



*Tennessee Council
for the Social Studies*

PROGRAM

**Annual Conference
March 9, 2012
Knoxville Downtown Hilton**

EXHIBITORS

Salon D and E

Belle Meade Plantation

Bicentennial Volunteers, Inc.

Dinah-Might Adventures

Good News Travels

iEARN – USA

Houghton Mifflin Harcourt

McGraw-Hill

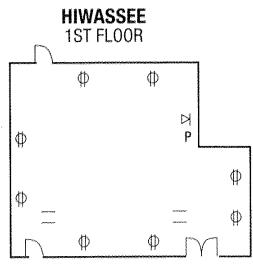
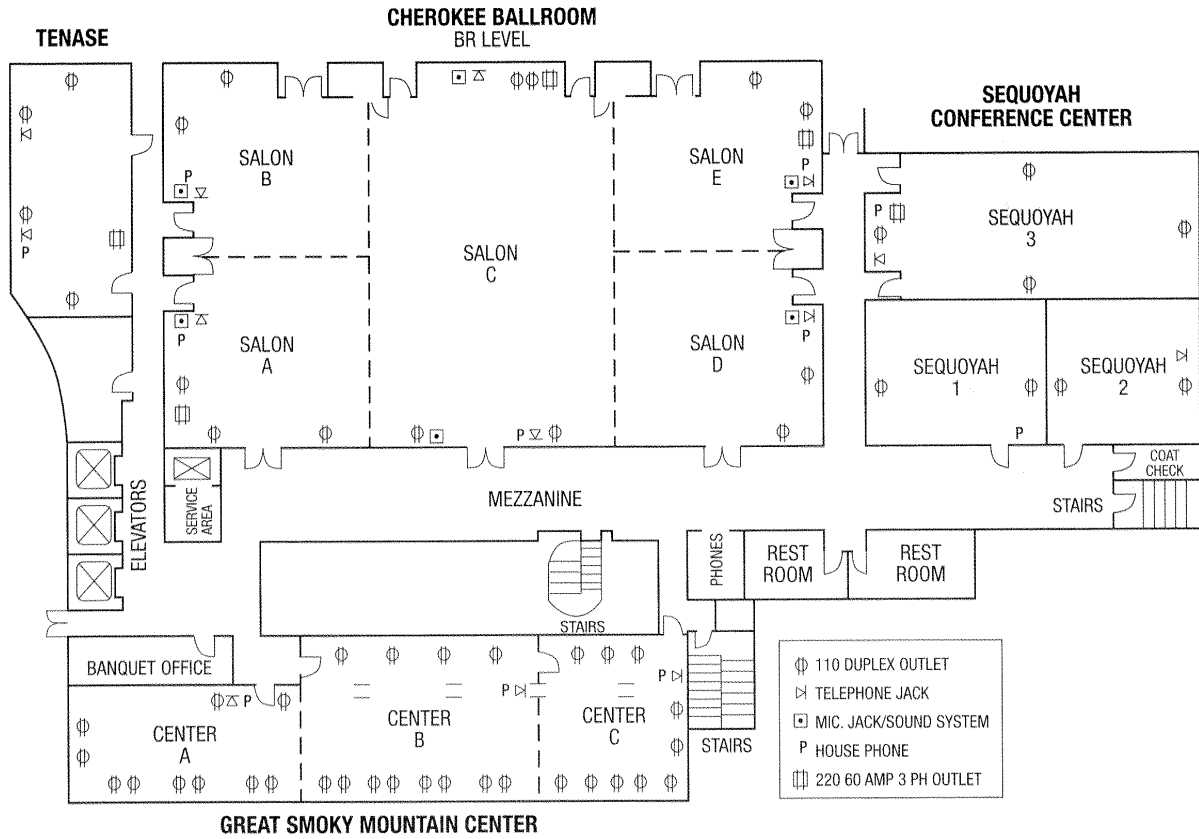
**Tennessee Bar Association Young Lawyers
Division**

