

**THURSDAY EVENING**  
**Join us at the President's Reception**  
**Sponsored by TBD**  
**6:00 p.m. – 8:30 p.m.**  
**Salon 6**

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**Friday, March 2**  
**Registration and Continental Breakfast**  
**Sponsored by TBD**  
**7:00 a.m. – 8:00 a.m.**  
**Mustang/Quarter Horse/Palomino**

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**Breakout Session 1**  
**8:00 – 8:45 a.m.**

***SALON 7: Lessons in Motion: Teaching Vocabulary with Gestures***  
**Ashley Shankles, Jasper Middle School**

Do your students dislike having to learn vocabulary? Do your students have a difficult time learning material? In this session, participants will learn how this teacher has incorporated whole brain teaching techniques to engage students when learning new vocabulary or hard to grasp topics. Get your students up, moving, and retaining information with Lessons in Motion. **(All)**

***SALON 8: US History in the Tennessee Valley – Currents of Change***  
**Jennifer Johnson, Currents of Change (BVI)**

This presentation has free ready-to-teach lessons and one-of-a-kind resources, such as a Timeline of History in the Tennessee Valley. Created for Tennessee Valley teachers, Currents of Change is a free program that helps tell the story of the transformation of the Tennessee Valley – The Great Depression, Roosevelt, New Deal, Oak Ridge, Fontana, and Nuclear Power. US History teachers will find these lessons particularly helpful in meeting state standards. The website provides free primary and secondary sources- videos, photographs, interactive map, timeline and interviews. In this session, you will learn how to use the photographs and photo analysis to help students discover what life was like during the Depression. **(Grade 6 – 12)**

***SALON 9: Bringing History to Life: Engaging All Learners***  
**Felicia Chadwell & Craig Ivey, LaFollette Middle School**

"Why do I have to learn about all of this stuff that happened so long ago?" This is the question I was asked over and over by my students. In order to combat the monotony of learning facts about events and people that happened long ago, I have transitioned my class to include hands-on and immersive experiences. These activities are designed to get even the most reluctant learner and special populations engaged in the subject matter. During the course of this presentation, my colleague and I will share some of the ideas we have used to bring history to life. **(Grades 5 – 8)**

***SALON 10: Questions, Clues, & Hypotheses: A Day in the Life of Social Studies Inquiry***  
**Jana Kirchner, JK Consulting**

Want to design inquiry lessons for social studies, but aren't sure how? Learn an easy-to-use mystery/inquiry strategy that integrates a variety of primary source clues, engages students as they answer a historical question, and teaches them to read and think like historians. This session will include an introduction to the History as Mystery strategy, a sample lesson experience on the Powhatans with primary and secondary sources, and a

discussion of how to use this strategy with different social studies content areas and grade levels. Participants will receive a list of social studies sites and sources for designing inquiry lessons. **(Grades 5 - 12)**

**FRANKLIN: GEOGRAPHY ROCKS!**

**Kathryn Hodge & Heather Lowe**, *Hillcrest Elementary School*

Geography Rocks is a geocaching afterschool club that works with parents and students to teach them the difference between relative and absolute location. The club uses maps, GPS units, and painted rocks to achieve our goal. Come learn one way we incorporated geography into our elementary curriculum and to see if you might be interested to do something similar. **(Grades K – 4)**

**WILIAMSON: Examining the US and World Response to the Holocaust Using A Layered Timeline**

**Danielle Kahane-Kaminsky**, *TN Holocaust Commission/Vanderbilt University*

Participants will examine the response of the United States and other countries to the events of the Holocaust through the construction of a layered timeline. Each layer will provide content, reveal meaning through context, and ask the participants to reflect on a new level of complexity. As each layer is added, new insights, connections, and questions will emerge. The goal of this activity is not to answer why the Holocaust happened, but rather to allow students to formulate their own questions about why it happened. Participants will be provided with writing prompts and materials for exploration and deeper study. **(Grades 6 – 12)**

