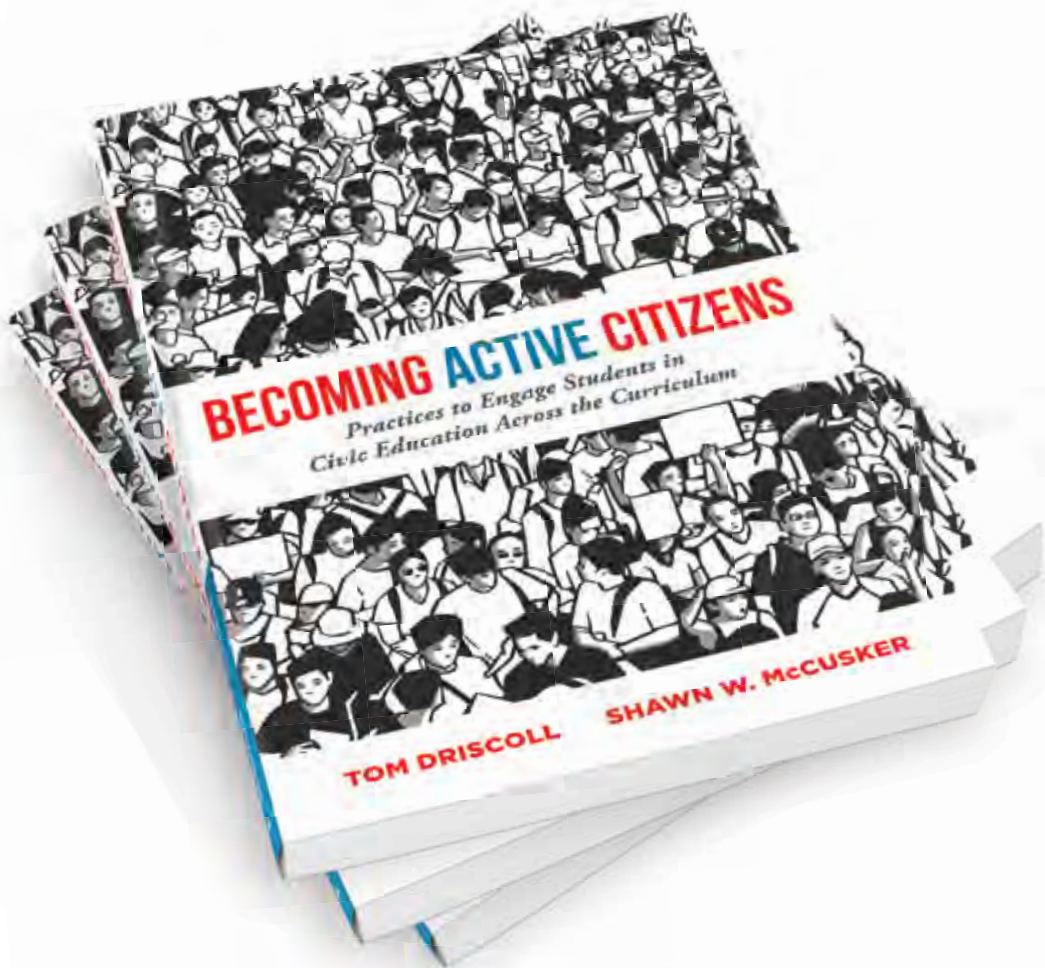




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—Thomas C. Murray, director of innovation, Future Ready Schools, Washington, D.C.



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Joint Welcome from the Chair and Co-Chair of the Annual Conference



Shannon Pugh



Jason Raia

We're back! This is our first in-person conference in three years, and we are so excited to welcome you to our 102nd Annual Conference whose theme is "Revolutionary: Ideas and Actions Change the World." We hope that the next few days in "revolutionary" Philadelphia prove to be an opportunity to reconnect, support one another, and grow as educators.

As we explore together the how ideas and actions can (and have) changed the world, the Steering Committee and Local Arrangements Committee chose to structure our learning this week around several subthemes, which include:

- Connecting Educators as Learners (what new content will you learn)
- Teaching Civil Discourse (how will we help our students and communities have productive and respectful conversations)
- Embracing Hard History (how can we teach students to critically examine the past so that we can do better in the future)
- Building Critical Media Literacy (how can we help students become responsible consumers of information)
- Fostering Global Citizens (how can we help prepare our students to understand global issues and our place in making the world a better place for all)
- Navigating the Political Landscape in Teaching Social Studies (how can we, as educators, navigate an increasingly politicized and polarizing landscape)

As you attend sessions, listen to speakers and interact with each other, we are hoping that part of your conversations will be about which of the subthemes are resonating with you and what are you learning here that you can take back to your classrooms to truly impact the teaching and learning of social studies.

When you are not in sessions, we hope that you will take advantage of everything that our host city of Philadelphia has to offer. Don't miss America's Most Historic Square Mile where Independence Hall, the Liberty Bell, Carpenter's Hall, and Arch Street Meeting House allow you to walk in the footsteps of American history. Philadelphia is the place where it all happened!

Explore history further at institutions like the National Constitution Center, the Museum of the American Revolution, the African-American Museum as well as the many street murals and landmarks that help to build a sense of pride in our history while also challenging us to reflect on where our history and actions have fallen short of our goals and values as a people. Philadelphia is also home to world-class art

collections and special exhibits currently featuring Matisse at the Philadelphia Museum of Art and Modigliani at the Barnes Foundation. We should all leave Philadelphia with a new appreciation for the continuously evolving American story.

Although we are thrilled to be back in person with our friends and colleagues, we must acknowledge that over six million people worldwide and over one million people in the United States lost their lives to COVID. Our hearts and thoughts go out to the families and friends who have lost loved ones and those who continue to battle the effects of long-term COVID.

On behalf of NCSS, the Steering Committee, and our host school district and city of Philadelphia, we are so excited that you are here. We look forward to a great experience for all.

—Shannon Pugh, Ed.D., NBCT,
2022–23 NCSS President & Conference Chair and
Jason Raia, Conference Co-Chair

Executive Director's Welcome



Lawrence M. Paska

After three years apart, our social studies learning community is finally back together, and in one of our country's most historically and culturally significant cities. Welcome to Philadelphia and our 102nd Annual Conference!

Social studies learning and teaching thrive every day because of *you!* This year, our conference is more than just a celebration of social studies education. In addition to a conference full of activities, events, and special programs, this is a

celebration of outstanding classroom practices, connecting and re-connecting with each other, uplifting the vital role of social studies in the very fabric of American education.

On behalf of our entire team, we are delighted to share in your passion for social studies and provide a place for you

to learn, plan, dream, explore, and grow. For our first-time attendees, I want to extend a special welcome. As you explore everything that makes an NCSS conference a nationwide celebration of social studies, immerse yourself in outstanding sessions, take time to meet our partners in our exhibit hall, make new friends...and if you want to get more involved in our future, please look for a volunteer leader or team member to learn more about us. We are here to help your NCSS experience enrich your professional practice all year long!

Thank you to our talented group of volunteers who gave thousands of hours to make this conference come alive! Thank you to our many sponsors, exhibitors, and partners who work with us to ensure the highest-quality conference experience possible. And especially, thank you for the dedication and talent you bring to every day to our nation's classrooms and students. We're ready to learn with you!

—Lawrence M. Paska, Ph.D., CAE
Executive Director

Local Arrangements Committees Co-Chairs' Welcome

It is with great pleasure that we welcome you to Philadelphia for the 102nd National Council for the Social Studies annual conference—our first in person conference since 2019. As members of the Pennsylvania Council for the Social Studies and the New Jersey Council for the Social Studies, we are proud to host the national annual conference for the first time since 1962. It is beyond exciting to share this wonderful conference with social studies educators from across the United States and beyond. The theme to this year's conference is *Revolutionary! Ideas and Actions Change the World*. What better theme could possibly suit the "City of Brotherly Love" than a theme based upon revolutionary thoughts and ideas?

Philadelphia has something for everyone, but it is especially relevant to social studies teachers. We are a multicultural city with diverse neighborhoods and a plethora of activities for all of our attendees. We are a city steeped in education, with 55 colleges in the area and nearly 300,000 college students. In addition to our world-class colleges and universities, we have approximately 99 museums that speak to a wide array of topics and interests. Finally, our history is truly magnificent and extends far beyond our nation's revolutionary founding. All of this and more is here for you to experience during your time with us over the next few days.

To help you experience the richness of our area, the Local Arrangements Committee has coordinated a wide variety of tours and receptions. With the conference location in the heart of Philadelphia, you will all have access to the many attractions in and around this incredible city. If you can't squeeze it all in this weekend, we would love to welcome you back in the future for another conference!

As you participate in the various professional opportunities this conference provides—hearing from national speakers, attending content sessions, viewing poster sessions, getting materials from the exhibit hall, connecting with other social studies professionals IN PERSON, and visiting the many historical and cultural places this area offers—the local arrangements committee will be here to help you. We hope to make this conference your best and most memorable professional experience ever!

—Georgette Hackman and Hank Bitten,
Local Arrangements Committee Co-Chairs





COMMONWEALTH OF PENNSYLVANIA
OFFICE OF THE GOVERNOR

GREETINGS:

I am delighted to welcome everyone gathered to celebrate the 102nd annual conference of the National Council for the Social Studies.

Since 1921, the National Council for the Social Studies has grown the largest professional association in the United States devoted primarily to social studies education. This extraordinary organization is devoted to engaging and supporting educators to nourish and champion the subject of social studies. The council has reached all fifty states, the District of Columbia, and thirty-five independent nations. They have adhered to their foremost objective of serving young learners to make informed and coherent decisions for the greater good of their populace.

As Governor, and on behalf of all citizens of the Commonwealth of Pennsylvania, I am honored to congratulate The National Council for the Social Studies on their monumental accomplishments. Please accept my best wishes for a memorable celebration and continued success.



Tom Wolf
TOM WOLF
Governor

October 13, 2022



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

JAMES F. KENNEY
MAYOR

December 2, 2022

Greetings!

It is a pleasure and a privilege to welcome you to Philadelphia for the National Council for the Social Studies (NCSS) 102nd annual conference. As Mayor, I am delighted that NCSS has chosen Philadelphia for your first conference in person since 2019, taking place starting today until December 4, 2022.

As the largest professional association in the country devoted solely to social studies education, NCSS engages and supports educators in strengthening and advocating social studies. Founded in 1921, and having members in all 50 states, the District of Columbia, and 35 countries, NCSS serves as an umbrella organization for elementary, secondary and college teachers of history, civics, geography, economics, political science, sociology, psychology, anthropology, and law-related education.

The NCSS membership represents K-12 classroom teachers, college and university faculty members, as well as curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies. The organizational pillars include cultivating community; advocating with an authoritative voice; pioneering professional standards; nurturing innovation; and honoring excellence. The annual conference provides an opportunity for professional growth and open exchange of ideas. Fittingly, the theme of the conference this year is *"Revolutionary! Ideas and Actions Change the World."*

As the first World Heritage City in the United States, we are very pleased to be hosting you in our historic and culture-rich city that has certainly played a significant role in revolutionary ideas and actions. On behalf of the City of Philadelphia, I wish everyone a valuable and enriching experience during the National Council for the Social Studies conference. Please be sure to explore Philadelphia as your time permits!

Best regards,

A handwritten signature in blue ink that reads "James F. Kenney".

James F. Kenney
Mayor

Conference At-A-Glance

Day	Start Time	Event		
TUE	4:00PM	Council of State Social Studies Specialists (CS4)		
WED	7:30AM	Council of State Social Studies Specialists (CS4)		
	8:00AM	College and University Faculty Assembly (CUFA)		
	4:00PM	NCSS Board of Directors Meeting		
THU	7:30AM	Council of State Social Studies Specialists (CS4)	National Social Studies Supervisors Association (NSSSA)	
	8:00AM	College and University Faculty Assembly (CUFA)		
	All Day	Pre-Conference Clinics and AP Workshops		
	All Day	Tours		
	4:00PM	Cocktails, the Constitution and Building Civic Bonds—Reception at the National Constitution Center		
	6:00PM	Arch Street Meeting House Open House		
FRI	7:00AM	President's Welcome Breakfast NCSS President Shannon Pugh		
	8:00AM	International Assembly (IA)		
	8:45AM	Concurrent Sessions 1		
	9:30AM	Exhibit Hall Opens		
	10:05AM	Concurrent Sessions 2	Featured Speaker Anna Malaika Tubbs	Vital Issue Session Supplemental Curriculum: Who Gets to Choose?
	11:25AM	Concurrent Sessions 3		
	11:25AM	Featured Speaker David G. Myers		Featured Speaker Hasan Jeffries
	1:15PM	Featured Speaker Heather McGhee		
	2:30PM	Concurrent Sessions 4	Featured Speaker Juan Gonzalez	Vital Issue Session "Call Him Jack"
	3:00PM	NCSS House of Delegates Assembly		
	3:50PM	Concurrent Sessions 5	Featured Speaker Simon Tam	Vital Issue Session "Home from School: The Children of Carlisle"
	5:00PM	Exhibit Hall Snacks		
	5:10PM	30-Minute Power Sessions		
	6:00PM	Exhibit Hall Closes	Reception at the Museum of the American Revolution	
SAT	8:00AM	Exhibit Hall Opens	Exhibit Hall Continental Breakfast	
	8:30AM	Concurrent Sessions 6	Vital Issue Session America 250 Panel Discussion	A Conversation on Navigating the Landscape of Teaching "Divisive" Concepts
	9:50AM	Concurrent Sessions 7	Featured Speaker Matthew Kay	Vital Issue Session Why Didn't I Know? The Colored Conventions Movement
	11:10AM	Concurrent Sessions 8	Featured Speaker Seema Yasmin	Vital Issue Session The Ongoing Repercussions and Relevance of 9/11
	1:00PM	Featured Speaker Ghody Muhammad		
	2:15PM	Concurrent Sessions 9	Featured Speaker LaGarrett King	Vital Issue Session Covering Education Amid COVID and Controversy
	3:35PM	Concurrent Sessions 10	Featured Speaker Joely Proudfit	Vital Issue Session "The United States and the Holocaust"
	4:00PM	Exhibit Hall Closes		
	4:45PM	Special Event <i>Mighty Ira</i> with an appearance by Ira Glasser		
	4:55PM	30-Minute Power Sessions		
SUN	8:30AM	Concurrent Workshops		
	10:45AM	Featured Speaker Rosie Rios		

Content Overview

Event	When	Length	Where
Clinics, AP Workshops (tickets required)	Thursday	Full-day or half-day	Convention Center and off-site locations
Sessions	Friday, Saturday	60 minutes	Convention Center and Marriott
Power Sessions	Friday, Saturday	30 minutes	Convention Center and Marriott
Poster Presentations	Friday, Saturday	60 minutes	Conv Ctr Reg Bridge West, 200 Level
Exhibitor Sessions	Friday, Saturday	60 minutes	Convention Center and Marriott
Teacher's Takes	Friday, Saturday	15 minutes	Convention Center Ballroom B
Workshops	Sunday	2 hours	Convention Center

Schedule Information

This program was finalized in early November. Some schedule information has changed, and some sessions have been canceled by the presenters. The NCSS Conference mobile app has all updates. See pages 8 and 9 for details on how to download the app.

Conference Evaluation

Be sure to check your email inbox after the conference for a link to our conference evaluation survey.

Audio-Visual Needs

NCSS will fulfill audio visual (A/V) needs originally requested on the program proposals as long as the request is within the limits of equipment that NCSS provides. For any last-minute A/V needs, presenters must arrange and pay for the requested equipment at the daily rates established by Freeman (the designated A/V company), not the advance rates that NCSS charged during the proposal process.

During the conference, the Freeman A/V offices are in Convention Center room 102B and Marriott room 410.

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PHOTO: LAURA JOHNSON

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On-Site Information

Registration Hours

Reg Bridge East, 200 Level

Wednesday	11:00AM–7:00PM
Thursday	7:00AM–8:00PM
Friday	6:30AM–4:30PM
Saturday	7:00AM–4:30PM
Sunday	7:30–9:30AM

Badges Required

All conference participants must register, including chairs, presenters, exhibitors, and committee members. Badges must be worn at all times to gain access to conference sessions, exhibits, and events.

Coat Check

Coat check is available outside Exhibit Hall F on the 100 Level. The fee is \$3 per item.

Lost and Found

Lost and found items will be turned in to Registration.

Exhibit Hall Hours

Exhibit Hall F, 100 Level

Friday	9:30AM–6:00PM
Saturday	8:00AM–4:00PM

NCSS Bookstore

Be sure to make time to visit the NCSS Bookstore, located outside Exhibit Hall F, 100 Level. You'll find copies of books by major conference speakers, among many valuable resources. Book signings will take place shortly after speaker presentations end, held immediately in front of the Bookstore.

NCSS Technology Community Tech Lounge

One-on-one tech tutorials, app giveaways, tech teaching materials, tech ideas and streaming TECH talks by teacher leaders will be available for attendees. Located outside Exhibit Hall F, 100 Level.

Lactation Pods

The Pennsylvania Convention Center has two available Mamava lactation pods, near NCSS Registration on the 200 Level and near the Broad & Arch entrance on the 100 level. Download the Mamava app to unlock the pod.

Device Charging

Look for the MobileQube kiosks in the Pennsylvania Convention Center on the Arch Street East Concourse (in front of Room 108) and on the 200 Level if you need to charge your mobile devices. MobileQube customers can rent a Qube or \$4.99 for the first 24 hours and 99 cents per additional one-day period.

Lead Retrieval

Many exhibitors use lead retrieval (a paperless tracking system) to receive quicker, more accurate information about conference attendees who have visited their booth. With the lead retrieval system, an exhibitor asks to enter the number on your badge as you visit the booth, capturing the encoded registration information. This allows exhibitors to send you information while the conference is still fresh in your mind.

Emergency Procedure

In case of an emergency in the Pennsylvania Convention Center, please contact the PCCA Command Station at 215 418 4911.

Schedule Information

This program was printed in November. Some schedule information has changed, and some sessions have been canceled by the presenters. The 2022 NCSS Conference mobile app has all updates.

Stay Connected to the Conference

There are a variety of ways to keep up with what's going on at the conference.



Twitter

Follow the conference on @NCSSNetwork and include the hashtag #NCSS2022 in all your conference tweets. Updates, reminders, and special offers will be sent regularly, so be sure to follow.



Whova NCSS Conference mobile app

The NCSS Conference mobile app is available for your smartphone or tablet. To get the full list of sessions, speakers, meetings and events, and build your own conference schedule, download the 102nd NCSS Annual Conference mobile app. Go to the App Store or Google Play and download the Whova app. Create an account using the email address used when registering for the conference or use your Whova login credentials, if you have them. You should then be able to access the 102nd NCSS Annual Conference app.



Complimentary wireless Internet service is available throughout the Pennsylvania Convention Center, including all meeting rooms and public areas. Look for the network NCSS22 to connect.

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Free Museum Admission for NCSS Attendees

Take Advantage of these great FREE offers to some of Philadelphia's great museums for NCSS conference attendees

National Constitution Center

525 Arch Street

www.constitutioncenter.org

The National Constitution Center is offering free admission to all NCSS attendees throughout the conference dates, December 1–4. The center will open early, Dec. 1–3, at 8:00AM for NCSS attendees. Show your name badge for entry. The center is a 10-minute walk from the Pennsylvania Convention Center.

Museum of the American Revolution

101 South Third Street

www.amrevmuseum.org

Show your name badge to receive free admission throughout the conference. The museum is open daily, 10:00AM–5:00PM. The museum is a quick ride or a 20-minute walk from the Pennsylvania Convention Center.

Philadelphia Museum of Art

















2600 Benjamin Franklin Parkway

www.philamuseum.org

The Philadelphia Museum of Art is offering free admission Dec. 2–4 with your name badge. Museum hours are 10:00AM–8:45PM Friday, and 10:00AM–5:00PM Saturday and Sunday. Stop by any Visitor Service Desk to pick up a complimentary copy of their newest teaching resource: *American Art from 1650 to 1850*. The museum is a quick ride or a 30-minute walk from the Pennsylvania Convention Center.

Conference Sponsors

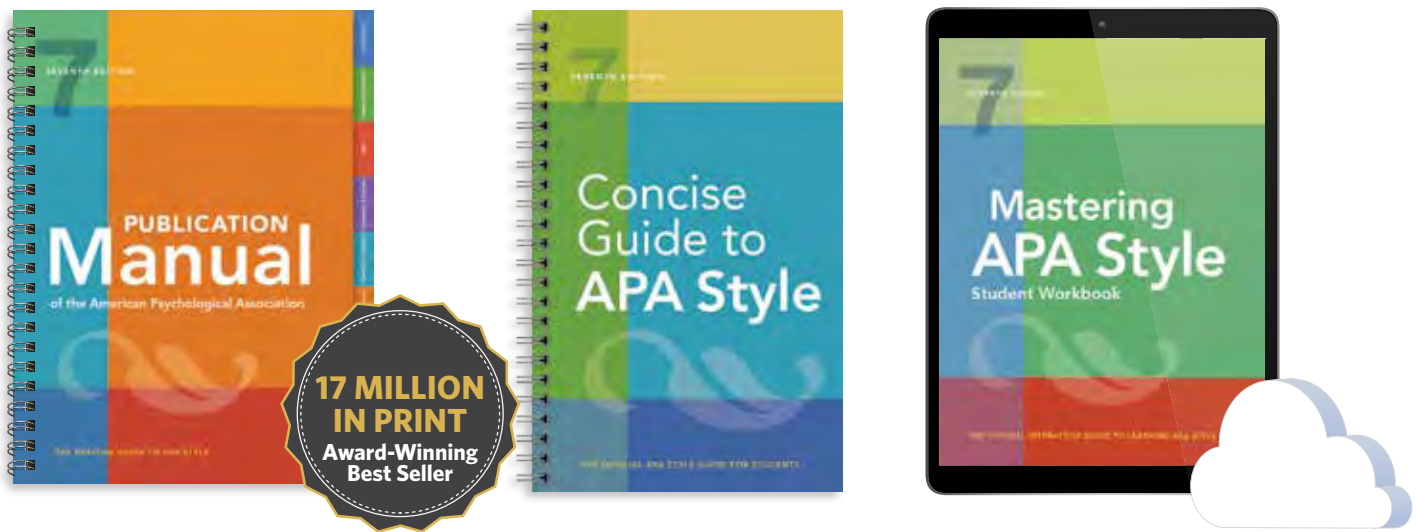
We thank all of the following sponsors for their generous support of the 2022 NCSS Annual Conference. Please visit their booths in the Exhibit Hall and thank them for their contributions.

Sponsors		Event/Item/Service
	9/11 Memorial & Museum	Vital Issue Session, "The Ongoing Repercussions and Relevance of 9/11"
	American Bar Association Division for Public Education	Featured Speaker Simon Tam
	Civics Renewal Project	Saturday Exhibit Hall Continental Breakfast
	Facing History and Ourselves	Featured Speaker Hasan Jeffries
	Foundation for Individual Rights and Expression (FIRE)	<i>Mighty Ira</i> film screening and Featured Speaker Ira Glasser
	Kaur Foundation	Friday Langar Sampling Lunch First-Timer Scholarships
	Learning for Justice	President's Welcome Breakfast Charging Kiosk, 200 Level
	Macmillan	Featured Speaker Anna Malaika Tubbs Vital Issue Session, "Call Him Jack"
	McGraw Hill	Conference tote bags Conference name badges Friday afternoon Exhibit Hall break
	Museum of the American Revolution	Night at the Museum of the American Revolution
	National Constitution Center	Cocktails, the Constitution and Building Civic Bonds Extended visiting hours and free admission for NCSS attendees
	The OER Project	TED MasterClass seats General conference support
	Penguin Random House	Featured Speaker Heather McGhee Featured Speaker Juan Gonzalez
	Simon & Schuster	Featured Speaker Seema Yasmin
	Social Studies School Service	Spirit of America Award
	Teachers Pay Teachers	Featured Speaker Gholdy Muhammad

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First-Timer Scholarships

NCSS has awarded conference scholarships to deserving teachers who have never been able to attend an NCSS Annual Conference and join NCSS. These scholarships enable teachers from diverse ethnic groups and/or who teach in high-poverty schools to take advantage of this premier professional development opportunity.

Many individuals and organizations listed below, including a number of NCSS Affiliated Councils, made generous donations to allow these teachers to attend. In some cases, the award was given in honor of an individual.

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 to NCSS.

Organizations

Kaur Foundation

Transatlantic Outreach Program

Affiliated Councils

Colorado Council for the Social Studies

New Jersey Council for the Social Studies

Illinois Council for the Social Studies

Oklahoma Council for the Social Studies

Michigan Council for the Social Studies

Tennessee Council for the Social Studies,
in the name of Chuck Myers

Oregon Council for the Social Studies

Texas Council for the Social Studies

Wisconsin Council for the Social Studies

Connecticut Council for the Social Studies

Arizona Council for the Social Studies

Georgia Council for the Social Studies

Individuals

Anonymous

Syd Golston

Eugene Earsom

Linnet Hussi

Lawrence O'Connell

Margit McGuire

Kathleen Steeves

Jennifer Morgan, in honor of Peggy Jackson

Susan Adler

Tim Potts

Cynthia Basye

First-Timers' Reception and Welcome

Thursday, December 1

6:00-7:00PM

Marriott Franklin 3 (4th Floor)

Join fellow first-time NCSS Annual Conference attendees for a special meet-and-greet with NCSS President Dr. Shannon Pugh, NCSS Executive Director Dr. Lawrence Paska, members of the NCSS Board of Directors, and First-Timer Scholarship sponsors for a special welcome to the NCSS community! Learn tips to make the most of your first Annual Conference experience, including how to schedule time to attend sessions, speakers, and the exhibit hall. Also, learn how to get involved in the NCSS community after the conference, and contribute to social studies learning all year long. First-Timer Scholarship recipients will also have a special chance to meet attending scholarship sponsors.

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Pre-Conference Clinics and Meetings

Thursday, December 1

Off-Site Clinics		
Time	Title	Location
7:00AM–5:00PM	Consensus and Conflict: Exploring the Vietnam Era On-Site with the NJ Vietnam Veterans’ Memorial	New Jersey Vietnam Veterans’ Memorial, Holmdel, NJ
8:00AM–4:00PM	Exploring Valley Forge: Crucible of the Nation’s Foundation	Valley Forge National Historical Park, Valley Forge, PA
8:30–11:30AM	Civil Dialogue Practices: Then and Now	National Constitution Center, Philadelphia, PA
9:00AM–12:00PM	American Art: Who Gets to Tell the Story?	Pennsylvania Academy of the Fine Arts, Philadelphia, PA
9:30AM–12:00PM	Founding of Our Nation: African Americans’ Quest for Equality	Independence National Historical Park, Philadelphia, PA
9:30AM–2:00PM	Editing and Experiencing the Declaration of Independence	American Philosophical Society, Philadelphia, PA
10:00AM–4:00PM	KWLF Pre-Conference Clinic	Battleship New Jersey, Camden, NJ
11:00AM–5:00PM	Addressing Issues and Concerns in the Psychology Classroom	Rutgers University, Camden, NJ
12:30–4:00PM	A More Perfect Union: Reconstruction and America’s Second Founding	National Constitution Center, Philadelphia, PA
1:00–4:00PM	Off-Site Clinic at the Museum of the American Revolution	Museum of the American Revolution, Philadelphia, PA
1:00–4:00PM	Embracing Hard History Through Archives, Museums, and Historic Sites	Historical Society of Pennsylvania, Philadelphia, PA
1:00–4:00PM	The Science, Policy and Politics of the U.S. School Lunch	Science History Institute, Philadelphia, PA
2:00–3:00PM	SWANA and Muslim History and Culture	Al-Bustan Seeds of Culture, Philadelphia, PA
4:00–6:00PM	Judicial Independence and the Constitution	National Constitution Center, Philadelphia, PA

Clinics at the Convention Center/Marriott Philadelphia		
9:00AM–3:00PM	NCSSS SPA Report Preparer Clinic	<i>Marriott Franklin 3</i>
10:00AM–4:00PM	Forced Removal of Indigenous Children, Genocide, and Anticolonial Teaching	<i>Conv Ctr 202B</i>
10:00AM–4:00PM	Korea’s Place in Teaching Social Studies	<i>Conv Ctr 203A</i>
10:00AM–4:00PM	AP U.S. Government and Politics	<i>Conv Ctr 201A</i>
10:00AM–4:00PM	AP United States History	<i>Conv Ctr 204A</i>
10:00AM–4:00PM	AP Human Geography	<i>Conv Ctr 204B</i>
10:00AM–4:00PM	AP World History: Modern	<i>Conv Ctr 204C</i>
10:00AM–1:00PM	Revolution 250: Underrepresented Voices of the American Revolution	<i>Conv Ctr 108B</i>
10:00AM–1:00PM	Storypath: A Project-Based Approach to Addressing Climate Change	<i>Conv Ctr 201B</i>
10:00AM–1:00PM	“Something to Talk About”: Embracing Hard History Through Civil Discourse	<i>Conv Ctr 108A</i>
10:00AM–1:00PM	The Persistence of Hate: A Rising Global Concern	<i>Conv Ctr 201C</i>
10:00AM–1:00PM	How Do We Discuss Controversial Issues?: Three Approaches to Framing Critical Inquiries	<i>Conv Ctr 202A</i>
10:00AM–1:00PM	Teaching Hard History in K-12 Classrooms	<i>Conv Ctr 201A</i>
1:00–4:00PM	Doing Civics for Civics: Social Studies Teachers on the Frontline Advancing Stronger Civic Education	<i>Marriott Franklin 1</i>
2:00–5:00PM	Using Statistical Data and Quantitative Maps to Analyze Racial and Social Justice Issues	<i>Conv Ctr 201A</i>
2:00–5:00PM	The Inquiry Constant: Enduring Strategies for Engaging Students in Inquiry	<i>Conv Ctr 202A</i>
2:00–5:00PM	Best Practices When Exploring African American History	<i>Conv Ctr 108A</i>
2:00–5:00PM	Developing Active Citizens: From Our Classrooms to Yours	<i>Conv Ctr 108B</i>
2:00–5:00PM	Supporting Civically Engaged and Culturally Responsive Argument Writing with Primary Sources	<i>Conv Ctr 201C</i>

Pre-Conference Clinics and Meetings (cont.)

Teaching with Primary Sources Consortium Meeting

8:00AM–5:00PM | Philadelphia Marriott, Salon KL

Library of Congress Teaching with Primary Sources (TPS) and its Consortium members share ideas, information, and materials, and collaborate on the design and delivery of TPS projects.

Consortium members represent several broad types of educational organizations, including colleges and universities, non-profits, cultural institutions, libraries, state agencies, professional associations, public school districts, and advocacy organizations. This meeting is by invitation only.



2022 NCSS Summit EAD Meeting

10:00AM–12:00PM | Philadelphia Marriott, Franklin 1

The United States needs a social studies revival. The increasing attacks on our nation's democratic foundation and the growing desire for young people to get engaged highlight the central role of our discipline. Educating for American Democracy (EAD) shows us the way.

EAD isn't about trying to squeeze another mandate onto a school's already-overcrowded plate

but about changing the plate altogether. Peer organizations are invited to work toward that goal as they coordinate, collaborate, and strategize organizational actions for the coming year. This meeting is by invitation only.



NCSS Special Interest Communities

NCSS Special Interest Communities play a vital role as vehicles for social studies professionals to discuss current topics in the profession and share their knowledge. Attend any of these sessions that NCSS Communities are presenting.

Time	Community	Title	Location
Friday, December 2			
8:45–9:45AM	Early Childhood/Elementary Education Community	Carter Woodson and Notable Tradebooks: Engaging Early Grade Lessons	Marriott Franklin 1
8:45–9:45AM	Technology Community	Tech Slam—Bring it On(line)	Conv Ctr 201B
10:05–11:05AM	Technology Community	Technology Town Hall—Fostering Digital Global Citizens	Conv Ctr 201B
10:05–11:05AM	Early Childhood/Elementary Education Community	Carter Woodson and Notable Tradebooks: Engaging Upper Elementary/Middle Grade Lesson Plans	Marriott Franklin 1
10:05–11:05AM	Pre-Service Educators Community	To Student Teaching and Beyond . . .	Conv Ctr 103B
Saturday, December 3			
8:30–9:30AM	Human Rights Education Community	Voices from Beyond the Dark: RFK and the Power of the Human Rights Narrative	Marriott Franklin 7
8:30–9:30AM	Environmental and Sustainability Education Community	Sustainability in Social Studies: We Need it Now More Than Ever	Marriott Franklin 10
9:50–10:50AM	Issues Centered Education Community	You've Got Issues... You Just Didn't Know It!	Conv Ctr 204B
11:10AM–12:10PM	Issues Centered Education Community	We've Got Issues, Too! Technology Options for Issues-Centered Classrooms	Conv Ctr 204B
2:15–3:15PM	Teacher Education Community	Teaching with Primary Sources in Revolutionary Ways	Marriott Franklin 13

NCSS Special Interest Community Meetings

Special Interest Communities are formal subgroups within NCSS that bring together educators with common interests. Conference attendees are strongly encouraged to attend any and all community meetings of interest to them.

Friday, December 2			
8:45–9:45AM	Canada Community	Marriott	Room 406
10:05–11:05AM	Research Community	Marriott	Room 404
10:05–11:50AM	Issues Centered Education Community	Marriott	Salon B
11:25AM–12:25PM	LGBTQ+ & Allies Community	Marriott	Room 404
11:20AM–12:20PM	Human Rights Education Community	Marriott	Salon B

NCSS Special Interest Community Meetings (cont.)

Saturday, December 3			
7:00–8:00AM	Psychology Community Breakfast and Business Meeting	Marriott	Room 413
8:30–9:30AM	Instruction Community	Marriott	Room 413
8:30–9:30AM	Asia Community	Marriott	Room 404
9:50–10:50AM	Preservice and First Year Educators Community	Marriott	Room 406
11:10AM–12:10PM	National Board Certified Teacher Community	Marriott	Room 413
11:10AM–12:10PM	Teacher Education Community	Marriott	Room 406
3:35–4:35PM	Indigenous Education Community	Marriott	Room 405
2:15–3:15PM	Early Childhood/Elementary Education Community	Marriott	Room 406
3:35–4:35PM	Technology Community	Marriott	Room 406

NCSS Governance Meetings

NCSS conducts official business at the Annual Conference. Unless otherwise noted, meetings of the House of Delegates, Operations Committees, and other NCSS work groups are open to all NCSS members interested in the governance of the council.

Wednesday, November 30			
4:00–8:00PM	NCSS Board of Directors Meeting (Board members only, please)	Marriott	Salon L
Thursday, December 1			
9:00–10:00AM	Board of Directors Development Committee (Board members only, please)	Marriott	Room 413
12:00–2:00PM	House of Delegates Steering Committee	Marriott	Room 405
2:00–3:00PM	House of Delegates Assignment Committee	Marriott	Room 405
3:00–5:00PM	House of Delegates Resolutions Committee and Hearing #1	Marriott	Room 405
3:00–4:30PM	Special Interest Community Chairs Roundtable	Marriott	Room 413
5:30–6:30PM	Awards Committee	Marriott	Room 405
7:00–9:00PM	Publications Committee	Marriott	Room 413
Friday, December 2			
9:30–10:30AM	House of Delegates Resolutions Hearing #2	Marriott	Room 405
11:20AM–12:20PM	FASSE Governing Board & FASSE Restructure Task Force	Marriott	Room 405
11:25–12:25PM	Membership Committee	Marriott	Room 413
11:20AM–12:20PM	<i>Social Studies and the Young Learner</i> Advisory Board	Marriott	Room 406
12:30–2:00PM	Government & Public Relations Committee	Marriott	Room 404
12:45–1:30PM	House of Delegates New Delegate Briefing	Marriott	Salon E/F
1:30–2:00PM	House of Delegates Credentials Committee	Marriott	Room 405
2:00–3:00PM	House of Delegates Registration	Marriott	Outside Salon E/F
3:00–7:00PM	66th NCSS House of Delegates Assembly	Marriott	Salon E/F
Saturday, December 3			
8:30–9:30AM	Rho Kappa Advisory Council	Marriott	Room 405
8:30–10:30AM	Carter G. Woodson/Septima Clark Committee	Marriott	Salon A
9:50–11:20AM	Program Planning: 103 rd NCSS Annual Conference-Nashville 2023	Marriott	Salon B
9:50–10:50AM	Diversity, Equity, and Inclusion in the Social Studies Committee	Marriott	Room 405
11:10AM–12:10PM	Nominations and Elections Committee	Marriott	Room 404
2:15–3:15PM	Archives Committee	Marriott	Room 405
2:15–3:45PM	Affiliated Council Presidents Meeting	Marriott	Salon A
3:35–4:35PM	International Visitors Committee	Marriott	Room 413
3:35–5:00PM	Program Planning: 104 th NCSS Annual Conference-Boston 2024	Marriott	Salon B
Sunday, December 4			
8:00–10:00AM	NCSS Board of Directors Meeting (Board members only, please)	Marriott	Room 402/403

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Oak Harbor Middle School | Oak Harbor, WA

2022 Middle Level Teacher of the Year

Carly Donick

Cabrillo Middle School | Ventura, CA

2021 Secondary Teacher of the Year

Jeffrey A. Hinton, Ed.D.

Clark County School District | Las Vegas, Nevada

2022 Secondary Teacher of the Year

Kimberly Huffman

Wayne County Schools Career Center | Smithville, OH

2021 Award for Global Understanding Given in Honor of James M. Becker

Brad Maguth

University of Akron, LeBron James Family Foundation School of Education | Akron, OH

2022 Grant for the Enhancement of Geographic Literacy

Elaine Alvey, Ph.D.

Alaska Pacific University | Anchorage, AK

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Sergio de Alba

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Jiyoung Kang

Sungshin Women's University | Seoul, KR

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Christopher Clark, Ph.D. | University of North Dakota | Grand Forks, ND

James Garrett, Ph.D. | University of Georgia | Athens, GA

Mardi Schmeichel, Ph.D. | University of Nebraska-Lincoln | Lincoln, NE

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Christopher L. Busey, Ph.D. | University of Florida, Center for Latin American Studies | Gainesville, FL

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Terrie Epstein, Ph.D.

Hunter College, City University of New York | New York, NY



2021–2022 Jean Dresden Grambs Distinguished Career Research Award

Joseph Kahne, Ph.D.

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LaGarrett J. King, Ph.D.

University at Buffalo, Center for K–12 Black History and Racial Literacy Education | Buffalo, NY



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Conference Speakers

Friday

10:05–11:05AM

Conv Ctr Ballroom A, 300 Level

Anna Malaika Tubbs



Anna Malaika Tubbs is a multidisciplinary expert on current and historical understandings of race, gender, and equity. After graduating Phi Beta Kappa from Stanford University with a BA in gender studies and her Ph.D. in sociology from the University of Cambridge as a Bill and Melinda Gates Cambridge Scholar. She lives with her husband, Michael Tubbs, and their children Michael Malakai and Nehemiah Neven.

She is a *New York Times* bestselling author, advocate, and educator who grew up in Dubai, Mexico, Sweden, Estonia, Azerbaijan, as well as the United States. Influenced by her exposure to all kinds of cultures and beliefs, Ms. Tubbs is inspired to bring people together through the celebration of difference.

Ms. Tubbs's appearance is generously sponsored by Macmillan.

11:20AM–12:20PM

Conv Ctr Ballroom A, 300 Level

Hasan Jeffries




Hasan Jeffries is Associate Professor of History at The Ohio State University, where he teaches graduate and undergraduate seminars on the Civil Rights and Black Power Movement, and surveys on African American and American history. His current book project, *In the Shadow of Civil Rights*, examines the Black experience in New York City from 1977 to 1993. It connects key political and cultural events, such as the

youth rebellion in the South Bronx, to the evolution and implementation of public policies that changed Black communities forever, such as those that undergird the war on drugs. He hosts the podcast “Teaching Hard History,” a production of the Southern Poverty Law Center’s educational division.

Dr. Jeffries's appearance is generously sponsored by Facing History and Ourselves.

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Conference Speakers

11:20AM–12:20PM

Conv Ctr 204C

David Myers



Social psychologist David Myers is a communicator of psychological science to college students and the general public. His scientific writings, supported by National Science Foundation fellowships and grants, appeared in three dozen academic periodicals, including *Science*, *American Scientist*, *American Psychologist*, and *Psychological Science*. He has digested

psychological research for the public through articles in four dozen magazines and through seventeen books. His research and writing have been recognized by the Gordon Allport Prize, by an “honored scientist” award from the Federation of Associations in the Brain and Behavioral Sciences, by the Award for Distinguished Service of Behalf of Personality-Social Psychology, and by three honorary doctorates.

Dr. Myers's appearance is generously sponsored by Macmillan.

1:15–2:15PM

Conv Ctr Ballroom B, 300 Level

Heather McGhee



Heather McGhee is an expert in economic and social policy. The former president of the inequality-focused think tank Demos, McGhee has drafted legislation, testified before Congress, and contributed regularly to news shows including NBC's Meet the Press. She now chairs the board of Color of Change, the nation's largest online racial justice organization. McGhee holds a BA in

American studies from Yale University and a JD from the University of California, Berkeley, School of Law. Her book *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* spent 10 weeks on the *New York Times* bestseller list and was long listed for the National Book Award and Carnegie Medal for Excellence in Nonfiction.

Ms. McGhee's appearance is generously sponsored by Penguin Random House.

2:30–3:30PM

Conv Ctr Ballroom A, 300 Level

Juan Gonzalez



Juan Gonzalez is one of this country's best-known Latino journalists. He was a staff columnist for *New York's Daily News* from 1987 to 2016 and has been a co-host since 1996 of Democracy Now! He is the author of *Harvest of Empire*, *News for All the People*, *Fallout*, and *Reclaiming Gotham*. Born in Ponce, Puerto Rico, he was raised in East

Harlem and Brooklyn, New York.

Mr. Gonzalez's appearance is generously sponsored by Penguin Random House.

3:50–4:50PM

Conv Ctr Ballroom A, 300 Level

Simon Tam



Simon Tam is an author, musician, activist, and self-proclaimed troublemaker. Best known as the founder and bassist of The Slants, the world's first and only all-Asian American dance rock band, he approaches activism through the arts and encourages people to challenge their perceptions of how we connect with others we normally don't get along with. In 2017, he won a landmark

case at the U.S Supreme Court, unanimously, helping to expand civil liberties for marginalized groups. Simon regularly consults world leaders and major organizations on policies related to equity, diversity, and inclusion. His work has been highlighted in over 3,000 media features across over 150 countries, including *Rolling Stone*, *TIME*, NPR, BBC and *The New York Times*.

Mr. Tam's appearance is generously sponsored by American Bar Association Division for Public Education.

Saturday

9:50–10:50AM

Conv Ctr Ballroom A, 300 Level

Matthew Kay



Matthew R. Kay is a proud product of Philadelphia's public schools and a founding teacher at Science Leadership Academy, where he teaches an innovative inquiry-driven, project-based curriculum. He is also the Founder and Executive Director of Philly Slam League (PSL), a non-profit organization

that shows young people the power of their voices through weekly spoken word competitions. The PSL is the only season-long, school-based slam poetry league in the United States. He deeply believes in the importance of earnest and mindful classroom conversations about race. Furthermore, he believes any teacher who is willing to put in the hard work of reflection can, through the practice of discrete skills, become a better discussion leader. Driven by these convictions, he is passionate about designing professional development that teachers find valuable. He lives in Philadelphia with his wife, Cait, and his daughters, Adia Sherrill and Bennu Jane. He is the author of *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*. He is also co-author of the recently published *Answers to Your Biggest Questions About Teaching Middle and High School ELA*.

continued on page 22

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Conference Speakers

Saturday (cont.)

11:10AM–12:10PM
Conv Ctr Ballroom A, 300 Level
Seema Yasmin



Dr. Seema Yasmin is an Emmy Award-winning journalist, medical doctor, professor, and author. She is director of the Stanford Health Communication

Initiative, clinical assistant professor in Stanford University's Department of Medicine, and visiting assistant professor at the Anderson School of Management at UCLA where she teaches crisis management and crisis communications. Dr. Yasmin is the author of five books of non-fiction and poetry including *Viral BS: Medical Myths and Why We Fall for Them*, which tells her own history of growing up a conspiracy theorist before becoming a debunker of myths and hoaxes. In *Muslim Women Are Everything: Stereotype-Shattering Stories of Courage, Inspiration, and Adventure*, Dr. Yasmin reframes how the world sees Muslim women, to reveal everything they CAN do and the incredible, stereotype-shattering ways they are doing it. Her latest book, for grades 7-12, released in September, is *What the Fact? Finding the Truth in All the Noise*.

Dr. Yasmin's appearance is generously sponsored by Simon & Schuster.

1:00–2:00PM
Conv Ctr Ballroom B, 300 Level
Gholdy Muhammad



Dr. Gholnecsar (Gholdy) Muhammad began her career as a reading, language arts, and social studies middle school teacher. After teaching in the

classroom, she served as a school district curriculum director and was

responsible for K-12 literacy instruction, assessments, and professional development. Her research interests are situated in the historical foundations of literacy development and the writing practices among Black communities. Dr. Muhammad is currently an associate professor of Language and Literacy at Georgia State University. Additionally, she serves as the director of the Urban Literacy Collaborative and Clinic. She strives to shape the national conversation for educating youth who have been underserved. She works with teachers and young people across the United States and South Africa in best practices in culturally responsive instruction.

Dr. Muhammad's appearance is generously sponsored by Teachers Pay Teachers and the School District of Philadelphia.

2:15–3:15PM
Conv Ctr Ballroom A, 300 Level
LaGarrett King



LaGarrett King is an Associate Professor of Social Studies Education and the founding director for the Center for K-12 Black history and racial literacy

education at the University at Buffalo. He is an award-winning scholar who researches the teaching and learning of Black history, theories that center race literacies, and teacher education. He has over 60 publications and 6 published or in press books including *Perspectives of Black Histories in Schools, Racial Literacies and the Social Studies, Teaching Enslavement in American History, We be lovin Black children, We be lovin Black history, and Countering Miseducation in Black History*. Dr. King is the recipient of the 2022 Spirit of America Award, sponsored by Social Studies School Service.

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SPEAKERS *from page 22*

3:35–4:35PM

Conv Ctr Ballroom A, 300 Level

Joely Proudfit



A full professor, Dr. Joely Proudfit (Luiseño/Payómkawichum), has been tenured three times in the California State University system. In addition to her academic positions, in 2016 she was appointed by President Barack Obama to the National Advisory Council on Indian Education (NACIE). She is the lead author and

researcher on the 2012, 2014 and 2016 groundbreaking annual reports on the State of American Indian and Alaskan Native Education in California.

4:45–6:15PM

Conv Ctr Ballroom B, 300 Level

Special Screening of *Mighty Ira* featuring an appearance by Ira Glasser



Ira Glasser is one of America's unsung champions of civil rights and liberties. As the leader of the American Civil Liberties Union for 23 years, he transformed the organization from a small, "mom-and-pop" operation on the verge of bankruptcy into a civil liberties juggernaut with offices in every state and a \$30 million endowment. As his generation retires from the barricades, Ira reminisces on his life

and the forefront of defending the rights of all. *Mighty Ira* covers his timely and provocative story. After the screening, Ira Glasser will share his thoughts on the current controversies surrounding free speech and racial equality.

Popcorn will be served at the screening.

Mr. Glasser's appearance and the screening of Mighty Ira are generously sponsored by the Foundation for Individual Rights and Expression (FIRE).

Sunday

10:45–11:45AM

Conv Ctr Ballroom B, 300 Level

Rosie Rios



Rosie Rios is the CEO of Red River Associates, an investment management consulting firm, and a co-host of *Unicorn Hunters*, a reality series focused on pre-IPO investments. She was appointed by President Joe Biden as Chair of America 250, the United States Congressional Commission

planning the 250TH anniversary of the nation's founding in 2026. She served as the 43RD Treasurer of the United States and was the CEO of the Bureau of Engraving and Printing and the U.S. Mint, including Fort Knox with oversight over 4,000 employees and a \$5 billion budget. Ms. Rios was honored as one of *USA TODAY's* Women of the Century and served on the Treasury Transition Team on behalf of President Biden.

Vital Issue Sessions

Friday

10:05–11:05AM

Conv Ctr 204C

Supplemental Curriculum: Who Gets to Choose?

After several disrupted school years, teachers are supplementing curriculum now more than ever to address unfinished learning. But who gets to choose these materials? This conversation among teachers, administrators, and curriculum experts in social studies will provide insightful tips on how to identify quality supplemental materials and explore a framework that provides teachers with agency in the process.

This panel has been generously sponsored by Teachers Pay Teachers.



Teachers Pay Teachers

2:30–3:30PM, Conv Ctr 204C

"Call Him Jack"

Yohuru Williams and Mike Long

Liam James Doyle



Yohuru Williams



Mike Long

Two prominent Jackie Robinson scholars recover the real person behind the legend, reanimating this famed figure's legacy for new generations, widening our focus from the sportsman to the man as a whole, and deepening our appreciation for his achievements on the playing field.

This panel has been generously sponsored by Macmillan.



continued on page 24

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VITAL ISSUE SESSIONS *from page 24*

3:50–5:20PM

Special Screening: “Home From School: The Children of Carlisle”

Sponsored by the NCSS Indigenous Education Community
The documentary “Home From School: The Children of Carlisle” tackles the history of the federal Indian boarding school era in the U.S. and tribal communities seeking healing and justice from these policies decades later. Following the film, the audience will hear from and engage with members of the film about the making of the film and its impacts on the Northern Arapaho Tribe. Hear directly from those involved in bringing the children at Carlisle home from school and their travels between Pennsylvania and the Northern Arapaho Nation.

Saturday

8:30–9:30AM

Conv Ctr Ballroom A, 300 Level

A Conversation on Navigating the Landscape of Teaching ‘Divisive Concepts’

James Grossman, Shannon Pugh and Lawrence Paska



James Grossman



Shannon Pugh



Lawrence Paska

The leadership of the American Historical Association and NCSS discuss how to understand the current or proposed restrictions on teaching “divisive concepts” in K-12 classrooms. Learn about their support for teachers to protect social studies teaching and learning while advocating for increased instructional time and continues focus on critical social studies issues.

8:30–9:30AM

Conv Ctr 204C

America 250 Panel Discussion

Frank Giordano, Jane Kamensky and Sylvia Cyrus



Frank Giordano



Jane Kamensky



Sylvia Cyrus

In 2026, the United States will celebrate the 250th anniversary of the Declaration of Independence and the founding

of our American experiment in Democracy. The US Semiquincentennial Commission will commemorate this milestone with inclusive programs that ignite our imaginations, elevate our diverse stories, inspire service in our communities, and demonstrates the lasting durability of the American project. Explore what it means to celebrate America in such politically polarized times, and how teachers and students can get involved.

9:50–10:50AM

Conv Ctr 204C

“Why Didn’t I Know? The Colored Conventions Movement”

P. Gabrielle Foreman and Jim Casey



P. Gabrielle Foreman



Jim Casey

During the 19th century, Black community leaders held hundreds of meetings called Colored Conventions, bringing delegates from throughout North America to discuss the best ways to achieve their citizenship, civil rights, voting rights, and more. ColoredConventions.org is the first time these histories have been gathered and made available online. The website and its expanding community of education professionals endeavor to transform teaching and learning about this historic collective organizing effort.

11:10AM–12:10PM

Conv Ctr 204C

“The Ongoing Repercussions and Relevance of 9/11”

Regina Wilson and Bridget Gormely

Moderated by Cliff Chanin



Regina Wilson



Bridget Gormely



Cliff Chanin

When Regina Wilson joined the FDNY in 1999, she was one of just seven Black candidates and the only woman in a class of more than 300. On 9/11, she and fellow firefighters attempted to control the multiple blazes caused by the collapse of the World Trade Center. In the years since, she has worked to honor her fallen colleagues and advocate for a more diverse fire department. After Bridget Gormely’s father passed away in 2017 from 9/11-related cancer, she directed “Dust: The Lingering Legacy of 9/11,” telling the story of those who

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VITAL ISSUES SESSIONS *from page 26*

the ongoing repercussions and relevance of 9/11 for future generations.

This panel has been generously sponsored by the 9/11 Memorial and Museum.

2:15–3:15PM
Conv Ctr 204C

“Covering Education Amid COVID and Controversy”

Moriah Balingit and Matt Barnum
Moderated by Hannah Covington



Moriah Balingit



Hannah Covington



Matt Barnum

COVID-19 has required school districts to balance the educational and social needs of students with the health and safety of school staff and children. As education policy in the U.S. becomes a more potent issue in state and local elections, new laws restrict what educators can teach. This panel will delve into the role reporters play in helping the public understand the impact of disparate pandemic policies and

keeping people informed about what is—and isn't—working in the classroom.

This panel has been generously sponsored by The News Literacy Project.

3:35–4:35PM
Conv Ctr. 204C

The U.S. and the Holocaust: Panel Discussion with Filmmakers and Educators

Lynn Novick, Sarah Botstein and Mary Kate Lonergan
Moderated by Gretchen Skidmore



Lynn Novick



Sarah Botstein



Mary Kate
Lonergan



Gretchen
Skidmore

The U.S. and the Holocaust tells the story of how the American people grappled with one of the greatest humanitarian crises, and how this struggle tested the ideals of our democracy. With antisemitism and Holocaust denial on the rise, access to classroom resources grounded in archival evidence and witness testimony, is more important than ever. Join this panel discussion as they talk about how this film can be a vital resource for teaching the histories of World War II and the Holocaust, and can help address issues that remain relevant today.



Engaging Congress
PLAY THE GAME LEARN THE FACTS

ENGAGINGCONGRESS.ORG

Engaging Congress is a free interactive learning tool that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society.



VOTES FOR WOMEN



ACTION CITIZEN

ACTIONCITIZEN.ORG

Action Citizen is a learning tool that encourages students to evaluate expectations and relationships between the U.S. government and the American people through the critical analysis of primary sources and legislation. It provides content and an approach for participation in a representative democracy.





FREEDOM SUMMER 1964

FREEDOMSUMMER1964.ORG

Freedom Summer 1964 is a free digital learning tool that explores key events surrounding the early years of the Civil Rights Movement, the 1964 Mississippi voter registration drive, and the eventual passage of both the Civil Rights Act of 1964 and the Voting Rights Act of 1965.



INDIANA UNIVERSITY CENTER ON
 **Representative Government** CORG.IU.EDU

Be sure to join us in 108B at 2-5pm on Thursday, December 1st!

We Bring Current Events to Life!

Engaging, educational, and informative, these two magazines give students a better understanding of the world around them.

THE WEEK Junior

For
4th-8th
Grades

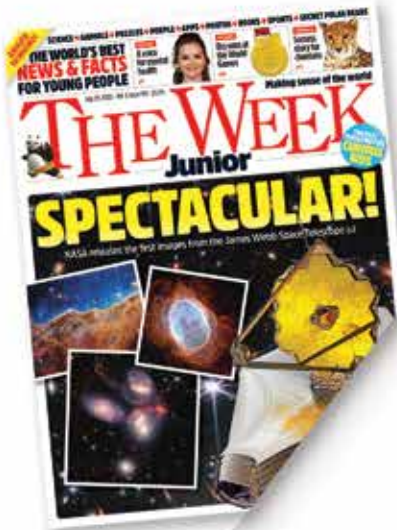
The Week Junior is an exciting newsmagazine for kids 8–14.

- The world's best news and facts for young people.
- Fascinating, informative coverage children are eager to explore.
- Helping kids make sense of the world.

The Week Junior Education Program puts it to work in YOUR classroom.

- Captures attention and inspires discussion.
- Stimulates thinking and builds critical skills.
- Rewards curiosity and develops a natural passion for reading.

To learn more about our classroom education program, visit theweekjunior.com/education



Exclusively for NCSS Attendees!
Visit our booth #318 for a FREE set of classroom magazines to try out with your students.

For High School and Beyond



THE WEEK

The Week will quickly become your students' favorite classroom text.

- Witty, fun, fast-paced content makes current events come alive.
- Features topics your students are genuinely interested in.
- Covers national and international news – plus technology, media, the arts, lifestyles, people, and more.

The Week is so much fun to read – and helps students build serious skills.

- Problem-solving and critical thinking.
- Vocabulary and visual literacy.
- Reading comprehension and analysis.

To learn more about our classroom education program, visit theweek.com/classroom



Our FREE TEACHER GUIDES help you to integrate *The Week* and *The Week Junior* into your classroom.

- Weekly Teacher Guide provides helpful tips on connecting content with your curriculum.
- The Educator's Reference Guide is your online resource for how best to use *The Week* and *The Week Junior* to challenge your students, including activities appropriate for every issue.

- Background and context about leading topics of the week.
- Ideas for in-class group activities and independent homework.

COME TO BOOTH 318 for a chance to win a \$50 Amazon gift card!

Featured Sessions

Friday, 2:30–3:30PM
Conv Ctr 102A

Dana Dunn

Building Students' Psychology-Related Skills and Attitudes with New APA Resources

Sponsored by the NCSS Psychology Community



Dr. Dunn previews features of APA's Guidelines 3.0, a comprehensive revision in national expectations regarding the knowledge and skills undergraduate psychology majors should learn when pursuing associate and baccalaureate degrees. He also discusses two related resources: The Skillful Psychology Student (a summary of psychological skills employers value) and the Introductory Psychology Initiative's (IPI)

student learning outcomes for introductory psychology. These resources can be leveraged to enliven both high school and college-level psychology courses.

Friday, 2:30–3:30PM
Conv Ctr 105B

**Finding Family After Slavery:
Using Last Seen Ads in the Classroom**

Last Seen Ads are remarkable primary sources through which students can learn about the lives of the enslaved, enslaved

families, and the domestic slave trade from the perspective and in the words of those who experienced slavery firsthand. Yet few educators know about these ads or use them in their classrooms. The Last Seen Project recovers these stories. They have identified and published over 4,500 ads taken out by formerly enslaved people looking for family members. Each ad holds potential to engage students in knowing the experiences of formerly enslaved people and the families they built in slavery. Decades before the Federal Writers' Project, formerly enslaved people recorded their histories, in thousands of ads that appeared in African American newspapers throughout the country. Learn about Last Seen Ads and how they can be used to reveal and teach the lives of the enslaved.

