

**CCSS Annual Conference 2012**  
**Teaching American History Strand**

**FRIDAY, MARCH 2, 2012**

**Session A 8:30-9:30**

**Scientist, Writer, Activist: Exploring John Muir's letters** **G**

*Sherri Berger, Program Coordinator, Digital Special Collections; University of California*

*Nicole Gilbertson*

Discover John Muir's handwritten letters, plus over 220,000 primary sources on the free website Calisphere. Learn how to quickly find relevant texts and images and use them effectively with students.

**Session A 8:30-9:30**

**Digital Alternatives to Textbooks: What are my options?** **S**

*Aaron Willis, Chief Education Officer; Social Studies School Service*

Digital resources are poised to replace the traditional textbook in your classroom. Come to learn about options available to you in the areas of US History, World History, and Contemporary World Cultures and Geography. We will explore a variety of options

**Session A 8:30-9:30**

**Teaching About the Chinese-American Experience** **S**

*Rylan Sekiguchi, Senior Curriculum Specialist; SPICE, Stanford University*

*Jonas Edman*

This session will introduce secondary school teachers to activities and resources that challenge students to think critically about Chinese-American history and the immigrant experience through the use of primary sources.

**Session A 8:30-9:30**

**Bringing Asia and Asian American History into the Classroom** **M, S**

*Mary Connor, President and Program Director; Korea Academy for Educators*

Participants will receive lessons and Power Point lectures on Korean history and culture, Asia, and the Asian American experience and participate in activities that will facilitate cross cultural understanding.

**Session B 9:45-10:45**

**This is fun! Civics' games that build active, skilled citizens.** **UE, M**

*Mimi Coughlin, Assoc. Professor; Sacramento State University*

Explore online video games and curriculum that cultivates knowledge and skills for engaged citizenship. Founded by Justice Sandra Day O'Connor, iCivics informs and inspires students through interactive civics education.

**Session B 9:45-10:45**

**Democratizing the DBQ: World and US Mini-Qs in Grades 4-12** **M, S**

*Chip Brady, Co-Founder; The DBQ Project, Beth Montgomery*

The DBQ Project will examine ways to teach Document-Based questions in a way that is accessible to all skill levels. Introducing our new World History Mini-Qs, attention will be placed on: the hook, importance of pre-teaching vocabulary and background kn

**Session B 9:45-10:45**

**Common Core for Citizenship-New Resource for ELA/Civic Ed Alignment** **G**

*Michelle Herczog, Consultant III, History-Social Science; Los Angeles County Office of Education*

*Cricket Kidwell, Marshall Croddy*

Newly released resource from the California Campaign for the Civic Mission of Schools provides civic education connections to meet the Common Core State Standards for English-Language Arts.

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**Session Wkshop 1 10:00-12:00**

**Barber of Birmingham - Becoming a Documentary Film Maker** **M, S**

*Deborah Granger, Coordinator, History-Social Science; Orange County Dept of Education*  
*Mary Janzen Whitney Olson Marsha Ingrao\**

Analyze an award-winning documentary on the Civil Rights Movement to develop the film maker's craft of translating primary source research into engaging narratives, directly addressing Common Core and historical thinking standards.

**Session C 11:00-12:00**

**Bringing Oral History and Fieldwork into Your Lesson Planning** **M, S**

*Teresa Gerent, Teacher; Rancho Buena Vista High School*  
*Jerry Gerent*

The annual pilgrimage to Manzanar: Incorporating fieldwork and oral history into your lesson planing to bring history alive for your students.

**Session D 1:15-2:15**

**International Women's Day: Struggles for Fairness. Then and Now** **P, UE**

*Barby Ulmer, Co-Director; our developing world*  
*Vic Ulmer*

The 1908 Textile Strike of 15,000 led to International Women's Day. Explore the struggle for fairness in daily life, work place, civic life. Compare to other struggles past and present.

**Session D 1:15-2:15**

**World Religions in the Curriculum and the Classroom** **G**

*Margaret Hill, Director, CA 3Rs Project; CSU San Bernardino*

Study about world religions is riveting to students but fills teachers with terror. Explore 3Rs guidelines and take home model lessons to avoid common pitfalls in teaching this core content.

