

**\*\*Titles and descriptions are tentative until final program is published in January\*\***

Monday, February 22nd

**4:30-5:15**

A Q and A with Bill Kurtis

**5:30-6:20 Concurrent Sessions**

**Teaching the Human Story: Using Holocaust Poetry and Short Stories in the Social Studies Classroom**

Poetry and short stories are a powerful way of teaching the Holocaust. This session introduces participants to teacher companion guides created by the Holocaust Memorial Center's Teacher Advisory Group. The session will examine how these guides contextualize literature for the Social Studies classroom and how teachers can create these guides.

Tim Constant

**#POTUS1: Bringing the Mount Vernon Experience into a 21st Century Classroom.**

Drawing inspiration from the immersive learning experience at George Washington's Mount Vernon, an alumni of the The George Washington Teacher Institute Residential Program shares classroom resources and professional development opportunities designed to teach about the life, leadership, and legacy of George Washington and the 18th-century world in which he lived.

Aaron Eling

**News Media Literacy: Students use W-Questions to unpack the content and trustworthiness of news reports.**

Daily, students are confronted with news stories; yet, they struggle to understand their relevance and trustworthiness. We will share a step-by-step guide for students to unpack the content of written news reports and to evaluate their trustworthiness. You will walk away with a reliable process, example assignments, and grading rubrics.

Florian Feucht

**Authentic Voices: Song Texts & Other Musical Resources to Develop Historical & Cultural Context**

Song texts provide an invaluable resource for understanding cultural and historical context. Unfortunately, teaching songs can be daunting to those who are untrained musically. Participants will learn specific techniques for teaching songs to students. The song-teaching techniques emphasized will be appropriate for use by teachers who are otherwise untrained musically.

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Vickilyn Withrow

**Become a National Geographic Certified Educator**

Learn about National Geographic's Learning Framework, which focuses on teaching students about the world and how it works, empowering them to succeed and make it a better place. This session counts as phase 1 of the Nat Geo Educator Certification.

Cindy Bloom

**6:30-7:20 Concurrent Sessions**

**Backstory: climate change in history**

Tree rings, ice cores, cave deposits, lake sediments, and other observations tell an increasingly precise story about the influence of climate on historic events. Session participants work with graphs, event maps, and online tools to explore this influence on nomads, Romans, Silk Road traders, Vikings, and other groups.

Phil Gersmehl

**Young Sharks Entrepreneurship, Economics, and Innovation Curriculum for 3-5 Grades**

This session will cover economics and entrepreneurship for grades 3-5. Lessons are aligned to State of Michigan Social Studies content standards, integrating with science, reading, and language arts. Participants will have the opportunity to work through the curriculum that provides lessons incorporating economics principles with the fundamentals of creating a business. The entrepreneurial mindset will be developed using various activities.

Paula Nas

**Using Mentored Simulations to Strengthen Student Voice and Enliven the Study of Social Studies**

We'll talk about mentored projects on a worldwide network in which student creativity can be expressed and nurtured. Find out about the Place Out of Time and Arab-Israeli Conflict simulations, both of which employ a playful spirit of learning to enliven the study of history, integrating technology and theatricality, and encouraging higher-level thinking and authentic writing.

Jeff Stanz

**Primary Source Analysis and Hands-on experiences for Elementary Social Studies!**

Introducing primary source analysis in grades K-3 can be a challenge. This session models primary source analysis activities that can be easily replicated, highlights dimension 3 of the C3 Inquiry Arc and combines hands-on experiences with young learners in mind to increase comprehension. Free lesson take-away.

LaKeshia Neal

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Tuesday, February 23rd

**4:30-5:15**

**Keynote**

**5:30-6:20 Concurrent Sessions**

**Impact Students! Integrate Geography with History to Bring Murky Patterns into Specific Relief!**

Of the social studies disciplines – geography is the most relatable to students, impacting them on a real, tangible level. This workshop uses writable maps to draw lines between cause and effect. Geography brings murky patterns into specific relief, connecting historical and current events. Applicable to both US and World History.

Lakeshia Neal

**Civics is Elementary (K-5)**

Equip and empower students to identify, research, and address issues in their community. MCCE will introduce a K-5 framework to enhance civic identity, community belonging, literacy, voice, and agency. Through Project Citizen and We the People, explore how cultivating civic education can change academic and community culture. Through simulated public and congressional hearings, students will explore collaborative opportunities to be agents of change in their communities while learning about public policy, government, democratic values, and civil discourse. Participants will also be provided curricular resources in Project Citizen, We the People, as well as classroom protocols in listening, dialogue, inquiry, and performance.