Signe Fourmy, Villanova University, Philadelphia, PA; Theresa Stanley, South Houston Intermediate School, Pasadena, TX

Friday, 11:25AM–12:25PM
Conv Ctr 204B

Claire Campbell

How Americans Created Canada and Why This Matters

Sponsored by the NCSS Canada Community



How has the United States shaped the environment, politics, and culture of its neighbor to the north since the eighteenth century? What does this say about our co-existence today?



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**COMMON
SENSE
SOCIETY**

Meet the Authors!

KEYNOTE SPEAKER:

Heather McGhee,

author of
The Sum of Us:
What Racism Costs Everyone
and How We Can Prosper Together
(One World)



Photo © Andreas Burgess



978-0-525-50958-5
464 pages | Paperback
\$18.00

FEATURED SPEAKER:

Juan Gonzalez,

author of
Harvest of Empire:
A History of Latinos in America:
Second Revised and Updated Edition
(Penguin Books)



978-0-14-313743-6
560 pages | Paperback
\$20.00

1:15pm - 2:15pm on Friday, December 2nd

Location: Ballroom B,
Pennsylvania Convention Center

Book sale & signing to follow

2:30pm - 3:30pm on Friday, December 2nd

Location: Ballroom A,
Pennsylvania Convention Center

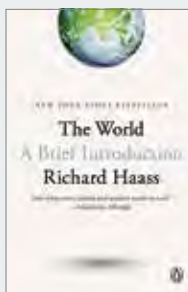
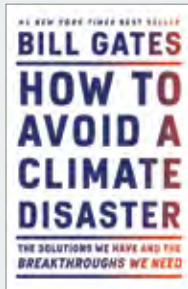
Book sale & signing to follow



Catherine Ceniza Choy
Asian American Histories of the United States
BEACON PRESS | 978-0-8070-5079-8
240 pages | Hardcover | \$26.95

Matthew F. Delmont
Half American
The Epic Story of African Americans
Fighting World War II at Home and Abroad
VIKING | 978-1-9848-8039-0
400 pages | Hardcover | \$30.00

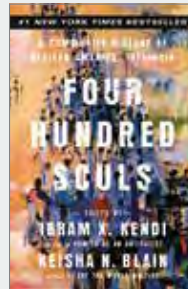
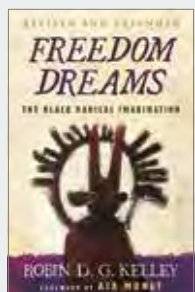
Bill Gates
How to Avoid a Climate Disaster
The Solutions We Have and the
Breakthroughs We Need
VINTAGE | 978-0-593-08185-3
272 pages | Paperback | \$18.00



Richard Haass
The World
A Brief Introduction
PENGUIN | 978-0-399-56241-9
400 pages | Paperback | \$18.00

Created by Nikole Hannah-Jones
& The New York Times Magazine
The 1619 Project
A New Origin Story
ONE WORLD | 978-0-593-23057-2
624 pages | Hardcover | \$38.00

Robin D. G. Kelley
Freedom Dreams
Twentieth Anniversary Edition
The Black Radical Imagination
BEACON PRESS | 978-0-8070-0703-7
336 pages | Paperback | \$19.95



Edited by Ibram X. Kendi
and Keisha N. Blain
Four Hundred Souls
A Community History of African
America, 1619-2019
ONE WORLD | 978-0-593-44934-9
528 pages | Paperback | \$20.00

Robert Samuels and
Toluse Olorunnipa
His Name Is George Floyd
One Man's Life and the
Struggle for Racial Justice
VIKING | 978-0-593-49061-7
432 pages | Hardcover | \$30.00

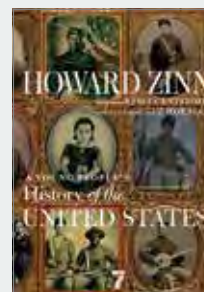
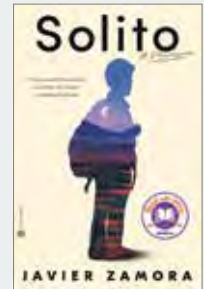
Qian Julie Wang
Beautiful Country
A Memoir of an
Undocumented Childhood
ANCHOR | 978-0-593-31300-8
320 pages | Paperback | \$17.00



Donald Yacovone
Teaching White Supremacy
America's Democratic Ordeal and
The Forging of Our National Identity
PANTHEON | 978-0-593-31663-4
464 pages | Hardcover | \$32.50

Javier Zamora
Solito
A Memoir
HOGARTH | 978-0-593-49806-4
400 pages | Hardcover | \$28.00

Howard Zinn
A Young People's History of the United States
Revised and Updated
TRIANGLE SQUARE | 978-1-64421-251-6
544 pages | Paperback | \$23.95



Special Events

Thursday

4:00–9:00PM

Cocktails, the Constitution and Building Civic Bonds

National Constitution Center, 525 Arch Street, Philadelphia
Welcome back! Join in the celebration of us at the National Constitution Center and catch up on the Constitution, conversation, and your civic besties from across the country to strengthen our civic bonds. It has been a long three years without seeing each other at NCSS, and what better way to catch up and meet new friends than joining in the fun and activities with all your favorite civic education organizations. Come to the most historic mile in the United States and get ready to socialize, tweet, play Constitutional Quizzo, and learn together. Let's do what we all do best—nerd out about history, and have fun together.

6:00–9:00PM

Arch Street Meeting House Open House

320 Arch Street, Philadelphia
Join American Historical Theatre (AHT) and Arch Street Meeting House (ASMH) for an evening open house! Experience a sampling of AHT's cadre of performers within the ambiance

of the massive 210-year old Quaker meeting house. This immersive event gives visitors the opportunity to interact with the world-class historical interpreters of AHT who aim to engage and inspire groups of all ages through a mixture of pre-scripted presentations and off-the-cuff conversations. Hope to see you there!

Friday

7:00–8:30AM

Conv Ctr Ballroom B, 300 Level

NCSS President's Welcome Breakfast

Start your conference experience with the official opening of the 102nd NCSS Annual Conference, open to all conference registrants. Featuring a welcome from Dr. Tony Watlington, Superintendent of The School District of Philadelphia, and an address by Dr. Shannon Pugh, 2022–2023 NCSS President.



Fee: \$5. A limited number of tickets can be purchased at NCSS registration.

The NCSS President's Welcome Breakfast is generously sponsored by Learning for Justice.

Globally recognized as the #1 teacher, classroom and student resource for free educational World War II documentary films, Virtual Reality interactive videos (VR), Zoom sessions with classrooms and teaching resources.

To take advantage of all our free online educational resources about World War II visit:

www.wwiifoundation.org

AMERICAN PUBLIC TELEVISION NATIONAL PROGRAMMING EXCELLENCE AWARD

Special Events

5:00–6:00PM

Exhibit Hall 4

Exhibit Hall Snacks

Spend your last conference hour on Friday visiting the Exhibit Hall, enhanced with mini Philly pretzels and soft drinks, available in the 100 aisle, across from the McGraw Hill booth.

Generously sponsored by McGraw Hill.



12:30–2:30PM

Exhibit Hall F, Booth 210

Langar Sampling Lunch

The practice of Langar, sharing a vegetarian community meal with all present after every service, was established in the 15th century. Langar epitomizes the egalitarian values of Sikhi—sharing of resources with all, performing Seva—selfless service, and connecting with the larger community irrespective of race, ethnicity, socioeconomic status, gender, or creed. We warmly invite you to join us with a sampling of Langar.

6:00–9:00PM

Night at the Museum of the American Revolution

101 South Third Street, Philadelphia

Join fellow educators for an exclusive visit to the Museum of the American Revolution! The Museum will open their doors after-hours for NCSS participants to enjoy a journey through the rich, nuanced, and inspiring story of our nation's founding with the Museum's vast exhibits featuring objects, art, manuscripts, and printed works from the period of the American Revolution. Gain a deeper understanding of the diverse people and complex events that sparked the ongoing American experiment in liberty, equality, and self-government, and explore ways to bring new information and ideas back to your classroom.

The evening will feature:

- Reception in the beautiful rotunda with hot hors d'oeuvres and a cash bar.
- Showings of General George Washington's original sleeping and office tent from the Revolutionary War.
- Free time to explore the main galleries, including the Oneida Nation Gallery and a visit onboard a replica privateer ship.

Saturday

7:00AM

2600 Benjamin Franklin Parkway at Kelly Drive

Rocky Run #NCSS Style

Join @socialstudiesTX, @ksautner, and the #NCCed team for a fun run up the Philadelphia Art Museum steps or just a view of the city from Fairmount. Once we run, skip, trip or view the steps, we'll take a group picture at the famous Rocky statue and kick off our day? The statue and steps are undeniably two of the most popular attractions in Philadelphia. Wear your gray sweatpants and sweatshirts, and don't forget the black cap!

8:00–9:00AM

Exhibit Hall Continental Breakfast

Explore all the goods and services offered by the 160+ exhibitors in the Exhibit Hall during this dedicated time before sessions begin. Enjoy complimentary coffee, tea, and breakfast pastries.

Generously sponsored by the Civics Renewal Network.



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Tours

Philadelphia's rich history is on display at the 102nd NCSS Annual Conference. Take advantage of some of these great tours to explore and learn more about the city's history, both famous and forgotten.

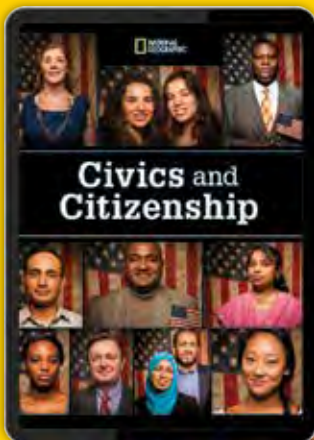
Please check availability and purchase tickets at NCSS Registration.

Some tours may have been canceled or sold out since this Program went to print. Get the latest status in the NCSS Conference app.

Day	Time	Tour	Price
THU	11:00AM	Society Hill Walking Tour with Congressman James Madison	\$50
	1:00PM	Morals & Murals Hood Tour	\$59
	2:00PM	The Constitutional Walking Tour	\$24
	3:00PM	Beyond the (Liberty) Bell History Tour	\$30
FRI	2:00PM	The Constitutional Walking Tour	\$24
	2:00PM	Society Hill Walking Tour with Congressman James Madison	\$50
	3:00PM	Badass Women's History Tour	\$30
SAT	2:00PM	Society Hill Walking Tour with Congressman James Madison	\$50

National Geographic Learning Invites you to Explore our **NEWEST** Middle School Program **Civics and Citizenship!**

Stop by Booth 113 to learn more about our completed suite of Middle and High School Core Solutions.



New 2024 Copyright!



SAVE THE DATE

National Geographic Explorer Presentation!

Join us live at Booth 113 Friday, December 2, 2022, at 3:30pm/EST!



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BOOTH #412

THINKING PRO

How can I teach media literacy?

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improves critical thinking,
reading, and civic engagement
using local news.

Join Us

“News Media Literacy Meets
Civic Engagement”

Thursday, Dec. 01
2:30 PM-3:00 PM
Marriott: 411/412

SCAN ME

Spin the
Wheel
& Win
Premium
Prizes

BOOTH #412

Save-the-Date: NCSS 2023 Summer Institutes

If you love the NCSS Annual Conference, check out our popular summer professional learning programs! More programs to be announced soon. All programs will be online and open for registration in early 2023 at www.socialstudies.org/professional-learning. Here is a sample of what's in store for Summer 2023:

NCSS TPS Inquiry and Teaching with Primary Sources Summer Institutes

June 12–13, Orlando, FL
June 26–28, Kansas City, MO

NCSS is proud to invite methods professors and their students to a special free professional learning institute piloting the *Inquiry and Library of Congress Teaching with Primary Sources to Prepare Students for College, Career, and Civic Life* next summer. The text and these programs are a project of the NCSS and Library of Congress and generously supported by the Library through the Teaching with Primary Sources grant.

NCSS Summer Leadership Institute

July 10–12, Richmond, VA

Join us in *Uncovering Hidden Histories, Advocating for Local Issues*. The NCSS Summer Leadership Institute supports the mission of NCSS in advocating and build capacity for high-quality social studies through leadership, services, and support to educators. This event is open to all NCSS members with a common interest in social studies, leadership, and examining social studies education in developing informed civic engagement.

The 1787 Prize

National Council for the Social Studies (NCSS) is pleased to announce The 1787 Prize, an annual essay contest for high school students in grades 11-12 introduced on the observance of the 2022 Constitution Day.

About the 1787 Prize

“The consent of the governed” is a foundational principle upon which our nation’s government is built. Today, the freedoms we hold dear are embodied in rules and laws we democratically have a voice in crafting.

The 1787 Prize brings those citizen voices back to center stage. It recognizes the best student essay on the subject of the U.S. Constitution’s past, present and future and how our written principles effect all citizens.

2022–2023 Essay Topic

The Founding Fathers underestimated the dominant role that political parties and groups would play in governance. For example, Congress is allowed to oversee the trial of the impeachment process, which means that the President would be judged by loyal members of the same party. If the Founding Fathers had anticipated such power, they might never have put Congress in charge.

Eligibility

An essay may be submitted with up to three (3) student co-authors. There is a maximum of one (1) submission per high school.

Essay requirements are:

- Between 1,000–2,500 words
- Includes a footnote and bibliography
- Incorporates a mix of primary and secondary sources

Award

For the inaugural prize year, two (2) awards will be announced in the amount of \$2,500 each. The \$2,500 prize amount will be split among any co-authors.

Questions?

Please email awards@ncss.org for any questions about this award, eligibility, timeline, and selection process.

Start a Rho Kappa or Junior Rho Kappa Chapter

A Rho Kappa chapter at your high school, or a Jr. Rho Kappa chapter at your middle school or junior high school provides national recognition for your outstanding students, and encourages an interest in, understanding of, and appreciation for the social studies. There are only three steps.

- Step 1. Select an Advisor
- Step 2. Complete a New Charter Application
- Step 3. Induct Members

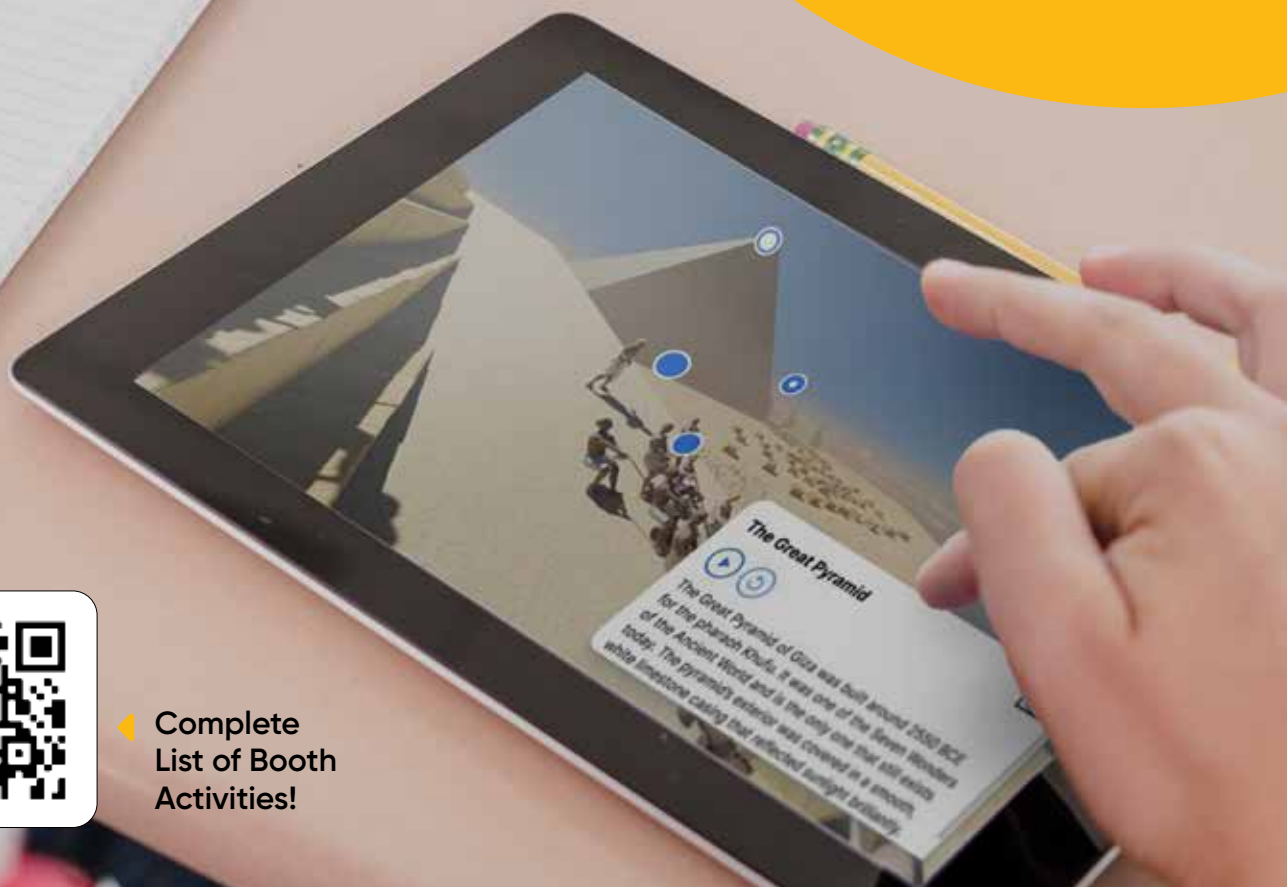
To learn more visit <https://www.socialstudies.org/rhokappa/how-start-rho-kappa-chapter>



Prepare Students for the Future by **Connecting Them to the Past**

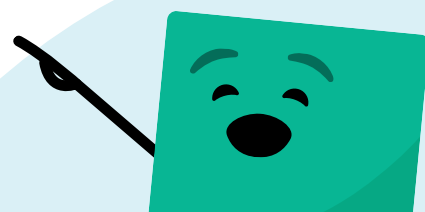


◀ Complete
List of Booth
Activities!



Join us at **Booth 609**

Check out our new **Virtual Field Trips** and sign up to receive a **free sample** to use in your classroom. Also, participate in an in-booth presentation and walk away with a **shapemoji plushie**.



2022

Fed Sessions

Visit us at booth 517/519 for lots of free resources for your classroom.

Friday, December 2

8:45 a.m.–9:45 a.m.
Marriott Franklin 13 (4th Floor)

The Economics of the Civil Rights Movement

Princeton Williams, Federal Reserve Bank of Atlanta;
Lesley Mace, Federal Reserve Bank of Atlanta–Jacksonville Branch

Friday, December 2

3:50 p.m.–4:50 p.m.
Marriott Franklin 13 (4th Floor)

Hamilton and the First Bank of the United States

Andrew Hill, Federal Reserve Bank of Philadelphia

Saturday, December 3

3:35 p.m.–4:35 p.m.
Convention Center 203B

Economic Hard History: Great Migration and Redlining

Eva Johnston, Federal Reserve Bank of St. Louis;
William Bosshardt, Florida Atlantic University, Boca Raton, FL




Equipping Educators, Educating Students and Empowering Consumers

<http://www.federalreserveeducation.org/>

See You in Tennessee



 NCSS Annual Conference
Nashville | Dec 1-3, 2023



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 Groups sessions requires NCSS conference registration and a valid NCSS conference badge. The meetings are open to NCSS attendees who meet the criteria in accordance with the Associated Group by-laws, and pay NCSS conference registration 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 CS4 sessions will take place at the Philadelphia Marriott, except where noted.

Tuesday, November 29		
4:00–4:45PM	New Member Welcome	Salon I
5:00PM	Meet in Hotel Lobby	
5:15–9:00PM	Networking event, hosted by OER Project	
Wednesday, November 30		
7:30–8:30AM	Breakfast, hosted by inquirED	Salon I
8:30–8:45AM	Opening and Welcome Joy Hatcher, Leah Renzi, Lauren Gallicchio	Salon J
8:45–9:45AM	Business Meeting 1	Salon J
9:45–10:00AM	NCSS Welcome Shannon Pugh, NCSS President Lawrence Paska, NCSS Executive Director	Salon J
10:15–11:15AM	Session One: Situating the Annual Meeting in Philadelphia	Salon J
11:15AM–12:15PM	Session Two: Research on Civil Discourse Abby Reisman	Salon J
12:15–12:30PM	Structured Collaboration	Salon J
12:30–1:30PM	Lunch, hosted by RetroReport	Salon I
1:30–4:00PM	National Liberty Museum: Examining Liberty	<i>National Liberty Museum, 321 Chestnut St., Philadelphia</i>
4:00–5:00PM	Promenade Around Independence Hall	<i>Independence Hall, 520 Chestnut St., Philadelphia</i>
5:15PM	Meet in Marriott Lobby	
5:30–9:00PM	Networking Event, hosted by Bill of Rights Institute	
Thursday, December 1		
7:30–8:30AM	Breakfast, hosted by C-SPAN	Salon A
8:30–9:30AM	Session Three: Elementary Social Studies and Interstate Collaboration Linda Burrows, Robert Austin, Stephanie Hartman	Salon B
9:30–9:40AM	Structured Collaboration	Salon B
9:40–10:40AM	Session Four: State Response to Ethnic Studies Mandates Amit Kobrowski, Jerry Price, Jayne Malorni, Robert Austin	Salon B
10:40–11:40AM	Session Five: Media Literacy—Research Updates from SHEG’s Sarah McGrew	Salon B
11:50–12:30PM	Business Meeting 2	Salon B
12:30–1:30PM	Lunch, hosted by GBH Education	Salon A
1:30–2:30PM	Session Six: Academic Freedom Jeremy Young, Pen America	Salon B
2:30–2:45PM	Structured Collaboration	Salon B
2:45–3:45PM	Session Seven: LGBTQ+ History Resources Stacie Brensilver Berman	Salon B
3:45–4:45PM	Session Eight: Asian American Pacific Islanders in Social Studies Curricula Virginia Loh-Hagan	Salon B
4:45–5:30PM	Leveraging OER Project for State Initiatives	Salon B
5:30–9:30PM	Dinner and Gift Exchange, hosted by Gibbs-Smith	<i>Patchwork, 1620 Chancellor St., Philadelphia</i>
Friday, December 2		
8:00–10:00AM	CS4 Executive Board Meeting (Board members only, please)	Room 404

College and University Faculty Assembly (CUFA)

CUFA consists of higher education faculty members, graduate students, and others who are interested in social studies educational theory and research and 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 CUFA sessions will be held at the Pennsylvania Convention Center, except where noted.

Please check the CUFA conference site for the latest updates: <https://sites.google.com/view/cufa2022/home?authuser=0>

All CUFA attendees must register for the CUFA meeting and the NCSS Annual Conference. Registration for CUFA sessions is \$50, in addition to the NCSS registration fee.

Wednesday, November 30		
8:00AM–11:55AM	CUFA Board Meeting (Board members only)	Marriott, Salon K, 5 th Floor
8:00–9:30AM	Graduate Student Forum Roundtables	
9:30–11:00AM	<i>Theory and Research in Social Education</i> Editorial Board Meeting (Board members only)	Room 103A
9:40–10:00AM	Graduate Forum Welcome & Business Meeting	Room 103B
10:00–11:00AM	“Conversations with Colleagues”	Room 103C
11:15AM–12:30PM	Opening Keynote: Dr. Camika Royal, Associate Professor of Urban Education, Loyola University Maryland	Room 103C
2:15–3:30PM	General Session 1	
3:45–5:00PM	General Session 2	
5:30–6:00PM	CUFA Awards Ceremony	Room 103C
6:00–7:15PM	Meet & Greet Reception	Room 103C
7:15–8:30PM	Small Colleges and University Faculty Forum (SCUFF) Business Meeting	Room 106
7:15–8:30PM	Scholars of Color Forum Business Meeting	Room 107B
7:15–8:30PM	MotherScholars	Room 105B
Thursday, December 1		
8:00–9:00AM	Book Session 1	
9:15–10:15AM	Book Session 2	
10:30–11:45AM	Scholars of Color Session	
1:30–2:45PM	General Session 3	
3:00–4:15PM	General Session 4	

Room 105B
8:00–9:30AM

**Table 1:
Toward Anti-Oppressive Representations in the Classroom**

Room 103C

Discussant: Chris Busey, University of Florida

Presenters:

- 1. Troubling the Narratives of Christian Released Time for Bible Education in Georgia Public Schools**
Grant Johnson, University of Georgia
- 2. “A Leftist, Godless Approach”: Parent Opposition to the MACOS Curriculum**
Anna Yonas & Stephanie van Hover, University of Virginia
- 3. High School Student Experiences from U.S. History Classes**
Kamiar Mehrabian, University of Oklahoma
- 4. Empowering “Bridge-Builders”: Personal Reflections on Social Studies Classrooms After Critical Race Theory Bill TX SB3**
Brittney Thornton-Guzman, University of Texas, Rio Grande Valley

**Table 2:
Evaluating the Utilization of Art, Technology, and Media**

Discussant: Amy Mungur, Georgia Gwinnett College

Presenters:

- 1. The 2020 Vision of Holocaust Education: Engaging with Immersive Survivor Testimony**
Ilana Weltman, University of Wisconsin - Madison
- 2. Missing “Places” in Teaching American Symbols on TeachersPayTeachers.com**
Seunghoon Han & Abigail Stebbins, The Pennsylvania State University
- 3. Social Media in K-12 Education: Humanizing Approaches to Developing Citizenship**
Jeong Yeon Park, Michigan State University
- 4. Stories Through Art: A Critical Discourse Analysis of the Exhibitions at the Asia Society**
Chenyu Li, Teachers College, Columbia University

**Table 3:
Exploring Frameworks and Methods for Critical Education**

Discussant: Andrea Hawkman, Rowan University

Presenters:

- 1. “How Much Do Templates Matter?”: Examining**

Evidence of Critical Consciousness and Dysconsciousness in Inquiry Design Models vs. Critical Inquiry Templates

Genevieve Caffrey & Mary Adu Gyamfi, University of Missouri, Columbia

- 2. Tackling the Hard Issues: A Framework for Meaningful Contentious Issues Discussion**
Melissa Stanley, The Pennsylvania State University
- 3. Preservice Teacher Workshop: Teaching Controversial Issues**
Bianca Schamberger, University of Iowa
- 4. A Theoretical-Practical Framework for Responding to Presentist Challenges in Historical Empathy**
Joseph Eisman & Timothy J. Patterson, Temple University

**Table 4:
Learning from Personal Reflections and Experiences**

Discussant: Brooke Blevins, University of Idaho

Presenters:

- 1. “Gay Male K-12 Educator: A Self Study**
Bradley Reinbolt, University of Cincinnati
- 2. Social Studies Under Scrutiny: Teachers’ Experiences in a Hostile Political Climate**
Victoria Newton & Jonathan McGovern, North Carolina State University
- 3. Pre- and In-Service Teachers’ Narratives of More Inclusive Global Learning**
Sherrie Beeson, Florida International University
- 4. Investigating Civic Identities of Young Children in Two Countries: The Case of Turkey and USA**
Betul Demiray Sandiraz, Michigan State University

**Table 5:
Teacher-Generated Mechanisms for Social Studies Education**

Discussant: Cathryn van Kessel, Texas Christian University

Presenters:

- 1. “How Expert Social Studies Educators Develop High School Students’ Civic Engagement: A Multi Case Research Study**
Taylor Hamblin, University of Nebraska, Lincoln
- 2. The Mongolian Horse in Social Studies Texts: Neglected and Culturally Misrepresented**
Alia Baker Danch, Teachers College, Columbia University
- 3. The Life Cycle of a Secondary Source: A Critical Pedagogy Informed Case Study of Veteran Teachers’**

Use of Historiography

Allyson Compton, Teachers College, Columbia University

4. Warning! Simulation as Instructional Strategy May Cause Harm: Proceed with Caution

Maggie Demarse, Michigan State University

Table 6:

Unpacking Possibilities in Schooling Spaces

Discussant: Kevin Magill, Baylor University

Presenters:

1. "Ethical Classroom Responses to Misinformation in a Misinformed World"

Elizabeth Reynolds, University of Maryland

2. Chalk Talk: Investigating How Social Studies Teacher-Coaches Connect Civic Engagement with Black Athlete Activism

Alex Chisholm, University of Georgia

3. Enacting Deconstruction: Abundant Possibilities in Troubling "Difficult" Histories

Brittany Jones & Kimberley Edmondson, Michigan State University

10:00–11:00AM

Room 103B

Book Chat - Community as Rebellion: A Syllabus for Surviving Academia as a Woman of Color

Participants: Yianella Blanco, University of California, Davis; Tianna Dowie-Chin, University of Georgia; Brittany Jones, Michigan State University; Denisha Jones, Sarah Lawrence College; Esther Kim, College of William and Mary; Noreen Naseem Rodríguez, University of Colorado Boulder; Cinthia Salinas, University of Texas, Austin; Hanadi Shatar, University of Wisconsin, La Crosse; Amanda Vickery, University of North Texas

Co-facilitators: Delandrea Hall, Georgia Southern University; Van Anh Tran, Stanford University

Room 105B

What is the Role of Faith in our Research?

Participants: Sohyun An, Kennesaw State University; Elizabeth Bellows, Appalachian State University; John Broome, Purdue University; Muna Saleh, Concordia University of Edmonton; Sarah Shear, University of Washington, Bothell

Facilitator: Mary Adu-Gyamfi, University of Missouri, Columbia

Room 106AB

Navigating the Job Market

Participants: Erin Adams, Kennesaw State University; Mark Kissling, The Pennsylvania State University; Sarah McGrew, University of Maryland; James Miles, Teachers College, Columbia

University; Matthew Missias, Grand Valley State University; Neil Shanks, Baylor University

Facilitator: Allyson Compton, Teachers College, Columbia University

General Session 1

Wednesday, 2:15–3:30PM

PAPER SESSION

Room 103A

Chair: Yubing Liu, University of Wisconsin-Madison

Discussant: Esther Kim, College of William & Mary

Critically Juxtaposing War and Migration: A Content Analysis of Southeast Asian Refugee Children's Literature

Sohyun An, Kennesaw State University

Owning Asian American Identity: Self Study by a Korean Immigrant Teacher Educator

Soo Bin Jon, St. Mary's College of Maryland

Exploration of Teachers' Teaching WWII of Asian Context in Korea, Taiwan, and Japan

Yu-Han Hung, University of Houston Downtown; Jongsung Kim, Hiroshima University; Hiromi Kawaguchi, Hiroshima University

Social Studies Teachers' Perceptions on Sustainability: A Taiwanese Case Study

Yun-Wen Chan, Texas State University

PAPER SESSION

Room 103B

Chair: Tom Lonetti, Northeast Metro ISD 916

Discussant: Christoph Stutts, Meredith College

When You Don't Know the Histories: Preservice Teachers' Experiences at Local Sites of Difficult Histories

Sara Demoigny, Auburn University; Jesús Tirado, Auburn University

Positioning Students as Experts When Preservice Social Studies Teachers Rehearse Discussions

Andrew Schiera, University of Pennsylvania Graduate School of Education; Andrew del Calvo, University of Pennsylvania Graduate School of Education

Examining Preservice Social Studies Teacher Ideology: The Impact of Experience

Kevin Magill, Baylor University

Straight to the Sources: Analyzing Elementary Preservice Teacher Planning for Inquiry

Alexa Quinn, University of Virginia

SYMPOSIUM

Room 103 C

This Bridge Called My Back: Engaging Feminisms of Color in Social Studies Education

Kristen Duncan, Clemson University; Van Anh Tran, Teachers College; Hanadi Shatar, University of Wisconsin-Lacrosse; Leilani Sabzalian, University of Oregon; Amanda Vickery, University of North Texas; Damaris Dunn, University of Georgia; Meredith McCoy, Carleton College; Tianna Dowie-Chin, University of Georgia; Melissa Rojas Williams, The University of Texas at Austin; Shakealia Finley, North Carolina State University; Muna Saleh, Concordia University of Edmonton; Tiffany Mitchell Patterson, District of Columbia Public Schools; Crystal Simmons, SUNY-Geneseo; Natasha Murray-Everett, West Virginia University; Eliana Castro, University of Vermont; Cinthia Salinas, The University of Texas at Austin; Delandrea Hall, Georgia Southern University; Brittany Jones, Michigan State University; Denisha Jones, Sarah Lawrence College; Rebecca Geller, University of Georgia; ArCasia James-Galloway, Texas A&M University

Room 104A
Breakout Space

PAPER SESSION

Room 104B

Chair: Laura Edwards, University of Northern Iowa
Discussant: Anna Falkner, University of Memphis

Teacher Censorship and the Case of Dr. Jessie Wallace Hughan

Katherine Perrotta, Mercer University

Getting Critical with Compelling Questions: Pushing Elementary Teacher Candidates' Curriculum Planning from Inquiry to Critical Inquiry

Jenni Conrad, Temple University; Jennifer Gallagher, East Carolina University

Civic Education in Informal Settings: Black Civic Associations and the Pursuit of Democracy, 1898-1954

Christine Woyschner, Temple University

Room 105A
Unconference Space

PAPER SESSION

Room 105B

Chair: Asif Wilson, University of Illinois Urbana Champaign
Discussant: Yianella Blanco, University of California Davis

The Greatest Lie(s) Ever Told: Articulating the White Supremacist Blueprint in Middle Grades Historical Fiction

Andrea Hawkman, Rowan University; Noreen Rodriguez,

University of Colorado; Sarah B. Shear, University of Washington, Bothell

A Narrative Self-Study: The Intersection of Whiteness, Anti-Racism, and the Institutionalization of Ethnic Studies in K-12 Education

Molly Siebert, University of Minnesota - Twin Cities

Advancing a Spatial Justice Vision and Framework for Social Studies Education Research

Timothy Monreal, University at Buffalo; Kristin Sinclair, Georgetown University; Kaitlin Popielarz, University of Texas, San Antonio

Can Education Save Us from Ourselves? Four Psychological Threats to Democracy

Christopher Clark, University of North Dakota; Mardi Schmeichel, University of Nebraska-Lincoln

SYMPOSIUM

Room 106

Teacher Education Research Collective (TERC): Teaching Asian American Histories Through Critical Inquiries

Tina Ellsworth, Northwest Missouri State University; Corey Sell, Metropolitan State University Denver; Kenneth Carano, Western Oregon University

Room 107A
Unconference Space

CID

Room 107B

How Can Social Studies Education Research Help to Sustain Democracy? Exploring and Addressing Persistent Civic Challenges?

Brett Levy, University at Albany; Alex Cuenca, Indiana University; Ronald Evans, San Diego State University; Anne-Lise Halvorsen, Michigan State University; Mark Kissling, Pennsylvania State University; Jane Lo, Michigan State University; Paula McAvoy, North Carolina State University; Sarah McGrew, University of Maryland

General Session 2
Wednesday, 3:45–5:00PM

CID

Room 103A

Teaching in a Backlash: What Can We Do?

Hilary Parkhouse, Virginia Commonwealth University; Gabriel Reich, Virginia Commonwealth University; Kevin Clay, Virginia Commonwealth University; Kristen Duncan, Clemson University; Tamara Sober, Virginia Commonwealth University; Chris Busey, University of Florida; Schuyler VanValkenburg, Virginia House of

Delegates; David Glass, Chesterfield County Public Schools; Scott McKeag, Chesterfield County Public Schools; Andres Celin, Youth United for Change; Rapheal Randall, Youth United for Change

CID

Room 103B

Culturally and Linguistically Relevant Social Studies with Emergent Bilingual and Multilingual Youth

Ashley Taylor Jaffee, Princeton University; Cinthia Salinas, The University of Texas at Austin; Jennifer Bondy, Arizona State University; Yianella Blanco, University of California Davis; Matthew Deroo, University of Miami; Yeji Kim, Teachers College, Columbia University; Steven Montemayor, Northwest Vista College; Brian Tauzel, University of Washington; Jesús Tirado, Auburn University; Melissa Rojas Williams, The University of Texas at Austin; Paul Yoder, Eastern Mennonite University

SYMPOSIUM

Room 103C

Learning to Facilitate Discourse: Early Career Teachers' Role Identity Negotiations in Social Studies Discussions

Lightning Jay, Binghamton University; Timothy Patterson, University of Pennsylvania; Joseph Eisman, Temple University; Andrew del Calvo, University of Pennsylvania; Wendy Chan, University of Pennsylvania; Avi Kaplan, University of Pennsylvania; Abby Reisman, University of Pennsylvania; Abigail Dym, University of Pennsylvania; Andrew Schiera, University of Pennsylvania

PAPER SESSION

Room 104A

Chair: Jenni Conrad, Temple University

Discussant: Rebecca C. Christ, Florida International University

Collaborative Peer Coaching Toward Critical Elementary Social Studies

Katherina Payne, The University of Texas at Austin; Erin Green, The University of Texas at Austin

REwriting the Past to Open Up New Futures: David Graeber and Social Studies Curriculum

Peter Nelson, Southern Illinois University

"History is a Gallery of Pictures": Art Museums and Preservice Teachers' Social Studies Pedagogy

Michael Joseph, The University of Texas at Austin; Joanna Batt, The University of Texas at Austin; Justin Kruger, Delta State University

PAPER SESSION

Room 104B

Chair: Sara Demoiny, Auburn University

Discussant: Chris Martell, University of Massachusetts Boston

Not Just (WWII) Nazis: Elementary Preservice Teachers, CRML, and Anti-Semitism in the U.S.

Sarah B. Shear, University of Washington Bothell; Andrea Hawkman, Rowan University

Mindsets and Moves: Learning from Justice-Oriented Elementary Social Studies Teacher Educators

Abigail Stebbins, Pennsylvania State University; Natasha Murray-Everett, West Virginia University; Stephanie Schroeder, Pennsylvania State University

Responsibility to Act: How Elementary Teachers Adapt Experiences for Social Issues

Oluseyi Matthew Odebiyi, Arizona State University

Unconference Space

Room 105A

PAPER SESSION

Room 105B

Chair: Jennifer Gallagher, East Carolina University

Discussant: Tom Lucey, Illinois State University

Critical Economic Literacy Education: A Site for Teachers' Political Resistance and Anti-Oppressive Practice

Agata Soroko, University of California

Evaporative Economics: Metaphor and the Restorying of Trickle Down Economics

Cory Wright-Maley, St. Mary's University; Delandrea Hall, Georgia Southern University

K-12 "Third sector" Microeconomics Curriculum for Black and Racialized Communities of Color: A Case Study of Oral History Narratives of the Livelihood of Black Social Economics (BSE)

Karynecia Conner, Baylor University; Neil Shanks, Baylor University

America Runs on Debt: Locating Indebted Citizenship in Social and Financial Education

Erin C. Adams, Kennesaw State University

PAPER SESSION

Room 106

Chair: Alexander Butler, Florida International University

Discussant: Kristin Sinclair, Georgetown University

The Potential of Trade Books to Teach Identity, Diversity, Intersectionality, and Justice to Young Children

Alyssa Whitford, Hope College; Melanie McCormick, Michigan State University; Anne-Lise Halvorsen, Michigan State University

**Moving Beyond “Half-Truths and Half-Stories”:
Preservice Teachers Explore a Justice-Oriented History of
Multicultural America**

Linda Doornbos, Oakland University; Erin Piedmont, University of North Alabama

Cynthia’s Story: Surviving Power, Racism and Education

Elizabeth Kenyon, Kent State University

A Parent Crit on Curriculum of American Exceptionalism

Sohyun An, Kennesaw State University

Room 107A
Unconference Space

PAPER SESSION

Room 107B

Chair: Casey Holmes, Drake University

Discussant: Victoria D. Smith, Baylor University/University of Alabama

**Towards a More Hopeful Future Through Critical
Citizenship Education**

Casey Holmes, Drake University

**A Situated Lens to Designing Assessments of Citizenship
Competency**

Paula Waatainen, University of Calgary and Vancouver Island University

“For a Good Purpose?”: Teaching Citizenship in the Wake

Marcus Johnson, Texas State University; Daniel Thomas, University of Kansas

**The Wilmington Coup and Master Narrative: Exposing
Anti-Citizenship Among the Progressive Ideal**

Christoph Stutts, Meredith College

Thursday, 8:00–9:00AM

BOOK SESSION 1

Room 103A

**Teaching Difficult Histories in Difficult Times: Stories of
Practice**

Lauren McArthur Harris, Arizona State University; Maia Sheppard, University of Iowa; Sara Levy, Ithaca College; Mary Adu-Gyamfi, University of Missouri-Columbia; Kelly Allen, Augusta University; Cathy Atria, University of Florida; Christina Aulino, University of Florida; Taylor Collins, Framingham Public Schools; Colleen Fitzpatrick, University of Toledo; Jennifer Hauver, Trinity Washington University; Mary Johnson, Stockton University; Doran Katz, Middlebury College; LaGarrett King, University at Buffalo; Jordan Marlowe, Alachua County School District; Christopher

Martell, University of Massachusetts Boston; Kevin Meuwissen, University of Rochester; James Miles, Teachers College, Columbia University; Rebecca Rosen, University of Rochester; Gregory Simmons, University at Buffalo; Rosie Thind, Nanaimo-Ladysmith Public Schools; Stephanie van Hover, University of Virginia; Elizabeth Washington, University of Florida

Room 103B

Critical Race Theory & Social Studies Futures

Amanda Vickery, University of North Texas; Noreen Rodriguez, University of Colorado Boulder; Chris Busey, University of Florida; Tadashi Dozono, California State University Channel Islands; Anna Falkner, University of Memphis; Delandrea Hall, Georgia Southern University; ArCasia James-Galloway, Texas A&M University; Denisha Jones, Sarah Lawrence College; Esther Kim, College of William & Mary; Meredith McCoy, Carleton College; Timothy Monreal, University of Buffalo; Natasha Murray-Everett, West Virginia University; Ryan Oto, Brooklyn Center Community Schools; Tiffany Mitchell Patterson, District of Columbia Public Schools; Leilani Sabzalian, University of Oregon; Neil Shanks, Baylor University; Hanadi Shatarra, University of Wisconsin-LaCrosse; Sarah B. Shear, University of Washington-Bothell; Jesús Tirado, Auburn University; Ramon Vasquez, University of Minnesota-Twin Cities; Christina Shiao-Mei Villarreal, Harvard University; Jon Wargo, Boston College

Thursday, 9:15–10:15AM

BOOK SESSION 2

Room 103A

Teaching History for Justice

Christopher Martell, University of Massachusetts Boston; Kaylene Stevens, Boston University

Room 103B

**Be(com)ing Stranger: Towards a Posthuman Social
Studies**

Bretton Varga, California State University, Chico; Timothy Monreal, University of Buffalo; Rebecca C. Christ, Florida International University; Mark Helmsing, George Mason University; Janice Kroeger, Kent State University; Christine Widrig, Kent State University; Sandra Schmidt, Columbia University; Avner Segall, Michigan State University; Fernando Guzman-Simon, Universidad de Sevilla; Alejandra Pacheco-Costa, Universidad de Sevilla; Jayne Osgood, Middlesex University; Suzanne Axelsson, Stockholm University; Alexandra Page, Florida International University; Morgan Tate, University of Georgia; Amelia Wheeler, University of Georgia; Jelena Aleksic, Independent Researcher; Erin C. Adams, Kennesaw State University; Sarah B. Shear, University of Washington-Bothell; Jesús Tirado, Auburn University; Cathryn van Kessel, University of Alberta; Muna Saleh, Concordia University Edmonton; Peter Nelson, Southern Illinois University; Alexander Butler, Florida International University; Eric Estes, Columbia University

Thursday, 10:30–11:45AM
Scholars of Color Session

PAPER SESSION

Room 103A

Chair: Rebecca Geller, University of Georgia
Discussant: Kelly Allen, Augusta University

Solidarity in Education: Learning from Examples of Black, Indigenous, and Palestinian Solidarity

Hanadi Shatara, University of Wisconsin La Crosse; Muna Saleh, Concordia University of Edmonton

“They Need to Be Free Sometimes”: Mattering, Joy, and Dreaming in the Social Studies Classroom

Annaly Babb-Guerra, New York University

A Cultural Memory of Curricular Violence: Re-examining Slavery Simulations in the Classroom

Anthony Brown, The University of Texas at Austin; Joanna Batt, The University of Texas at Austin; Keffrelyn Brown, The University of Texas at Austin; Daina Ramey Berry, The University of Texas at Austin

PAPER SESSION

Room 103B

Chair: Noreen Rodríguez, University of Colorado Boulder
Discussant: Timothy Monreal, University of Buffalo

Testimonio as Pedagogy of Disruption: Central American Teachers’ Engagement with Youth Testimonios About American Empire

Yianella Blanco, University of California, Davis

Crossing Cultural Borders and Expectations of Schooling: Learning From Immigrant Families

Mary Adu-Gyamfi, University of Missouri-Columbia; Antonio Castro, University of Missouri-Columbia

Mobilizing Teacher Identity: Autoethnography of An Other

Karen Perez, Johnson Junior High School; Josh Montgomery, University of Wyoming

Beyond In/visibility: An Analysis of K-12 Ethnic Studies Policies

Jasmin Patron-Vargas, Michigan State University

PAPER SESSION

Room 103C

Chair: Oluseyi Matthew Odebiyi, Arizona State University
Discussant: Daniel Thomas, University of Kansas

“We’re Not Talking About Bad Men Doing Bad Things”: Teaching Racial Literacy in a Social Studies Classroom

Kristen Duncan, Clemson University

“I Would Tell Ruby Bridges to Stand by Justice:” Racial Literacy in the Early Grades

Anna Falkner, University of Memphis

Putting Difficult History into Practice: The Pedagogical Reasoning of Social Studies Preservice Teachers in Urban Contexts

Matthew Baker, The University of Texas at Austin; Michael Joseph, The University of Texas at Austin; William Bae, The University of Texas at Austin

CID

Room 104A

What’s Next? Examining Asian and Asian American Representation in Social Studies Education

Ritu Radhakrishnan, SUNY Oswego

CID

Room 104B

“We’re Finally Making our Curriculum more Inclusive of LGBTQ Voices! Great, Now How Do We Do That?”

J.B. Mayo, University of Minnesota; Tom Lonetti, Northeast Metro ISD 916

Room 105A
Unconference Space

Room 105B
Breakout Space

CID

Room 106

A Much Needed Dialogue: Two Black Social Educators’ Sense-Making of Their Identities and Roles in Critical Times

Carla-Ann Brown, University of Florida P.K. Yonge Developmental Research School; Rasheeda West, University of Florida Literacy Institute

Room 107A
Unconference Space

PAPER SESSION

Room 107B

Chair: Ryan Crowley, University of Kentucky
Discussant: Tiffany Mitchell Patterson, DC Public Schools

Exploring Hesitancy: Anti-Blackness, Affective Politics, and Experiential Knowledges

Tianna Dowie-Chin, University of Georgia; James Garrett, University of Georgia

Black Teachers in White Spaces: Rupturing Reproductions of Anti-Blackness in Preservice Social Studies Education

Asif Wilson, University of Illinois Urbana Champaign; Rachel McMillian, University of Illinois Urbana Champaign

Community-Based Black History Education – A Review of the Literature

Derek Behnke, University of Wisconsin-Madison

Developing Racial Pedagogical Content Knowledge Among Social Studies Teachers

Chantelle Grace, Florida State University

General Session 3
Thursday, 1:30–2:45PM

CID

Room 103A

Out of Sight, Out of Min[e]d? Excavating Geologies of Knowledge in Social Studies Education

Bretton Varga, California State University-Chico; Erin C. Adams, Kennesaw State University

PAPER SESSION

Room 103B

Chair: Muffet Trout, University of St. Thomas
Discussant: Sarah B. Shear, University of Washington Bothell

Responsibility to Whose Knowledges? Teachers' Epistemic Communities of Practices with Indigenous History and Sovereignty Curriculum

Jenni Conrad, Temple University

Quantum Entanglement, Indigenous Temporalities, and the Teaching of Once and Future Histories

Cory Wright-Maley, St. Mary's University

Centering Indigenous Experience to Discern and Disrupt Whiteness in Elementary Social Studies

Linda Doornbos, Oakland University

Facilitating Controversial Issues Discussion in Elementary School About Using Indigenous Sports Mascots

Ryan Hughes, University of North Carolina at Greensboro; Wayne Journell, University of North Carolina at Greensboro

STORY CIRCLE

Room 103C

The Stories of CUFA Motherscholars: A Collection of Full Professor Oral Histories

Aubrey Brammar Southall, Aurora University; Brooke Blevins, Baylor University; Annie Whitlock, Grand Valley State University; Jennifer Gallagher, East Carolina University; Lauren Colley, University of Cincinnati; Lauren Yarnell Bradshaw, University of North Georgia; Chara Haeussler Bohan, Georgia State University

CID

Room 104A

Responding to the Conflict Campaign ("Anti-CRT" Movement)

Judy Pace, University of San Francisco; Sohyun An, Kennesaw State University; James Fabionar, University of San Diego; Charley Brooks, University of California Santa Cruz; James Garrett, University of Georgia; Mardi Schmeichel, University of Nebraska-Lincoln; Christopher Clark, University of North Dakota

PAPER SESSION

Room 104B

Chair: Melissa Rojas Williams, University of Texas at Austin
Discussant: Ashley Taylor Jaffee, Princeton University

Reviewing the Landscape and Imagining the Future of Early Childhood Social Studies

Anna Falkner, University of Memphis; Noreen Rodríguez, University of Colorado-Boulder; Amy Updegraff, Iowa State University

Centering Criticality Through the Seminar Planning Process: A Conceptual Reimagining

Emily Wight, University of Wisconsin-Madison

Social Studies Teacher Identity: Integrating Diverse Meanings in the Literature

Timothy Patterson, Temple University; Ishwar Bridgelal, Temple University; Avi Kaplan, Temple University

Room 105A
Unconference Space

PAPER SESSION

Room 105B

Chair: Patrick Keegan, Purdue University Northwest
Discussant: Katherine Perrotta, Mercer University

What Kind of Affective Citizen?: A Content Analysis of Social Emotional Learning Standards in 17 U.S. States

Patrick Keegan, Purdue University Northwest

Gatekeeping Difficult Histories: Secondary Social Studies Teachers' Interactions of Emotion with Pedagogical Reasoning

Rebecca Rosen, University of Rochester

If They Don't Feel it, They Won't Learn It: Early Career Social Studies Educators Plan for Emotional Engagement

Michelle Reidel, Georgia Southern University; Cinthia Salinas, The University of Texas at Austin

Room 106
Breakout Space

Room 107A
Unconference Space

PAPER SESSION

Room 107B

Chair: Anna Yonas, University of Virginia
Discussant: Maia Sheppard, University of Iowa

Informed but Unengaged: A Quantitative Analysis of Teacher Ideology and Multicultural Picture Book Selection

Ryan Knowles, Utah State University; Joe Cochran, Utah State University; Rachel Turner, Utah State University

Measuring Social Studies Teacher Self-Efficacy: Development of a Valid, Reliable, and Fair Social Studies Self-Efficacy Scale

Leona Calkins, University of Nevada, Las Vegas; Peter Wiens, University of Nevada, Las Vegas

Inquiry and Core Teaching Practices: A Content Analysis of Inquiry Design Models

Kristy Brugar, University of Oklahoma; Alex Cuenca, Indiana University; Kathryn L. Roberts, Wayne State University

General Session 4
Thursday, 3:00-4:15PM

PAPER SESSION

Room 103A

Chair: Ian McGregor, University of Connecticut
Discussant: Wayne Journell, University of North Carolina at Greensboro

Prioritizing and Practicing Empathic Listening in Civic Education: The Impact of Teacher Education Pedagogy on Novice Social Studies Teachers

Hilary Conklin, DePaul University; Molly Andolina, DePaul University

Uncovering the Essence of Youth Act: A Critical Gaze into an Action Civics Curriculum

Brooke Blevins, University of Idaho; Nate Scholten, Baylor University; Kevin Magill, Baylor University; Michelle Bauml, Baylor University; Victoria Davis, Baylor University; Karon LeCompte, Baylor University

"Always Making Sure I'm Safe." Your Activists for Intersectional Justice and Their School and Community Supports

Stephanie Serriere, Indiana University- Purdue University Columbus (IUPUC)

Civic Education and the Pedagogy of Sports Films

Donald McClure, St. John's University; Anne-Lise Halvorsen, Michigan State University

CID

Room 103B

Revisioning Race, Disability, and Vulnerability in the Classroom: A Collaborative Curriculum

Ansley Erickson, Teachers College, Columbia University; Maria Guarino, Educator; Judy DeRosier, Teachers College, Columbia University; Francine Almash, Graduate Center, City University of New York; Matt Kautz, Teachers College, Columbia University

PAPER SESSION

Room 103C

Chair: Cathy Brant, Rowan University
Discussant: Andrea Hawkman, Rowan University

"It's Not Just Pride Flags, Pronoun Pins, and Picturebooks. It is Personal": Exploring How Educational Policy Shapes the Teaching of LGBTQ+-Inclusive Social Studies for LGBTQ+ Educators

Jon Wargo, Boston College

LGBTQ+ Content Policies in Review: Toward a Critical History and Pedagogy Approach

Eric Estes, Teachers College, Columbia University; Sandra Schmidt, Teachers College, Columbia University

"I Probably Need to do a Better Job": LGBTQ Inclusion in Social Studies Teacher Education

Cathy Brant, Rowan University; Lara Willox, Millersville University

"We Will Say 'Gay'": Queer Teacher and Teacher Educator Perspectives on the Benefits of a More Inclusive Social Studies Education

William Toledo, University of Nevada, Reno; Bridget Maher, University of Michigan

Unpacking Teacher Identity to Queer Elementary Curriculum

Scott Sundstrom, University of Minnesota

CID

Room 104A

From Catherine Flon to Edwidge Danticat: Revolution Narratives through Emancipatory Art

Eleni Duret, Warner School of Education

PAPER SESSION

Room 104B

Chair: Peter Nelson, Southern Illinois University
Discussant: Hilary Parkhouse, Virginia Commonwealth University

Assessing Minnesota Social Studies Standards for Justice Orientation

Daniel Bordwell, Anoka-Hennepin ISD/Augsburg University

“They Let Us Take Charge:” Youth Organizing and Critical Civic Action for Police-Free Schools in Washington, D.C.

Kristin Sinclair, Georgetown University; Courtney Douglass, University of Maryland, College Park; Patrice Greene, University of Maryland, College Park

A Continuum of Scales and Culturally Sustaining Resistances in San Francisco + Minneapolis

Kyle Chong, Michigan State University; Bri Markoff, Michigan State University

The State of Social Studies: How Teachers are Mitigating Conflicting Ideologies in Kentucky Classrooms

Bonnie Lewis, University of Kentucky

Room 105A

Unconference Space

PAPER SESSION

Room 105B

Chair: Stephanie van Hover, University of Virginia
Discussant: Christopher Clark, University of North Dakota

“I Was in the Room Where It Happens”: Social Studies State Standards Committees and Educator Agency

Lauren McArthur Harris, Arizona State University; Christopher Martell, University of Massachusetts Boston; Jennifer Chalmers-Curren, Boston University; J’Shon Lee, Arizona State University

Creating Space for Transformational Community Engagement: Examining Locally Focused Curriculum, Partnerships, and Praxis

Kevin Magill, Baylor University; Victoria D. Smith, The University of Alabama

They Know It, but Can We See It?: A Case Study of Classroom-Based Assessment

Colleen Fitzpatrick, University of Toledo; Stephanie van Hover, University of Virginia; Vonna Hemmler, University of Virginia; Michael Gurlea, University of Virginia

SYMPOSIUM

Room 106

Addressing Epistemic Crisis: Media Education and Civic Education in Context

Jeremy Stoddard, University of Wisconsin - Madison; Derek Behnke, University of Wisconsin - Madison; Jais Brohinsky, University of Wisconsin - Madison; Shane Tutweiler, University of Rhode Island; Jason Chen, College of William & Mary; Paul Fitchett, Auburn University; Brett Levy, State University of New York - Albany; Sarah McGrew, University of Maryland; Elisabeth Reynolds, University of Maryland; Jane Lo, Michigan State University

Room 107A

Unconference Space

PAPER SESSION

Room 107B

Chair: Rachel Turner, Utah State University
Discussant: Elizabeth Washington, University of Florida

Guilt, Complicity, and Collective Responsibility in the History Classroom

James Miles, Teachers College, Columbia University

Qualitative Ethnography and Epistemic Network Analysis in the Social Studies: A Case Study of a Made-for-School History-Oriented Videogame

Taylor Kessner, The University of Texas at Arlington

Mind the Gap: Women’s History Scholarship and Representation of Women in Stanford History Education Group’s Reading Like a Historian Educative Curriculum

Sara Evers, Virginia Polytechnic Institute and State University; Suzanne Shelburne, Virginia Polytechnic Institute and State University; David Hicks, Virginia Polytechnic Institute and State University

Looking Back to the Future: Young Adults Recall and Re-Envision High School History Class

Joanna Batt, The University of Texas at Austin

General Session 5 Thursday, 4:30–5:45PM

CID

Room 103A

Kicking and Screaming: Facing the Challenges of Taking Social Studies Methods Online

Michelle Reidel, Georgia Southern University; Ariel Cornett, Georgia Southern University; Delandrea Hall, Georgia Southern University; Erin Piedmont, Georgia Southern University; Elizabeth Barrow, Georgia Southern University

CID

Room 103B

Graphic Novels and Disciplinary Literacy in the 21st Century Social Studies Classroom

Caroline Sheffield, University of Louisville; Kenneth Carano, Western Oregon University; Jeremiah Clabough, University of Alabama at Birmingham

CID

Room 103C

Teaching Elementary Social Studies for a Better World

Katy Swalwell, Equity Literacy Institute; Elizabeth Bellows, Appalachian State University; Lisa Buchanan, Elon University; Anna Falkner, University of Memphis; Daniel Krutka, University of North Texas; Corey Sell, Metropolitan State University; Christina Tschida, Appalachian State University; Amanda Vickery, University of North Texas

PAPER SESSION

Room 104A

Chair: Meredith Katz, Jewish Theological Seminary
Discussant: Benjamin Wellenreiter, Illinois State University

Left, Right, & Center: Is It Possible to Teach a Changemaker Curriculum in a Non-partisan Way?

