

WORKSHOP DESCRIPTIONS

SESSION A – 90 Minutes

Workshop Title / Presenters	Workshop Description
<p>Action Civics in High School Social Studies Classroom Marcy Carney Dracut High School Evan Long Longwood University</p>	<p>Explore new ways to prompt students to communicate conclusions and act through action civics throughout the K-12 social studies curriculum. Action civics provides students with the tools to identify social and political problems and advocate for public policy solutions. Presenters will address research that supports action civics, outline implementation at multiple age levels, make connections to the C3 and new Massachusetts Frameworks, and provide examples and resources.</p>
<p>Model UN: Emphasizing the Learning Caitlin Moore - <i>United National Association of Greater Boston Education Director</i></p>	<p>Participants will learn how to start doing Model UN with their students as an extra curriculum and in-class unit of study. All will leave with free resources, information about how to attend conferences. If you are new to Model UN this will be a great introduction. Seasoned Model UN teachers and advisors will be sure to learn something new as well!</p>
<p>Teaching Divisive Narratives: Forced Removal of Native Children and the Search for Truth Mishy Lesser, & Adam Mazo <i>Upstander Project</i></p>	<p>We will begin by screening the broadcast version of the documentary film, Dawnland, about forced removal and coerced assimilation of Wabanaki children, and the truth commission in Maine that listened to stories of those taken away by the child welfare system, of parents left without children, and reasoning of social workers involved in this practice. We will also use inquiry-focused lessons and activities from the Dawnland Teacher’s Guide, which will be freely available to teachers</p>
<p>Accessing and Using Primary Sources in Light of the 2018 Massachusetts Social Studies Standards Rich Cairn <i>Collaborative for Educational Services</i></p>	<p>Primary sources play an enhanced role in the new Massachusetts social studies standards, from the overarching Guiding Principles, to an emphasis on skills in practice and literacy standards, and an expanded list of sources for U.S. History, Civics, and World History. Consider impacts on instruction of these changes. Access some of the most useful of the vital online collections of primary sources. Practice some of the most useful tools for primary source analysis and assessment. Rich Cairn founded and directs the Emerging America program, including the Library of Congress Teaching with Primary Sources Program at the Collaborative for Educational Services.</p>
<p>Participatory Action Research Ellie Sanchez & Cara Fraker</p>	<p>In order for students to solve real-world issues, they must engage in rigorous and context-specific research. This workshop explores Participatory Action Research (PAR), a process where students strategically investigate the root causes of a community issue to deeply understand a public problem and make an informed decision on identifying a real and practical goal for civic action. Teachers will receive resources on PAR and opportunities to discuss and apply best practices for student-centered, project-based PAR coursework.</p>
<p>We The People – Curriculum for Fundamental Understanding of American Government – Grades 4-12 Roger Desrosiers Massachusetts Center for Civic Education</p>	<p>Although the WTP curriculum has three levels (upper elementary, middle and high school editions), this session will focus on the grade 8 Civics course. Five of the seven topics of the design of this course are accomplished within the middle school text. The aim is to provide learning and understanding about the principles, values and institutions of American government. The opportunity to examine the textbook, to participate in some activities found in each lesson, and to learn about assessment options guaranteeing student achievement will be discussed. Each participant will receive a free text for the level they teach or for the level you think best for your students.</p>