Tennessee State Museum

Program Schedule By Room

ROOM TIME	Hiwassee Geography Strand	Great Smoky Language Arts and Social Studies	Sequoyah 3 Language Arts and Social Studies	Sequoyah 1	Sequoyah 2
8:15 – 9:00	McKinney <i>Increasing Literacy and Writing Skills Through Primary Source Analysis (7-12)</i>	Huff, Lewis <i>Making the Connections: Language Arts and Social Studies (5-8)</i>	Brady, Migliroi <i>Democratizing the DBQ: World and US Mini-Qs in Grades 4-12 (4-12)</i>	Barela <i>“The Times They Are A-Changin’”: How Will Pre-adolescent Students Adapt (4-8)</i>	Johnson <i>Currents of Change (9-12)</i>
9:15 – 10:00	Glover, Breeding, Jacobs <i>Where in the World is Social Studies? (9-12)</i>	Kahane-Kaminsky <i>Going Beyond Anne Frank (5-8)</i>	Bragg, Horton <i>The Living History Museum: Role Playing Biographies (5-12)</i>	Philpott, McConkey, Turner <i>A Workshop on Teaching Controversial Issues (5-12)</i>	Sisk <i>The Vietnam War (9-12)</i>
10:15 – 11:00	Mitchell <i>Learning with Landmarks, Monuments, and Memorials (5-8)</i>	Schröder <i>After the War Was Lost: Bringing Post-war Germany to Life with Two Novels (5-8)</i>	Bennett, Morgan <i>History Connection: The Great Depression and Language Arts (5-12)</i>	Whisker <i>How Dirty is Your Windshield? Formative Assessments Using Foldables (5-12)</i>	Stuart <i>Integrating Social Studies, Literature and Documentary Film to Address Common Core ELA Standards (9-12)</i>
11:15: - 12:30	75 Minute General Session: Awards, Lunch and Business - Salon ABC				
12:45 – 1:30	McKinney <i>Water Utilization and Trends in the United States (9-12)</i>	Hendricks, Niles, McElroy, Bouknight <i>All I Really Need to Know I learned in Kindergarten (9-12)</i>	Hickey, Turner, Pope <i>Bringing History Home: Integrating Social Studies and Language Arts (K-6)</i>	Peterson <i>Battersea: Home of John Bannister (5-8)</i>	Stuart <i>Building Reflective Classrooms to Improve School Culture, Increase Teacher Efficacy and Address Social Issue (9-12)</i>
1:45 – 2:30	Yates <i>Keizai Koho Center Fellowship Tour to Japan (9-12)</i>	Duke <i>Turning Students into Historical Detectives (5-12)</i>	Blanks, Mashburn <i>Un-Civil War: Poem for Two or More (5-12)</i>	Peterson <i>Fort McHenry and the Defense of Baltimore in the War of 1812 (5-12)</i>	Akenson <i>TW3 - The Way We Worked: Materials, Strategies and the Smithsonian Traveling Exhibits (3-12)</i>
2:45 – 3:30	Huebner <i>Mysteries Matter (9-12)</i>	Comer, Suters, Martin <i>Walked into History and Changed the World: Teaching the Story of the Clinton Twelve (4-8)</i>	Turner, Blank, Philpott, McConkey <i>Using Readers Theatre to Excite Students about Social Studies (5-12)</i>	Finchum <i>The War of 1812 – Another Perspective (5-8)</i>	Lawson <i>The Impact of Civic Education: Are We Meeting the Goal in Social Studies? (9-12)</i>
3:45 – 4:00	Door Prizes - Salon ABC				

Meeting Room Layout



Breakout Session 1

8:15 – 9:00 a.m.

Rich McKinney, West High School, “Increasing Literacy and Writing Skills Through Primary Source Analysis”

This presentation will address the importance of developing language skills in the geography classroom. With the movement towards Common Core curriculum and assessments, it is imperative that all teachers design lessons that enhance students’ abilities in both reading and writing. The presentation will detail how the presenter created a series of lessons built around analyzing primary sources in order to develop contextual empathy for students. Additionally, the presentation will offer suggestions for how this strategy could be applied in other social studies areas.

(Grades 7-12) Hiwassee

Whitney Huff and Chad Lewis, University of Tennessee, “Making the Connections: Four Interdisciplinary Activities with Language Arts and Social Studies”

There are many interdisciplinary activities with language arts that can be integrated into the social studies classroom. This presentation will focus on four interdisciplinary activities including a newspaper article from a historical figure’s point of view, a writing activity focusing on brags and whines, mock trials, and document analysis activities with political cartoons. The presenters will model and provide examples for how these four activities can be implemented in the social studies classroom. Presenters will provide example CDs to participants.

(Grades 5-8) Great Smoky Mountain

Chip Brady and Jackie Migliroi, The DBQ Project, “Democratizing the DBQ: World and US Mini-Qs in Grades 4-12”

The Document Based Question (DBQ) Project will examine ways to teach Document-based questions in a way that is accessible to all skill levels. Our World and US History Mini-Qs will be highlighted. Particular attention will be placed on the hook, the importance of pre-teaching vocabulary and background knowledge, individual document analysis, and argumentative writing. Discussion will also focus on ways that districts can use the DBQ as a tool to vertically align their historical thinking and writing expectations.

(Grades 4-12) Sequoyah 3

Andrea Barela, University of Houston and Humble ISD, “The Times They Are A-Changin” : How Will Pre-adolescent Students Adapt?

Do your students have the tools to plan and implement solutions to the social problems they encounter? Get great ideas for empowering students to create their own action research plans and develop their leadership potential. Take-home demonstrations, handouts and prizes.