Chaebong Nam, Harvard University; Lisa Shen, Harvard University; Ariana Zeltin, Harvard University

“Fringing on Political”: Teaching for Civic Engagement through Human Rights Education

Ian McGregor, University of Connecticut

Teacher Disclosure, Social Justice, and the Political Classroom

Jenni Conrad, Temple University; Andrew Schiera, University of Pennsylvania; Abigail Dym, University of Pennsylvania

Challenging the Civic Empowerment Gap: Stories of Youth Community Work

Andrew Hostetler, Vanderbilt University; Rebecca Peterson, Vanderbilt University

PAPER SESSION

Room 105B

SCUFF Roundtables

Table 1: Clinical/Field Placements: Who, When, Where Discussant: Timothy Lintner, University of South Carolina Aiken

Presenters: John Shekitka, Manhattanville College; Patricia Boatwright, Francis Marion University

Table 2: Creating Collaborative Connections, in our Institutions, Across Institutions and Among SCUFF Members

Discussant: Jennifer Hauver, Trinity Washington University
Presenters: Jim Daly, Seton Hall University; Kurt Johnson, Brigham Young University–Hawaii; George Lipscomb, Furman University

Table 3: An Examination of Alternative Programs, Residency Programs, Short Term Licenses and Pathways Attempting to Address the Teacher Shortage

Discussant: Kristi Stricker, National Louis University
Presenters: Lara Willox, Millersville University; Margaret Gillikin, Winthrop University
Chair: Taylor Kessner, University of Texas at Arlington
Discussant: Amber Godwin, Sam Houston State University

‘Divisive Issues’ Legislation: Teacher Perceptions of Curricular Autonomy as Related to Practice

Sarah Kaka, Ohio Wesleyan University; Joshua Littenberg-Tobias, Massachusetts Institute of Technology; Taylor Kessner, The University of Texas at Arlington; Anthony Francis, Oakland University; Katrina Kennett, University of Montana Western

Experiences from the Field: Black History Instruction as Racial Literacy Development

Brianne Pitts, Western Michigan University; Gregory Simmons, University of Buffalo; Mary Adu-Gyamfi, University of Missouri; Daniel Tulino, Stockton University

Learning to Conduct Controversial Issue Discussions Through Mixed-Reality Simulations

Rebecca Geller, University of Georgia; Jamie Gravell, California State University - Stanislaus; Amy Richardson, Southern Methodist University; Stacy Ann Strang, Southern Methodist University

Teacher as Civic Gate Opener

Rachel Talbert, Teachers College, Columbia University

Room 105A
Unconference Space

PAPER SESSION

Room 106

Chair: Dean Vesperman, University of Wisconsin River Falls

Discussant: Matthew Missias, Grand Valley State University

Closing Down Classroom Conversations: Why Conspiracy Theories and the Age of Misinformation Necessitates the Interruption of Classroom Discussion

Judy Pace, University of San Francisco; Jeremy Hayward, UCL Institute of Education; Lee Jerome, Middlesex University; Crystena Parker-Shandal, Renison University College, University of Waterloo; James Garrett, University of Georgia

Experiencing Productive and Unproductive Anxieties in Classroom Discussion: A Study of Deliberation and Debate

Paula McAvoy, North Carolina State University; Gregory McAvoy, UNC Greensboro; Arine Lowery, North Carolina State University; Nada Wafa, North Carolina State University

Complications of the Righteous: Activist Teaching and the New Teacher

Brian Gibbs, The University of North Carolina at Chapel Hill

Room 107A
Unconference Space

PAPER SESSION

Room 106

Chair: Kristen Duncan, Clemson University

Discussant: Joanna Batt, The University of Texas at Austin

Stuck in the Middle: Social Studies Education and the Cultural Pedagogy of Medievalism Across Mediated Spaces

Mark Helmsing, George Mason University

They Were Here: Promoting Historical Empathy with Student Documentary Film Research About a Historical Black Cemetery in the Southeast

Katherine Perrotta, Mercer University

Igniting the Desire to Belong to the Earth: Teaching Relationships, Reception, and Reciprocity for Earthen Social Studies

Muffet Trout, University of St. Thomas

"This is How a Synth Learns to Love": Africanfutures as Social Studies Text

Sandra Schmidt, Teachers College, Columbia University

Room 107B

It's Been Here/Home All Along: Integrating Local Stories of Struggle into Civics Discourses

Asif Wilson, University of Illinois-Champaign; ArCasia James-Gallaway, Texas A&M University; Sabryna Groves, Texas A&M University



FACING HISTORY & OURSELVES

JOIN US FOR THESE SESSIONS

Featured Keynote with Dr. Hasan Kwame Jeffries

Friday, December 2
11:20 AM - 12:20 PM
Conv Ctr Ballroom A

A New Approach to U.S. History: The Reconstruction Era and the Fragility of Democracy

Saturday, December 3
11:10 AM-12:10 PM
Conv Ctr 201A
Presenter: Rachel Johnson

A Roundtable Discussion on Holocaust Education

Saturday, December 3
11:10 AM-12:10 PM
Marriott Room 411/412

Moderator: Franklin Stebbins, Senior Program Associate, Facing History

Guests: Dr. Miriam Klein Kassenoff, Director of Holocaust Education, Miami-Dade Public Schools

Gene Wood, Bayonne Public Schools and NJ Commission on Holocaust Education

Juan Castellanos, Associate Program Director, Facing History New York

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National Social Studies Supervisors Association (NSSSA)

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.

NSSSA members who are registered with NCSS are asked to please check in with NSSSA on Thursday. NCSS attendees who are not members of NSSSA may join NSSSA and attend the members-only events by paying the NSSSA membership and registration fees on the day of the conference. Registration for NSSSA sessions is \$40 for NSSSA members, \$90 for non-members, in addition to the NCSS registration fee. All NSSSA sessions will be held at the Philadelphia Marriott, except where noted.

Wednesday, November 30		
3:00–10:00PM	NSSSA Board Meeting (Board members only, please)	Salon K
Thursday, December 1		
7:30AM–7:00PM	NSSSA Registration	Franklin Hall Prefunction Area
8:00–9:15AM	Breakfast (NSSSA members only, please)	Franklin 10/11/12
9:30–10:30AM	Breakout Session I	
10:45–11:45AM	Breakout Session II	
12:00–1:30PM	Lunch (NSSSA members only, please)	Franklin 10/11/12
1:45–2:15PM	Breakout Session III	
2:30–3:00PM	Breakout Session IV	
3:15–4:15PM	Breakout Session V	
TBD	Reception	TBD
TBD	NSSSA Board Meeting (Board members only, please)	Room 406

9:30AM–10:30AM

General

Marriott 401/402/403

Collaboration is Key: A Coalition and a DOE Working Together and Improving Social Studies Education

Learn how a coalition of districts and charter schools work with their state's Department of Education to develop curriculum and assessments, provide professional learning opportunities, and meet legislative mandates.

Darren Guido, Caesar Rodney School District, Camden Wyoming, DE; Michael Feldman, Delaware Department of Education, Dover, DE; Holly Golder, Red Clay School District, Wilmington, DE

General

Marriott 411/412

Using Complex Picture Books to Implement Student-Led Discourse

In order for students to be engaged citizens they must have opportunities to connect content to contemporary life. At a time when issues can be polarizing, social studies supervisors

must support teachers with methods that allow discussions to originate organically and develop without fear of alienating student perspective and voice.

Demetrios (Jim) Mendonis, East Meadow School District, Westbury, NY; Sarah Cordova, Literacy Matters / Literacy Consulting, Port Jefferson Station, NY

General

Marriott Franklin 5 (4th Floor)

Facilitated Discussion: Supporting Teachers in History Wars II

As states issue gag-orders, politicians debate the truths of history, and implement practices that represent overreach of power, our work supporting classroom teachers becomes more complicated. Join this session to discuss where we are, where we want to be, and how we're supporting teachers to get there.

Heather Nice, Ph.D. candidate, University of Alaska Fairbanks

Marriott Franklin 9 (4th Floor)

Lessons Learned Together: Leveraging Research Practice Partnerships to Scale Best Practices

The joint team of Tufts University, Oklahoma City Public

School, and Generation Citizen walk participants through their 4-year collaboration to effect a system-wide shift towards inquiry-based learning in social studies. In an effort to advance middle-level disciplinary literacy, through a Research-Practice-Partnership, and share lessons learned.

Peter Brown, Oklahoma City Public Schools, Oklahoma City, OK; Kei Kawashima-Ginsberg, CIRCLE, Tisch College, Tufts University, Medford MA; Destiny Warrior, Generation Citizen, Oklahoma City, OK

Marriott Franklin 8 (4th Floor)

Proceeding with Caution and Care: Examining Classroom Simulations Through the Lens of Educational Equity

Participants will investigate classroom simulations, focusing on the challenges and dangers that surround their use. Presenters will provide administrators and supervisors strategies for identifying harmful simulations and how to coach teachers away from using them and move toward more culturally responsive, culturally sensitive, and more equitable and inclusive classroom activities.

Karen Burgard, Michael Boucher, Texas A&M University, San Antonio, TX; Tina Ellsworth, Northwest Missouri State University, Maryville, MO

9:30–11:45AM

General

Marriott 414/415

Building Teacher Capacity for Facilitating Civic Discourse in the Social Studies Classroom

Discover the latest research on civic discourse in the social studies classroom. Learn how to help teachers bridge the gap between the discussions they envision happening in their classrooms and what they're currently capable of enacting. Leave with a collection of resources for increasing student opportunities for productive discourse.

Angela Hardy, Digital Promise, San Mateo, CA; Emi Iwatani, Digital Promise, San Mateo, CA; Rachel Phillips, RSP Research, Inc., Cardiff by the Sea, CA; Abby Reisman, University of Pennsylvania, Philadelphia, PA

10:45–11:45AM

Secondary

Marriott Franklin 8 (4th Floor)

Research and Reality: A Practical Approach to Acceleration in Social Studies

Explore one district's journey to define and implement a K-12 Acceleration Model that focuses efforts on four areas which research shows improve achievement: Teacher-Student Relationships, Teacher Clarity, Scaffolds, and Feedback. Built from John Hattie's Visible Learning & Danielson's Framework for Teaching, our model connects the dots between educator best practices.

Kate Long-Swan, Washington County Public Schools, Hagerstown, MD; Scott Buhrman, Washington County Public Schools, Hagerstown, MD

Secondary

Marriott Franklin 5 (4th Floor)

From Aspirational to Operational: A Framework for Building Equitable and Inclusive Narratives Throughout a Secondary Social Studies Curriculum

How can we empower teachers with equitable and inclusive narratives in every social studies course? A strategic focus on the concepts of identity, representation, and agency in curriculum and instructional decisions will enable accurate and sensitive classroom conversations. Leave with materials you can use tomorrow!

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

Secondary

Marriott 401/402/403

Contemporary Antisemitism: Understanding and Identifying Hate

Confront the hate and prejudice of Jews historically and today by increasing awareness of antisemitism, an ever present form of hate. Learn about the different forms contemporary antisemitism takes to understand how to identify and address it within your community by exploring modern day case studies.

Andrea Struve, JFCS Holocaust Center, San Francisco CA

General

Marriott Franklin 9 (4th Floor)

Using Administrator Academies to Accelerate Systemic Change with the Educating for American Democracy (EAD) Roadmap

The EAD Roadmap provides a framework for vertically-aligned K-12 history and civics. Learn how the Illinois Civics Hub used the EAD Roadmap to support the implementation of revised state standards and civics requirements with professional development designed for administrators and teacher leaders with some case examples.

Mary Ellen Daneels, Illinois Civics Hub at the DuPage Regional Office of Education, Wheaton, IL; Kei Kawashima-Ginsberg, Center for Information and Research on Civic Learning and Engagement, Medford, MA

General

Marriott 411/412

Literacy Skills and Social Studies Skills are NOT Mutually Exclusive

Literacy skills are often seen as something altogether different from the Social Science skills and an addition to classroom instruction. The integration and incorporation of literacy skills and the application of social science skills is not only possible it is vital for building student agency and academic independence.

Nathan McAlister, Kansas State Department of Education, Topeka, KS

1:45PM–2:15PM

General

Marriott 414/415

Political Parties in Peril: How Elections Have Exposed Weaknesses in the American Political System

The current “fracture” in American politics is not a new phenomenon. This session will highlight both a complex history of combative politics and suggest visual literacy strategies for active learning.

Ron Nash, Retro Report, New York, NY; David Olson, Retro Report, New York, NY

General

Marriott Franklin 5 (4th Floor)

The Discover Develop Deploy Professional Learning Series: Programs that Build Capacity

During NSSSA 2021 we discovered our why. This year we challenge participants to move beyond the “warm and fuzzy stuff”, the why, to develop the strategies and activities that make up an organization’s programs, the very heart of any professional learning initiative. Our strategy of focus is Professional Book Clubs.

Montra Rogers, Social Studies School Service, Houston, TX; Aaron Willis, Social Studies School Service, Culver City, CA; Jamie Filipow, Social Studies School Service, Houston, TX

Secondary

Marriott 401/402/403

Fostering Community, Understanding, and Growth Through Civil Dialogue

Explore meaningful methods for creating, building, and fostering civil dialogue techniques with your students to increase content understanding, promote social-emotional learning, and maintain community among your students.

Sarah Harris, National Constitution Center, Philadelphia, PA

Secondary

Marriott 411/412

Teaching the U.S. Constitution

This presentation will highlight the National Constitution Center’s educational framework for teaching the US Constitution, based on non-partisan practices and materials. Learn how to teach about key constitutional principles with tested resources, pedagogical best practices, and content support by tapping into the Center’s new Constitution 101 curriculum.

Kerry Sautner, National Constitution Center, Philadelphia, PA

Middle School

Franklin 8

Can Historical Thinking Be Assessed on a Statewide Summative Assessment?

Maryland schools are faced with a challenge: assess all 8th graders using a test item with “criterion-referenced, performance-based tasks that require students to utilize critical thinking skills and analyze primary sources.” Can historical thinking be measured? Explore the process, research, and sample items and student responses.

Bruce Lesh, Carroll County Public Schools, Westminster, MD

1:45PM–4:00PM

Elementary

Marriott Franklin 9 (4th Floor)

Putting Social Studies in the Driver’s Seat: Developing Integrated Curriculum for Elementary

Learn about Topeka Public School’s journey to creating a curriculum that integrates Social Studies with English Language Arts for Pre-K - 5 grade students.

This ongoing process has been driven by inquiry-based learning and ensuring all learners were represented in the curriculum.

Robin Dixon, USD 501, Topeka, KS; Leslie Nelson, USD 501, Topeka, KS

2:30PM–3:00PM

Secondary

Marriott 401/402/403

Teaching and Learning for Educating for American Democracy

In this session, we will introduce our iCivics EAD Pilot program. This program creates a Community of Practice with several districts to localize and implement teacher-constructed, project-embedded, literacy-rich curriculum. This will focus on how leaders can support primary source driven, sustained inquiry and EAD in the classroom.

Christina Ross, iCivics, Baltimore, MD; Sarah Dewitt, iCivics, Oklahoma City, OK; Angela Clay, iCivics, Louisville, KY

General

Marriott 414/415

Putting a Premium on Primary Sources and Religious Literacy

Explore the impact analyzing primary sources and developing religious literacy make on students’ learning, as they are both essential for understanding history and for building understanding in our diverse society and world. Through this interactive session, experience student-engagement activities that model best practices to support teachers in their instruction.

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

Secondary

Marriott 411/412

News Media Literacy Meets Civic Engagement: Discover an Unbiased, Non-Partisan Way of Engaging Students in Local Issues

Join us to learn how teachers can use news media as a source and discuss current issues without being called into the principal's office. We introduce a reliable and tested process that empowers students to understand, evaluate, and communicate information from news. Special feature: A suite of interactive explainer videos.

Florian Feucht, Thinking Habitats, Detroit, MI

General

Marriott Franklin 5 (4th Floor)

Unpacking the Educating for American Democracy Roadmap

Looking to deepen connections between history and civics? Want to strengthen inquiry based learning in your district? Join us to explore the Roadmap to Educating for American Democracy and the Pedagogy Companion which provide an inquiry-based framework for excellence in civic and history education for all learners.

Natacha Scott, iCivics, Cambridge, MA; Emma Humphries, iCivics, Cambridge, MA

3:15PM-4:15PM

General

Marriott 401/402/403

Creating District-Wide DEI History Instruction

Through interactive examination of resources, materials, and plans; social science site and district-level administrators will explore how to create structures, supports, and accountability measures when planning and implementing history instruction focusing on equitable and inclusive narratives. Examples are K-8 but applicable to all levels K-12.

Emily Richards, Brentwood Union School District, Brentwood, CA; Lindsay Fuller, Brentwood Union School District, Brentwood, CA

K-8

Marriott 407/408/409

Integrating Ethics, Economics, and Entrepreneurship with STEM in Elementary Classrooms

E3STEM units integrate STEM content with ethics, entrepreneurship, and economics for elementary students. The purpose of this presentation is to inform participants about the units and how to teach a sample lesson within the materials. Information will be shared with participants with a question/answer time at the end.

Sara Schwerdtfeger, Emporia State University, Emporia, KS; Ray Hughel, Southern Methodist University Cox School of Business, Bridwell Institute, Dallas, TX

General

Marriott 411/412

Nothing is Neutral: The Dangers of Reinforcing Myths of Neutrality

Cultivating students who are savvy consumers of information and who question what we accept as truth requires more than instruction in disciplinary and media literacies. This session examines the dangers of reinforcing myths of neutrality and shares strategies to teach students to critically examine all information they encounter.

Heather Nice, Ph.D. candidate, University of Alaska Fairbanks

General


Marriott 414/415

Trauma-Informed Teaching: Understanding New Arrivals' Experience to Build Supportive Schools

Trauma manifests itself in multiple ways, impacting students' learning and social development. This session provides an overview of the journey that many newcomer students from Central America experience. Through their stories, we will explore the emotive and cognitive aspects of trauma-informed teaching to enable supervisors to share with their staff.

Michelle Penyy, Copiague Schools, Copiague, NY; Allison Weller, Copiague Schools, Copiague, NY



 NCSS Annual Conference
Nashville | Dec 1-3, 2023

International Assembly

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.

Registration for International Assembly is \$35 for IA members, \$45 for non-members, in addition to the NCXSS registration fee.

All IA sessions will be at the Philadelphia Marriott.

Thursday, December 1		
4:00–5:00PM	International Assembly 2022 Executive Board Meeting (Board Members Only)	Marriot, Room 406
Friday, December 2		
9:00–9:15AM	Opening Ceremony	Marriot, Salon C & D
9:15–10:45AM	Roundtables I	Marriot, Salon C & D
11:00–11:45AM	Jan L. Tucker Memorial Lecture— Educating in a House on Fire: GCED for Reparation, (Re)Engagement and Resilience , William Gaudell	Marriot, Salon C & D
11:45–1:00PM	Lunch Break	
1:00–1:45PM	Book Session “Teaching and Learning Difficult Histories in International Contexts: A Critical Sociocultural Approach” Edited by Terrie Epstein and Carla Peck	Marriot, Salon C & D
2:00–3:30PM	Roundtables II	Marriot, Salon C & D
3:45–4:30PM	Distinguished Global Scholar Award Speech Speaker, Omiunota Ukpokodu	Marriot, Salon C & D
4:30–5:30PM	International Assembly 2022 Business Meeting	Marriot, Salon C & D

ROUNDTABLES I 9:15–10:45AM

TABLE 1 – GLOBAL CITIZENSHIP

Who in the World Are Our Students?

Amber Godwin, Sam Houston State University, TX

Who Are We? Examining Our Civic and Global Identities Through the Historic and Civic Spaces of Washington D.C.

Andrea Christoff, Georgia College & State University, GA

Fostering Global Citizenship in the Classroom: Teachers’ Perspectives and Actions

Theresa Alviar-Martin, Kennesaw State University, GA; Binbin Devillar, Kennesaw State University, GA; Ion Vlad, University of San Francisco, CA; Jillian Ford, Kennesaw State University, GA

Discussion Facilitator: Yubing Liu, University of Wisconsin-Madison, WI

TABLE 2 – CURRICULUM AND INSTRUCTION

Utilizing Havruta-Style Study to Examine Historical Sources in a Social Studies Methods Course

Ashley Lucas, Towson University, MD; Rebecca Shargel, Towson University, MD

High School and University Students’ Partnership Program Incorporating Service-Learning and Entrepreneurship Education

Takeshi Miyazaki, Soka University, Japan

Exploring Urban School Teachers’ Practices of Integrating Global Learning into the Curriculum

Omiunota Ukpokodu, University of Missouri-Kansas City, MO

Discussion Facilitator: Gayle Thieman, Portland State University, OR

TABLE 3 – INTERNATIONAL PERSPECTIVES

Historical Development of Social Studies Education in Ghana Does Ag Really Matter Here or There? A Comparison of the Agricultural Sector’s Civic Contributions in India and the U.S.

Nora McMillan, Starr-Iva Middle School, SC; Bea Bailey, Clemson University, SC

Bridges to Zambia: Reflections on a Global Partnership

Susan Pierson, Cabrini University, PA; Martha Ritter, Cabrini University, PA; Erin McLaughlin, Cabrini University, PA; Julius Mughali Chinemane, St. Lawrence School, Zambia

Discussion Facilitator: Yun-Wen Chan, Texas State University, TX

International Assembly

TABLE 4 – CULTURE AND LANGUAGE

“I Wouldn’t Act Like a Tourist”: Developing Intercultural Sensitivity in Young Children

Heidi Torres, University of Oklahoma, OK

Reflecting Culture Through Hofstede’s Dimensions

Nick Bardo, Colorado Mesa University, CO

Leveraging Economic and Linguistic Funds of Knowledge in Elementary Dual Language Elementary Contexts

Natalie Keefer, University of Louisiana at Lafayette, LA

Discussion Facilitator: Soo-Bin Jang, St. Mary’s College of Maryland, MD

TABLE 5 – TEACHER EDUCATION

Teaching Social Studies Through Art: An International Perspective in Teacher Education

Bárbara Cruz, University of South Florida, FL; Juan Ramón Moreno-Vera, University of Murcia, Spain; Maria Isabel Vera Muñoz, Universidad de Alicante, Spain

Exploration of Preservice History Teacher Education in Korea, Japan, and Taiwan

Hiromi Kawaguchi, Hiroshima University, Japan; Jongsung Kim, Hiroshima University, Japan; Yu-Han Hung, University of Houston Downtown, TX

COVID-19 Pandemic Proves the “Global Village” Metaphor: Preservice Teachers’ Preparedness for Future Global Pandemics

Lydia Nganga, University of Wyoming, WY; John Kambtuu, University of Wyoming, WY

Discussion Facilitator: Oluseyi Matthew Odebiyi, Arizona State University, AZ

1:00–1:45PM BOOK SESSION

Teaching and Learning Difficult Histories in International Contexts: A Critical Sociocultural Approach

Terrie Epstein, Hunter College, NY

Discussant: Jing Williams, University of South Dakota, SD

Discussion Facilitator: Jongsung Kim, Hiroshima University, Japan

2:00–3:30PM

ROUNDTABLES II

TABLE 6– DIFFICULT HISTORIES

Emotions and Identification Legitimized in the Teaching of Difficult History: A Critical Analysis of China’s History Curriculum About Counter-Japanese Wars

Yubing Liu, University of Wisconsin-Madison, WI

“Historical Dialogue” Project between Korean and Japanese Social Studies Pre-service Teachers: A Design-Based Action Research

Jongsung Kim, Hiroshima University, Japan; Boeun Cha, Yeonsei University, Republic of Korea; Kazuhiro Kusahara, Hiroshima University, Japan

Global Perspectives on the US Dropping of the Atomic Bombs in World War II: Representations from South Korea, Japan, the US, and China

Brad Maguth, The University of Akron, OH

Discussion Facilitator: Yu-Han Hung, University of Houston Downtown, TX

TABLE 7– NATION-STATE AND CITIZENSHIP EDUCATION

“Is This Patriotic?”: Tensions of Teaching About Japan in South Korea

Seunghoon Han, Pennsylvania State University, PA

Examining Transnational Pedagogy: Prácticas Transnacionales para el Éxito Académico

Brandy Blanco-Acosta, University of Texas at El Paso, TX

Discussion Facilitator: Natalie Keefer, University of Louisiana at Lafayette, LA

TABLE 8 – CIVIC ENGAGEMENT

Civic Education Workshop: Lesson Plans Promoting Civic Engagement

Darren Minarik, Radford University, VA

Social Studies Preservice Teachers’ Epistemic Beliefs and Conceptions of Teaching: A Responsibility for Action

Oluseyi Matthew Odebiyi, Arizona State University, AZ

The Civic Engagement Project: Seeing, Dreaming, enActing Social-Justice Focused Teaching with Secondary Students

Gayle Thieman, Portland State University, OR; Steve Johnson, Portland State University, OR

Discussion Facilitator: Amber Godwin, Sam Houston State University, TX

International Assembly

TABLE 9 – BORDER CROSSING

Transborder Pedagogy and Third Spaces During Times of Uncertainty

Timothy Cashman, University of Texas at El Paso, TX

Utilizing Classrooms Without Borders New “On This Day” Archive

Ellen Resnek, Classrooms Without Borders, PA; Mary Johnson, Stockton University, NJ

The Experiences of First-Generation Immigrants at the Border: Implications for Social Studies Educators

William McCorkle, College of Charleston, SC; Adam Jordan, College of Charleston, SC

Discussion Facilitator: Theresa Alviar-Martin, Kennesaw State University, GA

TABLE 10 – ENVIRONMENT, SUSTAINABILITY, AND HUMAN RIGHTS

Teaching About Environmental Violations with Graphic Memoirs

Jeremiah Clabough, The University of Alabama at Birmingham, AL; Caroline Sheffield, The University of Louisville, KY

Introducing Human Rights Education Through the Teaching of Comfort Women

Jing Williams, University of South Dakota, SD; Mary Johnson, Stockton University, NJ

Social Studies Teachers’ Perceptions on Sustainability: A Taiwanese Case Study

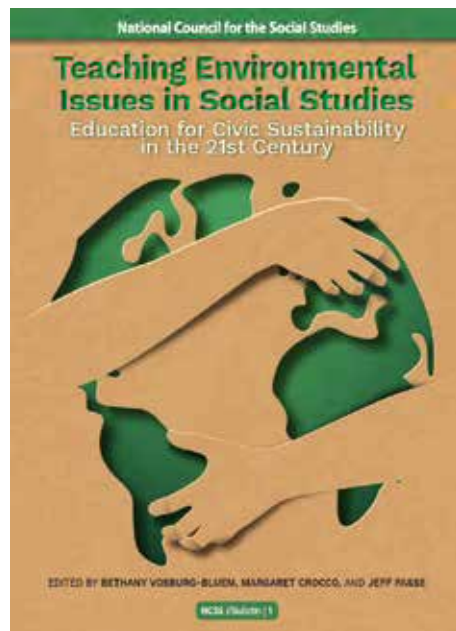
Yun-Wen Chan, Texas State University, TX

Discussion Facilitator: Susan Pierson, Cabrini University, PA

Teaching Environmental Issues in Social Studies: Education for Civic Sustainability in the 21st Century

Edited by Bethany Vosburg-Bluem, Margaret Crocco, and Jeff Passe

One of the most urgent contemporary challenges is to ensure a sustainable planet for future generations. The analysis of environmental problems and the best strategies for dealing with them should be an integral component of social studies education. This e-book offers essential information and recommends exemplary methods for teaching about environmental issues and the challenges of sustainability in the social studies classroom.



Free download for NCSS Members
\$19.95 PDF for non-members

For full details, see www.socialstudies.org/ebulletins.



Clinics

This list of clinics is current as of late October. Some of these clinics may have been canceled after that due to low registration. Attendees should have received notification by email if a clinic for which they were registered was canceled.

Please consult the NCSS Conference mobile app for the most updated information.

Thursday, December 1 Off-Site Pre-Conference Clinics

7:00AM–5:00PM

Consensus and Conflict: Exploring The Vietnam Era on-site with the NJ Vietnam Veterans' Memorial

Host: New Jersey Vietnam Veterans' Memorial
Hear history from those who lived it at the NJ Vietnam Veterans' Memorial. Tour the Memorial and Museum and hear presentations from various perspectives from those who lived through the time.

Keri Giannotti, NJ Vietnam Veterans' Memorial, Holmdel, NJ

8:00AM–4:00PM

Exploring Valley Forge: Crucible of the Nation's Foundation

Host: Valley Forge National Historical Park
Walk in the footsteps of George Washington and the Continental Army by exploring the winter encampment of 1777–1778 with rangers and historians. This is not a publically available tour, but a special clinic arranged in conjunction with Valley Forge National Historical Park and Freedoms Foundation at Valley Forge. Examine items from the park's collection, experience first-hand engaging ways to teach about the Valley Forge experience, and meet one of the major historical figures who was at the winter encampment.

8:30–11:30AM

Civil Dialogue Practices: Then and Now

Host: National Constitution Center
Join the National Constitution Center's education team, Constitutional Rights Foundation, and Philadelphia school district leaders to explore the historical roots of civil dialogue from James Madison to modern conversations on Policing in America.

Kerry Sautner, National Constitution Center, Philadelphia, PA; Gergorio Medina, Constitutional Rights Foundation, Los Angeles, CA

9:00AM–12:00PM

American Art: Who Gets to Tell the Story?

Host: Pennsylvania Academy of the Fine Arts
Engage with iconic and historic artworks from the Pennsylvania Academy of the Fine Arts collection spanning 200 years as primary and secondary sources with inquiry-based interactions relating to the concept of "Who gets to tell the story?"

Lindsey Murphy, Katerina Romanenko, Susannah Fishman, Anna Marley, Melissa Hendrixson, Pennsylvania Academy of the Fine Arts, Philadelphia, PA

9:30AM–12:30PM

Founding of Our Nation: African Americans' Quest for Equality

Host: Independence National Historical Park
This interactive workshop focuses on a comparative analysis of the Founding Principles of America and Citizenship Rights of African Americans in late 18th and early 19th Century Philadelphia. Using the C3 Framework, this clinic is designed to assist teachers in their ability to illuminate the late 18th and early 19th Century historical battles between the American ideal set forth in the Declaration of Independence that we are all created equal and the harsh reality of racism that continues to have an impact upon our American society.

Francine Gold, Cinnaminson, NJ; Melvin Garrison, School District of Philadelphia, PA; Alex Palma, Carpenters' Hall, Philadelphia, PA

10:00AM–4:00PM

KWLF Pre-Conference Clinic: Honoring Sacrifice

Host: Battleship New Jersey
Engage in the activities and instructional materials that have been developed in collaboration with the Korean War Veterans Memorial Foundation to honor the sacrifices made by service personnel during the Korean War. To commemorate the opening of the new Wall of Remembrance at the Korean War Memorial in Washington D.C. the Korean War Legacy foundation published a new curriculum book, Honoring Sacrifice. Learn about lessons aligned to academic disciplines of Literature, History, Geography, Art, and STEM-H. This interactive session allows teachers to use and consider how they might adapt materials for the specific populations they teach. Specific attention is given to the process that is followed to identify MIAs through forensic science and historical research. The concept of sacrifice is also analyzed through primary sources and the Korean War Veterans Memorial in Washington, D.C. This collection of instructional materials provides guidance for teachers of social studies as well as opportunities for interdisciplinary learning.

10:00AM–2:00PM

Editing and Experiencing the Declaration of Independence

Host: American Philosophical Society
Examine Jefferson's draft of the Declaration of Independence, go behind the scenes in Independence Hall, and explore lesser-known stories—get inspired with new approaches and tools for teaching revolutionary ideas!

Michael Madeja, American Philosophical Society, Philadelphia, PA; Renee Albertoli, Independence National Historical Park, Philadelphia PA

Clinics

11:00AM–5:00PM

Addressing Issues and Concerns in the Psychology Classroom

Host: Rutgers University Camden

A unique opportunity to interact with college instructors, high school teachers, and the 2022 President of the American Psychological Association (APA), and receive the knowledge and resources that will assist in developing curriculum that address key global issues in your classroom. The themes and topics covered include: Review of the APA Resolutions on Racism, APA Guidelines on Race and Ethnicity in Psychology, and Diversity, Equity and Inclusion content and strategies. Sharing resources aimed at creating more inclusive classrooms and integrating DEI materials. Skills that promote flourishing, their connection to content and state standards and the content of Introduction to Psychology and AP Psychology curriculum. Strategies to enable students to develop skills that will help them succeed in their transition from secondary to higher education.

Andrew Abeyta, Rutgers University Camden, NJ; Christopher Bellotti, Nicole Olbrich, Hunterdon Central Regional High School, Flemington, NJ

12:30–4:00PM

A More Perfect Union: Reconstruction and America's Second Founding

Hosts: The Union League of Philadelphia, National Constitution Center

The Civil War and Reconstruction were impactful in changing the history of America. Understanding the ideas and lasting impacts of this time period is essential to understanding the Constitution today.

Kerry Sautner, National Constitution Center, Philadelphia, PA;

John Meko, The Union League of Philadelphia, PA

1:00–4:00PM

Off-Site Clinic at the Museum of the American Revolution

Host: Museum of the American Revolution

Engage with exhibits and new content using the resources at Museum of American Revolution to consider how the semiquincentennial is an opportunity to make the Revolution relevant in your classroom.

Linda Dean; Adrienne Whaley; Michael Hensinger, Museum of the American Revolution, Philadelphia, PA

Embracing Hard History through Archives, Museums, and Historic Sites

Host: Historical Society of Pennsylvania

Learn how to work with primary sources and local institutions to teach African American history in this hands-on experience with the Historical Society of Pennsylvania, Cliveden, and the Delaware Historical Society.

Justina Barrett, Historical Society of Pennsylvania, Philadelphia, PA; Carolyn Wallace, Cliveden of the National Trust, Philadelphia, PA; Rebecca Fay, Delaware Historical Society, Wilmington, DE

2:00–3:00PM

SWANA and Muslim History and Culture

Host: Al-Bustan Seeds of Culture

SWANA / Muslim Histories are rarely taught and when they are the emphasis is often the archaic or the religious. Both embrace orientalism and the latter often results in a backlash.

David Heayn-Menendez, Al-Bustan Seeds of Culture, Philadelphia, PA



Join Rho Kappa Social Studies Honor Society!

It is the only national organization for high school juniors and seniors that recognizes excellence in the field of Social Studies. Any accredited public or private high school can apply for a local chapter, through which individuals will be inducted into Rho Kappa Honor Society.

<https://www.socialstudies.org/rhokappa/high-schools>



4:00–6:00PM

Judicial Independence and the Constitution

Host: National Constitution Center

Engage with the question, how have the courts impacted “We the People”? Participants will tour museum exhibits and discuss landmark court cases with federal judges.

Beth Specker, Rendell Center for Civics, Philadelphia, PA

Pre-Conference Clinics at the Convention Center & Marriott

9:00AM–3:00PM
Marriott Franklin 3
Higher Education

NCSS SPA Report Preparer Clinic

The NCSS SPA Report Preparer Clinic provides support to social studies faculty and program coordinators responsible for preparing NCSS/CAEP SPA reports. NCSS program report preparer training based on the 2017 National Standards for the Preparation of Social Studies Teachers will help you to: (1) Understand the NCSS program review process; (2) Navigate and interpret report template directions and submission requirements; (3) Understand assessment requirements/guidelines, rubric/scoring guide expectations, and data requirements; (4) Learn how to access and apply available resources; (5) Learn how reports are reviewed and recognition decisions are made.

Brandie Benton, Henderson State University, Arkadelphia, AR

10:00AM–1:00PM

PreK–12

US History

Conv Ctr 108B

Revolution 250: Underrepresented Voices of the American Revolution

Explore experiences and perspectives of individuals before and during the American Revolution through the lenses of free and enslaved Africans, women, Native Americans, soldiers, and loyalists.

Gorman Lee, Braintree Public Schools, Braintree, MA; Robert J. Allison, Suffolk University, Boston, MA; Charlie Newhall, St. John's Prep, Danvers, MA; Jonathan Lane, Massachusetts Historical Society, Boston, MA

PreK–12

Teaching & Learning

Conv Ctr 201B

Storypath: A Project-Based Approach to Addressing Climate Change

How do we teach about climate change in a manner that inspires students to embrace democratic processes and ultimately be lifelong engaged citizens? Learn about the Storypath approach—curriculum provided.

Margit McGuire, Laurie Stevahn, Seattle University, Seattle, WA

6–12

Teaching & Learning

Conv Ctr 108A

“Something to Talk About”: Embracing Hard History Through Civil Discourse

Civil discourse is a central component of productive classrooms and societies. Learn how to use DBQs to facilitate respectful academic conversations that develop stronger debaters, thinkers, and writers.

Keith Hyndshaw, Jackie Migliori, The DBQ Project, Evanston, IL

Secondary/High School

Global Studies

Conv Ctr 201C

The Persistence of Hate: A Rising Global Concern

Investigate the historical roots of extremism and contemporary issues surrounding white supremacy. Connect history with the present day and explore ways of responding to new waves of hate.

Sara Cohan, Nashville, TN; Mary Johnson, Stockton University, Jersey City, NJ; Kate English, Educators' Institute for Human Rights, Washington, DC; Michael Naragon, Winchester Thurston School, Pittsburgh, PA

PreK–12

Teaching & Learning

Conv Ctr 202A

How Do We Discuss Controversial Issues?: Three Approaches to Framing Critical Inquiries

Learn about three approaches educators can use when facilitating discussions on controversial issues as part of critical inquiries aimed at confronting injustice: deliberation, litigation, and counternarration.

Daniel Krutka, Mark Hlavacik, University of North Texas, Denton, TX

PreK–12

African American History

Conv Ctr 201A

Teaching Hard History in K-12 Classrooms

Explore Learning for Justice's Teaching Hard History: American Slavery framework and, using examples from teachers who currently incorporate the framework, plan to apply the framework in practice.

Sarah-SoonLing Blackburn, Kimberly Burkhalter, Courtney Wai, Jaci Jones, Learning for Justice, Montgomery, AL

10:00AM–4:00PM

AP Workshop

Conv Ctr 204C

AP World History: Modern

This interactive workshop contains activities that focus on utilizing course themes and concepts from the Course

and Exam Description to develop strategies for cultivating students' historical reasoning and at the same time deepen understanding of the course skills. Part of the workshop will be focused on effective uses of AP Classroom and other College Board resources and materials available to teachers in the 2022–2023 school year.

Middle Level/Junior High

Conv Ctr 202B

Forced Removal of Indigenous Children, Genocide, and Anticolonial Teaching

Join a day of unlearning and learning about genocide against Native Americans as we grapple with new concepts, watch an Emmy-award winning documentary film, and explore free learning resources.

Mishy Lesser, Upstander Project, Boston, MA; Chris Newell, University of Connecticut, Storrs, CT

Middle Level/Junior High

Cross Disciplinary

Conv Ctr 203A

Korea's Place in Teaching Social Studies

Explore a case study of Korea to teach history, geography, economics, and civics lessons and assessments through free, open-source materials that can be immediately utilized and adapted.

Gregory Ahlquist, Henrietta, NY; Joseph Karb, World History Digital Education Foundation, Syracuse, NY

1:00–4:00PM

6–12

Civics/Government

Marriott Franklin 1

Doing Civics for Civics: Social Studies Teachers on the Frontline Advancing Stronger Civic Education

Social studies teachers are at the heart of sustaining and strengthening our constitutional democracy as they prepare our students to be informed and engaged participants in our self-governing society. Join the iCivics policy team to help understand the key role teachers can play in advancing state and federal policies strengthening K-12 civic education.

2:00–5:00PM

6–12

Cross Disciplinary

Conv Ctr 201A

Using Statistical Data and Quantitative Maps to Analyze Racial and Social Justice Issues

Data and mapping allow students to engage in inquiry-based analysis of social and racial issues by identifying and analyzing

relationships, patterns, and trends in geographic, demographic, and economic indicators.

Ayo Magwood, Washington, DC

Middle Level/Junior High

Cross Disciplinary

Conv Ctr 202A

The Inquiry Constant: Enduring Strategies for Engaging Students in Inquiry

Engage in enduring strategies that use inquiry to support literacy called for in the C3 Framework, reading and writing, media analysis, and critical thinking.

Michael Yell, Hudson, MA

Supervisor/Administrative

African American History

National Constitution Center

Best Practices When Exploring African American History

Philadelphia was the first school district to require a year of African American history. Teachers will share effective, adaptable approaches to exploring history through an African American lens.

Adam Sanchez, Isaac Dunn, Nicholaus Bernardini, Janel Moore-Almond, School District of Philadelphia, PA; Amy Cohen, History Making Productions, Philadelphia, PA

6–12

Civics/Government

Conv Ctr 108B

Developing Active Citizens: From Our Classrooms to Yours

Develop civic awareness and action skills with students. Hear how teachers and a student connect learning to action, then experience inquiry activities from the new free TPS interactive “Action Citizen.”

Elizabeth R. Osborn, Indiana University Center on Representative Government, Bloomington, IN; Jennifer Cody, Park Forest Elementary School, State College, PA; Tilly Robinson, Bloomington South High School, Bloomington, IN; Lori McGarry, The Pennsylvania State University, State College, PA

PreK–12

Disciplinary Literac

Conv Ctr 201C

Supporting Civically Engaged and Culturally Responsive Argument Writing with Primary Sources

Support civically engaged argument writing in K-12 classrooms using primary sources, argument writing routines, and Gholdy Muhammad's Culturally and Historically Responsive Literacy Framework.

Trey Smith, Javaha Ross, Lisa Yau, Beth Patten, Jennifer Freed, Philadelphia Writing Project, Philadelphia, PA

Friday At-A-Glance

Time	Event	Speakers
7:00–8:45AM	NCSS President's Welcome Breakfast	NCSS President Shannon Pugh
8:45–9:45AM	Concurrent Sessions 1 Power Sessions: 8:45–9:15AM 9:25–9:55AM	
9:00–11:00AM	Teaching with Primary Sources Poster Presentations	
9:30AM	Exhibit Hall opens	
10:05–11:05AM	Concurrent Sessions 2 Power Sessions: 10:05–10:35AM 10:45–11:15AM	Featured Speaker: Anna Malaika Tubbs Vital Issue Session: Supplemental Curriculum: Who Gets to Choose?
11:25AM–12:25PM	Concurrent Sessions 3 Power Sessions: 11:20–11:50AM 12:00–12:30PM	Featured Speakers: Hasan Jeffries David G. Myers
12:20–1:15PM	Break Special Interest Community Showcase	
1:15–2:15PM		Featured Speaker: Heather McGhee
2:30–3:30PM	Concurrent Sessions 4 Power Sessions: 2:30–3:00PM 3:10–3:40PM	Featured Speaker: Juan Gonzalez Vital Issue Session: Call Him Jack
3:50–4:50PM	Concurrent Sessions 5 Power Sessions: 3:50–4:20PM 4:30–5:00PM	Featured Speaker: Simon Tam Vital Issue Session: Home From School: The Children of Carlisle
5:00–6:00	Exhibit Hall Snacks, sponsored by McGraw Hill	
5:10–5:40PM	Power Sessions	
6:00–9:00PM	Museum of the American Revolution Open House	

Friday, December 2
8:45–9:45AM

AWARD SESSION

Conv Ctr 203A

2020 Larry Metcalf Exemplary Dissertation Award

“Ain’t Gonna Let Nobody Turn Me Around:” Learning About Race in the Early Grades

Young children of color in the U.S. are experiencing the effects of racism on a daily basis. There have been calls for anti-bias and anti-racist education across the field of education, yet most recommendations are based on older students or studies in laboratory settings. This presentation will share findings from an ethnographic study of two early childhood classrooms in which children used diverse strategies to learn about race, racism, and difference across the school day. The presentation will also address the study’s implications that racial pedagogy should support students’ racial inquiry by acknowledging what they already experience, do, and wonder about race.

Anna Falkner, University of Memphis, TN

TEACHING WITH PRIMARY SOURCES SESSION

Conv Ctr 202A

Connecting History, Literature, and Primary Sources

Work to create a working definition of primary sources, learn to analyze primary sources, and discover and explore how to incorporate primary sources into literature and other texts.

Lisa Storm Fink, University of Illinois, Champaign-Urbana, IL

Early Childhood Elementary Sessions

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Carter Woodson and Notable Tradebooks: Engaging Early Grade Lesson Plans

Are you searching for compelling early grade lesson plans tied to NCSS Notable Tradebooks and Carter G. Woodson winning titles? Look no further! Receive all lesson plans.

JoAnn Wood, Georgia Department of Education (retired), Marietta, GA; Holly Swain, The University of Alabama, Tuscaloosa, AL; Ilene Berson, Michael Berson, University of South Florida, Tampa, FL; Jennifer Zoumeris, Georgia Department of Education, Atlanta, GA; Lois Christensen, UAB School of Education, Birmingham, AL; Lynn Kelley, University of West Alabama, Livingston, AL

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Teaching Content Literacy Skills, Developing Social Studies Content and Vocabulary, and Engaging Elementary Learners

Learn strategies to develop content literacy, critical thinking skills, build academic vocabulary, advance inquiry, and engage elementary learners. Explore effective questioning and differentiation strategies, and receive ready-to-use lesson ideas. Receive handouts.

Donna Knoell, Shawnee Mission, KS

PreK-12 Sessions

PreK-12 Civics/Government

Marriott Franklin 3 (4th Floor)

Getting Inside Their Ears: How Public Radio Storytelling is a Good Model for Engagement

Why do public radio stories stick in your head? Award-winning public radio journalist Kitty Felde tells you how you can make “driveway moments” in your civics classroom.

Kitty Felde, Book Club for Kids podcast, Los Angeles, CA

PreK-12 Cross Disciplinary

Conv Ctr 104A

Student Questions (QFT) + Primary Sources (TPS): A Revolutionary Combination for Embracing Hard History

Discover a revolutionary model for student-driven inquiry. Combine The Question Formulation Technique (QFT) with Library of Congress (TPS) primary sources to power student investigations into difficult topics.

Katy Connolly, Sarah Westbrook, The Right Question Institute, Cambridge, MA; Ann Canning, Teaching with Primary Sources Eastern Region, Waynesburg, PA

PreK-12 Disciplinary Literacy

Marriott Room 407/408/409

Interrupting Eurocentric Histories: Racial Literacy Development and Black History Instruction

Learn about K-12 racial literacy development through teaching Black history, textual analysis, and counternarrative writing methods of unearthing just, humanizing, and liberatory Black history praxis.

Daniel Tulino, Stockton University, Galloway, NJ; Gregory Simmons, Mary Adu-Gyamfi, University of Missouri, Columbia, MO; Brianna Pitts, Western Michigan University, Kalamazoo, MI

PreK-12 Econ/Financial Lit

Conv Ctr 203B

The Arts of Money Management: Learning and Practicing Basic Principles of Economics

Assess basic economics (scarcity, choice, opportunity cost, and rationality) as practical decision-making tools for preK-12 students. Gain knowledge in financial decisions from basic economics.

Michael Elonge, University of Maryland Extension, Baltimore, MD

PreK-12 Indigenous Studies

Marriott Franklin 8 (4th Floor)

Warrior Spirit: Native American Veterans History

Join the Warrior Spirit Consortium to explore how to bring Native American Veteran History into the classroom honoring those who have served our country through oral histories and primary source collections.

Cheryl Hughes, Herman Viola, Warrior Spirit, Missoula, MT; Andrew Huber, Veterans History Project at the Library of Congress, Washington, DC

PreK-12 Teaching & Learning

Conv Ctr 106AB

Community Engaged Learning: Creating Change in Our Community Through Public Policy

Tackle those controversial hard-to-teach topics through inquiry with a focus on Public Policy. Develop the skills that support democratic values and principles, tolerance, and political efficacy. Create CHANGE MAKERS!

Denise Coverley-Paxton, Nevada Center for Civic Engagement, Sparks, NV

PreK–12

Teaching & Learning

Conv Ctr 201A

DOK it Like it's HOT!

Explore ways to increase Depth of Knowledge (DOK) and Higher Order Thinking (HOT) in your classroom. This session is filled with strategies to build cognitive complexity so that you can DOK it like it's HOT.

Nina Coerver, Midwest City-Del City Public Schools, Midwest City, OK

PreK–12

Technology

Conv Ctr 201B

Tech Slam - Bring it On(line)

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; Kim Gilman, Shawnee Mission Schools, Shawnee, KS; Kori Green, Wichita Public Schools, Wichita, KS; Ed Finney, Schodack Central School District, Castleton-on-Hudson, NY; Patricia Boatwright, Francis Marion University, Florence, SC

PreK–12

US History

Conv Ctr 103B

Standing Out Yet Still Invisible: Including Sikh Americans in AAPI History and Heritage

Explore Sikh-American history and contributions to expand your teaching of AAPI history. Receive our Sikh-American Heritage Toolkit to promote cultural and religious literacy with primary sources, multimedia, and more.

Mirin Phool, Kate Soules, Kaur Foundation, Skillman, NJ

PreK–12

CUFA Research into Practice

Conv Ctr 105A

Teaching About the Pandemic: Research-Based Strategies for Elementary and Secondary Classrooms

Learn how to teach about the COVID-19 pandemic as a both a contemporary and historical event. The presentation describes inquiry-based instruction, focusing both on instructional activities for elementary classrooms and describing a project for middle and high school settings.

Wayne Journell, Cara Ward, University of North Carolina at Greensboro, NC; Lisa Buchanan, Elon University, Elon, NC; Carly Muettterties, Newsela, Lexington, KY

Grades 6-12 Sessions

6–12

Civics/Government

Marriott Franklin 4 (4th Floor)

Best Practices, Student Examples, and Challenges of Implementing Non-Partisan, Student-Led Civics Projects in Massachusetts

Explore best practices, student examples, and online resources of student-led civics projects (a Massachusetts state mandate), developed by a multi-year partnership with 14 public schools across the state.

Chaebong Nam, Harvard University, Cambridge, MA

6–12

African American-History

Conv Ctr 204A

Our Composite Nation: Frederick Douglass's Vision for America

Frederick Douglass believed the United States' diversity was its greatest strength. Learn how to use new, free curriculum materials to bring his progressive vision to a new generation.

Allyson Schettino, New-York Historical Society, New York, NY

6–12

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Hollywood Through Time: The Past, Present, and Future of *The Great Gatsby*

Take part in an interactive document exercise designed for secondary students that explores three Hollywood productions of the same title, *The Great Gatsby*.

Scott Roberts, Central Michigan University, Mt. Pleasant, MI

6–12

Econ/Financial Lit

Marriott Franklin 13 (4th Floor)

The Economics of the Civil Rights Movement

More than a call for equality, the civil rights movement demanded economic justice. Through primary sources and classroom-ready activities, explore demands in reaction to redlining and educational and workforce discrimination.

Princeton Williams, Federal Reserve Bank of Atlanta, GA; Lesley Mace, Federal Reserve Bank of Atlanta-Jacksonville Branch, Jacksonville, FL

6–12

Religious Studies

Marriott Franklin 10 (4th Floor)

Jewish Americans: Identity, History and Experience

Examine the rich diversity and history of Jewish Americans and gain insights that deepen the understandings of identity for all students. Receive relevant applications and resources.

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

6–12

Teaching & Learning

Conv Ctr 105B

Creating “Civic Spaces” in Your Classroom, Building, District, and Community

In our polarized times, discussions of controversial issues has become a political minefield. Learn about strategies that support novice and veteran teachers to engage in these critical conversations.

Scott Kercher, Sparta Township Public Schools, Sparta, NJ

6–12

Teaching & Learning

Conv Ctr 107B

Practical Strategies for Inquiry-Based Instruction

Discover engaging and practical strategies that will help your students develop active inquiry skills, using the four dimensions of the C3 Framework.

Cynthia Goodman, Houghton Mifflin Harcourt, Boston, MA

6–12

US History

Conv Ctr 103A

Beyond the Single Story: Rethinking United States History Through Art

Use art as a primary source to tackle tough topics from U.S. history. Receive a copy of a new resource from the Philadelphia Museum of Art.

Suzannah Niepold, Philadelphia Museum of Art, Philadelphia, PA

6–12

US History

Conv Ctr 108B

“Or I Will Not Take Part...at All”: Examining Marginalization of Black Women Suffragists

Engage with the hard history of the women’s suffrage movement through a critical, investigative inquiry of the historical disenfranchisement of Black women by white women. Leave with classroom-ready materials.

Tina Ellsworth, Northwest Missouri State University, Maryville, MO; Karen Burgard, Texas A&M University San Antonio, TX; Toni Dringman, Olathe Public Schools, Olathe, KS

6–12

World History

Conv Ctr 204B

Literacy for All! Historical Thinking Using Causation, Comparison, and Contextualization

Experience hands-on strategies that inspire and teach the habits your students need to maximize their historical thinking skills. Walk away with strategies that incorporate document analysis, literacy, and historical thinking!

Celaina Huckeba, Lauren Heath, Katy ISD, Katy, TX

Secondary/High School Sessions

Secondary/High School

Civics/Government

Marriott Franklin 7 (4th Floor)

Who Says You Can’t Talk About Politics? Teaching Civil Discourse Through the Lens of Immigration Policy

Discover approaches to civil discourse through viewpoint diversity in policy debates like that about immigration.

Allan Carey, Sphere Education Initiative, Washington, DC

Secondary/High School

Civics/Government

Marriott Franklin 5 (4th Floor)

Embracing Student Activism

How a Pride Flag led to lobbying in Congress: learn how a school district located on indigenous territory embraced student activism and the opportunities it created.

Justin Hubbard, Salamanca City School District, Jamestown, NY

Secondary/High School

Civics/Government

Conv Ctr 108A

The Constitution and Reconstruction: The 14th Amendment Throughout History

Explore the complex history of the Reconstruction era and evaluate how the story has been told. Gain insight into storytelling choices so you can present complex history that fosters discussion.

Kerry Sautner, National Constitution Center, Philadelphia, PA

Secondary/High School

Ethnic Studies

Marriott Room 414/415

Reimagining the COVID-19 Pandemic as a Portal to Justice for Asian American Students

Build on the ethnic studies hallmarks curriculum as counternarrative, reclaiming cultural identities, and community engagement to suggest how social studies can empower Asian American students post-pandemic.

Kenneth Carano, Lin Wu, Western Oregon University, Monmouth, OR

Secondary/High School

Global Studies

Marriott Room 401/402/403

Invigorate Your Teaching of Central America with New Interdisciplinary Connections to People and Environment

Learn about lessons and content that expose students to the history and heroes of Central America, using resources from Tulane University and Vanderbilt University.

April Tondelli, Von Steuben High School, Chicago IL; Brian Crouch, Valwood School, Hahira, GA; Denise Woltering, Tulane University-Stone Center for Latin American Studies, New Orleans, LA; Coleen McCoy, Vanderbilt University-Center for Latin American Studies, Nashville, TN

Secondary/High School

Psychology

Conv Ctr 102A

Using Cognitive Science to Introduce Students to Learning That Sticks

Using brain-based research can nearly double the amount of information students retain. Discover evidence-based strategies to improve long-term content retention and understanding.

Laura Brandt, Kara Bosman, Libertyville High School, Libertyville, IL

Secondary/High School

Technology

Marriott Room 411/412

Communities In Action: Media Literacy and Justice

Authors and media literacy educators, Belinha De Abreu, Jimmeka Anderson, and Kelly Czarnecki discuss key concepts for engaging students through culturally responsive media literacy practices and action-oriented community approaches.

Jimmeka Anderson, National Association of Media Literacy Education, New York, NY; Belinha De Abreu, International Council for Media Literacy, CT; Kelly Czarnecki, Young Adult Library Services Association, NC

Secondary/High School

US History

Conv Ctr 103C

Using the History of Media to Teach Media Literacy

Citizenship requires understanding history and media literacy, yet often media literacy has a presentist bias. Explore the history of media to enrich teaching of U.S. history and media literacy.

Scot Wilson, Close Up Foundation, Bloomington, IN

Secondary/High School

World History

Conv Ctr 201C

Anti-Colonial Reactions to Imperialism in Africa

Africans, women, and LGBTQIA+ folks resisted European imperialism in Africa, yet they aren't in textbooks. Learn about these resisters through their speeches, letters, and photographs.

Jennifer Pontius, Mukilteo School District, Everett, WA

Higher Education Sessions

Higher Education

Civics/Government

Marriott Franklin 6 (4th Floor)

Talking Politics: Disagreeing Without Being Disagreeable

For democracy to work, individuals must be able to talk with one another. Explore research and best practices from a university course on engaging in political discourse.

Elizabeth Matto, Randi Chmielewski, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ

*** EXHIBITOR SESSIONS ***

Conv Ctr 107A

Hard History: Holocaust Living Learning Experience

Holocaust Living Learning Experience promotes tolerance, kindness, and seeds brighter futures. Our Signature Educational Model brings LESSONS FROM THE HOLOCAUST into classrooms. A turnkey platform to meet standards and benchmarks for educators of 5th grade through high school. The curriculum includes historicity of the Holocaust, interviews with Holocaust survivors, and resource guides.

Jenni Frumer, Leigh Routman, Holocaust Living Learning Experience, MorseLife, West Palm Beach, FL

Conv Ctr 104B

Using Popular Media to Improve Student Engagement

Poptential, brought to you by Certell, is an award-winning family of free social studies course packages that include everything instructors need to teach a subject, including lessons, e-books, bell ringers, quizzes, and tests.

Fred Fransen, Julie Smitherman, Certell, Indianapolis, IN



NCSS Annual Conference
Nashville | Dec 1–3, 2023

30-Minute Power Sessions

8:45-9:15AM

9:25AM–9:55AM

6–12

US History

Marriott Franklin 11 (4th Floor)

Mind the Gap: Tackling Conspiracy Theories in the Classroom

Combatting the prevalence of misinformation available to students is a challenge in classrooms today. Discover strategies for debunking common 9/11 conspiracy theories that translate across a variety of content and subjects.