**Session Wkshop 2 1:30-3:30**

**Storytelling to Teach About Democracy** **P**

*Maria Gallo, Director, School Violence Prevention Program; Center for Civic Educaiton*

What do the Fair Bears, and Marvin the Zookeeper have in common? They help young students understand basic fundamental principles of democracy. And as the stories develop, so to do the critical thinking, and problem solving skills of our younger citizens

**Session E 2:30-3:30**

**Lessons of Our California Land: History and Indigenous Land Tenure** **G**

*Jared Aldern, Director, Land Tenure Education & Restoration Project; Prescott College*  
*Terry Janis Ron W. Goode*

Come see how standards-based curriculum can help California's K-12 students learn about the effects of the Dawes Act and unratified treaties, and about American Indian perspectives on contemporary land issues.

**Session E 2:30-3:30**

**Election Mania - Kids on the Campaign Trail** **P, UE**

*Priscilla Porter, Director; Palm Desert Campus of CSUSB*

Engage your students in the election process as they plan a campaign, register to vote, elect officers, and make laws while learning about the Branches of the U.S. Government.

**Session E 2:30-3:30**

**The Founding Documents: A Three Act Drama** **M, S**

*Pamela Mickle, Education Programs Consultant; Bill of Rights Institute*

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The Bill of Rights Institute invites you to engage in, and evaluate, an approach to teaching about the Founding documents: the Declaration of Independence, Constitution and Bill of Rights.

**Session E 2:30-3:30**

**The Battleship USS IOWA Ship Museum as a Learning Experience** **G**

*Mary Hegarty, Manager, Learning Center; Pacific Battleship Center*

*Dr. Janet Portolan John Orr Sharon Whelan*

Introduction to battleship USS IOWA”berthed in Los Angeles as a "live ship" □ educational experience: K-12 field trips, classroom-based activities, leadership programs. Ship exhibits highlight history WWII through the 1980s.

**Session E 2:30-3:30**

**A Socio-Political History of Rock and Roll** **M, S**

*Teresa Gerent, Teacher; Rancho Buena Vista High School*

*Jerry Gerent*

This standards-based course examines the social and political upheavals between 1950-2000 as seen through the lens of the musicians of the time, and focuses heavily on oral history.

**Session E 2:30-3:30**

**Take the "Mock" Out of Mock Trial** **G**

*Fran Chadwick, Associate Professor of Social Studies; California State University San Marcos*

Learn methods for applying theatre skills to involve students in effective mock trials. Participate in a mock trial; learn about resources available for mock trials at many grade levels.

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**SATURDAY, MARCH 3, 2012**

**Session J 8:30-9:30**

**Junior Historians Tackle their Local History P**

*Priscilla Porter, Director; Palm Desert Campus of CSUSB*

This session features engaging activities to help children learn about their local history. Create bio-sketches, time lines, Then and Now photos and a Living History Museum. Activities can be adapted to any community.

**Session J 8:30-9:30**

**Help Us Renovate the California Geographic Alliance G**

*Emily Schell, Regional Coordinator; California Geographic Alliance Roni Jones Natalie Wojinski Veray Wickham*

CGA is engaged in strategic planning to build capacity for geographic literacy in our state's schools and communities. We need your input! Come share ideas and provide feedback to our preliminary plans.

**Session J 8:30-9:30**

**On Heroic Wings: First Person Accounts of Aviation Heroism G**

*Laura Wendling, Professor; California State University San Marcos Barry Lanman*

By working collaboratively in classrooms, the study of first person accounts of modern aviation warfare in American History gives students new perspectives and understandings of heroism in the 21st Century.

**Session J 8:30-9:30**

**Freedom Rides: Transcending Age, Race, and Gender S**

*Sasha Guzman, Teacher Leader; Facing History and Ourselves, Maritza Cha*

Why do people choose to be upstanders rather bystanders? Use primary sources from Facing History to make history relevant and humanize the participants involved in the Freedom Rides.

**Session K 9:45-10:45**

**Using Legislation to Promote K-6 Civic Literacy to Underserved Students P,UE, M**

*Maggie Beddow, Ph.D., Assistant Professor; CSU Sacramento*

Using state legislation, education policies, and César Chávez Model Curriculum, the presenter will share assessment projects her elementary social studies credential students created to promote civic literacy for underprivileged students.

