</td>
<td>Keynote Panel: America at a Crossroads: Looking Back at the 2020 Election and Ahead at the Next Four Years with Yamiche Alcindor &amp; Charlie Sykes. Moderated by Chuck Todd.</td>
</tr>
<tr>
<td>4:00pm EST</td>
<td>Breakout Sessions 3</td>
</tr>
<tr>
<td>5:30pm EST</td>
<td>Keynote Speaker: A Conversation with Samantha Power</td>
</tr>
<tr>
<td>7:00pm EST</td>
<td>Screening of True Justice: Bryan Stevenson's Fight for Equality and panel discussion</td>
</tr>
<tr>
<td>10:00am EST</td>
<td>Keynote Speaker: A Conversation with Nikole Hannah-Jones</td>
</tr>
<tr>
<td>11:15am EST</td>
<td>Breakout Sessions 4</td>
</tr>
<tr>
<td>1:00pm EST</td>
<td>Breakout Sessions 5</td>
</tr>
<tr>
<td>2:15pm EST</td>
<td>Keynote Speakers: George Takei &amp; Karen Korematsu</td>
</tr>
<tr>
<td>4:00pm EST</td>
<td>Screening of Downland and Vital Issue Session: A Deep and Dangerous History: Teaching Truth about Forced Separation of Indigenous Children in the U.S.</td>
</tr>
</tbody>
</table>
Welcome to the first-ever NCSS Virtual Conference!

As a first-year teacher, I was able to attend an NCSS conference and have been hooked ever since. I still remember the excitement of looking over the program and trying mightily to narrow down what sessions I would attend. I remember being in awe as I walked through the exhibit hall, gathering so many great resources and countless free swag. Teachers can never have enough pens and sticky notes, right? I remember the feeling of community and togetherness I felt.

For me, the NCSS conference has always been much more than a conference. It has been a social studies “family” reunion, the opportunity to learn and grow, and a sense of something much larger—a sense that our responsibility as social studies educators is much greater than ourselves. It is a responsibility to educate and inspire the citizens of the next generation. This year’s conference theme, Advancing Social Justice, is more than a theme. It is a call to action. Social studies education is critical now, more than ever, and social studies educators are uniquely poised to address complex topics and themes within their classrooms in order to advance social justice and inspire students to take informed action.

NCSS has also partnered with the National Council for Geographic Education (NCGE) and the American Bar Association (ABA). Attendees at the conference will be able to attend NCSS, NCGE, and ABA sessions. Keynote speakers include Simon Tam (ABA) and Derek Alderman (NCGE). These two organizations provide amazing resources for social studies educators.

We have a great lineup of interesting and provocative speakers—all addressing the conference theme in some way. Keynote speakers include Nikole Hannah-Jones, Chelsea Clinton & Andrea Davis Pinkney, Ken Burns & Lynn Novick, Samantha Power, George Takei & Karen Korematsu, and Chuck Todd moderating a discussion with Yamiche Alcindor and Charlie Sykes about the 2020 Election.

You will also have access to over 300 sessions and poster presentations, addressing a wide range of social studies disciplines, pedagogy, and strategies. New this year will be a strand of TED Talks, focused on social studies themes. There are sessions that will appeal to elementary and secondary teachers, supervisors, and college/university professors of social studies. In previous years, the narrowing down of which session to attend might have been the hardest task, but this year you have over 250+ hours of content available live over the opening weekend of the conference and on demand through April 30, 2021. Download the conference app to see all that is offered.

The virtual exhibit hall, although different this year, will still provide you with great access to new resources and ideas. Be sure to visit the virtual exhibit hall and take home lots of virtual swag. Also be sure to check out the #sschat unconference. During the “unconference” sessions, teachers can lead and participate in discussions of social studies topics of interest that might not be covered elsewhere. This is a great way to share what you know and learn from others. We will also highlight the work of NCSS Communities. Communities connect members with interest in specific topic areas. Check out the showcase and consider joining an NCSS Community if you have not already done so.

You will be inspired by so many and have your own teaching validated and challenged at the same time. I hope you come away with that same sense of community and togetherness even though we are apart.

I want to take an extra moment to thank all those who contributed countless hours to help make this conference a success:

• Conference Co-Chair, Beth Ratway
• NCSS Director of Meetings, David Bailor
• Local Arrangement Chairs: Sandy Pope, Anthony Hiller, and Wesley Hedgepeth
• Representatives of NCGE (National Council for Geographic Education) and the ABA (American Bar Association Division for Public Education)
• Associated Groups Program Chairs of CS4, CUFA, IA, and NSSSA
• The dedicated NCSS Staff and Board of Directors
• Gayle Thieman and Melissa Collum for organizing the First Timers Scholarships
• The many who brought ideas, stepped up to help us transition to a virtual conference, evaluated conference proposals, etc.
• My family, who have been so supportive

In closing, I want to acknowledge the murder of George Floyd, Breonna Taylor, Trayvon Martin and countless other people of color, both recently and in the distant past. Recognizing that “injustice anywhere is a threat to justice everywhere,” we will continue to speak out when we see injustice and actively work to advance social justice to ensure a “more perfect union.”

Engage in discussion and dialogue about the conference on Twitter using #ncss2020.

Stefanie Wager
NCSS President and Co-Chair of the 2020 Virtual Conference
On behalf of the NCGE organizing committee, I am pleased to welcome you to the National Conference on Geography Education. Given this year’s online meeting, it is appropriate to steal from a 1990s album title and say, “Welcome to Wherever You Are.” In that “Wherever,” we hope that you find the conference to be both valuable and enjoyable.

We are excited to be partnering at this meeting once again with the National Council for the Social Studies and, new this year, with the American Bar Association Division for Public Education. The role of geography within the social studies is well known; considering the jurisdictional nature of the law, geography educators have an important voice there, too.

This meeting is one of the largest gatherings of classroom teachers, university faculty, and other education professionals committed to learning from each other, which is to say, learning from the best. You are invited to be stimulated and enriched by the latest research and practice in geography education while also having access to a diverse array of speakers and sessions from across the law and social studies spectrum.

As the current NCGE president, I want to welcome you to a dynamic 2020 meeting and wish for you a fantastic learning and sharing experience “wherever you are.”

Jerry T. Mitchell, PhD
NCGE President (2020)
Chair, Department of Geography
University of South Carolina

Dear friends,

On behalf of the American Bar Association, it is my pleasure to welcome you to the 31st National Law-Related Education (NLRE) Conference, as part of the National Council for the Social Studies 2020 Virtual Conference.

The American Bar Association has a long history of supporting law-related and civic education. The ABA’s Division for Public Education continues this work with its mission to “advance public understanding of law.” Since the late 1970s, the Division has periodically held the NLRE conference to bring together leaders in the field to discuss and promote best practices to improve understanding of law and its role in society. The sessions in this conference seek to inspire and equip you, as educators, to continue to include legal topics, cases, and discussions in your classrooms.

I hope you will explore all that this virtual conference has to offer over the coming days, and beyond. This year has seen unprecedented changes and challenges—but also opportunities for the future. As educators, you are at the forefront of these changes, and I deeply admire the experience, determination, and creativity you bring to ensure that your students continue to learn in these unprecedented times. Thank you for your continued dedication, and have a wonderful, albeit virtual, conference.

Stay well,

Patricia Lee Refo
President, American Bar Association
Welcome to our first NCSS Virtual Conference!

Imagine if the NCSS annual conference was organized in your home. A year ago, as we said goodbye to each other in Austin and looked forward to the 100th annual conference in our nation’s capital, that statement would have raised a few eyebrows! Yet NCSS has, indeed, traveled to you this year. We launch our centennial celebration virtually, with the world-class speakers and programs you have come to expect from us over the past century of service. By attending #ncss2020, you are truly part of “social studies history” — a time when the largest social studies conference nationwide is in your home. Thank you for joining us and thousands of your colleagues from across the United States (and around the world) for a pioneering event.

While this year’s program will look and feel different from past conferences, #ncss2020 provides strong opportunities to connect, network, learn, share, and lead. In a very challenging year when all social studies disciplines have proven to be more urgently needed than ever before, our sessions, speakers, and programs are sure to inspire and challenge you, with content and ideas that help you focus your classroom, curriculum, and research on “Advancing Social Justice.” Our theme is vital during a time when education itself evolves rapidly through technology, while issues of equity and access only deepen in complexity.

Conference attendees often tell us, “there were so many good sessions, I couldn’t attend them all!” At #ncss2020, you don’t have to miss a single hour of content—you can view all 200+ hours of programming on-demand through April 30, 2021. Has NCSS perfected time travel when you can participate in #ncss2020 months after it ends? Maybe it’s true that “history repeats itself”?

Just like last year, your registration provides access to two other annual conferences—that’s right, you have admission to three annual conferences in one! The National Council for Geographic Education and the American Bar Association-Division for Public Education’s National Law-Related Education conference both join NCSS virtually this year.

Don’t forget to stop by our virtual exhibit hall for great networking, and to explore the latest social studies resources for your classroom – products and services that can help you transform teaching and learning whether you are in-person, all-remote, or working in a hybrid approach this year. We are pleased to have dedicated exhibit hall time so you can connect with our exhibitors and not miss a single session!

Thank you to our Conference Planning Committee and the many volunteers and organization partners that combined to make #ncss2020 the start of a wonderful social studies centennial celebration. If this is your first NCSS conference, we especially welcome you and hope you take advantage of everything your social studies community has to share. If you are returning to NCSS, welcome back! Thank you for sharing your passion and commitment to social studies education with all of us at #ncss2020. And please let us know how we can continue to make the annual conference experience your best professional learning of the year!

On behalf of our entire team, we are delighted to serve you. Stop by and say hello at our NCSS booth in the exhibit hall, and let us know how you’re doing. NCSS is strong because of you. If you are interested in leadership opportunities with us—or already volunteer and want to take your leadership to the next level—please visit our NCSS booth and we will be happy to connect you to the right opportunity.

Lawrence M. Paska, Ph.D.
Executive Director
Have you ever noticed that LGBTQ history is missing from your US history curriculum? We did. And we did something about it.

History UnErased’s groundbreaking *Intersections and Connections* curriculum is the first and only K-12 LGBTQ-inclusive US history digital curriculum in the nation. Our instructional resources cover colonial Jamestown through the 21st century, and our contextualized, intersectional approach ensures LGBTQ people are represented within a more complete, complex, and empowering story of America.

Contact us to schedule your demo today at UnErased.org/contact
Purchase by December 31st, 2020 to receive a 20% discount!
Please use promo code NCSS2020.
General Information

The NCSS Virtual Conference spans four distinct microsites, each with rich content. You can move easily from one site to the next, with links on each lobby page. Your NCSS or NCGE login credentials give you access to the NCSS and NCGE/ABA National Law-Related Education microsites. The NCSS Associated Group meetings are open to those people who register for them.

- NCSS Microsite:

- NCGE/ABA National Law-Related Education Microsite:

Look for this NLRE icon in this program identifying NLRE sessions and law and law-related education focused presentations.

- College and University Faculty Assembly (CUFA) Microsite:

- NCSS Associated Groups (NSSSA, International Assembly) Microsite:

How to Navigate

Once you are logged in to the microsite, you will reach the conference lobby. You should see links for Sessions, Exhibit Hall, Chat and Help.

Sessions

To access all sessions, click on either the Sessions Lobby sign in the conference lobby or at the top of the page. All sessions are organized in the NCSS microsite in tracks, by their primary focus subjects (e.g., civics/government, elementary, etc.). The track, and the microsite, for each session is listed above each session:

- NCSS GLOBAL STUDIES
  Inquiry-Based Global Learning

Scroll the Sessions Lobby screen to the right to access the full list of tracks.

Sessions will play either live or recorded in their scheduled time. They will all be available on demand 24-48 hours later. In the sessions lobby, click on the On Demand Video link to access all on-demand session content.

Your registration provides access to all of the recorded content until April 30, 2021. Come back as often as you want to watch content you may have missed or re-watch interesting sessions. The virtual exhibit hall will also remain accessible.
A future founded on facts

Young people are navigating the most complex information landscape in history. Truth, evidence and facts compete for attention alongside rumors, hoaxes, misinformation and disinformation. 

Education is the solution.

News literacy is a vital life skill. Our Checkology® virtual classroom gives students the tools to sort fact from fiction and determine what information they can trust, share and act on.

Try our free resource:
get.checkology.org
newslit.org  checkology.org
Land Acknowledgement

NCSS welcomes you to our first virtual annual conference, which this year takes place on Indigenous land.

Wherever you are right now, we wish you well. Wherever you are right now, you are on Indigenous land. And wherever you are right now, if you are a settler like most of us, you could likely teach more about Indigenous current issues and history, whether local, regional, or national. If you don't know whose land you are on, you can begin your research here: https://native-land.ca/.

As we step together into this digital learning experience, let’s remind ourselves that all teaching and learning take place on Indigenous lands. We make this acknowledgement in the context of repeated violations of sovereignty, territory, water, and sacred sites, across North America, perpetrated by settlers like many of us, for more than 400 years.

We extend our respect to citizens of all the Indigenous Nations who reside all over the U.S. today, and their ancestors who have lived here for over 500 generations and struggled to protect their way of life and this land.

We also affirm that this acknowledgement is woefully inadequate because it does not remedy the harm that has been done and continues to be perpetrated against Indigenous people, their land, water, and sacred sites. As social studies educators, we have enormous responsibility to teach everyone's history, so students know upon whose land they live and learn. We aspire to better uphold our charge to impart meaningful learning activities about current issues such as tribal sovereignty and governance, land and water rights, and a variety of pressing social issues such as the forced removal of Indigenous children from their families, as well as Indigenous history. To do so, we recognize the need to learn from Native teacher-scholars in all disciplines.
History. Now more than ever.

OER Project courses make sense of our world by connecting the past to the present with an eye toward the future. Explore two course offerings:

**BIG HISTORY PROJECT**

An introductory history course for middle- and high-school students that establishes an interdisciplinary foundation of historical thinking practices.

**WORLD HISTORY PROJECT**

A standards-based world history course for high-school students that explores historical narratives to build a coherent view of the past, present, and future.

Everything you need to teach each course is **free**, **online**, and totally **adaptable** to meet your students’ individual needs.

Join us and connect with an engaged online global community of teachers and scholars.

Visit [www.oerproject.com](http://www.oerproject.com) to register with us today.
Friday, December 4

12:00–1:00pm EST
NCSS
Main Stage/General Sessions

Who Will Tell Your Story: Get Creative with EduHam
Join educator Gena Oppenheim from the Gilder Lehrman Institute of American History, and Morgan Anita Wood, a Hamilton cast member for an engaging teacher and student workshop about integrating historical primary sources and developing creative projects through the lens of the Hamilton Education Program Online. The Hamilton Education Program Online helps secondary students see the relevance of the founding era by using primary sources to create a performance piece (e.g., a song, rap, poem, or scene) following the model used by Lin-Manuel Miranda to create the musical Hamilton.

Teachers attending this workshop will get access to the Hamilton Education Program Online, which is debuting this year and is completely free to use! During this session, Gena and Morgan will highlight the various resources available through this program, and participants will be given the tools to begin their own song, rap, or spoken word piece based on a founding era primary source.

2:00–3:00pm EST
NCSS
Main Stage/General Sessions

Chelsea Clinton and Andrea Davis Pinkney
Chelsea Clinton serves as Vice Chair of the Clinton Foundation, working alongside the Foundation's leadership and partners to help create economic opportunity, improve public health, and inspire civic engagement and service across the United States and around the world. Ms. Clinton also teaches at Columbia University’s Mailman School of Public Health and has written several books for young readers, including the New York Times bestsellers She Persisted: 13 American Women Who Changed the World and She Persisted Around the World, recipient of NCSS’s inaugural Septima Clark Book Award in 2019 for Grades K-6. She lives with her husband Marc, their children Charlotte, Aidan, and Jasper, and dog Soren in New York City.

Penguin Random House has generously sponsored the appearances of Chelsea Clinton and Andrea Davis Pinkney.

Saturday, December 5

10:15–11:15am EST
NCSS
Main Stage/General Sessions

Ken Burns and Lynn Novick
Moderated by Amna Nawaz
Ken Burns has been making documentary films for over 40 years. Since the Academy Award nominated Brooklyn Bridge in 1981, he has directed and produced some of the most acclaimed historical documentaries ever made, including The Civil War; Baseball; Jazz; The War; The National Parks: America's Best Idea; The Roosevelts: An Intimate History; Jackie Robinson; The Vietnam War; and Country Music. Mr. Burns’s films have been honored with dozens of major awards, including sixteen Emmy Awards, two Grammy Awards and two Oscar nominations.

Lynn Novick is one of the most renowned and respected documentary filmmakers and story tellers in America. Her more than 80 hours of acclaimed programming include multi-part series The Vietnam War,
Speakers

Saturday, December 5

11:00am–12:00pm EST
NCSS
Main Stage/General Sessions
A Conversation with Rebecca Nagle
Interviewed by Rachel Talbert

Rebecca Nagle is a citizen of Cherokee Nation and a two spirit (queer) woman. She is a community organizer and writer currently living in Tahlequah, OK and studying the Cherokee language. Ms. Nagle was recently named one of the “Native American 40 Under 40” award winners by the National Center for American Indian Enterprise Development in 2016 for her work to address violence against Native women. As the co-founder and co-Director of FORCE: Upsetting Rape Culture and The Monument Quilt, Ms. Nagle organized national art and advocacy projects to create a culture of support for survivors. She was also a co-creator behind the 2017 viral #GoRedhawks culture jam.

Her original writing has appeared in Bitch Media, The Baltimore Sun, Boston Globe, ThinkProgress, Indian Country Today and more.

1:00–2:00pm EST
NCSS
Main Stage/General Sessions
John Valadez
Interviewed by Maritza De La Trinidad

John J. Valadez is a Peabody Award-winning filmmaker who has written, directed and produced many nationally broadcast documentary films. He has tackled such diverse subjects as the false imprisonment of a leader of the Black Panther Party, Latino poets in New York City, gang kids in Chicago, the history of affirmative action, segregation in America’s schools, Latinos in World War II, the evolution of Chicano music, Latino civil rights, and the genocide of Native Americans in the Southwest. His latest film, debuting on PBS in 2021, is American Exile.

2:30–3:30pm EST
NCSS
Main Stage/General Sessions
America at a Crossroads: Looking Back at the 2020 Election and Ahead at the Next Four Years
Yamiche Alcindor and Charlie Sykes
Moderated by Chuck Todd

Veteran journalists Chuck Todd, Yamiche Alcindor and Charlie Sykes each played prominent roles in covering and commenting on the 2020 election and its aftermath. In this session, they look back at what the vote tells us about the country, polling and the media. They’ll look ahead to assess how control of the Senate is expected to be decided in Georgia; how the presidential transition will ultimately unfold, and how the Biden-Harris administration will govern amid the twin challenges of intense hyper-partisanship and rampant misinformation. Finally, they’ll share their thoughts about the lessons from the election and Trump presidency for our nation’s civic life and democratic institutions.

The News Literacy Project has generously sponsored the appearances of the panelists.

5:30–6:30pm EST
NCSS
Main Stage/General Sessions
A Conversation with Samantha Power
Interviewed by Karen Murphy

Samantha Power is a Professor of Practice at the Harvard Kennedy School and Harvard Law School. From 2013-2017, she served as the U.S. Ambassador to the United Nations and as a member of President Obama’s cabinet. From 2009-2013, she served on the National Security Council as Special Assistant to the President for Multilateral Affairs and Human Rights. Ms. Power was the founding executive director of the Carr Center for Human Rights Policy at the Kennedy School. Her book, “A Problem from Hell”: America and the Age of Genocide won the Pulitzer Prize in 2003. She is also the author of the New York Times bestseller, The Education of an Idealist: A Memoir, which was named one of the best books of 2019 by The New York Times, Washington Post, Economist, NPR, and TIME.

Facing History and Ourselves has generously sponsored the appearance of Ambassador Power.
NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice

Sunday, December 6

10:00–11:00am EST
NCSS
Main Stage/General Sessions
A Conversation with Nikole Hannah-Jones
Interviewed by Alysha Butler

Nikole Hannah-Jones is an award-winning investigative reporter for The New York Times Magazine, focusing on racial injustice. She is the creator of The 1619 Project, a groundbreaking look at the impact of slavery 400 years after the first captive Africans disembarked in what would become the United State. She has written on federal failures to enforce the Fair Housing Act, the resegregation of American schools, and policing in America. Ms. Hannah-Jones received the Pulitzer Prize for Commentary in 2020: "For a sweeping, provocative, and personal essay for the ground-breaking 1619 Project." She was also named a 2017 MacArthur Fellow.

Nikole Hannah-Jones is the recipient of the 2020 Spirit of America Award, which recognizes and celebrates individuals who take a risk in the public arena to uphold the American ideals of equity, freedom, and the American spirit of justice. The award is sponsored by Social Studies School Service.

Sunday, December 6

2:15–3:15pm EST
NCSS
Main Stage/General Sessions
George Takei and Karen Korematsu

George Takei is known around the world for his founding role in the acclaimed television series Star Trek, in which he played Hikaru Sulu, helmsman of the starship Enterprise. But his story goes where few stories have gone before. From a childhood spent with his family wrongfully imprisoned in Japanese American internment camps during World War II, to becoming one of the country's leading figures in the fight for social justice, LGBTQ rights, and marriage equality, Mr. Takei remains a powerful voice on issues ranging from politics to pop culture. He has been a passionate advocate for social justice, outspoken supporter of human rights, and a community activist. His graphic memoir about growing up during the Japanese American internment, They Called Us Enemy, with co-writers Justin Eisinger and Steven Scott and artist Harmony Becker, is a New York Times bestseller and winner of the Asian/Pacific American Award for Young Adult Literature. They Called Us Enemy: Expanded Edition has also recently been released.

Karen Korematsu is the Founder and Executive Director of the Fred T. Korematsu Institute and daughter of the late civil rights icon, Fred Korematsu. Since her father’s passing in 2005, she has carried on his legacy as a public speaker, educator, and civil rights advocate. She shares her father's passion for social justice and education, and, in 2009, established the Fred T. Korematsu Institute to advance racial equity, social justice and human rights for all. The Institute's work has expanded from K-12 civic education to promoting public civic engagement and participation. In 2015, Dr. Korematsu was inducted as the first non-lawyer member of the National Asian Pacific American Bar Association. In 2019, she received the Asian Pacific American Institute for Congressional Studies (APAICS) Community Leadership Award.

Top Shelf Productions and Penguin Random House have generously sponsored the appearance of George Takei.
Saturday, December 5
4:00–5:00pm EST
NCSS
MAIN STAGE/GENERAL SESSIONS
The Stories We Tell: A Conversation with Laurie Halse Anderson and Teachers Who Use Her Work
Laurie Halse Anderson, Monica Neal, Luke Rumohr, Harrow Strickland
Explore Laurie Halse Anderson’s Seeds of America Trilogy. She will discuss her motivations and processes for writing this trilogy and historical fiction and how she intentionally incorporates primary sources and alternative perspectives into her work. A panel of three upper elementary and middle school teachers will also discuss how they use the Seeds of America Trilogy in their classrooms. The session will provide an opportunity for attendees to ask questions of Laurie Halse Anderson and the teacher presenters.

Sunday, December 6
1:00–2:00pm EST
NCSS
MAIN STAGE/GENERAL SESSIONS
Unpacking the NCSS Position Statement on Contextualizing LGBTQ History
Steven LaBounty McNair, Kathleen Barker, Michael Khorshidiazadeh, Debra Fowler. Moderated by Eric Marcus.
This panel presentation explores the civic imperative to advance a more historically accurate, complete, and empowering social studies curriculum, the implications and considerations of implementing LGBTQ-inclusive curriculum, and the opportunities and challenges of these. Moderated by Eric Marcus, creator and host of Making Gay History—The Podcast.
IT CAN’T HAPPEN HERE: DEMOCRACY AND THE RISE OF STRONGMEN

SUNDAY, DECEMBER 6 11:15AM-12:00PM ET

Featuring KENNETH C. DAVIS, author of Strongman: The Rise of Five Dictators and the Fall of Democracy

ILLUSTRATING THE CONSTITUTION: TEACHING CIVICS THROUGH GRAPHIC NOVELS

SUNDAY, DECEMBER 6 1:00PM-1:45PM ET

Featuring CYNTHIA LEVINSON, co-author of Fault Lines in the Constitution: The Graphic Novel

LEARN MORE ABOUT THESE BOOKS AT MACKIDSCHOOLANDLIBRARY.COM/NCSS-2020
Save time after each conference day for these special movie nights, each including a special panel discussing education connections and sharing teaching resources. Follow the links listed below to access each film.

**Friday, December 4**

8:00pm EST  
**Boys State**

NCSS, Apple Original Films, and A24 invite you to watch Boys State, winner of the US Grand Jury Prize for Documentary at the 2020 Sundance Film Festival. The film takes a wildly entertaining and continually revealing immersive look into a week-long annual program organized by the American Legion in which a thousand Texas high school seniors gather for an elaborate mock exercise: building their own state government. You can view the trailer for the film here: https://www.youtube.com/watch?v=ViiYJzqGC5w&feature=youtu.be

Interested attendees must register here: https://screenings.a24films.com/boys-state/boys-state_virtual-screening-eastern-time_Dec-04-2020_8-00-PM_ncss/

The screening will be hosted on Eventive. You will receive an email with a link to the Eventive viewing page 24 hours before the screening. At the viewing page, you will set a username and password, and can begin viewing at 8pm EST. Eventive works best with PCs running Windows 7+, Macs running OS 10.12+, Android tablets and phones using Chrome, and iPhones and iPads using Safari. Airplay and Chromecast are enabled for users with Apple TV and Chromecast devices. A panel discussion including the filmmakers and some of the featured boys follows the screening.

**Saturday, December 5**

7:00pm EST  
**True Justice: Bryan Stevenson’s Fight for Equality**

True Justice: Bryan Stevenson’s Fight for Equality examines the personal journey of Bryan Stevenson, a public defender in Alabama and director of the Equal Justice Initiative, who is working to bring justice to the incarcerated, wrongfully convicted and disadvantaged. This film weaves together Stevenson’s own story, those of his clients, and a history of injustice and complicity by our justice system to reveal how a narrative of racial inequality emerged in this country. Bryan challenges us to seek the truth, confront it, and work towards reconciliation.

Interested attendees must register here: https://kunhardtfilmfoundation.salsalabs.org/ncss2020truejustice/index.html

A panel discussion follows the screening.

**Sunday, December 6**

4:00pm EST  
**Dawnland**

Dawnland looks behind the scenes at the first truth and reconciliation commission in U.S. history to focus on issues of importance to Indigenous peoples, and it places the issue of Indigenous child removal in the historical context of repeated violations against Native families. In 2019, the film won an Emmy for Outstanding Research and is accompanied by a free, 12-lesson teacher’s guide. A panel will guide the discussion after the screening.

Interested attendees need to register in advance here: https://www.eventbrite.com/e/ncss-dawnland-online-film-screening-live-qa-tickets-125248109467

Following the screening  
**A Deep and Dangerous History: Teaching Truth about Forced Separation of Indigenous Children in the U.S.**

Mishy Lesser, Sarah Shear, Chris Newell

The United States has long used legislative measures to expand its unwarranted power over Indigenous peoples. Hundreds of treaties with Native nations have been signed and broken, and laws have been passed and ignored. One law, the Indian Child Welfare Act (ICWA), which protects Indigenous parents from forcible removal of their children, is now under attack. Challenges to ICWA may move the case to the Supreme Court. In this session, we will review the history of ICWA, the role of Indigenous women and their lawyer-allies in getting it passed, non-compliance by states that gain revenue from the fostering and adoption of Native children, arguments championed by the Goldwater Institute to destroy ICWA, and why this issue should be taught as part of U.S. history and civics curriculum.

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020  
Advancing Social Justice
TED Masterclass Talks

Started at the 2019 NCSS/NCGE/TCSS Conference, interested attendees joined a TED Masterclass, sponsored by the OER Project, to develop and deliver their own TED-style talks. These talks, premiering at the NCSS Virtual Conference, represent the most provocative and instructive presentations. You can watch during their scheduled times, in the TED Talk track as part of the NCSS conference platform, or catch up with them on-demand after the conference weekend.

The OER Project is sponsoring another round of TED Masterclass licenses. Be sure to catch the presentation on Saturday at 4:00pm EST in Curriculum & Instruction 6 to learn more about the program.

Saturday, 11:00–11:10AM EST
The Layer Cake: A Visual Design for Evidence-Based Arguments
There are 5 essential pieces you need when designing a winning argument: evidence, reasoning, your claim, counterclaims, and personal finishes that make the argument your own. It’s only 5 things, but it’s difficult for kids to keep them all straight without a picture that shows them how those parts are interconnected and work together.
John Arthur, Salt Lake City School District, Salt Lake City, UT

Saturday, 11:10–11:30AM EST
Let American Indians Evolve
American Indians are often stereotyped or placed in a single historical frame in social studies classes—as victims, perhaps, or mere inhabitants of the past. Yet, they are our students and members of our community today. This video describes practices and techniques for including them in social studies as actors, humans, and citizens.
Shana Brown, Seattle Public Schools, Seattle, WA

Saturday, 11:35–11:45AM EST
Who's Telling the Story?: Having Difficult Conversations with Students
We know that having critical and tough conversations with students is essential, but we sometimes struggle to do these conversations well. How can we make sure we have the conversation in a way that promotes diversity, equity, and inclusion?
Christina Torres, Punahou School, Honolulu, HI

Saturday, 11:45–11:55AM EST
How to Teach Fluency at Every Grade Level
Fluency instruction is not just meant for primary grades. In this video, you will learn strategies on how fluency can be taught in grades K-12 and beyond, and why it is essential we do so.
Mannu Sikka, Consortium for Educational Change

Saturday, 11:55AM–12:05PM EST
Music in the Social Studies Classroom: Historical Empathy, Assessment, and Meaning-Making
How do we, as teachers, help students make meaning of social studies content? In particular, how do we foster the development of historical empathy in the classroom? One way of doing this is to use music as a tool to deepen students' engagement and understanding of the content.
Joseph Adragna, St. Scholastica Academy, Covington, LA

Saturday, 11:00–11:15AM EST
The Other 99%
In the 21st century, we need to move past the concept of a survey history course, especially World History, as the success stories of the ruling elites. Essential questions, non-text readings, and creative ways of deconstructing texts and documents can help reframe attention on the stories of the other 99%.
Ane Lintvedt, McDonogh School, Baltimore, MD

Saturday, 1:00–1:15PM EST
Language Arts in the Social Studies: Why Literacy Is About More Than Just Reading
Students in social studies need to do more than just read if they want to acquire knowledge. If we use all of the "language arts" in the reading process, we are truly literate. Learn practical strategies to help emphasize all the language arts in your teaching, whether teaching in-person or remotely.
Donnetta Elsasser, Garrison Middle School, Walla Walla, WA.

Saturday, 1:35–1:45AM EST
Let My Biracial Daughters Teach Me About the Power of My White-ness in the Classroom
Building meaningful connections with each student in our classrooms is a powerful tool, but first we must understand our own lens and the individual realities of our students. By better understanding ourselves and the importance of the individual narratives of our students, we can make a difference.
Leslie Pralle Osborn, Prairie Lakes Area Education, Agency, Pocahontas, IA

Sunday, 11:00–1:15PM EST
Democracy in Crisis: Is It Our Fault?
This is a golden age for social studies. Despite Common Core and STEM casting us as irrelevant, events have proven that we do not need a test to prove our worth. Far from being about memorizing facts and dates, our subject remains central to the American Project.
Amit Kobrowski, Oregon Department of Education, Salem, OR

Sunday, 1:35–1:45AM EST
History Just Keeps Getting Longer
This year we have more history to teach than last year. History just keeps getting longer! But that doesn't mean we should teach less of it. This talk discusses strategies to help students shift scale from the cosmic to the personal.
Rachel Hansen, Muscatine High School, Muscatine, IA

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice
We thank all of the following sponsors for their generous support of the 2020 NCSS Virtual Conference.
Featured Sessions

Saturday, 11:00AM–12:00PM EST

NCSS

***SPONSORED SESSION 1***
Discover History Through the Secret Lives of Objects
Historic artifacts are souvenirs from another time that can trigger our collective memory and help us relive history. Join Sally Flaherty, national social studies expert, as she shows you how historical objects and primary sources can share their own witness of history and help your students better understand the people, events, and stories that shaped our nation and our world.

Sally Flaherty, Studies Weekly, Orem, UT

NCSS

***SPONSORED SESSION 2***
History as a Subject and Discipline: Ensuring Content and Skills Breathe the Same Air
Kyle VanderWall, APUSH teacher and co-author of the Teacher's Edition for Fabric of Nation, presents you with methods for incorporating content and skills into your lessons such that students develop an understanding of history as both a subject and discipline. Too often, AP students compartmentalize these concepts and thus leave APUSH with a less nuanced understanding of what they are studying. Kyle offers strategies for weaving skills with content as you teach Reconstruction—a topic we're all facing soon. Each participant will leave the session with a sample lesson and materials to teach the content of Reconstruction through disciplinary skills.

Kyle VanderWall, Grandville High School, Grandville, MI

Saturday, 1:00–2:00PM EST

NCSS

***SPONSORED SESSION 1***
Advancing Social Justice with Living History
Freedom Rider Joan Trumpauer Mulholland will share her most important lessons from the civil rights movement and how students can help change their world today. Live Q&A with Joan will follow. Bring your questions and prepare for a once-in-a-lifetime experience.

Joan Trumpauer Mulholland, Arlington VA

NCSS

***SPONSORED SESSION 2***
APHG Free Response Questions: Tips for Success
Wondering how to teach students to respond to the new type of Free Response question on the AP Human Geography Exam? The presenters will guide you through a practice FRQ and give you the tools to use in the classroom. These presenters are authors of a brand new forthcoming APHG textbook, and each participant will receive a hard copy, shipped to school or home. The book will help you teach content and includes a ton of practice exam questions.

Barbara Hildebrant, Educational Testing Service, Princeton, Nj; Max Lu, Kansas State University, Manhattan, KS; Kenneth Keller, George Walton Comprehensive High School, Marietta, GA

Saturday, 4:00–5:00PM EST

NCSS

***SPONSORED SESSION 1***
Fostering Student Conversations Through Anti-Racism in Secondary Social Studies
Facilitating constructive and instructive discussions about historical and current racism in America is more important now than ever. Explore Confronting Racism: Case Studies and Conversations on African American History, Houghton Mifflin Harcourt's new digital, student-centered curriculum that dives into these topics in a structured and sensitive way.

Andrew Miles, David Lawson, Houghton Mifflin Harcourt

NCSS

***SPONSORED SESSION 2***
No-Cost Digital Resources to Support Social Sciences Teaching & Learning
Many educators are challenged with finding a variety of resources to support connecting real-world experiences to the lessons they are teaching. The programs presented in this workshop provide a variety of tools to expand content and professional learning opportunities in these areas, and they are available online at no cost through partnerships between Discovery Education and leading corporations and community organizations. These standards-aligned resources include virtual field trips, student/school challenges, lesson plans, hands-on activities, interactive modules and video career profiles and more, focused in the areas of financial literacy, history, human rights advocacy, civic responsibility, and social emotional wellness. This rich content features curated resources from USC Shoah Foundation, RFK Human Rights, TGR Foundation and Discover, just to name a few. During the workshop, we will explore a number of the resources in detail and participants will be exposed to Discovery Education teaching strategies to support implementation anywhere learning is taking place.

Jackie Kavege, Discovery Education, Silver Spring, MD; Katherine Bihr, TGR Foundation, Irvine, CA
NCSS

***SPONSORED SESSION 1***

**Overcoming Polarization Through Better Conversations**

Educators and students across the world are ready for more productive dialogue and critical thinking that leads to real problem solving as we learn about the complex, critical issues of our times. Doha Debates hosts discussions on the world’s most pressing challenges to bridge differences, build consensus and identify solutions. For educators we offer a comprehensive guide to develop the skills and knowledge needed to significantly raise the quality of discourse possible in our classrooms (virtual or face to face), as well as inspire students to take action for real change. This interactive workshop will explore how systems thinking, inclusion of diverse world views and evolved communication skills really can improve learning outcomes while equipping the next generation with the competencies they need to thrive in these challenging times.

*Jennifer Geist*, Doha Debates, Washington, DC

NCSS

***SPONSORED SESSIONS 2***

**The Future of Financial Education**

How can research take financial education to the next level? This session will discuss what research tells us about effective financial education and research-based strategies to make financial education more effective for students. We will discuss the gaps in current approaches to financial education and introduce a new comprehensive, research-based curriculum called finEDge developed at the University of Chicago Financial Education Initiative. Participants will leave with strategies and resources to better affect knowledge, attitudes, and behavior change in students.

*Jenn Hockema, Rebecca Maxcy*, University of Chicago, IL
Engaging Congress is a free, interactive civics tool using primary sources to explore how representative government works.

Coming Soon: New modules on the executive and judicial branches highlighting the creation of the federal courts, the confirmation process, executive orders, impeachment, vacancies, and more!

EngagingCongress.org

Be sure to check out these videos on YouTube! They cover everything from how to be an engaged citizen to learning the benefits of diversity!

Indiana University Center on Representative Government
corg.iu.edu

Search “Indiana University Center on Representative Government” in the exhibit hall to visit our booth!
NCSS has awarded conference scholarships to deserving educators who have never been able to attend an NCSS Annual Conference and join NCSS. These scholarships enable teachers from diverse backgrounds who teach in high-poverty schools to take advantage of this premier professional development opportunity.

The individuals and organizations listed below made generous contributions to allow these teachers to attend.

A special thank you goes to Gayle Thieman and Melissa Collum for leading all aspects of the scholarship program.

We also thank everyone who contributed to the scholarship fund and welcome all recipients to the conference and NCSS.

**AFFILIATED COUNCILS**
- Arizona Council for the Social Studies
  in honor of Arizona social studies teachers
- Connecticut Council for the Social Studies
- Georgia Council for the Social Studies
  in honor of Pamela Knauer, GCSS Conference Coordinator
- Massachusetts Council for the Social Studies
- Middle States Council for the Social Studies
- New York State Council for the Social Studies
- Oklahoma Council for the Social Studies
- Oregon Council for the Social Studies
- Tennessee Council for the Social Studies
- Texas Council for the Social Studies
- Wisconsin Council for the Social Studies

**INDIVIDUALS**
- Peggy Altoff
- Wesley Hedgepeth
- Lynn Ingram
- Ellen McCrum
- Margit McGuire
- Gabriel Reich
- Anton Schulzki
- Gayle Thieman, in honor of Cinthia Salinas and Patrice Preston Grimes

**ORGANIZATIONS**
- Maps.com
- New Life Church, Virginia Beach, VA
- Population Connection
- TCI
- Transatlantic Outreach Program
- VFW Post 2984 Virginia

*First-Timers’ Scholarship winners in Austin, TX at the NCSS 99th Annual Conference. Left: Melissa Collum, Center: Tina Heafner, NCSS Immediate Past President, Right: Gayle Thieman.*
NCSS will conduct official business at the Virtual Conference via Zoom. Meetings of the House of Delegates, Operations Committees, and other work groups are open to all NCSS members in good standing who are interested in council governance. Unless otherwise noted, meetings of the House of Delegates, Operations Committees, and other work groups are open to all NCSS members and Virtual Conference attendees who are interested in council governance.