Noah Rauch, 9/11 Memorial & Museum, New York, NY

PreK–12

Teaching & Learning

Marriott Franklin 12 (4th Floor)

Promoting Inquiry in the Social Studies Classroom Using Graphic Novels

Examine the benefits of using graphic novels as either a foundational or supplemental text in the classroom.

Alisha Milam, The University of Memphis, TN

6–12

Teaching & Learning

Marriott Franklin 12 (4th Floor)

Taking Informed Action with Today in History

Discover the Library of Congress tool called Today in History to explore primary sources with the purpose of taking informed action.

Dana Serure, SUNY Buffalo State College, Buffalo, NY

Secondary/High School

US History

Marriott Franklin 11 (4th Floor)

Using Primary Sources and Current Events to Foster a Deeper Understanding of History

The education editor of The New York Times Upfront magazine for high schoolers models how to pair primary sources and current events articles to connect the past to the present.

Kimberly Taylor, Audra Wallace, Scholastic, New York, NY

Conv. Ctr Ballroom B A Teacher's Take

Educators address specific topics in this lightning-round type format. In the weeks leading up to the conference, these presenters have received training and coaching from OER Project staff and have recorded their sessions. They now present live from the ballroom mainstage.

Friday, 10:05–11:05AM

Practical Strategies for 'Un-learning' Misconceptions About Indigenous Peoples

The history of Indigenous cultures has been taught incorrectly for decades. Receive practical, engaging strategies for correcting students' misconceptions about Indigenous peoples.

Maria Buttafuoco, Springfield Public Schools, Springfield, MA; Rory Tannebaum, Merrimack College, North Andover, MA

Wong Kim Ark- Birthright Citizenship and Me

In 1898, Wong Kim Ark won against the United States government on the issue of citizenship. His case set the precedent on American birthright and who is considered "American."

Abeer Shinnawi, Reimagining Migration, Lutherville, MD

Friday, 11:25AM–12:25PM

Using Mainstream Classrooms to Divert Recidivism for Justice Engaged Students

This talk will provide educational awareness, evidenced-based data, best practices, and strategies for mainstream social studies and law educators to help their justice engaged students successfully reenter the classroom.

Lissa Thiele, Santa Clara County Office of Education, San Jose, CA

Time to Teach About Climate Change Denial

Discover how to help your students identify and engage with climate change denial. Learn how inquiry pathways across the social studies can help meet the climate change challenge.

James Damico, Indiana University, Bloomington, IN

Saturday, 2:30–3:30PM

Teaching Queer History and Truth in Times of Censorship

Explore the current state of queer history in schools, and how teachers can effectively resist and teach the truth about LGBTQIA+ people and support and affirm LGBTQIA+ students.

Caitlin OConnor, Hommocks Middle School, Larchmont, NY

Unsung Heroes From The Hood

What differentiates a hero from an unsung hero? Learn how a fifth grade class identified, selected, and created TED Talks with unsung heroes from their community.

Barbara Bromley, Hazelwood Elementary School, Lynnwood, WA

Library of Congress Teaching with Primary Sources

Join Library of Congress Teaching with Primary Sources partners and grant recipients to learn about activities they have created that integrate primary sources and classroom activities across the grade spectrum.

10:00–11:00AM
Conv Ctr. Reg Bridge West

Secondary/High School

Table 1

Beyond Pop-Up History: Inquiries into Women’s History

Gain tools, including the Eckert Test, that will help teachers incorporate women’s history and Library of Congress Primary Sources in substantive and meaningful ways in the history curriculum.

Kelsie Brook Eckert, Remedial Herstory Project, Plymouth, NH

Higher Education

Table 2

Mapping Unknowns: Writing to Read Maps of Manhattan

Learn about professional development workshops that use the vast resources of the Library of Congress and bring together writing-to-learn practices and primary sources to integrate literacy instruction in ELA, Social Studies and STEM.

Celia Bland, Derek Furr, Bard College, Annandale on Hudson, NY

PreK-12

Table 3

Supporting Civically Engaged Argument Writing with Primary Sources

Learn how teachers in the Philadelphia Writing Project network develop curriculum resources to support civically engaged argument writing in k-12 classrooms.

Beth Patten, Jen Freed, Javaha Ross, Trey Smith and Lisa Yau, Philadelphia Writing Project, Philadelphia, PA

6-12

Table 4

Towards a Learning Trajectory in History Instruction: Developing Skill Ladders with Library of Congress Digital Primary Sources

Improve student learning outcomes with learning trajectories frameworks using digital primary sources from the Library of Congress.

Meghan Manfra, North Carolina State University, Raleigh, NC

Higher Education

Table 5

Engaging Preservice Teachers with Primary Sources

Help preservice teachers learn how to analyze primary sources and incorporate them into lesson plans.

La’Keshia Opара-Nadi, Trashonda Dixon, Jackson State University, Jackson, MS

Early Childhood/Elementary

Table 6

KidCitizen: K-5 Children Exploring History Through Primary Sources

KidCitizen episodes engage children in exploring civics and history through primary sources from the Library of Congress. Episodes work on all devices, and are free for teachers and students.

Bert Snow, Snow and Company, Newburyport, MA

Table 7

Journalism in Action: Teaching Students U.S. History Through a Free Press

Explore how journalists have covered civic actions taken by Americans with PBS NewsHour Classroom’s Journalism in Action, an interactive website based on news stories from the past 250 years.

Victoria Pasquantonio, PBS NewsHour, Arlington, VA; Luke Gerwe, PBS NewsHour, Chicago, IL; Liz Ramos, Alta Loma High School, Rancho Cucamonga, CA

K-12

Table 8

Teaching with Primary Sources Regional Programs

Learn more about the Regional program staff will share information about the TPS Consortium, the TPS Regional Program and granting opportunities.

Barb Kirby, Jana Kyle, Matthew Mandarino, TPS Eastern Region, Waynesburg University, Waynesburg, PA; Rick Satchwell, Judy Bee, TPS Midwest Region, Illinois State University, Normal, IL; Peggy O’Neill Jones, Kile Clabaugh, Keith Patterson, TPS Western Region, Metropolitan State University, Denver, CO

PreK–12

Table 9

Are Multilingual Students on Your Educating for American Democracy Roadmap?

Educating for American Democracy offers an approach to unifying themes and challenges in America's story. How can your multilingual students and students from immigrant families contribute and see themselves represented?

Casey Cullen, Massachusetts Council for the Social Studies, Westborough, MA; Kristen Chapron, iCivics, Watertown, MA

PreK–12

Teaching & Learning

Table 10

Teaching Disability History Through Primary Sources

Showcase of primary sources across 250 years of Disability Rights, featuring primary source sets created by 2022 Library of Congress Junior Fellow Allie Kaplan, and new Reform to Equal Rights K-12 curriculum.

Alison Noyes, Collaborative for Educational Services, Northampton, MA

Secondary Level/High School

Table 11

Approaching Religious History – Guides for Preservice Teachers

RRCHNM has developed a collection of online resources for pre-service teachers on teaching the history of religion. These guides feature annotated LC primary sources and structured classroom activities.

Nate Sleeter, George Mason University, Fairfax, VA

PreK–12

Table 12

Crossroads of History

Crossroads of History Project allows learners to use primary sources and social justice standards to conduct meaningful dialog, learn and develop historical inquiries, and inspire informed actions that give voice to marginalized communities.

Shannon Davenport, Northwest Council for Computer Education, Coeur d'Alene, ID

Secondary Level/High School

Table 13

Asian and Pacific Islander Changemakers: People Who Made a Difference

How many historically significant Asian American or Pacific Islanders can you name? "Asian American and Pacific Islander Changemakers" features over 25 biographies to add to your collection of important AAPIs.

Tuyen Tran, California History Social Science Project, Davis, CA; Cindy Mata, California History Social Science Project, Los Angeles, CA

6–12

Table 14

Exploring Primary Sources in Ethnic Studies: Using the Library of Congress to Create School District Professional Development

Learn how Houston ISD leveraged their Teaching with Primary Sources grant award to expand teacher access to ethnic studies knowledge, teaching resources, and curriculum.

Samantha Manchac, Houston Independent School District, Houston, TX

Secondary Level/High School

Table 15

Analyzing Voices of the Civil Rights Movement Through Primary Sources

Learn about a workshops series for Oregon teachers on using primary sources to teach Black histories that included travel experiences exploring the Civil Rights trail in Alabama and Atlanta.

Ken Carano, Center for Geography Education in Oregon, Salem, OR

Higher Education

Table 16

Teaching Critical Race Theory with Primary Source Documents

Learn how two educators used primary sources to support the curriculum of a dedicated Critical Race Theory class at the college level. Connections to the K-12 classroom will be shared.

Jessica Schocker, Pennsylvania State University, Berks, Reading, PA; Justin De Senso, Metropolitan State University, Denver, CO

Secondary Level/High School

Table 17

Selecting Texts to Examine Diverse Perspectives in ELA

Learn about the strategies used by a group of high school teachers in two different districts to integrate primary sources into their ELA curriculum.

Salika Lawrence, The College of New Jersey, Ewing, NJ

6–12

Table 18

TPS-Civil Rights Fellowship Studies the Local and National Movement

See how teachers used primary sources to engage students in

the long arc of The Movement beyond 1954–1965 with a focus on local and state struggles.

Carroll Van West, Middle Tennessee State University, Murfreesboro, TN

Early Childhood/Elementary

Table 19

Differentiating Feedback to Students During Primary Source Discussions

Learn the Zoom-In image analysis routine through examining a Sojourner Truth photograph. Practice feedback strategies tailored to individual students' strengths and needs in our virtual classroom.

Rhonda Bondie, Hunter College, New York, NY; Eric Soto-Shed, Harvard Graduate School of Education, Cambridge, MA

Early Childhood/Elementary

Table 20

Supporting Culturally Relevant Pedagogy with Primary Sources

What do Wisconsin 5th graders have in common with an African king? Quite a lot, it turns out. Experience a historical inquiry and explore how culturally relevant pedagogy helped shape it.

Jessica Ellison, Minnesota Historical Society, St. Paul, MN; Kate Van Haren, Pittsville Elementary School, Pittsville, WI; Erik Lepisto, Central Middle School, White Bear Lake, MN

Middle Level/Junior High School

Table 21

Learning Labs: PD to Support Teaching with Primary Sources

Learn about Learning Labs for Social Studies, a PD model that actively engages teachers in co-planning, co-teaching, and reflection to learn how to help students work with primary sources.

Amanda Jennings, Sarah Day Dayon, Logan Eiland, University of Michigan, Ann Arbor, MI

Secondary Level/High School

Table 22

Teaching with Ethnographic and Folk Arts Collections: Challenging History

Primary sources gathered through ethnography demonstrate complex, nuanced perspectives on the culture of the U.S., providing vehicles for examining narratives of American identity.

Shanendra Nowell, Oklahoma State University, Stillwater, OK

PreK–12

Table 23

The Rural Experience in America: Community Civics Through Historical Inquiry

The Rural Experience in America: Community Civics Through Historical Inquiry engages students in historical inquiry, public history, place-based education, and service learning using sources found in the Library of Congress.

Regina Holland, National Council for History Education, University Heights, OH

Early Childhood/Elementary

Table 24

Free, Digital and Downloadable K-12 Primary Source Sets

Free, digital and downloadable K-12 Primary Source Sets and associated K-5 lesson plan units and resources utilize Library of Congress primary sources to address history topics and integrate inquiry.

Jennifer Cooley, Kenedy Heimerdinger, State Historical Society of Iowa, Des Moines, IA

Secondary Level/High School

Table 25

Primary Sources, Literature, and Non-Traditional High School Students

Non-traditional HS students are often forgotten or ignored in many school districts. But what can it look like when their learning intentionally includes the Inquiry Arc, primary sources, and literature?

Carmen Zeisler, ESSDACK, Hutchinson, KS; Glenn Wiebe, ESSDACK, Wilmington, DE

6–12

Table 26

Teaching Students to Ask Their Own Primary Source Questions

Tour the resources and learning opportunities available in the Right Question Institute's newest online hub. Discover how the Question Formulation Technique (QFT) can unlock primary source learning for all students.

Sarah Westbrook, Katy Connolly, Right Question Institute, Cambridge, MA; Imaan Yousuf, Right Question Institute, Chicago, IL

PreK–12

Table 27

Full STEAM Ahead: Pairing Graphic Novels and Primary Sources

The Full STEAM Ahead professional development series invites classroom teachers and school librarians to learn about making connections between graphic novels and Library of Congress primary sources in their instruction.

Christine Shelek, University of South Carolina, Columbia, SC

Secondary/High School

Table 28

New Perspectives on Primary Sources: Innovative Ideas from ELA Educators

Primary sources could be used more robustly in secondary English language arts classrooms. We describe how sixteen educators from NCTE's "New Perspectives on Primary Sources" project developed innovative lesson plans.

Lisa Storm Fink, National Council of Teachers of English, Champaign, IL; Troy Hicks, Central Michigan University, Mount Pleasant, MI

Secondary/High School

Table 29

Living History: Teaching the Pandemic Using a TPS Network Album

Explore how high school students used TPS inquiry research techniques to examine the COVID-19 pandemic using the growing archives of the Library of Congress and TPS Network Albums.

Katherine Perrotta, Katlynn Cross, Mercer University, Atlanta, GA; Ann Canning, TPS Eastern Region, Waynesburg, PA; Julie Maurer, City University of New York, NY

Higher Education

Table 30

Embracing Hard Histories with Preservice Teachers through TPS and QTF

See how preservice teachers used the TPS Program resources and the RQI Question Formulation Technique to design inquiries for teaching hard history within the current political climate.

Ann Canning, TPS Eastern Region, Waynesburg, PA; David Hicks, Sara Evers, Bradley Kraft, Jessica Beggs, Taylor Berkley, Jillian Doerr, Andrew Grant, Daniel Owens, Reagan Tobias, Ashleigh Wood, Virginia Tech, Blacksburg, VA

Early Childhood/Elementary

Table 31

Shifting the Gaze: Bringing TPS Directly into Children's Classrooms

See how one institution used the Library of Congress' Rosa Parks Collection, with urban elementary and middle school students as part of Children Defense Fund Freedom School program.

David Hicks, Virginia Tech, Blacksburg, VA

Middle Level/Junior High School

Table 32

Women & the American Story

Women's history is American history! Discover the resources and activities in this free curriculum website designed to help you weave women's stories into lessons across the full US history survey.

Leslie Hayes, New-York Historical Society, New York, NY

Early Childhood/Elementary

Table 33

Powerful Teaching with Primary Documents: Seeking the Seminole Indians

During a five-day PD, teachers learned about various resources available through the Library of Congress using primary documents and then explored Florida locations important to the history of Seminole Indians.

Laurie Boulden, Warner University, Lake Wales, FL

Secondary Level/High School

Table 34

Foreign Affairs Oral Histories in the Classroom

The experiences of U.S. diplomats come to life in the classroom through the use of lesson plans that include oral history excerpts and other diplomatic resources.

Heather Ashe, Monica Johnson, Association for Diplomatic Studies and Training, Arlington, VA

Secondary Level/High School

Table 35

Reading Like a Historian Curriculum and Beyond the Bubble Assessments

Learn about curriculum and assessments designed by the Stanford History Education Group that incorporate documents from the Library of Congress's archives. Participants will examine materials and sample student responses.

Joel Breakstone, Stanford History Education Group, Stanford, CA

Middle Level/Junior High School

Table 36

HTML5: Can This Emerging Technology Support Learners' Primary Source Investigations?

Explore ways to use H5P, an HTML5 plugin, to develop interactive online modules to support diverse students' learning needs.

Grant Miller, Peter Nelson, Southern Illinois University, Carbondale, IL

Early Childhood/Elementary**US History**

Table 37

"Time Out of Joint: Prison Reflections on Shakespeare"

"Time Out of Joint" is a BIPOC-led educational project that helps students engage with Shakespeare and contemporary issues including systemic racism, mass incarceration and the transformative power of education.

Charles Hardy, West Chester University, West Chester, PA; Perri Geller-Clark, John Bishop. Moorestown Township Public Schools, Moorestown, NJ

Secondary Level/High School

Table 38

Home Waters-Uncovering Family Stories, Places and Genre

During COVID isolation the Museum Association of Montana built an educational bridge between eleven rural Montana museum educators and their individual school communities using two renowned regional novellas.

Cheryl Hughes, Missoula, MT

Secondary Level/High School

Table 39

Connecting Inquiry Skills to Civic Action

How do we develop civically engaged students? Explore free civic interactives from the Center on Representative Government that build students' understanding of how government works through primary sources and game play.

Anne Bono, Elizabeth Osborn, Valerie Pena, Michelle Willhoite, Indiana University Center on Representative Government, Bloomington, IN

6-12

Table 40

2.0 Web Tools to Engage Students in Primary Source Analysis

The pandemic put new tools in the hands of students and teachers. Learn how five 2.0 web tools helped teachers support their students with the analysis of primary sources.

Angela Falter Thomas, Bowling Green State University, Bowling Green, OH

Higher Education

Table 41

Native American History with a Contemporary Cultural Twist

Native American heritage is examined historically and through a contemporary lens with Indigenous tribe fashion designers who attended NY Fashion Week and Paris Indigenous Tribes Fashion Week.

Neme Alperstein, TPS Network, New York, NY; Ruth Ferris, TPS Network, Billings, MT

Secondary Level/High School

Table 42

Remembrance in Action: Responding to the Holocaust in Today's World

Tips to meet the challenge of teaching 21st century learners about the Holocaust, using primary source materials to enrich collaborative instruction and library programming.

Margaret Lincoln, Lakeview School District, Battle Creek, MI

Secondary Level/High School

Table 43

African American Resources at the Library of Congress

Use the online resources of the Library of Congress to help tell a broader story of the United States and its people including rarely taught facts about African American History.

Robert Scarlett, TPS Network, Summerville, SC

PreK-8

Table 44

How to Teach the Truth and Not End Up in the Principal's Office

The Library of Congress and the TPS Teachers Network have resources and professional support to aid educators in their quest to teach accurate history in an era of divisive topics laws.

Michelle Zupan, TPS Network, Thomson, GA; Franke Smith, Hickory Hill, Thomson, GA

Early Childhood/Elementary

Table 45

Teaching with Primary Sources Network Teacher Mentor

Want to bring picture book biographies and historical fiction to life for readers? Pair them with primary sources, placing historical figures and events in context to build understanding and empathy.

Soline Holmes, TPS Teachers Network, New Orleans, LA

Early Childhood/Elementary

Table 46

STEPS: Science Teaching with Embedded Primary Sources

The history of science (HOS) is rarely taught in K-12 classrooms, despite its documented benefits for students. Learn how we support teachers using primary sources to teach HOS.

Shelby Watson, Julie James, University of Mississippi, Oxford, MS

Advocacy Toolkit



Visit socialstudies.org/advocacy for the new NCSS Advocacy Toolkit and other resources for advocating the importance of social studies education.



Friday, 10:05–11:05AM

FEATURED SPEAKER

Conv Ctr Ballroom A

Anna Malaika Tubbs

Anna Malaika Tubbs is a multidisciplinary expert on current and historical understandings of race, gender, and equity. After graduating Phi Beta Kappa from Stanford University with a BA in anthropology, Ms. Tubbs earned her MA in gender studies and her Ph.D. in sociology from the University of Cambridge as a Bill and Melinda Gates Cambridge Scholar.

VITAL ISSUE SESSION

Conv Ctr 204C

Supplemental Curriculum: Who Gets to Choose? Nneka McGee, Vicki Jacobs and Jocelynn Hubbard

After several disrupted school years, teachers are supplementing curriculum now more than ever to address unfinished learning. But who gets to choose these materials? This conversation among teachers, administrators, and curriculum experts in social studies will provide insightful tips on how to identify quality supplemental materials and explore a framework that provides teachers with agency in the process. Leave with greater confidence in selecting effective instructional materials.

Nneka McGee is Chief Academic Office for San Benito CISD. Vicki Jacobs served as a lecturer on education at the Harvard Graduate School of Education. Jocelynn Hubbard is founder and managing director of Custom Teaching Solutions. LLC.

AWARD SESSION

Conv Ctr 203A

2020 NCSS Exemplary Research Award

Social Studies Teacher Perceptions of News Source Credibility

Social Studies teachers are encouraged to use news media with their students, but ideologically fractured sources of information makes teachers' decisions about who to trust even more consequential. Learn how to develop "dynamic" understandings of news media and its credibility and discuss how to navigate the complexities of a siloed media landscape.

Christopher Clark, University of North Dakota, Grand Forks, ND; Mardi Schmeichel, University of Nebraska-Lincoln, NE; James Garrett, University of Georgia, Athens, GA

60-Minute Sessions

Early Childhood/Elementary Sessions

Early Childhood/Elementary

Econ/Financial Lit

Marriott Franklin 13 (4th Floor)

Climate Change and People's Choices: 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.

Euikyung Shin, Northern Illinois University, DeKalb, IL; Mary Beth Henning, The University of Mount Union, Alliance, OH

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Carter Woodson and Notable Tradebooks: Engaging Upper Elementary/Middle Grade Lesson Plans

Searching for compelling upper/middle grade lesson plans tied to NCSS Notable Tradebooks and Carter G. Woodson winning titles? Look no further! Receive all lesson plans.

JoAnn Wood, Georgia Department of Education (retired), Marietta, GA; Andrea Libresco, Hofstra University, Hempstead, NY; Ann Adkins, St. Pius X/St. Leo School, Omaha, NE; Elizabeth Sturm, Lewis University, Romeoville, IL; Elizabeth Wilson, Lisa Matherson, The University of Alabama, Tuscaloosa, AL; Emily Holmberg, Manheim Township School District, Lancaster, PA; Irene Walker, University of Northern Iowa, Cedar Falls, IA; Jennie Burke, Millersville University, Lancaster, PA; Jennifer Gallagher, East Carolina University, Greenville, NC; Kathy Hintz, Minot State University, Minot, ND; Kim Heckart, Prairie Ridge Elementary, Cedar Rapids, IA; Lara Willox, University of West Georgia Education Annex, Carrollton, GA; Mellanie Robinson, Dalton State College, Dalton, GA; Sarah Montgomery, University of Northern Iowa, IA; Zak Montgomery, Wartburg College, Waverly, IA; Sydney Beauchamp, Indiana University South Bend, IN; Takisha Durm, Alabama A&M University, Normal, AL.

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Global Wisdom Inspires Action: Bringing Current Events into Elementary Classrooms

Students cannot change the world if they do not know the world. Explore teacher-friendly strategies, resources, and activities that foster curiosity, empathy, and tolerance through current events.

Cathy Marston, Sutherland Elementary School, Glendora, CA

PreK-12 Sessions

PreK-12

Civics/Government

Marriott Franklin 3 (4th Floor)

Educators as Social Entrepreneurs

How can you leverage community assets in your classroom? Explore entrepreneurial project-based approaches to civic skill-building and connect with others empowering young

people to lead in their community.

Caitlin Gallagher, Beverly Leon, Local Civics, New York, NY

PreK–12

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Social Studies and STEM: An Unlikely Friendship

By redefining STEM as a mindset, social studies teachers can meaningfully integrate STEM into their classes to challenge students to critically think and develop, build, and nurture empathy skills.

Brian Booker, Jackie Druck, Manheim Township Middle School, Lancaster, PA

PreK–12

Cross Disciplinary

Marriott Franklin 10 (4th Floor)

Becoming a Published Author: Turn Your Classroom Practice into Scholarship

Translate your classroom practice to publication. The editors of Social Studies Journal will introduce concrete methods for writing and submitting an article to SSJ.

Jessica Schocker, Penn State Berks, Reading, PA; Stephanie Schroeder, Mark Kissling, The Pennsylvania State University, State College, PA

PreK–12

Disciplinary Literac

Marriott Room 407/408/409

Teaching With Comics as Literature and Historical Artifact

Comics are powerful artifacts for student engagement and literacy. Receive tips on integrating and obtaining classroom comic resources, common core/C3 connections, and student-tested lesson plans.

Tim Smyth, TeachingWithComics.com, Chalfont, PA

PreK–12

Global Studies

Marriott Room 401/402/403

Bridging The Engagement Gap: Youth In Action for Human Rights

A youth-led experience aiming to revolutionize Human Rights Education, emphasize its value, and give educators and young people the tools to integrate it within their classrooms. For students, by students.

Jacob Skrzypiec, Manchester Public Schools/Dodd Human Rights Impact, Manchester, CT

PreK–12

Teaching & Learning

Conv Ctr 104A

Teaching Difficult Histories in Difficult Times

Editors and authors of Teaching Difficult Histories in Difficult Times (2022) present key takeaways from their chapters, providing teachers with an array of approaches to teaching difficult histories.

Maia Sheppard, University of Iowa, Iowa City, IA; Lauren McArthur Harris, Arizona State University, Tempe, AZ; Jennifer Hauver, Trinity Washington University, Washington, DC; Jing Williams, University of South Dakota, Vermillion, SD; Megan Jones, 9/11 Memorial and Museum, New York, NY; Christopher Martell, University of Massachusetts, Boston, MA; Taylor Collins, Framingham Public Schools, Framingham, MA; Kelly Allen, University of Wisconsin, Milwaukee, WI; Colleen Fitzpatrick, University of Toledo, OH; Stephanie van Hover, University of Virginia, Charlottesville, VA; Elizabeth Washington, Cathy Atria, Christina Aulino, University of Florida, Gainesville, FL; Jordan Marlowe, Alachua County School District, Newberry, FL; Christian Pirlet, Northern State University, Aberdeen, SD; Doran Katz, Middlebury College, Middlebury, VT; Sara Levy, Ithaca College, Ithaca, NY; Megan Jones, 9/11 Memorial and Museum, New York, NY

PreK–12

Teaching & Learning

Conv Ctr 201A

Using Cartoons to Teach the C3 Framework

Discover a structured instructional strategy for K-12 teachers that incorporates the C3 Framework through an analysis of popular cartoons and primary source documents.

Scott Roberts, Central Michigan University, Mt. Pleasant, MI; Charles Elfer, Clayton State University, Morrow, GA; Nancy Sardone, Georgian Court University, Lakewood, NJ; Annie Whitlock, University of Michigan-Flint, MI; Kate Van Haren, Pittsville Elementary School, Pittsville, WI

PreK–12

Technology

Conv Ctr 201B

Technology Town Hall - Fostering Digital Global Citizens

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.

Brian Bechard, NCSS Technology Community, Olathe, KS; Michael Berson, Ilene Berson, University of South Florida, Tampa, FL; Joseph O'Brien, University of Kansas, Lawrence, KS

Middle Level/Junior High Session

Middle Level/Junior High

CUFA Research into Practice

Conv Ctr 105A

Countering Amnesia: Learning and Teaching the Pandemics of 1918-1919 and 2020-2022

Explore, understand, and critique a comparative unit on the 1918–1919 and 2020–2022 pandemics that challenges middle/secondary students to build historical empathy, flex affective and cognitive muscles, wrestle with collective amnesia, and critically collate research to teach future generations about these two important events.

Stacie Brensilver Berman, Diana Turk, Sabrina Caldwell, New York University, New York, NY

Grades 6-12 Sessions

6-12

African American History

Conv Ctr 203B

The Untold Stories of How Three Women Lived the American Revolution

Examine the different voices of women who lived during the American Revolution. Consider background, class, race, and orientation to focus on individuals marginalized from traditional narratives.

Rachelle Friedman, Lycee Francais de New York, NY; Georgina Emerson, Teach About Women, Austin, TX

6-12

African American History

Conv Ctr 204A

The 1619 Project, Critical Race Theory, Divisive Concepts Legislation: Empowering Teachers and Communities to Confront the Politicization of Social Studies

Unravel the politicization of the 1619 Project, Critical Race Theory, and divisive concepts legislation with other educators who seek to confront racialized rhetoric with truth.

Tina Heafner, The University of North Carolina, Charlotte, NC

6-12

Civics/Government

Marriott Franklin 5 (4th Floor)

Unpacking Presidential Power and Leadership: A Civics Approach to Teaching American History

Examine the evolution of power in America through a new civics- and history-focused curriculum on presidential leadership and decision making. Consider how “everyday Americans” shaped the presidency and its role.

Kelly Aliano, New-York Historical Society, New York, NY

6-12

Civics/Government

Conv Ctr 107B

Undecided: Teaching an Ongoing Supreme Court Case

A deep-dive with primary sources on a current hot-button Supreme Court case will serve as a framework for exploring contemporary constitutional questions before the Court’s decision is final.

Tiffany Middleton, American Bar Association, Chicago, IL

6-12

Geography

Marriott Room 414/415

Environmental Cooperation: Forging a Peaceful Path in the Middle East

Explore the environmental challenge of water in the Middle East, and the ways that Israelis, Jordanians, and Palestinians are cooperating to meet these challenges.

Erika Lowery, Institute of Curriculum Services, San Francisco, CA

6-12

Teaching & Learning

Conv Ctr 105B

Fables of Reconstruction History: Teaching South Carolina’s Past Through C3 Inquiry

Examine and discuss C3 Framework inquiry lessons based on sources related to Reconstruction and civil rights history in South Carolina.

Marc Turner, Spring Hill High School, Chapin, SC

6-12

US History

Conv Ctr 108B

Dirty Tricks, Jim Crow, and Systemic Racism in the United States

Discover how a graphic novel focusing on the civil rights movement of the late 1960’s can be utilized to discuss voting rights issues after the 1965 Voting Rights Act.

Jeremiah Clabough, The University of Alabama at Birmingham, AL; Caroline Sheffield, University of Louisville, KY

6-12

US History

Conv Ctr 103C

Inspire Your Students with the Stories of Heroes

Engage students with history through the personal narratives of Medal of Honor Recipients; show them that everyone has the potential to be a hero and make a difference. Full lessons are included.

Javier Martinez, Congressional Medal of Honor Society, Mt. Pleasant, SC

6-12

World History

Conv Ctr 201C

Racial Slavery in the Americas: Resistance, Freedom, and Legacies

Choices’ Racial Slavery in the Americas curriculum covers 4+ centuries. Learn how enslaved people experienced and resisted oppression and how slavery’s legacies have shaped our world today. A digital curriculum is provided.

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

6-12

World History

Conv Ctr 204B

Art and Story as Testimony: Exploring World War II and Human Rights

With a trauma-informed lens, explore Holocaust survivor testimony as a primary source for introducing hard topics. Visual art and history spark inquiry-based learning for past and present issues.

Claire Tesh, Art and Remembrance, Baltimore, MD; Bernice Steinhardt, Art & Remembrance, Washington, DC; Ezsther Kutas, Philadelphia Holocaust Remembrance Foundation, Philadelphia, PA

Secondary/High School Sessions

Secondary/High School Assessment

Marriott Room 411/412

Beyond Participation Marks: How to Design More Authentic Assessments of Deliberative Dialogue

Discuss how to assess deliberative dialogue and other forms of civil discourse. Take away practical tools and a framework to support your design of more authentic assessments.

Paula Waatainen, Vancouver Island University, Nanaimo, BC; Jessica Selzer, Rockridge Secondary School, West Vancouver, BC

Secondary/High School Civics/Government

Marriott Franklin 7 (4th Floor)

Fostering Community, Understanding, and Growth Through Civil Dialogue

Explore meaningful methods for creating, building, and fostering civil dialogue techniques with your students to increase content understanding, promote social-emotional learning, and maintain community among your students.

Sarah Harris, National Constitution Center, Philadelphia, PA

Secondary/High School Civics/Government

Marriott Franklin 6 (4th Floor)

The Color of Law: Exploring Systemic Racism in Housing Policy Using PBL

Using the project-based learning model, U.S. History/Government teachers can position students to raise awareness of systemic racism in housing policy using Richard Rothstein's 2017 book *The Color of Law*.

Andrew Budris, Wendy Palladino, Jaelyn O'Hagan, Bellport High School, Brookhaven, NY

Secondary/High School Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Hip Hop is More Rigorous than Your AP Class: Decolonizing Advanced Placement

Hip Hop is academic and intellectual. For many, this seems an oxymoron. Hip Hop culture can be utilized to teach AP Human Geography to diverse learners, leading them to crush the exam.

Andrew Hartman, Middleton High School, Middleton, WI

Secondary/High School Psychology

Conv Ctr 102A

Infusing Research Methods into the AP Psychology Course

Research methods are the foundation of psychology. Learn how to teach these topics throughout your course in active, engaging ways.

Tiffany Karns, Rowlett High School, Dallas, TX; Amy Fineburg, College Board, Birmingham, AL

Secondary/High School Teaching & Learning

Conv Ctr 106AB

Building an Equity Bridge from High School to College: The American Historical Association's "History Gateways" Project

Draw from your experience with students transitioning to post-secondary education to help guide college professors reframing introductory history courses in support of success, retention, and completion among historically underserved groups.

Daniel McInerney, Utah State University, Logan, UT; Sarah Shurts, Bergen Community College, Paramus, NJ; Sara Rzeszutek, St. Francis College, Brooklyn, NY; Jonathan Mercantini, Elizabeth Hyde, Kean University, Union, NJ

Higher Education Sessions

Higher Education Pre-Service

Conv Ctr 108A

Teaching Elementary Social Studies with Community Partners

Learn how preservice teachers were able to teach social studies lessons to small groups of early elementary students by working with a community partner in a diverse school.

Matthew McParker, Charlotte Roberts, University of Wisconsin-La Crosse, WI

Higher Education Teaching & Learning

Conv Ctr 103B

To Student Teaching and Beyond....

Learn to stand out from the crowd as an early career/preservice teacher. Examine resumes, interviewing, and Professional Development to land you a job. Come with resumes and questions!

Jennifer Morgan, West Salem Middle School, West Salem, WI; Melissa Collum, Viterbo University, Prairie du Chien, WI

*** EXHIBITOR SESSIONS ***

Conv Ctr 104B

Connecting Students to Their Community Through Customized Curricula

Curriculum that reflects a student's culture and experiences results in increased student engagement and improved student outcomes. The challenge for districts has been finding high-quality, engaging materials that reflect their student population and their community. Join Erin Conklin, *Director K-12 Social Studies at Duval County Public Schools* and Cory Nilsen, *Dean of Social Studies Curriculum, Rockford Public Schools* who will share their experiences in collaborating with XanEdu Custom Publishing to create customized, materials that **met their specific learning and equity goals, including infusing local and state history into their social studies courses**. **BONUS:** Attendees will be entered to win a \$50 Amazon gift card and receive a copy of one of the African American History books referenced at the session.

Erin Conklin, Duval County Public Schools, Jacksonville, FL; Cory Nilsen, Rockford Public Schools, Rockford, IL

*** EXHIBITOR SESSIONS ***

10:45–11:15AM

Conv Ctr 103A Civics/Government

Teaching About Religion in Schools: *Kennedy v. Bremerton School District*

Supreme Court cases can lead to some awesome debates in class, but given the time constraints many of us face, it's also important not to get bogged down. This session addresses *Kennedy v. Bremerton School District* (2022), which addresses prayer by a high school football coach. We discuss strategies for discussing the Kennedy case. Receive a SCOTUS FRQ and scoring guidelines to use in the AP Government course.

Karen Waples, Holy Family High School, Broomfield, CO

Conv Ctr 107A

Teaching with AMERICAN EXPERIENCE in the Classroom

Join us for a showcase of some of the newest AMERICAN EXPERIENCE resources on PBS LearningMedia and get a sneak peek at the upcoming new season and what's coming for your classroom use in the next several months. Resources include excerpts from full-length AMERICAN EXPERIENCE episodes as well as support materials such as teaching tips and discussion questions. A high school social studies teacher and GBH Education teacher-advisor will show how she implements the resources into her instruction for maximum engagement and impact.

Carolyn Jacobs, Elizabeth Gardner, GBH Education, Boston, MA

30-Minute Power Sessions

10:05–10:35AM

6–12

US History

Marriott Franklin 11 (4th Floor)

How to Integrate Disability History into the Curriculum: *We Can and We Must*

History class typically ignores disability or uncritically portrays objects of pity. Free, primary source-rich lessons recast common history topics using a lens of an empowering centuries-long struggle for equality.

Rich Cairn, Collaborative for Educational Services, Northampton, MA

Secondary/High School

Civics/Government

Marriott Franklin 12 (4th Floor)

Diversity and Inclusion Pedagogy for Teaching Global Learning and Leadership

Explore project-based instructional techniques and best practices that empower and immerse students more deeply in the Global Citizenship learning experience by utilizing diverse and inclusive student-led engagement activities.

Lauren Grimes, The Community Enrichment Project, Washington, DC

Supervisor/Administrative

US History

Marriott Franklin 11 (4th Floor)

Teaching the Black Freedom Struggle: A Discussion on Reconstruction Education in K-12 Schools

Explore the findings, recommendations, and resources from the 2022 national report "Erasing the Black Freedom Struggle: How State Standards Fail to Teach the Truth About Reconstruction."

Mimi Eisen, Zinn Education Project, Washington, DC

Secondary/High School

Civics/Government

Marriott Franklin 12 (4th Floor)

An Inclusive Constitution: How to Use Founding & Constitutional Principles to Promote Civil Discourse

Explore how to emphasize the inclusivity of American founding and constitutional principles in an effort to promote meaningful classroom dialogue, discussion, and projects involving current events and controversial issues.

Molly Schneider, Amy Myers, Notre Dame-Cathedral Latin School, Chardon, OH; Elizabeth Walsh-Moorman, Lake Erie College, Painesville, OH

Friday, 11:25AM–12:25PM

FEATURED SPEAKERS

Conv Ctr Ballroom A

Hasan Jeffries

Hasan Jeffries is Associate Professor of History at The Ohio State University, where he teaches graduate and undergraduate seminars on the Civil Rights and Black Power Movement, and surveys on African American and American history. His current book project, *In the Shadow of Civil Rights*, examines the Black experience in New York City from 1977 to 1993. It connects key political and cultural events, such as the youth rebellion in the South Bronx, to the evolution and implementation of public policies that changed Black communities forever, such as those that undergird the war on drugs. He hosts the podcast "Teaching Hard History," a production of the Southern Poverty Law Center's educational division.

Conv Ctr 204C

David G. Myers

Social Studies Education in an Age of Misinformation: Insights from Psychological Science

Social psychologist David Myers is a communicator of psychological science to college students and the general public. His scientific writings, supported by National Science Foundation fellowships and grants, appeared in three dozen academic periodicals, including *Science*, *American Scientist*, *American Psychologist*, and *Psychological Science*. He has digested psychological research for the public through articles in four dozen magazines and through seventeen books. His research and writing have been recognized by the

Gordon Allport Prize, by an “honored scientist” award from the Federation of Associations in the Brain and Behavioral Sciences, by the Award for Distinguished Service of Behalf of Personality-Social Psychology, and by three honorary doctorates.

Conv Ctr 204B

Claire Campbell

Continental Neighbo(u)rs, or How Americans Created Canada and Why This Matters

Sponsored by the NCSS Canada Community

How has the United States shaped the environment, politics, and culture of its neighbor to the north since the eighteenth century? What does this say about our o-existence today?

Claire Campbell is Professor of History at Bucknell University.

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES SESSION

Conv Ctr 202A

Sources and Strategies Show and Tell

Engage in activities involving primary sources featured in past “Sources and Strategies” articles, and ones that will appear in future articles; and share ideas and wishes for future article topics.

Lee Ann Potter, Library of Congress, Washington, DC

Early Childhood/Elementary Sessions

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Engaging Young Learners in Powerful Civic Discourse: The Storypath Approach

What should we do about graffiti in the park? Learn how young children, imagining themselves as park planners, tackled civic lessons to create a park for everyone to enjoy.

Margit McGuire, Laurie Stevahn, Seattle University, Seattle, WA

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Making Critical Media Literacy Relevant

How can educators teach students to look at a wide range of media sources with a critical lens, and why does it matter to students?

Noelle Carter, Sally Flaherty, Barbara Lane, Studies Weekly, Orem, UT

Early Childhood/Elementary Teaching & Learning

Conv Ctr 201A

Leveraging Place: (Re)Centering Place in Elementary Social Studies Inquiries

Discover the possibilities of leveraging place in elementary social studies. Explore examples of place-based inquiries and

consider how to integrate place into your own elementary social studies inquiries.

Seunghoon Han, Abigail Stebbins, The Pennsylvania State University, State College, PA

PreK-12 Sessions

PreK-12 Af-American-History

Conv Ctr 204A

Moton School Story: Children of Courage

Four years before Rosa Parks & the Montgomery Bus Boycott, while Martin Luther King Jr. was in college, African American students in Virginia went on protest for an equal education.

Cainan Townsend, Moton Museum, Farmville, VA

PreK-12 Civics/Government

Marriott Franklin 6 (4th Floor)

Enhancing Civics Instruction Through Games, Simulations, & Student Contests

Explore practical ways that educators can enhance student engagement in civics education through the effective use of digital games, immersive simulations, and authentic student competitions.

Tom Driscoll, EdTechTeacher, Coventry, RI; Shawn McCusker, Digital Promise, Huntley, IL

PreK-12 Civics/Government

Marriott Franklin 4 (4th Floor)

Dig Deep: Exploring Current Events Through Interactive Online Tools and Lessons

Given headlines, soundbites and tweets, how can students deepen their understanding of current events? Explore ways to examine current events through tech tools and anti-bias learning.

Jinnie Spiegler, ADL, New York, NY; Deborah Chad, ADL, Boston, MA

PreK-12 Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Liberty: A Truth Still Self-Evident?

What is liberty? You tell us. Explore what liberty looks like today and how to build trust in this fundamental principle at a time of increasing socio-political divide.

Jenna Tshudy, Elizabeth Grant, National Liberty Museum, Philadelphia, PA

PreK-12 Pre-Service

Conv Ctr 108A

Don't End Up on the News! A Trauma-Informed Approach to Teaching Hard History

Don't let the headlines scare you! New teachers, let's talk about ways to approach hard history using trauma-informed best practices.

Robin Fisher, Shanedra Nowell, Oklahoma State University, Stillwater, OK

Grades 6-12 Sessions

PreK-12 Teaching & Learning

Conv Ctr 201B

Finding (or Designing) the “Best Fit” IDM for Your Students

Discuss the power of inquiry and explore the ways in which we can bring “best fit” IDMs into our social studies classrooms to meet PreK-12 students’ needs.

Ariel Cornett, Georgia Southern University, Statesboro, GA; Colleen Fitzpatrick, University of Toledo, OH

PreK-12 Teaching & Learning

Conv Ctr 105B

Notes from the Field: Learnings from our iCivics Curriculum Pilots

iCivics introduces its teacher-created EAD-inspired curriculum and dives into one of its core features: rich, diverse primary sources that offer multiple entry points to sustained inquiry.

Christina Ross, Sarah Dewitt, iCivics, Boston, MA

PreK-12 Technology

Marriott Room 411/412

Archiving Instructional Resources on Digital Platforms

NCSS Archives Committee members address producing and organizing instructional materials for digital platforms, archiving physical materials (photos, articles, maps, etc.), and copyright restrictions and “fair use” for instruction.

Raymond Wicks, Saint Louis, MO; Heather Monson, United Township High School, East Moline, IL

PreK-12 US History

Conv Ctr 103A

Inclusive State History for Every Child

Receive job-embedded digital and print resources and instructional strategies to make state history a dynamic and engaging area of study for all students.

Chris Heintz, Britannica Digital Learning, Chicago, IL

PreK-12 CUFA Research into Practice

Conv Ctr 105A

Grounded in Purpose: Revisiting the Why of Social Studies Education

Are you teaching your students that our systems are broken and in need of fixing? This session provides a time for thoughtful rationale development for social studies teachers whose approach is seeking change. Come and engage in the hard work of setting purpose for your practice.

Meghan Moore-Hubbard, Clemson University, Clemson, SC

6-12 Cross Disciplinary

Marriott Franklin 7 (4th Floor)

How Does Soccer Explain the Current State of the World (Around Us)?

Examine how soccer can give insights into war, gender discrimination, and human rights, among other issues. Explore inquiries aimed at using sport to investigate challenging topics, using the C3 Framework.

George Lipscomb, Furman University, Greenville, SC

6-12 Cross Disciplinary

Marriott Franklin 10 (4th Floor)

Sacred Sites, Evolving Spaces Using Monumental Architecture to Track Historical Developments and Current Realities

Monumental structures are not simply markers of historical developments, they are also barometers of ongoing change. Debates regarding the preservation/use of these monuments reflect political trends, demographic shifts, and cross-cultural collaboration.

Amy Perkins, Lakeshore High School, Stevensville, MI

6-12 Ethnic Studies

Marriott 414/415

Bringing Latinx Histories to Your Classroom with Media

With the upcoming Hollywood or History: An Inquiry-based Strategy to Learn about Latinx Communities and History, we share some lessons to critically engage Latinx History with participants and their ideas.

Timothy Monreal, NY; Jesús Tirado, Auburn University, Auburn, AL; Jorge Moraga, CA; Yianella Blanco, Teachers College, Columbia University, New York, NY; Erin Adams, Sohyun An, Theresa Alviar-Martin, Paula Guerra, Camille Sutton-Brown, Kennesaw State University, Kennesaw, GA; Mireya Pérez, GA

6-12 Global Studies

Marriott Room 401/402/403

Pirates and Punks: Underground Youth Resistance Against Nazis and Stasi

Teenagers resisted Nazi and Stasi oppressors only to be labeled delinquents and erased from resistance narratives. Restore these absent stories by creatively memorializing youth disruptors and inspiring modern-day student agency.

Jessica Ellison, Minnesota Historical Society, St. Paul, MN; Scott Noet, Owatonna Middle School, Owatonna, MN

6-12 Religious Studies

Conv Ctr 202B

Developing an Educator’s Guide to Hinduism: Research to Practice

Through survey responses, teachers identified that a lack of understanding about Hinduism led to a misunderstanding of religious practices and bullying among students. A K-12 guide was created to inform and counter bias.

Shereen Bhalla, Hindu American Foundation, Emeryville, CA

6-12

Teaching & Learning

Conv Ctr 106AB

Grinning at Misery: The Complex History of the Vietnam War Through Political Cartoons

Political cartoonists create images by using compelling techniques with a specific purpose. Explore a complex history of the Vietnam War and introduce new visual literacy strategies.

Ron Nash, Pritzker Military Museum and Library, and History and Literacy Associates, Chicago, IL; Adam Foreman, Pritzker Military Museum and Library, Chicago, IL

6-12

US History

Conv Ctr 108B

Race and War in the Pacific with Resources from the National World War II Museum

Simulate a lesson developed through the National World War II Museum “War in the Pacific” Curriculum using inquiry to analyze Japanese and American wartime propaganda and the use of racial prejudice.

Shane Gower, Maranacook Community High School, Readfield, ME

6-12

US History

Conv Ctr 103B

First-Person Interpretation in the Classroom

An interactive performance by an actor-historian interpreting an historical figure serves as a model to illustrate how students can employ first-person interpretation within a social studies curriculum.

Kim Hanley, American Historical Theatre, Philadelphia, PA

Secondary/High School Sessions

Secondary/High School

Civics/Government

Marriott Franklin 5 (4th Floor)

Freedom of Speech Under Assault: Protecting the First Amendment in Social Studies

Examine how teachers can protect freedom of expression in an age of censorship and withering assaults and preserve effective social studies education and democratic participation.

James Moore, Cleveland State University, Cleveland, OH

Secondary/High School

Civics/Government

Marriott Franklin 3 (4th Floor)

Revolutionary Talk, Revolutionary Action: Historic

Deliberations in the Classroom and Beyond

Experience a historic deliberation designed to equip students to embrace hard history, engage in civil discourse, and exercise civic skills for moving from revolutionary talk to revolutionary action.

Cristin Brawner, Kettering Foundation, Dayton, OH; Nicole Moore, National Center for Civil and Human Rights, Atlanta, GA; Mark Wilson, Auburn University’s Caroline Marshall Draughon Center for the Arts & Humanities, Auburn, AL

Secondary/High School

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Cross Disciplinary Content: Supporting Intersectionality to Improve Literacy

Learn how to plan, implement and reflect on cross-disciplinary learning between history, language arts, and music for secondary classrooms while affirming the intersectionality of students’ identities.

Shila Scott, School District of Philadelphia, PA

Secondary/High School

Disciplinary Literac

Marriott Room 407/408/409

On Your Mark, Text Sets Go! Addressing Controversial Issues with Text Sets

Discover how to address controversial issues in the social studies classroom using multimodal text sets. Learn how to create text sets.

Nicole Waid, SUNY Oneonta, NY

Secondary/High School

Law/Law-Related Educ

Conv Ctr 201C

Preview of the Supreme Court Term

The October 2021 term saw the Court’s newest members flexing their judicial muscles. Explore a blockbuster case about to be argued in this current term.

Lee Arbetman, Cathy Ruffing, Street Law, Inc., Silver Spring, MD

Secondary/High School

US History

Conv Ctr 103C

History Matters: Classroom Conversations That are Crucial to Democracy

We will stand up to censorship and teach the truth. Sample a thematic American history curriculum that challenges students to grapple with issues of race, gender, income inequality, and violence.

Deirdre Boyd, Steamboat Springs High School, Steamboat Springs, CO

Secondary/High School

World History

Conv Ctr 203B

Truth and Reconciliation: Sexual Slavery During World War II

Explore a C3 Inquiry about sexual slavery during World War II with embedded best Social Emotional Learning practices by examining transgressions of the past and truth and reconciliation.

Mona Al-Hayani, Toledo Early College High School, Toledo, OH; Bobbie Downs, Educational Services Unit, Westhampton, NJ

Secondary/High School

World History

Conv Ctr 107B

The Continued Martyrdom of Ukraine: Historical Perspectives of Oppression

Due to the Russian invasion of February 2022, Ukraine, once again, fights for its territorial integrity. Learn how Ukraine has struggled throughout history to be a free nation.

Doris Duzyj, U.S. Committee for Ukrainian Holodomor Genocide Awareness, Washington, DC

*** EXHIBITOR SESSIONS ***

Conv Ctr 104B

Bring an Archive of Engaging Public Media Content into Your Classroom

Join us to explore the American Archive of Public Broadcasting and discover strategies to use media to engage students in critical thinking, understanding multiple perspectives, and inquiry around enduring issues.

Casey Davis Kaufman, GBH Archives/American Archive of Public Broadcasting, Boston, MA; Kristin Lehner, PBS Learning Media, Arlington, VA; Karen Cariani, GBH, Boston, MA; Joel Breakstone, Stanford History Education Group, Stanford, CA

Conv Ctr 107A

Teaching with FRONTLINE in the Classroom

Join us for a showcase of some of the newest FRONTLINE resources on PBS LearningMedia and get a sneak peek at the upcoming new season and what's coming for your classroom use in the next several months. FRONTLINE resources on LearningMedia include infographics and interactives, as well as video clips, all supported with teaching tips, discussion questions, and more. You'll leave the presentation with strategies for integrating these resources into your curriculum.

Carolyn Jacobs, Elizabeth Gardner, GBH Education, Boston, MA

Room 104A

Using Primary Sources to Teach America's Founding Principles

JMC Teacher Programs Manager Benjamin Boyce will demonstrate effective and engaging ways to integrate primary sources into lessons about America's founding principles and history.

Benjamin Boyce, Jack Miller Center, Bala Cynwyd, PA

Marriott 414/415

"Order, Discipline, and a Few Cannon": The Possibilities and Perils of Civic Organizing in Colonial Philadelphia

Because of its distinctive history, Philadelphia emerged as the cutting-edge incubator of new forms of voluntary civic

organizing in the colonial period. This talk explores why, how that affected people at the time, and what we can learn from it today.

Jessica Choppin Roney, Temple University, Philadelphia, PA

30-Minute Power Sessions

11:25AM–12:05PM

PreK–12

Elementary Education

Marriott Franklin 12 (4th Floor)

Unleash the Power of Objects in Your Classroom

Everyday objects can reveal a range of information if you ask the right questions. Object-based inquiry encourages observation and critical thinking. Allow your students to be curators with museum-integrated learning.

Jill Cross, Bornblum Jewish Community School, Memphis, TN; Christy Howard, Jessica Gilliam, Colorado Springs District 11, Colorado Springs, CO

12:05–12:35PM

6–12

US History

Marriott Franklin 11 (4th Floor)

When Project-Based Learning Works – and When It Doesn't

Learn factors essential to effective project-based learning and discuss how PBL builds civic skills and provides students and teachers with tools to navigate important topics today.

Stacie Brensilver Berman, Diana Turk, New York University, New York, NY; Nicole Meisner, Memorial Junior High School, Valley Stream, NY

Early Childhood/Elementary

Elementary Education

Marriott Franklin 12 (4th Floor)

Behind the Headlines: Teach Kids How News Writers Make Choices

The editorial director of Scholastic News reveals the secrets of writing news articles—and demonstrates how you can use those secrets to teach media literacy skills to young learners.

Audra Wallace, Karen Kellaheer, Scholastic, New York, NY

Poster Presentations

Convention Center Reg Bridge West, 200 Level

11:30AM–12:30PM

Early Childhood/Elementary

Elementary Education

Table 1

Wiggling, Wondering, and Working: Welcoming Social Studies Inquiry Into Your K-2 Classroom

Wow students with inquiry-based strategies that have them wiggling around the room, wondering about topics, and working through their thoughts. Explore disciplinary thinking

through civic/civil discourse in K-2 classrooms.

Jennifer Zoumberis, Nancy Balaun, Georgia Department of Education, Atlanta, GA

Early Childhood/Elementary Elementary Education

Table 2

STEM Challenged? Rooting Social Studies in Your K-5 STEM/STEAM Challenges

Explore ways to authentically integrate social studies into your STEM/STEAM units. Craft intriguing elementary social studies-based, realistic STEM/STEAM challenge questions that build awareness of global citizenry.

Nancy Balaun, Jennifer Zoumberis, Georgia Department of Education, Atlanta, GA

Early Childhood/Elementary Elementary Education

Table 3

Activating Environmental Citizens: Elementary Social Studies and Science Integration

Examine an integrated social studies and science inquiry to teach environmental citizenship through designing a community green space. Opportunities to explore children’s literature and online primary sources for inquiry learning.

Sara Demoiny, Auburn University, Auburn, AL; Jessica Ferreras-Stone, Western Washington University, Bellingham, WA

Early Childhood/Elementary Cross Disciplinary

Table 4

Using Multimodal Literacy as a Vehicle For Civic Engagement in Science Education

Explore a case study of preservice teachers’ perceptions about multimodal children’s literature as a vehicle to promote civic learning in elementary science classrooms.

Yuyan Jiao, Lakia Scott, Baylor University, Waco, TX

Early Childhood/Elementary Elementary Education

Table 5

Preparing Sources for Elementary Classrooms: Scaffolding and Adapting to Make Analysis More Accessible

Practice preparing sources for elementary classrooms. Explore various elements that make source analysis challenging for

young learners and learn how to address these challenges with targeted scaffolds and adaptations.

Alexa Quinn, James Madison University, Harrisonburg, VA; Vicki Hobson, University of Lynchburg, VA

Early Childhood/Elementary Indigenous Studies

Table 6

Taking Action For Undocumented Indigenous Voices in Elementary Curriculum

How can educators prepare to teach students about Indigenous Peoples when a lack of curriculum exists? Learn ways to combat this gap to allow room for indigenous voices in classrooms.

Jessica Macdonald, The Pennsylvania State University, University Park, PA

Early Childhood/Elementary US History

Table 7

The Evolution of Equality: Two Steps Forward, Three Steps...

Reimagine biography. Dig deeper with tools to find personal relevance and historical significance on America’s journey toward a more perfect union. Meet Mumbet, an enslaved woman during the American Revolution.

Teresa Hudock, USC CALIS, Los Angeles, CA

Middle Level/Junior High Cross Disciplinary

Table 8

Using Character Education and Citizenship Goals to Address Cyberbullying in Middle School Social Studies

Understand why cyberbullying should be explicitly addressed in middle school social studies by connecting it to character development and citizenship goals.

Matthew Hensley, University of South Alabama, Mobile, AL; Stewart Waters, The University of Tennessee, Knoxville, TN; William Russell, University of Central Florida, Orlando, FL

Middle Level/Junior High African American History

Table 9

Walking Democracy: Dreams of the Great Migration to the March on Washington

The power of civil rights takes us from the Great Migration to

NCSS Communities Showcase

Friday and Saturday, 12:45–2:15PM

Conv Ctr Reg Bridge West, 200 Level

NCSS Special Interest Communities play a vital role as vehicles for social studies professionals to discuss current topics in the profession, seek advice, share their knowledge and connect with others of similar interests. Visit the NCSS Communities Showcase and talk one-on-one with community members to explore which might be the right fit for you!

the March on Washington, walking democracy to realize the impact of shared dreams on individuals and a nation.

Susannah Remillard, Cape Cod Lighthouse Charter School, Harwich, MA

6–12

Civics/Government

Table 10

Bold Words and Big Concepts

Discover iCivics' newest resource: Legal Reference Sheets. Explore how these mini-lessons can enhance student understanding of laws and legal rights while providing students with a foundation for informed civil discourse.

Lora De Salvo, Cambridge, MA

6–12

Pre-Service

Table 12

Constructing Collaborative Digital Spaces: Students & (In) Experienced Teachers Proposing and Performing Projects

We welcome risk-taking beginning teachers. Learn how peer mentoring, project-based learning, and social media are ingredients for powerful online collaboration among experienced, beginning, and preservice teachers.

Morgan Kurtz, Allison Berg, Ben Archacki, University of Kansas Council for the Social Studies, Lawrence, KS

6–12

African American History

Table 13

Confronting Racism: Helping Students Courageously Talk About Hard History

Learn about and discuss HMH's new resource, *Confronting Racism: Case Studies and Conversations on African American History*.

Ryan Bailey, Houghton Mifflin Harcourt, Boston, MA

6–12

Technology

Table 15

GIS for All Seasons: Using ArcGIS Across Disciplines and Modalities

See how GIS can connect to teaching not just geography, history, civics, and economics, but also STEM and Social Emotional Learning (SEL) using ArcGIS Online (free to K-12 schools)!