**Session K 9:45-10:45**

**Understanding War from the Perspective of the Homefront UE, M**

*Susan Campbell, Assistant Professor; Sonoma State University, Katharine Campbell*

Using historical fiction accounts of non-combatants during the American Revolution, the Civil War, World War I, World War II, and the Vietnam wars students will work in literature circles to understand the costs of war both at home and abroad and to under

**Session Wkshop 3 10:00-12:00**

**American History: Harness the Content to Unleash Critical Thinking S**

*Olivia Naturman, Teacher; Hesby Oaks School, Nancy Ruvalcaba Allyson Clemmensen Teresa Hudock*

We all need good tools and strategies to manage information. What if your 8th grade students had great tools and you had amazing strategies' and it was all free online?

**Session L 1:15-2:15**

**Church and State Together: Colonial Virginia's Established Church M, S**

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*James Hill, Faculty; Calif State University San Bernardino*

Experience church 'establishment' in colonial Virginia through a late 17th century simulated trial. The defendants run afoul of Virginia legislation on religious practice and conformity.

**Session L 1:15-2:15**

**Travelin' the Trace** UE

*Nancy Witt, Curriculum Coach; Glendale Unified School District, Emma Hipolito*

Experienced 5th grade teachers will present their lessons developed as part of their participation in a TAHG Program and after a Field Study Trip on the Natchez Trace. These lessons focus on Colonial America and the Westward Movement.

**Session L 1:15-2:15**

**Opening the Vault of Presidential Papers and Primary Sources** M, S

*Elizabeth Ramos, History/Social-Science Teacher; Alta Loma High School*

*Anita Tucker Bonnie Vigil Potts*

Engage students in intertextual analysis and historical thinking! Learn ways to scaffold student learning and creative extension projects. Participants will receive a CD with presentation resources and access to lessons!

**Session Wkshop 4 1:30-3:30**

**The Barber of Birmingham: Lesson Study Using Documentary Film** S

*Lili Velo, History Department Chair; Tennyson High School, Sandra Navarro Jaynee Ruiz Avi Black*

Participants in the Words That Made America 3 TAH Program will guide participants through a "concentrated lesson study cycle" focusing on lessons developed around the award-winning documentary, "The Barber of Birmingham".

**Session Wkshop 4 1:30-3:30**

**Core Standards: Advocates for History Instruction** M, S

*Marsha Ingrao, Instructional Consultant; Tulare County Office of Education*

*Deborah Granger Laurie Mosier Leslie Smith*

The ELA Common Core State Standards invite History Social Studies integration into ELA instructional time. Analyze lessons using tools comparing the Common Core and History Analysis Skills and Standards.

**Session M 2:30-3:30**

**Freedom to Express: Closing the Civic Achievement Gap for ELs** G

*Michael Long, Principal, Lake Marie Elem. School, South Whittier USD; South Whittier USD*

*Michelle Herczog*

Discover a new upper elementary curriculum from the LA County Office of Education that builds academic vocabulary, writing skills, and conceptual understanding and application of freedom of expression for English Learners.

**Session M 2:30-3:30**

**Promoting Historical Thinking, Reading, & Writing Skills in History** UE

*Lauren Weaver, TAH Grant Coordinator; UCB History-Social Science Project*

*Christi Hadley Kimberly Leyden*

Actively engage in analyzing a political cartoon and textbook readings to answer: How did railroads affect California's economy in the late 1800s? Complete lesson materials and student samples provided.

**Session M 2:30-3:30**

**Jazz Up Your Third-Grade Social Studies Class** P

*Keri Doggett, Director of Program Development; Constitutional Rights Foundation*

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Participate in an exciting standards-based simulation showing students how an Old West settlement grew into a big city. Students interact with characters and learn how a community makes decisions.

**Session N 3:45-4:45**

**Current Issues of Immigration** **M, S**

*Damon Huss, Writer/Trainer; Constitutional Rights Foundation*

In our nation of immigrants, immigration issues frequently arise. Learn interactive teaching strategies to address these issues and experience a balanced, interactive lesson you can use with your students.