<p>National Geographic: The Geo-Inquiry Process</p> <p>Greg Russian & Laura Luker</p>	<p>The geo-inquiry process was created by national geographic, the buck institute and the center for civil education. We will be presenting a mixture of "how to implement" as well as examples of the projects that we have implemented before helping participants brainstorm ways they could incorporate it.</p>
<p>How Four Questions Can Help Build 'Philosopher-Citizens</p> <p>Jonathan Bassett & Gary Shiffman</p>	<p>History teachers always face a daunting challenge in trying to cover their required content while also teaching their students to think about what they're learning. This workshop will introduce you to the "Four Question Method" (4QM), a simple yet sophisticated way to do both of those things at the same time. We'll show you how you can use Four Questions to make your planning and teaching much more efficient and effective.</p>
<p>SESSION B – 90 Minutes</p>	
<p>Workshop Title / Presenters</p>	<p>Workshop Description</p>
<p>Massachusetts Leadership in the Woman Suffrage Movement</p> <p>Barbara Berenson</p>	<p>The traditional narrative of woman suffrage, which focuses on Seneca Falls, Susan B. Anthony, and Elizabeth Cady Stanton, is radically incomplete. This workshop will focus on the emergence of the suffrage movement within the Massachusetts-based anti-slavery movement. The first national women's rights convention was held in Worcester, Massachusetts, and the Boston-based American Woman Suffrage Association was vital to ultimate success. I will focus on the many ways in which class, national origin, and race interacted with the suffrage movement.</p>
<p>Benefits of Civic Minded clubs and Teaching Strategies</p> <p>Amanda Ernst <i>Lowell High School</i></p>	<p>The workshop would be divided to incorporate the educational program of Mock Trial and Model United Nations including strategies to incorporate them into classroom instruction. The first half concentrates on Mock Trial which supports student learning about the legal system and develops the skills for creating effective legal arguments. The second half concentrates on Model United Nations which supports student learning about global issues and concentrates on public speaking, writing and debating.</p>
<p>Teaching Visual Data Literacy in Social Studies</p> <p>Richard Donnelly <i>Bedford High School</i></p>	<p>This workshop will cover three areas: a framework for categorizing data visualizations in the social studies, assignments for teaching how to recognize and read data visualizations and how to teach students on how to use the tools in the Google G-Suite to make their own visualizations. The workshop will provide time for teachers to work on strategizing and planning how to implement an organized visual data literacy program in their existing curriculum.</p>
<p>Action Civics</p> <p>Cara Fraker & Ellie Sanchez <i>Generation Citizen</i></p>	<p>This interactive workshop explores an experiential, student-centered and project-based approach to civic education called Action Civics where students learn civics by doing civics and use their voice to make real change in their communities. Participants will learn strategies and discuss best practices for incorporating Action Civics in their school or district in a way that aligns with Common Core literacy standards and fits inside history, social studies or ELA curriculum so it reaches all students.</p>
<p>A Creative Curriculum for a Crowded World</p> <p>Jarred Haas <i>Peabody Public Schools</i></p>	<p>In this hands-on session, participants will discover lessons rich in content, real-world data and problem-solving that integrate life sciences with world history and geography. Presented activities explore human population growth, climate change, changes in biodiversity and land use. Activity formats include data analysis and interpretation, modeling and group problem-solving. Participants will receive lesson plans and background readings in an electronic format, matched to state standards</p>

<p>Explaining Historical Events: How Textbooks (Usually) Get It Wrong, & How You Can Get It Right</p> <p>Jonathan Bassett & Gary Shiffman</p>	<p>Explaining why things happen is obviously a major goal for social studies teachers; unfortunately, most textbooks (and their online equivalents) do a muddled job of it. In this workshop we'll show you how to use the Four Question Method (4QM) to make historical explanation actually work in your classroom. You'll learn to "explain a change with a change, and a difference with a difference," and some proven ways to coach your students to do the same thing.</p>
<p>The Central Role of Inquiry in the New Massachusetts Social Studies Standards</p> <p>Rich Cairn <i>Collaborative for Educational Services</i></p>	<p>How do new Mass History and Social Science standards advance inquiry? How will the standards impact teaching and learning? Explore components of the standards and examine how they fit together. Consider models and tools of inquiry in light of the new Standards of Practice and other elements of the new standards. Learn about options for curricula and other resources that can help to deepen student inquiry in your classroom. Rich Cairn served on the panel that drafted the Framework. For thirty years he has led implementation of inquiry-based standards in Massachusetts and across the nation.</p>
<p>We the People – Project Citizen, Hands-On Approach to Working with Government Grades 6-12</p> <p>Ellen Barber-Morse, Massachusetts Center for Civic Education</p>	<p>There are two levels for this civic engagement program. Level 1 engages students in grades 6 - 8 or Level 2 for grades 9 - 12. Given the recent developments in Massachusetts, the focus will be on the middle school, grade 8 civics curriculum, but will also discuss options for high school teachers. This will assist teachers in developing classroom projects fulfilling the new state law (S.2631) that requires students to complete two projects before they graduate from high school. Participants will have the opportunity to examine the student text, to go through the process of selecting an issue and to see a finished project. Each participant will receive a free text for the level they teach.</p>
<p>SESSION C – 75 minutes</p>	
<p>Workshop Description</p>	<p>Workshop Description</p>
<p>History Detectives</p> <p>Sara Campbell <i>Remembering Ancestors</i></p>	<p>Drawing on experience as the Erving Elementary School's STARS-funded "Historian in Residence" in 2017, the workshop will illustrate materials that are easily accessible and can be added into the discussion of the student's place in the larger context. Historic maps stimulate discussion of shapes, features and boundaries, which change over time. Census records introduce students to the individuals who lived in their locale, their occupations, agricultural/industrial lives, and relationship to the maps. Exploring the documents stimulates discussion as the class looks for clues, draws conclusions, and writes about the discoveries. http://www.massculturalcouncil.org/programs/residency.asp</p>
<p>Using Writing to Develop Agency in Immigrant Students</p> <p>Kaitlin Moran <i>Brighton High School</i></p>	<p>Kaitlin Moran will present the results of a study she conducted with her English Language multi-ethnic, multi-lingual learners with students from four continents in her history high school classroom. Her research question is, "How does an instructional focus on writing in the Structured English Immersion (SEI) American Government classroom impact SEI students' sense of agency?".</p>