Ellen Zwarenstejn

**Bringing Philanthropy Education to the Secondary Classroom**

Learning to Give is a vetted, teacher-friendly, free resource that provides quality resources for schools in order to utilize the community's time, talent, and treasure to engage in philanthropic and service-learning endeavors. This session will focus on resources for secondary teachers in order for them to better their schools and communities.

Anthony Salciccioli

**Empowering Teens To Tell Their Story**

How do teens develop and feel empowered to tell their stories? YMCA Michigan Youth in Government shares ideas on how to illuminate students in the cultivation of their stories through social emotional learning and teaching students to share those stories through activities that focus on empowerment. We will also provide attendees with information on the Youth in Government program itself.

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Lydia Mitchell

### **6:30-7:20 Concurrent Sessions**

#### **Frequent small group talk to support source analysis for inquiry**

Expert teachers who use the Read.Inquire.Write. curriculum alternate participation structures (individual/small group /whole group) as students read and analyze sources with the Bookmark tool. This helps more students engage with the ideas and ultimately write better arguments. We upgraded the Bookmark tool to build in those practices.

Maria Del Mar Estra

#### **Cultivating Communities of Civic Belonging and Efficacy through Civics:**

Transform student lives and move secondary school culture through authentic civic education programs. Through Project Citizen, We the People, Mock Trial, and civil discourse protocols, this session will explore how to anchor school culture in a sense of civic community and redefine academic success. Through enhanced simulated public and congressional hearings, students will explore collaborative opportunities to be informed and active members of their communities while learning about public policy, government, democratic values, and civil discourse through issues that matter to them.

Ellen Zwarensteyn

#### **Using Inquiry in Social Studies**

The shift to inquiry-based teaching and learning can be challenging. In this session, we unpack the C3 Framework, with an emphasis on understanding all four dimensions of teaching Social Studies using inquiry. We walk teachers through the inquiry process, discuss the “how” of inquiry and share 3 tips to empower teachers to make the shift to inquiry.

Martin Andrews

#### **Geography can help teach ELA/Math - better!**

Classroom models, floor maps, and animal stories are cool - and when built into well-designed geography lessons in K-2, the result can be higher reading and math scores. Participants will see summaries of model lessons, work with manipulatives, examine evidence of effectiveness, and discuss how to adapt to fit local conditions.

Phil Gersmehl

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Wednesday, February 24th

**4:30-5:15**

**Keynote**

**5:30-6:20 Concurrent Sessions**

**Get on Your Soapbox: Linking Personal Experience to Civic Action**

The first step to being an active citizen is getting up and speaking out about an issue you care about. That issue usually has some personal connection. Project Soapbox helps student find their passion and link it to have civic impact. Learn how to support students as they develop and deliver a short speech on an issue they care about.

Carrie Kelso

**History of European Antisemitism**

Where does antisemitism come from? This is a question that students often ask when learning about the Holocaust. This session gives teachers the tools and materials to help students better understand the history of the longest hatred.

Andrew Askuvich

**Media Literacy Tools for Students and Teachers**

Discover a wide variety of strategies and resources you can use tomorrow to help your students become media savvy and avoid being tricked into spreading fake news.

Kymberli Wregglesworth

**Holodomor - fake news to cover up the genocide in Ukraine 1932-1933**

The truth about the genocidal famine of millions of Ukrainians in the 1930's was covered up by the Soviet Union and world until the Chornobyl nuclear accident. The official New York Times journalist Walter Duranty was Stalin's favorite as he covered up the truth and received the Pulitzer prize for his fake news at the time. Gareth Jones, a Welsh journalist wrote about the true story of Ukraine's genocide but was silenced. Based on the new film "Mr. Jones", the importance of real news versus fake news is explained.

Vera Vandrushki

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### **6:30-7:20 Concurrent Sessions**

#### **Imperative Counternarratives**

Experience using counternarratives, along with critical literacy practices, to enhance the state social studies standards. Counternarratives complicate and expand students understanding of the world and allow them to do more than just examine topics. Leave with model lessons and a list of resources to use with commonly taught elementary content.