**CLYDESDALE: Slavery: The Tennessee History Subject You Cannot Avoid**

**Bill Carey**, *TN History for Kids*

Slavery is a subject that teachers often don't talk about until the build-up to the Civil War. However, slavery was very much a part of early Tennessee history. Slaves were on the Donelson Party; slaves were there during the Indian raids of the early 1790s; slaves helped build structures such as the State Capitol. More importantly, slavery permeated every aspect of the economy and was aided by almost every Tennessee newspaper, law enforcement official and legal clerk in the state. In this enlightened and (honestly) shocking presentation, Bill Carey will use dozens of primary documents to show that, from 1780 until 1864, Tennessee, its government and its economy were inseparable from their addictions to slavery. **(Grades 4 – 12)**

## **Breakout Session 2**

**9:00 – 9:45 a.m.**

**SALON 7: Enhancing Literacy Skills Through Inquiry-based Instruction**

**Kelsey Hagan**, *Discover Education*

Inquiry based instruction engages students in critical thinking and peer collaboration. Engaging them in this process also provides the opportunity to apply research based literacy strategies to informational text. Participants will engage with scholarly reading, participate in discussions, and be exposed to opportunities to write in a variety of forms. **(Grades 5 – 8)**

**SALON 8: Policies and Unintended Consequences**

**Jeannette Bennett**, *Federal Reserve Bank of St. Louis – Memphis Branch*

**Jackie Morgan**, *Federal Reserve Bank of Atlanta – Nashville Branch*

Want to enhance thinking skills in social studies? Use real-world government policies to bring your class to life, heighten interest and garner greater participation. This session demonstrates a lesson using past and present government policies and decisions for examination. As benefits and costs are identified and discussed, participants are asked this question: Might there be UNINTENDED CONSEQUENCES? Policymakers make important decisions — do they always get it right? Attendees in this active learning session will receive a ready-to-go FREE lesson plan, PowerPoint and Whiteboard lesson with sample policies included. Door prizes will be given at the end of the session. **(Grades 9 – 12)**

**SALON 9:** (20-minute sessions)

**Twitter: Sparking Academic Engagement & Participation in the Social Science Classroom** Matt Hensley, *Chuckey Doak Middle School*

This presentation will share techniques on how to successfully implement Twitter for a unique, valuable, and meaningful learning experience in all diverse school district backgrounds. This presentation is relevant to the contemporary social science teacher because it encourages student engagement via an outlet that is very popular and relevant to students' lives. Educators will learn how to promote and administer the use of Twitter to combine classroom engagement, while enriching social studies content knowledge and skill in a live, relevant, and interactive way. Tips, tools, and materials will be shared for successful implementation and management in most learning environments. **(Grades 5 – 8)**

***From a One-Room Schoolhouse to Today's Classroom: Managing the Multi-Ability Social Studies Classroom with Success***

**Eddie Thompson & John Grant**, *University of Memphis*

With the changes in common core as well as the mobilization of families within the US, the challenge of the Social Studies teacher being able to fully teach within a class of students who have a wide range of abilities has become a reality. This presentation will cover how Social Studies teachers can utilize a "peer tutoring" strategy within the first 5 weeks of class in order to identify, support and see those students who are lagging in their ability to progress. This age old "strategy", which was the norm in the one-room schoolhouse, has found a much needed resurgence in 2018. **(Grades 9 – 12)**

***SALON 10: Blended Learning: How to Flip Your Social Studies Classroom***

**Jason Poirier & David Leshock**, *Houghton Mifflin Harcourt*

Discover how to successfully flip your classroom to make the most out of your time with your students. This session will give educators suggestions for flipping their classroom with Google® classroom integration tools, Google Expeditions, and current events. Participants will discuss the four models of flipped classrooms and will receive tips on integrating technology into their classroom. Session includes demonstration of new resources, including a hands-on trial of Google Expeditions with a virtual reality headset. There will be time for group discussion on how teachers could integrate the resources into current lessons. **(Grades 9 – 12)**