Thomas Hammond, Lehigh University, Bethlehem, PA; Erica Stefanovich, Lankenau Environmental Science Magnet High School, Philadelphia, PA

Secondary/High School

Cross Disciplinary

Table 16

Young Women LEAD Empowering Girls to Embrace Media Literacy, Inclusive Leadership, and Financial Savvy

Young Women LEAD is a 12-year movement to empower

girls. Sharing successes and lessons learned focused on the neuroscience of confidence, inclusive leadership, media literacy, financial literacy and careers in STEM.

Kimberly Clayton-Code, Northern Kentucky University, Highland Heights, KY

Secondary/High School

Civics/Government

Table 17

Providing a Platform for Youthful Voices of Change, Color and Justice

Students learn about civic advocacy via events like the Children's Crusade; Chicano Blowouts; Arab Spring; Black Lives Matter; UN climate conference; and struggles against child marriage; and create a "recipe book" for youth-focused digital civic engagement.

Jacob Penner, Ryan Fullerton, Nick Crady, University of Kansas Council for the Social Studies, Lawrence, KS

Secondary/High School

US History

Table 18

The U.S.-Vietnam War: Connecting History to the Present Through War Legacies and Reconciliation

Discover how the U.S. and Vietnam are collaborating to address war legacies and deepen reconciliation—and how to incorporate this into classrooms through primary sources and teacher-written lesson plans.

Megan Chabalowski, Andrew Wells-Dang, U.S. Institute of Peace, Washington, DC; Erin Sullivan, Cab Calloway School of the Arts, Wilmington, DE

Secondary/High School

Af-American-History

Table 19

Hard History in Philadelphia: The President's House Through the Years

The President's House was where Washington and Adams lived while the capital was in Philadelphia, but its remnants were left out of Independence Mall because of its stain of slavery.

Tim Hassall, Voorhees Public Schools, Voorhees, NJ; Michele Hassall, Moorestown Public Schools, Moorestown, NJ

Secondary/High School

World History

Table 20

And Yet They Sang: How Music Helped People Survive the Holocaust

Explore the emotions, the stories, and the will to survive of those who experienced the horrors of the Holocaust through the vivid picture painted by music from the era.

Elizabeth Wilson, Lisa Matherson, The University of Alabama, Tuscaloosa, AL

Higher Education **Global Studies**

Table 21
The Human Rights Imperative: Developing Compassion, Understanding, and Advocacy

Human Rights Education can play a major role in social studies teaching and teacher education—specifically identifying how human rights principles relate to social studies and global and civic education, how social studies teaching practices can integrate human rights education, and how HRE can contribute to social studies teacher preparation.

William Fernekes, Rutgers Graduate School of Education, New Brunswick, NJ; Gloria Alter, Northern Illinois University (retired), DeKalb, IL

Secondary/High School **US History**

Table 22
Strategies for Examining Primary Sources for High School Students

Learn strategies for using primary sources in the classroom. Walk away with three strategies to better analyze primary sources.

Adam NeSmith, Lincoln Memorial University, Boaz, AL

1:15–2:15PM

FEATURED SPEAKER

Conv Ctr Ballroom B

Heather McGhee

Heather McGhee is an expert in economic and social policy. The former president of the inequality-focused think tank Demos, McGhee has drafted legislation, testified before Congress, and contributed regularly to news shows including NBC's *Meet the Press*. She now chairs the board of Color of Change, the nation's largest online racial justice organization. McGhee holds a BA in American studies from Yale University and a JD from the University of California, Berkeley, School of Law. Her book *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* spent 10 weeks on *The New York Times* bestseller list and was long listed for the National Book Award and Carnegie Medal for Excellence in Nonfiction.

2:30–3:30PM

FEATURED SPEAKER

Conv Ctr Ballroom A

Juan Gonzalez

Juan Gonzalez is one of this country's best known Latino journalists. He was a staff columnist for New York's *Daily News* from 1987 to 2016 and has been a co-host since 1996 of "Democracy Now!" He is the author of *Harvest of Empire, News for All the People, Fallout, and Reclaiming Gotham*. Born in Ponce, Puerto Rico, he was raised in East Harlem and Brooklyn, New York.

VITAL ISSUE SESSION

Conv Ctr 204C

"Call Him Jack"

Yohuru Williams and Mike Long

Martin Luther King, Jr. said Jackie Robinson was "a sit-inner before the sit-ins, a freedom rider before the Freedom Rides." Hank Aaron called Robinson a leader of the Black Power movement before there was a Black Power movement. His wife, Rachel Robinson, has said he was always Jack, not Jackie—the diminutive form of his name bestowed on him in college by white sports writers. And throughout his whole life, Jack Robinson was a fighter for justice, an advocate for equality, and an inspiration beyond just baseball. Two prominent Robinson scholars recover the real person behind the legend, reanimating this famed figure's legacy for new generations, widening our focus from the sportsman to the man as a whole, and deepening our appreciation for his achievements on the playing field.

Yohuru Williams is Distinguished University Chair and Professor of History at St. Thomas University. Michael G. Long is the author and editor of four books on Jackie Robinson.

Community Scholar Session

Conv Ctr 102A

Dana Dunn

"Building Students' Psychology-Related Skills and Attitudes with New APA Resources"

Sponsored by the NCSS Psychology Special Interest Community
 Dr. Dunn previews features of APA's Guidelines 3.0, a comprehensive revision in national expectations regarding the knowledge and skills undergraduate psychology majors should learn when pursuing associate and baccalaureate degrees. He also discusses two related resources: The Skillful Psychology Student (a summary of psychological skills employers value) and the Introductory Psychology Initiative's (IPI) student learning outcomes for introductory psychology. These resources can be leveraged to enliven both high school and college-level psychology courses.

Dana Dunn is Professor of Psychology and Moravian College.

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES SESSION

Conv Ctr 202A

Using Primary Sources to Prepare Students for College, Career, and Civic Life

Join the editor and several authors of two recently published NCSS open-access e-books, supported through a grant from the Library of Congress, for an overview of resources for teacher candidates.

Scott Waring, University of Central Florida, Orlando, FL

Early Childhood/Elementary Sessions

Early Childhood/Elementary Af-American-History

Conv Ctr 204A

K-5 Black History Revolution: Authentically Teaching Black History to Our Youngest Scholars

Explore how to authentically teach Black History to K-5 learners. Analyze data, discuss examples from the classroom and build plans for liberatory Black History instruction. Go beyond Black History Month.

Brianne Pitts, Western Michigan University, Kalamazoo, MI; Dawnavyn James, University of Buffalo, NY

Early Childhood/Elementary Civics/Government

Marriott Franklin 5 (4th Floor)

The Bill of Rights and You! Civic Education Resources for Elementary Students

Discover how to engage elementary students with primary sources when teaching about the Bill of Rights with resources from the National Archives' new civic education initiative.

Kathleen Munn, National Archives, Washington, DC; Cliff Wallace, Richard Nixon Presidential Library and Museum, Yorba Linda, CA; Shirley Hammond, George H.W. Bush Presidential Library and Museum, College Station, TX; Andrea Reidell, National Archives, Philadelphia, PA; Charles Flanagan, The Center for Legislative Archives, Washington, DC

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Navigating Historical Crises in Elementary Classrooms: 9/11 to COVID-19

Discover how storytelling helps educators explore difficult content with upper elementary students by examining connections between the experiences of young people on 9/11 and those navigating the COVID-19 pandemic.

Jennifer Lagasse, Megan Jones, 9/11 Memorial & Museum, New York, NY

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Starting Young: Anti-Biased, Anti-Racist Teaching in Elementary School

Prioritize civic engagement for our youngest learners. Learn about resources and strategies to center the development of an anti-biased, anti-racist lens in our social studies teaching.

Kara Pranicoff, New York City Department of Education, New York, NY

Early Childhood/Elementary US History

Conv Ctr 108B

Teaching Tough Topics Through Children's Literature

Explore recent NCSS Notable Books for children that address

voting rights, racism, sexism, immigration, and economic disparity. Be inspired by stories of young activists who work to improve our world.

Sandra Oldendorf, Montana State University, Bozeman, MT; Stephanie Wasta, James Madison University, Harrisonburg, VA

PreK-12 Sessions

PreK-12 Disciplinary Literac

Marriott Room 407/408/409

Critical Literacy in the Social Studies Classroom: Social Studies for the 21st Century

Preservice teachers can learn the potential of integrating critical literacy into approaches to teaching and learning social studies.

Bernardo Pohl, University of Houston-Downtown, Houston, TX

PreK-12 Religious Studies

Marriott Franklin 10 (4th Floor)

Realistic Religious Literacy for Educators

Wish you knew more about religion but don't know where to start? Explore a tool for building your religious literacy knowledge and skills in a meaningful, but manageable, way.

Kate Soules, Religion & Education Collaborative, Brookline, MA

PreK-12 Teaching & Learning

Conv Ctr 106AB

Quality Counts: The Importance of High Quality Instructional Materials (HQIM) in Social Studies

Research shows that High Quality Instructional Materials improve outcomes for students. Discover how these materials can help teachers navigate a polarized social studies landscape and support them in developing their inquiry-based practice.

Shanti Elangovan, inquirED, Chicago, IL; Stefanie Wager, American Institutes for Research, Grimes, IA

PreK-12 Teaching & Learning

Conv Ctr 107B

Questions in the Balance: Embracing Hard History in K-12 Classrooms

Explore ways to promote rigorous, student-centered inquiry through authentic questions around challenging issues and events. Engage with a new framework for framing questions about crucial issues within social studies.

Anthony Sievert, Elisabeth Ventiling-Simon, inquirED, Chicago, IL

PreK-12 Teaching & Learning

Conv Ctr 201B

Compass Over Maps: Calibrating Your Social Studies Compass in Times of Change

Calibrate your social studies compass with protocols for navigating the current teaching and learning landscape. Explore

tools that strengthen your Professional Learning Community’s passions, principles, and purpose to promote social studies education.

Ashley Melville, Joy Hatcher, Georgia Department of Education, Atlanta, GA

PreK–12 US Semiquincentennial

Examining Underrepresented Perspectives During the Revolution and Early Republic Eras

Learn how primary source collections can expand interpretation about the role of African Americans, Women, and Indigenous Americans during the Revolutionary era.

David Armenti, Tyler Osborne, Maryland Center for History and Culture, Baltimore, MD

PreK–12 CUFA Research into Practice

Reviving Student Engagement and Learning with Action Civics

Explore how action civics can breathe new life into classrooms in the wake of COVID-19. Investigate the action civics cycle, observe examples of student activities, and discuss ways to enrich and extend students’ learning through action civics.

Michelle Bauml, Texas Christian University, Fort Worth, TX; Brooke Blevins, Karon LeCompte, Nate Scholten, Tori Smith, Kevin Magill, Baylor University, Waco, TX

Middle Level/Junior High Session

Middle Level/Junior High Civics/Government

It’s Not 1215. Why Should I Care About The Great Charter?

The Magna Carta set the framework for future civic rights documentation, but what about current events in 2022? Explore how to bring relevancy to The Great Charter.

Beth Corrigan, University of Toledo, OH

Grades 6-12 Sessions

6–12 African American History

What We Don’t Learn About the Black Panther Party — But Should

The history of the Black Panther Party holds vital lessons for today’s movements to confront racism and police violence—yet textbooks either misrepresent or minimize the significance of the Panthers.

Jesse Hagopian, Zinn Education Project/Rethinking Schools/Black Lives Matter at School, Washington, DC

6–12 Civics/Government

Civics in Real Life: A Resource for Discussing Current Events

Teaching current events can cause issues for teachers in many districts. How can we safely engage our students in these discussions? Civics in Real Life is a resource you can use.

Stephen Masyada, Christopher Spinale, Florida Joint Center for Citizenship at the Lou Frey Institute, Orlando, FL

6–12 Cross Disciplinary

Analyzing Propaganda and Teaching Media Literacy: The Holocaust as a Case Study

Explore the Holocaust through the lens of media. Gain tools to facilitate discussions on the role and impact of Nazi propaganda and support students to critically analyze media today.

Jennifer Goss, Melissa Mott, Echoes & Reflections, Washington, DC

6–12 Cross Disciplinary

Holocaust Education and Pressures on Teachers

Discuss the purposes and challenges of Holocaust education today. How do we balance requirements or interest in teaching such hard history against political pressures about content and curriculum?

Alexander Pope, Salisbury University, Salisbury, MD; Robert Hadley, Lower Kuskokwim School District, Bethel, AK

6–12 Geography

Whose Voices are NOT Heard? Historical and Modern Geographical Landscapes

Explore modern geographical landscapes to reclaim perspectives lost through gentrification. Discuss how your students can uncover hidden histories in your local communities.

Torrence Williams, Associated Professional Educators of Louisiana, Baton Rouge, LA; Nicole Means, West Feliciana Parish Schools, St Francisville, LA

6–12 Global Studies

Primary Source Documents and Global Literature: A Thematic Approach

Global young adult and children’s literature coupled with primary source documents give students insight into diversity and tolerance. Examine novels and authentic activities increasing student participation and comprehension.

Joanne Jasmine, Edith Ries, Juliann Meletta, Caldwell University, Caldwell, NJ

6–12

Indigenous Studies

Conv Ctr 204B

Examining the Historical Trauma of the Indian Boarding School System

Through an evaluation of the history of the Indian Boarding School system and the portrayals of victimization vs. resistance and resilience, teachers will reexamine how they've presented Native American history.

Sarah Brown, Washoe County School District, Reno, NV; Kylie Maddy, Nevada's Northwest Regional Professional Development Program, Reno, NV

6–12

Technology

Marriott Room 411/412

GooseChase: A Primary Source Digital Scavenger Hunt

Join this K-20 team to explore digital scavenger hunts and how GooseChase paired with solid learning strategies can empower students to think critically and bring creativity to your classroom learning.

Laura Israelsen, Adams 12 School District, TPS Western Region Library of Congress, Commerce City, CO; Michelle Pearson, Adams 12 School District, TPS Western Region Library of Congress, Broomfield, CO

6–12

US History

Conv Ctr 103C

Centering BIPOC in U.S. History with Primary Sources

Learn and collaborate with other educators to use often obscured primary sources to center BIPOC perspectives and stories for a more accurate portrayal of U.S. history in your classroom.

Chris Carter, Educurious, Seattle, WA; Valeria Gamarra, Tampa, FL; Natasha Warsaw, Washington, DC

6–12

US History

Conv Ctr 105B

Finding Family After Slavery: Using Last Seen Ads in the Classroom

"Last Seen" ads document formerly enslaved people's search for loved ones after emancipation. These rich primary sources contain remarkable accounts of enslaved people's lives, family separations, and survival in slavery.

Signé Fourmy, Villanova University, Philadelphia, PA; Theresa Stanley, South Houston Intermediate School, Pasadena, TX

6–12

US History

Conv Ctr 103A

Arguments About Independence: Using Deliberations in the Movie 1776 to Make the Declaration Relevant Today

Discover how the musical 1776 portrays authentic arguments

relevant for modern times. Hands-on experience with excerpts, argument diagramming, and "philosophical chairs" discussion strategies renew the call to Independence.

Geoffrey Scheurman, University of Wisconsin-River Falls, WI

6–12

World History

Conv Ctr 201C

Explore the Origins of Antisemitism in European History

Where does antisemitism come from? This is a question often asked when learning about the Holocaust. Receive the strategies to help students better understand the history of antisemitism.

Kristen Hallahan, Institute for Curriculum Services, San Francisco, CA

Secondary/High School Sessions

Secondary/High School

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Imagine: NextGen Voices Reflect on Peace

Imagine: NextGen Voices Reflect on Peace is a multimedia, open-source curriculum cultivating understanding around the complexities of peace, emphasizing youth-centered narratives of post-conflict environments, transitional justice, and peace.

Elana Haviv, Generation Human Rights, Inc., Santa Fe, NM; Fiona Turner, The VII Foundation, New York, NY

Secondary/High School

Econ/Financial Lit

Marriott Franklin 13 (4th Floor)

Four Teaching Techniques to Make Your Lessons Stick

Help your students learn studying strategies to retain and apply information. Learn about four evidence-based teaching techniques (interleaving, analogizing, metacognition, and retrieval practice) and how to incorporate them into lessons.

Tamra Carl, York Community High School, Elmhurst, IL; Mary Clare Peate, Marginal Revolution University, Arlington, VA

Secondary/High School

US History

Conv Ctr 103B

Demystifying U.S. Intelligence: Exploring the Interconnected World of Intelligence in Your History Classroom

Explore how the growing intelligence field is easily integrated into a U.S. History classroom. Learn about the connections to college and career paths in government and private sectors.

Joy Hatcher, Justin Hail, Ashley Melville, Georgia Department of Education, Atlanta, GA; LaMesha Craft, National Intelligence University, Brookmont, MD

Higher Education Sessions

Higher Education Pre-Service

Conv Ctr 108A

The Listening Well Project: Engaging in Civil Conversations for Cross-Cultural Understanding

Learn about a strategy that invites preservice teachers to engage in cross-cultural conversations that encourages understanding and learning from other people’s experiences and perspectives. Leave with resources to get started.

Heidi Torres, University of Oklahoma, Norman, OK

Supervisor/Administrative Session

Supervisor/Administrative Civics/Government

Marriott Franklin 3 (4th Floor)

Embracing the Challenge: Integrating Current and Contested Issues Discussions Systemwide

Learn how one state is integrating deliberations of controversial issues into instruction while navigating the political terrain. Share effective practices with colleagues and receive a toolkit of resources.

Jen Wheeler, Street Law, Inc., Silver Spring, MD; Scott McComb, Calvert County Public Schools, Prince Frederick, MD

*** EXHIBITOR SESSIONS ***

Conv Ctr 104B

Documentary: Invisible Warriors: African American Women in World War II

Invisible Warriors: African American Women in World War II illuminates the wartime experiences of 600,000 “Rosie the Riveters” who triumph over racism and sexism

Gregory S. Cooke, Basil and Becky Foundation, Philadelphia, PA

Conv Ctr 107A

And...ACTION: The Making of Everyday Civics

We’re rolling out the red carpet for the real stars of the show: critical life skills that help students make a difference in their communities. During this session, you’ll get actionable strategies and practical tips for engaging learners in civic life. You’ll leave with easy-to-use classroom resources and the big picture of civics in action.

Shannon Halter, Amy Winters, Savvas Learning Company

Conv Ctr 104A

Celebrate Latinx Literature in the Social Studies Classroom: Américas Award

Join us as we discuss and celebrate with authors David Bowles and Gloria Amescua the 2021 Américas Award winners, My Two Border Towns and Child of the Flower Song People. Américas Award committee member Dr. Cristina Rhodes will moderate this panel sharing strategies and tools to bring these books

into the Social Studies classroom. Both award-winning authors will provide unique insight into the background of their books exploring topics of migration and the life of Nahua girl during the Mexican Revolution.

David Bowles, University of Texas Rio Grande Valley, Edinburg, TX; Gloria Amescua

30-Minute Power Sessions

2:30–3:00PM

6–12 US History

Marriott Franklin 11 (4th Floor)

Inside History: Accessing the Power of Technology to Teach Hard History

Discover how technology brings students inside history by exploring online tools from the 9/11 Memorial & Museum and consider how these change the nature of our understanding of historical events.

Cliff Chanin, 9/11 Memorial & Museum, New York, NY

Secondary/High School Teaching & Learning

Marriott Franklin 12 (4th Floor)

The Openminded Classroom: How to Implement a Free Tool to Promote Civil Discourse

Receive strategies on how to implement OpenMind: a free, evidence-based online learning program that equips students with the skills to think critically and engage in civil discourse.

Eliza O’Neil, Constructive Dialogue Institute, New York, NY

3:10–3:40PM

6–12 US History

Marriott Franklin 11 (4th Floor)

Edward Coles: A Real Founding Father

Coles was a friend of Jefferson and Madison who devoted his life to abolition. Though the “Founding Fathers” he was surrounded by never listened, Coles took matters into his own hands.

Robert Marsden, Vaux Big Picture High School, Philadelphia, PA

PreK–12 Teaching & Learning

Marriott Franklin 12 (4th Floor)

A “Rosetta Stone” to Translate History Activities with Primary Sources into ESL Learning

Try out engaging history activities with primary sources that translate history content to literacy learning objectives. Customize a “Rosetta Stone” annotated unit plan.

Casey Cullen, Westborough High School, Westborough, MA; Alison Noyes, Emerging America, Collaborative for Educational Services, Holyoke, MA

Poster Presentations

Convention Center Reg Bridge West, 200 Level
2:45–3:45PM

Early Childhood/Elementary Elementary Education

Table 1

Benefits and Implementation of Service-Learning Through Social Studies in Elementary School

Implementing service into the curriculum improves students' mindset and academics. While service learning is more present in higher grades, developing service-learning for elementary schoolers is easily done.

Meghan Helle, The Pennsylvania State University, State College, PA

Early Childhood/Elementary US History

Table 2

Teaching Untold Stories to Inspire Children as Changemakers

Challenge the dominant discourse of the civil rights movement in elementary social studies and, instead, embrace teaching unsung heroes in an effort to create social justice advocates in our students.

Paige Garpstas, Abigail Stebbins, The Pennsylvania State University, State College, PA

Early Childhood/Elementary Elementary Education

Table 3

Meaningful Inquiry in Social Studies for Elementary Learners

Guide your elementary students in learning about local history/local current events using inquiry and in taking appropriate informed action. Even an elementary student can make a difference.

Caylyn Lemaster, Crabbe Elementary, Ashland, KY

Middle Level/Junior High Cross Disciplinary

Table 5

Choice Boards: Making Ancient Civilizations Captivating

Explore ancient civilizations through Choice Boards. Students' favorites are highlighted as well as resources that work well across content. Choice Boards provide opportunities for cross-curricular and real world connections.

Lisa Whiston, Hershey Middle School, Hershey, PA

Middle Level/Junior High World History

Table 6

Thematic World History

Teaching history doesn't always have to be a linear process. Discover how you can redesign your class to be theme based, and the benefits it will have for your students.

Amanda Xavier, Olathe School District, Olathe, KS

Middle Level/Junior High World History

Table 7

Memoirs of the Righteous: Social Studies Through SEL

Foster social-emotional learning and student engagement with historical content through the creation of memoirs from different perspectives, cultures, and eras.

Daniella Garran, Cape Cod Lighthouse Charter School, Harwich, MA

6–12 US Semiquincentennia

Table 8

Sharing Stories: Teaching History Through Intergenerational Oral History Projects

Adolescents and the elderly were especially isolated during the pandemic. Oral history projects can connect them. Discover an intergenerational 7-12 curriculum, alongside a teacher, student and community participant.

Mia Mercurio, Southern Connecticut State University, New Haven, CT; McKenna Mercurio Morse, Greens Farms Academy, Westport, CT

6–12 Cross Disciplinary

Table 9

Everything You Wanted to Know About National Board Certification, But Were Afraid to Ask

Learn about all aspects of the National Board Certification process. Current candidates and prospective candidates will find it useful.

Alvin Peters, Emporia State University, Emporia, KS

6–12 Sociology

Table 10

"I am American"—Student Confrontations of Personal Bias and Assumptions

Confront your own biases and learn how to help students confront theirs through a simple activity that can be easily modified for different ages and subjects.

Brittany Lare, Memorial Middle School, Medford, NJ

6–12 Global Studies

Table 11

Empathy Through Experience: Walk for Water

Explore an interactive, interdisciplinary lesson where students engage in a water walk to build empathy through experience. This lesson can be applied within multiple units or regions.

Jennifer Caylen, Detroit Country Day Middle School, Beverly Hills, MI

6–12 Civics/Government

Table 12

The Power of the Human Voice in the Difficult Journey of Democracy: Rediscovering a World Cultures Social

Studies Unit

Explore a unit plan, “The Power of the Human Voice,” focusing on the experiences of Black South Africans and Black Americans as case studies and counternarratives of the struggle for human rights.

Carla-Ann Brown, University of Florida P.K. Yonge Developmental Research School, Gainesville, FL; Elizabeth Washington, University of Florida, Gainesville, FL

6–12 US History

Table 13

Bringing Immigrant Contributions and Narratives to Life in U.S. History

Incorporate immigrant stories into your U.S. History classes with The Immigrant Learning Center’s free Teaching Immigration series. Leave with classroom-ready lessons, activities, and instructional resources appropriate for grade 5-12 students.

Denzil Mohammed, Ariana Moir, The Immigrant Learning Center, Malden, MA

Table 14

6–12 Geography

Teaching Local History with Digital Spatial Storylines

Learn how secondary students explored local history of politics and music in the 20th century and then told the narratives spatially using geographic practices.

Andrew Hostetler, Catie Hodges, Wiliam LaFrance, Leah Schwartz, Benjamin Pomerantz, Sophie Barton, Vanderbilt University, Nashville, TN

Secondary/High School Civics/Government

Table 15

The Relevance of Introducing Social Studies Education in Grades 11 and 12 in Nepal

Learn about “The Relevance of Introducing Social Studies Education in Grade 11 and 12 in Nepal” and how it justifies the appropriateness of the subject in Nepal.

Peshal Luitel, Nepal

Secondary/High School Teaching & Learning

Table 16

Promoting Reading Engagement Using Online Discussion Tool

Having difficulty getting students to read? Incorporating online discussions promotes reading comprehension and student engagement. Online discussion posts can be easily integrated into your current lessons.

Brad Widner, South Carroll High School, Sykesville, MD

Secondary/High School Cross Disciplinary

Table 18

Supporting Gifted ELLs: Effective Strategies for the

Social Studies Classroom

Do you have ELL students in Honors, AP & IB classes? Discover how to implement proven strategies to help high-achieving and gifted ELL students succeed in the social studies classroom.

Elizabeth Rasmussen, University of South Florida, Tampa, FL

Secondary/High School US History

Table 19

United States History: Contextualizing History Through Metacognition

Explore how implementing metacognition strategies in your classroom leads to increased student achievement and helps contextualize historical events using primary and secondary sources to understand the impact on today’s society.

Jennifer King, Lee McDaniel, Cass High School, White, GA

Secondary/High School World History

Table 20

The Art of Execution, Protest, and Rebellion

Explore a theme-based lesson that incorporates historical imagery to assist in the instruction of complex topics related to revolutionary actions.

Jason Allen, Shepherd University, Shepherdstown, WV

Middle Level/Junior High Teaching and Learning

Table 21

Social Studies and the Middle School Brain

The middle school brain is primed for inquiry! Join us to learn why – and to explore a wealth of dynamic and engaging strategies to bring back to your classrooms.

Juan Cabrera, inquirED, Chicago, IL

Friday, 3:50–4:50PM

FEATURED SPEAKER

Conv Ctr Ballroom A

Simon Tam

Simon Tam is an author, musician, activist, and self-proclaimed troublemaker. Best known as the founder and bassist of The Slants, the world’s first and only all-Asian American dance rock band, he approaches activism through the arts and encourages people to challenge their perceptions of how we connect with others we normally don’t get along with. In 2017, he won a landmark case at the U.S Supreme Court, unanimously, helping to expand civil liberties for marginalized groups. Simon regularly consults world leaders and major organizations on policies related to equity, diversity, and inclusion. His work has been highlighted in over 3,000 media features across over 150 countries, including *Rolling Stone*, *TIME*, *NPR*, *BBC* and *The New York Times*.

Mr. Tam’s appearance is generously sponsored by American Bar Association Division for Public Education.

Friday, 3:50–5:30PM

VITAL ISSUE SESSION

Conv Ctr 204C

Home From School: The Children of Carlisle**Jordan Dresser, Aldora White Eagle, and Geoff O'Gara**

Sponsored by the NCSS Indigenous Education Special Interest Community

Home from School: The Children of Carlisle is a documentary feature that tackles the history of the federal Indian boarding school era in the United States and tribal communities seeking healing and justice from these policies decades later. In 2022–23, Home from School is working with strategic partners to ensure that the film is seen and used by educators and students around the U.S. to promote education, dialogue and understanding about the boarding school era and its lasting legacy on the Native American community today. Following the film, the audience will hear from and engage with members of the film about the making of the film and its impacts on the Northern Arapaho Tribe. Hear directly from those involved in bringing the children at Carlisle home from school and their travels between Pennsylvania and the Northern Arapahoe Nation.

4:00–7:00PM

Marriott Salon B (5th Floor)

#sschat unconference

The NCSS unconference offers opportunities for participants to engage in organic, dynamic, and collaborative professional development. Using the edcamp unconference model, #sschat team leaders will facilitate small groups learning opportunities on topics chosen by participants.

Daniel Krutka, University of North Texas, Denton, TX; Andrew Swan, Newton Public Schools, Newton, MA; Jessica Torres, Education Service Center Region 12, Waco, TX; Michael Milton, Burlington High School, Burlington, MA; Annie Evans, New American History, University of Richmond, VA; Christine Hitchcock, Indiana University, Bloomington, IN

3:50–4:20PM

AWARD SESSION

Conv Ctr 203A

2021 Award for Global Understanding Given in Honor of James M. Becker**Inquiry-Based Global Learning in the K-12 Social Studies Classroom**

Receive access to a collection of instructional resources created by educators from over 15 countries prioritizing inquiry-oriented learning experiences across social studies disciplines to advance global learning.

Brad Maguth, University of Akron, OH

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES

Conv Ctr 202A

Networking Creative Connections with Library of Congress Primary Sources

Ideas for integrating primary sources into a variety of subject areas, grade levels.

Carrie Veatch; Michelle Zupan, Hickory Hill Historic House Museum, Thomson, GA; Sherrie Galloway, TPS Western Region at Metropolitan State University, Denver, CO; Susan Allen, Information School at SUNY Buffalo, NY; Wendy Stephens, Jacksonville State University, Jacksonville, AL

Early Childhood/Elementary Sessions

Early Childhood/Elementary

Elementary Education

Marriott Franklin 1 (4th Floor)

Fractured, Stealthy, or Healthy Elementary Social Studies in the Post-Pandemic, Science of Reading Era

The Fractured, Stealthy, Healthy curriculum integration framework helps elementary educators teach excellent social studies and address the needs of children from all backgrounds and abilities while addressing state reading mandates.

Elizabeth Hinde, Denver, CO; Margarita Jimenez-Silva, University of California Davis, CA

Early Childhood/Elementary

Elementary Education

Marriott Franklin 2 (4th Floor)

Weaving Asian American Literature into the Elementary Classroom

Want to include more Asian American literature and perspectives in your classroom? Explore, discuss, and analyze specially curated lists for integration with various social studies concepts.

Kimberly Eggborn, Howard County Public Schools System Elementary Social Studies, Ellicott City, MD

Early Childhood/Elementary

Geography

Conv Ctr 201B

Game ON: Learning how to Modify Commercial Board Games to Fit Curriculum Standards in Geography

Use games as a time filler? Explore how to modify commercial games to fit the C3 Framework and use them for teaching geography. Easier to do than you might think!

Nancy Sardone, Georgian Court University, Lakewood, NJ

Early Childhood/Elementary CUFA Research into Practice

Conv Ctr 105A

Elevating Elementary Social Studies with Inquiry and Historical Fiction

Analyzing research on historical fiction in elementary social studies, explore what texts are most used in classrooms across the country and how to teach with/about those texts. Use the IDM blueprint to design inquiries that meet social studies standards using historical fiction texts as sources.

Kristy Brugar, University of Oklahoma, Norman, OK; Annie Whitlock, University of Michigan-Flint, MI

Middle Level/Junior High Session

Middle Level/Junior High

US History

Conv Ctr 108B

A Murder of Revolutionary Proportions: Mystery and the American Revolution

A Murder of Revolutionary Proportions combines mystery, deductive reasoning, and historical understanding to provide students an immersive detective experience and a thorough understanding of the history of the American Revolution.

Gregory Maigur, Richard Knoedler, Holicong Middle School, Doylestown, PA

Grades 6-12 Sessions

6-12

African American History

Conv Ctr 203B

Revolutionary Rights of the Reconstruction Era

Explore and discuss the post-Civil War revolutionary moment when Black congressmen in America opened up the nation to the notion of civil rights to protect vulnerable members of society.

Candra Flanagan, Smithsonian Institution-National Museum of African American History and Culture, Washington, DC

6-12

Civics/Government

Marriott Franklin 6 (4th Floor)

The Charity Election: A School-Wide Voting Activity with Real World Consequences

A voting experience that promotes youth voice and Civic Engagement: not your ordinary mock election. This engaging school-wide simulation promotes critical thinking about personal values and world wide issues.

Kevin Dahle, Northfield High School, Northfield, MN

6-12

Cross Disciplinary

Conv Ctr 201C

Can You Picture That? Using Picture Books in Your Secondary Classroom

A framework for critical analysis offers the key to unlocking the potential of picture books in secondary classrooms. Use this resource to develop plans using primary and secondary resources.

Darren Guido, Caesar Rodney School District, Camden Wyoming, DE; Jennifer Pontius, Mukilteo School District, Everett, WA; Brianna Pitts, Western Michigan University, Kalamazoo, MI

6-12

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

The United Nations and “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

6-12

Cross Disciplinary

Marriott Franklin 7 (4th Floor)

Tour of the 20th Century

The Tour of the 20th Century brings together history and the arts into a year-long student-driven presentation of American culture throughout 20th century America.

Patrick Kelly, Jim Glasser, Holicong Middle School, Doylestown, PA

6-12

Cross Disciplinary

Marriott Franklin 10 (4th Floor)

Reducing Political Polarization Through Targeted Classroom Activities

Help students understand political divides and bridge those divides through building a safe space for students to discuss social and political issues, and practicing hands-on applications of collective problem-solving activities.

Jon Rehm, Alachua County Public Schools, Gainesville, FL

6-12

Econ/Financial Lit

Marriott Franklin 13 (4th Floor)

Hamilton and the First Bank of the United States

Learn how to use videos, a reader’s theater, and other activities to teach about Hamilton and the economics and history of his First Bank of the United States.

Andrew Hill, Federal Reserve Bank of Philadelphia, PA

6-12

Geography

Marriott Room 414/415

Common Heritage of All Mankind! Simulating the Arctic Council Response to Climate Change

The rapidly changing climate in the Arctic Ocean has had dramatic environmental, political, and economic implications. Learn about an interactive method for helping students understand these changes.

Dean Vesperman, Gabby Dickinson, University of Wisconsin River Falls, WI; Jack Gundek, James Williams Middle School, Rhinelander, WI; CJ Antoncich, Lakes International Language Academy, Forest Hills, MN; Alyssa Metcalf, Math and Science Academy, Woodbury, MN; Turtle Haste, Desert Ridge Middle School, Albuquerque, NM

6-12

Teaching & Learning

Conv Ctr 107B

Political Parties in Peril: How Elections Have Exposed Weaknesses in the American Political System

The current “fracture” in American politics is not a new

phenomenon. Learn about a complex history of combative politics and receive visual literacy strategies for active learning.

Ron Nash, David Olson, Retro Report, New York, NY

6–12

Technology

Marriott Room 411/412

Smackdown of Social Studies Resources by Two Teachers

Join a fast-paced sharing of resources. Volunteers will contribute to sharing a tool, tip, or resource about teaching and learning. Leave with a collaborative document of 50+ resources.

Melissa Seideman, Haldane High School, Cold Spring, NY; Rebecca Stephens, Fayetteville-Manlius Schools, Manlius, NY

6–12

US History

Conv Ctr 108A

Jewish Immigration to America: 1880-1924

Learn the context for Jewish immigration to the United States between 1880-1924 through an interactive session that highlights the factors influencing this group's entry into the country during that time.

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

6–12

US History

Conv Ctr 103A

Underrepresented Voices: The Women of 9/11

Using 9/11 as a framework, examine how to integrate the experiences of women more fully into the historical narrative. Spark discussion with first-person narratives and digital resources during this interactive session.

Jennifer Lagasse, 9/11 Memorial & Museum, New York, NY

6–12

US History

Conv Ctr 103C

Fostering Global Citizens in the Social Studies Classroom Through Literature

People connect through story. Pairing literature with history instruction opens students' hearts and minds, and engages student curiosity, understanding, and empathy. This presentation covers why, what, and how.

Elaine Makas, Curriculum Connections, LLC, Frankenmuth, MI

6–12

World History

Conv Ctr 204A

Can You Crack the Code? Gamifying Classroom Content, Research, and Review

Experience first-hand gamification pedagogies that are easily transferable to your own classroom to increase student engagement in learning new content, research principles, and/or review.

Kim Young, Weston Public Schools, Weston, MA

Secondary/High School Sessions

Secondary/High School

Civics/Government

Marriott Franklin 3 (4th Floor)

Let's Talk About News: Students Analyze and Deliberate Current Issues Using a Non-Biased Process

Explore our technology-based media literacy unit that empowers students to critically evaluate the news, engage in deliberative discourse on current and contested topics, and take action in their communities.

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

Secondary/High School

Civics/Government

Marriott Franklin 5 (4th Floor)

The First Amendment in 21st Century America - An Examination of the Changing Document

Examine how the First Amendment has evolved because of the interpretations of generations of Supreme Court justices.

Bruce Murphy, Ryan Bravata, Beth Specker, Rendell Center for Civics and Civic Engagement, Philadelphia, PA

Secondary/High School

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Getting Their Feet Wet: Lessons Learned From An Inquiry-Based Curriculum Promoting Student Action

Explore an inquiry-based and interdisciplinary curriculum that focuses on students collecting social and scientific data, developing their civic skills, and committing informed action to address environmental issues such as improving water quality.

Taylor Hamblin, University of Nebraska-Lincoln, NE; Ebony McKiver, Nebraska Department of Education, Lincoln, NE; Lacey Glasford, Nebraska City School District, Nebraska City, NE

Secondary/High School

Disciplinary Literac

Marriott Room 407/408/409

Revolutionizing Disciplinary Literacy to Teach Hard History

Learn about efforts to design a high school course that utilizes disciplinary literacy to engage students in local hard history. Brainstorm ideas for schools and districts.

Joslyn Hunscher-Young, Jared Aumen, Ann Arbor Public Schools, Ann Arbor, MI

Secondary/High School

Global Studies

Marriott Room 401/402/403

Stop Human Trafficking: A Global Atrocity

Human trafficking—modern day slavery that produces \$150 billion in profits—is a moral abomination in 2022. Learn about the types, causes, and consequences of trafficking on victims.

James Moore, Cleveland State University, Cleveland, OH

Secondary/High School Teaching & Learning

Conv Ctr 106AB

Combating Misinformation with Culturally Responsive Teaching

Explore innovative approaches for designing and implementing culturally responsive instruction. With a firm understanding of these techniques and principles, attendees will reap the benefits of these lessons.

Victoria Thompson, Microsoft, Redmond, WA; Jamie Ellman, Austin Community College & The Juice, Kyle, TX

Secondary/High School Teaching & Learning

Conv Ctr 201A

Reimagining Civic Action: Human Rights Close to Home

Hear youth scholars and educators share how Human Rights Education can serve as a blueprint for experiential learning that promotes student civic engagement and activism.

Ian McGregor, Glenn Mitoma, Sandra Sirota, Kristina Eberbach, University of Connecticut, Storrs, CT

Secondary/High School US History

Conv Ctr 105B

Japanese American Incarceration: Resilience and Resistance

Explore the experiences of Japanese Americans at Heart Mountain, a World War II incarceration camp. Learn strategies to engage students in historical inquiry through the lens of race, sports, and media.

Andrew Warren, Susquehannock High School, Glen Rock, PA; Bradford Pearson, Philadelphia, PA

Secondary/High School US History

Conv Ctr 103B

Managing Multiple Viewpoints: Point-Counterpoint in Diverse History and Civics Classrooms

What resources do you use to present multiple viewpoints in the classroom? Explore point-counterpoint essays that engage students to explore diverse viewpoints and reflect on their own understanding of American History.

Rachel Humphries, Bill of Rights Institute, Arlington, VA

Secondary/High School World History

Conv Ctr 204B

Remembrance, Denial, and the Politics of History: The Armenian Genocide

How do the politics of the present influence our interpretation of the past? Carefully consider this question by conducting a case study of the ongoing controversy surrounding the Armenian genocide.

Amy Perkins, Lakeshore High School, Stevensville, MI

Higher Education Sessions

Higher Education Psychology

Conv Ctr 102A

Conditioning: It is More Complex Than You Think

Learn about the intricacies of both classical and operant conditioning. Go way beyond the typical presentation of these topics in AP/University level Psychology textbooks.

Alan Feldman, Glen Rock High School, Glen Rock, NJ

*** EXHIBITOR SESSIONS ***

Conv Ctr 104B

Americans Who Tell the Truth: Portraits and Stories Inspire Action for the Common Good

Using more than 260 portraits and stories of courageous citizens, learn to engage students in important social, environmental, and economic questions. As they embrace their responsibilities as citizens, see their learning expand.

Connie Carter, Robert Shetterly, Americans Who Tell the Truth, Brooksville, ME

Conv Ctr 107A

Placing Students at the Center of Inquiry

This interactive session provides activities for the Inquiry Design Model that you can use in your classroom. Learn new ways to incorporate inquiry activities to meet the needs of all students and create future-ready thinkers.

Jessica Bell, Steve Tutunick, McGraw Hill Education

Marriott Franklin 4 (4th Floor)

Inflation: The Monster Has Awakened

How do we slay the inflation monster? Discover strategies and activities for teaching about inflation and the inflation-fighting tools of the federal government and the Federal Reserve.

Deborah Henney, Mesa Community College, Mesa, AZ

Conv Ctr 104A

Reconstruction: Citizenship from Scratch with TeachRock Resources

This session gives an overview of The Music That Shaped America Lesson Collection, AP U.S. History lessons created in partnership with the Association for Cultural Equity and introduces TeachRock resources for teaching Reconstruction. How did free people create what they had never seen and reclaim what had been denied? Explore a people's history of Reconstruction. These teaching materials utilize primary documents written by citizens including letters written by formerly enslaved Black Americans seeking loved ones.

Ben Dumbauld, Joshua Zarbo, Rock and Soul Forever Foundation, New York, NY; Imani Wilson, TeachRock, New York, NY

30-Minute Power Sessions

3:50–4:20PM

Poster Presentations

Convention Center Reg Bridge West, 200 Level

4:00–5:00PM

6–12

US History

Marriott Franklin 11 (4th Floor)

Direct from the Source: Teaching LGBTQ+ History with Primary Sources

Discuss strategies for using primary sources, including text, visuals, and media, to foster students' engagement with LGBTQ+ history and their ability to connect the past to the present.

Stacie Brensilver Berman, New York University, New York, NY

PreK–12

Cross Disciplinary

Marriott Franklin 12 (4th Floor)

Develop Your Antiracist Lens With the CARE Review Tool

Are your teaching resources antiracist? The Center for Antiracist Education has developed a unique online tool to assess resources. Learn how to use the tool and apply its findings.

Kate Shuster, Center for Antiracist Education, Portland, OR

4:30–5:00PM

Early Childhood/Elementary

Disciplinary Literac

Marriott Franklin 12 (4th Floor)

StoryED - an ELA and Social Studies Leveled Literacy Library

These diverse readers expand upon the traditional idea of what makes a historical figure or event by sharing the stories of those that aren't widely studied, despite their incredible contributions.

Elizabeth Wallace, Gibbs Smith Publisher, South Ogden, UT; Jared Taylor, Gibbs Smith Publisher, Kaysville, UT

Secondary/High School

US History

Marriott Franklin 11 (4th Floor)

Mapping the Gap: A Spatial Critique of Redlining

"How does where you live impact how you live?" This multidisciplinary inquiry engages students in a spatial and critical examination of discriminatory housing policies (redlining) in the U.S.

Kolleen Madeck, Kristin Barrett, Stevenson High School, Lincolnshire, IL

Early Childhood/Elementary

Elementary Education

Table 1

Fostering Understanding During Politically Divisive Times Through Diverse Children's Literature

Learn about a study examining the beliefs and experiences of elementary educators as they utilize multicultural children's literature to enhance young citizens' understanding of inclusion and equity.

Terry Johnson, Madeleine Israelson, College of St. Benedict/St. John's University, St. Joseph, MN

Early Childhood/Elementary

Elementary Education

Table 2

History, Geography & Technology: Connecting Students with Local Museums Through eBooks & Artifact Trunks

Elementary teachers can enhance social studies by bringing local museums/sites into the classroom. Examine an interactive E-Book and artifact trunk developed for the West Chester, PA, Antique Ice Tool Museum.

Heather Leaman, Christian Penny, West Chester University of Pennsylvania, West Chester, PA

Early Childhood/Elementary

Teaching & Learning

Table 3

Alignment of Civics Education and Social Emotional Learning in the Elementary Classroom

Discover connections between elementary civics education and social and emotional learning through analysis of C3 civics standards, CASEL standards, and Westheimer and Kahne's (2004) three kinds of citizenship.

Joseph Anthes, Bethlehem Area School District, Bethlehem, PA

PreK–12

Civics/Government

Table 4

PreK-12 Teaching for Ecological Citizenship with Pennsylvania's Environmental Rights Amendment

Examine the Pennsylvania Constitution's Environmental Rights Amendment, including the context around its creation, and brainstorm (in and across grade-level bands) possibilities for teaching with it for ecological citizenship.

Mark Kissling, Abigail Stebbins, Jennifer Hoover, The Pennsylvania State University, University Park, PA

PreK–12

Indigenous Studies

Table 5

Engage at the Intersection of Ethnobotany and Mother Earth: Creating New Pathways of Awareness

Speak with a Northern Cheyenne elder and explore a new website featuring first-hand accounts of the Northern Cheyenne, historically and today. Interact at the intersection of ethnobotany and Grandmother Earth.

Linwood Tall Bull, Chief Dull Knife College, Lama Deer, MT; John Bennett, The Lippman School, Akron, OH

PreK–12 Teaching & Learning

Table 6
Using Space to Promote Innovation and Collaboration in the Social Studies Classroom

View the potential of the physical classroom as a means for promoting collaboration and innovation among students of the social studies.

Ashley Tannebaum, Boston Architectural College, Boston, MA

6–12 Cross Disciplinary

Table 7
Teaching with Our National Parks: Taking Action with Place-Based Learning

Learn about an opportunity to work with the National Park Service to develop curriculum and get students outdoors to engage in the cultural, historic, and natural landscape of our country.

Kelly McKee, Lake Forest High School, Lake Forest, IL

6–12 Econ/Financial Lit

Table 8
A Guide to Thriving as a New Economics Teacher

Discover a wealth of resources to drive your growth as a new economics educator. Learn about effective instructional materials, engaging professional development opportunities, and supportive professional networks.

Megan Kirts, University of Arizona, Tucson, AZ

6–12 Law/Law-Related Educ

Table 9
Pinpointing Progress—Using Street Law’s Interactive Timelines to Teach Legal History

Use primary sources and online interactive timelines to explore legal history. Walk away with access to dozens of materials and strategies for bringing legal history to life in your classroom.

Deborah Sprenger, Roanoke County Public Schools, Roanoke, VA

6–12 Teaching & Learning

Table 10
A Glimpse into How American Social Studies Teachers View Race

Learn about a recent survey of 300+ social studies teachers. Survey results include data from instruction about race and familiarity with critical race theory, racial lens, and anti-racism.

Julie Muhlenfeld-Johnson, The University of Alabama, Tuscaloosa, AL

6–12 US History

Table 11
Case-Based Instruction: Teaching Immigration Policies Through Active Learning

Explore a case study for middle and high school students that empowers students to construct their own evaluation of immigration policies. Take classroom-ready materials back to your students.

Presley Shilling, Jeffrey Byford, University of Memphis, TN

6–12 US History

Table 12
Murals: Insights, Celebrations and Critical Examinations of the American Experience

Historical events and cultural identity related to immigrants and marginalized groups are explored through murals. Experience classroom-tested lessons that kickstart historical inquiry, engage diverse learners and develop media literacy.

Kent Willmann, Longmont, CO

6–12 World History

Table 13
Teaching and Learning About the Holocaust Using Technology: An Authentic Approach

Authentic instruction emphasizes knowledge construction, disciplined inquiry, and value beyond school. Learn how combining these elements with technological practices enables highly skillful and meaningful learning experiences related to Holocaust education.

Matthew Hensley, University of South Alabama, Mobile, AL; Noelle Smith, Greeneville City Schools, Greeneville, TN

6–12 World History

Table 14
More is not Always Better: A Critical Perspective of Women’s Representation in World History

Learn about findings from a case study regarding women’s representation in a world history curriculum from a critical feminist perspective and receive resources that assist teachers to address this issue.

Tiffany Marlow, University of West Florida, Pensacola, FL

Secondary/High School African American History

Table 15
Reframing our Understanding: The Contributions of Black Republicans and Reconstruction

Learn about the political achievements of Black men in the U.S. Congress during Reconstruction, with an emphasis on abolitionist teaching and equipping educators to develop anti-deficit and anti-racist lenses.

De’Ana Forbes, Prince William County Public Schools, Woodbridge, VA

Secondary/High School

African American History

Table 16

The Rosewood Massacre: Unsilencing the Hard History of a Black Florida Community

Learn the history of the 1923 Rosewood, Florida, massacre of Black residents by white aggressors who destroyed the town. Explore teaching resources with one of the descendants.

Lizzie Jenkins, Real Rosewood Foundation, Archer, FL; Jordan Marlowe, Newberry High School, Newberry, FL; Elizabeth Washington, University of Florida, Gainesville, FL

Secondary/High School

Cross Disciplinary

Table 17

Using Online Simulations to Assist Teachers in Facilitating Controversial Discussions

Explore how teacher educators have used the online simulation tool Discussion Leader to prepare pre- and in-service teachers to facilitate the discussion of controversial issues.

Sarah Kaka, Ohio Wesleyan University, Delaware, OH; Taylor Kessner, University of Texas at Arlington, TX; Joshua Littenberg-Tobias, Massachusetts Institute of Technology, Boston, MA; Anthony Francis, Oakland University, Oakland, MI; Katrina Kennett, University of Montana Western, Dillon, MT

Secondary/High School

World History

Table 18

History is a Story!: Challenging the Dominant Historical Narrative

Discover methods used in our Global History curriculum that challenges dominant historical narratives from the earliest lessons in human history and seeks out missing voices.

Yusef AbdulSabur, Patrick Donovan, Luke Ryan, Kristen Ahangari, Innovation Charter High School, New York, NY

Secondary/High School

US History

Table 20

Building Bridges: Helping Students Learn Civil Discourse Through the Lens of the Holocaust

Want students engaged in discussion with civility and respect for each other's opinion? Learn strategies, using the Holocaust, to help students engage in civil discourse learning experiences.

Lisa Matherson, The University of Alabama, Tuscaloosa, AL; Russell Hammack, Jacksonville State University, Jacksonville, AL

Secondary/High School

Indigenous Studies

Table 21

Creating Native Studies Courses in Public School

Learn how a school district's tribal partnership and collaboration with its Title VI program led to creating Native Studies courses. It highlights partnerships, training, and teaching practices.

Alison McCartan, Jared Koepp, North Thurston Public Schools, Lacey, WA

60-Minute Sessions

5:10–6:10PM

TEACHING WITH PRIMARY SOURCES SESSION

Room 202A

The Library of Congress Literacy Awards Program

Learn how the Library of Congress awards and honors literacy efforts, and discuss ways in which your organization can incorporate successful literacy strategies into its programming and outreach initiatives.

Judith Lee, Library of Congress, Washington, DC

6-12

CUFA Research into Practice

Conv Ctr 105A

Developing Social Studies Teachers with Inquiry and Equity in Mind

Analyze teaching videos using the Questions, Tasks, and Sources Protocol, an instrument for supporting social studies teachers in inquiry-based and culturally-relevant pedagogy. The protocol aligns with national (C3 Framework) and state standards (e.g. Kentucky, Illinois, Michigan) as well as teaching practices grounded in equity and social justice.

Ryan Crowley, Kathy Swan, Grant Stringer, Bonnie Lewis, University of Kentucky, Lexington, KY

30-Minute Power Sessions

5:10–5:40PM

AWARD SESSION

Conv Ctr 203A

**2021–2022 Larry Metcalf Exemplary Dissertation winner
The Politics of Teaching Financial Literacy Education: A Case Study of Critical High School Teachers' Beliefs and Practices in Ontario and Québec**

Teachers' voices have been largely excluded from the academic and political debates regarding the aims and merits of financial literacy education. Through case study research, this project examined the beliefs, practices, and lives of 10 teachers in Québec and Ontario who teach financial literacy at the intermediate and senior levels. Specifically, the teachers in this study report taking a critical approach to financial literacy education—a subject that tends to be framed in simplistic and individualistic terms as mere personal financial decision-making. This research results in the development of a framework for critical economic literacy education, documenting the intellectually demanding set of skills, knowledge, and pedagogical strategies a critical economic literacy requires of students and teachers. This case study is further contextualized by the current political moment in which escalating economic inequality and the widening racial wealth gap, the current financial crisis, impending climate disasters, and antidemocratic politics worldwide convey a

sense of urgency and a timely relevance for a more critical and transformative financial literacy education.

Agata Soroko, Faculty of Education at the University of Ottawa.

Early Childhood/Elementary Sessions

Early Childhood/Elementary Assessment

Conv Ctr 201C

The Potential of Makerspaces: Performance Assessments in Elementary Social Studies

Makerspaces serve as potential sites of performance assessment in elementary social studies. Student examples of work will foster dialogue around bringing makerspaces to life in participants’ classrooms and schools.

Ariel Cornett, Georgia Southern University, Statesboro, GA

Early Childhood/Elementary Elementary Education

Marriott Franklin 12 (4th Floor)

Exploring a Japanese American Family’s Incarceration at Manzanar Through Primary Sources

Explore an image of a Japanese American family incarcerated at Manzanar during World War II and discuss strategies for use in the elementary classroom, using a digital interactive.

Ilene Berson, Michael Berson, University of South Florida, Tampa, FL; Bert Snow, Snow & Co, Newburyport, MA

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Agency and Action—Looking Beyond Our Front Door

Given the opportunity, children are able to positively impact their community and their world. As teachers, we must support and encourage our students’ interests, ideas, and efforts to make a difference.

Kristin Stapor, Anne Mackey, Ann Reighard, Rosa Parks Elementary School, Woodbridge, VA

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Exploring Constructivist Media Decoding in Elementary Social Studies

Critical media literacy should be more purposefully implemented in elementary classrooms. Explore how to use constructivist media decoding to scaffold higher-order thinking with elementary students for civic life.

John Broome, Purdue University, West Lafayette, IN

PreK-12 Sessions

PreK–12 Assessment

Conv Ctr 201A

Creating Epic Exams: Gamified Assessments

Transform disengaging summative multiple choice test days into engaging opportunities for growth and epic victories.

Adam Powley, HCS Early College High School, Conway, SC

PreK–12 Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Elevate Learning with Museums and Digital Learning

Learn about the power of primary sources and museum resources to level up learning in your classroom and community presentations with the newly created site Museums and Digital Learning.

Laura Israelsen, Northglenn Middle School, Northglenn, CO

PreK–12 Geography

Conv Ctr 103B

True North: Authentic Texts and Resources to Teach the Arctic

Global politics and climate change are reshaping the Arctic; our resources will help reshape your curriculum. Topics include Indigenous communities and language, international governance, and the changing environment.

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

PreK–12 Teaching & Learning

Marriott Room 414/415

The NCSS Code of Ethics and YOU

Our task force has worked to create meaningful changes to the revised NCSS Code of Ethics. Learn how to apply the revised code.

Amber Godwin, Sam Houston State University, Huntsville, TX

PreK–12 US History

Conv Ctr 108A

Two Great Seals

A nation’s official emblem conveys its history and values. Learn how to use art elements and design principles to teach the Great Seals of the Lenape Nation and U.S.

Danne Davis, Montclair State University, Montclair, NJ

PreK–12 US History

Conv Ctr 204A

Interjecting into the Narrative: Black and Brown Women’s Voices Through Primary Documents

Textbook centered courses silence minority voices and contributions. Explore ways to ensure equitable representation. Through an interactive and engaging presentation discover methods to incorporate African American, Black, and Brown female voices in American History lessons.

Karalyn McGrorty Derstine, Thomas Jefferson University, Philadelphia, PA

Middle Level/Junior High Sessions

Middle Level/Junior High Civics/Government

Marriott Franklin 5 (4th Floor)

Evolution, not Revolution! Teaching Canada’s Peace, Order and Good Government

Enhance your comparative government teaching toolkit with Canada’s counterpart to Life, Liberty and the Pursuit of Happiness: Peace, Order and Good Government.

Amy Sotherden, Center for the Study of Canada, SUNY Plattsburgh, NY

Middle Level/Junior High Econ/Financial Lit

Conv Ctr 203B

Classroom Economy, Brain Breaks, and Timers

Learn how to use Classroom Economics in your classroom to increase mastery, amplify engagement, and empower students. This includes how to incorporate mini real-life personal finance lessons/situations through brain breaks and timers.

Amber Winters, Manteo Middle School, Manteo, NC

Middle Level/Junior High Technology

Marriott Room 411/412

Beam Me Up DE! Transporting Your Students Through AR

Amplify teaching and learning with augmented reality (AR). Students create, explore, and inhabit virtual worlds using historical inquiry as a starting point. See the power of AR supercharge learning experiences.

Philip Birchinall, Discovery Education, Charlotte, NC

Grades 6-12 Session

6–12 Civics/Government

Marriott Franklin 4 (4th Floor)

Using News Literacy to Help Students Think Critically About Information by Writing a Fact-Check Social Media Post

Complete an exercise you can use with students: review examples of misinformation on major fact-checking websites, identify a rumor pattern, and collaboratively write a social media warning post.

Pamela Brunskill, News Literacy Project, East Amherst, NY

6–12 Civics/Government

Marriott Franklin 6 (4th Floor)

Deep Constitutional Knowledge is Revolutionary!

Deep constitutional learning is revolutionary! Fortify your own content knowledge with this FREE self-paced course. Explore the open course, “The U.S. Constitution: Its Foundation, Transformation and Challenges,” with the creators.