Linda Doornbos

#### **Indigenous Stories: Window to Michigan's Past**

The third grade GIANTS project aims to immerse students in the early history of Michigan. We use primary sources, stories, legends, and geography to create a story of life in Michigan during the 1700s. This session will showcase different ways to incorporate literature and storytelling into your social studies curriculum.

Lindsey Bensell

#### **Teach Students to Ask Their Own Questions**

Do you want to empower students to take greater ownership of their learning? Do you want something you can easily develop and utilize to help deepen student understanding, engagement, and curiosity? Learn how to use the Question Formulation Technique (QFT) to teach students how to ask their own questions.

Kymberli Wregglesworth

#### **Literacy is Equity: The Story of an Urban Charter School Network's Efforts to Integrate Culturally Responsive Instruction with Historical Thinking Skills**

In the 2019-2020 school year, University Prep Schools, the largest charter school network in Detroit, created a strategic plan to align its resources and instruction with the C3 Framework and Historical Thinking Skills. This presentation will tell the story of the trials and triumphs of its teachers and leaders.

Sharon Hopkins

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Thursday, February 25th

**4:30-5:15**

**Keynote**

**5:30-6:20 Concurrent Sessions**

**Making global connections through literature**

Storytelling techniques activate student learning about world history, geography, civics and economics in 6th grade. Students create their own "storybook" notebook of knowledge to demonstrate an understanding of standards/skills. Presenters share strategies to increase student engagement including modifications for special needs students, to foster critical thinking about global issues.

Andrea Shively

**Democracy is Not a Spectator Sport: Engaging Students in the 2020 Election**

All students can engage in campaigns and elections, even if they cannot vote! Our personal experiences impact our electoral choices. Participants will explore strategies to develop reflective, informed and active electoral participants for this crucial upcoming election.

Carrie Kelso

**My Story, Your Story, Our Story**

In this hands-on workshop, learn how to use shared stories to build empathy and create a more inclusive and compassionate community. Shared stories provide students a voice and creates authentic connections

Karen Caldwell

**Teaching to Preserve K-12 Students' Cultural Identities Through Social Studies and Literacy**

The stories we tell students influence their cultural identities. Students can develop a cultural identity that is not their own based on the stories told to them. Students' stories and identities must be integrated into the classroom rather than just mentioned so that students can feel a sense of inclusion.

Melanie McCormick

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### **6:30-7:20 Concurrent Sessions**

#### **Map stories: Clickable layers as "characters" that interact**

Clickable maps provide map layers that fit social studies GLCES for grades 3-6. The map layers are like “characters” that interact with important implications for asking “why” and “so what.” These “characters” prompt open-ended inquiry within a structure of history and geography. Participants receive internet links and example materials.

Carol Gersmehl

#### **My Classroom Economy**

My Classroom Economy is a program that enables any educator to teach children financial responsibility through fun, experiential learning. It's a simple classroom economic system where students earn and spend money in a simulated microeconomy. By bringing real-world scenarios into the classroom, students see the impact of their decisions to save, spend, and budget. My Classroom Economy can be adapted and incorporated into any curriculum, in any subject, and at any grade level. My Classroom Economy is meant to be adapted to your students' needs. Its purpose is to instill basic financial responsibility and teach the value of delayed gratification.

Derek D'Angelo

#### **African American Cultural Humanities (AC): telling stories through art and music**

From Mali to Motown, from American suburbs to American "ghettos", music and art has served as a cultural lens to social and political issues and movements. A "how to" workshop that is exciting, engaging, and sure to lead to developing inquiry-based lesson plans to positively impact student success.

Victoria Shields

#### **Primary Source Stations to Create Engagement and Discourse**

This session will engage participants in primary source stations that can be implemented in grades 6-12. We will examine a variety of sources—textual, visual, audio, and artifacts—and we will practice using graphic organizers and station prompts to encourage discourse. This session will be hands-on and participant-centered.

Molly Gale



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Friday, February 26th

**4:30-5:15**

**Keynote**

**5:30-6:20**

**Rivers, Reefs and Pipelines- Environmental Cooperation as a Path to Peace in the Middle East**

In this presentation, experience and apply relevant instructional strategies around environmental challenges in the Middle East that are being addressed through peaceful transboundary collaboration and the introduction of new technologies. Explore those challenges, particularly around water resources, and the ways that Israelis, Jordanians, and Palestinians are cooperating to meet them.