***FRANKLIN: Infusing STEM into Social Studies through Geocaching***

**Susan Wagner**, *Lincoln Memorial University*

Elevate your social studies curriculum by infusing STEM and technology! Geocaching is an engaging way to teach map skills, longitude and latitude, earth forms while also tying into local historical landmarks. This session will illustrate how teachers can use the geocaching website and free apps in their classrooms to link time and space for students all the while motivating them and their families through this online and real world experience. See examples of how geocaching is used to explore historical and geographical landmarks, which can also serve as field study locations. **(Grades 5 – 8)**

***WILIAMSON: Civil Rights***

**Kristine Frailing**, *Choices Program, Brown University*

These sessions will provide teachers with current trends, pedagogy, lesson plans and engaging activities that provide higher order thinking skills, communication and negotiating skills, individual and group activities. The teachers will be able to access free, on-line lesson plans in Teaching-with-the-news and cater lesson plans to their needs in the classroom. **(Grades 9 – 12)**

***CLYDESDALE: New Standards, New Projects, and New Booklets: TN History for Kids***

**Bill Carey**, *TN History for Kids*

Now that there have been big changes to social studies, what will that mean to TN History for Kids? And now that there will be a stand-alone Tennessee history course in 5th grade, what will THAT mean to TN History for Kids? In this session, "History Bill" Carey will give the report; explain what's coming to the website; preview the "next wave" of THFK booklets; and even give out some free sample Tennessee history "trading cards." **(Grades K – 12)**

## **Breakout Session 3**

### **10:00 – 10:45 a.m.**

***SALON 7: Historical Fiction in the Elementary Classroom: Using Literature to Bring History to Life***  
**Liza Vaughn, Mill Creek Elementary – Nolensville, TN**

In order for social studies instruction to be meaningful, teachers must work to ensure that the historical experiences woven throughout the curriculum follow logical sequences, allow for depth and application and aid young learners in moving forward in their attainment of knowledge and skills. Using historical fiction helps teachers to stimulate students' curiosity, highlights the complexity of both issues and people and helps to connect social studies with the rest of the school day. In this session, teachers will: Learn the criteria for choosing historical fiction. Be introduced to primary and intermediate titles and learn teaching strategies for each **(Grades K – 8)**

***SALON 8: Continuing the Historical Journey in Tennessee***  
**Kadie Patterson, Tennessee Department of Education**

Join Dr. Kadie Patterson, Coordinator of Social Studies for the Tennessee Department of Education, for an update on social studies in Tennessee. This session will be offered twice and focus on either grades K-5 or 6-12. Come with questions for Dr. Patterson and be ready to share classroom strategies for 21st Century social studies education. **(Grades K – 5)**

***SALON 9: (20-minute sessions)***  
***Integrating Language Arts and Social Studies through Primary Source Analysis***  
**Autumn Magliocca, University of Tennessee, Knoxville**

The implementation of revised language arts curricula in the state of Tennessee has further strengthened the interdisciplinary nature of social studies and language arts. While still maintaining a somewhat content-driven identity, social studies teachers are placed in the role of incorporating language arts skills into social studies content. This presentation will highlight points of intersectionality between these curricular areas and provide strategies by which social studies teachers can implement language arts skills while still meeting social studies standards. Through the use of primary source documents and activities, teachers will be provided resources that will enable them to incorporate interdisciplinary skills.

**(Grades 5 – 8)**

***Anchor Activities: Answering “What do I do now?” in a Meaningful Way***  
**Megan Gunter, Watertown Middle School, Layla Fox, Carroll Oakland Elementary School**

Finding meaningful independent work can be challenging. In this make and take session, we will be presenting anchor activities that allow you to add rigor to your classroom and hit concepts that may feel like you don't have time to include. We will introduce options for integrating short answer and essay writing into your class, geography, and cyclical review. **(Grades 5 – 8)**

***SALON 10: Resources for Educators at the Tennessee State Library and Archives***  
**Kelly Wilkerson & Casey Gymrek, Tennessee State Library and Archives**

Teacher workshops, traveling trunks, student research visits, National History Day project help, and primary sources easily discoverable in a website dedicated to the Tennessee Social Studies curriculum standards are all resources offered to teachers and students by the Tennessee State Library and Archives. Our resources best help teachers where Tennessee and American history is taught. Come learn about us! **(Grades 6 – 12)**