All times listed are Eastern Standard Time (EST)

### Governance/NCSS Committees

<table>
<thead>
<tr>
<th>Day, Time</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Nov. 30 4:30–5:30pm EST</td>
<td>Program Planning-101st NCSS Annual Conference-Minneapolis 2021</td>
</tr>
<tr>
<td>Monday, Nov. 30 6:00–7:00pm EST</td>
<td>Program Planning-NCSS 100th Anniversary Conference-Washington 2021</td>
</tr>
<tr>
<td>Monday, Nov. 30 7:30–8:30pm EST</td>
<td>Program Planning-102nd NCSS Annual Conference-Philadelphia 2022</td>
</tr>
<tr>
<td>Tuesday, Dec. 1 6:00–7:00pm EST</td>
<td>International Visitors Committee</td>
</tr>
<tr>
<td>Tuesday, Dec. 1 7:30–8:30pm EST</td>
<td>Publications Committee</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 4:30–5:30pm EST</td>
<td>Nominations and Elections Committee</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 6:00–7:00pm EST</td>
<td>Archives Committee</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 6:00–8:00pm EST</td>
<td>House of Delegates Resolutions Committee Hearing</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 7:30–8:30pm EST</td>
<td>Government and Public Relations Committee</td>
</tr>
<tr>
<td>Thursday, Dec. 3 4:00–5:00pm EST</td>
<td>FASSE Governing Board</td>
</tr>
<tr>
<td>Thursday, Dec. 3 6:00–7:00pm EST</td>
<td>House of Delegates Resolutions Committee Hearing</td>
</tr>
<tr>
<td>Thursday, Dec. 3 6:00–7:00pm EST</td>
<td>Membership Committee</td>
</tr>
<tr>
<td>Thursday, Dec. 3 7:00–8:00pm EST</td>
<td>Awards Committee</td>
</tr>
<tr>
<td>Thursday, Dec. 3 7:00–8:00pm EST</td>
<td>Affiliated Council Presidents</td>
</tr>
<tr>
<td>Thursday, Dec. 3 7:30–8:30pm EST</td>
<td>Carter G. Woodson/Septima Clark Select Subcommittee</td>
</tr>
<tr>
<td>Thursday, Dec. 3 7:00–9:00pm EST</td>
<td>House of Delegates Steering Committee</td>
</tr>
<tr>
<td>Thursday, Dec. 3 8:00–9:00pm EST</td>
<td>House of Delegates Assignment Committee</td>
</tr>
<tr>
<td>Friday, Dec. 4 2:30–3:00pm EST</td>
<td>House of Delegates Credentials Committee</td>
</tr>
<tr>
<td>Friday, Dec. 4 3:15–3:45pm EST</td>
<td>House of Delegates Registration/Check In</td>
</tr>
<tr>
<td>Friday, Dec. 4 4:00–7:30pm EST</td>
<td>64th NCSS House of Delegates Assembly</td>
</tr>
</tbody>
</table>

### NCSS Special Interest Communities

Special Interest Communities are formal subgroups within NCSS that bring together educators with common interests. The full list of Special Interest Communities, including descriptions of their work and goals, is available at [connected.socialstudies.org/ncsscommunities/allncsscommunities](http://connected.socialstudies.org/ncsscommunities/allncsscommunities)

Conference attendees are strongly encouraged to attend any and all virtual community meetings of interest to them. Meetings will take place via Zoom. Community members must provide registration confirmation for the conference and are supplied the Zoom link to their meeting(s). Times listed are Eastern Standard Time (EST)

<table>
<thead>
<tr>
<th>Day, Time</th>
<th>Special Interest Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Dec. 1 3:00–4:00pm EST</td>
<td>Asia Community</td>
</tr>
<tr>
<td>Tuesday, Dec. 1 4:30–5:30pm EST</td>
<td>Canada Community</td>
</tr>
<tr>
<td>Tuesday, Dec. 1 6:00–7:00pm EST</td>
<td>Civic Learning and Engagement Community</td>
</tr>
<tr>
<td>Tuesday, Dec. 1 7:30–8:30pm EST</td>
<td>African American Educators for the Social Studies Community</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 4:30–5:30pm EST</td>
<td>World History Educators Community</td>
</tr>
<tr>
<td>Wednesday, Dec. 2 7:30–8:30pm EST</td>
<td>Human Rights Education Community</td>
</tr>
<tr>
<td>Thursday, Dec. 3 3:00–4:00pm EST</td>
<td>Research Community</td>
</tr>
<tr>
<td>Thursday, Dec. 3 4:30–5:30pm EST</td>
<td>Instruction Community</td>
</tr>
<tr>
<td>Thursday, Dec. 3 6:00–7:00pm EST</td>
<td>Psychology Community</td>
</tr>
</tbody>
</table>
NCSS Special Interest Community Showcase

NCSS Special Interest Communities play a vital role as vehicles for social studies professionals to discuss topics in the profession, seek advice, share their knowledge and connect with others of similar interests. Visit the NCSS Community Showcase by clicking on the Exhibit Hall and then choosing the link for NCSS Community Showcase. You can learn more about each participating community and make connections with community members.

License Renewal Credit
NCSS, in partnership with NCGE and ABA Division for Public Education, is pleased to offer continuing education hours to teachers in most states. For more information, go to [www.socialstudies.org/conference/credits-and-ceu](http://www.socialstudies.org/conference/credits-and-ceu)

Vote for the NCSS Board of Directors after the Conference!

NCSS individual members in good standing as of October 15, 2020, are eligible to vote beginning Monday, Dec. 7 in the NCSS Board of Directors election. Instructions and credentials will be sent by email to access the online ballots.

View bios, videos, and position statements for all candidates at [www.socialstudies.org/board-candidates-2020](http://www.socialstudies.org/board-candidates-2020)

Photos and bios of current Board members are available at [www.socialstudies.org/about](http://www.socialstudies.org/about)
“The online master’s program in history was truly life changing. After earning my degree, I was named Texas History Teacher of the Year and was recruited from the classroom to a district leadership role.”

Steve Sonksen, Graduate

ONLINE HISTORY, MA
University of Nebraska at Kearney

- Thesis and Non-Thesis Options
- Affordable, Accredited University
- Low Student to Faculty Ratio
- Extensive Online Course Offerings in Areas Such as American, European, World, Military, Public and Digital History

online.nebraska.edu

Visit with UNK history faculty in the 2020 NCSS Conference Virtual Exhibit Hall.
NCSS Associated Groups

Local school district social studies supervisors, state social studies specialists, international educators, and college and university faculty members are organized as formal subgroups of NCSS. These groups hold meetings concurrently with the NCSS Annual Conference. Attendance at Associated Group sessions requires NCSS conference registration, and they are open to all NCSS members who meet the criteria in accordance with the Associated Groups' by-laws, and pay NCSS Virtual Conference fees and any additional fees for these meetings.

Council of State Social Studies Specialists (CS4)

CS4 provides a vehicle for the exchange of ideas among the specialists, consultants, and supervisors who have responsibilities for social studies education in the various state departments of education/public instruction. All CS4 attendees must be registered CS4 and NCSS members.

All times listed are Eastern Standard Time (EST)

Tuesday, December 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00–4:30PM EST</td>
<td>Welcome for New CS4 Members—Rosanna Fukuda, CS4 President</td>
</tr>
<tr>
<td>4:30–5:00PM EST</td>
<td>NCSS Welcome Stefanie Wager, NCSS President and Lawrence M. Paska, NCSS Executive Director</td>
</tr>
<tr>
<td>5:15–7:00PM EST</td>
<td>Keynote and Conversation Hosted by Bob Regan, OER Project</td>
</tr>
</tbody>
</table>

Wednesday, December 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00AM–12:00PM EST</td>
<td>Welcome/Business Meeting, Part 1—Rosanna Fukuda, CS4 President</td>
</tr>
<tr>
<td>12:00–1:00PM EST</td>
<td>Building More Complete Learning Experiences About Native Americans with Native Knowledge 360—Ed Schupman, Manager of National Education, Smithsonian’s National Museum of the American Indian</td>
</tr>
<tr>
<td>1:30–2:30PM EST</td>
<td>TBD</td>
</tr>
<tr>
<td>2:30–3:30PM EST</td>
<td>A Glimpse Behind the Curtain: Everything You Always Wanted to Know About Notable Tradebooks in Social Studies—JoAnn Wood, Georgia Department of Education; Brenda Barr, Former Mississippi/Colorado Departments of Education; Holly Swain, The University of Alabama; Annie Whitlock, University of Michigan; Liz Sturm, Lewis University</td>
</tr>
<tr>
<td>4:00–5:00PM EST</td>
<td>OER Network: Leveraging OER for Conference, Curriculum, and Cohort Learning—Bob Regan, OER Project Scott Abbott, DC Public Schools; Jayne Malorni, Nevada Department of Education; Jerry Price, Washington Department of Education; Scott Abbott, DC Public Schools; Leah Renzi, Maryland State Department of Education; Stefanie Wager, Iowa Department of Education</td>
</tr>
</tbody>
</table>

Thursday, December 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00AM–12:00PM EST</td>
<td>Business Meeting (CS4 Regular and Associate Members only) Rosanna Fukuda, CS4 President</td>
</tr>
<tr>
<td>12:00–1:00PM EST</td>
<td>Making Gay History—Eric Marcus, writer/creator of Making Gay History book and podcast</td>
</tr>
<tr>
<td>1:30–2:30PM EST</td>
<td>Economics of the Pandemic Federal Reserve Bank of Atlanta</td>
</tr>
<tr>
<td>2:30–4:00PM EST</td>
<td>CS4 Member Coffee Talk—Joy Hatcher, Georgia Department of Education</td>
</tr>
<tr>
<td>4:00–5:00PM EST</td>
<td>Teaching Civic Online Reasoning—Sarah McGrew, Assistant Professor for Social Studies Education, University of Maryland</td>
</tr>
<tr>
<td>5:15–7:00PM EST</td>
<td>CS4 Gift Exchange Hosted by Gibbs Smith</td>
</tr>
</tbody>
</table>
CUFA consists of higher education faculty members, graduate students, and others who are interested in social studies educational theory and research and their links to practice. As an organization, CUFA advocates for social studies education and generates research-based discussions about the social studies disciplines and their purposes, learning and teaching and their social contexts, the curriculum, teacher education and professional development, and educational policy.

All attendees for the CUFA virtual meeting must register for the NCSS Virtual Conference and pay the $30 fee to receive access to CUFA sessions. The CUFA micro-site is here: https://event.vconferenceonline.com/microsite/html/event.aspx?id=1701

Registered attendees who have paid the CUFA fee can use their NCSS login credentials to enter the site. You can also register for CUFA and NCSS at this site.

All times listed are Eastern Standard Time (EST)

### Monday, November 30

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00–11:30 AM</td>
<td>Welcoming Remarks: Margaret Crocco, 2020 CUFA Chair</td>
</tr>
<tr>
<td>11:45 AM–1:00 PM</td>
<td>General Session 1</td>
</tr>
<tr>
<td>1:15–2:30 PM</td>
<td>General Session 2</td>
</tr>
<tr>
<td>2:30–3:45 PM</td>
<td>General Session 3</td>
</tr>
<tr>
<td>4:00–5:00 PM</td>
<td>Opening Keynote Speaker: Dr. Greg Carr</td>
</tr>
<tr>
<td>5:00–6:00 PM</td>
<td>Graduate Forum Conversations with Colleagues</td>
</tr>
<tr>
<td>6:00–7:00 PM</td>
<td>CUFA Executive Board Meeting</td>
</tr>
<tr>
<td>6:00–7:00 PM</td>
<td>Social Justice Committee</td>
</tr>
<tr>
<td>7:00–8:00 PM</td>
<td>Membership Meet and Greet</td>
</tr>
</tbody>
</table>

### Tuesday, December 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00–11:00 AM</td>
<td>Graduate Forum Conversations with Colleagues</td>
</tr>
<tr>
<td>11:00 AM–12:15 PM</td>
<td>General Session 4</td>
</tr>
<tr>
<td>12:15–12:55 PM</td>
<td>Fireside Chat</td>
</tr>
<tr>
<td>1:00–2:15 PM</td>
<td>General Session 5</td>
</tr>
<tr>
<td>2:30–4:30 PM</td>
<td>General Session 6 Graduate Forum Sessions</td>
</tr>
<tr>
<td>4:45–6:00 PM</td>
<td>General Session 7</td>
</tr>
<tr>
<td>6:15–7:00 PM</td>
<td>Graduate Forum Business Meeting</td>
</tr>
<tr>
<td>7:00–8:00 PM</td>
<td>Small Colleges and Universities Faculty Forum Business Meeting</td>
</tr>
</tbody>
</table>

### Wednesday, December 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 AM–12:15 PM</td>
<td>General Session 8</td>
</tr>
<tr>
<td>12:15–12:55 PM</td>
<td>Fireside Chat</td>
</tr>
<tr>
<td>1:00–2:15 PM</td>
<td>General Session 9</td>
</tr>
<tr>
<td>2:30–3:45 PM</td>
<td>General Session 10 (Graduate Forum Sessions)</td>
</tr>
<tr>
<td>4:00–5:15 PM</td>
<td>General Session 11</td>
</tr>
<tr>
<td>5:30–6:00 PM</td>
<td>CUFA Awards Ceremony</td>
</tr>
<tr>
<td>6:00–7:00 PM</td>
<td>Graduate Forum Conversations with Colleagues</td>
</tr>
<tr>
<td>7:00–8:00 PM</td>
<td>Scholars of Color Business Meeting</td>
</tr>
</tbody>
</table>

### Thursday, December 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00–11:00 AM</td>
<td>JAVA Teaching Networks</td>
</tr>
<tr>
<td>11:00 AM–12:15 PM</td>
<td>General Session 12 (SCUFF Sessions)</td>
</tr>
<tr>
<td>12:15–12:55 PM</td>
<td>Fireside Chat</td>
</tr>
<tr>
<td>1:00–2:15 PM</td>
<td>General Session 13</td>
</tr>
<tr>
<td>2:30–3:45 PM</td>
<td>General Session 14</td>
</tr>
<tr>
<td>4:00–5:00 PM</td>
<td>Closing Keynote Speaker: Dr. Vanessa de Oliveira Andreotti</td>
</tr>
<tr>
<td>5:00–6:00 PM</td>
<td>CUFA Business Meeting</td>
</tr>
<tr>
<td>6:00–7:00 PM</td>
<td>Closing Reception/Happy Hour</td>
</tr>
</tbody>
</table>

### Friday, December 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–10:00 AM</td>
<td>CUFA Executive Board Meeting</td>
</tr>
<tr>
<td>9:00 AM–5:00 PM</td>
<td>CUFA/NCSS Research into Practice Sessions</td>
</tr>
</tbody>
</table>
General Session 1
Monday, Nov. 30 11:45am–1:00pm EST

CUFA Breakout Room 2

Interrogating Social Studies Standards
Chair: Scott Roberts, Central Michigan University
Discussant: Lauren McArthur Harris, Arizona State University

Reinforcing White Privilege: The Marginalization of Latinxs Across State Standards for U.S. History
Caroline J. Conner, Kennesaw State University

“A Reaffirmation of the Commitment of Free Peoples”: An Analysis of Holocaust Education State Mandates
Rebecca C. Christ, Florida International University; Brandon J. Haas, Plymouth State University

Women and Gender in Virginia’s Secondary World History Curriculum: What’s the Problem?
Suzanne Sherburne, Virginia Tech University

Social Studies and the Machines: A Study of How Technology is Framed in State Curriculum Standards
Daniel Krutka, University of North Texas; Scott Alan Metzger, Penn State University

CUFA Breakout Room 3

Contested Historical Spaces: Virtual Interactive Holocaust Survivor Testimony
Discussant: Jeffery Parker, U.S. Holocaust Memorial Museum
Alan Marcus, University of Connecticut; Ian McGregor, University of Connecticut; Jeremy Stoddard, University of Wisconsin-Madison; Simone Schieber, University of Wisconsin-Madison; Gary Mills, University of Nottingham; Rotem Maor, Bar-Ilan University; David Hicks, Virginia Tech

CUFA Breakout Room 4

Exploring Powerful Practices in Teacher Education
Chair: Brian Furgione, University of Central Florida & Seminole County Public Schools
Discussant: Iada Kohlmeier, Auburn University

Lessons Learned and Unlearned in a Critical Place-Based Elementary Social Studies Course
Aaron Bodle, James Madison University; Emma Thacker, James Madison University

Changing Teaching Practice: Integrating the C3 Framework Through Action Research
Meghan Manfra, North Carolina State University; John Lee, North Carolina State University; Lisa Lamb, North Carolina State University

Learning to Teach Controversial History: Situating Student Teaching Practice in a Middle Ground
Judy Pace, University of San Francisco

“The Work of Art is a Scream of Freedom”: The Power of Multimodal Arts and Humanities in Bringing a More Equitable Lens to Teaching Marginalized Histories
Joanna Batt, The University of Texas at Austin; Michael Joseph, The University of Texas at Austin

CUFA Breakout Room 5

Preparing Preservice Teachers to Incorporate Religion into the Social Studies Curriculum: A Contemporary Issues Dialogue
Rory Tannebaum, Merrimack College; Cynthia Sunal, The University of Alabama

CUFA Breakout Room 6

Researching Social Studies’ Capacity for Social Justice Teaching
Chair: Jesús Tirado, Auburn University
Discussant: Denisha Jones, Sarah Lawrence College

Teaching Social Studies for Justice: A Study of the Beliefs and Practices of Preservice Teachers
Christopher Martell, University of Massachusetts Boston; Rob Martinelle, Boston University; Jennifer Chalmers-Curren, Boston University

Racial Literacies for White Preservice Teachers in a Community of Color Setting
Tommy Ender, Rhode Island College

Pursuing Abolitionist Teaching in Teacher Education: A Reflective Narrative
Chantelle Grace, University of Georgia

The Power of Action Research in Developing Culturally Responsive Teaching Practices: A Case Study of Three Secondary Social Studies Teachers
Hillary Parkhouse, Virginia Commonwealth University; Eiana Bennett, Virginia Commonwealth University; David Glass, Meadowbrook High School; Dana Billett, Tuckahoe Middle School; Elizabeth Murray, Tuckahoe Middle School

CUFA Breakout Room 7

The Divide Within: Intersections of Realities, Facts, Theories, and Practices
Laura Handler, The University of North Carolina at Charlotte; Tracy Rock, The University of North Carolina at Charlotte; Tina Heafner, The University of North Carolina at Charlotte; Wayne Journell, University of North Carolina at Greensboro; Jessica Norwood, The University of North Carolina at Charlotte; Dean Vesperman,
General Session 2  
Monday, Nov. 30 1:15–2:30pm EST

CUFA Breakout Room 2

Becoming Teacher Educators: Collectively Navigating the Troubled Terrain
Joseph McAnulty, University of Georgia; Todd Dinkelman, University of Georgia; Amelia H. Wheeler, University of Georgia; Morgan Tate, University of Georgia; Elaine Alvey, University of Georgia; Chantelle Grace, University of Georgia; Kelly Koch, University of Georgia

CUFA Breakout Room 3

(Un)Mapping (Curricular) Identities: Counter-Cartographies as a Culturally Sustaining Pedagogy
Bretton Varga, California State University, Chico; Muna Saleh, Concordia University

CUFA Breakout Room 4

Crossing Borders for More Inclusive Social Studies
Chair: Eric Moffa, Washington and Lee University
Discussant: Ashley Taylor Jaffe, James Madison University

How Many Borders Do Children Need to Cross to Reach a Welcoming Classroom?
Muge Olgun Baytas, The Pennsylvania State University

Navigating Borders: Immigration Teaching and Learning in K-12 Classrooms
Thomas Owenby, University of Wisconsin-Madison

Encountering the Symbolic Boundary of Race in Research with Students from Immigrant Backgrounds
Donald McClure, St. John's University

From Anabaptist to Cambodian Refugees: Making Sense of the Syrian Crisis Through Multiple Historical Perspectives
Heidi Torres, The University of Oklahoma

CUFA Breakout Room 5

Culturally Relevant Social Studies Standards: The Case of Washington, DC
Kristin Sinclair, Georgetown University; Jessica Satter, DC State Board of Education; Jessica Rucker, EL Haynes Public Charter School; Daniel R. Espinás, District of Columbia Public Schools and Vanderbilt University; Alex O’Sullivan, student at BASIS DC Public Charter High School

CUFA Breakout Room 6

Teaching Controversial Issues in Varied National Contexts
Chair: Rebecca Mueller, University of South Carolina Upstate
Discussant: Wayne Journell, University of North Carolina at Greensboro

Social Studies Preservice Teachers Practice Facilitating Whole-Group Discussions of Controversial Issues: Examining the Emergence of One High-Leverage Practice
Sarah Kaka, Ohio Wesleyan University; Joshua Littenberg-Tobias, Massachusetts Institute of Technology; Taylor Kessner, Arizona State University; Katrina Kennett, University of Montana Western; Anthony Francis, Oakland University; G.R. Marvez, Massachusetts Institute of Technology; Justin Reich, Massachusetts Institute of Technology

Exploration of Teachers' Teaching of Controversial Global Issues in Asian Contexts
Yu-Han Hung, University of Houston-Downtown

Teachers' Experiences and Philosophies of Teaching Controversial Issues in a Polarized Political Climate
Nicholas Phillips, Auburn University

Teaching in the Tip: Framing Controversy and Epistemic Contentiousness
Rebecca Geller, University of Wyoming

General Session 3  
Monday, Nov. 30 2:30–3:45pm EST

CUFA Breakout Room 2

Book Talk: Opportunities and Challenges in Holocaust Education
Alexander Pope, Salisbury University; Jennifer Lemberg, The Olga Lengyei Institute for Holocaust Studies and Human Rights

CUFA Breakout Room 3

Centering Students in Social Studies Research
Chair: Paul Yoder, Eastern Mennonite University
Discussant: Sara Levy, Wells College

Awesome Architects, Copyrights and Containment: Social Studies Teachers Make Sense of Youths' Maps
Erin Adams, Kennesaw State University
“The British Were Jealous”: Using Verbal Protocol to Understand Fourth Graders’ Processing of Text
Kristy Brugar, The University of Oklahoma; Kathryn L. Roberts, Wayne State University

Student Encounters with Difficult Knowledge in Social Studies: A Phenomenological Study
Peter Nelson, Michigan State University

Investigating the Implicit: An Exploration of Elementary Students’ Conceptions of Gender
Alyssa Whitford, Michigan State University

Civic Education: Time to Let the Old Ways Go?
Elizabeth Washington, University of Florida; Keith Barton, Indiana University

What Do High School Students of World History Learn on a Field Trip to Five Sacred Spaces?
Sarah Brooks, Millersville University of Pennsylvania

Developing Teacher-Scholars of Latin America and Caribbean: Tales from Two Teacher Professional Development Workshops
Sarah A. Matthews, Florida International University; Sherrie Beeson, Florida International University

How Global Educators Positioned the World: The World Views and Teaching Interconnectedness, Justice Orientations, and Cosmopolitanism
Hanadi Shatara, University of Wisconsin-La Crosse

Constructing the Stories of the Other: Teachers’ Travel Experiences and their Pedagogies for Global Perspectives
Gerardo Aponte-Safe, University of Wisconsin-La Crosse

Teaching Historical Contextualization: Pilot Results with Urban High School Students
Susan De La Paz, University of Maryland; Daniel Wissinger, Indiana University of Pennsylvania; Cameron Butler, University of Maryland, Magdalena Gross, Adobe

Who are We and What do We Believe? The Perceptions and Practices of Urban and Nonurban Social Studies Teachers in One Midwestern State
Brad Maguth, The University of Akron; Sarah Kaka, Ohio Wesleyan University; Nancy Patterson, Bowling Green State University

A Dissenting View: Teacher Perceptions of Historically Underrepresented Students in AP Classes
Matt Campbell, University of Houston-Downtown

The Instructional Adaptations of Equity-Centered Social Studies Teachers in High-Poverty Secondary Schools
Christopher Seeger, University of Virginia

Promoting Discussion in History and Civics Classrooms
Discussant: Paula McAvoy, North Carolina State University
Eric Freedman, The University of Iowa; Gayle Cribb, WestEd; Cynthia Greenleaf, WestEd; Jada Kohlmeier, Auburn University; Lightning Jay, University of Pennsylvania; Crystal Maglio, Envision Education

Aca^demia in an Age of COVID: What to Think About with Jobs and First Years as Faculty Members
Discussants: Rebecca C. Christ, Florida International University; Bretton Varga, California State University, Chico
Facilitator: Ginelle Rosenberg, Florida International University
Graduate Forum Conversations with Colleagues
Tuesday, Dec. 1 10:00-11:00am EST

CUFA Breakout Room 2
A Critical Endeavor: Reflecting on and Conveying Positionally in Research and Writing
Discussion: Kathryn Engebretson, Indiana University; J.B. Mayo, University of Minnesota
Facilitator: Molly Siebert, University of Minnesota

Research in the Age of COVID: How Can Technology Help and Hinder Scholarship?
Discussion: Daniel Krutka, University of North Texas; Marie Heath, Loyola University; Jesús Tirado, Auburn University
Facilitator: Scott Durham, Michigan State University

General Session 4
Tuesday, Dec. 1 11:00am–12:15pm EST

CUFA Breakout Room 2
Tools of the Trade: LGBTQ+ Multimedia Use in Teacher Education
Cathy Brant, Rowan University; Lara Willox, University of West Georgia

CUFA Breakout Room 3
“Yeah, But ALL My Kids are Christian”: Religious Freedom and Public Education in the South
Lisa Buchanan, Elon University; Sohyun An, Kennesaw State University; Elizabeth Saylor, University of Georgia; Aaron Bodle, James Madison University; Elizabeth Bellows, Appalachian State University

CUFA Breakout Room 4
Expanding the Horizons of Citizenship Education Beyond the U.S.
Chair: Yu-Han Hung, University of Houston-Downtown
Discussion: Steve Masyada, Lou Frey Institute

Teaching Democracy Outside of the Classrooms: Examining the (Dis)Missed Opportunities of Two Israeli Extracurricular Civic Education Projects

“How Do You See Yourselves Playing a Part?”: Teachers’ Pedagogical Strategies for Politically Empowering Disenfranchised Youth
Annaly Babb-Guerra, New York University

Speaking of Critically Engaged Denizenship: Lessons from Morocco on an Empowered Other Civic Status
Jennice McCafferty-Wright, Missouri State University

Rethinking the Citizen: Malawi and the Quest to Preserve Local Civic Entities
Sandra Schmidt, Teachers College, Columbia University

Interrogating White Supremacy in Social Studies
Chair: Ryan Oto, University of Minnesota
Discussion: Rebecca C. Christ, Florida International University

Trauma in the Social Studies: How Teachers Negotiate its Ever-Present Reach
Scott Durham, Michigan State University; Peter Nelson, Michigan State University

The Place of White Supremacy and Racism in High School U.S. History Classrooms: A Comparative Case Study
Christoph Stutts, The University of North Carolina at Chapel Hill

American Dream Denied: United States History Textbooks and the Possessive Investment in Whiteness
Bonnie Lewis, University of Kentucky

Grandmother Cedar as Sovereignty Teacher: Non-Native Teachers’ Learning Through Indigenous Knowledges and Tribal Curriculum
Jenni Conrad, Temple University
This research was funded by a CUFA-FASSE Social Justice Social Studies Research Grant

Preparing Future Social Studies Scholars and Educators: An Interactive Symposium on Mentoring Doctoral Students
J.B. Mayo, University of Minnesota; Margaret Crocco, Retired; Tony Castro, University of Missouri; Li-Ching Ho, University of Wisconsin-Madison; Avner Segall, Michigan State University; Elaine Alvey, University of Georgia; ArCasia James-Galloway, University of Illinois Urbana-Champaign; Alex Honold, University of Michigan; Adam Schmitt, University of Southern Maine
**CUFA Breakout Room 7**

**Questioning the Ties Between Social Studies and the Disciplines**  
*Chair:* Shanedra Nowell, Oklahoma State University  
*Discussant:* Stephen Thornton, University of South Florida

**The Influence of Discipline Literacy and General Literacy Skills on Comprehension and Achievement in Social Studies**  
Antoinette Rochester, The University of North Carolina at Charlotte; Tina Heafner, The University of North Carolina at Charlotte

**Incorporating Decoding the Disciplines into Teacher Education: Transforming a Research and Teaching Paradigm into a Pedagogy of Teacher Education**  
Jared McBrady, SUNY Cortland

**The Disciplinary and Critical Divide in Social Studies Teacher Education Research**  
Lightning Jay, University of Pennsylvania

**Constructing Compelling Questions: Learning to Teach with Inquiry**  
Alexander Cuenca, Indiana University; Michelle Rupenthal, Indiana University; Scot Wilson, Indiana University

**Tuesday, Dec. 1**  
12:15–12:55 EST

**CUFA General Session Room**

**Fireside Chat**  
Wayne Journell, University of North Carolina Greensboro; Joel Westheimer, University of Ottawa

**General Session 5**  
Tuesday, Dec. 1 1:00–2:15 EST

**CUFA Breakout Room 2**

**Financial Literacy, Financialization, and Social Education, Critical Perspectives—A Book Talk Conversation**  
Thomas Lucey, Illinois State University; Shakeaia Finley, University of Missouri; Shannon Calderone, Washington State University; Christina Aulino, University of Florida; Elizabeth Washington, University of Florida; Agata Soroko, University of Ottawa

**CUFA Breakout Room 3**

**An Educators’ Network of Radical Love: Collaborative Initiative Session**  
Cathryn van Kessel, University of Alberta; Muna Saleh, Concordia University of Edmonton

**CUFA Breakout Room 4**

**Confronting Master Narratives with Critical Approaches**  
*Chair:* Jenni Conrad, Temple University  
*Discussant:* Lance Mason, Indiana University Kokomo

**Critical Peace and Civic Education: A Case Study of Pedagogical Implementation**  
Matt Dingler, University of Arkansas; Jason Endacott, University of Arkansas

**Countering Conservative Critics’ Affront on Multicultural Social Studies and a Clarion Call for Collective Activism**  
Omiunota Ukpokodu, University of Missouri-Kansas City

**Preservice Teachers Confronting and Examining Bias: Media’s Portrayal of Race and Racism**  
Natasha Murray-Everett, West Virginia University; Donan Harrison, The Ohio State University at Newark

**CUFA Breakout Room 5**

**Investigating Questions in History Teaching**  
*Chair:* Colleen Fitzpatrick, Wake Forest University  
*Discussant:* Michael Marino, The College of New Jersey

**Race and the Evidence of Experience: Accounting for Race in Historical Thinking**  
Tadashi Dozono, California State University Channel Islands

**Uncoverage in an Undergraduate History Survey: Prospective Social Studies Teachers as Students in a College History Classroom**  
Jared McBrady, SUNY Cortland

**Cultural Memory in a High School History Classroom**  
Travis Seay, Missouri State University

**Unbuilt Bridges: Examining the Inclusion of the United States in World History Instruction**  
Erin Bronstein, Michigan State University
## CUFA Breakout Room 6

### Scaling Civic Education for All Youth: Lessons from a Model District-Wide Initiative

Leah Bueso, Civic Engagement Research Group, University of California, Riverside; Joseph Kahne, Civic Engagement Research Group, University of California, Riverside; Benjamin Bowyer, Civic Engagement Research Group, University of California, Riverside; Erica Hodgin, Civic Engagement Research Group, University of California, Riverside

## CUFA Breakout Room 7

### Situating Gender and Sexuality in Social Studies

**Chair:** Joanna Batt, The University of Texas at Austin  
**Discussant:** Jon Wargo, Boston College

### Essential Voices: The Lived Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Individuals in a Rural School

Heather Abrahamson, University of Minnesota

### But Dudes Have Feelings Too

Daniel Bordwell, Anoka-Hennepin ISD

### A Story to Learn By: A New Social Studies Teacher’s Journey Enacting an Intersectional Justice Praxis

Molly Siebert, University of Minnesota Twin Cities

### Reimagining Gender and Sexuality While What Gets Better

Sandra Schmidt, Teachers College, Columbia University

---

## Graduate Forum Sessions

**Tuesday, Dec. 1 2:30–3:25 PM EST**

### Issues in Teacher Education

**Discussant:** Cathryn van Kessel, University of Alberta  
**Facilitator:** Scott Durham, Michigan State University

### “Humanizing Co-Creatorship” and Critical Race Theory’s Anti-Disciplinary Radicalism in Secondary Teacher Preparation

Kyle Chong, Michigan State University; Sheila Orr, Michigan State University

---

### Social Studies Teachers and the Long Game for Justice: A Review of Research on Social Studies Teaching and Social Justice

Jennifer Chalmers-Curren, Boston University

### A Mixed Methods Investigation of Social Education Programming Effectiveness within Teacher Education

Anne Aydinian-Perry, University of Houston

---

### Difficult History and Knowledge

**Discussant:** Andrea Hawkman, Utah State University  
**Facilitator:** Erin Bronstein, Michigan State University

### When Whiteness Becomes a Barrier to Teaching Difficult History: Even for the “Woke” History Teacher

Brittan Jones, Michigan State University

### Teaching Difficult History Through Images and Narratives at the 9/11 Memorial and Museum

Rebecca Rosen, University of Rochester

### Bridges Over Troubled Waters: Teaching Difficult Histories in Secondary Social Studies Classrooms

Michael Joseph, The University of Texas at Austin

---

### The Immigrant Experience: Narratives in Global and U.S. Educational Contexts

**Discussant:** Li-Ching Ho, University of Wisconsin-Madison  
**Facilitator:** Genevieve Caffrey, University of Missouri

### Conceptions of Childhood as “Funds of Knowledge” Affecting Immigrant Parents’ Educational Expectations

Mary Adu-Gyamfi, University of Missouri

### Dislocated Citizenship: A Narrative Inquiry on National Identity of Cross-Border Hong Kong Students in Beijing

Yubing Liu, University of Wisconsin-Madison

### Social Studies Teachers’ Development of Productive Pedagogical Disruptions for Immigrant Youth

Brian Tauzel, University of Washington
Graduate Forum Sessions
Tuesday, Dec. 1 3:35–4:30pm EST

CUFA Breakout Room 2

Issues of Race, Identity, and Culture
Discussant: Kristen Duncan, Clemson University
Facilitator: Molly Siebert, University of Minnesota

Exposing White Fragility and White Emotionalities in Hello Privilege, It’s Me, Chelsea
Mary Adu-Gyamfi, University of Missouri; Greg Simmons, University of Missouri

Whose Asian America Do We Teach in the California Secondary Curriculum?: Toward Positionally-Conscious History Teaching
Kyle Chong, Michigan State University

Teaching and Learning with the C3 Framework: Professional Development, Inquiry, and Culturally Relevant Pedagogy
Arlene Lowery, North Carolina State University

CUFA Breakout Room 3

Social Studies Curricular Resources
Discussant: LaGarrett King, University of Missouri
Facilitator: Erin Bronstein, Michigan State University

No Ancient Crime: Tensions and Immediacy and Abstraction in Lesson Design Regarding Environmental Issues
Elaine Alvey, University of Georgia

A Content Analysis of Historical Knowledge About the 1980s in Three High School U.S. History Textbooks
Andrew Porter, George Mason University

Who Controls the Pen? The Power Behind Unspoken Narratives and How Historically Silenced Perspectives are Addressed in the Social Studies Standards and Curriculum
Elizabeth Osborne, West Virginia University

Turning the Tide: Sylvia Winter and Social Studies Education
Greg Simmons, University of Missouri

CUFA Breakout Room 4

Issues of Race, Identity, and Culture
Discussant: Christopher Clark
Facilitator: Scott Durham, Michigan State University

Exposing White Fragility and White Emotionalities in Hello Privilege, It’s Me, Chelsea
Mary Adu-Gyamfi, University of Missouri; Greg Simmons, University of Missouri

Whose Asian America Do We Teach in the California Secondary Curriculum?: Toward Positionally-Conscious History Teaching
Kyle Chong, Michigan State University

Teaching and Learning with the C3 Framework: Professional Development, Inquiry, and Culturally Relevant Pedagogy
Arlene Lowery, North Carolina State University

CUFA Breakout Room 5

Media Literacy and Citizenship
Jillian O’Connor, The University of Oklahoma

Historical Edutainment: What is “Crash Course” Teaching Students About History?
James Miles, University of Toronto

Teaching Critical Citizenship Education in a Middle School Social Studies Classroom
Casey Holmes, North Carolina State University

CUFA Breakout Room 6

Social Studies Curricular Resources
Discussant: LaGarrett King, University of Missouri
Facilitator: Erin Bronstein, Michigan State University

No Ancient Crime: Tensions and Immediacy and Abstraction in Lesson Design Regarding Environmental Issues
Elaine Alvey, University of Georgia

A Content Analysis of Historical Knowledge About the 1980s in Three High School U.S. History Textbooks
Andrew Porter, George Mason University

Who Controls the Pen? The Power Behind Unspoken Narratives and How Historically Silenced Perspectives are Addressed in the Social Studies Standards and Curriculum
Elizabeth Osborne, West Virginia University

Turning the Tide: Sylvia Winter and Social Studies Education
Greg Simmons, University of Missouri

CUFA Breakout Room 7

Media Literacy and Citizenship
Jillian O’Connor, The University of Oklahoma

Historical Edutainment: What is “Crash Course” Teaching Students About History?
James Miles, University of Toronto

Teaching Critical Citizenship Education in a Middle School Social Studies Classroom
Casey Holmes, North Carolina State University

CUFA Breakout Room 8

Social Studies Curricular Resources
Discussant: LaGarrett King, University of Missouri
Facilitator: Erin Bronstein, Michigan State University

No Ancient Crime: Tensions and Immediacy and Abstraction in Lesson Design Regarding Environmental Issues
Elaine Alvey, University of Georgia

A Content Analysis of Historical Knowledge About the 1980s in Three High School U.S. History Textbooks
Andrew Porter, George Mason University

Who Controls the Pen? The Power Behind Unspoken Narratives and How Historically Silenced Perspectives are Addressed in the Social Studies Standards and Curriculum
Elizabeth Osborne, West Virginia University

Turning the Tide: Sylvia Winter and Social Studies Education
Greg Simmons, University of Missouri

General Session 7
Tuesday, Dec. 1 4:45–6:00pm EST

Motherscholars at CUFA: Engaging Community, Dialogue, Scholarship, and Advocacy
Sohyun An, Kennesaw State University; Brooke Blevins, Baylor University; Chara Bohan, Georgia State University; Lauren Yarnell Bradhaw, University of North Georgia; Genevieve Caffrey, University of Missouri; Lauren Colley, University of Cincinnati; Caroline J. Conner, Kennesaw State University; Jenni Conrad, University of Washington; Michelle Cude, James Madison University; Melissa Gibson, Marquette University; Ashley Taylor Jaffe, James Madison University; Rebecca Mueller, University of South Carolina Upstate; Natasha Murray-Everett, West Virginia University; Aubrey Southall, Aurora University; Emma Thacker, James Madison University; Annie Whitlock, University of Michigan-Flint; Melissa Rojas Williams, The University of Texas at Austin
### CUFA Breakout Room 3

Analyzing the Power of Place for Diverse Pedagogical Ends  
**Chair:** Sarah McGrew, University of Maryland  
**Discussant:** Mark Helmsing, George Mason University

Finding History in Place: Making Meaning with Public History  
Helen Lubbock, Vanderbilt University; Andrew Hostetler, Vanderbilt University; Rogers Hall, Vanderbilt University; Lorenzo Washington, Jefferson Street Sound Museum

Historians Who Walk: Historical Thinking and Urban Landscapes in New York City and Philadelphia  
Michael Marino, The College of New Jersey

Using Counter-Monuments and Museums to Foster Antiracist Social Studies Teaching Among Preservice Teachers  
Sara Demoiny, Auburn University

Than a Feeling: Exploring the Affective Entanglements of Meaning-Making at Sites of Difficult History  
Allison Weller, Teachers College, Columbia University

### CUFA Breakout Room 4

Cultivating Civic Beliefs in Teachers and Students in Tough Times  
**Chair:** Hillary Parkhouse, Virginia Commonwealth University  
**Discussant:** John Broome, University of Mary Washington