Donna Phillips, Alissa Irion-Groth, Hernan Sanchez, Center for Civic Education, Calabasas, CA

6–12 Cross Disciplinary

Marriott Franklin 7 (4th Floor)

Confronting Hard Histories Through an ELA Curriculum

Learn how the ELA Team at the School District of Philadelphia created a curriculum that addresses the hard histories embedded in texts centered in the ELA classroom.

Alison E. McMonagle, School District of Philadelphia, PA; Christy Chang, School District of Philadelphia, PA

6–12 Disciplinary Literac

Marriott Room 407/408/409

Teaching Hard History: Representations of Holocaust in Literature Written for Children and Adolescents

Night, Maus, and The Diary of a Young Girl and all the stories in between: how do we embrace this hard history without knowing all of the stories?

Louanne Jacobs, Birmingham-Southern College, Birmingham, AL

6–12 Religious Studies

Marriott Franklin 10 (4th Floor)

Examining the Religious Identities of Civil Rights Leaders Through Film

Explore how Dr. King Jr.’s and Malcolm X’s religious beliefs impacted their actions. Compare how the leaders are depicted in film with other sources.

Colleen Fitzpatrick, University of Toledo, OH; Ariel Cornett, Georgia Southern University, Statesboro, GA

6–12 US History

Conv Ctr 107A

Mapping the Landscape of Secondary US History Education: A Preliminary View

Americans care about their history, but they don’t always agree on how it should be taught. Researchers with the American Historical Association share a snapshot of how the 21st-century standards movement and trends of political polarization have shaped the contexts in which social studies specialists and teachers do their work. *The Mapping the Landscape* project is an AHA effort, conducted with NCSS support, to render an accurate picture of what American middle and high school students are supposed to learn about US history. Researchers welcome questions, input, and insights regarding this ongoing project.

Nicholas Kryczka, Whitney Barringer, American Historical Association, Washington, DC

6–12

World History

Conv Ctr 105B

Walking the Tokaido: A Multi-Disciplinary Experience in History and Culture

Engage with Japanese history and culture as you walk the Tokaido from Edo to Kyoto. This award-winning virtual or offline curriculum is designed for both teacher and student learning.

Anne Prescott, Five College Center for East Asian Studies, Northampton, MA

Secondary/High School Sessions

Secondary/High School

Civics/Government

Marriott Franklin 3 (4th Floor)

Creating School Solidarity Through Social Justice Education

What happens when you try to educate a school about social justice issues through controversial activities? You get an open dialogue centered around activism for human rights.

Maggie Haas, West Chicago Community High School, West Chicago, IL

Secondary/High School

Civics/Government

Conv Ctr 103C

Discussing Controversial Topics During Controversial Times: A Toolkit for Teachers

Stressed about discussing current events and politics? You're not alone. Receive tools to anchor classroom activities so you can challenge students to engage in productive discourse without fear.

Courtney Powers, Greenwich High School, Greenwich, CT; Megan Ostruzka, Greenwich High School, Greenwich, CT

Secondary/High School

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Double Deficit: Addressing Representation of Women in History and ELA

Women have been marginalized in the U.S. History and ELA curriculum. Explore this history of the double deficit while also highlighting curricular breakthroughs. Learn strategies for greater classroom representation of women.

Joshua Tipton, Tennessee Wesleyan University, Athens, TN; Lando Carter, Middle Tennessee State University, Murfreesboro, TN

Secondary/High School

Econ/Financial Lit

Conv Ctr 106AB

Introducing Educators to the VOTE Textbook and the

Pluralist Approach to Economics

Explore the free online VOTE textbook: "Voices On The Economy: How Open-Minded Exploration of Rival Perspectives Can Spark Solutions to Our Urgent Economic Problems," available at www.voicesontheeconomy.org.

Amy Cramer, Voices On The Economy, Inc., Tucson, AZ

Secondary/High School

Econ/Financial Lit

Conv Ctr 107B

Addressing the Hidden Racism in Economics

Learn how the way economics is taught contributes to racial inequity. Discuss approaches to correct these issues and create a more diverse learning space in economics courses.

Anthony Zambelli, San Diego Center for Economic Education, El Cajon, CA

Secondary/High School

Global Studies

Marriott Room 401/402/403

Teaching the World: Global Resources for Your Classroom

Discover free resources for your global classroom on the Teaching the World site including free and low-cost professional development opportunities for educators on global issues.

Deborah Jane, University of Minnesota, Minneapolis, MN; Carla Ruffer, University of Florida, Gainesville, FL

Secondary/High School

Global Studies

Conv Ctr 108B

What Makes a Citizen?: An Interdisciplinary Approach to Conceptions of Citizenship Education

"What Makes a Citizen?" Gain insights into how students develop civic identities and share ideas on how to design an interdisciplinary course that explores conceptions of citizenship.

Marta Filip-Fouser, Brewster Academy, Wolfeboro, NH

Secondary/High School

Psychology

Conv Ctr 102A

Humans are Easy to Fool: Overconfidence, Multitasking, and Other Bad Ideas

During this interactive discussion, participants will experience two demonstrations they can use in their classrooms about the overconfidence effect and the impact of multitasking/task switching. We will discuss different ways these concepts can usefully fit in an introductory psychology course, and how the ideas can help students as they develop an understanding of the science of learning. In addition, we will highlight how these concepts connect to the national high school psychology standards (and integrative themes).

Rob McEntarffer, Lincoln Public Schools, Lincoln, NE

Secondary/High School

US History

Marriott Franklin 11 (4th Floor)

Teaching World War II in the Footsteps of the Fighting 44th

Receive materials to lead a classroom project that celebrates the personal and combat experience of a World War II participant, using the letters of PFC Fred Sisk.

William Sibley, John Dimmick, Ben Davis University High School, Indianapolis, IN

Secondary/High School

World History

Conv Ctr 204B

Re-Examining World History and Notions of Passive Resistance

Explore the ethno-historical contributions of Cheikh Amadu Bamba and the ideology of Passive Resistance during French Colonial Rule in the Senegambia.

Isaac Dunn, Millville, NJ

Write For Us!

NCSS welcomes manuscripts from members interested in publishing in one of our periodicals—*Social Education*, *Middle Level Learning*, or *Social Studies and the Young Learner*.

We are looking for substantive articles and lesson plans in any of the social studies disciplines. We are very interested in publishing more articles on psychology and geography.

We welcome articles on the following topics:

- Social and Emotional Learning
- Teaching Civil Discourse
- Formative Assessments
- Fostering a Global Mindset
- Teaching about Climate Change
- Teaching Social Studies to English Language Learners
- Promoting Cultural Inclusion
- My Favorite Lesson Plan

NCSS is strongly committed to advocacy for the social studies. We welcome articles on any form of advocacy in which you have engaged.

For more details (including the preferred length of manuscripts and procedures for submitting them), see <http://www.socialstudies.org/publications/howtosubmit>



Saturday At-A-Glance

Time	Event	Speakers
8:00–8:45AM	Exhibit Hall Continental Breakfast, sponsored by Civics Renewal Network	
8:30–9:30AM	Concurrent Sessions 6 Power Sessions: 8:30–9:00AM 9:10–9:40AM	Vital Issue Session: A Conversation on Navigating the Landscape of Teaching "Divisive Concepts" Vital Issue Session: America 250 Panel Discussion
9:50–10:50AM	Concurrent Sessions 7 Power Sessions: 9:50–10:20AM 10:30–11:00AM	Featured Speaker: Matthew Kay Vital Issue Session: Why Didn't I Know: The Colored Conventions Movement
11:10AM–12:10PM	Concurrent Sessions 8 Power Sessions: 11:10–11:40AM 11:50AM–12:20PM	Featured Speaker: Seema Yasmin Vital Issue Session: The Ongoing Repercussions and Relevance of 9/11
12:10–1:00PM	Break/Communities Showcase	
1:00–2:00PM		Featured Speaker: Gholdy Muhammad
2:15–3:15PM	Concurrent Sessions 9 Power Sessions: 2:15–2:45PM 2:55–3:25PM	Featured Speaker: LaGarrett King Vital Issue Session: Covering Education Amid COVID and Controversy
3:35–4:35PM	Concurrent Sessions 10 Power Sessions: 3:35–4:05PM 4:15–4:45PM	Featured Speaker: Joely Proudfit Vital Issue Session: The U.S. and the Holocaust
4:00PM	Exhibit Hall Closes	
4:50–5:20PM	Power Sessions	

Saturday, December 3
Saturday, 8:30–9:30AM

VITAL ISSUE SESSION

Conv Ctr Ballroom A, 300 Level

A Conversation on Navigating the Landscape of Teaching "Divisive Concepts"

James Grossman, Shannon Pugh, and Larence Paska

The leadership of the American Historical Association and NCSS discuss how to understand the current or proposed restrictions on teaching "divisive concepts" in K-12 classrooms.

Learn about their support for teachers to protect social studies teaching and learning while advocating for increased instructional time and continues to focus on critical social studies issues.

VITAL ISSUE SESSION

Conv Ctr 204C

America 250 Panel Discussion

Frank Giordano, Jane Kamensky, and Sylvia Cyrus

In 2026, the United States will celebrate the 250th anniversary of the Declaration of Independence and the founding of our American experiment in Democracy. The US Semiquincentennial Commission will commemorate this milestone with inclusive programs that ignite our imaginations, elevate our diverse stories, inspire service in our communities, and demonstrates the lasting durability of the American project. Explore what it means to celebrate America in such politically polarized times, and how teachers and students can get involved.

Saturday, December 3
Saturday, 8:30-9:30AM

AWARD SESSION

Conv Ctr 203A

2021 Elementary Teacher of the Year Utilizing Culturally Relevant Social Studies to Connect the Hearts and Minds of Your Students with Their Content

Explore culturally relevant pedagogy and its implications for elementary classrooms. Learn how to meaningfully center students' cultures (and communities) and the cultures of others to create a classroom where children are excited to learn and teachers are excited to teach. Receive practical social studies resources and engagements.

Saudah Collins, Jackson Creek Elementary School, Columbia, SC

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES SESSION

Conv Ctr 202A

Unlock Student Curiosity, Power Primary Source Learning
 Build students' ability to ask and work with their own questions to drive primary source analysis using the Question Formulation Technique (QFT). Experience the strategy for yourself and leave with resources.

Sarah Westbrook, Katy Connolly, Imaan Yousef, Right Question Institute, Cambridge, MA

Early Childhood/Elementary Sessions

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

Power to the (Young) People: An Elementary School Student Council

What happens when we give young students voice in school decision making? Learn about a powerful elementary school student council and their fifth-grade teacher sponsor.

Erin Green, The University of Texas at Austin, TX; Kameron Koeffler, The University of Texas Elementary School, Austin, TX

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Anti-Racism, Critical Literacy, Service Learning, and Black History: Awareness and Action in Elementary School

Learn about teachers, administrators, and students' experiences when engaging in anti-racism, historical inquiry, critical literacy, and community-facing service-learning to counter district bans on divisive concepts and critical race theory.

Patience Brooks, Tina Heafner, The University of North Carolina Charlotte, NC

PreK-12 Sessions

PreK-12 Civics/Government

Marriott Franklin 5 (4th Floor)

Not Just for History Class: Incorporating the Analysis of Artifacts into Government and Civics

Artifacts are not just for the study of history. Learn to powerfully engage your students and pique their interest in government and civics through the analysis of object and artifacts.

Dean Burress, Kristin Risdahl, Angie Maxey, Knox County Schools, Knoxville, TN

PreK-12 Cross Disciplinary

Conv Ctr 201C

2022 NCSS Notable Trade Books In the Classroom!

NCSS Notable Trade Books Committee members share their favorite 2022 books along with ideas, lessons, and resources for using this year's books in the classroom. Books will be given away.

Scott Roberts, Central Michigan University, Mt. Pleasant, MI; Christy Howard, Colorado Springs School District 11, Colorado Springs, CO; Brianne Pitts, Western Michigan University, Kalamazoo, MI; Linnet Early, Kirkwood R-VII School District, Kirkwood, MO; Jessica Torres, Education Service Center Region 12, Waco, TX; Kate Van Haren, Pittsville Elementary School, Pittsville, WI

PreK-12 Global Studies

Marriott Franklin 10 (4th Floor)

Sustainability in Social Studies: We Need it Now More Than Ever

Authors from a recent NCSS publication on sustainability and environmental issues share their ideas. Learn what and how to teach about sustainability.

Matthew S. Hollstein, Kent State University, North Canton, OH; Bethany Vosburg-Bluem, Otterbein University, Westerville, OH; Jay Shuttleworth, CUNY Queens College, New York, NY; Jeff Passe, Cal Poly at Pomona, CA; Amy Mungur, Georgia Gwinnett College, Lawrenceville, GA; Ashley Taylor-Jaffee, Princeton University, Princeton, NJ; Greer Burroughs, College of New Jersey, Ewing Township, NJ; Mark Kissling, Jennifer Hooven, Misty Woods, The Pennsylvania State University, State College, PA; Brett Levy, State University of New York, University at Albany, NY; Todd Kenreich, Towson University, Towson, MD; Anand Marri, Ball State University, Muncie, IN

PreK-12 Pre-Service

Conv Ctr 106AB

Increasing Preservice and In-Service Teachers' Competence with Primary Source Instruction in Elementary Classrooms

Learn about effective implementation of an example of primary source instruction at the teacher preparation level that aimed at increasing teacher candidates' knowledge and pedagogical skills

in utilizing primary sources.

James Oigara, Pamela Jukes, Western Kentucky University, Bowling Green, KY

PreK–12 Teaching & Learning

Marriott Franklin 8 (4th Floor)

Teaching with Primary Sources: Centering Race in Economics and History

Explore, engage with, and take home research-based methods for teaching about race and racism with primary sources. Disciplinary examples include history, sociology, and economics.

Jessica Schocker, Penn State Berks, Allentown, PA; Jill Beccaris-Pescatore, Montgomery County Community College, Blue Bell, PA; Justin De Senso, Penn State Berks, Reading, PA

PreK–12 Teaching & Learning

Conv Ctr 201A

What Are Inclusive Sources and How to Find Them

Primary sources are powerful, but if you aren't careful, your sources might only provide a narrow picture. Learn about inclusive sources so you can teach all of history.

Jeff Greiner, Saint Mary's College, Granger, IN; Evan Long, Longwood University, Farmville, VA

PreK–12 Technology

Conv Ctr 204B

Stop, Collaborate, and Rotate: Teaching Primary Sources in a Blended Station Model

Use a blended station-rotation model to deepen student engagement with primary sources.

Katie Wright, Appoquinimink School District, Middletown, DE; Amy Moores, Odessa High School, Townsend, DE

PreK–12 CUFA Research into Practice

Conv Ctr 105A

See, Dream, Act: Identifying Anti-Black Racism in U.S. History Standards

In response to ongoing misrepresentations of Black histories in the social studies curriculum, this session will guide teachers to understand the tactics that sustain anti-Blackness, including: Black messiahs, illusions of inclusion, and silos of Black victimhood. Join us to practice identifying anti-Black racism and envisioning a more just curriculum.

Tiffany Mitchell Patterson, DC Public Schools, Washington, DC; Chris Seeger, American University, Washington, DC

PreK–12 US History

Conv Ctr 103C

Raising Voices: Empowering Students and Teachers with Stories from Historically Underrepresented Communities

Examine how using primary sources representative of historically underrepresented voices, combined with high-impact instructional strategies, can empower students to see themselves and their ancestors as contributors to our nation's history.

Cassie Moore, Rynne Kleingarn, Adams 12 Five Star Schools, Thornton, CO

Grades 6-12 Sessions

6–12 Civics/Government

Marriott Franklin 6 (4th Floor)

Depolarizing Partisanship: Methods for Pluralizing Classroom Discourse

Facing new legislation and standards, teachers' anxiety about discussing current issues has increased significantly. Alternative approaches that pluralize discourse and incorporate diverse perspectives can provide support.

Sante Mastriana, Close Up Foundation, Alexandria, VA

6–12 Disciplinary Literac

Marriott Room 414/415

Building Students' Cultural Competence Through Writing

Build cultural competence through poetry. Learn how students can use poetry to connect global issues to their personal context, and as a response to under-reported stories and current events.

Elizabeth Jorgensen, Arrowhead High School, Hartland, WI

6–12 Econ/Financial Lit

Marriott Franklin 13 (4th Floor)

Creating 'Chaord' Through Digital Game-Based Learning to Teach Global Economics

How can we balance chaos and order to foster student engagement while studying global economics? Learn how to create dynamic digital game-based simulations using Minecraft: Education Edition.

Christian Pirlet, Northern State University, Aberdeen, SD

6–12 Teaching & Learning

Conv Ctr 104A

Let's Talk About It: Discussion in Social Studies

Get students to take charge of their learning. Learn the benefits of classroom discussion, as well as strategies to prepare students for small and whole group formats.

Melissa Starkey, Central Baptist College, Conway, AR

6–12 US History

Conv Ctr 201B

Escape My Classroom

Work together in teams to solve clues. The topic is Women's Suffrage but it can be customized for any or topic. Resources will be shared.

Faye Johnson, Camden City School District, Camden, NJ

6–12

US History

Conv Ctr 108B

Settler Colonialism and Westward Expansion

Why teach about settler colonialism? Examine readings, lessons, and videos in the Choices Program's Westward Expansion unit that provide an inclusive approach for U.S. History classrooms. Complimentary one-year access provided.

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

6–12

US History

Conv Ctr 103B

Revolutionary Methods for Teaching Revolutionary Events

Expand your classroom methodology with music to teach about significant events in history. Receive revolutionary lesson plans ready to use on Monday morning.

Ed Wright, Brentwood, MO; Judy Failoni, Fontbonne University, St. Louis, MO

6–12

US History

Conv Ctr 103A

Building a New Nation: Teaching the Early Republic Through Women's History

Examine how women advocated for rights in the Early Republic and consider how to bring diverse perspectives into your teaching of the country's founding using museum pedagogy and curriculum materials.

Molly DePippo, New-York Historical Society, New York, NY

6–12

US History

Marriott Room 407/408/409

The Importance of Teaching with Comics

Authors Laurie Halse Anderson and Andrew Aydin, and educator Tim Smyth, discuss the engaging ways comics help to create empathetic, analytical readers and writers of history in the classroom.

Tim Smyth, Wissahickon School District, Ambler, PA; Laurie Halse Anderson; Andrew Aydin, GA

6–12

World History

Marriott Room 401/402/403

Societies of the Americas: Beyond the Inca, Aztecs, and Maya

How do we teach the complexity of societies in the Americas before Columbus? Access the current and exciting research of archaeologists who are doing just that using the website of the Office of Resources for International and Area Studies.

Robert Hallock, Sammamish High School, Bellevue, WA; Shane Carter, ORIAS Center at UC Berkeley, CA

Secondary/High School Sessions

Secondary/High School

Af-American-History

Conv Ctr 204A

Using Digitized Primary Sources to Teach About the Struggle for Civil Rights in Philadelphia

Learn about Temple University Libraries' Civil Rights in a Northern City, Philadelphia website, a selection of digitized primary sources, interpretive essays, and lesson plans detailing the civil rights movement in Philadelphia.

Josue Hurtado, Margery Sly, Brenda Galloway, Temple University, Special Collections Research Center, Philadelphia, PA

Secondary/High School

Civics/Government

Marriott Franklin 4 (4th Floor)

Global Citizenship Through a Comparative Lens

Receive instructional materials for teaching civics through an international comparative lens. Korea provides a different approach to understanding the global financial crisis of the 2000s.

Thomas Sakole, Fairfax County Public Schools, Herndon, VA; Gabriel Fain, Frisco ISD, Frisco, TX

Secondary/High School

Civics/Government

Marriott Franklin 3 (4th Floor)

Use PBS-Led Intergenerational Conversations to Engage Students in Civics and Media Literacy

Explore strategies for communicating the consequences of misinformation and disinformation with empathy, storytelling, and media making across generational divides with PBS NewsHour Student Reporting Labs.

Leah Clapman, PBS NewsHour Student Reporting Labs, Arlington, VA

Secondary/High School

Cross Disciplinary

Marriott Franklin 7 (4th Floor)

Voices from Beyond the Dark: RFK and the Power of the Human Rights Narrative

Explore the pedagogy of Human Rights Education through the Speak Truth to Power toolkit by engaging students in interdisciplinary and curricular content while developing the skills of activism.

Christopher Buckley, RFK Human Rights/Brookfield High School, Brookfield, CT

Secondary/High School

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

The Power of Identity—When Genetic Genealogy and History Intersect

Explore how the pathways of historical and scientific analysis intersect to identify and return the names of those lost during war. Help students build inquiry skills to connect history and science.

Maranda Wilkinson, Dan Kelly, Greg Ahlquist, Korean War Legacy Foundation, Syracuse, NY

Thaddous Jackson, Natalie Moten, Anchorage School District, Anchorage, AK

Secondary/High School Psychology

Conv Ctr 102A

Adding Positivity to Psychology

Bring some positivity into your classroom! Walk away with 18 positive psychology activities to weave into your existing units or up to a three-week stand alone module.

Leah Greene, Needham B. Broughton High School, Raleigh, NC; Cori Schwarzrock, Cary-Grove High School, Cary, NC

Secondary/High School World History

Marriott Room 411/412

The Story of Knowledge: Diversifying and Contextualizing Knowledge

Learn how to expand our understanding of the history of knowledge, by including more people and societies, and focusing on the collective and social aspect of knowledge.

Eman Elshaikh, The OER Project, Kirkland, WA

Secondary/High School Teaching & Learning

Conv Ctr 105B

Research and Reality: A Practical Approach to Acceleration in Social Studies

Explore one district's journey to define and implement a K-12 Acceleration Model that focuses efforts on four areas shown to improve achievement: Teacher-Student Relationships, Teacher Clarity, Scaffolds, and Feedback.

Kate Swan, Scott Buhrman, Washington County Public Schools, Hagerstown, MD

***** EXHIBITOR SESSIONS *****

Conv Ctr 107A

Women's Histories, Voices, and Perspectives

What happens when we flip familiar historical narratives to center women's experiences and perceptions? Explore strategies and sources for moving toward gender-inclusive and diverse histories for your classroom

Lorri Glover, Saint Louis University, St. Louis, MO

Middle Level/Junior High Technology

Conv Ctr 203B

Meaningful Video and Student Engagement Isn't a Myth

Discover how to use powerful video activities in your classroom. Learn how engaging video activities and resources can inspire students with cutting-edge presentations. Receive access to TCI's online learning platform.

Brian Thomas, TCI, Mountain View, CA

Conv Ctr 107A

Holocaust Living Learning Experience

Holocaust Living Learning Experience promotes tolerance, kindness, and seeds brighter futures. Out Signature Educational Model brings LESSONS FROM THE HOLOCAUST into classrooms. A turnkey platform to meet standards and benchmarks for educators of 5th grade through high school. The curriculum includes historicity of the Holocaust, interviews with Holocaust survivors, and resource guides.

Leigh Routman, Jenni Frumer, Holocaust Learning Experience, West Palm Beach, FL

Secondary/High School US History

Conv Ctr 107B

The Constitution Does Not Follow the Flag: Current Examples of U.S. Imperialism and Colonialism

Explore ways to expose students to current examples of imperialism and colonialism. Receive meaningful ideas for how to incorporate current events into units on U.S. imperialism.

Annaly Babb-Guerra, New York University, New York, NY

30-Minute Power Sessions

8:30–9:00AM

6–12 Civics/Government

Marriott Franklin 12 (4th Floor)

Understanding the Evolution of the Web for Teaching Mindful Media Literacy Skills

Explore the evolution of the Internet and discuss when truth "went sideways." Leave with mindful media literacy strategies that can apply to classrooms for civic life.

John Broome, Purdue University, West Lafayette, IN

Secondary/High School US History

Conv Ctr 108A

Principled Pedagogy: Hidden Contributions to American History

Explore the historical exploits of the three Healy brothers, of Irish and African-American ancestry, who helped frame 19th-century American society from Boston, Massachusetts to the Bering Sea of Alaska.

Maureen Cronin, Briar Consulting Group, Anchorage, AK;

Middle Level/Junior High US History

Marriott Franklin 11 (4th Floor)

The Declaration and the Pursuit of Equality

All men are created equal, right? Dive into primary sources to see how different groups throughout time drew upon the Declaration of Independence as a form of protest and solidarity.

CherylAnne Amendola, Montclair Kimberley Academy, Montclair, NJ

9:10–9:40AM

PreK–12

Civics/Government

Marriott Franklin 12 (4th Floor)

Teaching Civics Today: Best Practices for Classroom Innovation and Student Engagement

Teaching civics today is not what it was 50 or even 10 years ago. Explore innovative practices and new resources for fun, effective, and engaging civics even in today's fraught climate.

Emma Humphries, iCivics, Cambridge, MA; Carrie Eicher, Teacher Created Materials, Huntington Beach, CA

Secondary/High School

US History

Marriott Franklin 11 (4th Floor)

Using Combat Veteran Stories in the Classroom

The Witness to War Foundation collects video histories of combat veterans. Explore available resources, as well as their potential use in the classroom, in an interactive format.

Emily Carley, Witness to War Foundation, Peachtree Corners, GA

Saturday, 9:50–10:50AM

FEATURED SPEAKER

Conv Ctr Ballroom A

Matthew Kay

Matthew R. Kay is a proud product of Philadelphia's public schools and a founding teacher at Science Leadership Academy, where he teaches an innovative inquiry driven, project-based curriculum. He is also the Founder and Executive Director of Philly Slam League (PSL), a non-profit organization that shows young people the power of their voices through weekly spoken word competitions. The PSL is the only season long, school-based slam poetry league in the United States. He deeply believes in the importance of earnest and mindful classroom conversations about race. Furthermore, he believes any teacher who is willing to put in the hard work of reflection can, through the practice of discrete skills, become a better discussion leader.

VITAL ISSUE SESSION

Conv Ctr 204C

"Why Didn't I Know? The Colored Conventions Movement"

P. Gabrielle Foreman, Jim Casey

During the nineteenth century, Black community leaders held hundreds of state and national meetings called Colored Conventions. These conventions brought together delegates from all over North America to talk about the best ways to achieve (and then secure) their citizenship, civil rights, voting rights, access to education, labor rights, and much more. ColoredConventions.org is the first time that these histories have been gathered and made freely available online. The

website and its expanding community of teachers, students, researchers, and librarians endeavor to transform teaching and learning about this historic collective organizing effort.

P. Gabrielle Foreman and Jim Casey are co-founders and directors of the Colored Conventions Project.

AWARD SESSION

Conv Ctr 203A

2021 Middle Level Teacher of the Year**Global Collaboration Ideas to Invigorate Your Teaching and Classroom**

Learn about a history and current events project between a class in Oak Harbor, Washington and Mumbai, India to create solutions to environmental problems. See examples of projects which other teachers have done and share ideas to develop global projects with the content you teach.

Donald Jenkins, Oak Harbor Middle School, Oak Harbor, WA

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES

Conv Ctr 202A

Active Learning Strategies to Engage Students in the History Classroom

Teachers need to engage students with active learning strategies. Explore strategies to teach historical thinking skills using the resources of the Library of Congress.

Lynne O'Hara, National History Day, College Park, MD

Early Childhood/Elementary Sessions

Early Childhood/Elementary

Elementary Education

Marriott Franklin 1 (4th Floor)

Tell Me More: Using Diverse Books and Inquiry to Teach History

Picture books are a great way for students to investigate hard history and build literacy skills. Get ideas for using inquiry, critical thinking, and diverse books in your classroom.

Melissa Marks, University of Pittsburgh at Greensburg, PA

Early Childhood/Elementary

Elementary Education

Marriott Franklin 2 (4th Floor)

Building Consciousness About Children of Immigration Through Picture Books

Examine realities of young immigrant children through critical analysis of picture books on immigration. Explore challenges facing immigrant children while constructing their sociocultural identity.

Wilma Robles-Melendez, Nova Southeastern University, Fort Lauderdale, FL

Early Childhood/Elementary

Global Studies

Marriott Franklin 10 (4th Floor)

Empowering Young Learners for Civic Action on Climate Change

Climate change is the focus of this project-based presentation. Using the narrative structure of Storypath, students take on the role of environmentalists to protect the Rwandan mountain gorillas.

Margit McGuire, Laurie Stevahn, Seattle University, Seattle, WA

PreK-12 Sessions

PreK-12

Cross Disciplinary

Conv Ctr 201C

2022 NCSS Notable Trade Books Awards Author Panel

Get inspired by these 2022 NCSS Notable Trade Book authors as they share the stories behind their award-winning books. This panel features author presentations from Ann Hazard and Leonard Marcus, audience Q&A, and book give-a-ways!

Scott Roberts, Central Michigan University, Mt. Pleasant, MI; Leonard S. Marcus; Ann Hazzard

PreK-12

Teaching & Learning

Conv Ctr 104A

Using Inquiry and Workshops to Reimagine Traditional Units

Reimagine existing units, content areas, or projects through the lens of inquiry and a researchers' workshop. Center student voice, critical thinking, and core skill development using these practical strategies.

Megan DiNoia, Colleen Morrissey, The John Thomas Dye School, Los Angeles, CA

PreK-12

US History

Conv Ctr 106AB

We've Got The Fever: An Interdisciplinary Inquiry with Fever 1793

Preview a chapter from the upcoming book, *Inquiry By the Book*, and explore the 1793 yellow fever epidemic in Philadelphia using the Inquiry Design Model blueprint.

Annie Whitlock, University of Michigan-Flint, MI; Kristy Brugar, University of Oklahoma, Norman, OK

PreK-12

US Semiquincentennia

Conv Ctr 103A

Saving Soldiers: Medical Practice During the Revolutionary War

Primary sources illustrate the formidable challenges doctors faced during the American Revolution—physicians had little wartime experience, and ten times more soldiers died of disease and infection than in battle.

Stacia Smith, The American Revolution Institute, Washington, DC

Grades 6-12 Sessions

6-12

Civics/Government

Marriott Franklin 3 (4th Floor)

Start with Story: Inquiry and Constitutional Thinking Skills

Stories, particularly those from diverse viewpoints and hidden histories, attract students' attention best. Turn that into meaningful learning with strategies for sharpening inquiry skills and promoting student reflection and discussion.

David Olson, Retro Report, New York, NY; Kerry Sautner, National Constitution Center, Philadelphia, PA

6-12

Civics/Government

Marriott Franklin 4 (4th Floor)

Action Civics: Lessons Learned After Nine Years of Implementation

Explore Action Civics with educators who have experience. Don't reinvent "the wheel." Join us and find best teaching strategies that work for your students and your community.

Karon LeCompte, Brooke Blevins, Kevin Magill, Kenley Ritter, Neil Shanks, Nate Scholten, Tori Smith, Baylor University, Waco, TX

6-12

Cross Disciplinary

Marriott Franklin 7 (4th Floor)

Combating Queer Erasure in History

Queer Erasure is a common practice when discussing history that harms students. We will discuss why representation matters and explore LGBT examples that can be used in a classroom.

Aliza Kapel, New York City Department of Education, MS 118, New York, NY

6-12

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Beyond "One and Done" Field Trips: Virtual Classroom/Museum Collaboration

Virtually bring museums to your classroom! Learn steps to build relationships with local museums to target classroom needs, create content, and virtual events. Live virtual lesson with museum collections manager.

Melissa Collum, Viterbo University, La Crosse, WI; Brandon Brockway, Prairie du Chien Historical Society, Prairie du Chien, WI

6-12

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Improving the State of Discourse in Your Classroom

Discuss the concept of "Classroom Climate" and explore strategies to monitor the classroom thermostat and adjust the temperature as needed to maintain an environment of productive discourse.

Josh Haverlock, Bonnie Snyder, Foundation for Individual Rights in Education (FIRE), Philadelphia, PA.

6–12

Geography

Conv Ctr 201B

Bug Appétit: How Insects are Creating Globally Sustainable Foods

By 2050, the planet will need to increase its food production by 70%. Explore through a global lens how insects as an alternative food source can save the planet.

Sarah Bailey, South Portland High School, South Portland, ME

6–12

Teaching & Learning

Conv Ctr 201A

National Board Certification: Revolutionize Your Teaching

How does being a National Board Certified Teacher (NBCT) validate accomplished teaching, offer leadership opportunities, and advance one's professional learning continuum? Find out how it can change your teaching.

Alvin Peters, Emporia State University, Emporia, KS; Kim O'Neil, National Board for Professional Teaching Standards, Arlington, VA

6–12

Teaching & Learning

Conv Ctr 105B

Activate Your Social Studies Classes with Attention-Grabbing Tech Tools

Using handy educational tools and easy templates, create your own adaptable, interactive choice boards that engage students to actively DO essential social studies skills.

Maria Gonzalez, Holy Family School, Grand Blanc, MI

6–12

US History

Conv Ctr 108A

Historical Thinking for All Readers

Engage in a primary source historical thinking inquiry lesson that will engage English learners and readers of all levels.

Samantha Manchac, Bianca Carr, Houston Independent School District, Houston, TX

6–12

US History

Conv Ctr 103B

Using Digital Media Resources to Teach a More Inclusive and Youth-Friendly U.S. History Curriculum

Learn about new digital media resources designed with attention to diverse perspectives that foster a more accurate understanding of U.S. History while aligning with standard survey curriculum scope and sequence.

Carolyn Jacobs, Sue Wilkins, GBH, Boston, MA; Alysha Butler, McKinley Technological High School, Washington, DC

6–12

US Semiquincentennia

Conv Ctr 103C

Teaching Benjamin Franklin Authentically: Expanding Narratives about Early American History

Explore Benjamin Franklin through film and primary sources. A man of contradictions, brilliant ideas, and changing ideals, Franklin serves as a lens to examine America's past and present.

Shanendra Nowell, Oklahoma State University, Stillwater, OK; Mary Kate Lonergan, Fayetteville-Manlius Central Schools, Manlius, NY

6–12

World History

Marriott Room 401/402/403

The Global Middle Ages in K-12 Schools: An Exercise in Framing

K-12 curricula often frame the Middle Ages in Eurocentric terms. Learn how to integrate new scholarship into existing curricula to reframe the Middle Ages as a global phenomenon.

Bradley Phillis, University of Southern Mississippi, Hattiesburg, MS

6–12

CUFA Research into Practice

Conv Ctr 105A

Promises and Puzzles in Co-Designing, Implementing, and Researching Deeper Civic Learning Curriculum in Polarized Times

This session shares key lessons and challenges [the Masked team] learned from the multi-year collaborative research and practice partnership with teachers from diverse communities in Massachusetts to co-design the Grade 8 year-long civics curriculum to develop authentic, informed, and skilled civic participants in support of deeper civic learning.

Chaebong Nam, Adrienne Bock, Jennifer Guerin, David Bates, Tina Blythe, Carrie James, Lisa Shen, Ariana Zeltin, Harvard University, Cambridge, MA

Secondary/High School Sessions

Secondary/High School

African American History

Conv Ctr 204A

The History of Black America and the Fight for Land Ownership and Equality

Examine the history of Black America's fight for land ownership and equality. Study government policies and real estate practices and their impact on generational wealth today.

Toni Dringman, Olathe East High School, Olathe, KS; Tina Ellsworth, Northwest Missouri State University, Maryville, MO

Secondary/High School Civics/Government

Marriott Franklin 6 (4th Floor)

How to Create Podcasts in the Classroom

Ever wanted your students to make a podcast? NHPR's Civics 101 co-hosts Nick and Hannah remove barriers to understanding podcast creation, and Andrew Swan will demonstrate his classroom implementation and assessment.

Nick Capodice, Hannah McCarthy, Civics 101, NHPR, Concord, NH; Andrew Swan, Newton Public Schools, Newton, MA

Secondary/High School Civics/Government

Marriott Franklin 5 (4th Floor)

Moving from Consultation to Transformation: The Power of Student Voice in Social Studies Classrooms

The term "student voice" can mean several things. Explore different types of youth-centering approaches including Transformative Student Voice, where youth research and address problems in their schools and communities.

Elizabeth Milligan Cordova, Denver Public Schools, Denver, CO; Dane Stickney, University of Colorado, Denver, CO

Secondary/High School Cross Disciplinary

Conv Ctr 204B

You've Got Issues...You Just Didn't Know It!

Learn how to "issue-ize" existing instructional social studies units by applying an issues-centered focus to increase student engagement, understanding, and responsibility.

Mark Previte, Pennsylvania Council for the Social Studies, Glenside, PA; Ronald Evans, San Diego State University, San Diego, CA; Kim Koeppen, Hamline University, St. Paul, MN; Jay Shuttleworth, Queens College of the City University of New York, NY; Kelli Hutt, Dallas Center-Grimes CSD, Grimes, IA

Secondary/High School Disciplinary Literac

Marriott Room 414/415

You're Also A Reading Teacher: Coaching Literacy in Social Studies

Social studies teachers are literacy teachers too. Learn about one district's work building teachers' literacy teaching. Through modeling, discussion, and participation, ways of coaching for literacy will be centered.

Daniel Bordwell, Rachel Haemig-Lehman, Jeremy Parker, Anoka-Hennepin ISD, Anoka, MN

Secondary/High School Law/Law-Related Educ

Conv Ctr 107B

The Commerce Clause in American History and Today

Explore the Commerce Clause of the Constitution's power in shaping significant national policies related to labor, civil rights, public health, and more. Primary sources and Supreme Court cases are included.

Tiffany Middleton, Catherine Hawke, American Bar Association, Chicago, IL

Secondary/High School Psychology

Conv Ctr 102A

Spice Up Rookie Psych

Are you on your own psychology island? Do you struggle with engaging activities for teaching psychology? Leave this session with numerous activities to immediately use in your classroom.

Jennifer Schlicht, Olathe South High School, Olathe, KS; Allison Shaver, Plymouth South High School, Plymouth, MA; Stephanie Franks, Burton Schools, Burton, OH; Heather Chambers, Glenbrook South High School, Glenview, IL

Secondary/High School Sociology

Marriott Room 407/408/409

Breaking the Cycles of Recidivism in Mainstream Social Studies Classrooms

Receive educational awareness, evidence-based data, best practices, and strategies, to help your justice engaged students successfully transition back to the classroom after incarceration.

Lissa Thiele, Santa Clara County Office of Education, San Jose, CA

Secondary/High School US History

Conv Ctr 108B

Consider the Source: Embracing Hard Histories with Long Primary Sources

When teaching hard history, educators need to carefully consider sources for promoting inquiry. Come and collaboratively develop compelling questions with primary source documents on the Long Civil Rights Movement.

Whitney Blankenship, Austin, TX; Matthew Missias, Grand Valley State University, Grand Rapids, MI; Dean Vesperman, University of Wisconsin-River Falls, WI; Anne Aydinian-Perry, University of Houston, TX

Supervisor/Administrative Session

Supervisor/Administrative Pre-Service

Marriott Franklin 13 (4th Floor)

Transformative Discussions in Social Studies: Bringing Students into Professional Development

Discover a toolkit for making social studies professional development more responsive, impactful, and authentic, drawing from the experience of inviting 50 Philadelphia students into a professional development workshop.

Andrew del Calvo, Lightning Jay, Andrew Schiera, Abby Reisman, University of Pennsylvania Graduate School of Education, Philadelphia, PA; Timothy Patterson, Temple University College of Education and Human Development, Philadelphia, PA

Higher Education

Teaching and Learning

Marriott Franklin 4 (4th Floor)

Inquiry and Teaching with Primary Sources to Prepare Students for College, Career, and Civic Life

The editor and authors of two recently published e-books from NCSS, generously supported by the Library of Congress' Teaching with Primary Sources grant program, provide an overview of new cutting-edge resources for preservice teachers and their methods professors. Each online text is a university-level, open-access methods resource.

Scott Waring, University of Central Florida, Orlando, FL

*** EXHIBITOR SESSIONS ***

Marriott Room 404

Global Studies: Teaching About Japan and Fostering Global Perspectives

learn about how to incorporate contemporary Japan in your classroom and discuss the importance of fostering global perspectives. Presenters have participated in the KKC Japan Study Tour, sponsored by Keizai Koho Center (Japan Institute for Social and Economic Affairs) every year since 1980.

*** EXHIBITOR SESSION ***

Conv Ctr 107A

Create Your Own Supplemental Materials—With a Few Clicks!

See how easy it is for curriculum leaders and classroom teachers to create their own customized supplemental materials with LessonLift Create. This DIY platform enables educators to select from our HQIM content library (primary source documents, maps, newspaper articles) - and upload their own content - to create instant ebooks or have books printed locally with our built-in FedEx Office tool. Attendees will receive ONE MONTH access to LessonLift Create and be entered to win a \$50 Amazon gift card.

John Carroll, XanEdu, Inc., Livonia, MI

*** EXHIBITOR SESSION ***

Conv Ctr 203B

Teaching the Twentieth Century in World History

Explore some of the challenges and opportunities associated with teaching contemporary world history and the strengths and weaknesses of chronological and thematic approaches to teaching the twentieth century.

Eric Nelson, Missouri State University, Springfield, MO

*** EXHIBITOR SESSION ***

Conv Ctr 202B

Experience an Inquiry Journey: What if Your Students Fell in Love with Social Studies?

Ever wondered what inquiry in social studies actually looks and feels like in the classroom? How can you create buy in and excitement for an inquiry unit? What is informed action? Come to this special session to experience inquiry in social studies

firsthand—and leave with resources, strategies, tools, and a demo account for Inquiry Journeys, inquirED's K-5 inquiry-based social studies curriculum.

Juan Cabrera, inquirED, Austin, TX; Anne Matz, inquirED, Chicago, IL

30-Minute Power Sessions

9:50-10:20AM

Middle Level/Junior High

Teaching & Learning

Marriott Franklin 12 (4th Floor)

Kinesthetic Social Studies for Students with Disabilities

Explore how kinesthetic social studies can facilitate inquiry and engagement of all students, particularly students with disabilities. Be prepared to get kinesthetic yourself!

Timothy Lintner, University of South Carolina Aiken, SC; Kari Mueente, Martin Luther College, New Ulm, MN; Darren Minarik, Radford University, Radford, VA

Middle Level/Junior High

US History

Marriott Franklin 11 (4th Floor)

Bringing Collections to the Classroom

Discover how to bring the magic and dynamism of historical documents and artwork from the vaults of two Philadelphia cultural institutions to your classroom.

Katie Clark, Historical Society of Pennsylvania, Philadelphia, PA; Suzannah Niepold, Philadelphia Museum of Art, Philadelphia, PA

10:30–11:00AM

6–12

Teaching & Learning

Marriott Franklin 12 (4th Floor)

Setting the Stage for Inquiry: Activities for the First Weeks of School

Explore activities to use during the first weeks of school to teach students concepts essential to inquiry. Learn about causation, evidence, perspective, and chronology.

Stephanie van Hover, University of Virginia, Charlottesville, VA; David Hicks, Virginia Tech University, Blacksburg, VA

PreK–12

US History

Marriott Franklin 11 (4th Floor)

You are the Historian: Investigating Thanksgiving and Teaching Cultural Encounters at Plimoth Patuxet Museums

Join educators from Plimoth Patuxet Museums to explore how new voices and historical perspectives are transforming the way we teach our nation's earliest history and its resonance today.

Hilary Goodnow, Timothy Turner, Plimoth Patuxet Museums, Plymouth, MA

Poster Presentations

Convention Center Reg Bridge West, 200 Level

10:00–11:00AM

Early Childhood/Elementary **Elementary Education**

Table 1

Disrupting Thinking: Planning for Equity

Experience a protocol that will help all elementary teachers to intentionally plan for equitable, diverse and inclusive lessons. Walk away with a process that you can utilize immediately.

Eve Case, Anne Arundel County Public Schools, Annapolis, MD

PreK–12 **Elementary Education**

Table 2

Embracing Hard History by Expanding the Narrative in Elementary Social Studies

Explore how elementary teachers can embrace hard history through a project that expands the traditional narrative by creating children’s picture books. Handouts and resources will be provided.

Stewart Waters, The University of Tennessee, Knoxville, TN; William Russell, University of Central Florida, Orlando, FL; Lauren Waters, Caton’s Chapel Elementary School, Sevierville, TN

PreK–12 **Global Studies**

Table 3

Teaching Social Studies with the Global Goals: Connecting the SDGs to Your Classroom

Want your students to take action to improve our world? An international call for action, the SDGs are the perfect framework for incorporating global competence in your classroom and curriculum.

Connie Rensink, iEARN-USA, New York, NY

6–12 **Civics/Government**

Table 4

Deliberation vs. Debate: Goals and Outcomes for Civil Discourse

Traditionally classroom discourse has leaned heavily on structured debate, but is debate too adversarial for discourse in a polarized and politicized climate? Explore deliberation as a consensus-driven alternative.

Sante Mastriana, Close Up Foundation, Alexandria, VA

6–12 **Teaching & Learning**

Table 5

Using Station Rotation to Differentiate

Learn about best practices when using a station rotation model to differentiate World History for ELL and Special Education students.

Sarah Nichols, Needham High School, Needham, MA

6–12 **Teaching & Learning**

Table 6

Revolutionize Social Studies Instruction and Empower Students with the Workshop Model

The workshop model is a student-centered lesson approach that is often used in elementary classrooms. Explore how to implement workshops in secondary social studies classes to foster discourse and inquiry.

Joseph Marangell, East Haven Public Schools, East Haven, CT; Regine Randall, Southern Connecticut State University, New Haven, CT

Secondary/High School **Civics/Government**

Table 7

Taking Away an American’s Most Important Right: Disenfranchising Felons

The last major restriction on voting rights in America is felony disenfranchisement. Learn about the number of Americans affected, differences among states, and the societal impact.

John Dunn, Ferris School, Wilmington, DE

Secondary/High School **Civics/Government**

Table 8

Developing Constitutional Scholars: The Scholar Exchange Program

Learn about the Scholar Exchange program, which is built on connecting students, learning from scholars, and developing lasting constitutional thinking skills.

Kevin Lynch, National Constitution Center, Philadelphia, PA

Secondary/High School **Civics/Government**

Table 9

Globalized Deliberations: Engaging Students on Global Contested Issues

Explore the powerful Deliberations discussion strategy firsthand with fellow teachers. This strategy engages students in deep learning, perspective-taking, and consensus-building around global contested political issues.

Anat Waldman, Street Law Inc., Silver Spring, MD; Ingrid Rizo, Cherry Creek Schools, Greenwood Village, CO

Secondary/High School **Cross Disciplinary**

Table 10

Engage with unMasking—the Human Rights Education Pandemic Curriculum

unMASKing is an online, multimedia open-access curriculum for analyzing impacts of the pandemic from a human rights perspective; sharing experiences; and organizing projects to address local human rights issues.

Elana Haviv, Generation Human Rights, Inc., New York, NY; Jessica Terbrueggen, Generation Human Rights, New York, NY

Secondary/High School **Cross Disciplinary**

Table 11

The Role of Who? Recalibrating Historical Analysis

Analyzing historical documents takes on new dimensions when students utilize an identity wheel to consider multiple categories and intersections of identity and apply those insights to their document-based analysis.

Lindsay Warren, Amaly ElMenshawy, Hunterdon Central Regional High School, Flemington, NJ

Secondary/High School **US History**

Table 13

The Massachusetts Historical Society: Teacher Fellowships and Digital Resources

Learn about rich teacher resources at the Massachusetts Historical Society, including opportunities to spend the summer mining our archives through a fellowship, or exploring new primary source sets with accessibility across K-12 grade levels.

Kate Melchior, Elyssa Tardif, Massachusetts Historical Society, Boston, MA

Secondary/High School **US History**

Table 14

The Censorship of Graphic Novels

Graphic novels like Maus and Persepolis make reading history more accessible to all, but these books are frequent victims of censorship in the classroom.

Kathryn Robinson, Zachary Marcic, Clarion University Council for the Social Studies, Clarion, PA

Secondary/High School **US History**

Table 15

The Mis-Ageing of Native American and Black Women and Girls in U.S. History

Misrepresentation of the ages of Native American and Black women and girls in U.S. history distorts narratives about their experiences. We dispel myths and offer new narratives and resources.

Jodi Greene, Reading Area Community College, Reading, PA

Secondary/High School **World History**

Table 16

Citizenship and the Construct of Race in Nazi Germany and Jim Crow United States

Learn about Fortunoff Archive's curriculum on citizenship and the construct of race in Nazi Germany and the Jim Crow United States, which explores the necessity and limits of historical comparisons.

Agnieszka Marczyk, MacMillan Center and Fortunoff Video Archive for Holocaust Testimonies at Yale University, New Haven, CT

Secondary/High School **World History**

Table 17

Using Maps to Analyze U.S. Middle East Policy

Learn how to teach inquiry and critical thinking skills on a politicized subject. Using maps, get a glimpse of Israeli and Palestinian life historically and today.

Alex McDonald, Texas Coalition for Human Rights, Houston, TX

Supervisor/Administrative **Teaching & Learning**

Table 18

Adopting a Philosophy and Curriculum for K-12 Social Studies

Join stakeholders from the Allentown School District as we share the process of developing a clear philosophy of social studies that guides a coherent K-12 curriculum.

Shannon Salter Burghardt, Building 21 High School Allentown, PA; Melissa Smith, Allentown School District, Allentown PA; Mary Anne Wright, PA

Higher Education **Teaching & Learning**

Table 19

Alignment of State Teaching Standards to Teacher Competencies and the C3 Framework

Discover engaged learning through dismantling state teaching standards, matching them to teacher-competencies (for certification), then aligning to the C3 Framework to support future teachers in teaching what's "best" for our future citizens.

Charlene Bustos, Angelo State University, San Angelo, TX

PreK-Elementary **Elementary Education**

Table 20

Teach Social Studies Everyday in Grades K - 5... Ask Me How!

But there's not enough time to teach social studies everyday in grades K - 5. Nonsense! Learn how one district restructured its elementary schedule to ensure that it was taught daily.

Darren Guido, Caesar Rodney School District, Camden Wyoming, DE

PreK-12 **Teaching and Learning**

Table 21

Bell Ringers: Spark Student Engagement and Curiosity

Poptential Bell Ringers use media-rich content as conversation starters at the beginning of class. Teachers like Bell Ringers because they add structure to the beginning of class as students file in, so they are ready to learn. Students like Bell Ringers because they use media-rich content that sparks their curiosity and leads to thought-provoking discussions.

Esteban Gonzalez, Certell, Indianapolis, IN; Darcy White, Skyrocket Education Services, Pasadena, CA

PreK-12 **Teaching and Learning**

Table 22

Student Engagement Dashboard: Quickly Assessing Student Preparedness

When assigning a reading in a social studies classroom, how do teachers assess whether students completed the assigned task? Certell has developed a dashboard that allows teachers to see their student’s level of engagement in the ebook at a glance. The dashboard is color coded to give teachers a quick overview of student preparedness before their students walk through the door, saving valuable class time for enrichment.

Fred Fransen, Julie Smitherman, Certell, Indianapolis, IN

Middle Level/Junior High Assessment

**Table 23
Goodbye Memorization, Hello Application & Evaluation: Engaging Alternative Assessments for Middle School**

Eager to incorporate alternative formative assessments but unsure where to start? Review and incorporate several assessments used with 6th graders but easily adaptable for other middle grades. Exemplars included.

Brianna Murphy, Advanced Math & Science Academy, Marlborough, MA

6-12 African American History

**Table 24
Representation Matters: Using Historic Newspapers and Textbooks to Support Inquiries About African American History**

Struggling with the manufactured crisis around divisive concepts? Join us for two C3 inquiries that emphasize historical literacy and investigating representations around race and slavery through historical newspapers and textbooks.

David Hicks, Suzanne Shelburne, Brad Kraft, Sara Evers, Melissa Lisanti, Virginia Tech, Blacksburg, VA; Stephanie van Hover, University of Virginia, Charlottesville, VA

Saturday, 11:10AM–12:10PM

FEATURED SPEAKER

**Conv Ctr Ballroom A
Seema Yasmin**

Dr. Seema Yasmin is an Emmy Award Winning journalist, medical doctor, professor, and author. She is director of the Stanford Health Communication Initiative, clinical assistant professor in Stanford University’s Department of Medicine, and visiting assistant professor at the Anderson School of Management at UCLA where she teaches crisis management and crisis communications. Dr. Yasmin is the author of five books of non-fiction and poetry including *Viral BS: Medical Myths and Why We Fall for Them*, which tells her own history of growing up a conspiracy theorist before becoming a debunker of myths and hoaxes. Her latest book, for grades 7-12, released in September, is *What the Fact? Finding the Truth in All the Noise*.

VITAL ISSUE SESSION

**Conv Ctr 204C
“The Ongoing Repercussions and Relevance of 9/11”**

Regina Wilson and Bridget Gormely. Moderated by Cliff Chanin. When Regina Wilson joined the FDNY in 1999, she was one of just seven Black candidates and the only woman in a class of more than 300. On 9/11, she and fellow firefighters attempted to control the multiple blazes caused by the collapse of the World Trade Center. In the years since, she has worked to honor her fallen colleagues and advocate for a more diverse fire department. After Bridget Gormely’s father passed away in 2017 from 9/11-related cancer, she directed “Dust: The Lingering Legacy of 9/11,” telling the story of those who continue to suffer from 9/11-related illnesses. They speak about the ongoing repercussions and relevance of 9/11 for future generations.

Regina Wilson is an FDNY firefighter and president of the United Women Firefighters Organization and the Vulcan Society. Bridget Gormely is a writer/director/producer. Cliff Chanin is executive vice president at the 9/11 Memorial & Museum.

AWARD SESSION

**Conv Ctr 203A
Septima Clark and Carter G. Woodson Award Panel**

Join members of the Carter G. Woodson and Septima Clark Book Committee for their panel discussion of award winning books from the 2022–2023 year. The panel will discuss the selection criteria used to judge submissions and ideas to use the books in the classroom. Joining them on stage live will be Claudia Friddel, Author of *Grace Banker and Her Hello Girls Answer the Call: The Heroic Story of WWI Telephone Operators* and 2021 Septima Clark Secondary/Intermediate Level Honoree. Friddel will share her writing and research process used to create her award-winning book.

TEACHING WITH PRIMARY SOURCES

**Conv Ctr 202A
Information Literacy and Primary Sources from the Library of Congress**

Participants will apply information literacy skills—e.g.: evaluating claims and evidence; identifying bias; comparing information sources—to historical primary sources from the Library of Congress and discuss classroom applications.

Cheryl Lederle, Library of Congress, Washington, DC

Early Childhood/Elementary Sessions

**Marriott Room 414/415
Using Historical Images and Children’s Literature to Build Disciplinary Literacy**

Explore how historical images and children’s literature can be used in elementary classrooms to both develop disciplinary literacy skills and introduce young learners to challenging topics in U.S. history.

Michele Phillips, Linda Doornbos, Oakland University, Rochester, MI

Early Childhood/Elementary **Elementary Education**

Marriott Franklin 1 (4th Floor)

A Revolution in Ideas: Young Learners Investigate the Ideas of the American Revolution

Once introduced, the ideas of the American Revolution took on a life of their own, challenging enslavement, sovereignty, and gender roles. Investigate Revolutionary sources for historical inquiry in elementary grades.

Taylor Davis, Nyeisha James, iCivics, Cambridge, MA; Kelley Brown, East Hampton Public Schools, East Hampton, MA; Laurie Risler, Westfield State University, Westfield, MA

PreK-12 Sessions
PreK-12 **African American History**

Conv Ctr 203B

Under-Told Stories From History—Written, Illustrated and Published by Students

Students and alumni of Jubilee School present books they wrote and illustrated in elementary grades and share the process of interviewing community members, using primary sources, and watching documentaries.

Karen Falcon, Lashe Miles, Jubilee School, Philadelphia, PA

PreK-12 **Cross Disciplinary**

Marriott Franklin 9 (4th Floor)

A Place-Based Community Scan: Researching and Documenting Your Local Resources

Explore the ways in which you can research and document local resources with a place-based community scan. Examine how local resources can be utilized for PreK-12 social studies content connections.

Ariel Cornett, Georgia Southern University, Statesboro, GA

PreK-12 **Cross Disciplinary**

Marriott Franklin 7 (4th Floor)

Santa Susana's Nuclear Contamination, Textile Waste's Impact, and Other Lessons From STEMSS Teachers

Engage in hand-on activities from the newest additions to the bank of over 100+ teacher-created lessons available through the Arizona Geographic Alliance that integrate STEM and social studies.

Margarita Jimenez-Silva, University of California Davis, CA; Karen Guerrero, Arizona State University, Tempe, AZ

PreK-12 **Pre-Service**

Marriott Franklin 13 (4th Floor)

Lift More Voices: Integrating ARTS & Literacy to Engage Culturally and Linguistically Diverse Students

Leave with classroom-ready resources and techniques to integrate

arts and literacy into lesson plans that engage students in critical discussions using sources from the Library of Congress.

Elise Langan, Bronx Community College (CUNY), Bronx, NY; Salika Lawrence, The College of New Jersey, Ewing, NJ

PreK-12 **Teaching & Learning**

Conv Ctr 105B

Never Meet Your Heroes: Confronting Reality When Teaching the Presidents

Nobody's perfect, and there is danger teaching sanitized, Instagram-filtered versions of U.S. presidents. Learn about a warts-and-all approach to teaching about Abraham Lincoln and Andrew Jackson.

Corinne Claycomb, Abraham Lincoln Presidential Library and Museum, Springfield, IL; Erin Adams, Andrew Jackson's Hermitage, Nashville, TN

PreK-12 **Teaching & Learning**

Conv Ctr 201B

Placing Student Voices at the Center of Teaching and Learning the American Dream

Discover a C3-aligned framework for placing student voices and experiences at the center of teaching and learning what it means to live out the American Dream.

Matthew Missias, Grand Valley State University, Grand Rapids, MI; Kristy Brugar, University of Oklahoma, Norman, OK

PreK-12 **Technology**

Conv Ctr 201C

Publishing with GoogleSites in Social Studies Classrooms

Learn how to use GoogleSites to publish curriculum and student work, a tool that can be used and adapted for students of all ages, from elementary to college students.

Erin Green, Tatum Weichman, Rachel Wood, Morgan Turley, Sarah Stark, The University of Texas at Austin, TX

PreK-12 **Technology**

Conv Ctr 204B

We've Got Issues, Too! Technology Options for Issues-Centered Classrooms

Join the Issues Centered Education Special Interest Community to learn ways to use technology to support issues-centered learning in the classroom. You're guaranteed to leave with new ideas.