***FRANKLIN: Nashville Civic Design Center Resources***  
**Melody Gibson, Nashville Civic Design Center**

The Nashville Civic Design Center (NCDC) is a non-profit whose mission is to elevate the quality of Nashville's built environment, and to promote public participation in the creation of a more beautiful and

functional city for all. NCDC has developed a curriculum of activities that engage students in the planning and design of their neighborhood in an effort to empower and inform the next generation. These activities were developed based on NCDC's books: *The Plan of Nashville: Avenues to a Great City*, and *Shaping the Healthy Community: The Nashville Plan*. The presentation will inform educators about these resources, which can be applied to any community, and model a brief activity from the curriculum. **(Grades 5 – 12)**

**WILIAMSON: *Frank Lloyd Wright and the Emergence of the Modern American Home: The Frederick Robie House***

**David E. Doverspike**, *Indiana University of Pennsylvania*

When Frank Lloyd Wright designed the Frederick Robie House (completed in 1909), American domestic architecture was in need of redefinition. The Robie House presented a new conceptualization of how interior living spaces could be arranged and used, providing a model for domestic architecture that is still influential over one hundred years after its completion. This session examines the design and construction of the house, its ongoing influence on American domestic architecture, and critical analysis of its design in architectural literature. **(Grades 9 – 12)**

**CLYDESDALE: *Using Inquiry to Build Comprehension***

**Linda Sangurima**, *Pearson*

This interactive workshop will demonstrate how inquiry learning supports the development of literacy skills in all four communication strands. Teachers will learn strategies to help students to develop important critical thinking skills, to read/analyze content, and identify the historical relevance of primary source documents and informational texts. Participants will learn classroom strategies to incorporate collaborative inquiry learning **(Grades 9 – 12)**

**Breakout Session 4**  
**11:00 a.m. – 11:45 a.m.**

**SALON 7: *The Process: Strategies for Designing Primary Source Driven Activities***

**Kira Duke**, *Teaching with Primary Sources – Middle Tennessee State University*

Today, primary sources are abundantly available online for instructional use, but challenges still exist in using these sources in the classroom. How do we design lesson plans and activities that allow students to engage with the sources while also covering the content in our standards? This session will explore the process that Teaching with Primary Sources-MTSU uses in designing our educational resources. Learn tips and strategies on selecting the best sources, pairing sources, and breaking down a source to make it grade-level appropriate. We will also discuss how to layer secondary sources to build background knowledge. **(Grades 6 – 12)**

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**SALON 9: (20-minute sessions)**

***Forrest and Jenny, Peas and Carrots, ELA and SS...***

**Tara Christian**, *Southside Elementary*

This presentation will focus on integrating Social Studies standards into the ELA classroom. Focus will be on how to implement Social Studies based small groups regardless of your class length (with examples of different schedules), how to teach your ELA standards using Social Studies texts, and how to find resources and activities. Participants will hopefully see that SS and ELA integration is not as overwhelming as one might think. Resources will be based on the 4<sup>th</sup> grade curriculum, but scheduling and resource links will be multi-grade appropriate. **(Grades K – 4)**

***Using Interactive Read Alouds to Integrate Language Arts and Social Studies***  
**Sandi Nixon & Megan Hutto, Southside Elementary**

We will be presenting an Interactive Read-aloud using the book *Pink and Say*, by Patricia Polacco. This interactive read-aloud is a one week unit. It provides numerous opportunities to integrate 5th grade Social Studies Standards on the Civil War with English Language Arts. We will model, how students can explore vocabulary/terms and visual representations through a gallery walk. We will provide corresponding activities that students can use in their Social Studies Interactive Notebook. Themes from the story and civil war will be determined and examined. Though this lesson is aimed at students in 5th grade, Interactive Read-alouds can easily integrate SS/ELA in any grade level. **(Grades 5 – 8)**

***SALON 10: Using Annotation on Non-Fiction Texts in Social Studies with Google Classroom***  
**Jennifer Ankney, Wilson County Schools,**  
**Nathan Gordon, West Wilson Middle School**