Classroom Culture in the Social Studies Classroom: The Abilities of Preservice Teachers  
Sarah Kaka, Ohio Wesleyan University

Teacher Definitions of Civic Education: Beliefs and Practice Under High-Stakes Testing  
Joshua Carey, University of Wisconsin-Oshkosh

Exploring Preservice Teachers’ Civic Education Beliefs with Q Methodology  
Sara Gailey, Utah State University; Ryan Knowles, Utah State University

Literature Circles: A Tool for Fostering Critical Civic Empathy in Preservice Teacher Education  
Erin Piedmont, University of North Alabama; Kathryn Obenchain, Purdue University

### CUFA Breakout Room 5

Examining Policy and Assessment in Social Studies Education  
**Chair:** Kelly Siegel-Stechler, Johns Hopkins University  
**Discussant:** Kevin Meuwissen, University of Rochester

Brave New World: Teachers and the Process of Assessment Design  
Gabriel Reich, Virginia Commonwealth University; Kimberly Bowman, Virginia Commonwealth University

Top Down, Bottom Up … and Then What Happened? Assessment Policy Change in Middle School History Classrooms  
Michel Gurlea, University of Virginia; Tyler Woodward, University of Virginia; Stephanie van Hover, University of Virginia

“How We Are Us”: Using Performance Assessment in a History Classroom  
Colleen Fitzpatrick, Wake Forest University; Stephanie van Hover, University of Virginia

Teaching and Coping in an Age of Accountability: Towards a Contingent Social Studies  
Peter Nelson, Michigan State University

### CUFA Breakout Room 6

Investigating Artistic Expression in Social Studies  
**Chair:** Timothy Lintner, University of South Carolina Aiken  
**Discussant:** Cathy Johnson, Indiana University Southeast

Art as Discussion: Unpacking Historical and Contemporary Social Studies in Guatemala  
Lauren Bagwell, University of Wisconsin-Madison

Sound Civics, Heard Histories: A “Telling Case” of Young Children Mobilizing Digital Media to “Write” (Right) Geo-Injustice  
Jon Wargo, Boston College

Dewey, Freire … and Hip-Hop?: Using Hip-Hop Pedagogy as a Foundation for Critical Inquiry in the Social Studies Classroom  
Kelly Allen, University of Wisconsin-Milwaukee; Marie Sandy, University of Wisconsin-Milwaukee

The “Quest” Generation: The Role of Hip-Hop Identity and Culture in Disrupting Social Studies  
Delandrea Hall, The University of Texas at Austin; Steven Montemayor, The University of Texas at Austin
CUFA Breakout Room 7

**Pursuing Environmental Citizenship in the Social Studies**  
*Chair:* Judy Pace, University of San Francisco  
*Discussant:* Bethany Vosburg-Bluem, Otterbein University

**Somewhere in Between: Theorizing Hope in the Face of Environmental Catastrophe**  
*Elaine Alvey, University of Georgia*

**From the Jungle to the Classroom: A Journey to Becoming an Ecojustice Educator**  
*Greer Burroughs, The College of New Jersey; Marissa Bellino, The College of New Jersey*

**Sustainable Living, Global Citizenship and Teaching About Community**  
*Jay Shuttleworth, Long Island University, Brooklyn*

**Can Engaging Youth in Environmental Policy Controversy Discussions Boost Their Sense of Political Efficacy? A Case Study on Taiwanese New Immigrants**  
*Yun-Wen Chan, Texas State University; Marcus Wayne Johnson, Texas State University*

---

Tuesday, Dec. 1  
6:15–7:00 pm EST

CUFA Breakout Room 2

**Graduate Forum Business Meeting**  
*Chair:* Genevieve Caffrey, University of Missouri

---

Tuesday, Dec. 1  
7:00–8:00 pm EST

CUFA Breakout Room 3

**Small Colleges and Universities Faculty Forum Business Meeting**  
*Chair:* Greer Burroughs, The College of New Jersey  
*Facilitator:* Paul Yoder, Eastern Mennonite University

---

Wednesday, Dec. 2  
10:00–11:00 am EST

CUFA General Session Room

**JAVA Research Networks**  

**General Session 8**  
Wednesday, Dec. 2  
11:00 am–12:15 pm EST

CUFA Breakout Room 2

**Unpacking Criticality: How Do You Show Up?**  
*Jane Lo, Michigan State University; Natasha Merchant, University of Washington Bothell; Tadashi Dozono, California State University Channel Islands; Christopher Busey, University of Florida; Maribel Santiago, University of Washington*

---

CUFA Breakout Room 3

**Positioning Students for Political Discussions**  
*Joseph McAnulty, University of Georgia; H. James Garrett, University of Georgia*

**Political Discussions in a Partisan Era: How High School Students Respond to Political Diversity**  
*Paula McAvoy, North Carolina State University; Greg McAvoy, University of North Carolina at Greensboro; Arine Lowery, North Carolina State University*

**Citizenship Education Beyond Deliberation: Toward a Theory of Social Studies Discussions for Justice**  
*Mark Hlavacik, University of North Texas; Daniel Krutka, University of North Texas*
Developing Young Citizens at a Critical Historical Moment  
Chair: George Lipscomb, Furman University  
Discussant: Kristy Brugar, The University of Oklahoma

Reconceptualizing Civic Perspective-Taking: Expanding Understandings of the Concept Through Analysis of Students’ Engagement with a Curricular Intervention  
William Toledo, University of Nevada, Reno

Learning Their Place as a Political Entity: Engaging Taiwanese Youth in Place-Based Environmental Controversy Deliberations  
Yun-Wen Chan, Texas State University

“Who Cares?”: Young Adolescents’ Perceived Barriers to Civic Action  
Michelle Bauml, Texas Christian University; Brooke Blevins, Baylor University; Victoria Davis Smith, Baylor University; Kevin Magill, Baylor University; Karon LeCompte, Baylor University

Student Perceptions of Support for Civic Identity in a U.S. Government Course  
Sarah Denney, Brooks DeBartolo Collegiate High School

Examining Multi-Modal Texts in the Social Studies Classroom  
Chair: Jason Fitzgerald, Monmouth University  
Discussant: Hilary Conklin, DePaul University

Preservice Social Studies Teachers Analyze Documentary Films About Immigration  
Jeremy Hilburn, University of North Carolina Wilmington; Lisa Buchanan, Elon University; Wayne Journell, University of North Carolina at Greensboro

“The Message”: Examining the Potential of Hip-Hop Pedagogy in Social Studies Education  
Kelly Allen, University of Wisconsin-Milwaukee; Jeffrey Hawkins, University of Wisconsin-Milwaukee

(Dis)Connected Democracy: The Possibilities and Tensions of Civic Education in a Digital Age  
Nicole Mirra, Rutgers University; Joseph Kahne, University of California, Riverside; Antero Garcia, Stanford University; Sarah McGrew, University of Maryland; Brendesha Tynes, University of Southern California

Edgar Diaz, University of Miami
## CUFA Breakout Room 3

### Activating Needed Change in Social Studies Curriculum

**Chair:** Alex Honold, University of Michigan  
**Discussant:** Sara Demoyn, Auburn University

### Engaging Contested Histories: Toward a Theory of Trauma-Acknowledging History Instruction

Paul Yoder, Eastern Mennonite University; Katrina Yoder, Harrisonburg City Public Schools

### Seeking an Antidote to Radical Right-Wing Populism: Do the Blackfoot Have an Answer for Us?

Cory Wright-Maley, St. Mary's University; Cathryn Van Kessel, University of Alberta

### Breaking Media Frames: Principles to Critical News Literacy in the Neoliberal Era

Lance Mason, Indiana University Kokomo

### A Case of a Happiness Curriculum

Kyle Chong, Michigan State University

## CUFA Breakout Room 4

### Bringing Lived Experiences into the Social Studies

**Chair:** Christopher Seeger, University of Virginia  
**Discussant:** Lara Willox, University of West Georgia

### Honoring Intergenerational Knowing: Towards a Curriculum of Rahma

Muna Saleh, Concordia University of Edmonton

### The Erasure of the Enslaved: An Autoethnography on Plantation Tours

Kristen Duncan, Clemson University

### Black Panthers and Black Curriculum: A Black Male Teacher-Coaches Life-Inspired Revisionist History

Daniel Thomas, The University of Texas at Austin

## CUFA Breakout Room 5

### Financial Literacy, Financialization, and Social Education, Traditional Perspectives and Topics—A Book Talk Conversation

Thomas Lucey, Illinois State University; Josh Harris, Kansas State University; Megan McCoy, Kansas State University; Ives Machiz, Kansas State University; Lamindy Joseph, Kansas State University; Pauline Prevette, University of Manchester; Valarie Farnsworth, University of Leeds; Afroditi Kalambouka, University of Manchester; Xin Shi, Manchester Metropolitan University

## CUFA Breakout Room 6

### Histories of Social Studies: Recent Developments and Future Directions

Christine Woyshner, Temple University; Alana Murray, Shady Grove Middle School; J. Spencer Clark, Kansas State University; Teresa Wojcik, Villanova University

## CUFA Breakout Room 7

### Investigating Citizenship Efforts in Elementary Classrooms

**Chair:** Matthew Missias, Grand Valley State University  
**Discussant:** Jennifer Hauser, Randolph-Macon College

### Localizing Civics: Providing Second-Grade Students Opportunities to Engage with Locally-Relevant Civics Through a Collaborative Partnership

William Toledo, University of Nevada, Reno

### Yes! I Have Rights: First Amendment Freedoms in Elementary Classrooms

Karon LeCompte, Baylor University; Kenley Bailey, Baylor University

### Learning to Ask Their Own Questions: Developing Inquiry Questions in Third Grade Social Studies

Ryan Hughes, University of North Carolina at Greensboro; Christy Manhatta, University of North Carolina at Greensboro

### “Won’t You Be My Neighbor?” Family Perceptions of Character Education and Social Emotional Learning in New Media

Kelsey Evans-Arnalu, Delta State University; Brian Furgione, University of Central Florida

## General Session 10

**Wednesday, Dec. 2**  
**2:30–3:45 pm EST**

### Scholars of Color Forum Sessions

**Chair:** Jesús Tirado, Auburn University

### The Work of Belonging: Toward a Theory of Anti-Racist Pedagogy in Civics Education

Ryan Oto, University of Minnesota

### Building Inclusive Communities in Elementary Social Studies

Natasha Murray-Everett, West Virginia University; Stephanie Schroeder, The Pennsylvania State University
Black Feminist Perspective on the Treatment of Enslaved Women in U.S. and Brazilian Secondary History Textbooks
Nafees Khan, Clemson University; Kristen Duncan, Clemson University

Political Adolescents in the Present: Their Ideas, Discourses, and Contexts of Engagement
Kevin Meuwissen, University of Rochester; Rebecca Rosen, University of Rochester; Anne-Lise Halvorsen, Michigan State University; Margaret Crocco, Michigan State University; Rebecca Jacobsen, Michigan State University; Avner Segall, Michigan State University; Jeremy Stoddard, University of Wisconsin-Madison; Jennifer Hauer, Randolph-Macon College; Wayne Journell, University of North Carolina at Greensboro

Connecting Civics and Teacher Education
Chair: Timothy Monreal, California State University, Bakersfield
Discussant: Melissa Gibson, Marquette University

Preparing Globally Competent Middle Childhood Social Studies Teacher Candidates
Michael Kopish, Ohio University

Engaging Social Studies Teacher Candidates in Social Justice Curriculum Through Civic Engagement Projects
Gayle Thieman, Portland State University; Benjamin Bruhn, St. Helens High School

Deconstructed the Place of Technology in Social Studies
Chair: Laura Handler, The University of North Carolina at Charlotte
Discussant: Gabriel Swarts, St. Bonaventure University

Examining Issues of Quality on Teachers Pay Teachers: An Exploration of Best-Selling U.S. History Resources
Lauren McArthur Harris, Arizona State University; Catharyn Shelton, California State University Stanislaus; Leanna Archambault, Arizona State University

History Run A-Mooc? Exploring Disciplinary Teaching Practices in a Massive Open Online Course
Alexander Honold, University of Michigan

Computational Thinking and Inquiry-Based Education in the Social Studies
Meghan Manfra, North Carolina State University; Thomas C. Hammond, Lehigh University

Cultivating 21st-Century Critical Curriculum Literacy: Examining Pinterest and TeachersPayTeachers.com in the Elementary Social Studies Methods Course
Stephanie Schroeder, The Pennsylvania State University; Rachelle Carcio, University of South Carolina

Grief
Bretton Varga, California State University, Chico; Rebecca C. Christ, Florida International University; Mark Helmsing, George Mason University; Cathryn van Kessel, University of Alberta

Looking Back for Lessons Today
Chair: Tamara Shreiner, Grand Valley State University
Discussant: Adam Schmitt, University of Southern Maine

Fear and Schooling: Understanding the Troubled History of Progressive Social Studies
Ronald Evans, San Diego State University

Hidden and Tacit Curriculum of Black Inferiority: Black Texas Students’ Social Education During School Desegregation
ArCasia James-Gallaway, Texas A&M University

Social Studies Reform Through Teacher Education: A 100-Year Perspective
Stephen Thornton, University of South Florida; Benjamin Jacobs, The George Washington University

Early Debates in Social Studies History: Lessons from the Archives of the Middle States Council for the Social Studies
Alexander Pope, Salisbury University; Teresa Wojcik, Villanova University
CUFA Breakout Room 7

Preparing Citizens for a Globalizing World
Chair: Dean Vesperman, University of Wisconsin-River Falls
Discussant: Maia Sheppard, The George Washington University

Global Children’s Literature as Global Citizenship? Possibilities and Pitfalls
Elizabeth Kenyon, Kent State University; Andrea Christoff, Kent State University

Teaching for Global Citizenship Through Human Rights: A Case Study
Ian McGregor, University of Connecticut

Affect, Impact, and Discomfort: Student Engagement with the Photographs of Yosuke Yamahata
Amy Mungur, Michigan State University

Analyzing Global Patterns Across Time and Space: A Cross-Case Study on the Teaching and Learning of the Concepts of Change and Continuity in Secondary World History Classrooms
Linda Black, Texas A&M University-Central Texas

Wednesday, Dec. 2
5:30–6:00 pm EST

CUFA Awards Ceremony
Chair: Christopher Martell, University of Massachusetts Boston

General Session Room

Wednesday, Dec. 2
6:00–7:00 pm EST

Graduate Forum Conversations with Colleagues
Co-sponsored by the Graduate Forum and the Scholars of Color Forum, this session is a book club discussion around Ibram X. Kendi’s How To Be Anti-Racist.
Chair: Genevieve Caffrey, University of Missouri
Facilitators: Yianella Blanco, Teachers College, Columbia University; Genevieve Caffrey, University of Missouri; Jesús Tirado, Auburn University; Van Anh Tran, Teachers College, Columbia University

CUFA Breakout Room 2

Scholars of Color Forum Business Meeting
Chair: Jesús Tirado, Auburn University

Thursday, Dec. 3
10:00–11:00 AM EST

CUFA General Session Room

JAVA Teaching Networks
Black Studies, Critical & Indigenous Studies, Gender Studies, Global/International Studies, Latinx Studies, LGBTQ/Queer Studies Media/Technology Studies, Quantitative Research, Teacher Education

General Session 12
Thursday, Dec. 3
11:00 AM–12:15 PM EST

Small Colleges and Universities Faculty Forum Sessions
Chair: Greer Burroughs, The College of New Jersey

CUFA Breakout Room 2

Dealing with Race in Small College and Program Settings: Challenges, Possibilities and Successes
Jennifer Burke, Millersville University; Mark Pearcy, Rider University; Kathryn Hinz, Minot State University; Melissa J. Marks, University of Pittsburgh-Greensburg; Brandon J. Haas, Plymouth State University; Greer Burroughs, The College of New Jersey

CUFA Breakout Room 3

New Realities for Teacher Preparation: How Small Colleges Dealt With and Plan to Deal With the Constant Disruptions
Timothy Lintner, University of South Carolina Aiken; Margaret Wilson Gillikin, Winthrop University; George Lipscomb, Furman University; Lindsey Stevenson Wingate, Thomas University; Aubrey Southall, Aurora University; Scott DeWitt, Knox College; James Daly, Seton Hall University
The "New Normal": From COVID-19, Remote Learning, and Racial Unrest to a Divisive Presidential Election
John P. Shekitka, Manhattanville College; Kari Muente, Martin Luther College; Rebecca Mueller, University of South Carolina Upstate; Lara Wilcox, University of West Georgia; Kristi Stricker, National Louis University; Will McCorkle, College of Charleston

Thursday, Dec. 3
12:15–12:55 pm EST

Fireside Chat
Leilani Sabzalian, University of Oregon; Jeanette Haynes, Writer, New Mexico State University

General Session 13
Thursday, Dec. 3
1:00–2:15 pm EST

Critical Multiculturalism as a Site for Racial Literacy: Intersectional Coalition Building as a Practice of Racial Literacy
J.B. Mayo, University of Minnesota; Ryan Oto, University of Minnesota; Noah Simms, University of Minnesota

A Town Hall for Secondary Social Studies Educators: Talking About Social Justice, Methods, Our Students and Their Students
Hanadi Shatara, University of Wisconsin-La Crosse; Jesús Tirado, Auburn University; Lauren Colley, University of Cincinnati; Kristen Duncan, Clemson University; Aubrey Southall, Aurora University; John Broome, University of Mary Washington; Tommy Ender, Rhode Island College; Yianella Blanco, Teachers College, Columbia University; Heath Robinson, The University of Texas at Austin

Building Civic Education Practices for Engagement
Chair: Andrew Miness, Kutztown University
Discussant: Elizabeth Washington, University of Florida

Cultivating Empathy Through Listening in Civic Education
Hilary Conklin, DePaul University; Molly Andolina, DePaul University

Action Civics in Rural Communities
Karon LeCompte, Baylor University; Kenley Bailey, Baylor University; Nate Scholten, Baylor University

Political Shortcuts as Thinking and Discourse Tools: Evidence from a Design-Based Intervention Study
Kevin Meuwissen, University of Rochester; Rebecca Rosen, University of Rochester

Keeping the Grass Trimmed: Towards Authenticity in the Teaching of War
Brian Gibbs, The University of North Carolina at Chapel Hill

Positioning Critical Perspectives in Elementary Social Studies
Chair: Elizabeth Kenyon, Kent State University
Discussant: Christopher Martell, University of Massachusetts Boston

Problematizing White Allyship and Critical Family History in the Civil Rights Curriculum of Studies Weekly
Stephanie Schroeder, The Pennsylvania State University; Melissa Stanley, The Pennsylvania State University

Hot Commodity: Interrogating the Presence of Neoliberalism in an Elementary Social Studies Teacher Education Course
Jake Gates, The Pennsylvania State University; Sarah Shear, University of Washington Bothell

Deafening Silence & Critical Transformation: Preservice Elementary Social Studies Teachers’ Conceptualizations of Feminism
Amelia H. Wheeler, University of Georgia; Elizabeth Saylor, University of Georgia

“Rattling Perspectives”: A Case Study of Diversity Education for White Elementary Schoolers
Jessica Norwood, The University of North Carolina at Charlotte

Tackling the Challenges of Teacher Education in Constrained Policy Contexts
Chair: Erin Piedmont, University of North Alabama
Discussant: Eric Freedman, University of Iowa

Research-Practice Partnership as Professional Development in Social Studies: A Case Study
Avner Segall, Michigan State University; Anne-Lise Halvorsen, Michigan State University; Margaret Crocco, retired; Alexandra Stamm, Michigan State University
In the Field: A Consideration of Site-Based Social Studies Teacher Methods Courses
Erin Bronstein, Michigan State University; Scott Durham, Michigan State University

Renewed Purposes for Social Studies Teacher Preparation: An Analysis of Teacher Self-Efficacy and Initial Teacher Education
Leona Calkins, University of Nevada, Las Vegas; Peter Wiens, University of Nevada, Las Vegas; Paul Yoder, Eastern Mennonite University

A Narrative Inquiry into One Shared Text: Critical Analysis of Social Studies Partnership Work
Sonia Janis, University of Georgia

Taking Stock of What We Know and Do
Chair and Discussant: Cathryn van Kessel, University of Alberta

The Psychology of Learning History: A Review of Recent Research
Jeffrey Nokes, Brigham Young University; Sarah McGrew, University of Maryland

What are We Doing in DC? Infantile Citizenship and Social Studies Education
Erin Adams, Kennesaw State University; James H. Garrett, University of Georgia

Where We Know What We Know: A Geospatial Analysis of Social Studies Education Research
Eric Moffa, Washington and Lee University; Clay Chadwick, Washington and Lee University

Using the National Assessment of Educational Progress (NAEP) for Civics, Economics, Geography, and U.S. History to Build an Empirical Research Trajectory for Social Studies
Tina Heafner, The University of North Carolina at Charlotte; Keith Barton, Indiana University; Michael Solenski, Texas State University; Paul Fitchett, The University of North Carolina at Charlotte; Phillip VanFossen, Purdue University; Kei Kawashima-Ginsberg, CIRCLE and Tufts University; Chrystal Johnson, Purdue University; Richard Lambert, The University of North Carolina at Charlotte; David Campbell, University of Notre Dame

Advancing New Ways of Thinking About Social Studies
Chair: James Miles, University of Toronto, Ontario Institute for Studies in Education
Facilitator: Dana Serure, SUNY Buffalo State

From El Campesino to Cooperation Jackson: Teaching Economics Through Cooperatives in Marginalized Communities
Tadashi Dozono, California State University Channel Islands

From El Campesino to Cooperation Jackson: Teaching Economics Through Cooperatives in Marginalized Communities
Tadashi Dozono, California State University Channel Islands

How New is the New Latinx South?: The Limitations and Injustices of Temporal Frames
Timothy Monreal, California State University, Bakersfield

Engaging Contested Histories Through Integrated Instruction for English Learners: A Collaborative Action Research Project
Paul Yoder, Eastern Mennonite University

Critically Conscious Reciprocal Mentoring: Reimagining the Egalitarian Learning Community
Brooke Blevins, Baylor University; Kevin Magill, Baylor University; Tony Talbert, Baylor University; Victoria Davis Smith, Baylor University; Ashleigh Maldonado, Baylor University; Karynecia Conner, Baylor University; Jess Smith, Baylor University; Nate Scholten, Baylor University

Bridging the Gap Between Undergraduate Economics Coursework and Teaching High School Social Studies: An Integrated Pluralistic Approach
Katie Kieninger, Ohio University

Economic Narratives for Nonelite Moroccan Youths: Wealth, Meritocracy, and Inequality in English Language Textbooks
Jennice McCafferty-Wright, Missouri State University

(UN)Accounted For?: Picture Books, Money and Financial Literacy
Erin Adams, Kennesaw State University
Is It Still an Econ Course? The Effect of Personal Finance Certification Tests on the Learning of Economics
Stephen Day, Virginia Commonwealth University; Evelyn Nunes, Virginia Commonwealth University

Questioning the Constitution Behind Bars: Teaching Social Studies in an Incarcerated Environment
Audrey Southall, Aurora University; James Pawola, Kane County Regional Office of Education

Investigating Opportunities and Challenges in Teaching Black Histories
Chair: Christoph Stutts, The University of North Carolina at Chapel Hill
Discussant: Kristen Duncan, Clemson University

A Study on Conditions That Promote Historical Empathy with “The Elizabeth Jennings Project”
Katherine Perrotta, Mercer University

Teaching and Learning Enslavement in a White Middle School Social Studies Classroom
Jennifer Chalmers-Curren, Boston University

Black Oral Histories as a Means to Implement Culturally Sustaining Pedagogies
Elizabeth McDonald, Clemson University

The Discursive Construction of Teacher Knowledge in a Community of Practice: The Case of School Desegregation
Yonghee Suh, Old Dominion University; Brian Daugherty, Virginia Commonwealth University; Joseph Smith, Spotsylvania Middle School

Problem Posing Through Film: Digital Video Inquiry as Critical Civic Education
Explore how student filmmaking can be a problem-posing pedagogy in the social studies classroom. Learn how digital video inquiry affords the opportunity for students to read the world and the world critically, and then discuss challenges for digital video inquiry in their own teaching settings.
Melissa Gibson, Marquette University; Candace Doerr-Stevens, University of Wisconsin-Milwaukee

Teaching Social Studies Together: School and University Partnerships Through a “Lived-In” Model to Teacher Preparation
Receive resources and strategies to replicate or strengthen partnerships between universities and K-12 schools. Learn about the presenters’ “lived-in” model to social studies teacher preparation and its impact on K-12 student and preservice teacher learning.
Brad Maguth, The University of Akron; Jay Austin, Barberton City Schools; Rob Walker, Barberton City Schools; Hal Foster, The University of Akron; Cheyenne Oechsle, The University of Akron; Meghan Ronar, The University of Akron

LGBTQ-Inclusive Teaching in Social Studies: Building Momentum Toward Justice
Explore and apply insights from recent research in social studies education on diverse genders and sexualities. Examine how recent research can inform our field’s practice of teaching toward greater justice for a more LGBTQ-inclusive education in the social studies.
Terence Beck, University of Puget Sound; Mark Helmsing, George Mason University; Steven Camicia, Utah State University; Bretton Varga, California State University, Chico; Cathy Brant, Rowen University

Resistance & Revolution: Using Primary Sources to Teach the History of Enslavement
Social studies classrooms tend to create an “illusion of inclusion” that fail to challenge Eurocentrism. Our lessons, however, attempt to examine the history of resistance to enslavement from the perspectives of those enslaved. Learn about specific examples with strategies for incorporating primary sources into the classroom.
Chara Bohan, Georgia State University; LaGarrett King, University of Missouri; Wade Morris, Georgia State University
Teaching About 9/11 and the War on Terror 20 Years Later
Explore results from a national survey on teaching about the September 11, 2001 attacks in the U.S. and resulting War on Terror. Engage in model activities for combatting conspiracy theories and anti-Muslim sentiments. Discover teaching resources (e.g., videos) shared in the survey.

Jeremy Stoddard, University of Wisconsin-Madison; Paul Fitchett, The University of North Carolina at Charlotte; Daniel Berman, University of Wisconsin-Madison; Leila Walker, University of Wisconsin-Madison
Students create a short, solution-oriented video connecting human population growth to one of the following global challenges:

- Promoting Environmental Justice
- Strengthening Global Health
- Reimagining Industrial Systems

Open to grades 6-12 worldwide. Submission deadline is February 25, 2021. Over $10,000 in cash prizes. Free resources for teachers. Click here for full contest details.
NSSSA promotes the common interest of social studies supervisors in instruction, curriculum materials, research, teacher training, and social action. Based on the belief that interaction between teachers and students is the most vital element of an education system, NSSSA encourages and assists in the development of social studies instruction. It extends its services and assistance to supervisors at state and local levels in their efforts to initiate similar organizations.

All attendees for the NSSSA virtual meeting must register for the NCSS Virtual Conference and pay the $25 fee to receive access to NSSSA sessions. The NSSSA micro-site is here: https://event.vconferenceonline.com/microsite/html/event.aspx?id=1700

Registered attendees who have paid the NSSSA fee can use their NCSS login credentials to enter the site. You can also register for NSSSA and NCSS at this site.

All times listed are Eastern Standard Time (EST)

### Wednesday, December 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15–10:45 AM EST</td>
<td>NSSSA General Session Business Meeting</td>
</tr>
<tr>
<td>10:45–11:00 AM EST</td>
<td>Welcome</td>
</tr>
<tr>
<td>11:00 AM–12:15 PM EST</td>
<td>Keynote Speaker</td>
</tr>
<tr>
<td>1:00–2:15 PM EST</td>
<td>Breakout Session 1</td>
</tr>
<tr>
<td>2:30–3:45 PM EST</td>
<td>Breakout Session 2</td>
</tr>
<tr>
<td>3:45–4:00 PM EST</td>
<td>Conference Reflection Form</td>
</tr>
<tr>
<td>4:15–4:45 PM EST</td>
<td>NSSSA Board Meeting</td>
</tr>
</tbody>
</table>

### Thursday, December 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15–11:00 AM EST</td>
<td>Welcome</td>
</tr>
<tr>
<td>11:00 AM–12:15 PM EST</td>
<td>Breakout Session 3</td>
</tr>
<tr>
<td>1:00–2:15 PM EST</td>
<td>Keynote Speaker: Chassidy Olainu-Alade, Coordinator of Community and Civic Engagement, Fort Bend ISD, Fort Bend, TX</td>
</tr>
<tr>
<td>2:30–3:45 PM EST</td>
<td>Breakout Session 4</td>
</tr>
<tr>
<td>3:45–4:00 PM EST</td>
<td>Conference Reflection Form</td>
</tr>
<tr>
<td>4:15–4:45 PM EST</td>
<td>NSSSA Board Meeting (2019–2020 BOD)</td>
</tr>
<tr>
<td>4:45–5:45 PM EST</td>
<td>NSSSA Board Meeting (2020-2021 BOD)</td>
</tr>
</tbody>
</table>

**NSSSA/IA
NSSSA Breakout 1
SECONDARY
Mindsets for Reaching and Teaching Historically Marginalized Youth**
How might biases and blind spots affect our ability to improve school climate and culture? Explore an approach to PD, centered around confronting legacies of race and achievement, that supports teaching for equity and justice. Learn how schools can become more self-reflective and critically conscious of mindsets and practices.

Steven Becton, Jeremy Nesoff, Facing History and Ourselves, Brookline, MA

**NSSSA/IA
NSSSA Breakout 2
GENERAL
Make Meaningful Partnerships with Museums**
Discover your best educational partner. Think your local museum is simply the place to take your students for their year-end field trip? While museums are fun and engaging places of learning, they are also so much more! Create a toolkit to leverage museum resources for your current integrated curriculum.

Sarah Dumas, Oklahoma History Center, Oklahoma City, OK; Orlando Serrano, National Museum of American History, Washington, DC
**NSSSA Breakout 3**

**GENERAL**

**How We Argue**

Learn a research-backed method called argument mapping to help teachers and students achieve the C3 priority to reason and support their claims with relevant evidence. Government teacher Allison Cohen and Harvard Fellow Nate Otey demonstrate how they teach students to map essays, SCOTUS opinions, and controversial issues.

Maryam Esmadi Nejad, Rangeley Lakes Regional School, Rangeley, ME; Nate Otey, Harvard University, Department of Philosophy, Cambridge, MA

**NSSSA Breakout 4**

**GENERAL**

**Support the Shift to Inquiry-Based Classrooms with Inquiry-Based Professional Learning**

Questions are master keys that open doors to learning. Experience the Question Formulation Technique, a powerful strategy that shifts the onus of learning, in both classrooms and professional development, and catalyzes inquiry-based practices school-wide. Collaborate, explore online resources and professional learning tools, and leave with a plan for implementation.

Sarah Westbrook, The Right Question Institute, Cambridge, MA; Ashley Melville, Trudy Delhey, Cobb County School District, Marietta, GA

**NSSSA Breakout 5**

**SECONDARY**

**Creating Collaborative Civic Spaces Through Media Literacy**

Explore the variety of ways social studies teachers implemented a technology-based news media literacy unit to empower students to become savvy news consumers. Through consistent practice by students of media evaluation, reading strategies, and collaborative discussion of pedagogy, school culture experienced deep growth.

Florian Feucht, Thinking Habitats, Detroit, MI; Rebecca Bush, Ottawa Area Intermediate School District, Holland, MI

**NSSSA Breakout 6**

**GENERAL**

**Not Just for Doctors: How Instructional Rounds Revolutionize Classroom Visits**

Had enough of stress, resentment, and defensiveness when it comes to classroom visitations? Discover a process that promotes reflection, discussion, and peer-to-peer accountability instead. Once the school decides on a narrow problem of practice, Instructional Rounds address it through a culture of inquiry, learning and collaboration.

Jason Butler, DeKalb County School District, Decatur, GA

**Wednesday, Dec. 2**

2:30–3:45 pm EST

**NSSSA Breakout 1**

**GENERAL**

**Blueprint for a K-12 Program: Vertically Aligning the Social Studies**

The social studies contain a diversity of disciplinary approaches, ranging from history to psychology. But what makes it all connect? See how one team of teachers, curriculum specialists, college professors, and assessment specialists created a K-12 blueprint that builds student knowledge and skills across grade levels and subject areas.

Jaci Kellison, Pat O'Meara, Lincoln Public Schools, Lincoln, NE; Kevin Bower, Nebraska Wesleyan University, Lincoln, NE

**NSSSA Breakout 2**

**GENERAL**

**Mixtape: Growing Capacity Together**

Learn how we develop and sustain high levels of quality professional learning, curriculum development, and instructional models in a large, fast growing, and ever changing suburban district, including developing teacher capacity, cross-content curriculum, and best practices in a social studies classroom. Experience personalized learning.

Meridith Manis, Jeremiah Rush, Kim Moore, Frisco ISD, Frisco, TX
Teaching Deliberative Dialogue Skills in a Sound Bite World

Explore how Brown University's Choices Program offers districts rigorous curriculum to help students construct, communicate, and support evidence-based discussions on contested international issues. Learn strategies for using Choices's Immigration, Middle East, and Climate Change units to build deliberative dialogue skills.

Receive a six-month district digital license to the series.

Mimi Stephens, Choices Program, Brown University, Providence, RI

Questions We Don’t Ask: Retrieving, Relating and Retaining Information

Consider how just one more, well-thought-out question helps students deepen thinking, make powerful connections, and identify concepts, patterns, and trends in history. Encourage students to build bridges to past events and comprehend better what might occur in future units and today. So, what are you waiting for?

Steve Beasley, Sherry Owens, s3strategies, Lubbock, TX

Confronting Bias and Hate in School

Schools aren’t immune from political and social forces affecting the nation. So what will you say when someone makes biased or hateful comments at school? Learn about biased language and learn four strategies to empower yourself and your students to speak up against biased or hateful comments at school.

Tina M. Ellsworth, Olathe Public School, Olathe, KS

Empower: A Core Curriculum for Experiences Beyond Ethnic Studies

The Fort Worth ISD pioneered a K-12 African & African-American History and Culture Curriculum and LatinX History and Culture Curriculum. What does this mean? What does it look like? How can I bring this work to my district? Grapple with these questions and more.

Joseph Niedziela, John Fernandez, Fort Worth ISD, Fort Worth, TX
NSSSA Breakout 4

**GENERAL**

**Sensitive Subjects: Helping Teachers Learn to Teach the Holocaust**

Discuss challenges and sensitivities surrounding the teaching of the Holocaust with staff members of the US Holocaust Memorial Museum. Explore resources and methods that provide effective models to integrate teaching about the Holocaust in existing curricula. Learn about professional development, opportunities, and support provided by the museum.

David Klevan, Kim Blevins-Relleva, US Holocaust Memorial Museum, Washington, DC

NSSSA Breakout 5

**SECONDARY**

**Coaching the Classroom Teacher: From Floundering to Flourishing**

How can a district office influence instructional practice for teachers with varied needs? Learn how one Maryland district uses personalized PD and common district expectations to systematically grow and support teachers through embracing the demands and practices of a skills-based curriculum. Receive digital PD samples and materials.

Kat Long, Scott Buhrman, Washington County Schools, Hagerstown, MD

NSSSA Breakout 1

**SECONDARY**

**Rethinking the Way We Teach U.S. History: A Cyclical Approach**

Explore an innovative way to teach history. Traditionally, teachers guide students through their course in a linear, chronological sequence, leaving students struggling to recall the early content by the course’s end. Teaching in a cyclical chronological manner allows students to master content, avoiding the pitfalls of traditional curriculum design.

Regan Lamberson, Frenship ISD, Wolfforth, TX

NSSSA Breakout 2

**SECONDARY**

**Teaching a More Accurate and Inclusive Migration Narrative**

The National Museum of American History and the National Museum of the American Indian have created free innovative education projects: Becoming US and Native Knowledge 360° provide rich and nuanced materials for teaching American History based on recent scholarship and targeted to diverse classroom populations.


NSSSA Breakout 3

**GENERAL**

**Critical Inquiry for Educators: Support for Teaching Complex Topics**

Lessons about religion, antisemitism, the contemporary Middle East, and ancient civilizations can be complex and challenging topics for educators to cover. Learn how to support teachers on these topics through free professional development and course content materials offered through ICS.

Dori Gerber, Andrew Askuvich, Institute for Curriculum Services, San Francisco, CA

NSSSA Breakout 4

**GENERAL**

**Presenting Geo-History with LOC Resources & ArcGIS StoryMap Software**

Teachers are challenged to select tools that effectively engage learners. Library of Congress primary sources touch every aspect of the curriculum and Ersi ArcGIS StoryMap templates merge narrative and images in compelling presentations. Learn how to access and use these free resources to foster historical and spatial thinking.

Raymond Wicks, St. Louis, MO; Sarah Coppersmith, Lindenwood University, St. Charles, MO

NSSSA Breakout 5

**GENERAL**

**ICARE…..and Here’s Why You Should Too**

ICARE (Instructional Coaches Authentically Redefining Education) is an organization that supports Instructional Coaching through Professional Development, networking, and leadership opportunities. We will focus on answering these questions: How do I build my network as an instructional coach? How does ICARE support instructional coaching? What does an ICARE event look like?

Conall Busby, John Lovette, Denton ISD, Denton, TX
The International Assembly provides a forum for collaboration and interchange of ideas among NCSS members from the United States and foreign countries. The Assembly promotes linkages among NCSS educators to enhance professional development, enrich social studies learning, and share research, learning activities, and teaching methods with global perspectives.

All attendees for the International Assembly virtual meeting must register for the NCSS Virtual Conference and pay the $35 fee to receive access to IA sessions. The IA micro-site is here:


Registered attendees who have paid the International Assembly fee can use their NCSS login credentials to enter the site. You can also register for IA and NCSS at this site.