Andrew Askuvich

**Strengthening Anishinaabek Inclusion in Michigan Social Studies Standards and Instruction**

Leave with knowledge about Anishinaabek standard enhancements, sample lessons to implement, and a resource guide to aid in curriculum development. Hear the stories of tribal consultation during standard updating and how our work continues.

Amanda Weinert

**Supporting the Shift to Inquiry**

Michigan has adopted new Social Studies standards that require inquiry-based teaching and learning. How do you support a whole school shift to inquiry? Find out in this informative session.

Martin Andrews

**Teaching the Human Story: Using Holocaust Poetry and Short Stories in the Social Studies Classroom**

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Tim Constant

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### **6:30-7:20 Concurrent Sessions**

#### **Teaching the Arab-Israeli Conflict with Primary Sources**

Explore the history and background of the Arab-Israeli conflict and peace process through primary source documents and teaching strategies that support critical analysis of texts and integrate technological resources into the social studies classroom. Major historical developments in the Arab-Israeli conflict including current issues under negotiation will be discussed.

Andrew Askuvich

#### **Energy ReWork: Michigan's Energy System and Civic Action**

Join us for an in-depth look at how Michigan generates, distributes, and uses electricity. Energy ReWork lessons identify structural, socio-political, economic, and environmental challenges to our current electrical system, and engage students in exploring how their school can contribute to a more equitable, sustainable, and healthier energy system in Michigan.

Katy Adams

#### **The Stories of Our Times: Connect US History to the US Present**

“Uh, why do we have to learn this again?” While most US History students don’t verbalize that question, we know many think it. This session features The Connector method that challenges students to link a big topic from American history to the present and then define it. This method goes a long way to help students see the relevance that we educators know is there.

Rod French

#### **The Ten Stages of Genocide and the Armenian Case**

Teach about genocide using the "Ten Stages of Genocide," created by genocide scholar, Gregory Stanton using the Armenian example and additional cases of genocide.

Sara Cohen

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Saturday, February 27th

**9:00-10:00**

**10:10-11:00**

**Trusted Voices: Teachers tell your story! [Trustedvoicesed.com](http://Trustedvoicesed.com)**

The Michigan Education Caucus is inviting teacher voice to the policy table. With support from MASA, MEA, and others - our goal is to support superintendents through collaborative advocacy and serve our policy-makers offering council on the impact of ed policy and how it shapes Michigan schools and the teaching profession.

Katy Gustafson

**Uncover the Stories Maps Tell: Explore National Geographic's Mapping Resources**

Maps tell stories. They help us see patterns, analyze data, and understand our interconnected human and environmental systems. Review basics of spatial thinking and discuss how maps can improve depth of understanding for students. Discover free mapping resources from National Geographic, from customizable and printable maps to online interactive maps.

Elaine Larson

**Becoming US: More Inclusive and Accurate Migration History from Smithsonian**

In this session, NMAH introduces a new curriculum by facilitating a lesson for teachers. Becoming US is an inclusive curriculum that analyzes US History through the prism of migration.

Orlando Serrano

**Using the "Great/Not so Great" Framework to help students evaluate historic figures in lower elementary social studies.**

This session provides an inquiry-based framework (Great/Not so Great) to help elementary-level students learn about differences in opinions about historical figures before constructing their own evaluation of these figures based on textual evidence.

Scott Roberts

**11:10-12:00**

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### **Use Stories to teach Social Studies**

I will tell the story of how I teach social studies through many books for Geography and US History. This has led to participation in The Global Read Aloud, having a Little Free Library in my room, and starting an afterschool social justice book club through The Project LIT Community.

Jessica Fleming

### **James Madison Fellowship Experience**

With the increasing cost of graduate school, alternative means of paying for an MA are needed. The James Madison Fellowship provides \$24,000 for an MA in US History and/or Government along with a month long stay at Georgetown University. Previous Michigan fellows will discuss the experience.

Brian Milliron

### **Why and How to Teach Religion in the Classroom**

Exposure to world religions is critical for students to become global citizens. This session explores legal foundations in the U.S. for teaching about religion, uses case studies to consider challenges involved in teaching this topic, and provides both guidelines and digital options for incorporating this into your classroom.

Andrew Askovich

### **Winning the Writing Wars – A DBQ Strategy for Victory**

If you have students who hate writing, this DBQ session is perfect for you! This fun and engaging Frankensteining the Essay strategy strengthens argumentative skills while also encouraging student discourse. Collaborative student essays promote effective formative feedback while decreasing teacher grading time.

Imali Kent