**Session N 3:45-4:45**

**Teaching California Geography** **UE**

*Emily Schell, Regional Coordinator; California Geographic Alliance*

*Roni Jones Stephanie Buttell-Maxin Joan Bray*

Explore the new standards-based California Atlas created by the California Geographic Alliance for all 4th grade teachers and students. Receive atlas, lesson plans, web access, ideas, and engaging strategies!

**Session N 3:45-4:45**

**A More Perfect Union** **M, S**

*Dale Van Eck, Manager Education Partnerships; Colonial Williamsburg Foundation*

How did a group of middle-aged men create a new democratic government such as the world had never seen? Discover how you can use technology to tell their story.

**Session N 3:45-4:45**

**Social Studies Goes to the Movies** **M, S**

*Greg Nielsen, Teaching Assistant; University of Nevada - Reno*

Transform Hollywood entertainment into film literacy using innovative film viewing skills.

**Session N 3:45-4:45**

**Voices of the People, Learning about Representative Democracy** **G**

*Tam Taylor, Director, Representative Democracy in America; Center for Civic Education*

The RDA program provides classroom teachers with engaging lessons, DVD's and interactive websites about local, state, and federal legislatures. The materials help students understand how the legislative process works and how young people can thrive in America.

**Session N 3:45-4:45**

**US/Latin American Foreign Policy: Choosing from Options** **M, S**

*Vic Ulmer, Co-Director; Our Developing World, Barby Ulmer #982790*

History doesn't just happen. The people who choose to be players choose from options from their perspective. Look at US/Latin American history. What if other options had been chosen?

**Session N 3:45-4:45**

**DYNAMIC TEACHING- Fashion, Music and entertainment in US History** **G**

*Cyrus Merrill, US History Teacher; The Harker School, San Jose CA*

An ENERGETIC presentation filled with several unique activities teachers can easily use to integrate social history into their classroom. The instructor is frequently described as "the most memorable teacher ever" by his former students.

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**SUNDAY, MARCH 4, 2012**

**Session P 8:30-9:30**

**Making American History Meaningful to All Elementary Students** **G**

*Susan Olds, Teaching American History Project Director; Petaluma City Schools  
teacher leader to be named teacher leader to be named Nancy Case-Rico (from SSU)*

Don't avoid American History in elementary classrooms! Teacher leaders and Teaching American History grant directors will share activities that engage students of all literacy levels successfully in history content.

**Session Q 9:45-10:45**

**Thematic Layers, Palimpsest, To Teach History** **G**

*Christina Lunde, Teacher; Olive Elementary School, Sue Olds Nancy Case-Rico*

Teach history using these themes, economics, resources, politics, culture, and society. Invite students to analyze one place and explore the layers of people who have used the location and differentiate instruction.

**Session Q 9:45-10:45**

**We the People: The Citizen and The Constitution** **M, S**

*Robert Leming, Director, We the People: The Citizen & The Constitution; Center for Civic Educaiton*

The We the People curriculum enhances students' understanding of the institutions of American constitutional democracy, and helps them identify the contemporary relevance of the Constitution and Bill of Rights.

**Session Q 9:45-10:45**

**Literacy and Technology in the US History classroom** **M, S**

*Rob Gaudette, Teacher/ lesson design specialists; Dale Junior High School*

This session will provide participants with a framework and examples to integrate technology in a Social Studies Classroom. Participants will leave with six ready to use lessons which incorporate critical reading, creative writing, and 21st century skill

**Session R 11:00-12:00**

**Art Meets Archaeology: Native American Petroglyphs** **G**

*Douglas Patzkowski, Teacher; Montebello Unified School District*

Rock Art includes petroglyphs, images inscribed in stone throughout the Southwestern U.S. Students are exposed to geology, archaeology and art as they learn to examine and appreciate petroglyphs.

**Session R 11:00-12:00**

**History Alive! Core Content and New Technology in Middle School** **M**

*Suzy Allione, CA Account Manager; TCI*

Tired of the same lessons? Come see how we've combined the newest in integrated technology along with required US History content to meet California's Middle School Standards.

**Session R 11:00-12:00**

**Lincoln and the Modern American Democracy** **M, S**

*Ruby Smart, Teacher; San Leandro High School*

Was Abraham Lincoln a good leader? A question that will be looked at this seminar. This lesson culminates from the NEH Landmark Workshop on Lincoln.