This presentation will integrate social studies and English language arts, showing teachers how to annotate a non-fiction social studies text using Google classroom. Participants will leave the session knowing how to set up their own Google classroom, how to use Google docs to annotate, and upload a social studies text that focuses on the standard. The presenters will model a lesson where the teachers will have the opportunity to annotate using Google classroom. Participants will need to bring their own devices. **(Grades 5 – 8)**

***FRANKLIN: Geography Lesson Plan of the Year - Biome Story Map***  
**Nicole Resmondo, Gresham Middle School**

Winner of the 2018 Geography Lesson Plan of the Year Award. In this unit, students create a Google Tour map working in collaborative groups of 3 to 4 grouped by continent. Groups research the environmental conditions and the interdependencies for the biomes contained on their continent. Each group will then create a Google Tour map for their continent and the biomes information contained on them. Though not specifically Social Studies related, come get ideas on how to creatively integrate geospatial technologies into your classroom. **(Grades 6 – 12)**

***WILIAMSON: Interactive Notebooks and Writing***  
**Joanna Merritt, Halls Middle School – Knoxville, TN**

This session will explain how I implemented the Interactive Notebooks in my class to seamlessly add more opportunities for my kids to write about their learning. By using our notebooks, my students are able to take notes, as well as categorize, synthesize, and analyze their notes and information in a more meaningful way that allows them to truly process the material. **(Grades 5 – 8)**

***CLYDESDALE: The New Tennessee State Museum! An Educators Guide to Experiencing TN History***  
**Jeff Sellers, Tennessee State Museum**  
**Chris Grisham, Tennessee State Museum**

Get ready! The new Tennessee State Museum will open its doors this fall. Join this session to find out all about how this state of the art new museum is designed to help teachers and students better engage Tennessee history. During our time together, we will take a virtual tour of the new facility, learn how you and your class can be invited to the grand opening celebration, and deliver teaching tools from the museum's collection. **(Grades K – 12)**

**General Session**  
**11:45 a.m. – 1:00 p.m.**  
**Salons 1-5**  
**Lunch**  
**Teacher of the Year Awards**  
**Business**

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## **Breakout Session 5** **1:15 p.m. – 2:00 p.m.**

**SALON 7: U.S. History, Social Studies and Literature: It's all there on Route 66!**  
**Anne M. Slanina, Slippery Rock University of Pennsylvania**

Route 66, also known as The Mother Road and The Main Street of America, was the nation's first paved road linking east and west. While Route 66 no longer "officially" exists, the highway and the nostalgia associated with its colorful heritage continue to fascinate Americans to the present day. The good news for teachers of elementary Social Studies is that Route 66 has continued relevance for today's elementary school students. This session will examine how Route 66 could be used in the teaching of U.S. History, Social Studies and Literature in K-8 classrooms. **(Grades K – 8)**

**SALON 8: Inquiry, Argument Writing, and DBQ Online**  
**Imali Kent, The DBQ Project**

In this session, The DBQ Project will showcase the newly released DBQ Online. Using a unit of study related to the conference theme, special emphasis will be placed on using this new digital platform as a tool to differentiate instruction in the classroom. The DBQ Project will share and discuss its 6 step method for helping all students read smart, think straight and write clearly. Attendees will leave the workshop with a greater understanding of the pedagogy required to reach all skill levels with the rigorous evidence-based DBQ writing approach. **(Grades 6 - 12)**

**SALON 9: (20-minute sessions)**

**Homes Through Time: Teaching Geography and Visual Literacy Skills with Daily Life Themes**  
**Cynthia W. Resor, Eastern Kentucky University**

Family housing throughout history reflects geography, climate, and culture. But life in a modern home is very different than life in the pre-industrial era. Homes throughout most of history were small, dark, crowded, and lacked the comfort of modern dwellings. In this session, participants will compare and contrast family dwellings and life at home before and after industrialization using primary source images. Activities suitable of upper elementary, middle, or secondary classrooms will be provided. **(All)**

**Integrating Literacy in Social Studies: Small Group Instruction for Secondary ELs**  
**Katherine Barrack, McMurray Middle Prep**