<p>Kill The List! Creating Meaningful Assessments</p> <p>Jonathan Bassett & Gary Shiffman</p>	<p>Do your students ask for a list of “key terms” to memorize before every summative assessment? Does it somehow feel wrong to reduce your awesome and exciting unit to a list of terms? In this workshop we’ll show you how you can kill the list by using the Four Question Method (4QM) to design creative and dynamic assessments. We’ll demonstrate formative and summative assessments that use content knowledge to drive key thinking skills.</p>
<p>Building Authentic Learning Experiences through Student Travel</p> <p>Gregg Wachtelhausen Grand Classroom & Mark McCulloch, Hingham Public Schools</p>	<p>This workshop is intended to inspire classroom educators to help get students out of the classroom and exploring the world around them as academically and globally inspired travelers. This workshop will highlight the process of creating a student travel experience from the initial idea stages to demystifying the administrative process. We will work with teachers to align travel offerings to curriculum goals with a focus on the newly adopted MA History and Social Science Frameworks along with cross-curricular brainstorming with colleagues in other departments. This workshop will not be a 90-min commercial for Grand Classroom, but will highlight the resource set that the company offers to teachers as part of the travel planning process.</p>
<p>Foundations of Democracy – Civics Through Literature Grades Pk-3</p> <p>Roger Desrosiers Massachusetts Center for Civic Education</p>	<p>Storybooks that teach the younger students about important fundamental values of our American democracy will be examined in this session. These values include Authority, Responsibility, Justice and Privacy. Teachers will have the opportunity to engage by using these books to see for themselves. An activity book for one of the above topics will be given to each participant.</p>
<p>Not Everyone Gets a Mirror: Centering Social Studies on Equity</p> <p>Dr. Christopher C. Martell Clinical Associate Professor of Social Studies Education at Boston University's Wheelock College of Education & Human Development.</p>	<p>Discussions of race, gender, class, sexual orientation, and other social identities are often missing from the social studies classroom. When they are included, it tends to be only in a handful of units (such as European exploration, slavery, imperialism, or the Civil Rights Movement) and these underrepresented groups are often portrayed in very narrow ways. As a result, many students often do not see themselves or their families’ experiences when studying the past and present. How can we re-envision social studies to focus on the multiculturalism that exists in our communities? How can we better focus social studies on equity and provide students with a critical lens to understand the world around them?</p>
<p>iCivics</p> <p>David Buchanan, Director of Field Analysis and Research, iCivics & Christina Wiley, Curriculum Associate, iCivics</p>	<p>The 2018 Massachusetts History and Social Science Curriculum Framework presents exciting opportunities to deepen students’ understanding of civic life. With a new course on civics at grade 8, civics integrated across the grades, and new topics such as media literacy and Massachusetts state and local government, civics has taken center stage. The framework also offers new openings to hook student interest and inspire them to become active and informed citizens. This interactive session will use examples from game-based learning, innovative curricula and other resources available for free from iCivics to illustrate engaging approaches to teaching the civics of the 2018 Curriculum Framework. Bring a digital device and come to explore the new significance of the “i” in civics teaching and learning.</p>