Kelli Hutt, Dallas Center-Grimes CSD, Grimes, IA; Mark Previte, Pennsylvania Council for the Social Studies, Glenside, PA; Ronald Evans, San Diego State University, San Diego, CA; Kim Koeppen, Hamline University, St. Paul, MN; Jay Shuttleworth, Queens College of the City University of New York, NY.

Grades 6-12 Sessions

Melissa Collum, Viterbo University, La Crosse, WI

6-12 Civics/Government

Marriott Franklin 3 (4th Floor)
Race to the Presidency
 Engage students in Project-Based Learning through the Race to the Presidency simulation. Students join fictitious political parties, develop party platforms, fundraise, campaign, and debate as they run for President of the U.S.
Thea Tully, Florence Sawyer School, Bolton, MA

6-12 Civics/Government

Marriott Franklin 6 (4th Floor)
U.S. History Through the Eyes of Journalists with PBS NewsHour Classroom
 Trust in the media is at an all time low. Using PBS's JournalismInAction.org, discover how stellar journalists from history overcame societal prejudices and could serve as models for journalists today.
Victoria Pasquantonio, Luke Gerwe, PBS NewsHour Classroom, Arlington, VA; Syd Golston, Scottsdale, AZ; Liz Ramos, Alta Loma High School, Rancho Cucamonga, CA; Greg Timmons, Missoula, MT; Mark Finchum, Tennessee Council for the Social Studies, Jefferson City, TN

6-12 Civics/Government

Marriott Franklin 5 (4th Floor)
Evaluating Evidence and Fostering Civil Discourse Through a Scout Mindset
 What does it mean to engage in civil discourse? Learn about how a "Scout Mindset" can help students connect to ideas that serve to expand both personal and civic horizons.
Aaron Willis, Social Studies School Service, Culver City, CA

6-12 Geography

Marriott Room 407/408/409
Is a Unified Korea Possible? A Geographic Inquiry Approach to Civics
 Learn about instructional design that allows students to draw conclusions on current global issues such as the unification of Korea by combining geography and civics.
Allison Cecil, duPont Manual High School, Louisville, KY; Gabriel Fain, Frisco ISD, Frisco, TX

6-12 Global Studies

Marriott Franklin 10 (4th Floor)
"It's a Girl": Three Most Dangerous Words in the World
 Explore the realities of the plight of girls via global perspectives. Subjects include gendercide, education, and human rights. The presenter's work in developing nations addresses key issues, the C3 Framework, and human rights standards.

6-12 US History

Conv Ctr 103C
Bias is Ubiquitous: Three Strategies to Introduce Students to the Discipline of History
 Explore three approaches to understanding bias in historical writing. Any of these can be implemented either at the beginning of the school year or throughout the semester.
Spiro Bolos, New Trier High School, Chicago, IL; Jeannie Logan, Glenbrook South High School, Glenview, IL

6-12 US History

Conv Ctr 108A
Exploring American Civil Religion and How We Honor Sacrifices to That Cause
 Explore American civil religion, which is built upon sacrifice, and how we create monuments, employ rhetoric, and utilize science to honor the sacrifices made by those who have served our nation.
Daniel Kelly, Valley High School, West Des Moines, IA; Maranda Wilkinson, Korean War Legacy Foundation, Syracuse, NY; Jeremiah Rush, Frisco Independent School District, Frisco, TX

6-12 US History

Conv Ctr 103A
Who Ended Slavery? How the Enslaved Resisted
 Explore the myriad ways enslaved people resisted their enslavement in an activity designed to understand and celebrate enslaved people's resourceful and heroic defiance of the system of slavery.
Adam Sanchez, Zinn Education Project/Rethinking Schools, Washington, DC

6-12 US History

Conv Ctr 201A
A New Approach to U.S. History: The Reconstruction Era and the Fragility of Democracy
 Discover Facing History's new thematic framework to support year-long U.S. History courses, using a three-week unit on the history of Reconstruction.
Rachel Johnson, Facing History and Ourselves, Brookline, MA

6-12 World History

Marriott Room 401/402/403
Stabilizing Democracy: Women's Suffrage in the U.S. and Japan
 Learn how the world wars led to major political and cultural shifts that advanced women's suffrage in the U.S. and Japan. Receive materials and strategies for classroom use.
Amanda Williams, MacArthur Memorial, Norfolk, VA; Lisa Pennington, Governors State University, Oak Forest, IL

6–12

World History

Marriott Room 411/412

A Roundtable Discussion on Holocaust Education

An intergenerational panel explores the impact of Facing History's Holocaust and Human Behavior on Holocaust education and the profound moral questions raised for us all.

Franklin Stebbins, Juan Castellanos, Facing History and Ourselves, Brookline, MA; Miriam Kassenoff, University of Miami Holocaust Teacher Institute, Miami, FL; Gene Woods, Bayonne Public Schools/New Jersey Holocaust Commission, Bayonne, NJ

6–12

CUFA Research into Practice

Conv Ctr 105A

Opening Up Engagement in History and Social Studies Classrooms via Online Intercultural Exchange and Other Strategies

This hands-on session shows how online intercultural exchange and other strategies can help all students in history and social studies classroom (1) feel seen and heard; (2) engage with the past and history including contemporary debates about how the past should be remembered; and (3) gain access to different perspectives.

Liz Dawes Duraisingh, Sarah Sheya, Project Zero, Harvard Graduate School of Education, Cambridge, MA; Everardo Perez Manjarrez, Harvard Graduate School of Education/UNED, Spain

Secondary/High School Sessions

Secondary/High School

African American History

Conv Ctr 204A

Celebrating and Cultivating Black Joy: Inside and Outside of the Social Studies Classroom

Engage with social studies educators who are passionate about celebrating and cultivating Black joy inside and outside of the classroom. Receive resources, ideas, and examples.

DeAna Forbes, Freedom High School, Woodbridge, VA; Ashley Taylor Jaffee, Princeton University, Princeton, NJ

Secondary/High School

Civics/Government

Marriott Franklin 4 (4th Floor)

The Case Method and the History of American Democracy

Explore American History through case studies developed by the Harvard Business School. This innovative approach to history engages students while honing their argumentative writing and oral communication skills.

Daniel McMains, The Hill School, Pottstown, PA; Genny Allard, Erica Golle, Bergen Technical School, Bergen, NJ; Alex Kaufman, Case Method Institute, Boston, MA

Secondary/High School

Econ/Financial Lit

Marriott Franklin 12 (4th Floor)

How Can K-16 Teachers Become Financially Fit?

Teachers are expected to help students become financially fit but what about the teachers themselves? Investigate best financial practices,

through teacher case studies. Receive great resources.

Tawni Ferrarini, Lindenwood University, Saint Charles, MO; Scott Niederjohn, Concordia University Wisconsin, Mequon, WI; Mark Schug, University of Wisconsin-Milwaukee, WI

Secondary/High School

Law/Law-Related Educ

Conv Ctr 107B

Who Wins? Learning Civil Discourse Through Ford Law's Negotiation Curriculum

Help students develop a foundation for civil discourse and better understand the law profession through negotiations. Become familiar with Ford Law's Negotiations, explore one, then discuss a plan to implement.

Deborah Parizek, Henry Ford Learning Institute, Dearborn, MI

Secondary/High School

Psychology

Conv Ctr 102A

APA's Newly Revised National Standards for Psychology - Activities to Support Active Learning

Members from APA's Working Group to revise the National Standards for High School Psychology Curricula present the new framework and demonstrate activities to support high-quality teaching and learning.

Tina Athanasopoulos, Prospect High School, Mount Prospect, IL; Amy Fineburg, College Board, New York, NY

Secondary/High School

Teaching & Learning

Conv Ctr 104A

From Controversy to Dialogue: Strategies for Teaching Contentious Topics in the Classroom

Are you struggling to teach controversial topics? If so, you're not alone. Get equipped with a set of strategies to teach challenging issues effectively in a secondary/high school classroom.

Jake Fay, OpenMind, New York, NY

Secondary/High School

Teaching & Learning

Conv Ctr 106AB

Scaffolding Reasoning Processes: Causation Practice Progression

How do you prepare your students to become historians in training, especially when there are so many historical thinking practices and reasoning processes for them to learn to achieve this goal?

Rachel Philips, Bridgette O'Connor, The OER Project, Kirkland, WA

Secondary/High School

US History

Conv Ctr 103B

How Red Lines Built White Wealth: Housing Segregation in the 20th Century

Explore story-rich curriculum on the 20th-century housing policies that bankrolled white capital accumulation while halting Black social mobility—and contributed to the absurd injustice of the modern wealth gap.

Ursula Wolfe-Rocca, Zinn Education Project/Rethinking Schools, Washington, DC

Secondary/High School US History

Conv Ctr 108B

A Queer Inquiry Design Model: Blueprinting LGBTQ+ History

Are you concerned about the ongoing efforts to minimize or erase LGBTQ+ people from history? Investigate case studies of queer courage and resistance through an IDM blueprint.

Evan Long, Longwood University, Farmville, VA; Jeff Greiner, Saint Mary's College, Granger, IN

Supervisor/Administrative Indigenous Studies

Marriott Franklin 8 (4th Floor)

Re-Indigenizing History: Moving Beyond Decolonization in Your District

Decolonizing Native American and indigenous histories is only the first step toward sustainable educational justice. When we re-indigenize settler-colonial systems and practices, we learn what Native people have always known.

Shana Brown, Gail Morris, Seattle Public Schools Native American Education Department, Seattle, WA

*** EXHIBITOR SESSIONS ***

Conv Ctr 104B

Bringing the World to Your Students: Video Oral Histories

Compelling video interviews document first-person accounts of historical events by the people who lived them. Engaging lessons complement your curriculum and build content connections, empathy, insight, and inquiry skills.

Rebecca Carranza, GBC Stories, McKinney, TX

*** EXHIBITOR SESSIONS ***

Conv Ctr 107A

Taken Hostage: The Iran Hostage Crisis and Its Roots | A panel with filmmakers and AMERICAN EXPERIENCE

Join producers from AMERICAN EXPERIENCE and a special guest from the broadcast Taken Hostage, which explores the backstory of how America became mired in the Middle East and the nation's role in igniting the firestorm that has consumed the most strategically important part of the world for the last 40 years. View clips from the broadcast, see rare archival footage and hear personal stories from people profiled in the film, along with behind-the-scenes stories about creating the broadcast.

Chika Offurum, Elizabeth Gardner, GBH Education, Boston, MA

30-Minute Power Sessions

11:10-11:40AM

Secondary/High School US History

Marriott Franklin 11 (4th Floor)

Pop, Protest & Participation: Songs as Avenues for Advocacy and Action

Denied rights, diverse disenfranchised peoples conveyed social justice messages via song. Learn how students explored the use of songs over the past 150 years to create oppressed peoples' civic

advocacy soundtracks.

Grace Lindsey, Elizabeth Langa, Jared Schultz, University of Kansas Council for the Social Studies, Lawrence, KS

11:50AM–12:20 PM

6–12 US History

Marriott Franklin 11 (4th Floor)

Bursting the Binary: Going Beyond Primary and Secondary with Sources

Learn how to deepen the use of historical sources by incorporating brief activities that prompt students to go beyond the simplistic binary between primary and secondary sources.

Lightning Jay, University of Pennsylvania, Philadelphia, PA

Poster Presentations

Convention Center Reg Bridge West, 200 Level

11:30AM–12:30PM

Early Childhood/Elementary Elementary Education

Table 1

Connect the Dots: Scaffolding Elementary Student Thinking from Evidence to Claim in C3 Inquiry

Teaching learners to grapple with important issues requires explicit literacy instruction with source work. Explore scaffolds that move students through the inquiry arc, focusing on shifts from sources to evidence.

Melissa Lisanti, Radford University, Radford, VA; David Hicks, Virginia Tech University, Blacksburg, VA; Karen Sheppard, Prices Fork Elementary School, Blacksburg, VA

PreK–12 Geography

Table 2

Unveiling Stories: Using Visual Thinking Strategies to Enhance Geo-Literacy

Merge powerful visual thinking strategies with rich geographic images to improve students' ability to observe, think, listen and communicate about the world in which we live.

Amy Walker, Olathe USD 233, Basehor, KS

PreK–12 Global Studies

Table 3

Decolonizing Global Issues

Learn about a critical global education framework and an example of how to use that framework when examining standards, materials, and global issues to decolonize the social studies curriculum.

Hanadi Shatara, Gerardo Aponte-Safe, University of Wisconsin-La Crosse, WI

PreK–12 Teaching & Learning

Table 4

Social Studies and History Methods That Include—and Strengthen—English Learners

Learn about our initiative to create “Rosetta Stone” lesson plans with illustrative examples for social studies teachers that translate ESL learning objectives into engaging history activities with primary sources.

Alison Noyes, Emerging America, Collaborative for Educational Services, Holyoke, MA

PreK–12

Technology

Table 5

Objects as Sources: 3D Printers in Social Studies Classrooms

Social studies deals with abstract content. Learn how you can incorporate 3D printers into your classroom in order to make it a little more concrete.

Joshua Kenna, Dylan Edmondson, Katelyn White, The University of Tennessee, Knoxville, TN

Middle Level/Junior High

Civics/Government

Table 6

Social Action: Connecting Social Studies to Current Events

“Why am I learning this?” Find out how students answer this question for themselves, and how teachers use Design for Change tools and resources to connect curriculum to current events.

Sanjli Gidwaney, Tara Sibel, Design for Change USA, Brookline, MA

Middle Level/Junior High

Technology

Table 7

Teaching the Past Digitally

Learn how to use technology to teach content and enhance instruction, connect students to experts, enhance student voice, and assess student growth. Leave with ready to implement ideas.

Amber Brown, Angela Lee, West Baton Rouge Parish Schools, Port Allen, LA

6–12

Law/Law-Related Educ

Table 8

Court in Your Classroom—Mock Trial to Teach About our Civil Justice System

Gain turn-key resources to conduct student-led mock trials based on disputes resolved through the application of civil law, using simplified rules of trial procedure and evidence.

David Scott, Northport-East Northport Union Free School District, Northport, NY

6–12

Technology

Table 9

#FVvr FORE!.0: Putt-ing for Preservation, Equity, & Posterity

Have middle/high school students digitally curate artifacts to CREATE AR/VR historical products that foster archaeological thinking, digital curation, and museum equity all in a community-

based historically themed mini-golf course.

John Zingale, Vancouver iTech Preparatory, Vancouver, WA

6–12

US History

Table 10

Monument-al Women in U.S. History

Monuments are all around us but few commemorate women from our past. See examples of commemorative monuments to women and learn how to engage students in meaningful dialogues.

Joshua Kenna, Dylan Edmondson, Katelyn White, The University of Tennessee, Knoxville, TN

6–12

US History

Table 11

Diverse History for Diverse Learners: Black History in Local Context

Motivate students by unearthing Black history using local resources. Come away with proven language-based strategies and templates to make such materials accessible to students who struggle with reading and writing.

Bruce Miller, Landmark School, Manchester-by-the-Sea, MA

Secondary/High School

Assessment

Table 12

Beyond Participation Marks: Designing More Authentic Assessments of Deliberative Dialogue

Learn about our experience designing a more authentic assessment of high school students’ capabilities in deliberative dialogue. Receive resources and tools.

Paula Waatainen, Vancouver Island University, Nanaimo, BC; Jessica Selzer, Rockridge Secondary School, West Vancouver, BC

Secondary/High School

Civics/Government

Table 13

Changing the Culture of Youth Voter Engagement

PA Youth Vote connects high school educators, students, and policymakers to promote the most effective nonpartisan year-round, peer-to-peer voter education and civic engagement strategies.

Thomas Quinn, PA Youth Vote, Philadelphia, PA

Early Childhood/Elementary

African American History

Table 14

Whispers of the Enslaved: Teaching Local History Through a Partnership

Learn about the partnership between Monmouth County Historical Association and a K-12 district that resulted in a meaningful professional development experience and resources for teachers.

Wendy Morales, Monmouth-Ocean Educational Services Commission, Tinton Falls, NJ; Dana Howell, Monmouth County Historical Association, Freehold, NJ; Jason Fitzgerald, Monmouth University, West Long Branch, NJ

Secondary/High School Civics/Government

Table 15

Learning Civics by Doing Civics!

With free lessons, project planners, and a civic toolkit, all students have the potential to develop the knowledge, skills, and dispositions to be active and informed members of our democracy.

Laura Wesley, Constitutional Right Foundation, Los Angeles, CA

Secondary/High School Cross Disciplinary

Table 16

Women’s Liberation Movement: Learning From Its Extreme Longevity

Understanding the Women’s Liberation Movement is applicable to today’s political climate. Women have propelled great social change in America but still remain unequal in both social and legislative manners.

Olivia Mott, Lauren Reddinger, Clarion University Council for the Social Studies, Clarion, PA

Secondary/High School Econ/Financial Lit

Table 17

Financial Literacy Project: A One-Year Budget for Secondary Economics Students

Examine a teaching demonstration focused on financial literacy for secondary students that uses a PowerPoint presentation project where students create a one-year budget.

Bonnie Bittman, University of Hawai’i-West Oahu, Kapolei, HI

Secondary/High School Econ/Financial Lit

Table 18

Media Literacy In AP Macroeconomics

Explore media literacy in the context of AP Macroeconomics, providing content-specific tools and lesson plan ideas to attendees.

Amanda Reid-Cossentino, Garnet Valley High School, Glen Mills, PA

Secondary/High School Ethnic Studies

Table 19

Curriculum Building and Implementation of Ethnic Studies

Learn about a research-based Ethnic Studies curriculum that fosters empathy and understanding of personal and community identities and how these contribute to diverse people’s experiences

politically, socially, and economically.

Jessica Eichstedt, Kylie Maddy, Washoe County School District, Sparks, NV

Secondary/High School Global Studies

Table 20

Incorporating Global Citizenship Education into High School Curricula

Explore a proposed high school global citizenship course. Discover ways to develop a whole-school approach through professional development, interdisciplinary lessons, experiential learning, school-community partnerships, and a clear mission statement.

Evan Saperstein, Wayne Township Public Schools, Wayne, NJ

Secondary/High School US History

Table 21

Understanding Revolutionary Ideals: Lessons from Incarceration of Japanese Americans at Heart Mountain, Wyoming

The Heart Mountain Wyoming Foundation pairs educators with our rich historical narrative and pedagogically appropriate resources targeting a deeper understanding of the importance of the wartime incarceration of Japanese Americans.

Tyson Emborg, Debra Palmer, Heart Mountain Wyoming Foundation, Powell, WY

1:00–2:00PM

FEATURED SPEAKER

Conv Ctr Ballroom B

Gholdy Muhammad

Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies

Dr. Gholdy Muhammad offers a unique, culturally, and historically responsive approach to cultivating genius and joy in education. This approach is essential for accelerating the growth of all students and uniquely youth of color, who have been traditionally underserved in learning standards, policies, and school practices. She will present her equity framework, called the HILL Model, to help educators develop students’ histories, identities, literacies, and liberation. The HILL Model consists of five pursuits in teaching and learning:

- Identity Development—Helping youth to make sense of who they are and others.

NCSS Communities Showcase
 Saturday, 12:45–2:15PM
 Conv Ctr Reg Bridge West, 200 Level
 NCSS Special Interest Communities play a vital role as vehicles for social studies professionals to discuss current topics in the profession, seek advice, share their knowledge and connect with others of similar interests. Visit the NCSS Communities Showcase and talk one-on-one with community members to explore which might be the right fit for you!

- Skill Development— Helping youth to develop proficiencies across the content areas and state learning standards.
- Intellectual Development—Helping youth gain new knowledge set into the context of the world.
- Criticality—Helping youth name, understand, question, and disrupt oppression in the world.
- Joy—Helping youth uplift beauty, aesthetics, truth, and personal space fulfillment within humanity.

Participants will learn and understand history and policy and personal and instructional factors that justify the need and purpose for culturally and historically responsive education. Educators will be encouraged and motivated to be more inclusive of their teaching of these five collective pursuits while learning the importance of integrating cultural, racial, linguistic, and historical responsiveness into their learning goals, lesson plans, and the texts they use to teach. Additionally, participants will see sample lesson/unit plans across grade levels, moving theory into action.

Saturday, 2:15–3:15PM

FEATURED SPEAKER

Conv Ctr Ballroom A

LaGarrett King

LaGarrett King is an Associate Professor of Social Studies Education and the founding director for the Center for K-12 Black history and racial literacy education at the University at Buffalo. He is an award-winning scholar who researches the teaching and learning of Black history, theories that center race literacies, and teacher education. He has over 60 publications and 6 published or in press books including *Perspectives of Black Histories in Schools*, *Racial Literacies and the Social Studies*, *Teaching Enslavement in American History*, *We be lovin Black children*, *We be lovin Black history*, and *Countering Miseducation in Black History*.

LaGarrett King is Associate Professor of Social Studies Education

VITAL ISSUE SESSION

Conv Ctr 204C

Covering Education Amid COVID and Controversy

Erica Green, Moriah Balingit, Moderated by Hannah Covington. COVID-19 has required school districts to balance the educational and social needs of students with the health and safety of school staff and children. As education policy in the U.S. becomes a more potent issue in state and local elections, new laws are being passed to restrict what educators can teach, and keeping track of these debates is increasingly difficult. That’s where education reporters come in. This panel will delve into the role reporters play in helping the public understand the impact of disparate pandemic policies and keeping people informed about what is—and isn’t—working in the classroom.

Erica Green covers the U.S. Department of Education and federal education policy for The New York Times. Moriah Balingit is an education reporter for The Washington Post. Hannah Covington is Senior Manager of Education Design at The News Literacy Project.

2:15–2:45PM

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES SESSION

Conv Ctr 202A

Thinking like a Historian, Scientist, and Engaged Citizen While Analyzing Primary Source Documents from the Library of Congress

Primary sources from the Library of Congress can spark and sustain multidisciplinary inquiries. Join us for strategies and discussion on supporting students as researchers and civically engaged community members.

Jacqueline Katz, Library of Congress, Washington, DC; Trey Smith, University of Pennsylvania, Philadelphia, PA



NATIONAL SOCIAL STUDIES HONOR SOCIETY

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www.soicalstudies.org/junior-rho-kappa

Junior Rho Kappa is the only national organization for middle or junior high school students that recognizes excellence in the field of Social Studies

Early Childhood/Elementary Sessions

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Beyond "I Have a Dream": Teaching the Memphis Janitors' Strike

Go beyond the overplayed, decontextualized elementary school MLK Day crafts. Learn how and why to teach the Memphis Janitor's Strike, the economic fight that ultimately led to Dr. King's assassination.

Erin Green, The University of Texas at Austin, TX

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

I was the Change: Using Primary Source Documents to Teach About Children as Activists

Using primary source documents and children's literature, we position children as activists using the story of Ruby Bridges's integration into William Frantz Elementary School in 1960 as an example.

Cathy Brant, Rowan University, Glassboro, NJ; Cynthia Tyson, The Ohio State Univeristy, Columbus, OH

Early Childhood/Elementary Indigenous Studies

Conv Ctr 201C

Indigenous Voices: Land and Water in the Four-Corners Region—Geo-Inquiry for Elementary Educators

Learn about the land and water in the Four Corners region from the Ute and Diné tribes. Explore resources, lessons, and projects.

Linda Burrows, Arizona Department of Education, Phoenix, AZ; Stephanie Hartman, Colorado Department of Education, Denver, CO

PreK-12 Sessions

PreK-12 Civics/Government

Marriott Franklin 3 (4th Floor)

The American Civics Project

Join Common Sense Society in launching The American Civics Project, a curricular initiative that integrates history, economic development, entrepreneurship, government, civic institutions, and civic culture for grades K-12.

Murray Bessette, Common Sense Society, Washington, DC; David C. Rose, University of Missouri–St. Louis, MO; Jon Parrish Peede, National Endowment for the Humanities, Washington, DC

PreK-12 Disciplinary Literac

Marriott Room 414/415

Pick a Card, Any Card: Teaching Significance, Causation, and Chronology

Looking for a strategy for scaffolding the development of historical thinking across the K-12 student experience? Significance/

Explanation cards explicitly teach significance, causation, and chronology in hands-on and inclusive ways.

David Hicks, Sara Evers, Suzanne Shelburne, Bradley Kraft, Virginia Tech University, Blacksburg, VA; Melissa Lisanti, Radford University, Radford, VA; Stephanie van Hover, University of Virginia, Charlottesville, VA

PreK-12 Global Studies

Marriott Franklin 10 (4th Floor)

Teaching about Zambia: Designing Inquiry for Solidarity

Explore teaching for global citizenship through C3 Inquiry units that integrate stories and poetry about the cultures and history of Zambia with ideas of dignity, non-violence, and standing in solidarity.

Martha Ritter, Susan Pierson, Cabrini University, Radnor, PA; Julius Mughali Chinemane, St. Lawrence School, Lusaka, PA

PreK-12 Teaching & Learning

Conv Ctr 201A

Start a Critical Thinking Revolution through Collaboration and Historical Records

Join an informative presentation and conversation about developing collaborative relationships between educators and the curators of historical records and gain access to adaptable historic records for the classroom.

Jordan Jace, New York State Archives Partnership Trust, Albany, NY; Kristi Fragnoli, The College of Saint Rose, Albany, NY

PreK-12 Teaching & Learning

Conv Ctr 106AB

Culturally Responsive Social Studies

How can social studies curriculum move beyond a textbook model to engage all students' lived and historical experiences? Discover a new model for social studies curriculum design.

Sarah Milo Hoskow, Juan Cabrera, inquirED, Chicago, IL

PreK-12 US History

Conv Ctr 103B

Advocating for Teaching Honest History: What Teachers Can Do

Learn how to advocate for honest history by connecting with other attendees and hearing from Learning for Justice about its research on what has worked in communities across the country.

Sarah-SoonLing Blackburn, Kimberly Burkhalter, Courtney Wai, Jaci Jones, Learning for Justice, Montgomery, AL

PreK-12

Conv Ctr 105A

Terry Cherry: Experiences and Visions of an NCSS President

The NCSS Archives Committee welcomes all conference attendees to its annual Past President interview. Special guest Terry Cherry

(2017–2018) will discuss NCSS policies and experiences during his time in office.

Mark Previte, Pennsylvania Council for the Social Studies, Duncansville, PA; Linda McKean, Ohio Department of Education, Columbus, OK

Grades 6-12 Sessions

6–12

Econ/Financial Lit

Marriott Franklin 12 (4th Floor)

Discover How Economics Can Illuminate Historical Understanding

Discover economic reasoning as an engaging tool to deepen historical understanding. Solve the mystery: why did the American colonists fight Britain when they were already safe, prosperous, and free?

Mark Schug, University of Wisconsin-Milwaukee, Port St. Lucie, FL; Tawni Ferrarini, Lindenwood University, St. Charles, MO; Scott Niederjohn, Concordia University Wisconsin, Mequon, WI

6–12

Ethnic Studies

Marriott Room 411/412

The Armenian Genocide: Teaching Hard History as a Framework for Understanding Today's Geo-Political Conflicts

Through inquiry-based learning, gain multiple pedagogical strategies to incorporate primary and secondary sources to analyze and evaluate the Armenian Genocide as a case study of ethnic conflicts.

Kerri Flynn, Washington High School, Washington, MO; Allison Weller, Copiague Public School District, Copiague, NY

6–12

Teaching & Learning

Conv Ctr 201B

The HOTteR Way to Address Difficult Histories and Controversial Issues

Learn how to apply higher order thinking and reasoning (HOTR) strategies to support an inclusive learner-centered classroom that promotes civil discourse while addressing controversial issues and hard history topics.

Darren Minarik, Radford University, Radford, VA

6–12

Teaching & Learning

Conv Ctr 104A

Differentiated Instruction for Multilingual Learners in Social Studies Classrooms

Explore strategies to design and scaffold inquiry-based social studies instruction for multilingual learners, and examine state and federal obligations for content teachers to differentiate instruction and assessment.

Andrea Kolb, Center for Schools and Communities, Camp Hill, PA

6–12

Technology

Conv Ctr 204B

Inquiry, Analysis, Argument: Three Digital Primary Source Teaching Tools

Discover Civics! An American Musical, TPS Inquiry Kits, and Case Maker, three free resources to enrich your students' experience of gaining historical thinking skills using Library of Congress primary sources.

Lia Atanat, Emilia Michalkiewicz, Maryland Humanities, Baltimore, MD; Karla Thompson, Maryland Public Television, Owings Mills, MD; Sarah Ditkoff, FableVision Studios, Boston, MA

6–12

US History

Conv Ctr 108B

Beyond Ellis Island: Chinese Exclusion, Angel Island, and Historical Empathy

Connect students to the past and present, deepen historical understandings, contextualize their lived experiences, decisions, or actions through the process of historical empathy, using a Chinese Exclusion case study.

Karalee Nakatsuka, First Avenue Middle School, Arcadia, CA; Anne Evans, New American History, Richmond, VA; Katherine Perrotta, Mercer University, Macon, GA

6–12

US History

Conv Ctr 103C

Growth and Turmoil: American Women's Activism and Civic Engagement in the 1960s and 70s

Women of diverse backgrounds played varied and critical roles in the activism of the 1960s and 70s. Learn about primary sources and other classroom-ready resources to bring these women's stories into your classroom.

Leslie Hayes, New-York Historical Society, New York, NY

6–12

US History

Conv Ctr 108A

Revolutionary Thinking in Solidarity: Teaching K12 Students to Become Allies and Accomplices

Spark and sustain student solidarity for working toward equity and justice by learning from allies and accomplices in the past. Resources for teaching, engaging in civil discourse, sharing ideas, and more!

Tina Ellsworth, Northwest Missouri State University, Maryville, MO; Michael Boucher, Karen Burgard, Texas A&M University, San Antonio, TX

Secondary/High School Sessions

Secondary/High School

African American History

Conv Ctr 203B

Black Women are the Cornerstone of U.S. History

Black women have been and remain the cornerstone to change and resistance in the U.S. Thus, exploring the role and contributions of Black women within American history is vital.

Antoinette Rochester, Yvonna Hines-McCoy, Tina Heafner, The University of North Carolina at Charlotte, NC

Secondary/High School Civics/Government

Marriott Franklin 4 (4th Floor)

Comparing State Propaganda and Children’s Comics

Examine how authoritarian states use propaganda aimed at children, using comparative analysis. Leave with lessons to use global sources, such as children’s books, comics, and visual art in your classroom.

Gabriel Fain, Frisco ISD, Frisco, TX; Greg Ahlquist, Webster High School, Webster, NY

Secondary/High School Civics/Government

Marriott Franklin 6 (4th Floor)

Before Students Run the World, They Must Run Your Classroom: The Legislative Semester

What does it look like when students transform their classrooms into a living democracy? Learn about the Legislative Semester teaching model that transforms students into leaders that the world needs.

Andrew Hartman, Middleton High School, Middleton, WI

Secondary/High School Civics/Government

Marriott Franklin 7 (4th Floor)

Ending Gerrymandering: What Role Should the Federal Government Play?

Examine the roles states, Congress, and the Supreme Court play in solving the issue of gerrymandering. Should states or federal government determine whether to adopt independent commissions for political redistricting?

Nicholas Phillips, Auburn University/Alpharetta High School, Buford, GA

Secondary/High School Civics/Government

Marriott Franklin 5 (4th Floor)

Yes! You Can Teach and Inspire Students to Help Avoid a Climate Disaster

Explore curriculum and practice skills for incorporating evidence-based climate education focused on policy and civic action.

Trevor Getz, San Francisco State University, San Francisco, CA

Secondary/High School Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Speaking Truths: Human Rights Narratives for Civic and Global Action

Moderated by youth leaders, hear and engage with a panel of educational leaders and activists working to promote human rights

and civic action in and between global learning spaces

Jacob Skrzypiec, Manchester Public Schools, Manchester, CT; Christopher Buckley, Brookfield Public Schools, Brookfield, CT

Secondary/High School Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Trauma-Informed Approaches to Immigrant/Refugee Education Through Art Integration in Social Studies

Learn about the implementation of trauma-informed approaches to immigrant and refugee education as demonstrated in the Philadelphia Schools through art integration in social studies, language, STEM, and ESOL classes.

David Heayn-Menendez, Al-Bustan Seeds of Culture, Philadelphia, PA

Secondary/High School Geography

Marriott Room 407/408/409

Exploring Megacities in the Classroom

Discover inquiry-based group activities for exploring rapid urbanization around the globe including transportation and energy infrastructure, public health, economics and environmental sustainability.

Barbara Huth, Population Connection, Washington, DC

Secondary/High School Law/Law-Related Educ

Conv Ctr 107B

Grappling with the Past and Present: The Indian Child Welfare Act

Grapple with the complex history of the Indian Child Welfare Act (ICWA) and current debates surrounding the law through the use of inquiry, primary and secondary sources, and civil discourse.

Kylie Maddy, Nevada’s Northwest Professional Development Program, Reno, NV; Mario Fitzpatrick, Washoe County School District, Reno, NV

Secondary/High School Psychology

Conv Ctr 102A

Confusing Terms in Psychology: Let’s Straighten Them Out

Examine a description and clarification of 24 confusing terms in Psychology.

Alan Feldman, Kevin McKegney, Jamie Luo, Dev Parikh, Glen Rock High School, Glen Rock, NJ

Secondary/High School US History

Conv Ctr 103A

Textbooks as Historiographical Tools in High School Social Studies

History evolves. Explore Ramapo College’s American History Textbook Project, which can be utilized to introduce high school students to the basics of historiography and changing narratives of the past.

Daniel Willever, Ramsey High School, Ramsey, NJ; Christina Connor, Ramapo College of New Jersey, Mahwah, NJ

Secondary/High School World History

Marriott Room 401/402/403

Revolutionary Women and Women Revolutionaries in World History

Traditional histories of political resistance and revolution tend to sideline women and their roles. This primary source-driven session offers strategies in teaching revolution through women’s actions in world history.

Angela Lee, Weston High School, Weston, MA; Suzanne Litrel, Linda Black, Texas A&M University-Central Texas, Killeen, TX; Gwen Duralek, Franklin High School, Somerset, NJ

Higher Education Session

Higher Education Pre-Service

Marriott Franklin 13 (4th Floor)

Teaching with Primary Sources in Revolutionary Ways

Learn how teacher educators can incorporate engaging and authentic ways of teaching with primary sources in methods courses.

Scott Waring, University of Central Florida, Orlando, FL; Irene Walker, University of Northern Iowa, Cedar Falls, IA; Tina Ellsworth, Northwest Missouri State University, Maryville, MO

Supervisor/Administrative Sessions

Supervisor/Administrative African American History

Conv Ctr 204A

Beyond Checking the Boxes: Diving Deeper in African American History

Discover how the push for a name change and a student protest forced our district to reevaluate how we taught African American history.

Erin Conklin, Duval County Public Schools, Jacksonville, FL

Supervisor/Administrative Teaching & Learning

Conv Ctr 105B

Leading Lasting Systemic Change in Connecticut

An educator-driven movement in Connecticut led an inclusive and rigorous process to revolutionize standards and reestablish the importance of social studies in our state for years to come.

Anthony Roy, Connecticut Council for the Social Studies, New Haven, CT; Randa Elbih, University of Saint Joseph, West Hartford, CT; Mary Hanna, New Canaan Public Schools, New Canaan, CT; Jennifer Vienneau, Hamden Public Schools, Hamden, CT; Lauren Francese, Westport Public Schools, Westport, CT; Allison Norrie, Fairfield Public Schools, Fairfield, CT; Steve Armstrong, Connecticut Department of Education, Hartford, CT

128 | Revolutionary! Ideas and Actions Change the World

***** EXHIBITOR SESSIONS *****

Room 104B

Extremism in America: Exploring Hate and Its Lessons

From Retro Report and WNET, this new collection of videos, podcasts and lessons examine the rise of extremist groups and the history of antisemitism and anti-Asian sentiment in America.

David Olson, Retro Report, New York, NY; Sandy Goldberg, WNET, New York, NY

Room 107A

Geographic Perspectives on Global Issues

How can we help students understand and care about their world? The knowledge, skills, and dispositions presented in geography have the potential to motivate, equip, and support global citizens in their explorations of local and global communities.

Emily Schell, University of San Diego, CA

30-Minute Power Sessions

2:15–2:45PM

Secondary/High School US History

Marriott Franklin 11 (4th Floor)

Teaching the Crosscurrents of Racial Justice and Labor Movements

The U.S. labor movement has a mixed history—from exacerbating white supremacy to combatting it. Examine this history and pose ideas for teaching racial and economic justice.

Mark Abendroth, SUNY Empire State College, Saratoga Springs, NY

2:55–3:25 PM

PreK–12 US History

Marriott Franklin 11 (4th Floor)

Ring the Alarm: Rachel Carson and the American Environmental Movement

Delve into the history of the American environmental movement. Receive ideas for incorporating the life and work of Rachel Carson into your social studies curriculum, including student-ready texts.

Sarah Denney, University of Indianapolis, IN

Poster Presentations

Convention Center Reg Bridge West, 200 Level

2:45–3:45PM

Early Childhood/Elementary Elementary Education

Table 1

The Harriet Tubman Effect: Little Leaders Unite to Live Bravely

In civil discourse about a courageous leader, elementary girls describe their informed action project: Learn, Lead, Live the Legacy of Harriet Tubman. Community unification projects are shared.

Vanessa Boryenace, Amy Shannonhouse, Jesse Haight, Maria Bradley, Rebecca Lander, Morgan Shook, Clarion University, Clarion, PA

Early Childhood/Elementary Elementary Education

Table 2
Digital Literacy Tools in the Elementary Social Studies Classroom

Engage elementary students in social studies using digital literacy tools. Learn about using digital platforms like flipsnack, flipgrid, and nearpod for elementary social studies educators.

Donna Fortune, Virginia Tech University, Blacksburg, VA; Lisa Pennington, Governors State University, University Park, IL

PreK–12 Global Studies

Table 3
Learning With the World: Student Reflections and Outcomes of International Virtual Exchange

Do you envision your students learning with the world? Come to a showcase of global collaboration projects between K-12 classrooms and learn how these projects positively impact student success.

Connie Rensink, Nicole Weitzner, iEARN-USA, New York, NY

PreK–12 Teaching & Learning

Table 4
Museum Archives as Source Resources

Discover iconic and historic records and artwork from the Pennsylvania Academy of Fine Art's collection as primary and secondary sources that educators can use in classrooms for research, discussion, and critical thinking skills.

Lindsey Murphy, Hoang Tran, Katerina Romanenko, Pennsylvania Academy of the Fine Arts, Philadelphia, PA

6–12 Teaching & Learning

Table 7
Scaffolding Inquiry: Tips and Tricks!

Explore a toolkit of scaffolds to use when implementing an Inquiry Design Model.

Stephanie van Hover, University of Virginia; Charlottesville, VA; David Hicks, Virginia Tech University, Blacksburg, VA; Colleen Fitzgerald Stablein, University of Toledo, OH

6–12 US History

Table 8
Analyze George Washington Through Objects

Objects reflect the values of their owners. Analyze objects to learn about George Washington and how his ideas, actions, inactions shaped the world during an age of revolutionary change.

Sadie Troy, Alissa Oginsky, George Washington's Mount Vernon, VA

6–12 World History

Table 9
Thematic, Project-Based World History

Teach world history thematically with essential questions that lend themselves to project-based, summative assessments and incorporate relevant connections between the past and present.

Kristin Dutcher Mann, UA Little Rock Department of History, Little Rock, AR

6–12 World History

Table 10
"Hard Histories" in Context: Teaching the Holocaust and Eugenics

Explore inquiry-based models that apply resources from the US Holocaust Memorial Museum to engage students in critical thinking using primary sources and personal stories to contextualize history.

David Klevan, US Holocaust Memorial Museum, Washington, DC

Secondary/High School Civics/Government

Table 11
"Those Damned Pictures": Political Cartoons for US History & Government

Cartoons have shaped American political discourse from Thomas Nast to Matt Wuerker. Examine this time-honored art and learn strategies to help students understand this still-important visual medium.

David Wolford, Mariemont High School, Cincinnati, OH

Secondary/High School Cross Disciplinary

Table 12
Keeping it Civil: Scaffolding Student Discourse on Controversial Issues

Explore scaffolded protocols for teaching controversial issues in the secondary classroom. These protocols move students from taking a position and small group discussion to structured academic controversy.

Karen Caldwell, University of Michigan-Dearborn, MI

Secondary/High School Indigenous Studies

Table 13
Inquiry and the Decentring of Privileged Voices

How do white educators and BIPOC high school students critically engage with difficult shared histories? Using inquiry, discover how two teachers from Winnipeg, Canada have been doing just that.

Jacob Carson, Nancy Zarrillo, Seven Oaks School Division, Winnipeg, MB

Secondary/High School Law/Law-Related Educ

Table 14

The Law Pathway: Aligned Legal Studies Curriculum for the High School Level

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, Jodi Blazek, Alex Diesbergen, Cecilia Garcia, Jay Heilman, Jonathon Kaminsky, Township High School District 214, Arlington Heights, IL

Secondary/High School Law/Law-Related Educ

Table 15

Court Decisions: Powerful Tools for Content, Literacy, Inquiry, Citizenship Learning

Examine court decisions as powerful learning tools, at the intersection of democratic values, law and actual lives; unpack women’s and LGBTQ+ rights decisions using an analytical template; assess the Supreme Court’s governmental role.

Robert Eager, Own Your History, Potomac, MD

Secondary/High School Teaching & Learning

Table 16

Social Studies Teachers and Truth: Implications on Practice

Learn about social studies teachers’ perceptions of truth and its implications on their practice, based on four years of empirical research.

Kevin Krahenbuhl, Middle Tennessee State University, Murfreesboro, TN

Secondary/High School US History

Table 17

Eugenics & US Immigration in the Late 18th/Early 19th Century: A Jewish Immigrant Case Study

With Jewish immigrants as a case study, learn how eugenics led to a sharp increase in racism, antisemitism, and nativism in U.S. immigration policy while understanding the immigrant experience.

Andrea Struve, JFCS Holocaust Center, San Francisco, CA

Secondary/High School US History

Table 18

Virtual Reality and Civil Rights in Selma: Inquiry into Alabama’s Bloody Sunday

Through a virtual reality experience and the IDM model of inquiry, students will be able to reflectively examine and analyze the “Bloody Sunday” march during the civil rights movement.

Russell Hammack, Jacksonville State University, Jacksonville, AL; Elizabeth Wilson, The University of Alabama, Tuscaloosa, AL

Secondary/High School

Table 19

Convene the Council: A Foreign Policy Game

Join iCivics and the Council on Foreign Relations as they discuss global civics, share student engagement strategies, and highlight their new learning game, Convene the Council.

Carrie Ray-Hill, iCivics, Inc., Madison, WI; Charles Hopkins, Council on Foreign Relations, New York, NY

6-12

Table 20

If You Want Something Done, Ask a Woman: The Significant Actions of Revolutionary Women

Examine how to integrate the stories of women into the historical narratives of revolution and change using models of significance and selections from both fiction and nonfiction.

Suzanne Shelburne, Virginia Tech, Blacksburg, VA.



NCSS Annual Conference
Nashville | Dec 1–3, 2023

Saturday, 3:35–4:35PM

FEATURED SPEAKER

Conv Ctr Ballroom A

Joely Proudfit

A full professor, Dr. Joely Proudfit (Luiseño/ Payómkawichum), has been tenured three times in the California State University system. In addition to her academic positions, in 2016 she was appointed by President Barack Obama to the National Advisory Council on Indian Education (NACIE). She is the lead author and researcher on the 2012, 2014 and 2016 groundbreaking annual reports on the State of American Indian and Alaskan Native Education in California.

VITAL ISSUE SESSION

Conv Ctr 204C

“The U.S. and the Holocaust”

Lynn Novick, Sarah Botstein. Moderated by Gretchen Skidmore. The new three-part series, *The U.S. and the Holocaust*, tells the story of how the American people grappled with one of the greatest humanitarian crises of the twentieth century, and how this struggle tested the ideals of our democracy. By examining events leading up and during the Holocaust with fresh eyes, the film dispels the competing myths that Americans either were ignorant of what was happening to Jews in Europe, or that they merely looked on with callous indifference. As the filmmakers share, the truth is much more nuanced and complicated, and the challenges that the American people confronted raise questions that remain essential to our society today.

Lynn Novick and Sarah Botstein are co-directors and producers of The U.S. and the Holocaust. Gretchen Skidmore is Director, Education Initiatives, US Holocaust Memorial Museum.

3:35-4:05PM

60-Minute Sessions

TEACHING WITH PRIMARY SOURCES

Conv Ctr 202A

Inquiry and Teaching with Library of Congress Primary Sources to Prepare Students for College, Career, and Civic Life

A sneak peek from the authors of an upcoming online, open-access methods text on using Library of Congress primary sources to prepare students for College, Career, and Civic Life.

Alexa Quinn, James Madison University, Harrisonburg, VA; Lightning Jay, Binghamton University, Binghamton, NY

Early Childhood/Elementary Sessions

Early Childhood/Elementary

Econ/Financial Lit

Marriott Franklin 12 (4th Floor)

Culturally Responsive Children’s Literature to Teach Economics: Interactive and Web-Based Lesson Plans

Explore the best online free resources for teaching elementary economics. Review recent and classic picture books that can serve as windows and mirrors into children’s understanding of key economics concepts.

Mary Beth Henning, The University of Mount Union, Alliance, OH

Early Childhood/Elementary

Elementary Education

Marriott Franklin 1 (4th Floor)

Best Practice in Meaningful Elementary Social Studies

The Social Studies & the Young Learner Editorial Board discusses best practices in elementary school social studies.

Scott Waring, University of Central Florida, Orlando, FL

Early Childhood/Elementary

Teaching & Learning

Conv Ctr 105B

Lawmakers or Lawbreakers? The Crosswhite Family and the Community of Marshall, Michigan

Explore a critical inquiry designed using the C3 Framework to investigate an enslaved family’s escape north. Examine the risks the community took to orchestrate the family’s escape to Canada.

Linda Doornbos, Ericka Murdock, Oakland University, Rochester Hills, MI

Early Childhood/Elementary

US History

Marriott Franklin 2 (4th Floor)

How One Candy Bomber’s Revolutionary Ideas and Actions Helped Change the World

Explore ways to integrate Social Studies, STEM, and ELA and create engaging experiential opportunities for students through the story of the Berlin Airlift’s “Chocolate Pilot.”

Debbie Draper, Ruth King, Julie Siebach, Cedar Ridge Elementary, Cedar Hills, UT

PreK-12 Sessions

PreK-12

Assessment

Marriott Room 411/412

Social Studies Field Trip Assessments: Before, During, and After Experiences

Explore the ways in which we can design social studies assessments that occur before, during, and after virtual and in-person field trips. Receive field trip resources.

Ariel Cornett, Georgia Southern University, Statesboro, GA

PreK-12

Civics/Government

Conv Ctr 201A

The New McCarthyism and the Fight to Teach Truth

Recent attacks on social studies education bear striking resemblances to the early years of McCarthyism. The current controversy has had a chilling effect on teachers across the U.S.

Deborah Wei, School District of Philadelphia, PA

PreK–12

Civics/Government

Marriott Franklin 5 (4th Floor)

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, Mesquite, TX

PreK–12

Teaching & Learning

Conv Ctr 104A

Teaching the Skills of Citizenship: Engaging Civic Education Through Electronic Portfolios

Is civic knowledge more than taking a test? Learn how a public school district created a K-12 electronic portfolio reflecting the skills and knowledge of informed and engaged future citizens.

Michael Karpyn, Matthew Flood, Douglas Killough, Marple Newtown School District, Newtown Square, PA

PreK–12

US History

Conv Ctr 103C

Teachers: Revolutionary Learners

Learn about the power of Freedoms Foundation at Valley Forge professional development courses to connect all educators to their content and pedagogical passions.

Jeff Scott, Freedoms Foundation at Valley Forge, PA

PreK–12

Conv Ctr 105A

India Meissel: Experiences and Visions of an NCSS President

The NCSS Archives Committee welcomes all conference attendees to its annual Past President interview. Special guest India Meissel will discuss NCSS policies and experiences during her time in office.

Mark Previte, Pennsylvania Council for the Social Studies, Duncansville, PA; Linda McKean, Ohio Department of Education, Columbus, OK

Middle Level/Junior High Sessions

Middle Level/Junior High

Geography

Marriott Room 407/408/409

Spatial Citizenship Inquiry with Census Data

Enhance your instructional strategies to promote middle school students' inquiry on spatial citizenship using census data. Discover online resources including lesson plans that promote spatial citizenship inquiry.

Euikyung Shin, Northern Illinois University, DeKalb, IL

Middle Level/Junior High

US History

Conv Ctr 201C

Grappling with How to Teach Enslavement and the Founding Fathers

How can we teach an appreciation of pre-Civil War leaders' accomplishments in light of enslavement? Learn about a model that fosters civil discussion using George Washington as a case study.

Timothy Hicks, Dent Middle School, Columbia, SC

Middle Level/Junior High

US History

Conv Ctr 108B

Diverse History for Diverse Learners: Mount Vernon's Overlooked Population

Explore Mount Vernon's digital resources about Washington's enslaved workers. Come away with proven language-based strategies and templates to make these materials accessible to students who struggle with reading and writing.

Bruce Miller, Landmark School, Manchester-by-the-Sea, MA

Grades 6–12 Sessions

6–12

Civics/Government

Marriott Franklin 4 (4th Floor)

Using the NCSS Bicentennial Yearbook to Explore Our American Heritage

Use the NCSS 46th Yearbook (Bicentennial Yearbook) to explore "Values of the American Heritage: Challenges, Case Studies and Teaching Strategies," i.e., inquiry, moral dilemmas, role playing and values determinant activities.

Dwight Herold, NCSS Archives Committee, Ames, IA; Marsha Lewis, Detroit Public Schools, Detroit, MI; Beatrice Bailey, Clemson University, Clemson, SC; Brett Bertucio, Benedictine College, Atchison, KS

6–12

Civics/Government

Marriott Franklin 7 (4th Floor)

Challenge Accepted: Educating for American Democracy with "We the People"

Discover an experiential learning program that engages students in big constitutional questions. Learn how this inquiry-driven curriculum will empower students, deepen constitutional and civic knowledge, and support EAD implementation.

Donna Phillips, The Center for Civic Education, Calabasas, CA

6–12

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Inspiring Civic Action Through Smithsonian Collections

Discover how museum objects can help students explore the challenges and opportunities of living in a democracy. Experience close-looking strategies and preview a free online course about civic participation.

Phoebe Hillemann, Smithsonian American Art Museum, Washington, DC; Briana White, National Portrait Gallery, Washington, DC; Orlando Serrano, National Museum of American History, Washington, DC

6–12 Global Studies

Marriott Franklin 10 (4th Floor)

Visualizing Palestine

Engage with infographics and pictures about Palestine and Palestinians. Discover resources and strategies to integrate Palestinian history and current events into social studies classes.

Hanadi Shatar, University of Wisconsin-La Crosse, WI

6–12 Pre-Service

Marriott Franklin 13 (4th Floor)

Teaching with Flair

Create a memorable and fun classroom by adding FLAIR to lessons with affordable and easy to implement strategies that will engage your students and leave them wanting to know more.

Elizabeth Howson, North Belton ISD, Temple, TX

6–12 Technology

Conv Ctr 204B

Can We Talk? Using Technology to Facilitate Face-to-Face and Online Discussions About Controversial Issues

Engage in a discussion about teaching hard topics. Explore how to facilitate student-led conversations in face-to-face and online, asynchronous settings using technology. Learn about Parlay and Flipgrid.

Elizabeth Barrow, Michelle Reidel, Georgia Southern University, Statesboro, GA

6–12 US History

Conv Ctr 103B

We the Women: Telling the Other Half of the Story

Diverse women’s contributions to America’s past abound, yet only 13% of historical figures in textbooks are women. Learn how to integrate women’s history in history lessons, units, and curriculum.

CherylAnne Amendola, Montclair Kimberley Academy, Montclair, NJ; Nicole Maffei, Baltimore County Public Schools, Baltimore, MD; Amanda Perschall, Lebanon High School, Lebanon, MO

6–12 US Semiquincentennia

Conv Ctr 103A

A New Facet of Republican Motherhood: New Stories of Women in the American Revolution

Illuminate the stories of hidden women of the American Revolution for your students by integrating the presenter’s original research. Attend a lecture, explore unique primary sources, and engage in discussion.

Brianna Murphy, Northborough, MA

Secondary/High School Sessions

Secondary/High School African American History

Conv Ctr 203B

Economic Hard History: Great Migration and Redlining

Match Jacob Lawrence paintings to graphs and economic concepts to gain an understanding of how different disciplines view an event in history. The origins of wealth inequality in America are linked to redlining.

Eva Johnston, Federal Reserve Bank of St. Louis, Saint Louis, MO; William Bosshardt, Florida Atlantic University, Boca Raton, FL

Secondary/High School Civics/Government

Marriott Franklin 3 (4th Floor)

Is Democracy in Decline? A Civil Conversation

Which are stronger: the signs of decline or the signs of hope for democracy? Learn how to use Civil Conversation in the classroom to engage students in this crucial question.

Damon Huss, Constitutional Rights Foundation, Los Angeles, CA

Secondary/High School Civics/Government

Marriott Franklin 6 (4th Floor)

Semantics of Misinformation: How the Fight for Democracy May Be Crippling Our Constitutional Republic

Misinformation abounds in our culture today, including misunderstanding of the term “democracy.” Join a discussion around teaching information literacy as an approach to strengthening our constitutional republic.

John Corbin, Jennisen Lucas, Park County School District #6, Cody, WY

Secondary/High School Cross Disciplinary

Conv Ctr 204A

How to Develop An Inquiring Mind—And Why We Must

Witnessing a historic assault on truth, author Kenneth C. Davis believes that educators must also be students. Join this timely conversation about the importance of becoming inquisitive, life-long learners.

Kenneth C. Davis, New York, NY

Secondary/High School Disciplinary Literac

Marriott Room 414/415

Teaching with Historiography—Engaging Students in Analyzing Historians’ Arguments

Discover the revolutionary nature of historiography, the process by which historians revisit and reinterpret the past. Explore using historiography-based materials to support robust classroom discussion.

Agnieszka Marczyk, MacMillan Center and Fortunoff Video Archive for Holocaust Testimonies at Yale University, New Haven, CT; Abby Reisman, University of Pennsylvania Graduate School of Education, Philadelphia, PA; Brenda Santos, University of Rhode Island, Providence, RI

Secondary/High School Law/Law-Related Educ

Conv Ctr 107B

Prosecuting Genocide in the 21st Century

Explore primary sources from post-Eichmann (since 1961) genocide trials, which provide a lens for studying legal definitions of genocide, contemporary trials of war crimes, and applications of international law today.

Tiffany Middleton, Catherine Hawke, American Bar Association, Chicago, IL

Secondary/High School Psychology

Conv Ctr 102A

Play for an A: Gamifying Review in AP Psych

Looking for new review strategies? Play with us as we demonstrate 10 unique and interactive ways to formatively assess students prior to a summative assessment. Walk away with ready-made formative fun.

Heather Weisenburger, Erin Matus, Metea Valley High School, Aurora, IL

Secondary/High School Teaching & Learning

Conv Ctr 106AB

Can You Hear Me Now? New Strategies for Finding and Using Primary Sources

Engage in discovery and analysis of primary sources that surface hidden or silenced voices, focusing on the analysis of authorship of different types of documents.

Matthew Herbison, Drexel University, Philadelphia, PA; Kayla Van Osten, Widener University, Chester, PA; Heather Willever-Farr, LaSalle University, Philadelphia, PA; Celia Caust-Ellenbogen, Friends Historical Library of Swarthmore College, Swarthmore, PA

Secondary/High School US History

Conv Ctr 108A

We the People? National Documents in Global Contexts

Broaden students' understanding of citizenship by exploring how non-U.S. societies have reinterpreted the country's founding documents to apply concepts of democracy-building in their own nations. They may challenge or complement traditional interpretations.

Erin Bronstein, Oklahoma State University, Stillwater, OK; Carly Muetterties, Newsela, Lexington, KY; Julia Bromberg, Newsela, Chicago, IL

Secondary/High School

World History

Marriott Room 401/402/403

What is a Country's Responsibility for Historical Injustices?

Examine a country's responsibility for historical injustices, using Germany as an example. Learn about the Transatlantic Outreach Program, free instructional resources, and educator study tours to Germany.

Jacqueline Littlefield, Saco, ME; Lisa Nicholaus, Transatlantic Outreach Program, Washington, DC

Secondary/High School

World History

Marriott Franklin 9 (4th Floor)

Revolutionary Thinking About Women's Role in History

Revolutionize your students' thinking about world history by including the roles of women from across the globe! Receive primary and secondary readings and activities from a 100-page resource.

Linda Black, Texas A&M University, Central Texas, Belton, TX; Jo Beth Oestreich, Texas State University, San Marcos, TX

30-Minute Power Sessions

4:15-4:45PM

6-12

US History

Marriott Franklin 11 (4th Floor)

Simple Rules for Complex History: Teaching Enslavement to Newcomers to the U.S.

Learn how "simple rules," scaffolded readings, and structured supports help diverse learners with below-grade-level reading skills to build deep historical understanding around the complex topic of enslavement.

Diana Turk, Stacie Brensilver Berman, New York University, Steinhardt School, New York, NY; Adriana Garcia, Lower East Side Preparatory High School, New York, NY

4:45-6:15PM

FILM SCREENING AND FEATURED SPEAKER

Conv Ctr Ballroom B

"Mighty Ira"

Ira Glasser is one of America's unsung champions of civil rights and liberties. As the leader of the American Civil Liberties Union for 23 years, he transformed the organization from a small, "mom-and-pop" operation on the verge of bankruptcy into a civil liberties juggernaut with offices in every state and a \$30 million endowment. As his generation retires from the barricades, Glasser reminisces on his life and the forefront of defending the rights of all. "Mighty Ira" covers his timely and provocative story.