All times listed are Eastern Standard Time (EST)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00–1:45pm</td>
<td>International Assembly 2020 Executive Board Meeting (Board Members Only)</td>
</tr>
<tr>
<td>8:00–9:00am</td>
<td>Opening Session and Welcome</td>
</tr>
<tr>
<td></td>
<td>Jing Williams, University of South Dakota</td>
</tr>
<tr>
<td></td>
<td>IA President Presiding</td>
</tr>
<tr>
<td></td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Brief Business Meeting (no voting)</td>
</tr>
<tr>
<td></td>
<td>Best IA Paper Award</td>
</tr>
<tr>
<td></td>
<td>IA Outstanding Teaching Award</td>
</tr>
<tr>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Sharing Accomplishments</td>
</tr>
<tr>
<td></td>
<td>Social Time</td>
</tr>
<tr>
<td>9:00–9:50am</td>
<td>Roundtable 1 Presentations</td>
</tr>
<tr>
<td>10:00–10:50am</td>
<td>Roundtable 2 Presentations</td>
</tr>
<tr>
<td>11:00–11:50am</td>
<td>Roundtable 3 Presentations</td>
</tr>
<tr>
<td>12:00–12:50pm</td>
<td>Roundtable 4 Presentations</td>
</tr>
<tr>
<td>1:00–1:50pm</td>
<td>Jan L. Tucker Memorial Lecture: Dr. Mejai B. M. Avoseh, University of South Dakota</td>
</tr>
<tr>
<td>3:00–3:50pm</td>
<td>Roundtable 5 Presentations</td>
</tr>
<tr>
<td>4:00–4:50pm</td>
<td>Roundtable 6 Presentations</td>
</tr>
<tr>
<td>TBD</td>
<td>International Assembly Executive Board Meeting (Board Members Only)</td>
</tr>
</tbody>
</table>

**ROUNDTABLE SESSIONS – ROUND 1  9:00–9:50am EST**

**TABLE 1 – INQUIRY WITHIN GLOBAL EDUCATION**

Inquiry-Based Instruction in Global Education
Brad Maguth, The University of Akron, OH; Gloria Wu, Bowsher High School, OH

What is the Lasting Impact of the Use of Nuclear Weapons During World War II in Japan? A Project of Redesigning the Last Ten Feet of the Hiroshima Peace Memorial Museum
Jongsung Kim; Kazuhiro Kasahara; Yusuke Tatará, Hiroshima University, Japan

**TABLE 2 – TEACHER EDUCATION: GLIMPSES FROM AROUND THE WORLD**

Multiculturalism: The Case of One Faculty of Education in South Africa
Omiunota Ukpokodu, University of Missouri-Kansas City, MO; Trevor Moodley; Vuyokazi Nomlomo, University of Western Cape, South Afric

Knowledge and Global Perspectives: Nigerian and United States Teacher Candidates of Social Studies Epistemic Beliefs
Oluseyi Matthew Odebiyi, The University of Alabama, AL; You-Jeng Choi, The University of Alabama

**TABLE 3 – INTERNATIONAL TEACHER EDUCATION EFFORTS**

International Collaboration to Promote Powerful Social Studies
Cory Callahan, The University of Alabama, AL; Katsuki Umeda, Chiba University, Japan; Saki Matsubara, University of Tsukuba, Japan

Teaching Controversial Global Issues: Lessons from a Teacher Education Program
Lydia Nganga, University of Wyoming, WY; John Kambutu, University of Wyoming, WY
ROUNDTABLE SESSIONS – ROUND 2
10:00–10:50 am EST

TABLE 1 – CRITICAL ANALYSES OF TEXTBOOKS AND STUDENTS’ RESPONSES

Missing in Action: Africans in History Textbooks
Laura Dull, SUNY New Paltz, NY

Exploring Students’ Historical Significance on the Use of the Atomic Bomb in Hiroshima During World War II. Students in Japan and U.S. Make a “Better Hiroshima Textbook.”
Jongsung Kim, Hiroshima University, Japan; Kazuhiro Kasahara, Hiroshima University, Japan; Rebecca Valbuena, Glendora Unified School District, CA; Hiromi Kawaguchi, Hiroshima University, Japan; Mizuki Hoshi, University of Tokyo, Japan

TABLE 2 – IMMIGRATION AND BORDER CONCERNS

Teachers’ Beliefs About Immigration and Immigrant Students’ Rights Based on Grade Level
Will McCorkle, College of Charleston, SC; Hannah Jeffries, College of Charleston, SC

Teaching and Learning Border Issues on the United States Border with Mexico: Realities and Possibilities
Timothy Cashman, University of Texas at El Paso, TX

ROUNDTABLE SESSIONS – ROUND 3
11:00–11:50 am EST

TABLE 1 - CRITICAL EXAMINATION OF ISSUES IN SOCIAL STUDIES CLASSROOMS

Teaching the Nanjing Atrocities: Developing Global Citizens Through Human Rights Education
Jing Williams, University of South Dakota, SD; Christian Pirlet, University of South Dakota, SD

Leaving Time for Modern History to Undermine Militarism
Will McCorkle, College of Charleston, SC

TABLE 2 GLOBAL CITIZENSHIP EDUCATION (GCE)

Creating a Vision of Teacher Education for Global Citizenship Education as a Social Movement
Mark Baildon, National Institute of Education, Singapore; Tracy Alviar-Martin, Kennesaw State University, GA

Developing a Set of Standards for Global Citizenship Education—Focusing on the Context of East Asia
Kyujoo Seol, Byeongin National University of Education, South Korea

TABLE 3 – EDUCATING FOR A GLOBAL WORLD COMMUNITY

Why Now? Holocaust and Genocide Education in a Globalized World
Brandon J. Haas, Plymouth State University, MA; Rebecca C. Christ, Florida International University, FL

The Intention of Words: Using Inquiry and the Politics of Naming to Promote Critical Global Citizenship
Aaron Johnson, University of Nebraska-Lincoln, NE; Taylor Hamblin, University of Nebraska-Lincoln, NE

ROUNDTABLE SESSIONS – ROUND 4
12:00–12:50 pm EST

TABLE 1 – GLOBAL CITIZENSHIP PRACTICES WITHIN ELEMENTARY AND MIDDLE SCHOOLS

Global Citizenship Perceptions and Practices with the International Baccalaureate Middle Years Programme
Andrea Christoff, Kent State University, OH

Transformative International and Cross-Cultural Education in Elementary Social Studies: The Case of Stu and Fiona
Heidi Torres, The University of Oklahoma, OK

TABLE 2 – TEACHING FOR KNOWLEDGE, VOICE AND CONSCIOUSNESS IN INTERNATIONAL SETTINGS

Speaking of Change: Teaching and Learning Civic Voice in Morocco
Jennice McCafferty-Wright, Missouri State University, MO

Knowledge and Consciousness of Japanese High School Students About Vietnam in Overseas Training Programs
Kayo Madokoro, Yokohama Science Frontier High School, Japan; Takeshi Miyazaki, Soka University, Japan; Timothy Cashman, University of Texas at El Paso, TX

TABLE 3 – PREPARING GLOBAL CITIZENS

Reflections on Covid-19 Pandemic: Globalism, Global Education and Global Citizenship Education
Omiunota Ukpokodu, University of Missouri-Kansas City, MO

Artfully Speaking: A Learning Journey for the Development of Citizenship Dispositions
Junaidah Iaffar, Ministry of Education, Singapore
INTERNATIONAL ASSEMBLY

ROUND TABLE SESSIONS – ROUND 5
3:00–3:50 pm EST

TABLE 1 TEACHER EDUCATION FOR GLOBAL SUSTAINABILITY AND JUSTICE
Promoting Gender Equity and Social Justice Around the World: Analyzing, Creating and Debriefing International Women’s Day Ads in Teacher Education
Lin Lin, SUNY at Cortland, NY; Yali Zhao, Georgia State University, GA

Integrating Global Sustainability into Social Studies Teacher Education: A Critical Self Study
Guichun Zong, Kennesaw State University, GA

TABLE 2 IMPERIALISM AND INTERDEPENDENCE: WAYS TO APPLY THESE CONCEPTS IN CLASSROOMS
Imperialism in the French and Spanish Caribbean: An Application of 21st Century Themes and Skills
Natalie Keefer, University of Louisiana at Lafayette, LA

Game Theory and Global Interdependence
Nick Bardo, Colorado Mesa University, CO

TABLE 3 COLONIAL AMERICAN IMMIGRATION PRACTICES
Colonial Pennsylvania Germans’ Strategies for Living with the English: Implications for Immigrant Practices Today
Bea Bailey, Clemson University, SC

SECONDARY ASSEMBLY
NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice

ROUNDTABLE SESSIONS – ROUND 6
4:00–4:50 pm EST

TABLE 1 – LESSON PLANS FROM OUR INTERNATIONAL ASSEMBLY
An ICTA Lesson Plan Format for the Teacher Trainees in Abia State University, Uturu, Nigeria
Flora Nkire, Abia State University, Nigeria

Facilitating Grassroots Community Engagement: A Lesson Plan
Darren Minarik, Radford University, VA; Anne Patton, American Civics Center, VA; Tim Hair, American Councils, DC
Young Merchants Club is an interactive virtual learning platform for high school students that utilizes technology to develop real-world competency.

Students will receive messages from Harvard professors, former gang members, entrepreneurs, police officers and more!

**GRADERS 9-12**

[joinymc.com](http://joinymc.com)
Friday, December 4
12:00–1:00 pm EST

NCSS MAIN STAGE/GENERAL SESSIONS
Who Will Tell Your Story: Get Creative with EduHam
Join educator Gena Oppenheim from the Gilder Lehrman Institute of American History, and Morgan Anita Wood, a Hamilton cast member for an engaging teacher and student workshop about integrating historical primary sources and developing creative projects through the lens of the Hamilton Education Program Online.

The Hamilton Education Program Online helps secondary students see the relevance of the founding era by using primary sources to create a performance piece (e.g., a song, rap, poem, or scene) following the model used by Lin-Manuel Miranda to create the musical Hamilton.

Teachers attending this workshop will get access to the Hamilton Education Program Online, which is debuting this year and is completely free to use! During this session, Gena and Morgan will highlight the various resources available through this program, and participants will be given the tools to begin their own song, rap, or spoken word piece based on a founding era primary source.

Friday, December 4
2:00–3:00 pm EST

NCSS MAIN STAGE/GENERAL SESSIONS
Chelsea Clinton and Andrea Davis Pinkney
Chelsea Clinton and bestselling and award-winning author Andrea Davis Pinkney discuss the upcoming book project, She Persisted: Harriet Tubman, the first in a series of chapter book biographies based on Ms. Clinton's children’s book series, She Persisted. Born enslaved, Harriet Tubman rose up to become one of the most successful, determined and well-known conductors of the Underground Railroad. With her family’s love planted firmly in her heart, Harriet looked to the North Star for guidance—and its light helped guide her way out of slavery. Her courage made it possible for her to help others reach freedom too.

Penguin Random House has generously sponsored the appearances of Chelsea Clinton and Andrea Davis Pinkney.

Friday, December 4
4:30–6:00 pm EST

NCSS MAIN STAGE/GENERAL SESSIONS
Simon Tam
Simon Tam. best known as the founder and bassist of The Slants, the world’s first and only all-Asian American dance rock band, discusses winning a unanimous victory at the Supreme Court of the United States for the landmark case, Matal v. Tam, in 2017. He also talks about confronting racism and connecting with those who have differing opinions.

The American Bar Association Division for Public Education has generously sponsored the appearance of Simon Tam.

Friday, December 4
8:00–10:30 pm EST

Boys State
NCSS, Apple Original Films, and A24 invite you to watch Boys State, winner of the US Grand Jury Prize for Documentary at the 2020 Sundance Film Festival. The film takes a wildly entertaining and continually revealing immersive look into a week-long annual program organized by the American Legion in which a thousand Texas high school seniors gather for an elaborate mock exercise: building their own state government.

Interested attendees must register here:
https://screenings.a24films.com/boys-state/boys-state_virtual-screening-eastern-time_Dec-04-2020_8-00-PM_ncss/

The screening will be hosted on Eventive. Everyone who is registered for the film will receive an email with a link to the Eventive viewing page 24 hours before the screening. At the viewing page, you will set a username and password, and can begin viewing at 8pm ET. Eventive works best with PCs running Windows 7+, Macs running OS 10.12+, Android tablets and phones using Chrome, and iPhones and iPads using Safari. Airplay and Chromecast are enabled for users with Apple TV and Chromecast devices. A panel discussion including the filmmakers and some of the featured boys follows the screening.
Discover History Through the Secret Lives of Objects

With
Sally Flaherty

From secrets within Harriet Tubman’s hymnal to the symbolism of Alice Paul’s “Jailed for Freedom” pin—engage in the past through the artifacts that traveled with those who changed history.

Learn how to empower today’s students to make a difference in their world through stories from Joan’s historic experiences during the Civil Rights Movement.

Advancing Social Justice with Living History with Joan Trumpauer Mulholland, Civil Rights Activist

Visit our booth! s-w.co/ncss-studies-weekly
NCSS

MAIN STAGE/GENERAL SESSIONS

Opening Session
Join us to commemorate the official conference opening of the first NCSS Virtual Conference. NCSS President Stefanie Wager will share her thoughts and goals on social studies. The program includes a land acknowledgement, and welcome messages from U.S. Secretary of Education John King, ABA President Patricia Lee Rebo, and NCSS Executive Director Lawrence M. Paska. In a special film, made by Fez Zafar, students will share their thoughts on the meaning and value of social studies. Finally, NCSS affiliate councils, Associated Groups, and special interest communities will share their welcomes.

9:45–10:45 am

NCSS

MAIN STAGE/GENERAL SESSIONS

Ken Burns and Lynn Novick. Moderated by Amna Nawaz
Filmmakers Ken Burns and Lynn Novick describe the ways that we consider and portray history, using examples from their many films They discuss such questions as:
- How do they approach a project, knowing that history can be contested?
- How do they ensure a diversity of perspectives and experiences?
- How do we, as a nation, present and understand history?
- Have we been honest with ourselves about our past and its effect on the present?
- How might we think about the historical significance of this current moment, and what narratives might be constructed in telling its history?

PBS Education and the U.S. Holocaust Museum generously sponsored the appearances of Ken Burns and Lynn Novick.

11:00 am–12:00 pm

NCSS

MAIN STAGE/GENERAL SESSIONS

This Land: An Open Q&A with Rebecca Nagle on Issues Impacting Native Communities in the Past and Present
An 1839 assassination of a Cherokee leader. A 1999 small town murder. Two crimes collide in a Supreme Court case that will decide the fate of one man and nearly half of the land in Oklahoma. This Land traces how the homicide opened up an investigation into the treaty rights of five Native American tribes. Join Rebecca Nagle, the host of the This Land podcast to explore these issues and modern-day issues impacting native communities.

Rebecca Nagle is a community organizer and writer living in Tahlequah, OK

11:00 am–12:00 pm

NCSS

CIVICS/GOVERNMENT 1
Models of Citizen Action for Middle School Students
Help middle school students become active citizens with contemporary examples through a webinar. Receive a lesson plan with relevant case studies of citizen action and a Google Drive link with classroom resources.
Catherine Jones-Gray, Close Up Foundation, Alexandria, VA

NCSS

CIVICS/GOVERNMENT 2
Local Issues are Hot and Local Government is Cool
Vaping, homelessness, recycling, and school safety are local government issues that engage students. Connect local leaders, issues, policies and students with teacher-tested lessons that prepare kids for civic life.
Karen Willmann, University of Colorado - School of Education, Longmont, CO

NCSS

CROSS-DISCIPLINARY 1

You Survived Teaching the Elections! Now What?
The election season may be over, but teachable moments continue long after the vote. Engage students through games, lessons, and activities that put them in the middle of the action.
Carrie Ray-Hill, iCivics, Inc., Madison, WI

NCSS

CROSS-DISCIPLINARY 3

Advocating for LGBTQ Students
Engage and reflect so that you can more effectively support the LGBTQ students in your own classroom through a study of relevant research and a discussion of model resources, ideas, and strategies.
Zachariah Lowe, Sumter School District, Sumter, SC
NCSS CURRICULUM & INSTRUCTION 1

Teacher Candidates Tackle Myths and Misconceptions Using the C3 Framework

Hear about one teacher educator’s mission to challenge teacher candidates’ understanding of history while uncovering myth and misconception using the C3 Framework and the Inquiry Design Model.

Karla Ontiveros-Karr, Indiana Wesleyan University, Marion, IN

NCSS CURRICULUM & INSTRUCTION 2

Teaching in a Tempest

Take shelter with us as we explore effective issues-centered teaching in this neverending socio-political hurricane, including responding in real time to unexpected partisan tornados.

Emma Humphries, iCivics, Saint Simons Island, GA; Karalee Nakatsuka, First Avenue Middle School, Arcadia, CA; Shannon Salter Burghardt, Building 21 High School, Allentown, PA; Jenifer Hitchcock, Thomas Jefferson High School for Science and Technology, Alexandria, VA

NCSS CURRICULUM & INSTRUCTION 3

Building a Modern Classroom: Blended, Self-Paced, Mastery-Based Learning

Explore how DC social studies teachers have leveraged blended learning tools to transform their classrooms into self-paced, mastery-based environments. Gain practical expertise to create your own sustainable, data-driven modern classroom.

Kate Gaskill, DC Public Schools and The Modern Classrooms Project, Washington, DC

NCSS CURRICULUM & INSTRUCTION 4

Toward Spatial Justice in the Social Studies (Classroom)

Discover spatial justice within the social studies. Learn how educators and students may focus the relations of places, spaces, and lived experiences within social studies.

Kaitlin Popielarz, Wayne State University, Detroit, MI; Timothy Monreal, University of South Carolina, Columbia, SC

NCSS CURRICULUM & INSTRUCTION 6

Understanding and Disrupting Anti-Asian Racism and Violence During COVID-19

Since the first case of COVID-19 was identified in the U.S., there has been a sharp increase in anti-Asian and anti-Asian American rhetoric, racism, and violence. This session explores racism and violence during previous public health crises and current pandemic challenges, and will provide educational resources for these topics.

Noreen Naseem Rodriguez, Iowa State University, Ames, IA; Sohyun An, Kennesaw State University, Kennesaw, GA; Esther June Kim, College of William and Mary, Williamsburg, VA

NCSS ECONOMICS

How Has Monetary Policy Changed Since the Great Recession?

Educators have been teaching monetary policy the same way for decades. However, the Fed’s monetary policy framework has changed. Learn the content and discover new teaching strategies and resources.

Scott Wolla, Federal Reserve Bank of St. Louis, MO; Jane Ihrig, Board of Governors of the Federal Reserve System, Washington, DC

NCSS ELEMENTARY 1

Picture Books Can Help Teach Tough Historical and Current Events

Explore how to use vivid and engaging picture books about historical and current event issues to teach tough social studies topics, foster empathy, ignite curiosity, and inspire action.

Jinnie Spiegler, Anti-Defamation League, New York, NY; Jill Eisenberg, Lee & Low Books, New York, NY

NCSS ELEMENTARY 2

Engaging Civic Literacy Through Project-Based Assessments

Using the Six Proven Practices for Effective Civic Learning, discover how to find resources and create project-based assessments to promote the civic literacy of students.

Kadie Patterson, Cognia, Nashville, TN

NCSS ELEMENTARY 3

Elementary in DC: Reinvigorating Social Studies in the Nation’s Capital

How are we bringing social studies back to elementary schools? Explore how DC Public Schools has leveraged policy, curriculum, PD, and advocacy to shift mindsets and reinstate elementary social studies.

Scott Abbott, Anthony Hiller, Jayson Wilkinson, Lindsay McCrea, Alison Williams, District of Columbia Public Schools, Washington, DC
### NCSS
#### GLOBAL STUDIES 1

**Bug Appétit: How Insects are Creating Globally Sustainable Foods**
By 2050, the planet will need to increase its food production by 70%. Explore how insects as an alternative food source can save the planet.

_Sarah Bailey, South Portland High School, South Portland, ME_

---

#### LITERACY

**Morphology in Social Studies: Increasing Literacy Skills Across Content Areas**
Learn how to increase student literacy skills by developing engaging vocabulary lessons that incorporate roots and affixes across different content areas.

_Altern Becker, Teacher Created Materials, Greenville, NC_

---

#### PSYCHOLOGY

**College Board AP Psychology Update: What’s New for You**
Discover what’s new with AP Psychology with the College Board Course Lead. Share your ideas for maximizing equity, inquiry, and success for all students.

_Amy Fineburg, College Board, Birmingham, AL_

---

#### TECHNOLOGY 1

**Teaching World War I with Immersive Experiences: Where Virtual Reality Meets Reality**
Learn how to integrate virtual reality into your teaching of World War I via case studies from teachers, using their inquiry design model and downloadable resources. Watch demonstrations of activities directly from practicing teachers, including first person views of the virtual experience.

_Todd Ogle, David Hicks, Virginia Tech University, Blacksburg, VA; Jessica Ratcliffe, Jennifer Bonds, Montgomery County Public Schools, Christiansburg, VA_

---

#### US HISTORY 2

**Interjecting into the Narrative: Black Women’s Voices Through Primary Documents**
Discover methods to incorporate African American female voices in American History lessons. Textbook-centered courses silence minority voices and contributions. Learn ways to ensure equitable representation.

_Karalyn McGrorty Derstine, Jennifer Guarnaccia, Gwynedd Mercy Academy High School, Lower Gwynedd, PA_

---

### NCSS
#### WORLD HISTORY

**The Longest Hatred: A Look at the History of Antisemitism**
Examine historical evidence (text and visual) of antisemitism to understand the origins and history of the “longest hatred.”

_Andrew Askuvich, Institute for Curriculum Services, San Francisco, CA_

---

### NCGE/NLRE

#### NCGE 1

**Celebrate K8 Geoliteracy with Virginia’s Floor Maps, Atlas and GIS**
Explore creating a skills-based K-8 GeoLiteracy curriculum using the Virginia Geographic Alliance Floor Maps, State Atlas, and online GIS. This BYOD session is standards-based and hands-on. Bring white socks!

_Anne Evans, Virginia Geographic Alliance, University of Richmond, VA; Georjeanne Hribar, Virginia Geographic Alliance Old Dominion University, Richmond, VA_

---

#### NCGE 2

**Sharing Resources: Explore the NCGE Resource Library**
Learn about how to collaborate and share lessons through this member powered database.

_Jeff Lash, University of Houston-Clear Lake, Houston, TX_

---

#### NCGE 3

**Using Google Sheets for Mapmaking in a Regional Geography Course**
Discover both the opportunities and limits to using Google Sheets to create maps in a regional geography course (examples provided from Africa and Latin America college regional geography courses).

_Carmen Brysch, Auburn University, Auburn, AL; Jerry T. Mitchell, University of South Carolina, Columbia, SC_

---

#### NCGE 4

**Understanding Indigenous Cultures Through Place Names: A Step Towards Decolonization**
Indigenous place names contain traditional knowledge, world view, and information related to spirituality and culture. Non-natives can better understand and respect Indigenous cultures by studying what the names reveal. Handouts.

_Betsy Arntzen, Canadian-American Center, University of Maine, Orono, ME_
NCSS
CIVICS/GOVERNMENT 3
Civics: Meaningful and Active with iCivics
How do we ensure that our students are not merely learning trivial information about civics? In this interactive panel discussion, hear from experienced iCivics teachers about meaningful Civics curriculum.
Ed Finney, Maple Hill Jr/Sr High School, Castleton, NY; Peter Paccone, San Marcos Unified School District, San Marcos, CA; Jennifer Jolley, Brevard Public Schools, Viera, FL; Nathan McAlister, Seaman High School, Topeka, KS

NCSS
CROSS-DISCIPLINARY 4
Social Studies Resource Smackdown
It's a fast-paced sharing of resources. Volunteers contribute to share a tool, tip, or resource with the group about teaching and learning. Leave with a collaborative document of 50+ resources!
Melissa Seideman, Haldane High School, Poughkeepsie, NY; Rebecca Stephens, Fayetteville-Manlius Schools, Manlius, NY

NCSS
CROSS-DISCIPLINARY 5
Now We're Talking: Authors Discuss New History Books for Kids
Join five award-winning authors as they discuss the latest nonfiction books for kids that include stories and perspectives that have long been left out of the history books.
Sarah Albee, Watertown, CT; Marcie Flinchum Atkin, Fairfax, VA; Leah Henderson, Washington, DC; Carole Lindstrom, North Potomac, MD; Patricia Tanumihardja, Springfield, VA

NCSS
CURRICULUM & INSTRUCTION 5
The Law Pathway: Aligned Legal Studies Curriculum for High Schools
Illinois High School District 214 does more than just teach law. The district has constructed courtrooms, involved local professionals, and created a college-aligned law curriculum that brings legal studies alive.
Michael McCabe, Rita Thompson, Jonathon Kaminsky, Cecilia Garcia, Alex Diesberger, Jodi Blazek, Rebecca Mulligan, Jay Heibman, Township High School District 214, Arlington Heights, IL

NCSS
US HISTORY 3
Monumental Controversy: Teaching Confederate Monuments
Explore how to teach historical controversies over Confederate monuments. Focus on three public controversies—in 1890, 1995, and 2015—regarding Confederate monuments in one Southern city.
Gabriel Reich, Virginia Commonwealth University, Richmond, VA

NCSS
US HISTORY 4
Women's Suffrage Through Primary Sources
Analyze women's suffrage primary resources from pre-colonial to modern day, to learn how to empower students, critically engage them, and develop a theory of social change.
Eryn Cochran, Bill of Rights Institute, Arlington, VA

NCGE/NLRE
NLRE 1
Why Juries Don't Reflect Their Communities: Making Trials Fairer
Discover the benefits of diverse juries and the obstacles to achieve them, through exploration of a jury study and role-playing. This works well for all using mock trials.
Margaret Fisher, Seattle University School of Law, Seattle, WA

NCGE/NLRE
NLRE 2
Who Gets to Vote? Teaching About Voting Rights
2020 is an election year and the 150th anniversary of the 15th Amendment, making it a vital time to consider the history of voting rights in the United States.
Ursula Wolfe-Rocca, Zinn Education Project, Portland, OR

NCGE/NLRE
NLRE 3
Why People Count: Activities on U.S. Population and Political Representation
2020 Census results are on their way to government officials. Engage in timely lessons on U.S. population growth since 1790 and how this impacts the workings of our democracy today.
Peter Bailey, Pamela Wasserman, Population Connection, Washington, DC
NCSS/NCGE/NLRE

Before Central High: Telling The Other Arkansas School Integration Stories
Explore how Arkansas teachers have given voice to the unheard stories of school integration across the state. Learn about the presenters’ research techniques, lesson development, and resulting projects.
Melissa Starkey, Cassandra Barnett, Arkansas Department of Education Division of Elementary and Secondary Education, Little Rock, AR
11:00AM–12:00PM EST

NCSS
SPONSORED SESSION 1

Discover History Through the Secret Lives of Objects
Historic artifacts are souvenirs from another time that can trigger our collective memory and help us relive history. Join Sally Flaherty, national social studies expert, as she shows you how historical objects and primary sources can share their own witness of history and help your students better understand the people, events, and stories that shaped our nation and our world.
Sally Flaherty, Studies Weekly, Orem, UT
11:35AM–12:05PM EST

NCSS
CIVICS/GOVERNMENT 2

Presidential Powers: Teaching the Executive Branch
Explore the executive branch and the powers of the president using resources from the New-York Historical Society’s collections, and consider how civic education can be enhanced by primary source analysis. Explore strategies for incorporating primary sources, focusing on free digital resources designed for remote and in-person learning.
Lee Boomer, New-York Historical Society, New York, NY

NCSS
CURRICULUM & INSTRUCTION 2

Fostering Dialogue in Divisive Times with Current Events
Whether online or face-to-face, discover how to make meaningful connections between current events and your curriculum by exploring strategies for navigating difficult topics, partisan politics, and breaking news with ready-to-use teaching resources.
Rose Sadler, Facing History and Ourselves, Brookline, MA

NCSS
CURRICULUM & INSTRUCTION 3

Suspicious Minds: Tackling Conspiracy Theories in the Classroom
Combatting misinformation that is readily available to students is a challenge in classrooms today. Explore strategies for addressing conspiracy theories that translate across a variety of content and subjects.
Noah Rauch, Megan Jones, 9/11 Memorial & Museum, New York, NY

NCSS
CROSS-DISCIPLINARY 2

U.S. Census: Engross and Engage Students with Flexible Primary Sources
Rediscover primary sources by using an incredibly versatile source: the U.S. Federal Census! Receive lesson plans and inspiration for igniting a passion for primary sources and inquiry in your students.
Lauren Mosley, Bishop Kenny High School, Jacksonville, FL

NCSS
CROSS-DISCIPLINARY 3

Using Our Own Agency: Creating an Action Plan for Change
Discover a framework for teachers and students to identify their own agency and create action plans for change based on examples of ordinary citizens who accomplished extraordinary change.
Heather Hagan, Coastal Carolina University, Conway, SC; Carolyn Weber, University of Northern Iowa, Cedar Falls, IA
11:00AM–12:00PM EST

NCSS
CURRICULUM & INSTRUCTION 1

Teaching the Election of 1860 Using the Inquiry Design Model
Explore the Inquiry Design Model and how it can be implemented in history classes using the example of the Election of 1860. Appropriate for both middle and secondary levels.
Elizabeth Barrow, Georgia Southern University, Statesboro, GA

NCSS
CROSS-DISCIPLINARY 1

History as a Subject and Discipline: Ensuring Content and Skills Breathe the Same Air
Kyle VanderWall, APUSH teacher and co-author of the Teacher’s Edition for Fabric of Nation, presents you with methods for incorporating content and skills into your lessons such that students develop an understanding of history as both a subject and discipline. Too often, AP students compartmentalize these concepts and thus leave APUSH with a less nuanced understanding of what they are studying. Kyle offers strategies for weaving skills with content as you teach Reconstruction—a topic we’re all facing soon. Each participant will leave the session with a sample lesson and materials to teach the content of Reconstruction through disciplinary skills.
Kyle VanderWall, Grandville High School, Grandville, MI
11:35AM–12:05PM EST

NCSS
CURRICULUM & INSTRUCTION 2

Fostering Dialogue in Divisive Times with Current Events
Whether online or face-to-face, discover how to make meaningful connections between current events and your curriculum by exploring strategies for navigating difficult topics, partisan politics, and breaking news with ready-to-use teaching resources.
Rose Sadler, Facing History and Ourselves, Brookline, MA

NCSS
CURRICULUM & INSTRUCTION 3

Suspicious Minds: Tackling Conspiracy Theories in the Classroom
Combatting misinformation that is readily available to students is a challenge in classrooms today. Explore strategies for addressing conspiracy theories that translate across a variety of content and subjects.
Noah Rauch, Megan Jones, 9/11 Memorial & Museum, New York, NY

NCSS
CURRICULUM & INSTRUCTION 1

Teaching the Election of 1860 Using the Inquiry Design Model
Explore the Inquiry Design Model and how it can be implemented in history classes using the example of the Election of 1860. Appropriate for both middle and secondary levels.
Elizabeth Barrow, Georgia Southern University, Statesboro, GA

NCSS
CURRICULUM & INSTRUCTION 2

Fostering Dialogue in Divisive Times with Current Events
Whether online or face-to-face, discover how to make meaningful connections between current events and your curriculum by exploring strategies for navigating difficult topics, partisan politics, and breaking news with ready-to-use teaching resources.
Rose Sadler, Facing History and Ourselves, Brookline, MA

NCSS
CURRICULUM & INSTRUCTION 3

Suspicious Minds: Tackling Conspiracy Theories in the Classroom
Combatting misinformation that is readily available to students is a challenge in classrooms today. Explore strategies for addressing conspiracy theories that translate across a variety of content and subjects.
Noah Rauch, Megan Jones, 9/11 Memorial & Museum, New York, NY
SATURDAY

NCSS
CURRICULUM & INSTRUCTION 3
Social Studies, Blended Learning, Innovation, and You
The question that brings us together is "How can we design meaningful blended learning experiences for
students in social studies?" In this interactive presentation we share practices, challenges, and successes.
Craig Perrier, Fairfax County Public Schools, Fairfax, VA; Jenifer Hitchcock, Thomas Jefferson High School of
Science and Technology, Alexandria, VA; Allison Kline, Oakton High School, Vienna, VA

NCSS
CURRICULUM & INSTRUCTION 4
Shifting the Narrative Through Native-Centered Curriculum
Educators of Native students must use language and inquiry to shift the narrative of their curriculum. Examine and
create curriculum centered on Native peoples’ experiences using a question framework.
Meadow Wiggington, Shawn Ralston, Close Up Foundation, Alexandria, VA

NCSS
CURRICULUM & INSTRUCTION 6
No More Back Seats: Shifting Black History to the Center of America’s School Curriculum
A century since Carter G. Woodson’s 1926 introduction of “Negro History Week,” most school-based curriculum in
America continue to scrape the surface of the study of Black people’s contribution to United States history or
approach the topic as an addendum. This presentation will demonstrate how to effectively shift the study of
Black history from an outlier to the center of the narrative of the history of America.
Alysha Butler, DC Public Schools, Washington, DC

NCSS
ECONOMICS
How Can Economics Illuminate Students’ Historical Understanding?
Discover how six economic principles can deepen historical understanding. Solve the mystery: Why did the
colonists fight the mighty British when they were safe, prosperous, and free?
Mark Schug, University of Wisconsin-Milwaukee, Port St. Lucie, FL; Tawni Ferrarini, Lindenwood University, St.
Charles, MO; Scott Niederjohn, Lakeland University, Plymouth, WI

NCSS
ELEMENTARY 1
Behind the Headlines: Teach Kids How News Writers Make Choices
The editorial director of Scholastic News will reveal the secrets of writing news articles—and demonstrate how
you can use those secrets to teach media literacy skills to young learners.
Audra Wallace, Scholastic News, Scholastic Inc., New York, NY

NCSS
ELEMENTARY 2
Wonder and Agency: Reading About the Environment with K-3 Learners
Consider criteria on selecting developmentally appropriate children’s literature and plan read alouds that invite
K-3 learners to explore the question, "Who cares about the environment?"
Valerie Walker, Gustavus Adolphus College, Saint Peter, MN

NCSS
GLOBAL STUDIES 1
A War on an Idea: Extremism in Context
How do you fight an idea? Osama bin Laden was killed in 2011, and yet his radical message persists. Grapple
with this ongoing challenge in its historical and geographical context.
Clifford Chanin, 9/11 Memorial & Museum, New York, NY

NCSS
LITERACY
The Heart of History is Story: Writing About Primary Sources
Examine primary sources used in Candace Fleming’s research, such as Amelia Earhart’s report card, and mine them for details to write a brief story for sharing. Practice the historian’s art!
Jennifer Paulsen, Holmes Junior High, Cedar Falls, IA; Candace Fleming, Random House Children’s Books, New York, NY

NCSS
PSYCHOLOGY
Utilizing Peer Reviewed Research as a Primary Source Document
Learn to incorporate peer-reviewed research articles into the classroom to improve thinking skills and the ability
to utilize the scientific method. The material is suitable for any social studies course.
Jon Rehm, Alachua County Public Schools, Gainesville, FL

NCSS
TECHNOLOGY 1
Inquiry-Based Learning at Its Best Using Digital Museum Resources
Boost students’ inquiry and critical thinking skills using promising transferable practices developed in a school/museum pilot program on Ethnic Studies.
Ashley Naranjo, Philippa Rappoport, Smithsonian Center for Learning and Digital Access, Washington, DC
The Citizenship Project: Active Citizenship in Historical Context
Develop a year-long research project to promote historical thinking skills such as document analysis, contextualization, experiential learning (in person or virtual), and continuity and change over time while simultaneously developing research and writing skills.
Sarah Fischer, Rochelle Edwards, James Coe, Newark Academy, Livingston, NJ

Participating in a Legacy: A Declaration of Independence Timeline
Explore and consider a digital timeline of historic moments when the words of the Declaration of Independence have been invoked in the pursuit of the self-evident truth that all men are created equal throughout American and world history. Engage in a facilitated dialogue with other educators and get resources for distance learning.
Lora Cooper, Thomas Jefferson’s Monticello, Charlottesville, VA

The Place of the Korean War in World History
Explore the context of the Cold War and Decolonization to understand the Korean War through a series of free, open source instructional materials that draw on primary sources.
Gregory Ahlquist, Webster Central School District, Webster, NY; Patrick Whelan, Saint Stephens Episcopal School, Bradden, FL; Tom Sakole, Riverside High School, Leesburg, VA

Collaborative Adventures in Elementary Social Studies Through Mystery Skypes
Engage your students in the amazing adventure of learning about the geography of the United States through Mystery Skypes as they collaborate with students in different states across the nation!
Mary C. Hanna, New Canaan Public Schools, New Canaan, CT; Regan Lamberson, Frenship ISD, Wolfforth, TX

Tree Harvesting in the Boreal Forest: A Simulation Workshop
Boreal is a simulation which examines tree harvesting practices in the Boreal Forest over two generations. Students use the simulation to harvest trees using current logging practices within the context of profitability and sustainability.
Randy Wilkie, Lakehead University, Thunder Bay, ON

Strategies for Bridging AP Human Geography and AP World History
Explore activities focused on Nat Geo’s “Out of Eden Walk” that utilize concepts learned in AP Human Geography that can serve as a bridge to material in AP World History.
Ali Hendrick, Dutch Fork High School, Irno, SC; Jerry T. Mitchell, Michael Mewborne, University of South Carolina, Columba, SC

Canadian Arctic and Climate Change: Sovereignty Challenges Beyond Northwest Passage
Gain insights on contemporary challenges Canada faces because of climate change in the Arctic. Territorial disputes, natural resource conflicts, teaching resources highlight Indigenous rights and human security topics.
Amy Sotherden, Center for the Study of Canada, SUNY Plattsburgh, NY

Geo Technology in the Classroom Discussion Group
Join your colleagues as we engage in robust discussion around Geo-tech in the classroom.

Meet the Editors: Journal of Geography and The Geography Teacher
See your name in print! Have you ever considered publishing your geography lesson idea or research project? The editors of The Geography Teacher and the Journal of Geography invite you to learn more about the publication process for both journals and how you can become a successful author.
Meredith Marsh, Lindenwood University, St. Louis, MO; Rebecca Theobald, University of Colorado Colorado Springs, CO
NCGE/NLRE

NCGE 3
AP Human Geography AP Classroom Strategies, Functionality, and Unit 3, Cultural Patterns and Process
Examine the functionality of MY AP in your AP Human Geography classroom. Interact with MY AP with a special focus on Unit 3, Cultural Patterns and Processes, in order to learn how to connect the five APHG skills with required content by using various tools and platforms within MY AP.
Valerie Mervine, Landstown High School, Virginia Beach, VA

NCSS

MAIN STAGE/GENERAL SESSIONS
John Valadez
“American Exile: Documentary Film and the Advancement of Social Justice: A Case Study”
Brothers Valente and Manuel Valenzuela volunteered and fought in Vietnam. Fifty years later they—like thousands of other veterans—find themselves in crisis: they are being deported, in their case to Mexico, a country where they have never lived.
Join us for a preview of the new PBS documentary American Exile before it airs on national television in 2021, and join Peabody Award winning filmmaker John J. Valadez as he unpacks innovative strategies for using public media to, artfully and in a fact based manner, advance the national discourse on social justice.