Small group instruction has proven an effective strategy with learners of all ages and is an evidence based best practice in ELA classrooms. While not obsolete, small group instruction of secondary students is less common than at the elementary and primary levels. Explicit teaching of strategies to approach content area texts has been shown to increase competence of students when reading unfamiliar texts in both social studies and ELA. By providing secondary EL students with opportunities to approach grade level texts in a small group setting with scaffold support from the teacher, students are equipped with the necessary skill. **(Grades 5 – 8)**

**SALON 10: Discover Diplomacy: Using Simulations to Teach About Diplomacy**  
**Lauren Krizner Fischer & Marti Estell, U.S. Department of State**

In a world of global connections and global conflict, students need skills of diplomacy more than ever. But how does the U.S. government engage in global issues? What skills do our nation's diplomats use in seeking solutions to the global problems facing our world today? This session aims to increase participants' understanding of our nation's role in international relations, who engages with other countries on behalf of the U.S., where engagement takes place, and why this is important for the protection and advancement of the U.S. Through the U.S. Diplomacy Center's free Diplomatic Simulations Program, this session will explore the diplomatic skills needed to engage with other countries on issues that are critical to the world. **(Grades 9 – 12)**

**FRANKLIN: Engaging Your AP Human Geography with Hands-on Learning**  
**Casandra Bates, Centennial High School – Franklin, TN**

AP Human Geography introduces students to so many issues about the world around them — global population trends and their environmental impacts, economic development, land use, gender issues and more. IN this interactive session, participants will develop skills to go beyond the textbook to engage students in hands-on, inquiry-based lessons that reinforce key concepts in the course and deepen content knowledge for several of the course units. By participating in role-playing simulations and problem-solving challenges, they will acquire ideas and techniques to draw students in, connect global issues to students' lives, and stimulate rich classroom discussions. **(Grades 9 - 12)**

**WILIAMSON: Practicing Close Reading with Primary Sources on Women's Rights**  
**Stacey Graham, Middle Tennessee State University**

Close reading is an important skill for both historical thinking and literacy. This session will examine excerpts from two seminal works in the history of the struggle for women's rights, A Vindication of the Rights of Women (by Mary Wollstonecraft) and the Declaration of Sentiments produced at Seneca Falls in 1848. Participants will learn close reading strategies and get links to materials for classroom use. This session is presented by Teaching with Primary Sources – MTSU and highlights resources from the Library of Congress. **(Grades 8 – 12)**

**CLYDESDALE: Instruction Differentiated**  
**Sharla Reynolds, Class Not Chaos**

With the diverse characteristics of students, the basic need to learn remains unchanged. Therefore, educators must diversify how learning occurs. Educators learn to differentiate instruction in patterns that reach the largest number of students. Educators also learn to assess academic achievement with differentiated instruction and influence student engagement and motivation. Collaboration, best practices, and mental mindset are additional components of this inspiring session. Instruction Differentiated is a session designed to empower educators to creatively meet the needs of each student and expand their learning capacity. **(Grades K – 12)**

## **Breakout Session 6**

### **2:15 p.m. – 3:00 p.m.**

**SALON 7: Integrating Library Media Literacy with Social Studies Standards: It's Elementary**  
**Judy Newgent & Katherine Petko, Knox County Schools**

Maximize instructional time! This presentation will explore cross-curricular planning and implementation of intentional media literacy and social studies standards. Lessons developed during this collaboration are designed to teach social studies standards both in the classroom and in the library with maximum flexibility for planning. Participants will take back strategies, lesson plans, and new learning to their own school. Time will be provided for networking and to devise similar plans for individual schools or districts. **(Grades K – 5)**

**SALON 8: White House History Teacher Institute**  
**Debra Stout, North Cumberland Elementary – Crossville, TN**

The White House is an enduring symbol of the U.S. Discover the history behind this iconic building and explore how you can use the stories from the White House to enhance your classroom at the White House History Teacher Institute. This five-day teacher professional development is hosted by the White House Historical Association in Washington, D.C., at the David M. Rubenstein National Center for White House History. The Institute features discussions with historians, local site visits, inquiry-based learning activities, and more. Examine the more than 200-year history of the White House and its impact as a home, office, and museum. Learn from experts and devise classroom applications with a group of peers from across the country. **(Grades K - 12)**