After the screening, Ira Glasser will share his thoughts on the current controversies surrounding free speech and racial equality.

Mr. Glasser's appearance and the screening of "Mighty Ira" are generously sponsored by the Foundation for Individual Rights and Expression (FIRE).

4:55–5:25PM

30-Minute Power Sessions
Early Childhood/Elementary Sessions

Early Childhood/Elementary African American History

Conv Ctr 203B

Seeking the Promised Land: Teaching African American Stories of the West

Expand your vision of the American West with African American history. In this interactive session, explore books and primary sources that capture Black experiences in the 1800s and early 1900s.

Shanetra Nowell, Robin Fisher, Oklahoma State University, Stillwater, OK

Early Childhood/Elementary Econ/Financial Lit

Conv Ctr 204A

The Science of Decision-Making

Make the choice to learn engaging ways to teach our K-5 learners to intentionally consider the costs and benefits associated with wise decisions. All lesson materials will be provided to participants.

Angie Battle, Georgia Council on Economic Education, Atlanta, GA

Early Childhood/Elementary Elementary Education

Marriott Franklin 2 (4th Floor)

Expanding the Historical Narrative in Elementary History Instruction

Explore the importance of telling a diverse and accurate historical narrative using primary sources and student choice, through an interactive examination of elementary lessons focusing on the Wampanoag tribe.

Lindsay Fuller, Emily Richards, Brentwood Union School District, Brentwood, CA

Early Childhood/Elementary Elementary Education

Marriott Franklin 1 (4th Floor)

“You Lied to Me!”: Teaching Hidden Histories in the Elementary Classroom Using Picture Books

History is full of revolutionary figures overlooked by the popular narrative. Join our journey to shine light on one of these civil rights activists and expose students to the truth.

Katherine McGaha, University of Houston & Houston Independent School District, Houston, TX; Anne Aydinian-Perry, University of Houston, TX

Early Childhood/Elementary Pre-Service

Conv Ctr 108B

Making Sense of Social Studies Instruction: Disciplinary Literacy Strategies to Enliven Your Curriculum

Explore how to bring “weekly readers” to life through authentic forms of literacy integration such as digital literacy and arts

infusion literacy projects.

Christine Picot, Saint Leo University, Tampa, FL; Julie Stanley, East Carolina University, Greenville, NC

PreK-12 Sessions

PreK-12 Indigenous Studies

Conv Ctr 103C

Picture This: Teaching Indigenous History Using Graphic Novels and Books

Explore how to expand, improve, and respectfully teach Native American and Inuit history and curriculum, using authentic Indigenous texts and resources developed in Canada.

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

PreK-12 Teaching & Learning

Conv Ctr 201B

Beyond Rosa Parks: A Critical C3 Inquiry Into the Montgomery Bus Boycott

Stephanie Schroeder, Melissa Stanley, The Pennsylvania State University, University Park, PA

PreK-12 Technology

Marriott Room 411/412

What Should We Teach About Technology?: The Civics of Technology Project Resources

The Civics of Technology project empowers students to critically inquire into the effects of technologies on their lives. Our work seeks to advance democratic, ethical, and just uses of technology.

Daniel Krutka, University of North Texas, Denton, TX; Marie Heath, Loyola University Maryland, Baltimore, MD

Grades 6-12 Sessions

6-12 African American History

Conv Ctr 104A

North Star: A Digital Journey of African American History

Join the Smithsonian National Museum of African American History and Culture to explore The North Star, a treasure trove of 50+ learning activities that will support the teaching of African American history to grades 6-12 in the classroom.

Candra Flanagan, Smithsonian Institution-National Museum of African American History and Culture, Washington, DC

6-12 Civics/Government

Marriott Franklin 5 (4th Floor)

Meet the Changemakers

Learn how iCivics’ new, short, videos on civil rights activists can kindle student interest and facilitate inquiry. Leave with new tools for the classroom, through modeling and reflection.

Nyeisha James, Amanda Setters, iCivics, Cambridge, MA

6-12

Civics/Government

Marriott Franklin 7 (4th Floor)

Youth Stand Up: A Multimedia Digital Civic Action Curriculum

Learn about Youth Stand Up, a five-step digital curriculum designed to inspire, equip, and empower middle school students to become changemakers. Supported with video by and for youth.

Carolyn Jacobs, Elizabeth Gardner, GBH, Boston, MA

6-12

Cross Disciplinary

Marriott Franklin 8 (4th Floor)

Maryland History Day for English Learners: Diversity, Equity, and Inclusion in Project-Based Learning

Discuss strategies for EL inclusion and achievement in social studies and learn about how our History Day for ELs curriculum seeks to bring equity to the project-based learning classroom.

Lia Atanat, Maryland Humanities, Baltimore, MD; Kris Sieloff, Baltimore County Public Schools, Towson, MD

6-12

Geography

Marriott Room 407/408/409

Solving the Mysteries of the Population Pyramids

Investigate and create this magical graph, exploring its insights into a country's demographic, social, and economic history and projections. Examine population pyramids from U.S. history and several countries today.

Lindsey Bailey, Population Connection, Washington, DC

6-12

Global Studies

Marriott Franklin 10 (4th Floor)

Visual Art for Social Teaching: Women's Studies in a Global Context

Infusing women's studies in social studies instruction through visual art provides opportunities for engaged learning. Artworks discussed explore political and historical invisibility in a global context. Resources and strategies provided.

Bárbara Cruz, University of South Florida, College of Education, Tampa, FL; Juan Ramón Moreno-Vera, University of Murcia, Murcia, FL; Maria Isabel Vera Muñoz, Universidad de Alicante, FL

6-12

Pre-Service

Marriott Franklin 4 (4th Floor)

Now What? Addressing the Realities of the Post-Pandemic Classroom

Build your confidence as you teach in the challenging post-pandemic classroom.

Ray Kinzie, Chicago Public Schools, Chicago, IL

6-12

Teaching & Learning

Conv Ctr 201A

Disclosing Political Positions in the Social Studies Classroom

Learn about the benefits of disclosing political preferences in the K-12 classroom, the potential drawbacks of doing so, and the ethics behind being neutral during this polarized period.

Rory Tannebaum, Merrimack College, North Andover, MA; Maria Buttafuoco, Springfield Public Schools, Springfield, MA

6-12

Teaching & Learning

Conv Ctr 106AB

We Hacked It!: 50 Years of Classroom Hacks

Real live Tik Tok - Pinterest - Instagram interactive 'teacher hacks' of dozens of tips and tricks you can use in the classroom. Come ready to learn and share.

Jennifer Morgan, West Salem Middle School, West Salem, WI; Melissa Collum, Viterbo University, Prairie du Chien, WI

6-12

Technology

Conv Ctr 204B

Visualizing and Taking Action Around Hidden/Hard Community Histories with HistoryPin

Learn how students can use Historypin--a user-generated digital archive for social change--within inquiries to visualize the past by creating exhibits of hidden/hard community histories.

David Hicks, Suzanne Shelburne, Sara Evers, Bradley Kraft, Virginia Tech University, Blacksburg, VA; Melissa Lisanti, Radford University, Radford, VA; Stephanie van Hover, University of Virginia, Charlottesville, VA; Jeremy Stoddard, University of Wisconsin-Madison, WI

6-12

US History

Conv Ctr 108A

Understanding the Cold War in Latin America

The global Cold War had a profound effect on Latin America, yet existing resources fail to cover it. Engage students through primary source investigation using political cartoons and archival film.

David Olson, Retro Report, New York, NY

Secondary/High School Sessions

Secondary/High School

Cross Disciplinary

Marriott Franklin 9 (4th Floor)

Teaching Hard History Through Discourse: Five Practical Strategies for the Secondary Classroom

Explore resources and practices promoting civic discourse in the social studies classroom, specifically when discussing hard topics. Engage in discussion, sense-making, and problem-solving, and receive instructional tools and materials.

*Michael Gurlea, University of Virginia, Charlottesville, VA;
Alicen Brown, Charlottesville City Schools, Charlottesville, VA*

Secondary/High School **Disciplinary Literac**

Marriott Room 414/415

Engaging Our Most Struggling High School Students in Historical Thinking

How can we help struggling learners develop sophisticated historical thinking skills? Explore strategies, activities and scaffolds that two early career teachers employ in their world and U.S. history courses.

Sarah Brooks, Millersville University of Pennsylvania, Lancaster, PA; Laurel Hill, Hempfield High School, Landisville, PA; Eugene Johnson, Conestoga Valley High School, Lancaster, PA

Secondary/High School **Econ/Financial Lit**

Conv Ctr 107B

The Intersection of Money and Psychology – Integrating Financial Literacy Concepts

Open your students’ minds to the fascinating connection between behavior and spending with no-cost resources from Discovery Education and CME Group that delve into using psychology to predict economic markets.

Sarah Jeong, Discovery Education, Charlotte, NC

Secondary/High School **Ethnic Studies**

Conv Ctr 105B

A Compassionate Approach to Tackling Hard History

Unlock the power of testimony. Explore no-cost resources from Discovery Education and USC Shoah Foundation to empower students through the integration of audiovisual testimony from witnesses and survivors of genocides.

Jackie Kavege, Discovery Education, Charlotte, NC

Secondary/High School **Geography**

Marriott Franklin 11 (4th Floor)

Exploring the World Through Esri Story Maps

Learn about the benefits of using Esri Story Maps as a tool in teaching geographic content in the high school classroom.

Laura de Celis, American Heritage School, Plantation, FL

Secondary/High School **Geography**

Conv Ctr 103A

Of Many, One: Using Centripetal Forces in AP Human Geography

Discover ways to gain a deeper connection to issues in human geography by building relationships and community in their classrooms.

John Roncone, Nate Newhalfen, Barrington High School, Barrington, IL

Secondary/High School **Religious Studies**

Marriott Franklin 6 (4th Floor)

Religious Intolerance: Strategies to Overcome Through Dialogue

Religious intolerance exists in every aspect of life, including the classroom. Receive ideas to develop tolerance among students so that they become model citizens.

Kazi Hossain, Millersville University, Millersville, PA

Secondary/High School **World History**

Marriott Room 401/402/403

Women with Authority in the Early Modern Era

Learn about significant women who exercised political authority in the Early Modern Era (1450-1750) who tend to go unrecognized in textbooks and courses.

Allison Steinberg, Parish Episcopal School, Dallas, TX

Higher Education Session

Higher Education **Pre-Service**


Conv Ctr 201C

Empowering Change Through Photovoice

Social justice reform has become a popular framework within reflective teacher education programs. Explore teacher candidates’ perceptions before and after participation in an undergraduate social justice photovoice project.

Carol McLeish, Lisa Delgado Brown, Saint Leo University, Saint Leo, FL



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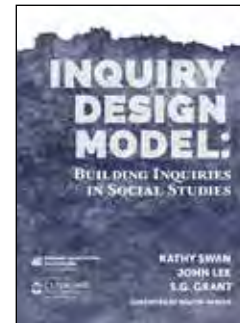
Inquiry Design Model: Building Inquiries in Social Studies

Kathy Swan, John Lee, and S.G. Grant. | Foreword by Walter Parker.
C3 Inquiry Series, co-published by NCSS and C3 Teachers 167 pp.

This book is a comprehensive, in-depth guide for teachers who want to build classroom inquiries based on the College, Career, and Civic Life (C3) Framework. The authors demonstrate how to construct effective Inquiry Design Model (IDM) blueprints that incorporate engaging questions, tasks, and sources. The book offers invaluable advice on how to formulate compelling and supporting questions, build disciplinary knowledge, and develop the ability of students to evaluate evidence, construct arguments, and take informed action.

The authors of this book are the lead authors of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

\$29.95 (list); \$19.95 (member price)



Blueprinting an Inquiry-Based Curriculum: Planning with the Inquiry Design Model

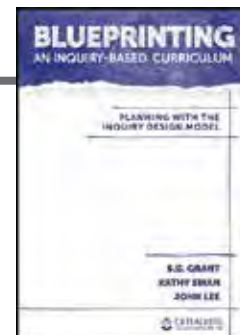
Kathy Swan, S.G. Grant and John Lee
189 pages. 2019.

The publication of the C3 Framework and the development of the C3 Inquiry Design Model (IDM) were just the beginning!

The basic IDM blueprint has become a widely accepted foundation for inquiry-based teaching. This book presents new variations of that blueprint to support curricular and instructional strategies that target specific goals—for example, taking informed action, the need to fit inquiries into limited class time, and the promotion of student-centered learning.

The authors of this book, who were the lead writers of the C3 Framework, present five different forms of inquiry and their associated blueprints. In addition to structured inquiry based on the original IDM blueprint, the authors describe inquiries and offer blueprints that center on taking informed action, focusing inquiries to fit limited class time, guiding students to greater involvement, and launching student-directed inquiries.

\$29.95 (list); \$19.95 (member price)



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Sunday At-A-Glance

Time	Event
8:30–10:30AM	Concurrent Workshops
10:45–11:45AM	Featured Speaker: Rosie Rios

Sunday, December 4
8:30–10:30AM

Two-Hour Workshops
Early Childhood/Elementary Workshops

Early Childhood/Elementary Teaching & Learning

Conv Ctr 103A

Sequencing a Scope: Integrating Social Science, Science, and ELA to Leverage Limited Time

Experience how one district created a scope and sequence of social science, science, and ELA standards to leverage the limited time of teachers.

Cory Nilsen, Josh Rappuh, Rockford Public Schools, 205, Rockford, IL

Early Childhood/Elementary Teaching & Learning

Conv Ctr 103C

Building Knowledge, Engagement, and Inquiry Through Multimodal Social Studies Texts

There's never enough time! Text sets are a powerful tool to integrate ELA and Social Studies standards simultaneously. Learn how to implement text sets and observe/discuss a school example.

Kelli Westmoreland, KelliWest Educational Services, St. Louis, MO; Shannon McClintock Miller, Van Meter Community School District, Van Meter, IA; Lara Paparo, Penn Literacy Network, Philadelphia, PA

PreK-12 Workshops

PreK–12 Cross Disciplinary

Conv Ctr 107B

Four Past NCSS Presidents: “What We’ve Learned About Engaging Thoughtful Social Studies Instruction”

Four past NCSS presidents share ideas and resources from their varied professional experiences for social studies instruction that emphasize engagement, inquiry, critical thinking, and disciplinary literacy.

Michael Yell, University of Wisconsin-River Falls, Hudson, WI; Geoffrey Scheurman, University of Wisconsin-River Falls, WI; Syd Golston, Scottsdale, AZ; Kim O’Neil, National Board of Professional Teaching Standards, Arlington, VA; Jeff Passe, Cal Poly Pomona, CA

PreK–12 Disciplinary Literac

Conv Ctr 201C

Digital Literacy for Teaching Honest History

Learn to implement Learning for Justice’s digital literacy toolkit to help students recognize and combat hate speech, anti-democratic viewpoints, online disinformation, and conspiracy theories.

Sarah-SoonLing Blackburn, Kimberly Burkhalter, Courtney Wai, Jaci Jones, Learning for Justice, Montgomery, AL

PreK–12 Teaching & Learning

Conv Ctr 104A

When a Whole City Teaches Beyond the Textbook

Discover why Philadelphia no longer uses commercial textbooks in teaching social studies and how we are developing curriculum responsive to the needs of our city and communities.

Shaquita Smith, Ismael Jimenez, Deborah Wei, School District of Philadelphia, PA

PreK–12 Teaching & Learning

Conv Ctr 104B

CRP, not CRT: Building Confidence with Culturally Relevant Pedagogy in Schools

Build confidence with culturally relevant pedagogy, inside and outside your classroom. Using primary sources, grade-level strategies, and peer discussions, learn ways to support students, communicate about CRP, and combat misinformation.

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

PreK–12 US History

Conv Ctr 108B

Using First-Person Interpretation in the Classroom

Experience an interactive performance by an actor-historian interpreting a historical figure as a model to illustrate how students can employ first-person interpretation within a social studies curriculum.

Kim Hanley, American Historical Theatre, Philadelphia, PA

Middle Level/Junior High School Workshop

Middle Level/Junior High

Disciplinary Literacy

Conv Ctr 204B

Turn Students Into Critical Media Consumers: A How-To Workshop for Educators

Telegram, TikTok, Twitch: where do students get their worldviews? Learn how to address fake news, teach news literacy and add source verification into classroom conversations to design engaging learning experiences.

Juliane von Reppert-Bismarck, Lie Detectors, Brussels, Belgium; Wood Powell, Transatlantic Outreach Program, Washington, DC

Grades 6-12 Workshops

6–12

African American History

Conv Ctr 202A

Black Experiences in American Military History

Explore the complex history of Black Americans who served in the U.S. military. From the American Revolution to today these are often forgotten voices who need to be heard.

Corey Winchester, The Gilder Lehrman Institute of American History, New York, NY

6–12

Indigenous Studies

Conv Ctr 204A

Voices and Silences: Teachers Reimagining Indigenous Representation

Engage with pedagogical tools used to design a curriculum that amplifies indigenous voices and supports students in examining the world through a lens of indigenous perspectives and values.

Denise Rodriguez, Lauren Wright, Angélica Guerrero Barragán, Washington International School, Washington, DC

6–12

Teaching & Learning

Conv Ctr 108A

Civil Discourse: Classroom Conversations for Stronger Community

Learn about the CUBED approach for facilitating civil discourse about contentious topics as featured in the book *Civil Discourse: Classroom Conversations for Stronger Communities*.

Joe Schmidt, Joe Schmidt Social Studies LLC, Chelsea, ME; Nichelle Pinkney, Klein ISD, Klein, TX

6–12

Teaching & Learning

Conv Ctr 202B

Talking About Race in the Social Studies Classroom

Explore how to effectively facilitate race-based conversations in the social studies classroom given today's hostile sociopolitical context.

Yvonna Hines-McCoy, Toni Rochester, Tina Heafner, The University of North Carolina Charlotte, NC

6–12

US History

Conv Ctr 201A

Tools and Principles for Teaching About Immigration

How can educators teach the history of migration in the United States in our current political and social climate? Re-Imagining the Migrations Learning Arc will guide and inspire culturally responsive lessons.

Abeer Shinnawi, Reimagining Migration, Lutherville Timonium, MD; Adam Strom, Reimagining Migration, Boston, MA

Secondary/High School Workshops

Secondary/High School

Cross Disciplinary

Conv Ctr 106AB

Holistic History: A Multidisciplinary Approach to Teaching Hard History

Historical complexity and ambiguity makes students uncomfortable. Using materials and skills drawn from STEM, the humanities, and other fields, students navigate the ocean of information to create deep historical understanding.

Robert Coven, Cary Academy, Cary, NC; Joe Baske, Greenwich High School, Greenwich, CT

Secondary/High School

Law/Law-Related Educ

Conv Ctr 103B

May It Please the Court: Using Moot Courts to Explore Current Contested Issues

Receive all the tools you'll need to conduct moot courts that explore contested issues and promote civil discourse, including free resources to scaffold necessary skills.

Cathy Ruffing, Street Law, Inc., Silver Spring, MD; Megan Wilkins, Rumson-Fair Haven Regional High School, Rumson, NJ

10:45–11:45AM

FEATURED SPEAKER

Conv Ctr Ballroom B

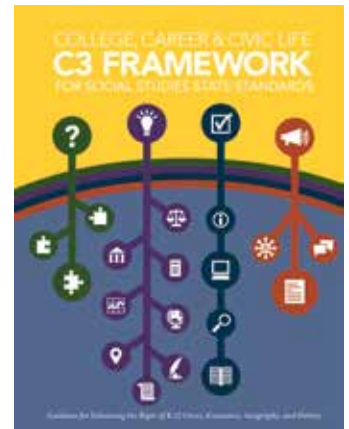
Rosie Rios

Rosie Rios is the CEO of Red River Associates, an investment management consulting firm, and a co-host of *UnicornHunters*, a reality series focused on pre-IPO investments. She was appointed by President Joe Biden as Chair of America 250, the United States Congressional Commission planning the 250th anniversary of the nation's founding in 2026. She served as the 43rd Treasurer of the United States and was the CEO of the Bureau of Engraving and Printing and the U.S. Mint, including Fort Knox with oversight over 4,000 employees and a \$5 billion budget. Ms. Rios was honored as one of USA TODAY's Women of the Century and served on the Treasury Transition Team on behalf of President Biden

Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standard

NCSS Bulletin 113, 144 pp. (including introductory chapters), 2013.

The groundbreaking book featuring an inquiry-based framework for enhancing social studies state standards and linking social studies education to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. The book includes the entire C3 document, "College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History," which was produced by social studies curriculum experts working in collaboration with a Task Force of 15 professional organizations in the field of social studies. It also presents valuable introductory chapters that interpret the Framework, and discuss its context, the central concept of the Inquiry Arc, the connections between C3 and the Common Core standards, the links between C3 and the national social studies standards, and appropriate assessments for C3.



Member/List Price \$19.95/\$29.95 | Item #130113

National Curriculum Standards for Social Studies (2010 edition)

NCSS announces the publication of the revised national curriculum standards for social studies: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment The revised standards, like the earlier social studies standards published in 1994, continue to be structured around the ten themes of social studies. However, the revised standards offer a sharper focus on:

Purposes

- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

The revised standards also include:

- Enhancements in the descriptions of the ten themes and the associated learning expectations
- The addition of new descriptions of standards-based class practices to time-tested descriptions that were included in the original edition of the standards
- A stronger focus on student products and their assessment
- An updated list of essential social studies skills and strategies, including literacy strategies

**Price: \$29.95 (list price);
\$19.95 (NCSS member price)**

Purchase 10 or more copies and save 20% off the non-member price. Order online at www.socialstudies.org/store. To order by phone, call 1-800-683-0812. To order by purchase order, please email as attachments to bookstore@ncss.org; fax to 301-779-8596, or mail to NCSS Publications, 3570 Bladensburg Rd., Brentwood, MD 20722. Any order including a check as payment should be sent to: NCSS, P.O. Box 79078, Baltimore, MD 21279-0078.

Exhibitors

More than 200 exhibitors are displaying the latest educational products, programs, services, and travel opportunities. Make sure to spend time learning about the vast array of organizations serving the professional needs of social studies educators.

We thank all exhibitors for their commitment and for joining us at the 102nd NCSS Annual Conference.

Bolded numbers at the end of exhibitor listings indicate booth or table numbers corresponding to the booth floor plan on page 151.

4QM Teaching

30 *Phillips Lane, Newtonville, MA*
511

ABOTA Foundation

www.abota.org
2001 Bryan Street, #3000, Dallas, TX
76201
243

Academic Expeditions

www.academicexpeditions.com
PO Box 1579, New York, NY
Academic Expeditions has been customizing educational expeditions since 2003. We'll put our expertise to work on your behalf to make sure your experience is truly your own. Safety, educational accreditation, fully customizable itineraries, premium accommodations, and expert staff and tour directors are our strengths. Let's learn the world!

325

AJS Publications, Inc.

www.ajspublications.com
2305 Mills Pond Rd., Crystal Lake, MN
AJS Publications provides budget-friendly, high-quality educational materials on the Constitution, citizenship, and government. Used in over 4,000 schools across the country, our materials help educators teach the required Constitution, citizenship, and government curriculum. The materials are always fresh and updated to include the latest government officials, legislation, and relevant constitutional topics.

Table 1

Albert H. Small Normandy Institute

https://www.ahsnormandyinstitute.com/
801 22nd St. NW, Suite 335, Washington, DC 20052

The Albert H. Small Normandy Institute conducts a yearly educational program for 15 teams, consisting of a high school teacher and a student, to learn about the causes, conduct, and consequences of

modern conflict by studying the 1944 Normandy Campaign and taking an expenses-paid trip to Normandy.

Table 52

Allied Powers, LLC

649

American Archive of Public Broadcasting

www.americanarchive.org
One Guest St., Boston, MA
618

American Bar Association Division for Public Education

www.americanbar.org/groups/public_education
321 N. Clark St., Chicago, IL

228

American Battlefield Trust

www.battlefield.org
1156 15th St. NW Suite 900,
Washington, DC

636

American Foreign Service Association

www.afsa.org
Interested in international affairs? AFSA offers unique (and free!) educational resources designed to introduce young audiences to the world of global affairs and diplomacy. This includes AFSA's bestselling book *Inside a US Embassy*, our monthly magazine, *Speakers Bureau*, and virtual programs featuring active-duty diplomats. AFSA also sponsors a national high school essay contest now in its 25th year.

2101 E St. NW, Washington, DC 20037

Table 53

American Historical Association

www.historians.org
400 A Street SE, Washington, DC 20003
The American Historical Association is the largest professional organization serving historians in all fields and all professions. The AHA is a trusted voice

advocating for history education, the professional work of historians, and the critical role of historical thinking in public life. Learn more at historians.org.

American Philosophical Society

www.amphilsoc.org
104 South Fifth St., Philadelphia, PA
Come learn more about the American Philosophical Society's Library and Museum. Our Education staff have plenty of educator and classroom resources (and swag) to share. The American Philosophical Society (APS), the oldest learned society in the U.S., was founded in 1743 by Benjamin Franklin for "promoting useful knowledge."

149

American Psychological Association

apastyle.apa.org/
750 First St NE, Washington DC 20002
Visit the American Psychological Association (APA) to get resources for high school psychology teachers, plus prepare students for their future in academic writing using APA Style, the bestselling, award-winning, and most widely used writing tools worldwide. Also discover APA's helpful children's and teen fiction and nonfiction books.

112

American Revolution Institute of the Society of the Cincinnati

www.societyofthecincinnati.org
2118 Massachusetts Ave. NW,
Washington, DC
The American Revolution Institute of the Society of the Cincinnati supports advanced study, presents exhibitions and public programs, and provides resources to teachers and students to enrich understanding and appreciation for the American Revolution and its legacy—our independence, our republic, our national identity and our highest ideals.

145

American Sikh Council

www.americansikhcouncil.org
PO Box 932, Voorhees, NJ
700

Americans United for Separation of Church and State

www.au.org
518 C St. NE, Washington, DC
Table 10

Americans Who Tell the Truth

www.americanswhotellthetruth.org
608

Amnesty International

www.amnestyusa.org
89 South St. Suite LL01, Boston, MA
432

Andrew Jackson's Hermitage

www.thehermitage.com
4580 Rachel's Ln, Nashville, TN
Table 27

Anti-Defamation League Education

www.adl.org
605 Third Ave, New York, NY
417

Aoki Box Schools

Table 9

AramcoWorld

www.aramcoamericas.com
1200 Smith St., Houston, TX
435

Archaeology Education Clearinghouse

https://archaeologyeducationclearinghouse.wordpress.com
1990 K St. NW #401, Washington, DC
337

Basil and Becky Educational Foundation

http://bbeef.org
20 S. 51st St. #3, Philadelphia, PA
326

Beacon Press

www.beacon.org
24 Farnsworth St, Boston, MA
308

Bedford, Freeman & Worth

www.bfwpub.com
100 American Metro Blvd. Suite 109,
Hamilton, NJ
332

Bellevue University: Self Government Works: Self-Governing Classroom Simulation

www.bellevue.edu
1000 Galvin Rd. S., Bellevue, NE 68005
"John Locke is awesome!" exclaimed an actual simulation student. Self-Government Works allows students to learn the historic evolution of self-government as they create their own in class government system. Learn how this simulation increases student engagement and interest in U.S. history and government.
741

Bill of Rights Institute

www.billofrightsinstitute.org
1310 N. Courthouse Rd. Suite 620,
Arlington, VA
224

Black History 365 Education

www.blackhistory365education.com
2909 E. Arkansas Lane, Suite C,
Arlington, TX 76010
126

Bloomsbury Publishing Inc.

www.bloomsbury.com
1385 Broadway 5th Floor, New York, NY
620

Bureau of Labor Statistics

www.bls.gov
2 Massachusetts Ave. NE, Room 2850,
Washington, DC 20212
The Bureau of Labor Statistics is the Federal government's principal fact-finding agency for labor economics and statistics. Visit Booth 320 to learn about #BLSdata and our economics and statistics classroom resources for teachers. 320

C-SPAN

www.c-span.org
400 N. Capitol St. Suite 650, Washington, DC
232

Capstone

www.capstonepub.com
1710 Roe Crest Dr., North Mankato, MN
633

Center for Civic Education

www.civiced.org
5115 Douglas Fir Rd. Suite J, Calabasas, CA
244

Center on Representative Government

https://corg.iu.edu
Indiana University 201 N. Indiana Ave.,
Bloomington, IN
135/234

Certell

www.certell.org
2201 E. 46th St. Suite 302, Indianapolis, IN
317

Choices

www.choices.edu
Box 1948, Providence, RI
401

Civics 101

https://civics101podcast.org
2 Pillsbury St., Concord, NH
Table 25

Civics Renewal Network

www.civicsrenewalnetwork.org
202 South 36th St., Philadelphia, PA
252 & 253

Classrooms Without Borders

www.cwbpg.org
PO Box 60144, Pittsburgh, PA
453

Close Up Foundation

www.closeup.org
1330 Braddock Rd. Suite 400,
Alexandria, VA
201

Exhibitors

Common Sense Society

www.commonssensesociety.org
1455 Pennsylvania Ave. NW Suite 400,
Washington, DC

Common Sense Society (CSS) is an international network that promotes liberty, prosperity, and beauty— aspirational ideas that are indispensable to human flourishing and happiness. Their free curriculum resources, teachers' seminars, publications, events, and civic initiatives illuminate the enduring ideas that have transformed the course of human history for the better. **312**

Congressional Medal of Honor Society

www.themedalofhonor.com
40 Patriots Point Rd, Mount Pleasant, SC
216

Consortium of Latin American Studies Programs

www.claspprograms.org
Stanford University Center for Latin American Studies 582 Alvarado Row, Stanford, CA
413

Constituting America

www.constitutingamerica.org
PO Box 1988, Colleyville, TX
225

Constructive Dialogue Institute

www.constructivedialogue.org
244 Madison Ave, New York, NY
219

Council on Foreign Relations

<https://education.cfr.org>
58 East 68th St, New York, NY
220

Curriculum Connections, LLC

940 Flint D14, Frankenmuth, MI
2

Dar al Islam

www.daralislam.org
PO Box 180, Abiquiu, NM
421

Data Atlas of the World

Deepen your understanding of people

and places around the world through our series of panoramic and detailed infographic world maps. Our collection brings global indicators to life with a new perspective, helping students of all ages intuitively make sense of the complex world in which we all live and share. **Table 7**

The DBQ Project

www.dbqproject.com
1234 Sherman Ave. #100, Evanston, IL
200

The Defiant Requiem Foundation

www.defiantrequiem.org
5506 Connecticut Ave. NW Suite 24,
Washington, DC
725

Destination Gettysburg

www.destinationgettysburg.com
1560 Fairfield Rd., Gettysburg, PA
Bring your student group to Gettysburg, PA and see how you can make your own history. From interactive museums and hands-on demonstrations to civilian stories, unique battlefield tours, agricultural experiences, and a multitude of group-friendly dining options, you will find that Gettysburg and Adams County are an ideal student destination. **Tables 3,5**

The Dissident Project-Young Voices

www.dissidentproject.org
1701 Rhode Island Ave. NW,
Washington, DC
The Dissident Project's speakers travel to high schools across the U.S. to speak to students about authoritarian socialism, drawing on their own experience living under autocratic rule in their home countries. They know how to connect their experiences to the principles that have made America prosperous and why we must defend them.
335

eAtlas

<https://playeatlas.com>
eATLAS is a technology platform student teams use to build mobile app-guided tour and scavenger hunt Adventures. Effective for classroom

projects and fundraising, students can choose the themes and multi-media content expressing what fascinates them about their school and community, making the resulting app Adventure their story. **134**

Educurious Partners

www.educurious.org
2615 Eastlake Ave. East Suite 200,
Seattle, WA
Educurious is an education nonprofit that develops project-based (PBL) curricula, learning experiences, and professional development for educators. We engage partners in designing authentic projects for students to build historical content knowledge and related skills. Our work was developed in partnership with the University of Washington's College of Education's LIFE Center. **548**

Edward M. Kennedy Institute for the United States Senate

www.emkinstitute.org
210 Morrissey Blvd., Boston, MA
248

EF Education First

www.ef.com
2 Education Circle, Cambridge, MA
100

Eisenhower Foundation

www.eisenhowerfoundation.net
PO Box 295, Abilene, KS
Our Virtual IKEducation Classroom will engage K-12 schools with interactive maps, augmented reality field trips featuring historical narratives of Eisenhower's lifetime, and free access to more than 40 downloadable curricula that can be integrated into classrooms across the country. It will be a diverse learning community for all. **521**

Elaine Tomlin Consultant

1424 Mellon Rd, Wyncotte, PA
Table 6

Embassy of the Federal Republic of Germany

www.germany.info
4645 Reservoir Rd. NW, Washington, DC
442

Encyclopedia Britannica

www.encyclopediabritannica.com
325 N. La Salle St., Chicago, IL
Encyclopædia Britannica has been the worldwide leader at the forefront of the information revolution for over 250 years. At the heart of Britannica is editorial rigor, truth, and the desire to develop skills in human beings to better their lives. This has been the case since our inception, it's what made us different from other publications of the time, and it is the torch we carry into everything we do.

108

European Union

2175 K Street, NW, Washington, DC
20037

The Transatlantic Educators Dialogue (TED) program brings educators in the U.S. and Europe together online for shared exploration of topics such as global collaboration, diverse learning needs, and technology. Now in its thirteenth year, TED provides a fantastic chance to build networks with fellow educators and foster global learning opportunities.

445

European Union Center

<https://europe.illinois.edu>
910 S. 5th St., Room 324, Champaign, IL 61820

Table 45

EVERFI

www.everfi.com
2300 N St. Suite 500, Washington, DC
EVERFI provides free digital and offline resources to schools and districts, with real, local support managers across the US and Canada. EVERFI's instructional resources focus on topics that are determinant to student wellness and success.

534

Experience History with DeBolt

Table 48

Facing History and Ourselves

www.facinghistory.org
16 Hurd Rd., Brookline, MA

408

Feat Travel

www.feattravel.com
16232 Birchwood Way, Orlando, FL
424

Federal Reserve System

<https://philadelphiafed.org/education>
10 Independence Mall, Philadelphia, PA
517

Feedback Frames

www.feedbackframes.com

Table 44

FILL Foundation

www.fill.foundation

344

The Film Foundation

www.film-foundation.org
7920 Sunset Blvd. 6th Floor, Los Angeles, CA

Looking to engage students with meaningful film study? Our FREE curriculum, "Portraits of America: Democracy on Film," was created in collaboration with educators and film historians to teach visual literacy, historical thinking skills, and civics. Visit our booth for free posters and a chance to win DVDs of classic movies.

336

Ford's Theatre

www.fords.org
514 10th St. NW, Washington, DC
Ford's Theatre explores the leadership and evolving legacy of Abraham Lincoln and the world of Civil War Washington. We engage learners of all ages in connecting past and present, developing their voices, building the skills they need to engage as responsible citizens in our democracy through teacher programs, oratory and student field trips and matinees.

Table 22

Fort Ticonderoga Museum

www.fort-ticonderoga.org
102 Fort Ti Rd., Ticonderoga, NY
Fort Ticonderoga's annual Teacher Institute is a competitive educational experience bringing teachers to Ticonderoga for an intensive course of study. Participants immerse themselves

in the study and discussion of important themes in American history and the conflicts which shaped the Atlantic world in the 17th, 18th, and early 19th centuries.

333

Foundation for Individual Rights and Expression

www.thefire.org
510 Walnut St. Suite 1250, Philadelphia, PA

532

Foundation for Economic Education

www.fee.org
1819 Peachtree Rd. NE, Atlanta, GA

710

Foundation for Teaching Economics

www.fte.org
260 Russell Blvd. Suite B, Davis, CA

542

Freedoms Foundation at Valley Forge

www.freedomsfoundation.org
PO Box 67, Valley Forge, PA

629

Friends of the Lincoln Connection

www.friendsofthelincolncollection.org
900 Library Plaza, Fort Wayne, IN

46802

142

Friends of the Army Women's Museum

<https://awm.lee.army.mil/>
2100 A Ave., Bldg. 5219, Fort Lee, VA

23801

745

Friends of the National WWII Memorial

www.wwiimemorialfriends.org
921 Pennsylvania Ave. SE Suite 316,

Washington, DC

625

GBC Stories

<https://gbcstories.com>

632

Exhibitors

GBH Education

<https://www.wgbh.org/foundation/gbh-education>

One Guest St., Boston, MA

616

GEEQ

www.geeo.org

700 East Main St, Norristown, PA

405

Generation Citizen

www.generationcitizen.org

110 Wall St. 5th Floor, New York, NY

549

The Genocide Education Project

www.genocideeducation.org

51 Commonwealth Ave., San Francisco, CA

410

George Washington's Mount Vernon

www.mountvernon.org

3600 Mount Vernon Memorial Hwy, Mount Vernon, VA

241

Gibbs Smith Education

www.gibbs-smith.com

P.O. Box 66, Layton, UT

309

The Gilder Lehrman Institute of American History

www.gilderlehrman.org

49 W. 45th St 2nd Floor, New York, NY

513

Gratz College

www.gratz.edu

7605 Old York Rd., Melrose Park, PA

Gratz College offers accredited online graduate courses and degree programs in Holocaust and Genocide Studies, Human Rights, and Education. Options include individual online courses, mini-credentials, graduate certificates, ad master's degrees, as well as the only online Ph.D. in Holocaust and Genocide Studies and an Ed.D. in Education Leadership. **Table 14**

Guilford College

www.guilford.edu

5800 W. Friendly Ave., Greensboro, NC

708

H2O for Life

www.h2oforlifeschools.org

4756 Banning Ave. Suite 207, White Bear Lake, MN

436

Haymarket Books

www.haymarketbooks.org

P.O. Box 180165, Chicago, IL 60618

633

Heifer International

www.heifer.org

1 World Ave., Little Rock, AR

403

Heinemann Publishing

www.heinemann.com

145 Maplewood Ave. Suite 300, Portsmouth, NH

603

Hemispheres-UT Austin

<https://liberalarts.utexas.edu/hemispheres>

hemispheres

1616 Guadalupe St., Austin, TX

441

The Hot 100+

www.hot100plus.com

20 Stratford Lane, Brentwood, MO

Table 23

Houghton Mifflin Harcourt

www.hmhc.com

125 High St., Boston, MA

609

Human Rights Educators USA

www.hreusa.org

P.O. Box 151, Ithaca, NY 14851

Table 49

iCivics, Inc.

www.icivics.org

1035 Cambridge St. Suite 21B, Cambridge, MA

240

iEARN-USA

www.us.iearn.org

475 Riverside Dr. Suite 450, New York, NY

Table 11

InquirED

www.inquired.org

4422 N. Ravenswood Ave., Chicago, IL

624

Institute of Arabic & Islamic Studies

www.islamic-study.org

31534 Indian Oak Rd., Acton, CA

Table 26

Institute for Curriculum Services

www.icsresources.org

121 Steuart St, San Francisco, CA

334

Integrity Tours

www.integritytours.com

300 SE 2nd St. Suite 600, Ft. Lauderdale, FL

448

International Academic Competitions

www.iacompetitions.com

PO Box 875, Tenafly, NJ

Table 12

International Spy Museum

www.spymuseum.org

700 L'Enfant Plaza, Washington, DC

Infiltrate the International Spy Museum's (Washington, DC) booth to learn more about the Museum's educational resources and programs! Chat with SPY educators to explore the secret history of history, test your spy skills, and win prizes!

533

izzit.org

www.izzit.org

2002 Filmore Ave. Suite 1, Erie, PA

605

James Madison Foundation

www.jamesmadison.gov

1613 Duke St., Alexandria, VA

342

Jamestown-Yorktown Foundation

www.jyfmuseums.org

PO Box 16, Williamsburg, VA

Table 22

The Juice LLC

www.thejuicelearning.com
3725 Leafy Way, Miami, FL
512

KARAMA

www.karamanow.org
2467 Marilouise Way, San Diego, CA
510

Kaur Foundation

www.kaurfoundation.org
4607 Tuscan Dr, Cypress, CA
210

Keizai Koho Center Fellowship

www.japansociety.org
Suite 402, Monroeville, PA
416

LBJ Presidential Library

2313 Red River St., Austin, TX
705

Learnics

www.learnics.com
3720 Southwood Dr., Easton, PA
449

Learning for Justice

www.tolerance.org
400 Washington Ave., Montgomery, AL
601

Learning Plunge

www.learningplunge.org
2414 Stryker Ave., Vienna, VA
508

Library of Congress

www.loc.gov
101 Independence Ave. SE, Washington, DC
249

Macmillan Adult

www.macmillan.com
120 Broadway, New York, NY
303

Maps 101

www.maps101.com
120 Cremona Drive, Suite H, Goleta, CA
93117
721

Maryland Center for History and Culture

www.mdhistory.org
610 Park Ave., Baltimore, MD 21201
The Maryland Center for History and Culture is a museum and research facility, located in Baltimore, with a collection of over 7 million documents and objects. Educational resources includes museum field trips, Traveling Trunks, and Virtual Field Trips. Visitors will find program guides, curricular/instructional materials, and free goodies from the MCHC team! **648**

McGraw Hill

www.mheducation.org
8787 Orion Place, Columbus, OH
McGraw Hill will showcase K-12 print and digital Social Studies programs including IMPACT Social Studies (K-5); ©2023 U.S. History and World History (6-8, 9-12); ©2023 Civil Rights: A Global Perspective (9-12); ©2024 Civics and Geography & Global Issues (6-8); ©2024 U.S. Government & Civics, and Economics (9-12); AP® and Honors titles. **117**

Meno Systems

www.menosystems.com
536

Middle East Outreach Council

www.meoc.us
6620 Bay City Bend, Austin, TX
418

Midway Institute for Teachers

www.midway.org/education/teacher-programs/looking-ahead-to-the-midway-institute/
910 N. Harbor Dr., San Diego, CA
133

Mikva Challenge

www.mikvachallenge.org
200 S. Michigan Ave. Suite 1000,
Chicago, IL
317

Museum of the American Revolution

www.amrevmuseum.org
101 South Third St., Philadelphia, PA
The Museum of the American Revolution offers several immersive, engaging student experiences in-person and virtually. Our flagship program, Through Their Eyes invites students to explore the American Revolution through diverse perspectives on all sides of the conflict. We provide educators with free resource guides, digital interactives, and professional development opportunities. **203**

National Agriculture in the Classroom

www.agclassroom.org
Utah State University 2300 Old Main Hill, Logan, UT **733**

National Cemetery Administration

https://www.cem.va.gov/legacy/
1100 First St. NE, Washington, DC
321

National Consortium for Teaching About Asia

www.NCTAsia.org
2545 Ash St., Denver, CO
400

National Constitution Center

www.constitutioncenter.org
525 Arch St., Philadelphia, PA
235

National Geographic Learning/ Cengage Learning

https://ngl.cengage.com
1 Lower Ragsdale Dr., Building 1, Suite 200, Monterey, CA
113

National Geographic Society

www.nationalgeographic.org
1145 17th St. NW, Washington, DC
109

National Guard Museums

www.ngef.org/national-guard-memorial-museum/
1 Massachusetts Ave. NW, Washington, DC 20001
134

Exhibitors

National History Academy

www.historycamp.com
PO Box 227, Middleburg, VA
525

National History Day

www.nhd.org
4511 Knox Rd. Suite 205, College Park,
MD
709

National Liberty Museum

www.libertymuseum.org
321 Chestnut St., Philadelphia, PA
Located in Old City Philadelphia, the
National Liberty Museum illuminates
the strength and fragility of liberty
through dynamic exhibitions, powerful
programs and provocative events that
inspire and empower us all to put
liberty into action.
343

National Museum of the Pacific War

www.pacificwarmuseum.org
340 East Main, Fredericksburg, TX
78624
529

National WWII Museum

www.nationalww2museum.org
945 Magazine St., New Orleans, LA
102

New American History, University of Richmond

www.newamericanhistory.org
#302 Carole Weinstein International
Center, 211 Richmond Way, University of
Richmond, VA 23173
New American History explores
America's past, harnessing the power
of digital media, curiosity and inquiry.
Its core projects are Bunk, a curated
remix of contemporary online content,
and American Panorama, an interactive
digital atlas. We also partner with
others who share our commitment
to innovative public history. New
American History is for everyone, from
those who know little about the nation's
history to those already immersed in
its endless complexities. We seek to
uncover the untold stories and missing
pieces of what we know or thought we
already knew about the American past.

New American History is made possible
by generous gifts and the collaboration
of students and staff at the University of
Richmond.

Table 40

New Jersey State Bar Foundation

www.njsbf.org
New Jersey Law Center One Constitution
Square, New Brunswick, NJ
Table 30

New-York Historical Society

www.nyhistory.org
170 Central Park West, New York, NY
324

The News Literacy Project

www.newsilit.org
5335 Wisconsin Ave. NW Suite 440,
Washington, DC
518

NewsBank Inc.

www.newsbank.com
5801 Pelican Bay Blvd. #600, Naples, FL
724

Newsela

www.newsela.com
500 5th Ave. Fl 28, New York, NY
211

W.W. Norton & Company, Inc.

www.wwnorton.com
500 Fifth Ave., New York, NY
305

Penguin Random House

www.penguinrandomhouseeducation.
com
1745 Broadway, New York, NY
101

The Peoples Project, LLC

www.wyomingpeoplesproject.com
1613 Custer St., Laramie, WY 82070
Table 41

Periodic Presidents

www.periodicpresidents.com
1113 Keats Way Ct., O'Fallon, IL
537

Philadelphia's Historic Neighborhood Consortium

www.historicneighborhood.org
239 Arch Street, Philadelphia, PA 19106
344

Polish Perspectives

911 Saddleback Ct., McLean, VA
433

Population Connection

www.populationconnection.org
2120 L St. NW Suite 500, Washington,
DC
404

Publisher Spotlight

www.publisherspotlight.com
6670 New Nashville Hwy Suite 105,
Smyrna, TN
701

Reagan Education

www.reaganfoundation.org/education
40 Presidential Dr., Simi Valley, CA
205

Rendell Center for Civics

www.rendellcenter.org
200 South Broad St. Suite 420,
Philadelphia, PA
The mission of the Rendell Center
is to promote civic education and
engagement. The Rendell Center
creates civics and law related education
content, pedagogical tools and
professional development experiences.
We're showcasing this content at the
conference. www.rendellcenter.org
245

Retro Report

www.retroreport.com
633 Third Ave, New York, NY
242

Sandra Day O'Connor Institute for American Democracy

www.oconnorinstitute.org
PO Box 66422, Phoenix, AZ
310

Savvas Learning Company

www.pearsonschool.com
500

Seven Stories Press

www.sevenstories.com
140 Watts St., New York, NY
105

Scholastic

www.scholastic.com
Table 18

School Tours of America

www.schooltoursofamerica.com
9600 Long Point Rd. Suite 350, Houston, TX
217

The SIFMA Foundation

www.sifma.org
140 Broadway, 35th Floor, New York, NY 10005
150

Smart Student Travel

www.smartstudenttravel.com
1050 Crown Pointe Pkwy Suite 500, Atlanta, GA
Table 29

Smithsonian

www.si.edu
1000 Jefferson Dr. SW MRC 040, Washington, DC
509

Smithsonian Folkways Recording

https://folkways.si.edu
Table 43

Social Studies School Service

www.socialstudies.com
10200 Jefferson Blvd., Culver City, CA
501

Sphere Education Initiative

https://www.cato.org/sphere/about-sphere
1000 Massachusetts Ave. NW, Washington, DC
Who we are: Sphere Education Initiative works with grades 5–12 educators and administrators to provide them with the knowledge, experience, resources, and professional development opportunities to bring difficult conversations on the most pressing issues to the classroom and equip our country's students to engage in civil dialogue. By bringing

facts and reason to the conversation, and through emphasizing viewpoint diversity, Sphere works to rekindle the foundation of civic culture in America. What we will be exhibiting: Free lesson plans on Immigration, Equal Rights, Voting Rights, Free Speech, Real World Economics and Human Progress. We will also be offering free books, information on our Summit, programming, and some fun Sphere gifts.
209

StockTrak

www.personalfinancelab.com
101 Marcel-Laurin Blvd. #330, Montreal, QC
An online platform that brings financial literacy to life through our Budgeting Game, real time Stock Market Simulation, learning resources, and reporting. Great for class and independent learning and increases student interaction and engagement.
327

Stossel in the Classroom

www.sitc.org
1112 River Oaks, Benton, AR
Table 4

Street Law, Inc.

www.streetlaw.org
1010 Wayne Ave. Suite 870, Silver Spring, MD
229

Student Educational Tours

https://setours.org/
1116 West Street, a, Annapolis, MD 21401
650

Studies Weekly

www.studiesweekly.com
1140 N. 1430 W., Orem, UT
541

Sultan Qaboos Cultural Center

www.sqcc.org
1100 16th St. NW, Washington, DC
420

Tangier American Legation (TALIM)

https://legation.org
15313 Merrifields Ct., Silver Spring, MD
627

Teachrock.org

www.teachrock.org
434 Avenue of the Americas, New York, NY
TeachRock.org offers free, culturally relevant and sustaining resources that use music to bring social studies to life for K-12 students! Stop by to see how Stevie Van Zandt's organization can help fill your classroom with the sound and stories of music all while improving your students' outcomes!
213

TCI

www.teachtci.com
2440 W. El Camino Real Suite 400, Mountain View, CA
619

Teacher Created Materials

www.tcmpub.com
5482 Argosy Ave., Huntington Beach, CA
125

Teaching American History

www.teachingamericanhistory.org
Ashbrook Center at Ashland University
401 College Ave., Ashland, OH
221

Thinking Habitats

www.thinkinghabitats.com
4444 2nd Ave., Detroit, MI
Let's talk about the news. THINKING PRO is a curriculum for high school students that uses local news media as a tool to teach critical thinking, reading, and communication skills in a student-centric, teacher-supported learning environment. Its interactive explainer videos adapt to student learning ability and pace. Outreach@ThinkingHabitats.com | 313-202-9000.
412

Thinking Nation

www.thinkingnation.org
12055 Shadow Ridge Way, Porter Ranch, CA
341

Exhibitors

Thomas Jefferson's Monticello

<http://classroom.monticello.org>
PO Box 316, Charlottesville, VA
233

Thomas R. Brown Foundation

www.brownfoundations.com
1996 N. Kolb Rd., Tucson, AZ
The Thomas R. Brown Foundation (TRBF) seeks to advance the use of economic principles in public and private decision making through strategic partnerships and educational programs. To that end, TRBF supports Econifol and Voices on the Economy (VOTE) which provide professional development and instructional resources to educators at no cost.
132

Transatlantic Outreach Program

www.goethe.de/top
1377 R St. NW Suite 300, Washington, DC
440

TrueFiktion

www.truefiktion.com
Table 51

U.S. Capitol Historical Society

www.uschs.org
200 Maryland Ave. NE, Washington, DC
Table 13

United States Holocaust Memorial Museum

www.ushmm.org
100 Raoul Wallenberg Place, SW, Washington, DC
301

United States Institute of Peace

www.usip.org
2301 Constitution Ave. NW, Washington, DC
426

University of Nebraska at Omaha-Masters in History & Government

www.unomaha.edu
6001 Dodge St. ASH 275, Omaha, NE
University of Nebraska at Omaha will promote its newly developed masters program that was specifically designed for Social Studies teachers.

Departments of History and Political Science jointly developed Master of Arts in History and Government. Our online and on-campus programs offer a broad foundation in History and Political Science with a high degree of interdisciplinary collaboration. At NCSS, we will inform the social science educators about our program and its admission requirements.

Table 19

University of Nebraska at Kearney, History Department

www.unk.edu/academics/history
COPH 103, 2507 11th Ave., Kearney, Ne 68849
729

University of Pittsburgh University Center for International Studies

<https://ucis.pitt.edu/outreach>
230 S. Bouquet St. 4400 Welsey W. Posvar Hall, Pittsburgh, PA
402

The White House Historical Association

www.whitehousehistory.org
1610 H St. NW, Washington, DC
Founded by First Lady Jacqueline Kennedy in 1961, the White House Historical Association is a private, nonprofit educational organization with a mission to protect, preserve, and provide public access to the "People's House"--the White House. Discover the history and importance of this iconic building, the stories of the people who have shaped it, and how it continues to function as a home, office, museum, and stage. The Association's K-12 Education Team are sharing free educational resources and information about further programming and teacher professional development opportunities.
702

Wise Wit Publishing Co.

www.wisewitpub.com.com
12137 Stone W Dr., Houston, TX
Table 17

The Week Junior

<https://theweekjunior.com/education>
130 West 42nd St. 7th Floor, New York, NY
318

Witness to War Foundation

www.witnesstowar.org
5555 Triangle Parkway Suite 300, Decatur, GA
Table 28

Wohl Publishing

www.wohlpublishing.com
45 S. Park Place Suite 223, Morristown, NJ
Wohl Publishing is the proud publisher of Economic Episodes in American History, Second Edition by Mark C. Schug, William C. Wood, Tawni Hunt Ferrarini and M. Scott Niederjohn (winner of the Gold NAEE Curriculum Award) and the newly published Economic Episodes in Civics and American Government by M. Scott Niederjohn, Mark C. Schug, Signé Thomas and William C. Wood.
527

Woodson Center

www.woodsoncenter.org
1625 K St. NW Suite 410, Washington, DC
The Woodson Center's Black History and Excellence curriculum offers educators free lessons that tell little-known stories of Black Americans whose tenacity enabled them to overcome adversity and make invaluable contributions to our country. It also teaches character and decision-making skills that equip all students to take charge of their own futures.
218

World History Digital Education

www.worldhistoryde.org
31 Summerhaven Dr. N, East Syracuse, NY
409

WorldStrides

www.worldstrides.com
218 W. Water St., Charlottesville, VA
610

XanEdu Publishing

www.xanedu.com

17177 N. Laurel Park Dr. Suite 233,
Livonia, MI

XanEdu provides districts and schools with custom curriculum solutions to meet the specific needs of their students.

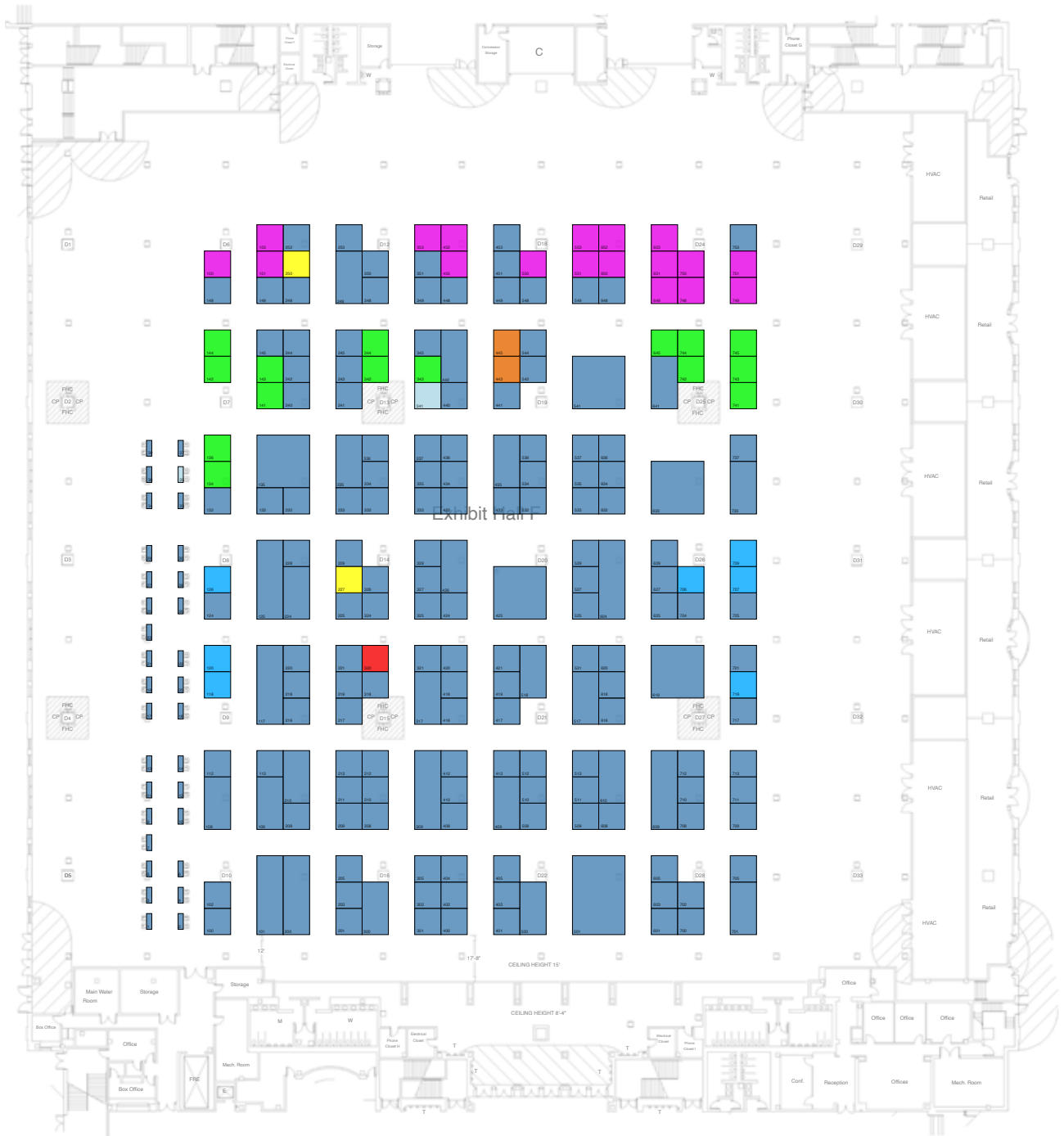
We help our partners overcome a wide range of tough curriculum challenges to deliver relevant, meaningful learning experiences through the creation of customized content that addresses curriculum gaps.

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Zinn Education Project

www.zinnedproject.org

Teaching for Change PO Box 73038,
Washington, DC
300



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2025	Washington, DC	December 5–7
2026	Chicago, Illinois	December 4–6
2027	Minneapolis, Minnesota	November 19–21
2028	Washington, DC	December 1–3