NCGE/NLRE

NCGE 5
Developing Digital Citizenship Using OpenStreetMapping
Learn how OpenStreetMapping collects data for humanitarian organizations which helps create maps to help people in communities around the world. Students can help others around the world with OSM.
Celeste A. Reynolds, Mashpee High School, Mashpee, MA; Steven Johnson, The George Washington University, Washington, DC

NCSS

NCGE/NLRE

NCGE 4
Geography and Social Justice Discussion
Join your colleagues as we explore how geography and social justice intertwine.
Ed Kinman, Longwood University, Farmville, VA

NCSS/NLRE

NCGE 1
You Have Dysentery: Reframing Western Expansion
Go beyond covered wagons and pioneers to teach historically accurate and balanced units on Western Expansion. Learn curriculum from global and Indigenous educators that can help reframe our approach.
Kyla Sweet, Western Washington University, Bellingham, WA

NCSS

CIVICS/GOVERNMENT 1
Confronting Discrimination: Exploring Germany Using the Inquiry Design Model
Teach your students to confront discrimination using lessons and experiences from contemporary Germany. Receive free inquiry-based materials, including a global collaboration component, which can be adapted to your subject.
Don Jenkins, North Whidbey Middle School, Oak Harbor, WA; Jenny Windell, Transatlantic Outreach Program, Washington, DC

NCSS

CIVICS/GOVERNMENT 2
Speak Truth To Power: Education About and For Human Rights
Explore the RFK Human Rights’ Speak Truth To Power lessons to develop engaging strategies for students in classroom content as well as the values inherent in Human Rights Education. Explore the resources available on the STTP platform and hear about their impact from the students who experience them.
Chris Buckley, RFK Human Rights/Brookfield Public Schools, Brookfield, CT
NCSS
CROSS-DISCIPLINARY 1
Creating Access to Learning Through Visual Thinking Skills
Explore visual literacy and visual thinking skills. Experience four visual thinking skills activities. Brainstorm ways visual thinking skills activities can inspire inquiry at all grade levels.
   Angela Smith, New Jersey Council for the Social Studies, New Brunswick, NJ

NCSS
CROSS-DISCIPLINARY 2
Reading, Writing, and Reflecting: Creating Environmentally Conscious Classrooms Through Discussion
Examine different methods of reading, writing, and reflection to create an environmentally conscious classroom. Learn about materials attendees can use immediately in their classrooms.
   Matthew Hollstein, Kent State University, North Canton, OH; Bethany Vosburg-Bluem, Otterbein University, Westerville, OH; Jay Shuttleworth, Long Island University Brooklyn, NY

NCSS
CROSS-DISCIPLINARY 3
Eight Easy Steps to Crafting Quality Assessment Items
Using these eight easy steps, create your own quality assessment items that will bring you the data you need to push your students to the next level.
   Kadie Patterson, Cognia, Nashville, TN

NCSS
CROSS-DISCIPLINARY 4
Engage with Award-Winning Global Children’s and Youth Literature
Delve into new World Area Book Award titles from Africa, Latin America, the Middle East, and Asia. Read selections and gather ideas for using them in the classroom.
   Susan Douglass, Center for Contemporary Arab Studies, Georgetown University, Washington, DC, Emera Bridger, South Asia Center, Syracuse University, Syracuse, NY; Karen Kane, Weatherhead East Asian Institute, Columbia University, New York, NY; Brenda Randolph, Howard University Center for African Studies, Washington, DC

NCSS
CURRICULUM & INSTRUCTION 1
Warrior Spirit: Honoring the Native American Veteran Experience
Explore how primary sources can help illuminate the Native American experience as we honor and celebrate those who serve with the opening of the new National Native American Veterans Memorial.
   Cheryl Hughes, Warrior Spirit Project, Missoula, MT; Cynthia Stout, Teaching With Primary Sources, Littleton, CO

NCSS
CURRICULUM & INSTRUCTION 2
The Case Method and the History of American Democracy
Explore American History through case studies developed by the Harvard Business School. Whether in a virtual or live classroom, this innovative approach to history engages students while honing their argumentative writing and oral communication skills. Using case studies to address social justice will also be a focus.
   Daniel McMains, The Hill School, Pottstown, PA; Genny Allard, Bergen Technical High School, Teterboro, NJ; Erica Golle, Bergen Technical High School, Teterboro, NJ; Alex Kaufman, Case Method Project, Cambridge, MA

NCSS
CURRICULUM & INSTRUCTION 3
Low Prep, High Value Strategies to Create Engaging Citizens
Learn more about strategies that create classrooms rich in active student participation and interaction using a variety of resources such as images, texts, video, and digital interactives.
   Geoff Howard, Savvas Learning Company, Washington, DC; Juan Cabrera, Savvas Learning Company, Austin, TX

NCSS
CURRICULUM & INSTRUCTION 4
Teachers, Fear Not! Teach About Religion with Constitutionally Sound Pedagogy
Explore how to teach about religion applying a First Amendment best-practices framework that fosters religious pluralism and civil society by analyzing controversial, politically charged topics about world religions in classroom dilemmas.
   Gayle Pagnoni, The Boniuk Institute for Religious Tolerance at Rice University, Houston, TX; LaChardra McBride, Houston Independent School District, Houston, TX

NCSS
NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

SATURDAY

Breakout Sessions | Saturday Between 1:00 & 1:30pm EST

Advancing Social Justice
NCSS ECONOMICS

A Localized Look At Personal Finance
Prepare your students for their financial future by engaging them in financial decision making by using localized data related to your community.
Kolleen Madeck, Sarah Gutierrez, Stevenson High School, Lincolnshire, IL

NCSS ELEMENTARY 1

Even “Good” Readers Struggle: Addressing Challenges of Social Studies Text
Explore why even “good” readers can have difficulty comprehending social studies text. Discuss key elements that make the text challenging and get specific strategies to help students navigate the text.
Jennifer Altieri, Coastal Carolina University, Conway, SC

NCSS ELEMENTARY 2

The Culturally Competent Classroom: Making Global Connections Through Picture Books
Explore a culturally competent classroom through the eyes of its students. Learn how teachers can connect SEL skills and global themes, while fostering empathy and inclusivity in young learners.
Sigita Newsom, John Thomas Dye School, Los Angeles, CA

NCSS ELEMENTARY 3

Introducing Inquiry in the Elementary Classroom: Equipping Young Student Historians!
Excite students with opportunities to interact with age-appropriate primary sources to grow a culture of inquiry. Create a thinking classroom, whether virtual or face-to-face, where students work as young historians.
Stephanie Owens, Lisa Wellborn, Sherry Owens, s3strategies, Lubbock, TX

NCSS GLOBAL STUDIES 1

Inquiry-Based Global Learning in the K-12 Social Studies Classroom
Receive access to a collection of online instructional resources created by educators from over 15 countries that prioritize inquiry-oriented learning experiences across social studies disciplines to advance global learning.
Brad Magath, The University of Akron, OH; Gloria Wu, Bowsher High School, Toledo, OH

NCSS SOCIOLOGY

ACEs: Adverse Childhood Experiences and Trauma-Informed Education at Schools
Discover ACEs (Adverse Childhood Experiences), and learn how ACEs affect learner performance in school. Explore strategies on coaching students through difficult obstacles. Participate in a virtual workshop that will utilize aspects of shared screens, chat, Q&A, microphones and breakout rooms.
Lissa Thiele, Five Keys Charter School, San Jose, CA

NCSS TECHNOLOGY 1

Virtual Reality: Google Expeditions Bring Social Studies to Life
No time or money for field trips? No problem! Take your students across place and time using virtual reality. With the Google Expeditions app, conduct social studies virtual field trips.
Geraldine Stevens, Evanston, IL

NCSS US HISTORY 1

How to Make Amends: A Lesson on Reparations
Explore more than a dozen different historical examples of reparations—from cash payments to land settlements to state apologies—in a session about how we address past injustice.
Ursula Wolfe-Rocca, Zinn Education Project, Portland, OR

NCSS US HISTORY 2

Women & the American Story: Growth and Turmoil, 1948–1973
Examine how women of diverse backgrounds contributed to, and were shaped by, an era of escalating political activism and rapidly shifting social norms using classroom-ready primary sources. Explore strategies for incorporating primary sources and focus on free digital resources designed for remote and in-person learning.
Leslie Hayes, New-York Historical Society, New York, NY

NCSS US HISTORY 3

Life During World War II: Using Artifacts to Understand History
Elevate your teaching of World War II using the digital media collection from PBS LearningMedia. Lessons on propaganda, women, and young people feature hundreds of original artifacts to highlight diverse perspectives.
India Meissel, Lakeland High School, Suffolk, VA; Sue Wilkins, WGBH Education, Boston, MA; Christian Scott, Patrick Lyndon School, West Roxbury, MA
NCSS
WORLD HISTORY
Scale Switching – Using Graphic Biographies to Teach World History
Discover how to teach and learn from comic-style biographies (from one-pagers to lengthy graphic histories) to support student understanding and claim-testing of global narratives.
Trevor Getz, San Francisco State University, San Francisco, CA

1:00–1:45pm EST

NCSS
CURRICULUM & INSTRUCTION 5
Teachers and Teens Creating Educational Resources for Museum Exhibits
You can do that! Learn how teachers and teens alike used content from a new Smithsonian exhibit to create digital educational resources for other teachers and teens, and how they adjusted their plans in the midst of a global pandemic.
Eden Cho, Caitlin Haynes, Alison Leithner, Ashley Naranjo, Smithsonian Institution, Washington, DC; Teya Green, Excel Academy, Washington, DC; Christopher Overbeck, Sandburg Middle School, Alexandria, VA

NCSS
CIVICS/GOVERNMENT 3
Making Landmark Cases Come Alive with Inquiry and Primary Sources
Breathe life into your teaching of landmark Supreme Court cases with inquiry-based primary source activities.
Cathy Ruffing, Street Law, Silver Spring, MD; Tammy Waller, Arizona Department of Education, Phoenix, AZ

NCSS
CROSS-DISCIPLINARY 4
Engage with Award-Winning Global Children's and Youth Literature
Delve into new World Area Book Award titles from Africa, Latin America, the Middle East, and Asia. Read selections and gather ideas for using them in the classroom.
Susan Douglass, Center for Contemporary Arab Studies, Georgetown University, Washington, DC; Emera Bridger, South Asia Center, Syracuse University, Syracuse, NY; Karen Kane, Weatherhead East Asian Institute, Columbia University, New York, NY; Brenda Randolph, Howard University Center for African Studies, Washington, DC

NCSS
CROSS-DISCIPLINARY 5
IWitness: Connecting Past and Present-Day Events with Testimony
Explore strategies for using audiovisual testimony to connect past and present-day events in the classroom, both traditionally and virtually, with USC Shoah Foundation's award-winning educational website, IWitness, and a veteran social studies educator.
Jennifer Goss, Staunton City Schools, Staunton, VA

NCSS
LITERACY
Historical Comics, Yellow Journalism, and the Media Today
Explore how historical comics contributed to Yellow Journalism, the “fake news” of the early 20th century. Work with historic primary sources to build media literacy skills in your classroom.
Keith Patterson, Teaching with Primary Sources Western Region, Arvada, CO

NCSS
TECHNOLOGY 2
Transforming Learning Experiences and Collaboration Through Technology and Digital Presentation
Imagine a live or virtual class with 100% participation, with students engaged in critical inquiry, excited about learning, and empowered to participate. Learn how technology and Nearpod’s interactive features transformed my students’ learning. See how the platform allowed for a seamless transition to virtual learning.
Ed Finney, Schodack Central Schools, Castleton, NY
Can Historical Thinking Be Assessed on a Statewide Summative Assessment?
Legislatively required to assess historical thinking, Maryland developed the Evidence-Based Argument Set—a hybrid of the DBQ and the Historical Assessments of Thinking from the Stanford History Education Group.
Bruce Lesh, Leah Renzi, Maryland State Department of Education, Baltimore, MD

Teaching World Constitutions: Lesson Plans for the Classroom
Discover tools and lesson plans designed to engage students in explorations of world constitutions. Participate in a demo and leave with five lessons to use or adapt in your classroom!
Zachary Elkins, Comparative Constitutions Project/The University of Texas at Austin, TX; JoEllen Ambrose, Learning Law and Democracy Foundation, St. Paul, MN

Give Your Middle School Students a Civic Voice!
Youth creating change! Don’t wait until your students can vote. Teach your middle school students how to make a meaningful and sustaining difference in our democracy today.
Laura Wesley, Gregorio Medina, Constitutional Rights Foundation, Los Angeles, CA

SCOTUS Now: Teaching a Current Supreme Court Case
Take a deep-dive into a current hot-button Supreme Court case that serves as a framework for exploring contemporary constitutional questions.
Catherine Hawke, American Bar Association Division for Public Education, Chicago, IL

Responsible Government and Teaching Canada’s Constitutional Democracy
Develop your toolkit on teaching Canadian comparative government through 30+ K-12 teaching resources, and understand why Canada is ranked as the world’s 7th most democratic country in the Democracy Index.
Amy Sotherden, Center for the Study of Canada, SUNY Plattsburgh, NY

Wanted! Geography Explorers!
Set sail on an exploration into effective geography instruction. Discover and experience new teaching methods to introduce geography into your curriculum. All treasure materials will be provided.
Beth Corrigan, University of Toledo, OH

Integrating NASA Technologies Through the GLOBE AREN Project
Learn how the AEROKATS and ROVER Education Network (AREN) Project can be used to introduce NASA technologies and practices while concurrently advancing student research projects investigating Earth science related phenomena.
Mike Jabot, Fredonia State University of New York, Fredonia NY

AP Human Geography Discussion Group
Join your colleagues as we engage in robust discussion around AP Human Geography and how it works in your classroom!
Julie Wakefield, Robert McQueen High School, Reno, NV

Exploring the Geography of Genocide Through Inquiry
Use inquiry to help students understand how geography influences genocide. Receive resources and activities for classroom use.
Aaron Johnson, University of Nebraska-Lincoln Lincoln, NE; Lisa Pennington, Governors State University, University Park, IL

Linking Geography Teaching to Student Aspirations, Goals, and Careers
Learn about the effective development of Powerful Geography to create a bottom-up, student-centered, inclusive curriculum for K-12 geography education.
Dick Boehm, Joann Zadrozny, Michael Solem, Thomas Larsen, Texas State University, San Marcos, TX
Cedar Riener

"Teaching and Learning while the World Keeps Burning: Teaching Psychology in a World in Crisis"

Sponsored by the NCSS Psychology Community

In the before times, teachers of psychology may have relished a current event that brought issues in psychology to larger public consciousness. In 2020, with the COVID19 pandemic, racism and bigotry on the rise, and the crisis of climate change certain to change our students' futures, covering current issues is fraught with controversy and discomfort. This talk will cover how we can help students see like psychologists and use psychological science to recognize crises, be personally resilient, and move towards repairing the harms that these crises cause.

Cedar Riener is Associate Professor of Psychology at Randolph-Macon College.

Freedom Rider Joan Trumpauer Mulholland will share her most important lessons from the civil rights movement and how students can help change their world today. Live Q&A with Joan will follow. Bring your questions and prepare for a once-in-a-lifetime experience.

Joan Trumpauer Mulholland

Wondering how to teach students to respond to the new type of Free Response question on the AP Human Geography Exam? The presenters will guide you through a practice FRQ and give you the tools to use in the classroom. These presenters are authors of a brand new forthcoming APHG textbook, and each participant will receive a hard copy, shipped to school or home. The book will help you teach content and includes a ton of practice exam questions.

Barbara Hildebrant, Educational Testing Service, Princeton, NJ; Max Lu, Kansas State University, Manhattan, KS; Kenneth Keller, George Walton Comprehensive High School, Marietta, GA

Explore free inquiry-based lessons designed to facilitate democracy education and prepare students for civic life by comparing and contrasting the United States and German governments.

Thomas Sorosiak, Bowling Green State University, Bowling Green, OH; Wood Powell, Transatlantic Outreach Program, Washington, DC

Connect your students with their peers across the country for online civil dialogues about relevant constitutional questions to promote civic knowledge and SEL skills with classroom exchanges.

Sarah Harris, National Constitution Center, Philadelphia, PA

Discover how students, imagining themselves as national park employees in a story about the endangered mountain gorillas, decide to take action to confront climate change. An inquiry approach guides learning.

Margit McGuire, Seattle University, Seattle, WA

Engage with USC Shoah Foundation’s award-winning educational website, IWitness, to discover classroom-ready, testimony-based resources that cultivate empathy in students through storytelling across the curriculum.

Lisa Farese, USC Shoah Foundation, Los Angeles, CA
NCSS CURRICULUM & INSTRUCTION 1
#NotYourMascot: Be an Ally Creating Meaningful Change in Your School
From stereotypical mascots to paper headdresses, American schools can perpetuate myths about Native Americans. Learn how teachers can be Indigenous allies and changemakers in their classrooms and schools.
Kyla Sweet, Canada House - Western Washington University, Bellingham, WA

NCSS CURRICULUM & INSTRUCTION 2
Hey, Introverts Have a Voice Too!
Help all students virtually, including introverts, develop the confidence to use their voice to speak out on issues that interest them. Learn Ford's Theatre Oratory Skills and technology to aid this.
Lindsey Charron, Horace Ensign Intermediate School, Newport Beach, CA

NCSS CURRICULUM & INSTRUCTION 3
BREAKOUT!
Want to introduce or review a unit, challenge students' information and problem solving skills, and provide a collaborative and engaging environment for everyone involved? It's easy – BREAK OUT!
Chuck Taft, University School of Milwaukee, WI

NCSS CURRICULUM & INSTRUCTION 4
Including the Diverse Faces of Arab Americans in the Curriculum
Participate in activities to become familiar with Arab Americans, their history, and civic engagement in the U.S. This session provides information and testimonies from Arab American women educators.
Ilham Nasser, International Institute of Islamic Thought, Herndon, VA; Jihan Andoni, National Arab American Women Association, Oakton, VA; Wahiba Derouaze, National Arab American Women Association, Vienna, VA

NCSS ELEMENTARY 1
Using Critical Literacy Practices to Teach Civic Dispositions
Discover the connections between critical literacy and the C3 Framework. Explore ways to purposefully use trade books to introduce and develop civic dispositions in pre-K through grade 5.
Laura Darohia, Carly Muetterties, University of Kentucky, Lexington, KY

NCSS ELEMENTARY 2
Moon to Mars! Connecting the Social Studies and Space Exploration
Engage students with space history, exploration, and exciting new future missions. From the moon to Mars, explore digital primary sources, diverse women in space, and virtual interdisciplinary resources and curriculum connections related to space studies.
Lori Meier, East Tennessee State University, Johnson City, TN

NCSS ELEMENTARY 3
Using Inquiry to Explore Powerful Images with TCI
Learn a step-by-step process for using visuals to unlock understanding, anchor historical memory, and implement Visual Discovery in your classroom.
Brian Thomas, TCI, Mountain View, CA

NCSS GLOBAL STUDIES 1
Ditch the Textbook to Build Global Civic Literacy
Build students' global civic literacy in ways that are meaningful, relevant, and student-centered, drawing on resources from Pre-AP and World101 from the Council on Foreign Relations.
Charles Hopkins, Council on Foreign Relations, New York, NY; Drew McCulley, College Board, New York, NY

NCSS TECHNOLOGY 1
10 Tech Tools Take Primary Sources to Top SAMR Levels
It's 2020! Are we harnessing technology tools at the highest SAMR Scale levels? Join Two Geeky Teachers and explore 10 tools utilizing primary sources to modify and redefine your instruction.
Michelle Pearson, Adams 12 Five Star Schools, Thornton, CO; Laura Israelsen, Denver Public Schools, Denver, CO

NCSS US HISTORY 1
Honoring Silenced Voices of the Past Through Character Presentations
Explore how Colonial Williamsburg educators use primary sources to create character experiences that bring to life the stories of people who seldom appear in written records of our nation's past.
Henry “Andy” Engel, Nicole Brown, Colonial Williamsburg Foundation, Williamsburg, VA
NCSS

US HISTORY 2

Colonial Encounters: Teaching Diverse Women's Experiences of the American Past

Explore women's integral role in the formation and evolution of colonial American societies in this interactive session. Use primary sources to consider diverse women's experiences. Explore strategies for incorporating primary sources and focus on free digital resources designed for remote and in-person learning.

Mia Nagawiecki, New-York Historical Society, New York, NY

NCSS

WORLD HISTORY

Teaching World History with Effective Formative Assessments

Learn how World History Project teachers use hands-on activities, vocabulary assessments, quizzes, writing assignments (and more!) to push assessment beyond just tests. Did we mention that WHP resources are totally free?

Anne Koschmider, Cadillac High School, Cadillac, MI; Ane Lintvedt, McDoogh School, Owings Mills, MD; Julie Horowitz

NCSS/NCGE/NLRE

NLRE 1

Using a “Rule of Law Springboard”

Explore engaging opportunities to use the “Rule of Law” as the springboard for instruction. The Center for Teaching the Rule of Law will demonstrate the use of our free resources.

Ellen Stick, Center for the Teaching of the Rule of Law, Roanoke, VA

NCSS/NCGE/NLRE

NLRE 2

Constitution Rights: Origins and Travels

Discover the origins and global context of the Bill of Rights. Two online interactive resources will empower teachers and their students to critically analyze constitutional rights through primary source analysis.

Kerry Sautner, National Constitution Center, Philadelphia, PA

NCSS/NCGE/NLRE

NLRE 3

Street Law: Practical Legal Education In The Classroom

Discover how Street Law’s Legal Life Skills Program can empower students with the practical legal knowledge and civic skills needed to combat inequality, participate effectively in their communities, and succeed as adults.

Yolanda Johnson, Jazmine Domerson, Street Law, Inc., Silver Spring, MD

NCSS

MAIN STAGE/GENERAL SESSIONS

America at a Crossroads: Looking Back at the 2020 Election and Ahead at the Next Four Years

Yamiche Alcindor and Charlie Sykes. Moderated by Chuck Todd.

Veteran journalists Chuck Todd, Yamiche Alcindor and Charlie Sykes each played prominent roles in covering and commenting on the 2020 election and its aftermath. In this session, they look back at what the vote tells us about the country, polling and the media. They’ll look ahead to assess how control of the Senate is expected to be decided in Georgia; how the presidential transition will ultimately unfold, and how the Biden-Harris administration will govern amid the twin challenges of intense hyper-partisanship and rampant misinformation. Finally, they’ll share their thoughts about the lessons from the election and Trump presidency for our nation’s civic life and democratic institutions.

The News Literacy Project has generously sponsored the appearances of Yamiche Alcindor, Charlie Sykes, and Chuck Todd.

NCSS/NCGE/NLRE

NCGE 1

Don't Neglect Your Neighbor: Teach Canada!

Experience hands-on lessons about shared borders and Canada’s population, language, and economics. Though significantly linked by physical and human geography, our largest bi-lateral trading partner often receives little instructional focus.

Jennifer Dawson, Lost Mountain Middle School, Kennesaw, GA

NCSS/NCGE/NLRE

NCGE 4

Fight for Geography Education: Messages for State and Local Advocacy

Advocate for geography’s place in the K-12 curriculum by articulating its value for preparing diverse learners to face society’s current and future challenges.

Kelly León, Sweetwater Union High School District, Chula Vista, CA; Thomas Herman, California Geographic Alliance, San Diego, CA

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

Advancing Social Justice
NCSS/NLRE

NCSS/CIVICS/GOVERNMENT 1

Civics, Games, and Access for ALL

Game-based learning is a fun and engaging way to reach ALL students (including ELLs). Explore iCivics games and intentional scaffolds for students navigating the complex academic vocabulary of civics.

Kristen Chapron, Taylor Davis, iCivics, Cambridge, MA

NCSS

NCSS/CIVICS/GOVERNMENT 2

Constitution, Contest, Civil Civic Conversation

Your students can learn about the Constitution. Participate in Civil Civic Conversation. Use their talents to earn scholarship or money. Constituting America brings all this to your classroom for FREE.

Terry Cherry, Constituting America, Alexandria, VA

NCSS

NCSS/CROSS-DISCIPLINARY 1

You Can’t Say That in School ... Can You?

Is student social media use impacting the classroom? Explore the limits of free speech to deepen student understanding and empower the effective use of First Amendment rights.

Jessi Hollis McCarthy, Barbara McCormack, Freedom Forum/NewseumED, Washington, DC

NCSS

NCSS/CROSS-DISCIPLINARY 2

The Roots Project: Black Girls’ Journeys into Their Personal Pasts

Black girls who consider themselves “Afrocentric” have higher self-esteem and academic achievement. The Roots Project is a personal inquiry project where Black girls explore their family, community, and cultural origins.

Tamika Williams, University of Central Florida, Orlando, FL

NCSS

NCSS/CURRICULUM & INSTRUCTION 1

Using Structured Academic Controversies to Teach Claim and Counterclaim Writing

Apply the steps of a Structured Academic Controversy and the Google Suite to foster classroom inquiry, collaboration, and discussion, and ultimately improve student claim and counterclaim writing on any topic.

Sarah Poole, Anne Arundel County Public Schools, Annapolis, MD

NCSS/NLRE

NCSS/CROSS-DISCIPLINARY 3

Defining “Equal Protection”: Origins and Legacy of the 14th Amendment

Grapple with the complexities of the 14th Amendment’s promise of “Equal Protection” in modeled activities exploring the history, changing interpretations, and modern debates pertaining to this pivotal constitutional provision.

Kerry Saunter, National Constitution Center, Philadelphia, PA; Trish Everett, Pine Crest School, Fort Lauderdale, FL; Lauren LeBato, Barbe High/LCB Gifted Academy, Lake Charles, LA

NCSS

NCSS/CROSS-DISCIPLINARY 1

FEE in the Classroom—Free Workshops for Teachers and Students

Engage with Ph.D. candidate Signé Thomas as she virtually presents a mini high school seminar (designed to be presented in-person or virtually), sponsored by the Foundation for Economic Education, through lectures and interactive games on economics and government.

Signé Thomas, The Foundation for Economic Education, Atlanta, GA

NCSS

NCSS/CROSS-DISCIPLINARY 2

iScore5 - AP Test Prep for the 21st Century

Obtain tools to help your AP students review and prep for course content and for their AP exams in FIVE AP social studies course areas. Discover the functionality using our suite of apps.

Greg Sherwin, iScore5, Lincolnshire, IL; Kenneth H. Keller, iScore5, Marietta, GA

NCSS/NLRE

NCSS/CROSS-DISCIPLINARY 3

Maps 101

Are you looking for a way to transport your students outside the walls of their classroom and into the world? Does remote learning feel too remote? Maps101 offers a vast, curated collection of engaging, standards-aligned, visually impactful resources to help them succeed on the path to learning. For almost 30 years, we’ve been designing maps for major textbook publishers and providing digital resources for the classroom. We take complex data and information and deliver it for use in the classroom. Find out how the new and improved Maps101 can show your students the world in a whole new way.

Lisa Biggs, Maps.com, Santa Barbara, CA
NCSS

CURRICULUM & INSTRUCTION 2

Inquiring Minds Want to Know: Transforming Wonder into Knowledge
Inquiry activates curiosity and inspires meaningful questions. Explore interweaving inquiry-based learning strategies throughout all content areas, whether through face-to-face, hybrid, or distance learning instruction. Learn how to utilize both virtual and hands-on interactive activities and view shared student work.
Cathy Marston, Glendora Unified Schools, Glendora, CA

NCSS

CURRICULUM & INSTRUCTION 3

Spill the TEA! Evaluate, Analyze, and Write About Online Sources
Explore how students can use Wikipedia, Fox News, and MSNBC to form their own ideas. Quarantine learning only underscores the need to develop online source evaluation skills. Learn a three-step process, with practical class materials, to get from facing a question to forming a historical argument.
Rabiya Kassam-Clay, John Marshall High School, Los Angeles, CA

NCSS

CURRICULUM & INSTRUCTION 4

Using Digital Citizenship to Inspire Civil Discourse
Inspire students to be civil communicators with Common Sense’s free Digital Citizenship Curriculum. Leave with classroom resources and pedagogical approaches to help students thrive in today’s interconnected world.
Barbara Huth, Common Sense Education, Washington, DC

NCSS

CURRICULUM & INSTRUCTION 5

Primary Sources, Multi-Media, and Text: Maximizing Inquiry, Understanding and Engagement
Learn strategies to advance inquiry, understanding and engagement, maximizing the synergistic integration of primary sources, multi-media and text, differentiating to make instruction accessible for all learners. Receive ready-to-use lessons.
Donna Knoell, Shawnee Mission, KS

NCSS

CURRICULUM & INSTRUCTION 6

TED Masterclass: Create Your Own TED Talk
You’ve likely listened to TED Talks before. But what if you had the opportunity to create and record your own TED Talk? Through this hands-on session, learn how you can use the TED Masterclass app to create your own talk – all through the use of your mobile device. The first 200 attendees to join us will receive a FREE TED Masterclass license, with the opportunity to share their talk at future conferences and educator gatherings. Don’t miss out on this excellent professional development opportunity!
Logan Smalley, TED, New York, NY

NCSS

ECONOMICS

Active Learning Simulations Can Be a Virtual Too!
Games, experiments, and simulations are an important part of teaching economics. This session will feature resources and tips to help you facilitate active learning... even in a virtual classroom.
Kenneth Leonard, Foundation for Teaching Economics, Davis, CA; Debra Henney, Mesa Community College, Mesa, AZ

NCSS

ELEMENTARY 1

Take Action!: Teaching Biographies About Women Who Have
Explore resources to teach about extraordinary women in history using award-winning children's literature and primary sources such as photographs, documents, and videos.
Michelle Baum, Texas Christian University, Fort Worth, TX; Elizabeth Bellows, Appalachian State University, Boone, NC; Debbie Morowski, Sam Houston State University, Huntsville, TX; Sherry Field, The University of Texas at Austin, TX

NCSS

ELEMENTARY 2

Exploring Race and Racism Through Print and Non-Print Texts
Examine theoretical and practical issues of diversity in classroom settings, especially related to race. Explore materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.
Micha Jeffries, Drinda Benge, North Carolina State University, Raleigh, NC

NCSS

CANCELED

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice

Breakout Sessions | Saturday Between 4:00 & 4:30pm EST
### NCSS

#### GLOBAL STUDIES 1

**Challenging Immigration Myths in a Social Studies Classroom**
From travel bans to eliminating DACA, misleading rhetoric creates an atmosphere of exclusion and misunderstanding. Challenge popular myths about immigration through poetry and stories that reveal the harsh realities that immigrants face.

*Kimberly Kanof, Camila Arze Torres Goitia, Portland Public School, Portland, OR*

#### LITERACY

**Making Sense of News Media Bias: A New Approach**
Unpack the concept of news media bias and learn a nuanced approach for teaching it. Discover strategies for turning students’ perceptions of bias into authentic opportunities for inquiry and action.

*Peter Adams, The News Literacy Project, Washington, DC*

#### TECHNOLOGY 1

**The Power of Place-Based Storytelling with Google Earth**
Discover the power of storytelling using Google Earth. Every story has a place. Learn how students can explore and connect to their world (even during remote learning) while deepening their understanding of storytelling.

*Kim Randall, Create Global Learners, Palo Alto, CA; Josh Williams, Round Rock ISD, Round Rock, TX*

#### US HISTORY 1

**Journalism in Action: News Stories That Shaped American History**
Experience history as told by journalists from the Revolutionary War to the Women’s March with a new interactive website from PBS NewsHour based on a treasure trove of primary sources.

*Victoria Pasquantonio, PBS NewsHour, Arlington, VA; Greg Timmons, Missoula, MT; Liz Ramos, Alta Loma High School, Rancho Cucamonga, CA; Syd Golston, Scottsdale, AZ*

#### US HISTORY 2

**Diversity and the Census Bureau**
As the United States grew and became more diverse from our founding to today, so too did the census work force that counted the American people. This presentation will highlight several diverse census takers and employees while situating their stories within the history of the Census Bureau and our country.

*Aundrea Wilkins, Victoria Glasier, Statistics in Schools, Washington, DC*

### NCSS/NCGE/NLRE

#### NCGE 2

**The Great Migration**
Explore the movement of 6 million African Americans, one family at a time. Fear was palpable in the American South, and violence was a constant threat. How does this grassroots movement affect the way Americans still live today?

*Jennifer Bray, Providence Day School, Charlotte, NC*

### NCSS

#### CROSS-DISCIPLINARY 4

**You’ve Got Issues...You Just Didn’t Know It**
Learn how to “issue-ize” your existing instructional units in social studies by applying an issues-centered focus to increase student engagement, understanding, and responsibility.

*Mark Previte, University of Pittsburgh Johnstown, PA; Ronald Evans, San Diego State University, San Diego, CA; Kim Koeppen, Hamline University, St. Paul, MN; Scott Wylie, Chaminade University, Honolulu, HI; Jay Shuttleworth, Long Island University Brooklyn, Brooklyn, NY; Kelli Hutt, Dallas Center-Grimes CSD, Dallas Center, IA*

#### CROSS-DISCIPLINARY 5

**Striving for Social Justice in Online Educational Marketplaces: Recommendations for Teacher Buyers and Sellers**
Online educational marketplaces have seen major growth, but concerns about the quality of resources, particularly related to issues of racism and social justice, abound. Drawing on our study of best-selling history resources on TeachersPayTeachers.com, we offer recommendations for teachers who wish to buy or sell resources on these sites.

*Lauren McArthur Harris, Leanna Archambault, Arizona State University; Catharyn Shelton, Northern Arizona University, Flagstaff, AZ*
Take Psychology with You: Developing Skills for Life

Explore options for psychology skills-based instruction and resources in a synchronous video session. Receive and contribute ideas to lessons and student resources via Google Docs so that all students can improve their lives by applying psychological principles.

Lara Bruner, Desert Vista High School, Phoenix, AZ

Crowdsourcing Tech Tools

Join other technology enthusiasts by sharing your favorite tech tools. Learn what technology is being implemented in classrooms around the country. Leave with a list of shared resources.

Brian Bechard, Olathe Public Schools, Olathe, KS; Ed Finney, Maple Hill Jr/ Sr High School, Castleton, NY; Ilene Berson, Michael Berson, University of South Florida, Tampa, FL

Teaching SNCC: The Heart of the Civil Rights Movement

Participate in a role play that explores the history and evolution of the Student Nonviolent Coordinating Committee and the broader Civil Rights Movement through debate and discussion.

Adam Sanchez, Zinn Education Project, Philadelphia, PA

When is the Government Justified in Limiting Freedom of Association?

A good way to learn about Rosa Parks and the NAACP establishing freedom of association is to play the roles of Supreme Court justices applying the 14th amendment to three cases, including NAACP v Alabama.

Jada Kohlmeier, Auburn University, Auburn, AL

Beyond Suffrage: American Women after the 19th Amendment

Consider suffrage’s aftermath in this interactive session exploring how diverse American women worked to secure and exercise their rights in the wake of the 19th Amendment. Discover strategies for incorporating primary sources and focus on free digital resources designed for remote and in-person learning.

Mia Nagawiecki, New-York Historical Society, New York, NY

The Stories We Tell: A Conversation with Laurie Halse Anderson and Teachers Who Use Her Work

Laurie Halse Anderson, Monica Neal, Luke Rumohr, Harrow Strickland

Explore Laurie Halse Anderson’s Seeds of America Trilogy. She will discuss her motivations and processes for writing this trilogy and historical fiction and how she intentionally incorporates primary sources and alternative perspectives into her work. A panel of three upper elementary and middle school teachers will also discuss how they use the Seeds of America Trilogy in their classrooms. The session will provide an opportunity for attendees to ask questions of Laurie Halse Anderson and the teacher presenters.

Fostering Student Conversations Through Anti-Racism in Secondary Social Studies

Facilitating constructive and instructive discussions about historical and current racism in America is more important now than ever. Explore Confronting Racism: Case Studies and Conversations on African American History, Houghton Mifflin Harcourt’s new digital, student-centered curriculum that dives into these topics in a structured and sensitive way.

Andrew Miles, David Lawson, Houghton Mifflin Harcourt

No-Cost Digital Resources to Support Social Sciences Teaching and Learning

Many educators are challenged with finding a variety of resources to support connecting real-world experiences to the lessons they are teaching. The programs presented in this workshop provide a variety of tools to expand content and professional learning opportunities in these areas, and they are available online at no cost through partnerships between Discovery Education and leading corporations and community organizations. These standards-aligned resources include virtual field trips, student/school challenges, lesson plans, hands-on activities, interactive modules and video career profiles and more, focused in the areas of financial literacy, history, human rights advocacy, civic responsibility, and social emotional wellness. This rich content features curated resources from USC Shoah Foundation, RFK Human Rights, TGR Foundation and Discover, just to name a few. During the workshop, we will explore a number of the resources in detail and participants will be exposed to Discovery Education teaching strategies to support implementation anywhere learning is taking place.

Jacqueline Kavege, DiscoveryEd, Silver Spring, MD; Katherine Bihr, TGR Foundation, Irvine, CA
NCSS/NLRE

NCGE 2

Asking, Visualizing, and Answering Questions with Real-World Data
This presentation is focused on inquiry-based learning experiences with mapping and graphing tools in FieldScope to support students in asking questions with real-world data, visualizing and interpreting the data, and answering questions about their world.

Audrey Mohan, Lindsey Mohan, Sean O'Connor BSCS Science Learning, Colorado Springs, CO

NCSS/NLRE

NCGE 3

APHG Urban Geography Concepts: Up Close in Washington DC
Understand better the key concepts of the Course and Exam Description (CED) through this interactive presentation that grounds many of these unit concepts in examples from Washington, D.C. Key concepts discussed include gentrification, food deserts, new urbanism, segregation and inequity, sustainable urban planning, and edge cities.

Liliana Monk, Lisa Benton-Short, The George Washington University, Washington, DC

NCSS/NLRE

NCGE 4

Geography Activities for a Sustainable and Just World
Help students think critically about the ethical considerations of land use, resource use and their environmental impacts on habitats and communities in this hands-on session.

Anita Lewis, Clear Creek ISD, League City, TX

NCSS/NLRE

NCGE 5

NCGE K-8 Geography Discussion Group
Join your colleagues as we engage in robust discussion around bringing Geography into K-8 classrooms.

Gabrielle Likavec, Michigan Geographic Alliance, Kalamazoo, MI

NCSS/NLRE

NCGE 6

How Can Explorers, Educators, and Ecoblitz Empower Eco-Literate Global Citizens?
Discover your inner explorer and dig into the relationship between biodiversity, trash, and civic responsibility while participating in a service-learning project with National Geographic Educators and Explorers.

Kimberly Watte, National Geographic Education, Los Angeles, CA; Jessica Lara, Bullis Charter School, Los Altos, CA

NCSS/CIVICS/GOVERNMENT 1

It Makes Sense Now! The Best AP U.S. Government Clips
Make the AP Government curriculum come alive with the most engaging and memorable video clips for each specific unit of study in the redesigned course.

Jennifer Bouchard, Needham High School, Needham, MA

NCSS/CIVICS/GOVERNMENT 2

Vote Smart: Facts Matter
Discover how Vote Smart provides free, factual, unbiased information on politicians to ALL Americans. National Director Walker McKusick will demonstrate the research questions that any citizen should ask their candidates.

Walker McKusick, Vote Smart, Des Moines, IA

NCSS/CROSS-DISCIPLINARY 1

From Quest to Test: Preparing Your Students for Document-Based Analysis
New to DBQs? Let us introduce you to DBQuest, iCivics’ primary source analysis tool! Then step behind the curtain as we discuss the thinking and skills needed to help students answer DBQs.

Taylor Davis, iCivics, Lanham, MD; Carrie Ray-Hill, iCivics, Madison, WI

NCSS/CROSS-DISCIPLINARY 2

Empowering Students to Take Control of Their Social Media Feeds
Empower your students to take control of their social media feeds with news literacy. Learn the best methods for educating students on how misinformation spreads on their feeds.


NCSS/CURRICULUM & INSTRUCTION 1

Raising the Bar: Teaching History and Controversy Using SCOTUS Cases
Want to enliven your classes with structured discussions? Supreme Court cases are a great way to address historical moments and current controversial issues. Virtually explore resources and ideas for incorporating them.

Lora DeSalvo, iCivics, Cambridge, MA
**LISTEN UP: USING PODCASTS AND PUBLIC RADIO IN YOUR CLASSROOM**

Hit play and bring diverse global voices into your classroom. Learn about public broadcasters and audio productions that bring students historical and cultural stories from a new perspective.

*Kyla Sweet, Canada House - Western Washington University, Bellingham, WA*

---

**CELEBRATING NCSS’S 100TH WITH 100 WAYS TO SPARK STUDENT ENGAGEMENT**

Join the birthday bash and get 100 sparks to inspire. Choose what interests you! Process what you are learning. Go away with “gifts” to use next week.

*Michelle Cade, Ashley Jaffee, James Madison University, Harrisonburg, VA; Alicen Brown, University of Virginia, Charlottesville, VA; Melissa Davenport, Christian Academy of Knoxville, TN*

---

**TRANSFORMING OBJECT-BASED LEARNING INTO CIVIC ENGAGEMENT**

Explore how Arkansas educators are promoting informed action and civic engagement through the use of object-based learning in K-12 classrooms. Learn engaging techniques, and receive project ideas and resources.

*Melissa Starkey, Cassandra Barnett, Arkansas Department of Education Division of Elementary and Secondary Education, Little Rock, AR; Kathleen Pate, Clinton Presidential Library, Little Rock, AR*

---

**CONFRONTING TRAUMA IN ACTION-BASED, ANTI-RACIST SOCIAL STUDIES CLASSES**

Anti-racist social studies education is finally having its moment - but many teachers worry about the potential for trauma teaching people’s histories may open up. How do we bring these important, but potentially triggering conversations and topics into our classes? How do we create authentic social studies courses that are proactive in their approach to trauma informed teaching?

*Adina Goldstein, The School District of Philadelphia, PA*

---

**PERSONAL FINANCE EDUCATION IN UNDER 10 MINS!**

Find and explore engaging resources that will allow you to bring personal finance into your classroom in 10 minutes or less!