**SALON 9: (20-minute sessions)**  
**Civic Engagement in the Classroom: Building Better Citizens**  
**Abby Sutton Carver, Tennessee Secretary of State's Office**

In order to increase civic engagement in our great state, the Tennessee Secretary of State's office has developed a civic engagement program that offers resources to teachers and students to incorporate civic engagement throughout the K-12 education experience. This presentation will outline the resources that the office provides including the 2018 Student Mock Election, annual civics essay contest, and a civics website with information on how state government works. Resources also include a variety of lesson plans for Tennessee teachers created by Tennessee teachers based on the Tennessee Blue Book and leading up to a student mock election. **(All)**

***What Does It Mean to Remove a People?***

**Mark Finchum**, Jefferson County High School

Engage your students in learning about the attempted removal of the indigenous people of the Southeast. This online lesson, developed by the National Museum of the American Indian, provides perspectives from Native American community members, documents, maps, images, and activities to help students and teachers understand an important and difficult chapter in the history both of Native Nations and the United States. **(All)**

***SALON 10: Google Tour Builder: Let Students Create Their Own Maps to Share the Story***

**Brian Smith**, Jefferson Middle School – Oak Ridge, TN

Participants will create a Google Tour using the [Google Tour Builder](#) a web-based storytelling tool, which lets you easily create and explore stories and places around the world. Create a custom tour of any subject, zooming in to show the places where events took place, and easily integrating the story's text, photos and videos. Your tour will fly users from one place to the next along the storyline of your tour, immersing them in the relevant places through Google Earth's imagery and the custom content you provide. Google account (free) and Laptop (not a tablet) required. **(Grades 3 – 12)**

***FRANKLIN: Japanese Art and Culture***

**Sherri Collie**, Collinwood Middle School – Collinwood, TN

**Jenny Shorten**, Evangelical Christian School – Memphis, TN

Japan is rich in art and in culture. Come and explore this fantastic country with us. Learn about Cherry Blossoms, Kintsugi, festivals, songs, and much more. Handouts and maps will be given to participants. A PowerPoint on the Japanese culture will be available to download. **(Grades K – 8)**

***WILIAMSON: Housing, Politics, and Schools: Lesson Ideas Using the National Atlas of Korea in Your Classroom***

**Michael Robinson**, Houston High School – Germantown, TN

The National Atlas of Korea is an internationally awarded atlas that is free for use in PDF format for all teachers in the United States. In this session I will introduce the Atlas and provide several lesson plan ideas for teachers to be able use the atlas in their classroom. The main lessons ideas will focus on: 1) Korean's Declining Population, 2) Housing in Korea compared to housing in the USA, 3) Political Election Maps, 4) Korean Schools, and 5) Korean Popular Culture. **(Grades 5 – 12)**

***CLYDESDALE: Is Your Social Studies Classroom Social?***

**Peter Vajda**, Center for Teaching Effectiveness

Frustrated by students' misbehaviors? Dealing with discipline matters taking up valuable teaching time? I'll share some core beliefs and introduce you to theories that help you understand the impact of low-level inappropriate behaviors on your students and classroom. Learn "8:00 Monday morning" research-based strategies of a fair and simple classroom management system that will eliminate unwanted behaviors by 70% or more. Learn the essential steps of teaching to expected behaviors and discover the benefits and the importance of positive interactions with your students. Learn how to dramatically increase the amount of time you spend on instruction and decrease the amount of time giving multiple warnings and repeated requests to stop misbehavior. Learn how investing extra time in your students at the beginning of the year increases the amount of time you have for instruction throughout the year. Reduce your and your students' stress level while creating a working relationship that is built on caring and respect. **(Grades K – 12)**

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**General Session**

**3:00 p.m. – 3:30 p.m.**

Salons 1-4

Door Prizes

**YOU MUST BE PRESENT TO WIN!**

DRAFT