*Laura Matchett, Next Gen Personal Finance, Palo Alto, CA*
NCSS/NCGE/ABA Virtual Conference | December 4-6, 2020
Advancing Social Justice

SATURDAY

4:30–5:15PM EST

NCSS

GLOBAL STUDIES 2

Japan's 3.11 Triple Disaster: Why it Matters; Why it's Worth Teaching 10 Years Later

2021 marks the 10th anniversary of the 3.11 Tohoku Japan earthquake, tsunami and nuclear triple disaster. Join us to learn how primary and secondary source documents chronicling the ongoing experiences of the victims can be applied to middle and high school lessons on geography, government, economics, resilience, memory and more.

Kristen Larson, Rogers Middle School, Rogers, MN; Lynn Parisi, University of Colorado Program for Teaching East Asia, Boulder, CO; Anne Prescott, Five College Center of East Asian Studies, Northampton, MA

4:30–5:00PM EST

NCGE/NLRE

NCGE 2

Exploring Germany 30 Years After Reunification Using Inquiry Design

Use free inquiry-based lessons, digital resources, and maps to investigate the social, political and economic consequences of German division and reunification, drawing connections to other borders around the world.

Jessica Ellison, Minnesota Historical Society, St. Paul, MN

4:45–5:30PM EST

NCGE/NLRE

NLRE 1

Creating a Human Rights Education Culture in Your City

Explore how to create a culture of human rights education in a city through both curriculum and standards, using Washington, DC, as a case study.

Rachel Bergskeier, American Friends Service Committee, Washington, DC; Karen Hopkins, Human Rights Educators (HRE) USA, Washington, DC; Shelia Warren, DC Public Schools, Washington, DC; Jessica Sutter, DC Board of Education, Washington, DC; Rosemary Blanchard, Human Rights Educators (HRE) USA, Albuquerque, NM

NCGE/NLRE

NLRE 2

Pledging Allegiance: Exploring the Daily Patriotic Exercise

The Pledge of Allegiance is a mandated part of many daily school schedules. Classroom-ready activities explore the history, interpretations, and state statutes regarding this exercise.

Benjamin Wellenreiter, Illinois State University, Normal, IL

4:30–5:00PM EST

NCGE/NLRE

NLRE 3

What is Genocide? Using Law-Related Case Studies in the Classroom

Examine evolving definitions of “genocide” since World War II in international law and public discourse, using powerful comparative twentieth-century case studies, such as the Nazi, Armenian, Cambodian, and Bosnian genocides. Opportunities for discussion and materials download will be available virtually and on-demand.

Tiffany Middleton, American Bar Association, Chicago, IL

5:00–5:30PM EST

NCGE/NLRE

NCGE 1

Maps, Drones, Play-doh, Legos - 7th Grade Students Making a Difference

Excite students by integrating maps, drones, Play-doh, and Legos to form the basis of a geographic inquiry project. Students then suggest improvements to a local park, based on their inquiry.

Cynthia Bloom, Michigan Geographic Alliance, Kalamazoo, MI

NCGE/NLRE

NCGE 2

Exploring Germany 30 Years After Reunification Using Inquiry Design

Use free inquiry-based lessons, digital resources, and maps to investigate the social, political and economic consequences of German division and reunification, drawing connections to other borders around the world.

Jessica Ellison, Minnesota Historical Society, St. Paul, MN

NCGE/NLRE

NCGE 3

Integrating Archaeology, “MyMaps” and Video to Spark Student

Excite your students about archaeology. Students research current sites, investigate challenges to these sites, write and perform Site videos, and utilize Google MyMaps to display and share information.

Cynthia Bloom, Michigan Geographic Alliance, Kalamazoo, MI

NCGE/NLRE

NCGE 4

Is the “New Latinx South” New? A Primary Source (Spatial)Investigation

Challenge temporal-only views of the new Latinx South and explore primary source resources (oral histories, documents, pictures) that educators might use to create inquiry units/lessons about the topic.

Timothy Monreal, California State University, Bakersfield, CA
NCSS/NLRE
NCGE 3
Scarcity of Space: Geographic and Economic Decision-Making
Engage elementary students in inquiry of the spatial world while improving their economic understanding. Experience C3 standards-aligned lesson plans that you can take back to your classroom.
Eui-Kyung Shin, Northern Illinois University, DeKalb, IL; Mary Beth Henning, University of Mount Union, Alliance, OH

NCSS/NLRE
NCGE 5
The Why of Mapping: OpenStreetMapping in the Middle East
Explore how students can take civic action using Geo-Technology around the world. This session will empower you with tools using vulnerable communities in the Middle East as an example.
Celeste A. Reynolds, Mashpee High School, Mashpee, MA; Greg Hill, Horn High School, Mesquite, TX

NCSS/NLRE
NCGE 2
Using the Case of Hurricane Harvey to Build Spatial Skills
See how to build spatial thinking and field knowledge using a Hurricane Harvey case study with teacher candidates. Discuss adaptations and localization for use in kindergarten through college.
Anne A. Perry, University of Houston, TX

Breakout Sessions | Saturday Between 5:00 & 9:00 pm EST

NCSS
MAIN STAGE/GENERAL SESSIONS
A Conversation with Samantha Power
Interviewed by Karen Murphy.
"Teaching in Times of Uncertainty"
Amid these unprecedented times, we recognize the importance of coming together as a community—no matter our physical distance. Join us as Ambassador Samantha Power talks about inspiring young people to realize their potential to be upstanders for a more humane and just country and world. Ambassador Power will be in conversation with Karen Murphy, Director of International Strategy at Facing History and Ourselves, to explore how teachers can address this historical moment with their students, including the 2020 Presidential election, the health of democracy, the factors that shape our civic decision-making, the power of youth agency and voice, and how we can be local and global citizens.
Facing History and Ourselves has generously sponsored the appearance of Samantha Power.

True Justice: Bryan Stevenson's Fight for Equality
True Justice: Bryan Stevenson's Fight for Equality examines the personal journey of Bryan Stevenson, a public defender in Alabama and director of the Equal Justice Initiative, who is working to bring justice to the incarcerated, wrongfully convicted and disadvantaged. This film weaves together Stevenson's own story, those of his clients, and a history of injustice and complicity by our justice system to reveal how a narrative of racial inequality emerged in this country. Bryan challenges us to seek the truth, confront it, and work towards reconciliation.
Interested attendees must register here:
### Sunday, December 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00–11:00 am</td>
<td><strong>NCSS MAIN STAGE/GENERAL SESSIONS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A Conversation with Nikole Hannah-Jones</strong></td>
</tr>
<tr>
<td></td>
<td>Moderated by Alysha Butler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CIVICS/GOVERNMENT 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Support the Vote! Work the Polls!</strong></td>
</tr>
<tr>
<td></td>
<td>Want to increase student involvement on Election Day? Join us to explore the design and impact of the Boston Public Schools' Student Election Poll Worker program, running three years strong.</td>
</tr>
<tr>
<td></td>
<td><em>Natacha Scott, Boston, MA</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CIVICS/GOVERNMENT 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>News Views: Exploring Media Bias with Impeachment Headlines</strong></td>
</tr>
<tr>
<td></td>
<td>Explore how to engage students in recognizing media bias in online media headlines using examples from the impeachment battle and other events.</td>
</tr>
<tr>
<td></td>
<td><em>Kent Willmann, School of Education - University of Colorado, Longmont, CO</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CROSS-DISCIPLINARY 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Silenced Innovators: Uncovering the Hidden Curriculum with Women’s History</strong></td>
</tr>
<tr>
<td></td>
<td>One hundred years after the Nineteenth Amendment, women's voices are still silenced by history. How can we uncover the hidden curriculum in our classrooms and include more female voices?</td>
</tr>
<tr>
<td></td>
<td><em>Haley Hewitt, Cassandra Montalto, University of Houston, TX</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CROSS-DISCIPLINARY 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Increase Student Engagement with Passion Projects</strong></td>
</tr>
<tr>
<td></td>
<td>Explore how students exercised their voice through passion projects. Learn how students selected problems, researched the topics using Newsela, and developed and implemented plans to solve them.</td>
</tr>
<tr>
<td></td>
<td><em>Sarah Bayer, Lakeside Middle School, Cumming, GA</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CURRICULUM &amp; INSTRUCTION 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Making the Abstract Concrete: ELL Modification for High Level Content</strong></td>
</tr>
<tr>
<td></td>
<td>Improve learning outcomes for ELLs by identifying key content and translating vital vocabulary. Explore two proven frameworks to make adapting abstract texts simple and effective. Learn and employ these frameworks virtually in a practical application.</td>
</tr>
<tr>
<td></td>
<td><em>Sante Mastriana, Close Up Foundation, Alexandria, VA</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CURRICULUM &amp; INSTRUCTION 2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>History Choice Projects: Igniting a Passion for Social Studies</strong></td>
</tr>
<tr>
<td></td>
<td>Discover how to ignite students' passion for history. Learn how to combine the idea of genius hour with content, and structure it for success. Using a digital platform allows us to “see” and “hear” how History Choice Projects can be accomplished in both traditional classroom and distance learning settings.</td>
</tr>
<tr>
<td></td>
<td><em>Luke Roadcap, Elkton Middle School, Elkton, VA</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakout Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15–11:45 am</td>
<td><strong>NCSS CURRICULUM &amp; INSTRUCTION 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Talking About Race in the Classroom</strong></td>
</tr>
<tr>
<td></td>
<td>Learn more about ways to take initiative to bring the conversation of race in the classroom and ways to make your classroom more inclusive. Interact with different resources that you can use in your school or district while working with different teachers. Hear about what students feel are most beneficial when discussing race in the classroom coming directly from a student!</td>
</tr>
<tr>
<td></td>
<td><em>Catherine Xu, Diversify Our Narrative Campaign, Thousand Oaks, CA</em></td>
</tr>
</tbody>
</table>
NCSS CURRICULUM & INSTRUCTION 4

Universal Design Learning in the Social Studies Classroom
Explore how Universal Design Learning allows students to choose their own path to learning material in your class, tracking their progress and creating assessments through the use of different technology.

Collin Mehta, Houston Independent School District, Houston, TX

NCSS ELEMENTARY 1

Integration: It’s Elementary!
Explore how to meaningfully integrate social studies in a K-5 classroom utilizing student-led/teacher-facilitated strategies (e.g., discussions, visible thinking routines, thinking dispositions, etc.) that are rigorous and engaging.

Phylissa Sanders, North Carolina Department of Public Instruction, Mecklenburgville, NC; Lori Carlin, Justyn Knox Burgess, Thomas Daugherty, North Carolina Department of Public Instruction, Raleigh, NC

NCSS ELEMENTARY 2

Teaching Hard History Through Critical Inquiry in the Elementary Classroom
Learn how to integrate the Teaching Tolerance K-5 Hard History Framework and the Inquiry Design Model. Explore sample critical inquiries.

Vicki Hobson, Rachel Petri, John Hobson, Shelby Matthews, Albemarle County Public Schools, Charlottesville, VA

NCSS GLOBAL STUDIES 1

Aurora Speaks: Understanding Genocide Through a Woman’s Experience
Investigate the Armenian Genocide through the testimony of Aurora Mardiganian. Her story illuminates the first genocide of the modern era and creates connections to immigration, women’s rights, and political activism.

Sara Cohan, The Genocide Education Project, San Francisco, CA

NCSS PSYCHOLOGY

Remembering What You Know: Psychology and AP Psychology Review Strategies
Improve students’ retrieval with active, engaging review activities for psychology and AP Psychology. From breakout boxes to test corrections, participate and share ideas for helping students remember what they’ve learned!

Michael Berndt, Apollo High School, St. Cloud, MN; Amy Fineburg, College Board, Birmingham, AL

NCSS TECHNOLOGY 1

GooseChase, a Primary Source and Historic Location Digital Scavenger Hunt
Join Two Geeks for a Digital Scavenger Hunt! Try GooseChase, discovering architectural and historical features from various primary source virtual locations! Explore this tool in a remote learning setting and model possibilities of use in remote or hybrid learning. Return to claim prizes and create an engaging hunt for yourself!

Laura Israelson, Denver Public Schools, Denver, CO; Michelle Pearson, Adams 12 Five Star School District, Thornton, CO

NCSS US HISTORY 1

Document-Based Unit Planning: Constructing Disciplinary and Critical Local History Plans
Animate your instruction with relevance and rigor. Inspire students to think like historians, explore Critical Race Theory, and encounter local history by planning Document-Based units.

Lightning Jay, University of Pennsylvania, Philadelphia, PA

NCSS US HISTORY 2

Impacting Learning Through the Use of Primary Sources
Learn ways to engage students in authentic historical inquiry through the use of primary sources and emerging technologies.

Scott Waring, University of Central Florida, Orlando, FL; Irenea Walker, University of Northern Iowa, Cedar Falls, IA

NCSS WORLD HISTORY

Using Memorials to Teach Contested History
Memorials represent what societies want to believe about their own histories, and are compelling sources of inquiry for students into collective memory, historical wrongs, and marginalized perspectives.

Mark Pearcy, Rider University, Lawrenceville, NJ

NCGE/NLRE

Activity-Based Environmental Education in Middle School Classroom
Get resources to teach environment and water resources. Explore hands-on activities using models and interactive technology devices. Learn about the educational effects on student Eco-attitudes and Eco-affinity.

Sojung Huh, Texas State University, San Marcos, TX
“This Is How We Do It”: Successful Geography Classroom Strategies
Learn how to move beyond the textbook and labeling maps to making geography content engaging and meaningful using a variety of teaching strategies.

Jane Parcell, Norman Public Schools, Norman, OK; Kelly Glos, Lewisville ISD, Lewisville, TX; Purisa Maymand, Saint Norbert College, De Pere, WI; Whitney Walker, Lafayette High School, Lexington, KY

Engaging Students with Instagram
Discover how to transform Instagram into a learning tool by creating a visual narrative, connecting with users, and attracting others to their work.

Naeema Al Hosani, United Arab Emirates University, Abu Dhabi, United Arab Emirates

National Geographic MapMaker: A Cross-Curricular Interactive Mapping Ecosystem
National Geographic’s MapMaker Interactive amplifies geographic literacy through mapping and data analysis. We intend this GIS tool to increase student knowledge about geographic interconnections and to help educators prepare the next generation of youth to be active, engaged citizens.

Anita M. Palmer, Esri, Austin, TX, Bruno Gabrielli, Sarah Appleton, National Geographic Society, Washington, DC

Teaching Difficult Constitutional Issues Through Close Reading and Civil Dialogue
Engage in primary and secondary source analysis and civil dialogue about two challenging constitutional provisions: the 2nd Amendment and the 4th Amendment. Take classroom-ready materials back to your students.

Kerry Sautner, National Constitution Center, Philadelphia, PA; David Olson, James Madison Memorial High School, Madison, WI

It Can’t Happen Here: Democracy and the Rise of Strongmen
The rise of five 20th century dictators sheds light on democracy’s mortality. Engage with content, sources, and strategies to help shape complex conversations about Strongmen and our collective civic responsibilities.

Jessica Ellison, Minnesota Historical Society, St. Paul, MN; Kenneth C. Davis, New York, NY

Making Inquiry Possible: A Documentary on the Inquiry Ecosystem
Explore the question, “What does it take to make inquiry possible in social studies?” by viewing and discussing a documentary on the inquiry ecosystem in a Kentucky school system.

Kathy Swan, Ryan Crowley, Gerry Swan, Callaway Stivers, Gates Sweeney, University of Kentucky, Lexington, KY; S.G. Grant, Binghamton University, Binghamton, NY; John Lee, North Carolina State University, Raleigh, NC

Opening the Classroom Door: Using Online Platforms to Develop Instruction
The proliferation of online video sharing platforms holds great potential for history teacher professional development. Explore methods for using these platforms to support teacher learning about historical inquiry. Practice commenting on a video of classroom instruction and debriefing the experience with facilitators.

Abby Reisman, University of Pennsylvania, Philadelphia, PA; Melissa Viola-Askey, Aaron Cebular, Laura Shaw, Matt McDonald, Madison Kantzer, Prince William County Schools, Manassas, VA

Stronger Together: Partnerships and Strategies to Strengthen Ethnic Studies Curricula
Learn how university, museum, and K-12 educators from four Texas school districts are partnering to transform the teaching of Mexican American and Latino Studies in Texas and across the country.

Philippa Rappaport, Smithsonian Center for Learning and Digital Access, Washington, DC; David Colon, Texas Christian University, Fort Worth, TX; Maritza De La Trinidad, University of Texas, Rio Grande Valley, Brownsville, TX; Francisco Guajardo, Museum of South Texas History, Edinburg, TX; Chris Milk Bonilla, Academia Cuauhtli/Texas State University, San Marcos, TX; Lilliana Saldana, University of Texas, San Antonio, TX
NCSS

ECONOMICS

EcoDetectives: Economics and Science Investigate Environmental Crimes
Learn economic concepts related to the environment using fun, in-class activities. Use these concepts, along with up-to-the-minute sources, to think about how to best solve current environmental problems.

Stephen Day, Virginia Commonwealth University Center for Economic Education, Richmond, VA; Eeman Salem, Falling Creek Middle School, Chesterfield, VA

NCSS

LITERACY

The Inquiry Journey: How Students Read and Learn from Sources
How do middle school students read and learn from primary and secondary sources? Explore how the adolescent brain works through teachers’ use of an inquiry journey in U.S. history.

Tina Heafner, UNC Charlotte, NC

NCSS

LITERACY 2

Equity and Activism in Children’s Literature: A Conversation with Authors
Join Lee & Low Books authors Katheryn Russell-Brown, Guadalupe Garcia McCall, Kyle Lukoff, Supriya Kelkar and moderator, Senior Literacy Specialist, Katie Potter, as they converse about equity and inclusion in books for young readers. Each author will discuss their process for writing about topics that address social justice and how books can convey critical issues to young readers about society.

Katheryn Russell-Brown, University of Florida, Gainesville, FL; Guadalupe Garcia McCall, George Fox University, Newburg, OR; Kyle Lukoff, Corlears School, New York, NY; Supriya Kelkar, Plymouth, MI

NCSS

TECHNOLOGY 2

Technology Town Hall
Hear a panel of leaders in the digital media industry and expert university faculty discuss the importance of teaching and supporting digital civic engagement in our classrooms and schools.

Nick Lawrence, East Bronx Academy, New York, NY; Ilene Berson, Michael Berson, University of South Florida, Tampa, FL

NCGE/NLRE

NLRE 1

From Courts to Classrooms: Teaching Equity/Social Justice Through Law
Elevate the discussion of civics and contemporary issues using legal sources (including landmark Supreme Court civil rights cases) as teaching tools to explore ethics, equity, and social justice in K-12 classrooms.

Robert Kim, Brooklyn, NY; Elizabeth Kleinrock, Citizens of the World Charter School/Teach and Transform, Los Angeles, CA

NCGE/NLRE

NLRE 2

Electoral College Controversies: Deepening Student Understanding of an Imperfect System
On December 14, 2020, electors from the states and D.C. will select the next president. Explore controversies, critiques, and challenges regarding the Electoral College system. Receive classroom-ready activities.

Benjamin Wellenreiter, Illinois State University, Normal, IL

NCGE/NLRE

NLRE 3

What Police Do and Why They Do It
Virtually convene youth and police to discuss and examine controversial law-enforcement topics that directly impact the lives of officers and the young people they serve in their communities.

Gregorio Medina, Laura Wesley, Constitutional Rights Foundation, Los Angeles, CA

NCGE/NLRE

NLRE 4

“Assimilate”: The Historical Challenges Facing Immigrants Coming to America
What do Americans mean when they expect newcomers to ‘assimilate’ into American life? Explore the word’s problematic meaning from the first enslaved Africans to Chinese laborers to immigrants arriving today.

Ting-Yi Oei, 1882 Foundation, Reston, VA

11:30AM–12:00PM EST

NCGE/NLRE

NLRE 1

Cultivating a Lifelong Explorer Mindset Through Student-Led Inquiry
How can we help all students cultivate the curiosity of an explorer? Join us on a virtual expedition with real-life explorers and learn strategies for engaging students in Geo-inquiry.

Sarah Westbrook, Right Question Institute, Cambridge, MA; Fay Gore, National Geographic Society

NCSS/NCGE/ABA Virtual Conference | December 4-6, 2020

Advancing Social Justice
NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

Advancing Social Justice

NCSS/NCGE/NLRE

**NCGE 2**

**Issues, Images, and Imagination: Applying Geographic Content to Visual Media and Global Happenings**
Excite, engage and challenge your students through pop and traditional visual media for teaching various geographic content and skills. Discover hands-on activities and discussion strategies. Receive materials.

*Gary M. Gress, The University of Oklahoma, Norman, OK*

NCSS/NCGE/NLRE

**NCGE 5**

**Building Local Geospatial Inquiries for Your Students Using ArcGIS Online**
Learn how to create an authentic local geospatial inquiry using ArcGIS Online. See three sample activities and learn how to adapt them or build your own.

*Kate Popejoy, Thomas C. Hammond, Environmental Literacy and Inquiry Writing Group at Lehigh University, Lehigh, PA*

11:15am–12:15pm EST

NCSS

***SPONSORED SESSION 1***

**Overcoming Polarization Through Better Conversations**
Educators and students across the world are ready for more productive dialogue and critical thinking that leads to real problem solving as we learn about the complex, critical issues of our times. Doha Debates hosts discussions on the world’s most pressing challenges to bridge differences, build consensus and identify solutions. For educators we offer a comprehensive guide to develop the skills and knowledge needed to significantly raise the quality of discourse possible in our classrooms (virtual or face to face), as well as inspire students to take action for real change. This interactive workshop will explore how systems thinking, inclusion of diverse world views and evolved communication skills really can improve learning outcomes while equipping the next generation with the competencies they need to thrive in these challenging times.

*Jennifer Geist, Doha Debates, Washington, DC*

NCSS

***SPONSORED SESSIONS 2***

**The Future of Financial Education**
How can research take financial education to the next level? This session will discuss what research tells us about effective financial education and research-based strategies to make financial education more effective for students. We will discuss the gaps in current approaches to financial education and introduce a new comprehensive, research-based curriculum called finEDge developed at the University of Chicago Financial Education Initiative. Participants will leave with strategies and resources to better affect knowledge, attitudes, and behavior change in students.

*Jenn Hockema, Rebecca Maxcy, University of Chicago, IL*

NCSS

**CIVICS/GOVERNMENT 2**

**Teach with FRONTLINE and PBS LearningMedia**
FRONTLINE offers an unflinching and compelling look at complex, vital and often controversial subjects. Discover free FRONTLINE educational resources and hear lesson ideas for thought-provoking learning experiences.

*Caroline Jacobs, WGBH, Boston, MA; Emily Stacy, Sacopee Valley High School, Hiram, ME*

NCSS

**CROSS-DISCIPLINARY 1**

“Digging” into Cross-Disciplinary Social Studies Experiences at James Madison’s Monticello
Consider the possibilities of place-based learning in your own context(s) while you hear from preservice teachers about their experiences learning about history, archaeology, and social studies curriculum at Monticello.

*Emma Thacker, Aaron Bodle, James Madison University, Harrisonburg, VA*

NCSS

**CROSS-DISCIPLINARY 2**

**How To Teach Climate Change in High School Social Studies**
Addressing the climate crisis has more to do with politics than science. Yet climate change still hasn’t found its place in social studies. Learn how to teach about climate-related issues in the high school classroom from an organization building the first semester-length social studies course for high schools.

*Sarah Dillard, Kaleidoscope, Washington, DC*

NCSS

**CURRICULUM & INSTRUCTION 1**

**Social Studies and Social-Emotional Learning: You CAN Teach Both**
Social-emotional learning is just as important as academic learning. Explore how to seamlessly integrate SEL strategies into your instructional practices. Examine an array of ready-to-use ideas and resources. Engage in meaningful tasks to apply the learning to your particular context.

*Anita Lewis, Clear Creek ISD, Friendswood, TX*

NCSS

**CURRICULUM & INSTRUCTION 2**

**Inquiry for Every Student: Culturally Responsive Instruction in Social Studies**
Culturally Responsive Teaching (CRT) develops the cognitive capacity of students from diverse backgrounds. Discover the tools and strategies to promote CRT in social studies classrooms across your school or district.

*Shanti Elangovan, Cereescia Sandoval, inquirED, Chicago, IL*
NCSS CURRICULUM & INSTRUCTION 3

Huzzah for Primary Sources!
Learn Gilder Lehrman Teaching Literacy Through History strategies and Eduprotocols to utilize with primary sources and nonfiction pieces that engage students with disciplinary thinking, utilizing websites such as Peardeck and Edji.

Lindsey Charron, Horace Ensign Intermediate School, Newport Beach, CA; Nathan McAlister, Seamen High School, Topeka, KS

NCSS CURRICULUM & INSTRUCTION 4

Formative Assessment – So What? Now What?
Learn a doable approach to utilizing formative assessment to “feed forward” student progress. Experience strategies designed to close gaps in student knowledge for both remote and face-to-face instruction.

Steve Beasley, Sherry Owens, s3strategies, Lubbock, TX

NCSS ELEMENTARY 1

SEL Activities to Promote Global Citizenship & Global Learning
Discover motivational lessons to encourage social and emotional learning in the classroom while addressing current events around the global environment, resource use and human well-being.

Lindsey Bailey, Population Connection, Washington, DC

NCSS ELEMENTARY 2

Journey Boxes: Engaging Histories of Communities of Color & Women
How can students use primary sources to encounter histories of communities of color and women’s civil strife? Use the Journey Box to discuss ways to build historical inquiry with students.

Katherina Payne, Erin Green, Melissa Rojas Williams, The University of Texas at Austin, TX

NCSS GLOBAL STUDIES 1

Teaching About Central America: History and Literature of the Region
Gain insight into the history of Central America, including U.S. involvement, that has led to mass migration to the United States. Classroom-friendly lesson on key figures in history and literature.

Deborah Menkart, Teaching for Change, Washington, DC

NCSS PSYCHOLOGY

Ready, Set, Sports Psychology! A Mini-Unit
Craving something new for your motivation unit? Want to connect with the athletes in your class? Walk away with a fun sports psychology unit including research, activities, and inquiry lesson.

Leah Everson Greene, Needham B. Broughton High School, Raleigh, NC

NCSS TECHNOLOGY 1

Enduring Honor: Place-Based Digital Engagement at America’s National Cemeteries
Honor hometown heroes. Join VA’s Veterans Legacy Program and experience how technology brings veteran biographies into the classroom, inviting students to celebrate a local legacy and national heritage.

Bryce Carpenter, Heidi Wiener, Amy Giroux, Kenneth Holliday, U.S. Dept. of Veterans Affairs, Veterans Legacy Program, Washington, DC

NCSS US HISTORY 1

Cultivating Historical Thinking Through Student-Led Discussions
Identify whole-class discussion strategies that will help students develop historical thinking skills across the course of an entire school year.

Jennifer Johnson, University of South Florida, Tampa, FL

NCSS US HISTORY 2

Exploring Perspective with Primary Sources from The Library of Congress
Analyze compelling primary sources and conflicting viewpoints to enrich the understanding of historical context. Engage your students in exploring real world challenges through the eyes of the people who lived them.

Sherry Levitt, Teaching with Primary Sources, Virginia, Vienna, VA; Cynthia Szwajkowski, Teaching with Primary Sources, Virginia, Clifton, VA

NCSS WORLD HISTORY

Artwork and Testimony as Primary Source
Introduce, expand on, and engage students in making connections between World War II and the Holocaust and relevant contemporary issues, using the story and artwork of a young survivor as well as online interactive and collaborative activities.

Claire Tesh, Bernice Steinhardt, Art & Remembrance, Washington, DC
SUNDAY

NCSS/NLRE

NCGE 6

Derek Alderman
“The Mapping Behind the Movement”

Responding to growing calls to address civil rights and anti-racism in geography classrooms, Dr. Alderman explores the seldom discussed but important role of counter-mapping within the African American freedom struggle. Black resistant cartographies stretch what constitutes a map, who is a map-maker, the political work performed by maps, and in turn how and why we teach maps.

Derek Alderman is Professor of Geography at The University of Tennessee

1:00–1:30 pm EST

NCSS

CIVICS/GOVERNMENT 1

Give Your Students the Power to Change Their World

Learn about effective and policy-based civic action that is your students’ voice and power for creating positive and sustainable change in their communities and world.

Gregorio Medina, Laura Wesley, Constitutional Rights Foundation, Los Angeles, CA

NCSS

CIVICS/GOVERNMENT 2

Authentic Assessment of Civic Learning: Youth Voice Showcases

Wondering how to assess Taking Informed Action? Youth Voice Showcases provide authentic opportunities to assess student skills, knowledge, and dispositions; connect classroom to community; and celebrate youth civic engagement, even through remote learning.


NCSS/NLRE/NCSS

CIVICS/GOVERNMENT 3

Designing & Implementing a Social Justice Course for High School Students

Learn about the processes for developing a course centered on issues of diversity and social justice, and explore best practices for engaging students on matters of equity, diversity, and advocacy.

Efrain Marimon, Ashley Patterson, The Pennsylvania State University, University Park, PA; Jacqueline Saylor, State College Area School District, State College, PA

NCSS

CROSS-DISCIPLINARY 1

New Resources for Teaching About China Through Art

Connect students to China’s rich history and the diversity of its arts and cultures as educators from the Smithsonian, Brooklyn Museum, and Madeira School present new, standards-based cross-disciplinary resources.

Elizabeth K. Eder, Smithsonian Institution, Washington, DC; Jennifer Reifsteck, Smithsonian Institution, Freer and Sackler Galleries, Washington, DC; Michael Reback, Brooklyn Museum, Brooklyn, NY; Matthew Sudnik, The Madeira School, McLean, VA

NCSS

CROSS-DISCIPLINARY 2

Young People & Humanitarianism: Engaging Student Voice and Agency

Embrace student agency when engaging with humanitarian issues—both locally and globally—by appreciating their voice and empowerment in your teaching. Explore case studies and an inquiry-based learning activity.

Amanda McCorkindale, University of Manchester, Manchester, UK

NCSS

CURRICULUM & INSTRUCTION 1

Disrupting Their Thinking: An Inquiry into Redlining, Politics, and Race

Explore how an inquiry into housing demographics broadened student understandings about the politics of race and about current social justice issues as students vlogged their personal growth through the process.

Molly Schneider, Amy Myers, Notre Dame-Cathedral Latin School, Chardon, OH; Beth Walsh-Moorman, Lake Erie College, Painesville, OH

NCSS

CURRICULUM & INSTRUCTION 2

Questions are the New Answers: Social Studies Inquiry 2.0

As the world changes faster than we can ever imagine, teachers must equip students with the ability to think on their feet, process new information, and ask great questions.

Joe Schmidt, Maine Department of Education, Augusta, ME
NCSS
CURRICULUM & INSTRUCTION 3

We’ve Got Issues, Too! Technology Options for Issues-Centered Classrooms
Technology meets social issues! Explore the tech tools that help students research multiple perspectives, discuss diverse viewpoints, and present informed opinions.
Kelli Hutti, Dallas Center-Grimes CSD, Grimes, IA; Scott Wylie, Chaminade University of Honolulu, Honolulu, HI; Mark Previte, University of Pittsburgh Johnstown, PA; Jay Shuttleworth, Long Island University Brooklyn, NY; Ronald Evans, San Diego State University, San Diego, CA

NCSS
CURRICULUM & INSTRUCTION 4

(Re)Visualizing Nature in Social Studies
Discover ways to explicitly incorporate the Earth into social studies. Learn how to use visual thinking strategies (VTS) to (re)visualize and value the environment with your students.
Morgan Tate, University of Georgia, Athens, GA; Lynn Shafer Willner, WIDA at the University of Wisconsin-Madison, WI

NCSS
ECONOMICS

Project-Based Learning in Economics: Mastering Economic Concepts Through Personalized Application
Tired of tacking on a project to the end of a unit? Make Economics come alive by implementing a project-based assessment in which students apply economic concepts to their lives.
Josh Goldfine, Belmont High School, Belmont, MA

NCSS
ELEMENTARY 1

Simple Routines to Deepen Students’ Thinking with Primary Sources
Engage in powerful, yet simple thinking routines to strengthen elementary students’ ability to read, evaluate, connect, question, and collaborate when examining primary sources. Receive teaching and search guides.
Amy Wilkinson, Southern Illinois University Edwardsville, IL; Cheryl Best, Southern Illinois University Edwardsville Teaching with Primary Sources, Edwardsville, IL

NCSS
ELEMENTARY 2

Intentional Elementary Social Studies: Using Culturally Relevant Primary Sources
Elementary students need to see themselves reflected in social studies. Learn strategies to be intentional and culturally relevant in social studies instruction by using primary sources and amplifying student voice.
Jessica Ellison, Minnesota Historical Society, St. Paul, MN

NCSS
GLOBAL STUDIES 1

Teaching About the Syrian Civil War: Origins and Consequences
The Syrian Civil War and resulting refugee crisis is a defining humanitarian issue of our time. How did colonialism, sectarianism, and the Arab Spring impact Syria? Choices Program curriculum provided.
Mimi Stephens, Choices Program, Brown University, Providence, RI

NCSS
LITERACY

Show AND Tell: Infographics as Teaching Tools
Infographics offer structure and design to concepts when students have a hard time seeing the big picture. Build student knowledge of essential civics topics using infographics as your blueprint.
Molly Launceford, iCivics, Cambridge, MA

NCSS
TECHNOLOGY 1

Podcasting in the Classroom: A Beginner’s Guide
Demonstrate best practices for creating podcasts in the classroom. Share audio recording and editing tools, hear examples of podcasts made by other teachers, and learn best practices for podcast lessons.
Nick Capodice, Hannah McCarthy, Civics/Government 101, Concord, NH

NCSS
US HISTORY 1

Was the Civil Rights Movement Successful? A Case Study Inquiry
Determine if the civil rights movement was successful by virtually examining the desegregation of New Orleans public schools over the past 60 years. Learn more about public education in the process.
Connie Schaffer, University of Nebraska at Omaha, NE

NCSS
US HISTORY 2

Social Movements and the Legacy of the American Revolution: 1920-2020
Explore how the ideals articulated by the American Revolution—liberty, equality, civic responsibility and natural and civil rights—have influenced the social movements of the past 100 years.
Evan Phifer, Stacia Smith, The American Revolution Institute of the Society of the Cincinnati, Washington, DC
NCSS
WORLD HISTORY

Middle Eastern Voices from World War I: Useful Primary Sources
World War I shaped the modern Middle East. Let’s move beyond Western-centered political-diplomatic history to see the war’s social impact through diaries, memoirs, and photos by Middle Eastern residents.
Lisa Adeli, University of Arizona Center for Middle Eastern Studies, Tucson, AZ

1:00–1:45 pm EST

NCSS
CROSS-DISCIPLINARY 4

Forming Compelling Questions: The C3 Arc In Action
Learn how the Big History Project’s focus on interdisciplinarity, skill-building, and inquiry make it the perfect resource for rounding out the C3 Inquiry Arc in your 6-8th grade classroom.
Todd Nussen, Oceanside High School, Oceanside, NY; Hajra Saeed, Sato Academy of Mathematics and Science, Long Beach, CA; Judith Jeremie, Brooklyn Technical High School, Brooklyn, NY

NCSS
CROSS-DISCIPLINARY 5

The United Nations & “The Human Rights Game”
Identify, value, and apply human rights practices within social studies education using “The Human Rights Game,” underpinned by the principles of the Universal Declaration of Human Rights.
Kristi Rudelius-Palmer, Human Rights Educators USA & University of Minnesota, St Louis Park, MN; Andi Chorney, Hugh Kingsley, The Brainary, Geelong, West Victoria, Australia; Glenn Mitoma, University of Connecticut, Storrs, CT; Jacob Skrzypiec, Manchester High School, Manchester, CT; John Terry, Wayne Hills High School, Jersey City, NJ

NCSS
CURRICULUM & INSTRUCTION 5

Visual Inquiry Activity Structures and Scaffolds for Middle School Classrooms
Explore three different activity structures with materials and scaffolds for engaging upper elementary and middle school students in critical visual inquiry using Library of Congress documents.
Bradley Fogo, San Francisco State University, San Francisco, CA

NCSS
CURRICULUM & INSTRUCTION 6

Engaging Multilingual Learners in High Language Expectations for Social Studies
Learn how to integrate WIDA Language Development Standards (2020 Edition) into social studies units and lessons; and use language development to heighten multilingual learner [ELL] access to content learning.

NCSS
ELEMENTARY 3

Every Kid Outdoors: History, Not Just Hiking, in National Parks
Discover how Every Kid Outdoors, the NPS program that offers free park passes to 4th graders, can be enhanced through historical inquiry and coupled with Ranger visits.
Leslie Smith Duss, Rachel Talbert, Maia Sheppard, The George Washington University Graduate School of Education and Human Development, Washington, DC

NCSS
TECHNOLOGY 2

Livestream Tech Slam
The NCSS Technology Community pulled together the best tech resources that were shared throughout the 2020 conference. Leave with a list of resources from the session.
Brian Bechard, Olathe Public Schools, Olathe, KS; Nick Lawrence, East Bronx Academy, New York, NY; Ed Finney, Maple Hill Jr/Sr High School, Castleton, NY; Kori Green, Wichita High School East, Wichita, KS

NCSS
US HISTORY 3

Teaching a People’s History of the March on Washington
Rethink the civil rights movement by participating in a role play that uses an iconic moment, but shifts the focus from those on the stage to those in the streets.
Adam Sanchez, Zinn Education Project, Philadelphia, PA; Jessica Lovaas, Harvest Collegiate High School, New York, NY

NCSS
US HISTORY 4

Teaching African American and Latinx History Through Visual Primary Sources
Integrate the multi-racial narrative of An African American and Latinx History of the United States with visual primary sources from the Library of Congress.
Antoinette Rochester, Tina Heafner, UNC Charlotte, NC
**U.S. Health Crises and Health Inequities Since 1900**

Americans’ health and healthcare options are the products of history. We focus on four crises: 1918 influenza; polio; HIV-AIDS; COVID-19; including citizens’ & governments’ responses; medical/public health, economic, individual & behavioral, nutrition, education, neighborhood, and environmental factors; legacies of inequality; and disproportionate effects on low-income, communities of color.

Robert Eager, Own Your History - The Reconciliation Education Project, Washington, DC; Stephanie Narrow, University of California, Irvine, CA; Michael Sablin, Los Angeles Unified School District, Los Angeles, CA; Sandra Linn, Los Angeles, CA

**Real Talk: Contextualizing Injustice with Students**

Discover how to better facilitate classroom discussions about injustices highlighted in curriculum, including historical events, literature, and current events.

Stephanie Tellis, Teacher Tellis, Baltimore, MD

**Illustrating the Constitution: Teaching Civics Through Graphic Novels**

Analyze the Constitution and its impact on today’s political issues using visual resources. Discuss strategies to incorporate graphic novels into the civics curriculum to engage students.

Kristen Luby, Cynthia Levinson, Macmillan Children’s Publishing Group, New York, NY; Tim Smyth, Wissahickon High School, Ambler, PA

**Teach the Women’s Suffrage Movement with American Experience and PBS LearningMedia**

Engage students through informed discussions about the history of women’s struggle for the right to vote, with media resources drawn from AMERICAN EXPERIENCE | “The Vote” and PBS LearningMedia.

Sue Wilkins, WGBH, Boston, MA; Karen Pleasant, Stoneleigh-Burnham School, Greenfield, MA

**Integrating UN Sustainable Development Goals in Human and Physical Geography Courses**

Much potential exists to incorporate the UN Sustainable Development Goals (SDGs) into Human and Physical Geography courses by adopting a pedagogy which includes campus / community action. Including such outreach efforts in course design, and aligning these efforts to the SDGs, allow students to develop an appreciation for their own potential and power while expanding their worldview, geographic knowledge base, AND challenging global stereotypes of development and progress. This Engage & Connect presentation includes review of an instructional design template together with three lesson plans focusing on Plastics, Trees, and Food, Though developed for higher education, there is great potential to apply in all education levels.

Tracy L. Edwards, Frostburg State University, Frostburg, MD

**Unpacking the NCSS Position Statement on Contextualizing LGBTQ History**

Steven LaBounty McNair, Kathleen Barker, Michael Khorsheidzadeh, Debra Fowler. Moderated by Eric Marcus.

This panel presentation explores the civic imperative to advance a more historically accurate, complete, and empowering social studies curriculum, the implications and considerations of implementing LGBTQ-inclusive curriculum, and the opportunities and challenges of these. Moderated by Eric Marcus, creator and host of Making Gay History—The Podcast.

**Candy Bombers: Teaching About Coordinates, Children, and Chocolates with Technology**

Learn how to use a variety of technological tools to teach multiple interdisciplinary content standards in the context of the Berlin Airlift. Online classroom resources will be shared.

Jeffrey Hall, Lucy Bush, Mercer University, Atlanta, GA

**Fighting Racial Violence Then and Now: The Legacy of Lynching**

Explore the geography and history of the anti-lynching campaign in the U.S. Discuss recent efforts to memorialize the legacy of lynching at the national and local level. Receive classroom materials.

Todd Kenreich, Towson University, Towson, MD
NCSS

CIVICS/GOVERNMENT 1

Foundations of Democracy: American Civics Through Constitutional Principles
Explore American Constitutional Principles with a framework for understanding American civic life that can be embedded in the culture of our classrooms to promote equality and civil discourse.
Kirk Higgins, Bill of Rights Institute, Arlington, VA

NCSS

CIVICS/GOVERNMENT 2

“Civics” vs “Citizenship Education”
Participate in a debate to explore “civics” vs “citizenship education.” Learn how citizenship education is a more holistic approach to preparing students to meet the challenges of the world around them.
Ali Berry, High Resolves, San Francisco, CA; Scott Warren, Generation Citizen; Karalee Nakatsuka, First Avenue Middle School, Arcadia, CA; Michael Neagle, Lowell High School, Lowell, MA

NCSS

CROSS-DISCIPLINARY 1

Freight Cars and Mail Orders: Measuring the Great Depression
How “Great” was the Depression? Standard measures of unemployment and national income didn’t exist then. Learn differences between historical and modern economic measurements. Receive a free primary source lesson.
Eva Johnston, Federal Reserve Bank of St. Louis, MO; Jeannette Bennett, Federal Reserve Bank of St. Louis-Memphis Branch, Memphis, TN

NCSS

CROSS-DISCIPLINARY 2

Elevate Student Voice Through the World Food Prize Global Challenge
Learn about an inquiry-based curriculum that challenges students to share their own ideas for improving the lives of families around the world.
Kelsey Tyrrell, Morgan Day, Keegan Kautzky, World Food Prize Foundation, Des Moines, IA

NCSS

CURRICULUM & INSTRUCTION 1

Indigenous Wisdom: Curriculum Development Using Indigenous Perspectives
Learn about the development process and K-12 curriculum materials to engage student learning about New Mexico’s Pueblo people in meeting challenges of federal and state policies.
Glenabah Martinez, Natalie Martinez, Shannon Romero, Azella Humetewa, Indian Pueblo Culture Center, Albuquerque, NM

NCSS

CURRICULUM & INSTRUCTION 2

Using Universal Design to Support Inquiry Design for All Learners
Learn how to apply the principles of Universal Design for Learning (UDL) to the Inquiry Design Model to create fully accessible and inclusive social studies inquiries for students with disabilities.
Kari Muente, Martin Luther College, New Ulm, MN; Darren Minarik, Radford University, Radford, VA; Timothy Lintner, University of South Carolina Aiken, SC

NCSS

CURRICULUM & INSTRUCTION 3

Flip Your Social Studies Classroom with Innovative Technology Tools
Learn to use powerful Web tools in your classroom. See for yourself how powerful Web tools can inspire students with cutting edge presentations, create engaging assessments, help check for understanding, and support organization with an online notebook.
Brian Thomas, TCI, Mountain View, CA

NCSS

CURRICULUM & INSTRUCTION 4

Releasing the Power of Picture Books in Middle School Classrooms
Want to ignite curiosity, active learning, empathy and involvement in your middle schoolers? Picture books can capture students’ attentions and emotions at any grade and vocabulary levels. Explore resources and activities that can be used for face-to-face or online instruction.
Susan Santoli, Karen Morrison, Paige Vitulli, University of South Alabama College of Education and Professional Studies, Mobile, AL; Susan DuBose, Alabama Department of Archives and History, Montgomery, AL

NCSS

ECONOMICS

Engaging and Fun Interactive Lessons on Globalization, Robots, and You
Learn to use five ready-to-go interactive lessons. Students engage economics, personal finance, and history on the economics of globalization and automation and its impacts on their future careers.
Tamra Carl, York Community High School, Elmhurst, IL; Mary Clare Peate, Marginal Revolution University, Arlington, VA

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice
<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCSS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELEMENTARY 1</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Elementary Civics in a Partisan World: Government Sans Politics</td>
<td>It's been a messy, nasty political year. Inspire the next generation of public servants: explore ways of teaching civics that encourage bipartisanship, leadership, and respect. Encourage students to build bridges. Learn with visuals and audio excerpts and receive links to resources. Kitty Felde, Los Angeles, CA</td>
</tr>
<tr>
<td><strong>ELEMENTARY 2</strong></td>
<td></td>
</tr>
<tr>
<td>Sacagawea: Beyond Interpreter and Guide</td>
<td>Explore a lesson introducing elementary students to all we do not know about Sacagawea and inviting them into a conversation about how historians draw conclusions from limited evidence. Alison Schmitke, Leilani Sabzalian, University of Oregon, Eugene, OR</td>
</tr>
<tr>
<td><strong>GLOBAL STUDIES 1</strong></td>
<td></td>
</tr>
<tr>
<td>Goaaaaall! Explore North America's Human &amp; Physical Geography via Sports</td>
<td>Explore ways to infuse sports in Canada, Mexico, and the USA to teach human/physical geography and economic concepts through inquiry. Receive strategies relating to major league teams and the 2026 World Cup. Jennifer Dawson, Lost Mountain Middle School, Kennesaw, GA</td>
</tr>
<tr>
<td><strong>PSYCHOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>Psychology in Action: Civic Engagement in the Psychology Classroom</td>
<td>Increase civic engagement while reinforcing important psychological concepts. Come away with activities and resources to increase your psychology students' participation in their community at the local, state, and national level. Kristin Myers, Erica Bray-Parker, Glenbard North High School, Carol Stream, IL</td>
</tr>
<tr>
<td><strong>TECHNOLOGY 1</strong></td>
<td></td>
</tr>
<tr>
<td>Not Becoming History: Digital Gaming in the Social Studies Classroom</td>
<td>Explore how online gaming can bring to life stories of diverse communities engaged in resistance at key turning points in our history in a way that asks students to see history through the eyes of peers from the past. This virtual presentation will include an overview of Mission US, details about the newest Mission US game about Japanese Incarceration during WWII, and ideas for using gaming during remote and hybrid learning. Kristina Kirtley, WNET New York Public Media, New York, NY; Leah Potter, Electric Fan Staff, New York, NY; Cathlin Goulding, American Social History Project, New York, NY; Cathlin Goulding, Yuri and Hunter College, New York, NY</td>
</tr>
<tr>
<td><strong>US HISTORY 1</strong></td>
<td></td>
</tr>
<tr>
<td>Transforming History Curriculum by Integrating Diverse Voices of America's Past</td>
<td>Engage with strategies to integrate primary and secondary sources representing diverse voices in American History, leveraging library databases. Anthony Sievert, Denver Public Schools, Denver, CO</td>
</tr>
<tr>
<td><strong>US HISTORY 2</strong></td>
<td></td>
</tr>
<tr>
<td>Curate in the Classroom: The Jim Crow Era</td>
<td>Discover how to employ the latest in education technology applications to have students create their own virtual museum exhibits, both in the classroom and in distance learning. Peter Miele, Seminary Ridge Museum, Gettysburg, PA; Kara Boehne-Miele, Cumberland Valley School District, Mechanicsburg, PA</td>
</tr>
<tr>
<td><strong>WORLD HISTORY</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Difficult Histories: The Nanjing Atrocities in the Classroom</td>
<td>Participate in and learn multiple strategies when teaching about the Nanjing atrocities and receive a packet with rich primary documents. Christian Pirlet, Jing Williams, University of South Dakota, Vermillion, SD; Mary Johnson, Facing History and Ourselves, Brookline, MA</td>
</tr>
</tbody>
</table>
**NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020**

**Advancing Social Justice**

**NCSS**

**MAIN STAGE/GENERAL SESSIONS**

**George Takei and Karen Korematsu**

“They Called Us Enemy”

What does it mean to be American? Who gets to decide? When the world is against you, what can one person do? George Takei discusses his childhood experience imprisoned within American concentration camps during World War II with the daughter of Fred T. Korematsu, the American civil rights activist who objected to internment.

Top Shelf Productions and Penguin Random House have generously sponsored the appearance of George Takei.

**2:15–3:15pm EST**

**NCSS**

**NCGE/NLRE**

**NCGE 3**

**Building Skills in Geography: Analyzing the Cultural Landscape of Korea**

The analysis of cultural landscapes is a key geographic skill. Learn how to use pictures in the classroom that focus on students analyzing information regarding the culture of a place.

*Alison Cecil, duPont Manual High School, Louisville, KY*

**3:30–4:00pm EST**

**NCGE/NLRE**

**NCGE 1**

**From Classroom to Continent: Engaging Remote Schoolyards with Habitat Boxes**

Reinvigorate geographic awareness with a habitat box exchange. Students compare evidence of their local natural environment to samples received from a different bioregion, improving observation and inquiry.

*Tim Thomas, James Madison University, Harrisonburg, VA*

**NCGE/NLRE**

**NCGE 4**

**Geographic Tools and American Indian Studies**

American Indian Studies is a new elective offered by Winston-Salem Forsyth County Schools. In developing the framework for this class, a variety of sources were collected to guide students as they apply geographic tools to understand American Indian societies over time. These materials, along with teaching strategies, will be shared.

*Amber Sluder, Middle College of Forsyth, Winston-Salem, NC*

**NCGE/NLRE**

**NCGE 5**

**Geospatial Science as a VoTech Educational Opportunity**

The Delaware Center for Geographic Education is partnering with GIS faculty and practitioners for its new outreach program that is expanding student knowledge of geospatial science career opportunities and training future geospatial scientists.

*Mary Schorse, University of Delaware, Newark, DE*

**NCGE/NLRE**

**NCGE 6**

**Reading a Landscape: Field Work Activity for Geography Students**

Learn how to guide students in a cultural geography field work activity where they practice reading the landscape of their hometown.

*Suzanne B. Dickens, Fort Collins High School, Fort Collins, CO*

**NCGE/NLRE**

**NCGE 2**

**Resources, Lesson Plans, and Maps Oh My!**

Explore the available resources the Arizona Geographic Alliance has to offer. These resources can be accessed online, used by everyone, and are free.

*Heather Moll, Arizona Geographic Alliance, Tempe, AZ*

**NCGE/NLRE**

**NCGE 6**

**Reading a Landscape: Field Work Activity for Geography Students**

Learn how to guide students through a virtual urban/cultural geography field world activity using Google Earth.

*Suzanne B. Dickens, Fort Collins High School, Fort Collins, CO*

**NCGE/NLRE**

**NCGE 3**

**Exploring Population and Economic Development in Korea**

Explore the intersection of key population and development topics utilizing new, free teacher-developed units that focus on Korea as a rich case study to increase student inquiry and understanding.

*Alison Cecil, duPont Manual High School, Louisville, KY*
The Whys of Where: Empowering Geography Instruction with Geo-Computational Thinking

Connect your geography teaching to geo-computational thinking, a skill for 21st century geographers. No computers required! We’ll use a familiar lesson in a new way to show how it’s done.

Juli Oltman, Thomas C. Hammond, Lehigh University, Lehigh, PA; Meghan Manfra, North Carolina State University, Raleigh, NC

4:30–5:00 pm EST

Maps, Drones, Play-Doh, Legos - 7th Grade Students Making a Difference

Excite students by integrating maps, drones, Play-doh, and Legos to form the basis of a geographic inquiry project. Students then suggest improvements to a local park, based on their inquiry.

Cindy Bloom, Michigan Geographic Alliance, Kalamazoo, MI

NCGE/NLRE

Using the Japan Disasters Digital Archive (JDA) in the Classroom

Explore the Japan Disasters Digital Archive (JDA) and its integration into the classroom, including the AP Human Geography course.

Anthony J. Zanin, Hutto ISD, Hutto, TX; Thomas Mueller, California University of Pennsylvania, California, PA

Increasing Course Skills in APHG Using the National Atlas of Korea

Incorporate APHG course skills using primary materials. Try sample lessons and create your own activities using the updated National Atlas of Korea to include international data in all of your units.

Doug Andersen, Oak Canyon Junior High School, Linden UT

NCGE/NLRE

NCGE 1

NCGE 4

NCGE 3

Dawnland

Dawnland looks behind the scenes at the first truth and reconciliation commission in U.S. history to focus on issues of importance to Indigenous peoples, and it places the issue of Indigenous child removal in the historical context of repeated violations against Native families. In 2019, the film won an Emmy for Outstanding Research and is accompanied by a free, 12-lesson teacher’s guide. A panel will guide the discussion after the screening.

Interested attendees need to register in advance here. You will then enter a screening room on YouTube.

Following the screening

A Deep and Dangerous History: Teaching Truth About Forced Separation of Indigenous Children in the U.S.

Mishy Lesser, Sarah Shear, Chris Newell

The United States has long used legislative measures to expand its unwarranted power over Indigenous peoples. Hundreds of treaties with Native nations have been signed and broken, and laws have been passed and ignored. One law, the Indian Child Welfare Act (ICWA), which protects Indigenous parents from the forcible removal of their children, is now under attack. Challenges to ICWA may move the case to the Supreme Court. In this session, we will review the history of ICWA, the role of Indigenous women and their lawyer-allies in getting it passed, non-compliance by states that gain revenue from the fostering and adoption of Native children, arguments championed by the Goldwater Institute to destroy ICWA, and why this issue should be taught as part of U.S. history and civics curriculum.

5:00–5:30 pm EST

Integrating Archaeology, “MyMaps” and Video to Spark Student

Excite your students about archaeology. Students research current sites, investigate challenges to these sites, write and perform Site videos, and utilize Google MyMaps to display and share information.

Cynthia Bloom, Michigan Geographic Alliance, Kalamazoo, MI

NCGE/NLRE

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

Advancing Social Justice
Poster Presentations

To visit the following poster presentations within the NCSS platform, click on the Exhibition Hall link and then click on Posters. These presentations are available on demand, and will be accessible through April 30, 2021.

**POSTER—CIVICS/GOVERNMENT**

**How to Teach Government in a Politically Divided America**

Learn how to have students discuss and debate the biggest issues of government through PBL and researched strategies.

Nathan Riek, Grand Blanc High School, Grand Blanc, MI

**POSTER—CIVICS/GOVERNMENT**

**Activating Your Civic Superpowers: Connecting SEL with Civic Action**

Discover your “civic superpowers” and receive free instructional resources that will inspire students to turn their passions into civic actions.

Lauren Grimes, The Community Enrichment Project, Washington, DC

**POSTER—CIVICS/GOVERNMENT**

**A Community Action Project Pilot: Teacher Candidates Take “Informed Action”**

Explore a project for students to “practice civic leadership and advocacy,” per 2018 NCSS standards for teacher preparation programs. Examine and discuss a pilot “Community Action Project.”

Gigi Peterson, State University of New York at Cortland, NY

**POSTER—CIVICS/GOVERNMENT**

**Don’t Forget the Global in Civics Education**

Explore why civics must be not only local and national but also global, and discover some resources for adding a global dimension to your civics lessons.

Charles Hopkins, Council on Foreign Relations, New York, NY

**POSTER—CIVICS/GOVERNMENT**

**The Front Porch Experience: Local News. Local Issues. Local People.**

Media literacy instruction often lacks direct connections to civics. Come investigate a technologically adaptive program that strengthens student news media literacy and encourages civic engagement at all levels of government.

Florian Feucht, Thinking Habitats, Detroit, MI; Rebecca Bush, Ottawa Area Intermediate School District, Holland, MI

**POSTER—CROSS-DISCIPLINARY**

**Historic and Memorial Art in Holocaust Education**

Explore methods for using historic artwork to deepen students’ knowledge of the Holocaust. Learn strategies for facilitating the creation of memorial art by high school students.

Julie Anne Taylor, Chantal Assaf, Jacob Schenkel, University of Michigan-Dearborn, MI; Timothy Gore, Kyria Gore, Douglass Academy for Young Men, Detroit, MI; Timothy Constant, Holocaust Memorial Center, Farmington Hills, MI; Michael Sevick, University of Michigan-Flint, MI

**POSTER—CROSS-DISCIPLINARY**

**Multi-Disciplinary Strategies to Teach Visual Literacy Skills and the Holocaust**

Explore three teaching strategies integrating the disciplines of social studies, language arts, and fine arts that develop students’ visual literacy skills while also examining the Holocaust and human rights.

Connie Schaffer, University of Nebraska at Omaha, NE

**POSTER—CROSS-DISCIPLINARY**

**The Remarkable Cause: A Novel of James Lovell and the Crucible of the Revolution. Social Conflict in Revolutionary Boston and Today**

The Cause, a historical fiction novel developed through primary sources, presents pre-Revolutionary Boston. Students connect to the Revolutionary War as they recognize similarities in personal and societal conflicts today.

Jean O'Connor, Pike and Powder Press, Helena, MT

**POSTER—CROSS-DISCIPLINARY**

**Using Children’s Literature to Teach Hard History**

Grappling with hard history can be tough for students and teachers. Explore examples of children’s literature that can spark conversations and add depth to social studies at any grade level.

CherylAnne Amendola, Montclair Kimberley Academy, Montclair, NJ

**POSTER—CROSS-DISCIPLINARY**

**How to Use Visual Methods in the Classroom**

Have you ever thought about the photographer purpose or point of view when selecting pictures or photographs to utilize in a lesson? How can you use visual methods for assessment?

Jesi Colston, University of South Florida, Tampa, FL
POSTER—CROSS-DISCIPLINARY
Exploring Landmarks with VR, AR, GIS and Primary Sources
Explore how high school teachers are implementing immersive media in the classroom, and using them to verify primary sources to explore landmarks on cultural trails.
Kayleigh Sharp, Southern Illinois University, Carbondale, IL; Stacie Tefft, Murphysboro School District, Murphysboro, IL

POSTER—CROSS-DISCIPLINARY
Windows into Religious Diversity: Integrating Study about Religion Through Literature
Explore a culturally competent classroom through the eyes of its students. Learn how teachers can connect social and emotional learning skills and global themes, while fostering empathy and inclusivity in young learners.
Kate Soules, Mirin Phool, Kaur Foundation, Potomac, MD

POSTER—CROSS-DISCIPLINARY
Providing Platforms for Youthful Voices for Change, Color and Justice
Students learn about civic advocacy via events like the Mill Children March (1903); the Birmingham Children’s Crusade (1963); Chicano Blowouts (1968); the Arab Spring; Black Lives Matter; Parkland/March For Our Lives; UN climate change conference; and create a “recipe book” for civic engagement.
Nick Crady, Lexington Trails Middle School, De Soto, KS; Taylor Bussinger, Prairie Trail Middle School, Olathe, KS

POSTER—ELEMENTARY
The Geography of the Second Avenue Subway
New York City is undertaking the largest expansion project in 50 years—constructing a Second Avenue Subway. Learn about primary sources on the five themes of geography and comparisons with the Erie Canal.
Gale SooKdeo, PS96, New York City Department of Education, New York, NY; Hector Santana, New York City Metropolitan Transit Authority, New York, NY

POSTER—ELEMENTARY
Enhancing Social Studies Lessons with Powerful Student-Created Poetry
Create a variety of unique, easy-to-write formula poems, then listen to student-created examples and learn how teachers use the poetry to enhance social studies lessons.
Jennifer Altieri, Coastal Carolina University, Conway, SC

POSTER—GLOBAL STUDIES
Global Citizenship: Encouraging Students to Develop a Global Mindset
Students will be entering an interconnected global world after graduation and are they prepared to interact with a diverse population? We need to teach them how to be global citizens.
Jesi Colston, University of South Florida, Tampa, FL

POSTER—MULTI-DISCIPLINARY
Traveling Teacher Tips
Many opportunities exist for educators to enhance their personal knowledge through travel experiences, with little to no cost. These experiences invigorate us, enhance our content, and provide collaboration with great educators around the country.
Kimberly Huffman, Wayne County Schools Career Center, Smithville, OH

POSTER—US HISTORY
Murals: Using Public Art to Explore Diverse American Stories
Explore murals that commemorate the experiences of marginalized groups (Latinx, LGBTQ, Asians and African Americans). Experience how public art engages diverse learners, kickstarts historical inquiry, and builds media literacy skills.
Kent Willmann, University of Colorado - School of Education, Longmont, CO

POSTER—US HISTORY
“Great/Not So Great”: A Framework for Evaluating the “Dixiecrats”
Discover an inquiry-based framework to help middle and high school students construct their own evaluation of controversial historical figures based on textual evidence.
Scott Roberts, Central Michigan University, Mt. Pleasant, MI; Jeremy Clabough, University of Alabama at Birmingham, AL; David Kendrick, Bear Creek Middle School, Statham, GA

POSTER—US HISTORY
Imagining a New American History
Explore history as presented in media every day, visualizing patterns, integrating audio, video, and GIS resources, enlivening the teaching and learning of all of our stories with New American History.
Anne Evans, New American History, University of Richmond, Palmyra, VA
Unsettling Narratives: Teaching About Indigenous Genocide Through Historical Newspaper Reporting
What can 150 years of newspaper reporting about the U.S.-Dakota War reveal about how representations of Indigenous peoples and history have shifted over time? Explore this new middle school curriculum.
George Dalbo, University of Minnesota, Minneapolis, MN; Joseph Eggers, Center for Holocaust and Genocide Studies, University of Minnesota, Minneapolis, MN

Women & the American Story: A Nation Divided, 1832–1877
Explore the many ways women participated in the Civil War in the Union and Confederacy, from the formation of early abolitionist societies through the end of Reconstruction. Receive curriculum materials.
Allyson Schettino, New-York Historical Society, New York, NY

Skilled and Talented: The Enslaved People of Fontainebleau
Envision civil engineers conferring with antebellum chemists and steam engineers on cutting edge technology. Imagine translators teaching English to French-speaking Creoles. Consider schooner captains and medics. Now imagine “slaves.”
Jackson Cantrell, Eagle Scout and Student at Mandeville High School, Mandeville, LA

Utilizing Personal Narratives Through Primary Sources to Cultivate Empathy
Learn about cultivating student empathy by analyzing personal narratives during ecological tragedies, such as the Dust Bowl, and how students can step into history through internal monologues.
Samuel Brower, University of Houston, TX

From Dix to Roberts: Integrate Disability History into Your Curriculum
At 30 years since the Americans with Disabilities Act, explore 200 years of advocacy and activism by and for people with disabilities. Engage and support students with disabilities.
Rich Cairn, Collaborative for Educational Services, Northampton, MA

The Room Where it Happened: Place-Based Historical Learning
Bring your students to the “room” with virtual reality, distance learning and electronic field trips; experience the power of place, and promote historical thinking skills connecting past to present.
Karalee Nakatsuka, First Avenue Middle School, Arcadia, CA; Leticia Citzen, Beverly Hills Unified School District, Beverly Hills, CA; Alexandria Wood, Ford’s Theatre Society, Washington, DC

POSTER—US HISTORY
How to Teach Difficult Histories
Explore the curriculum decisions, activities, and ethical issues teachers face when teaching challenging historical events. The focus will be on high school African American History.
Nathan Riek, Grand Blanc High School, Grand Blanc, MI

POSTER—US HISTORY
Pop, Protest & Participation: Songs as Avenue for Advocacy/Action
Denied rights, disenfranchised people often convey social justice messages via song lyrics. Learn how students explored use of songs throughout the past 125 years to circumvent efforts to deny political voice.
Alyssa Overfield, Ottawa Middle School, Ottawa, KS; Nick Green, Wichita West High School, Wichita, KS

POSTER—US HISTORY
Voices of Civil Rights Movement: More than Middle-Aged Males
Identify major female persons like Dorothy Height and Ella Baker during the Civil Rights Movement, discuss their significance and their absence from the typical historical narrative, and engage participants in a comparison of women as leaders during the Civil Rights and the Black Lives Matter movements.
Joe O’Brien, University of Kansas, Lawrence, KS; Jack Hood, Lawrence High School, Lawrence, KS

POSTER—WORLD HISTORY
Using Film to Teach World History
Learn about a structured instructional strategy for World History teachers that incorporates the C3 Framework through an analysis of media (film) and primary source documents.
Scott Roberts, Central Michigan University, Mt. Pleasant, MI; Charles Elfer, Clayton State University, Morrow, GA

POSTER—WORLD HISTORY
Creating a Thematic, Document-Based World History Curriculum
Organize primary sources by theme (e.g., forms of government, gender, conflict) and connect with 21st-century issues to make history relevant to students’ lives while meeting C3 standards.
Rosalie Metro, University of Missouri, Columbia, MO

POSTER—WORLD HISTORY
Language as an Archive: Teaching About Creole and Colonialism in Mauritius
Using case studies, experiential learning, and primary sources, explore how language mattered in the colonial domination of Africa and how Africans continue to resist the legacies of linguistic imperialism today.
Elsa Wiehe, Boston University African Studies Center, Boston, MA
Join Library of Congress Teaching with Primary Sources partners and grant recipients to learn about activities they have created that integrate primary sources into classroom activities across the grade spectrum.

To visit the TPS poster presentations within the NCSS platform, click on the Exhibition Hall link and then click on Teaching with Primary Sources Posters. These presentations are available on demand, and will be accessible through April 30, 2021.

A Historical Look at the Impact of Technology on Music
This poster traces the role of advancing technologies in the evolution and sharing of musical performances. Using inquiry-based strategies and primary sources from the Library of Congress, students explore the medium’s shift from established performance protocols to highly-individualized experiences.
Johanna J. Siebert, National Association for Music Education, Fairport, NY

Using Library of Congress Sources to Develop a Historical Argument
Join National History Day to learn strategies to synthesize primary source research and develop a historical argument. This session features sources from the Library of Congress.
Lynne O’Hara, Ashley Dabbreccio, National History Day, College Park, MD

Introducing Preservice Teachers to Teaching and Learning with Primary Sources
Explore how Virginia Tech Social Studies and ELA preservice teachers are introduced to the power and potential of the Library of Congress through the Teaching with Primary Sources Eastern Region’s TPS BASICS course.
Ann Canning, TPS Eastern Region, Waynesburg University, Waynesburg, PA; Suzanne Shelburne, Brad Kraft, Sara Evers, Virginia Tech University, Blacksburg, VA

Cultivating Curiosity: Engaging Students with Primary Sources Through Arts Integration
By teaming the Library of Congress’s Teaching with Primary Sources strategies and Arts Integration methods, teachers can engage students with authentic history while cultivating creativity and critical thinking.
Casey Morgan, Barnwell Elementary, Atlanta, GA; Barry Stewart Mann, Atlanta, GA; Jena Sibille, Teaching Museum, Fulton County Schools, Atlanta, GA

Understanding the History of the Arab-Israeli Conflict Using Primary Sources
Using primary sources and analysis tools from the Library of Congress, this session helps participants address the historical foundation of the Arab-Israeli conflict and develop greater content knowledge.
Dori Gerber, Institute for Curriculum Services, Altamonte Springs, FL

DBQuest: Civics Meets Primary Sources
DBQuest, the interactive document analysis tool funded by and featuring resources from the Library of Congress, introduces students to major questions in civics. DBQuest is perfect for a social studies teacher supporting literacy skills or an ELA teacher interested in digital tools.
Carrie Ray-Hill, iCivics, Madison, WI

Free, Digital and Downloadable K-12 Primary Source Sets
Free, digital and downloadable K-12 Primary Source Sets utilize Library of Congress primary sources to address history topics and are guided by compelling and supporting questions with topic specific introductions.
Jennifer Cooley, State Historical Society of Iowa, Des Moines, IA; Stefanie Wager, Iowa Department of Education, Des Moines, IA

Unmasking Professional Development Moving from Face-to-Face to Hybrid Delivery
TPS Mississippi will share lessons from converting to virtual professional development based on Library of Congress primary sources for rural Mississippi teachers and how we supplemented this PD with skills to support these teachers to teach virtually.
Kenneth Anthony, Nicole Miller, Paul Binford, Mississippi State University, Mississippi State, MI

Igniting Inquiry: Using Compelling Arts-Based Primary Resources to Inspire Student Writing Through Social Studies
In this session, we discuss how utilizing the Library of Congress’ arts-based primary resources help students navigate Social Studies topics in ways that inspire connection with the world around them.
Cate Cooney, Erin Elman, Emily Mattingly, Sheila Watts, University of the Arts, Philadelphia, PA

Teaching with Primary Sources Regional Program
Engage in conversation about how to enrich the quality of your organization’s curriculum and instruction by using the Library of Congress Teaching with Primary Sources (TPS) materials for K-16 classrooms.
Barbara Kirby, Sue Wise, TPS Eastern Region, Waynesburg, PA; Richard Satchwell, Judy Bee, TPS Midwest Region, Normal, IL; Peggy O’Neill-Jones, Keith Patterson, TPS Western Region, Denver, CO
The Pathway to Equity: Using TPS to Transform Teaching and Learning  
As the pandemic and systemic racism halted teaching, the Barat Education Foundation turned crisis into innovation using the power of the Library of Congress Teaching with Primary Sources program and its collaboration with the Office of Innovative Professional Learning at DePaul University to address remote teaching and racial equity challenges.  
Donna Kiel, Tina Curry, DePaul University, Chicago, IL

Primary Sources and Technology: The Five Slide Wonder Deck  
See how two teachers use a simple model of a deck of five slides, featuring the resources of the Library of Congress, to scaffold critical thinking, primary source use, writing, and technology application.  
Michelle Pearson, Laura Israelson, Adams 12 School District, Thornton, CO

Inquiry Required: Teaching the Long Arc of Civil Rights  
The partners in Library of Congress Teaching with Primary Sources Civil Rights Fellowship focus on teaching the civil rights movement to K-12 educators, helping them determine foundational concepts and then examine these ideas through a contemporary lens.  
Bridget Morton, TPS-Mars Hill University, Mars Hill, NC; Daniella Ann Cook, University of South Carolina, Columbia, SC; Kira Duke, Middle Tennessee State University, Murfreesboro, TN

Creating Book Bentos to Examine Primary Sources  
Preservice teachers (PSTs) create book bentos to combine children’s historical fiction with Library of Congress sources. PSTs learn concepts associated to research and analysis while creating engaging activities for Library content.  
Emily G. Miller, Indiana Council for the Social Studies, Indianapolis, IN

The Meaning of Land: Teaching with Indigenous and Euro-American Maps  
Maps reflect the relationships to the land of their creators. Learn about teaching with Library of Congress maps made by both Native and Euro-American cartographers to bring Indigenous voices into the classroom.  
Michelle LeBlanc, Norman B. Leventhal Map & Education Center, Boston, MA

Primary Sources Go Remote  
We will share a variety of ways we use technology so students can mark up and analyze primary sources from the Library of Congress during remote learning.  
Sara Muladore, Charlevoix Elementary School, Charlevoix, MI; Jane Garver, Little Traverse History Museum, Petoskey, MI

Civic Action Through Primary Sources in “Civics: An American Musical”  
This educational computer game, created with funding from the Library of Congress, allows middle school students to explore the defining moments of civic action in our country’s history using primary sources from the Library of Congress.  
Lia Atanat, Maryland Humanities, Baltimore, MD

Engaging Young Learners with Primary Sources: Elementary Thinkport Inquiry Kits  
Learn about our elementary-level primary source sets, featuring resources from the Library of Congress, and how to guide your students as they “See, Think, and Wonder” about the images, illustrations, maps, and texts in these collections.  
Lia Atanat, Grace Woodward, Maryland Humanities, Baltimore, MD

Partnerships, Podcasts, and Primary Sources  
Learn ways educators use Library of Congress materials to create primary source curricula for podcasts based on a book about the notorious prohibition crime boss in southern Illinois, Charlie Birger.  
Grant R. Miller, Southern Illinois University, Carbondale, IL

Making Primary Sources Accessible Through the Levels of Viewing  
Invigorate student learning by promoting access to primary sources through the Levels of Viewing! Capitalize on Library of Congress primary source collections with effective strategies for making the art of viewing purposeful.  
Roland Schendel, Metropolitan State University of Denver, CO; Kile Clabaugh, Teaching with Primary Sources Western Region, Denver, CO

Classroom Inquiries with Monuments, Murals, Markers, and Other Public Texts  
Learn how Philadelphia-area teachers have used monuments, murals, historical markers, and other public texts in their classrooms alongside primary sources from the Library of Congress to support inquiry and project-based learning.  

Library of Congress Teaching with Primary Sources
Warriors in Uniform: Stories of Service for Our Country
Warrior Spirit is committed to illuminating the lives of Native Americans veterans and sharing their stories and primary sources in conjunction with the new Native American Veterans Memorial. This poster will highlight a curriculum set based on the collections of the Library of Congress Veterans History Project that will help connect students to the memorial.
  Cheryl Hughes, Warrior Spirit Project, Missoula MT; Herman Viola, Warrior Spirit Project, Falls Church, VA; Michelle Pearson, Warrior Spirit Project, Denver, CO

Women & the American Story: Diverse Women’s Histories in K-12 Classrooms
Women & the American Story, the dynamic curriculum website from the New-York Historical Society connects teachers (and their students) to primary sources from the Library of Congress and beyond in recognition of diverse women in American History.
  Leslie Hayes, New-York Historical Society, New York, NY

Media Literacy in History: Who is this Monument for Anyway?
Learn about a research study based on work funded by the Library of Congress to help pre-service teachers create and use media literacy techniques to explore modern controversial issues including the removal of Confederate Memorials.
  Juan Walker, Augusta University, Augusta, GA

Book Backdrops: Connecting Primary Sources and Literature
Participants will create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into work with fiction and nonfiction texts.
  Lisa Fink, National Council of Teachers of English, Urbana, IL

Visual Literacy and Virtual Learning in the Humanities Classroom
The National Humanities Center collaborates with partners, including the Library of Congress, scholars, and subject matter experts to provide virtual courses that allow educators to explore compelling topics over five to six weeks.
  Mike Williams, Andy Mink, National Humanities Center, Research Triangle Park, NC

P.R.A.I.S.E. the Primary Source
It’s all about CONNECTIONS! When students make personal connections with people of days past, history comes alive. This simple framework, which includes the use of Library of Congress primary sources, provides opportunities for making connections leading to deep learning.
  Victor Salazar, Columbus State University, Columbus, GA

TPS Network to the Rescue
The TPS Teachers Network is a professional learning community centered on Library of Congress primary sources. Learn how teachers are using it in online, hybrid, and face-to-face situations.
  Mary Johnson, Teaching with Primary Sources Teachers Network, Colorado Springs, CO; Keith Patterson, Kile Clabaugh, Metropolitan State University of Denver, Denver, CO
We thank all exhibitors for their commitment and for joining us at the 2020 NCSS Virtual Conference.

More than 60 exhibitors are displaying the latest educational products, programs, services, and travel opportunities. You can access the virtual exhibit hall by clicking on the Exhibition Hall link. Click on the organization tile to visit their virtual booths.

Make sure to spend time in the virtual exhibit hall learning about the large array of organizations serving the professional needs of social studies educators.

The virtual exhibit hall remains open for all registered attendees through April 30, 2021. Please make sure to continue to visit all of the offerings long past the opening weekend.

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020

Advancing Social Justice

EXHIBITORS

American College of Education
https://www.acae.edu/
Archeology Education Clearinghouse
www.archaeologyeducation.clearinghouse.wordpress.com
Beacon Press
www.beacon.org
Bedford, Freeman & Worth High School Publishers
www.bfhp.com/high-school/us
Bill of Rights Institute
www.billofrightsinstitute.org
Bureau of Labor Statistics
www.bls.gov
C-SPAN Networks
www.c-span.org
Cato Institute
www.cato.org
Center for Civic Education
www.civiced.org
CerteLL
www.certell.org
Choices Program
www.choices.edu
Civics Renewal Network
www.civicsrenewalnetwork.org
Congressional Medal of Honor Society
www.cmohs.org
Climate Generation
www.climategen.org
Constituting America
www.constitutingamerica.com
The DBQ Project
www.dbqproject.com
Discovery Education - CEP
www.discovereducation.com
Eisenhower Foundation
www.eisenhowerfoundation.net
Embassy of the Federal Republic of Germany
www.germany.info
Engaging Youth for Positive Change
http://cypc.cprgd.illinois.edu
Esi
www.esri.com
European Studies Resources
www.eci-ssr.pitt.edu/esc
Facing History and Ourselves
www.facinghistory.org
Ford’s Theatre Society
www.fords.org
Foundation for Individual Rights in Education
www.thefire.org
Foundation for Teaching Economics
www.fte.org
George Washington’s Mount Vernon
www.mountvernon.org
Gratz College
www.gratz.edu
Hemisphere Educational Travel
www.hemispheretravel.com
Hemispheres International Outreach Consortium
https://hemispheres.ethx.edu/hemispheres/
Houghton Mifflin Harcourt
www.hmhco.com
iCivics, Inc.
www.icivics.org
Illinois Holocaust Museum & Education Center
www.ihmuseum.org
Indiana University Center on Representative Government
https://corg.indiana.edu/
Institute for Curriculum Services
www.icresources.org
International Spy Museum
www.spymuseum.org
Keizai Koho Center
www.japansocietypa.org
Knopf Doubleday
www.knopfdoubleday.com
Lead4Change Student Leadership Program
www.lead4change.org
Library of Congress
www.loc.gov
Macmillan Children’s Publishing Group
www.mackidsandschoollibrary.com
Macmillan Publishers
www.macmillan.com
Middle East Outreach Council
www.moeac.us
Mikva Challenge
www.mikvachallenge.org
Museum of the American Revolution
www.amrevmuseum.org
National Assessment of Educational Progress
www.nces.ed.gov
National Consortium for Teaching about Asia
www.ncta.org
National Geographic Learning
www.nationalgeographiclearning.com
National Museum of the Pacific War
www.pacificwar.org
NRCs on CANADA
www.imaginelearning/canada/teachingcanada
www.facebook.com/studycanadak12
Old Barracks Museum
www.barracks.org
Origins: Current Events in Historical Perspective
origins.osu.edu
Peacemaker Publishing Company
www.peacemaker-online.com
Penguin Random House
www.penguinrandomhouse.com
Peter Lang Publishing
www.peterlang.com
Publisher Spotlight
www.publisherspotlight.com
Qatar Foundation International
www.qf.org
Savvas Learning Company (formerly Pearson)
www.savvas.com
Schell Games
www.schellgames.com
Seven Stories Press
www.sevenstories.com
Social Studies School Service
www.sscs.org
Studies Weekly
www.studiesweekly.com
TCI
www.teachtci.com
Teachers College Press
www.tcpress.com
Teaching the World Consortium of National Resource Centers
The Genocide Education Project
www.genocideeducation.org
The Representation Project
www.therepresentationproject.org
The University of Manchester
www.manchester.ac.uk
The White House Historical Association
www.whhia.org
Top Shelf Productions
www.topshelfcomix.com
Transatlantic Outreach Program
www.goethe.de/top
University of Nebraska at Kearney Online History Programs
https://online.unl.eduhistory
University of Pittsburgh Education Center for International Studies
www.pitt.edu/outreach
U.S. Government Publishing Office
www.gpo.gov
Veterans Legacy Program - National Cemetery Administration
www.vete.gov/legacy
VOXPOP
www.voxpop.io
2020 Program Planning Committee
Note: The 2020 Program Planning Committee met in March to make final recommendations on conference proposals, prior to the NCSS Board of Directors’ decision to pivot to the NCSS Virtual Conference. Though the working assumption at this meeting was that we would meet in person in Washington, DC, over this weekend, much of the content presented at the NCSS Virtual Conference was reviewed and recommended by this committee. We recognize their work in what seemed, at the time, to be a novel Zoom meeting.

Stefanie Wager, Co-Chair
Beth Ratway, Co-Chair
Valencia Abbott
Steve Armstrong
Rachel Arza
Katie Blomquist
Meridith Breen
Laura Brown
Sarah Carr
Rozella Clyde
Ruth Cookson
Andrea Emerson
Jessica Emerson
Sarah Emmett
Michael Ennis
Raymond Hamilton
Jennifer Hitchcock

Jeffrey Keller
John Kruggel
Erika Lowery
Jennifer Madden
Sara McDermott
Theresa Mengerink
Tim Patterson
Kristine Petersen
Ellen Resnek
Kate Schoot
Anton Schulzki
Gayle Thieman
Anne Walker
Christina White
Jessica Wilerson
Jing Williams

Virtual Conference Volunteers
Anthony Hiller, Coordinator
Alexander Pope, Coordinator
Wesley Hedgepeth, Coordinator

NCSS Staff
Lawrence M. Paska Executive Director
David Bailor Director of Meetings and Exhibits
Jennie Bauduy Editor
Timothy Daly Director of Operations
Xavier Frink Communications Associate
Ashanté Horton Meetings and Education Manager
Steve Lapham Editor
Joy D. Lindsey Director of Marketing, Communications and Membership
Andrew Oglander Digital Marketing Manager
Richard Palmer Art Manager
Angel Robertson-Davis Membership Manager
Michael Simpson Director of Publications and Resources

Photos and bios of each staff member are available at www.socialstudies.org/about

Future NCSS Conference Cities and Dates
2021 Minneapolis, Minnesota November 19-21
2021 Washington, DC (100th Anniversary) December 10-12
2022 Philadelphia, Pennsylvania December 2-4
2023 Nashville, Tennessee December 1-3
2024 Boston, Massachusetts November 22-24
2025 Washington, DC December 5-7
2026 Chicago, Illinois December 4-6

Advertising Index for the Virtual Program
Bedford, Freeman & Worth ...................................... 45
Federal Reserve Education ........................................ 2
History Unerased....................................................... 7
Indiana U. Center on Rep. Government ................ 22
InquirED ..................................................................... 21
MacKids Schools & Library ...................................... 16
Macmillan Publishers ............................................. 15
News Literacy Project ............................................... 9
OER Project ....................................................... 11
Population Connection ........................................... 46
StudiesWeekly ..................................................... 56
University of Nebraska Online .................................. 26
Young Merchants Club ........................................... 54
NCSS Officers

Stefanie Wager
President
Iowa Department of Education
Des Moines, IA

Anton Schulzki
President-Elect
General William J. Palmer Colorado Springs, CO

Shannon Pugh
Vice President
Anne Arundel Public Schools
Annapolis, MD

Tina Heafner
Past President
University of North Carolina–Charlotte
Charlotte, NC

NCSS Board of Directors

Kristin Ayola
Fox Ridge Middle School
Aurora, CO (2023)

Alex Cuenga
Indiana University
Bloomington, IN

Tina Elsworth
Olathe Schools
Olathe, KS (2021)

Joe Feinberg
Georgia State University
Atlanta, GA (2021)

Georgette Hackman
Cocalico Middle School
Denver, PA (2022)

Wesley Hedgepeth
Collegiate School
Richmond, VA (2021)

Tracy Middleton
Education Consultant
Southport, NC, CA (2021)

June Morris
West Albany High School
Albany, OR (2022)

Chanda Robinson
Chanda Robinson Consulting, LLC (2021)

Rebecca Valbuena
Glendora Unified School District
Glendora, CA (2022)

Rhonda Watton
Templeton Middle School
Sussex, WI (2023)

Annie Whitlock
University of Michigan–Flint
Flint, MI (2022)

David Kendrick
House of Delegates Steering Committee Chair

Vote for the NCSS Board of Directors after the Conference!

NCSS individual members in good standing as of October 15, 2020, are eligible to vote beginning Monday, Dec. 7 in the NCSS Board of Directors election. Instructions and credentials will be sent by email to access the online ballots.

View bios, videos, and position statements for all candidates at www.socialstudies.org/board-candidates-2020

Photos and bios of current Board members are available at www.socialstudies.org/about
Participant Index

A
Abbott, Scott .................................. 27, 58
Abrahamson, Heather .......................... 34
Adams, Erin ..................................... 30, 43
Adams, Peter .................................... 74
Adeli, Lisa ....................................... 88
Adraga, Joseph ................................. 18
AdYu-Gami, Mary ............................. 34, 35
Ahluquist, Gregory ............................. 63
Albee, Sarah ..................................... 60
Alcindor, Yamiche ............................... 13
Alderman, Derek ............................... 86
Allard, Genny .................................. 65
Allen, Amy ....................................... 30
Allen, Kelly ...................................... 36, 38
Altieri, Jennifer ................................. 66, 95
Alvey, Elaine ..................................... 30, 32, 35, 37
Alviar-Martin, Tracy ............................ 52
Ambrose, JoEllen ............................... 68
Amendola, CherylAnn ......................... 94
Andersen, Doug ................................ 93
Andersen, Laurie Halse ....................... 15
Andolina, Molly ................................ 42
Andonan, John ................................. 70
An, Sohyun ...................................... 32, 35, 58
Anthony, Kenneth .............................. 97
Aponte-Safe, Gerardo ......................... 31, 38
Arbetman, Lee .................................. 75
Archambault, Leanna .......................... 40
Arntzien, Betsy ................................ 59
Arthur, John ..................................... 18
Askuvich, Andrew ............................. 50, 59
Assaf, Chantal ................................. 94
Atanat, Lia ...................................... 98
Atkin, Marcie Flinchum ...................... 60
Aulino, Christina ............................... 33
Austin, Jay ........................................ 44
Avoseh, Majai R. M. ......................... 51
Aydinian-Perry, Anne ......................... 34

B
Babb-Guerra, Annaly ........................... 32
Bagwell, Lauren ............................... 36
Baldon, Mark .................................... 52
Bailey, Bea ...................................... 53
Bailey, Kenley .................................. 39, 42
Bailey, Lindsey .................................. 85
Bailey, Peter ..................................... 60
Bailey, Sarah .................................... 59
Barde, Nick ....................................... 53
Barker, Kathleen ............................... 15
Barnett, Cassandra ............................ 61, 77
Barr, Brenda ..................................... 27
Barrow, Elizabeth ............................. 61
Barton, Keith ..................................... 31, 43
Bass, Jill .......................................... 86
Batt, Joanna ...................................... 29, 34
Bauml, Michelle ............................... 38, 40, 73
Bayer, Sarah .................................... 80
Bates, Myge Olugon ......................... 30
Beasley, Steve .................................... 49, 85
Bechard, Brian .................................. 75, 88
Beck, Terence ................................... 44
Becker, Alan ..................................... 59
Becton, Steven .................................. 47
Bee, Judy .......................................... 97
Beeson, Sherry .................................. 31
Bekerman, Zvi .................................. 34
Bellin, Marissa .................................. 37
Bellows, Elizabeth ............................. 32, 73
Benge, Drinda ................................... 98
Bennett, Jeanette .............................. 90
Benton-Short, Lisa ............................. 76
Bergsiker, Rachel .................. 78
Berman, Daniel .................................. 45
Berndt, Michael ............................... 81
Berry, Ali .......................................... 90
Berson, Ilene .................................... 75, 83
Berson, Michael ............................... 75, 83
Best, Cheryl ...................................... 87
Biggs, Lisa ........................................ 72
Bihler, Lori Gemenier ...................... 31
Bihr, Katherine ............................... 20, 75
Binford, Paul .................................... 97
Black, Linda ....................................... 41
Blanchard, Rosemary ...................... 78
Blanco, Yania ................................. 41, 42
Blazek, Jodi ................................. 60
Blevins, Brooke ............................... 35, 38, 40, 43
Blevins-Rellevo, Kim ...................... 50
Bloom, Cindy .................................. 93
Bloom, Cynthia ............................... 78, 93
Bodle, Aaron .................................... 29, 32, 84
Boehm, Dick ..................................... 68
Boehne-Miele, Kara ......................... 91
Bohan, Chara .................................... 30, 35, 44
Bonds, Jennifer ............................... 59
Bonilla, Chris Milk ......................... 82
Boomer, Lee ..................................... 61
Bordwell, Daniel ............................... 31, 34
Both, Michelle .................................. 74
Bouchard, Jennifer ......................... 76
Bower, Kevin .................................... 48
Bowman, Kimberly ......................... 36
Bowyer, Benjamin ......................... 32
Bradshaw, Lauren Yarnell ................ 35
Brant, Cathy ..................................... 32, 44
Bray, Jennifer ................................. 74
Bray-Parker, Erica ............................. 91
Brediger, Emera ............................... 65, 67
Britton, Matthew ............................. 78
Bronstein, Erin ............................... 31, 33, 34, 35, 43
Brooks, Sarah ................................. 31, 43
Broome, John ................................. 36, 42
Brower, Samuel ............................... 96
Brown, Alicia ................................... 77
Brown, Nicole ................................. 70
Brown, Shana ................................... 18
Bragar, Kristy ................................... 31, 38
Brehm, Benjamin ............................. 40
Bruner, Lara ..................................... 75
Brysch, Carmen ............................... 44
Buchan, Lisa .................................... 32, 38
Buckley, Chris .................................. 64
Bueso, Leah ...................................... 34
Buhryan, Scott ............................... 50
Burgess, Justyn Knox ...................... 51
Burghardt, Shannon Salter ............. 58
Burke, Jennifer ............................... 41
Burns, Ken ....................................... 12, 57
Burroughs, Greer ............................. 37, 41
Busby, Connall ................................. 50
Busey, Christopher ........................... 37
Bush, Lucy ........................................ 89
Butcher, Yvonne ............................... 48, 94
Bussinger, Taylor ............................. 95
Butler, Alysha ................................. 14, 62, 80
Butler, Cameron .............................. 31
Butler, Jason ..................................... 48
Cabrera, Juan ................................... 65
Cafrey, Genevieve .......................... 34, 35, 37, 41
Cairn, Rich ...................................... 96
Caldron, Shannon ......................... 33
Calkins, Leona ................................. 38, 43
Callahan, Cory ................................. 51
Camicia, Steven ............................... 44
Campbell, David .............................. 43
Brooks, Sarah ................................... 31, 43
Broome, John ................................. 36, 42
Cantrell, Jason ................................. 96
Carpenter, Lora .................. 35
Carlin, Lori ................................. 90
Carey, Joshua ................................. 36
Carey, Joshua ................................. 36
Cashman, Timothy ......................... 45
Caster, Tony ..................................... 32
Cebular, Aaron ............................... 82
Cecil, Alison ................................. 92
Chadwick, Clay ............................... 43
Challenger, Mika ............................. 86
Chalmers-Carren, Jennifer ............ 29, 34, 44
Chanin, Clifford .............................. 62
Chan, Yan-Wen ............................... 37, 38
Chapron, Kristen .............................. 72
Charron, Lindsey ............................ 70, 85
Cherry, Terry .................................... 72
Chi, Emily ......................................... 67
Choi, You-Jeng ................................. 51
Chong, Kyle ..................................... 34, 35, 39
Chorney, Andy ................................. 88
Christ, Rebecca C. .................. 29, 31, 32, 40, 52, 55
Christoff, Andrea ......................... 41, 52
Citizen, Leticia ................................. 96
Clabough, Kile ................................ 98, 99
Clabough, Jeremy ......................... 95
Clark, Christopher .......................... 35, 37
Clark, J. Spencer ............................. 96
Cline, Abigail ................................. 67
Clinton, Chelsea ............................... 12, 55
Cochran, Eryn ............................... 60
Coe, James ....................................... 63
Cohan, Sara ..................................... 81
Cohen, Aviv ..................................... 32
Colley, Lauren ................................. 35, 38, 42
Collum, Melissa ............................... 46
Colon, David ................................. 82
Colston, Jesi ..................................... 94, 95
Conkel, Hilary ................................. 38, 42
Conner, Caroline J. ......................... 29, 35
Conner, Karyneca ............................ 43
Conrad, Jenni ................................. 32, 33, 35
Constant, Timothy ......................... 94
Cook, Danielle Ann ......................... 98
Cooley, Jennifer .............................. 97
Cooney, Cage .................................. 97
Cooper, Lora .................................... 63
Coppeermith, Sarah ......................... 50
Corrigan, Beth ................................. 68
Cready, Nick ..................................... 95
Cribb, Gayle .................................... 31
Crocco, Margaret ......................... 32, 40, 42
Crowley, Ryan ................................. 82
Cuda, Michelle ................................. 35, 77
Cuena, Alexander ......................... 33
Cuirci, Rachelle ............................... 40
Curry, Tina ...................................... 98
Dabbraccio, Ashley ......................... 97
Dalbo, George ................................. 96
Daly, James ................................. 41
Darken, Erica ................................. 98
Darola, Laura ................................. 70
Daughterly, Brian ......................... 44
Daughterly, Thomas ....................... 81
Davenport, Melissa ......................... 77
Davis, Kenneth C. .......................... 82

Participate Index
Participants

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice

Eager, Robert ..........................................   89
Ede, Elizabeth K. ..................................   86
Edwards, Rochelle ..................................   63
Edwards, Tracy I ..................................   32
Eggers, Joseph .....................................   98
Eisenberg, Jill .....................................   58
Elangovan, Shanti ..................................   84
Elfer, Charles ......................................   90
Elkins, Zachary ....................................   68
Ellison, Jessica .................................... 78, 82, 87
Ellsworth, Tina M. ..................................   49
Elman, Erin ...................................... 89, 91
Elssasser, Donneta .................................   18
Emami, Maryam ................................. 40, 74, 87
Endacott, Jason ..................................   33
Enders, Tommy .................................... 29, 42
Engel, Henry ......................................   95
Esplin, Daniel R. ..................................   30
Evans, Anne ...................................... 59, 95
Evans, Ronald .................................... 40, 71
Evans-Arnalhu, Kelsey .............................   39
Everett, Trish .....................................   72
Evers, Sarah ......................................   90
Farnsworth, Valarie ................................   39
Feltz, Kitty .........................................   88
Ferguson, Miranda ...............................   74
Fernandez, John ..................................   49
Ferrarin, Tawni .....................................   62
Feucht, Florian ..................................... 48, 94
Field, Sherry ......................................   73
Fineburg, Amy ..................................... 59, 81
Fink, Lisa ..........................................   98
Finley, Shakesia ................................. 33, 39
Flaherty, Sally ................................... 20, 21
Fleming, Candace ..................................   62
Fogel, Bradley .....................................   88
Foster, Hal ...........................................   44
Fowler, Debra ..................................... 15, 89
Francis, Anthony ..................................   30
Freeman, Eric .................................... 31, 42
Freifelder, June ..................................   98
Fukuda, Rosanna .................................   27
Furgione, Brian .................................. 29, 94
Gailey, Sara ........................................   36
Garciia, Antero ....................................   38
Garciia, Cecilia ....................................   30
Garrett, H. James ..................................   37
Garver, Jane .......................................   98
Gaskill, Katie .......................................   98
Gates, Jake ......................................... 21, 84
Geller, Rebecca ....................................   34
Gerber, Dori ....................................... 50, 97
Gerwin, David .....................................   44
Getz, Trevor .......................................   67
Gibbs, Brian ....................................... 40, 42
Gibson, Melissa .................................. 35, 40, 44
Gilloo, Margaret Wilson ....................... 41, 42
Giroux, Amy ....................................... 85
Glasier, Victoria .................................. 48, 94
Glos, Kelly .......................................... 82
Gottia, Camila Arze Torres ....................... 74
Goldtine, Josh ..................................... 87
Goldstein, Adina .................................. 77, 98
Golle, Erica ......................................... 45
Golstom, Syd .......................................   74
Gore, Fay .......................................... 83, 94
Gore, Kyria ........................................ 94, 95
Gore, Timothy ..................................... 94, 95
Goss, Jennifer ...................................... 67
Goulding, Cathlin ................................ 29, 91
Grace, Chantelle .................................. 30
Grant, S.G. ........................................... 82
Green, Erin ........................................... 85
Green, Kori ......................................... 88
Green, Nick .......................................... 88
Greene, Leah Everson ............................ 85
Greenleaf, Cynthia .................................. 31
Gress, Gary M. .................................... 84
Grimes, Lauren ..................................... 94
Guajardo, Francisco .............................. 82
Guarnaccia, Jennifer .............................. 59
Gurlea, Michel .................................... 36
Gutierrez, Sarah ................................... 66
Haa, Brandon J. ................................ 29, 41, 52
Hagan, Heather ..................................... 61
Hair, Tim ............................................ 53
Hall, Delandrea .................................... 36
Hall, Jeffrey ........................................ 89
Hall, Rogers ........................................ 36
Halmersen, Anne-Lise ............................ 40, 42
Hamblin, Taylor ................................... 52
Hammond, Thomas C. ......................... 40, 84, 93
Handler, Laura .................................... 29, 40
Hannah-Jones, Nikolae ........................... 14
Hanna, Mary C. .................................. 63
Hansen, Rachel ................................... 18
Haris, Josh .......................................... 39
Harris, Lauren McArthur ......................... 29, 40, 74
Harrison, Donan .................................. 33
Harris, Sarah ....................................... 69
Hatcher, Joy ....................................... 27
Hauver, Jennifer .................................. 38, 39, 40
Hawke, Catherine .................................. 68
Hawkman, Andrea .................................. 34
Hayes, Leslie ........................................ 66, 99
Hayes, Caitlin ...................................... 67
Heafner, Tina ...................................... 29, 33, 43, 88
Heath, Marie ....................................... 32
Hedgepeth, Wesley ................................ 4
Heilmann, Jay ...................................... 60
Helsing, Mark ....................................... 36, 40, 44
Henderson, Leah .................................. 60
Hendrick, Ali ....................................... 63
Henry, Debra ....................................... 73
Henning, Mary Beth ................................ 79
Herman, Thomas ................................... 71
Hewitt, Haley ....................................... 80
Hicks, David ........................................ 29, 59
Higgin, Kirk ......................................... 90
Hilburn, Jeremy ................................... 38
Hildebrandt, Barbara ............................. 20
Hiller, Anthony ..................................... 4, 58
Hill, Greg ............................................ 79
Hinz, Kathry ........................................ 41
Hitchcock, Jennifer ................................ 58, 62
Hlavack, Mark ..................................... 37
Hobson, John ....................................... 81
Hobson, Vicki ...................................... 81
Hockema, Jenn .................................... 21, 84
Hodgins, Eric ...................................... 34
Ho, Li-Ching ........................................ 32, 34
Holliday, Kenneth ................................ 85
Hollstein, Matthew ............................... 65
Hollstein, Matthew ............................... 66
Holtz, Casey ......................................... 35
Horned, Alex ....................................... 32, 39, 40
Hood, Jack ......................................... 96
Hopkins, Charles ................................ 70, 94
Hopkins, Karen ................................... 78
Hosani, Naeema Al ................................ 82
Hosh, Mizuki ....................................... 52
Hostetler, Andrew .................................. 36
Hover, Stephanie van ................................ 36
Howard, Geoff ..................................... 65
Hribar, Georgeanne ................................ 59
Huffman, Kimberly ................................ 95
Hughes, Cheryl .................................... 65, 99
Hughes, Ryan ..................................... 36
Huh, Sojung ......................................... 81
Hunerteva, Axelia .................................. 90
Humphries, Emma .................................. 58
Hung, Yu-Han ....................................... 30, 32
Huth, Barbara ....................................... 73
Hutt, Kelli ............................................ 74, 87
Ihri, Jane ............................................ 58
Israelensen, Laura .................................. 70, 81, 88
Jabot, Mike .......................................... 68
Jacobs, Benjamin .................................. 40
Jacobs, Carolyn .................................... 84
Jacobsen, Rebeka .................................. 40
Jafar, Junaidah ..................................... 52
Jaffe, Ashley Taylor ............................... 30, 35, 77
James-Gallaway, ArCasia ....................... 32, 40
Janis, Sonia .......................................... 43
Jay, Lightning ....................................... 31, 33, 38, 81
Jeffries, Hannah .................................. 52
Jeffries, Michal ..................................... 73
Jenkins, Don ........................................ 64
Jeremie, Judith ..................................... 88

NCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice
### Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana Murray</td>
<td>38</td>
</tr>
<tr>
<td>Karen Murphy</td>
<td>13</td>
</tr>
<tr>
<td>Sara Muladore</td>
<td>98</td>
</tr>
<tr>
<td>Carly Muetterties</td>
<td>70</td>
</tr>
<tr>
<td>Karalee Nakatsuka</td>
<td>58</td>
</tr>
<tr>
<td>Mia Nagawiecki</td>
<td>71</td>
</tr>
<tr>
<td>Lauren Mosley</td>
<td>61</td>
</tr>
<tr>
<td>Rebecca Mueller</td>
<td>35</td>
</tr>
<tr>
<td>Thomas Mueller</td>
<td>93</td>
</tr>
<tr>
<td>Karen Muente</td>
<td>42</td>
</tr>
<tr>
<td>Carly Muetterties</td>
<td>70</td>
</tr>
<tr>
<td>Todd Muladare</td>
<td>98</td>
</tr>
<tr>
<td>Sara Mullholland</td>
<td>20</td>
</tr>
<tr>
<td>Rebecca Mulligan</td>
<td>60</td>
</tr>
<tr>
<td>Mary Munger</td>
<td>41</td>
</tr>
<tr>
<td>Karen Murphy</td>
<td>13</td>
</tr>
<tr>
<td>Alana Murray</td>
<td>38</td>
</tr>
<tr>
<td>Jennifer Nasaw</td>
<td>78</td>
</tr>
<tr>
<td>Anna Nath</td>
<td>90</td>
</tr>
<tr>
<td>Michelle Nelson</td>
<td>94</td>
</tr>
<tr>
<td>Tonik Norris</td>
<td>27</td>
</tr>
<tr>
<td>Toi Owens</td>
<td>46</td>
</tr>
<tr>
<td>Nathan Otey</td>
<td>48</td>
</tr>
<tr>
<td>Ryan Ots</td>
<td>32</td>
</tr>
<tr>
<td>John Overbeck</td>
<td>42</td>
</tr>
<tr>
<td>Christopher Overfield</td>
<td>67</td>
</tr>
<tr>
<td>Alyssa Pavone</td>
<td>96</td>
</tr>
<tr>
<td>Thomas Owens</td>
<td>30</td>
</tr>
<tr>
<td>Sherry Owens</td>
<td>68, 85</td>
</tr>
<tr>
<td>Stephanie Pavone</td>
<td>86</td>
</tr>
<tr>
<td>Peter Pavone</td>
<td>79</td>
</tr>
<tr>
<td>Susan Pavone</td>
<td>52</td>
</tr>
<tr>
<td>Jared Pavone</td>
<td>91</td>
</tr>
<tr>
<td>Diana Pavone</td>
<td>96</td>
</tr>
<tr>
<td>Sherry Pavone</td>
<td>79</td>
</tr>
<tr>
<td>Gabriel Reich</td>
<td>36</td>
</tr>
<tr>
<td>Amanda Reich</td>
<td>30</td>
</tr>
<tr>
<td>Jennifer Rees</td>
<td>86</td>
</tr>
<tr>
<td>Abigail Reynolds</td>
<td>33, 88</td>
</tr>
<tr>
<td>Christopher Rock</td>
<td>29</td>
</tr>
<tr>
<td>Absalom Rodriguez</td>
<td>67</td>
</tr>
<tr>
<td>Karen Neumann</td>
<td>69</td>
</tr>
<tr>
<td>Kalianne Neumann</td>
<td>69</td>
</tr>
<tr>
<td>Jeremy Nesoff</td>
<td>47</td>
</tr>
<tr>
<td>Jenna Nesoff</td>
<td>40</td>
</tr>
<tr>
<td>John Nussen</td>
<td>88</td>
</tr>
<tr>
<td>Todd Nussen</td>
<td>44</td>
</tr>
<tr>
<td>Eugene Pascareo</td>
<td>62</td>
</tr>
<tr>
<td>Jeffrey Parker</td>
<td>29</td>
</tr>
<tr>
<td>Hillary Parkhouse</td>
<td>36</td>
</tr>
<tr>
<td>Lawrence Paska</td>
<td>6, 27</td>
</tr>
<tr>
<td>Victoria Pasquantonio</td>
<td>74</td>
</tr>
<tr>
<td>Kathleen Pate</td>
<td>77</td>
</tr>
<tr>
<td>Ashley Patterson</td>
<td>86</td>
</tr>
<tr>
<td>Katie Patterson</td>
<td>58</td>
</tr>
<tr>
<td>Keith Patterson</td>
<td>67, 97, 99</td>
</tr>
<tr>
<td>Nancy Patterson</td>
<td>31</td>
</tr>
<tr>
<td>Tiffany Patterson</td>
<td>31</td>
</tr>
<tr>
<td>Patton Anne</td>
<td>53</td>
</tr>
<tr>
<td>Jennifer Paulson</td>
<td>62</td>
</tr>
<tr>
<td>James Pavola</td>
<td>44</td>
</tr>
<tr>
<td>Katherine Payne</td>
<td>85</td>
</tr>
<tr>
<td>De La Paz Susan</td>
<td>31</td>
</tr>
<tr>
<td>Mark Percy</td>
<td>41</td>
</tr>
<tr>
<td>Michelle Pearson</td>
<td>70, 81, 98, 99</td>
</tr>
<tr>
<td>Clare Peate</td>
<td>90</td>
</tr>
<tr>
<td>Mary Peate</td>
<td>90</td>
</tr>
<tr>
<td>Patricia Pennington</td>
<td>68</td>
</tr>
<tr>
<td>Philip Reeves</td>
<td>62</td>
</tr>
<tr>
<td>Jessica Ratcliffe</td>
<td>59</td>
</tr>
<tr>
<td>Beth Ratway</td>
<td>4</td>
</tr>
<tr>
<td>Noah Rauch</td>
<td>61</td>
</tr>
<tr>
<td>Carrie Ray-Hill</td>
<td>57, 76, 97</td>
</tr>
<tr>
<td>Michael Reback</td>
<td>86</td>
</tr>
<tr>
<td>Patrick Rebo</td>
<td>5, 57</td>
</tr>
<tr>
<td>Patricia Rebo</td>
<td>27</td>
</tr>
<tr>
<td>Jon Rehm</td>
<td>62</td>
</tr>
<tr>
<td>Michael Sabin</td>
<td>89</td>
</tr>
<tr>
<td>Leilani Sabzialian</td>
<td>42, 91</td>
</tr>
<tr>
<td>Rosalind Sadler</td>
<td>61</td>
</tr>
<tr>
<td>Rose Saeed</td>
<td>88</td>
</tr>
<tr>
<td>Tom Sakole</td>
<td>63</td>
</tr>
<tr>
<td>Victor Salazar</td>
<td>86</td>
</tr>
<tr>
<td>Lillian Sandana</td>
<td>82</td>
</tr>
<tr>
<td>Muna Saleh</td>
<td>30, 33, 39</td>
</tr>
<tr>
<td>Eeman Salem</td>
<td>83</td>
</tr>
<tr>
<td>Adam Sanchez</td>
<td>75</td>
</tr>
<tr>
<td>Phyliswa Sanders</td>
<td>88</td>
</tr>
<tr>
<td>Cerescia Sandoval</td>
<td>84</td>
</tr>
<tr>
<td>Sandy Marie</td>
<td>36</td>
</tr>
<tr>
<td>Hector Santana</td>
<td>95</td>
</tr>
<tr>
<td>Maribel Santiago</td>
<td>37</td>
</tr>
<tr>
<td>Helen Santoli</td>
<td>90</td>
</tr>
<tr>
<td>Richard Sautner</td>
<td>71, 72, 82</td>
</tr>
<tr>
<td>Elizabeth Saylor</td>
<td>32, 42</td>
</tr>
<tr>
<td>Jacob Saylor</td>
<td>86</td>
</tr>
<tr>
<td>Connie Schaffer</td>
<td>87, 94</td>
</tr>
<tr>
<td>Roland Schendel</td>
<td>98</td>
</tr>
<tr>
<td>Jacob Schenkkel</td>
<td>94</td>
</tr>
<tr>
<td>Allyson Schettino</td>
<td>96</td>
</tr>
<tr>
<td>Michael Schmidt</td>
<td>86</td>
</tr>
<tr>
<td>Sandra Schmidt</td>
<td>32, 34</td>
</tr>
<tr>
<td>Alison Schmitke</td>
<td>91</td>
</tr>
<tr>
<td>Adam Schmitt</td>
<td>32, 40</td>
</tr>
<tr>
<td>Schneider, Molly</td>
<td>86</td>
</tr>
<tr>
<td>Alyi Scholtten</td>
<td>40, 42, 43</td>
</tr>
<tr>
<td>Mary Schorste</td>
<td>92</td>
</tr>
<tr>
<td>Stephanie Schroeder</td>
<td>39, 40, 42</td>
</tr>
<tr>
<td>Mark Schurg</td>
<td>62</td>
</tr>
<tr>
<td>Ed Schupman</td>
<td>27, 30</td>
</tr>
<tr>
<td>Simone Schweiber</td>
<td>29</td>
</tr>
<tr>
<td>Christian Scott</td>
<td>66</td>
</tr>
<tr>
<td>Natalya Scott</td>
<td>80</td>
</tr>
<tr>
<td>Travis Seay</td>
<td>33</td>
</tr>
<tr>
<td>Christopher Singer</td>
<td>31, 39</td>
</tr>
<tr>
<td>Avner Segall</td>
<td>32, 40, 42</td>
</tr>
<tr>
<td>Melissa Seideman</td>
<td>60</td>
</tr>
<tr>
<td>Kyuoo Seo</td>
<td>52</td>
</tr>
<tr>
<td>Orlando Serrano</td>
<td>47, 50</td>
</tr>
<tr>
<td>Dana Seure</td>
<td>43</td>
</tr>
<tr>
<td>Michael Sevick</td>
<td>94</td>
</tr>
<tr>
<td>Ray Sharp</td>
<td>95</td>
</tr>
</tbody>
</table>

---

PNCSS/NCGE/ABA Virtual Conference I December 4-6, 2020
Advancing Social Justice
Participants

Shatara, Hanadi ................................. 31, 42
Shaw, Laura ....................................... 82
Sear, Sarah ........................................ 17, 35, 42
Sekikito, John P. ................................. 42
Selburne, Suzanne .............................. 29, 97
Shelton, Catharyn .............................. 40, 74
Sheppard, Maiya ................................. 41, 88
Sherwin, Greg .................................... 72
Shin, Eui-Kyung ................................. 79, 81, 95
Shi, Xin ............................................. 39
Shreiner, Tamara ................................. 40
Shuttleworth, Jay .............................. 37, 65, 74, 87
Siblee, Jena ...................................... 97
Siebert, Johanna J. .............................. 97
Siebert, Molly .................................... 32, 34, 35
Siegel-Stechler, Kelly ........................... 36, 37
Sievert, Anthony ................................. 91
Siike, Manu ...................................... 18
Silva, John ........................................ 76
Simmons, Greg ................................... 35
Simms, Noah ..................................... 42
Sinclair, Kristin ................................. 30
Skrypcieck, Jacob .............................. 88
Sluder, Amber .................................... 92
Smallay, Logan ................................. 73
Smith, Angela .................................... 65
Smith, Gibbs ..................................... 27
Smith, Jess ....................................... 43
Smith, Joseph .................................... 44
Smith, Stacia ..................................... 87
Smith, Trey ........................................ 98
Smith, Victoria Davis .......................... 38, 40, 43
Smitty, Tim ....................................... 89
Solem, Michael .................................. 43, 68
Sookdeo, Gale ................................... 95
Soroko, Agata ................................. 33, 44
Sotherden, Amy ................................. 63, 68
Soules, Kate ..................................... 95
Southall, Aubrey ................................. 35, 41, 42, 44
Sperly, Chris ..................................... 77
Spieglar, Jinnie .................................. 58
Stacy, Emily ...................................... 84
Stamm, Alexandra .............................. 42
Stanley, Melissa ................................. 42
Starkey, Melissa ................................ 61, 77
Steinhard, Bernice .............................. 85
Stephens, Mimi .................................. 49, 87
Stephens, Rebecca .............................. 60
Stevens, Geraldine .............................. 66
Stick, Ellen ....................................... 71
Stivers, Callaway ................................. 82
Stoddard, Jeremy ............................... 29, 40, 45
Stoltman, Joseph P. ............................ 64
Stout, Cynthia .................................... 65
Stricker, Kristi .................................... 42
Strickland, Harrow ............................ 15
Sturm, Liz ......................................... 27
Stutts, Christoph ............................... 32, 44
Sudnik, Matthew ............................... 39
Suh, Yonghee ..................................... 44
Sulze, Mark ....................................... 38
Sunal, Cynthia ................................... 29
Sutter, Jessica ................................... 30, 78
Swain, Holly ..................................... 27
Swan, Gerry ....................................... 82
Swan, Kathy ....................................... 82
Swarts, Gabriel .................................. 40
Sweeney, Gates .................................. 82
Sweet, Kyla ........................................ 64
Sweet, Kyla ................................. 64, 70, 77
Sykes, Charlie .................................... 13
Szwajkowski, Cynthia .......................... 85
T

Taft, Chuck ....................................... 70
Takai, George .................................. 14
Talburt, Rachel .................................. 13, 88
Talburt, Tony ..................................... 43
Tam, Simon ....................................... 12
Tannebaum, Rory ............................... 29
Tanumihardja, Patricia ........................ 60
Tate, Morgan ..................................... 30, 87
Tauzel, Brian ..................................... 34
Taylor, Julie Anne ............................... 94
Tefft, Stacie ..................................... 95
Tellis, Stephanie ................................. 82
Terry, John ....................................... 88
Tesh, Claire ....................................... 85
Thacker, Emma .................................. 29, 35, 84
Theobald, Rebecca ............................. 63
Thiele, Lissa ...................................... 66
Thieman, Gayle .................................. 4, 40
Thomas, Brian .................................... 70, 90
Thomas, Daniel .................................. 39
Thomas, Signe ................................... 72
Thomas, Tim ...................................... 92
Thompson, Rita .................................. 60
Thornton, Stephen ............................... 33, 40
Timmons, Greg .................................. 74
Tirado, Jesus ..................................... 29, 32, 41, 42
Todd, Chuck ...................................... 13
Toledo, William ................................. 38, 39
Torres, Christina ................................. 18
Torres, Heidi ..................................... 30, 52
Tran, Van Anh ................................... 35, 41
Trinidad, Mariza De La .......................... 13, 82
Tynes, Brendesha ............................... 38
Tyrrell, Kelsey .................................... 90
U

Ukpongku, Oumiunotu .......................... 33, 51, 52
Umeda, Katsuki .................................... 51
V

Valadaz, John .................................... 13, 64
Valbuena, Rebeca ................................ 52
VanderWall, Kyle ..................... 20, 61, 43
VanFossen, Phillip .............................. 43
Varga, Breton ..................................... 30, 31, 40, 44
Vesperman, Dean ................................ 29, 41
Vickery, Amanda ............................... 77
Villarreal, Christina ............................ 31
Vlahos, Alix ....................................... 31
Whitlock, Annie ......................... 27, 35, 57
Wicks, Raymond ................................ 50
Wiens, Peter ...................................... 38, 43
Wiesner, Heidi ................................. 85
Wigington, Meadow ............................ 62
Willie, Randy ..................................... 63
Wilkins, Sue ...................................... 66, 89
Wilkins, Aundrea ............................... 74
Wilkinson, Amy .................................. 87
Wilkinson, Jayson ............................... 58
Wilkinson, Allison .............................. 58
Williams, Jing ................................. 52, 91
Williams, Joshua ................................ 74
Williams, Melissa Rojas ..................... 35, 85
Williams, Mike .................................. 48
Williams, Tamika .............................. 72
Wills, Aaron ....................................... 49
Willmann, Kent .................................. 57, 80, 95
Waring, Scott ................................... 81
Warren, Scott .................................... 90
Warren, Shelina ................................ 78
Washington, Elizabeth ........................ 31, 33, 34
Washington, Lorenzo ..................... 36
Wasserman, Pamela ......................... 60
Watts, Sheila ...................................... 97
Weber, Carolyn .................................. 61
Wellenreiter, Benjamin ..................... 78, 83
Weller, Allison ................................... 36
Wesley, Laura .................................... 68, 83, 86
Westbrook, Sarah .............................. 48, 83
Westheimer, Joel ............................... 33
Wheeler, Amelia H ......................... 30, 42
Whelan, Patrick .................................. 93
Whitford, Alyssa ................................ 31
Wickstock, Annie ......................... 27, 35, 57
Wiers, Peter ....................................... 43
Wiesner, Heidi ................................. 85
Wiggington, Meadow .......................... 62
Willie, Randy ................................. 63
Wilkins, Sue ...................................... 66, 89
Wilkins, Aundrea ............................... 74
Wilkinson, Amy .................................. 87
Wilkinson, Jayson .............................. 58
Wilkinson, Allison ............................. 58
Williams, Jing ................................. 52, 91
Williams, Joshua ................................ 74
Williams, Melissa Rojas ..................... 35, 85
Williams, Mike .................................. 48
Williams, Tamika .............................. 72
Wills, Aaron ....................................... 49
Willmann, Kent .................................. 57, 80, 95
Willner, Lynn Shafer ......................... 87
Wilcox, Lara ...................................... 32, 39, 42
Wilson, Scot .................................... 33
Windel, Jenny .................................. 64
Wingate, Lindsey Stevenson ............. 41
Wise, Sue ........................................ 97
Wissinger, Daniel ................................ 31
Witte, Shibley .................................... 69
Wojcik, Teresa .................................. 39, 40
Wolf-Bozza, Ursula ......................... 60, 66
Wolla, Sallia ....................................... 58
Wood, Alexandra .............................. 96
Wood, Craig ..................................... 77
Wood, John ....................................... 27
Wood, Morgan Anita ......................... 12
Woodward, Grace .............................. 98
Woodward, Tyler ............................... 36
Woynher, Christine ............................ 39
Wright-Maley, Cory ........................... 39
Writer, Jeanette Haynes ..................... 42
Wu, Gloria ....................................... 51, 66
Wylie, Scott ....................................... 74, 87
X

Xu, Catherine .................................... 80
Y

Yau, Lisa .......................................... 98
Yoder, Katrina ................................. 39
Yoder, Paul ....................................... 30, 37, 39, 43
Z

Zadrozny, Joann ................................. 68
Zarin, Anthony J. ............................... 93
Zhao, Yali ......................................... 33
Zong, Guichun ................................... 53
2021 marks 100 years of NCSS service to social studies educators.

The NCSS Centennial Celebration continues next fall with the 101st NCSS Annual Conference in Minneapolis, November 19-21 and culminates with festivities at the 100th Anniversary Conference in Washington, DC, December 10-12. No matter where you are located, you can be part of the celebration by attending one or both events!

Save the Dates socialstudies.org/conference for more information