(Grades 4-8) Sequoyah 1

Jennifer Johnson, “Currents of Change”

Currents of Change is a program that includes complete interactive high school lessons that teach about the transformation of the Tennessee Valley. American History teachers will find these lessons particularly helpful in meeting their Tennessee State Curriculum Standards. These complete lessons provide free resources for teachers such as videos, photographs and interviews, which help students gain an understanding of our region’s history in interactive ways. In Lesson One, students explore how the signing of the New Deal by Franklin D. Roosevelt took this valley “Out of Darkness.” In Lesson Two, students learn about Oak Ridge and “The Tennessee Valley and the War Effort.” You will leave the session with ready-to-teach lesson and one of a kind resources in your hands.

(Grades 9-12) Sequoyah 2

Breakout Session 2

9:15 – 10:00 a.m.

Melisa Glover, Angela Breeding and Chelsea Jacobs, Farragut High School, “Where in the World is Social Studies?”

Real world application is a core element of Social Studies class. There is no better way to relate this than to step into a world where our content comes alive through travel. Field trips allow our students to connect the past with the future, recognize the role of various cultures in the world view and become more open minded. Join us as we discuss local, national and international travel for students, including information on past trips that we have planned for students. Also, we will cover curriculum connections with travel and the potential obstacles in the planning/traveling.

(Grades 9-12) Hiwassee

Danielle Kahane-Kaminsky, Tennessee Holocaust Commission, “Going Beyond Anne Frank: Bridging Generations and Transforming Instruction”

This presentation will focus on the instructional use of the diaries of young people produced in this time of extreme crisis. Emphasis will be placed on the value of these literary fragments as part of the historical record of the Holocaust. Teachers will be introduced to a collection of the personal writings of children and adolescents who witnessed first-hand the brutality of the Holocaust. Writing activities for language arts classes as well as using primary source materials to write to a document-based question will be explored. **(Grades 5-8) Great Smoky Mountain**

Jessica Bragg and Amy Horton, The University School @ ETSU, “The Living History Museum: Role Playing Biographies”

The Living History Museum, an integrated approach to teaching, is often described as role-playing biographies. The unit can be manipulated for different historical periods and age groups to accommodate a range of courses. Students experience motivation and engagement as they present oral biographies of a historical figure. The project begins with the selection of historical figures and reading and research using historical investigation. As the culminating activity, students showcase their research to other students through a first-person presentation of The Living History Museum. Benefits include teaching multiple standards, promoting creativity, and increasing literacy through research, writing and public speaking.

(Grades 5-12) Sequoyah 3

Sarah Lewis Philpott, Lance McConkey, Dr. Thomas Turner, The University of Tennessee, “A Workshop on Teaching Controversial Issues”

There are few topics related to history, geography, or government that are not steeped in controversy and conflict. But it often makes teachers and students ill at ease to look in depth at such subjects and doing so can disturb the peace and stability of the scholastic environment. Yet, in a democratic society, controversy is what defines social studies. Dealing with controversial issues involves dissent, diversity, and decision-making. Research conducted by the presenters show that teachers need and want opportunities to learn how to use controversial issues in the classroom.

(Grades 5-12) Sequoyah 1

Gordon Sisk, Karns High, “The Vietnam War”

This presentation will be on a unit on the Vietnam War. The presenter will demonstrate lessons he developed on the draft and the music of protest. He will have handouts with vocabulary, timelines, maps, and an official Vietnam era draft notice. Music will be available to download on your flashdrive so come prepared.

(Grades 9-12) Sequoyah 2

Breakout Session 3

10:15 – 11:00 a.m.

Julie Mitchell, Lake Forest Middle, “**Learning with Landmarks, Monuments, and Memorials**”

From the imposing figures of Mount Rushmore to the much smaller roadside signs that describe Civil War battles and other events, America’s landscape is dotted with landmarks, monuments, and memorials that tell the story of our land, our history, and our people. These fascinating places and objects can be used to address a variety of standards in a unique way, sparking curiosity and increasing student engagement in the social studies classroom. Come explore a series of monuments that will positively enliven otherwise ordinary units of study. You are sure to learn something new! Accompanying materials provided (adaptable to various grade levels).

(Grades 5-8) Hiwassee

Monika Schröder, Author, “**After the War Was Lost: Bringing Post-war Germany to Life with Two Novels for Middle Grade Readers**”

The author of the middle grade historical fiction novels, MY BROTHER’S SHADOW (Farrar, 2011) set in Berlin 1918, and THE DOG IN THE WOOD (Boyd’s Mills, 2009) set in east-Germany 1945, demonstrates how family memoirs as well as primary and secondary sources influenced the creation of fictional characters and plot, and discusses the importance of historical accuracy when writing historical fiction. Participants gain insight into the research/writing process of two novels about the impact of war on children, which offer ample topics for discussion and curriculum connections to social studies and language arts instruction. Classroom resources will be provided.

(Grades 5-8) Great Smoky Mountain

Jeannette Bennett and Jackie Morgan, Federal Reserve Bank, “**History Connection: The Great Depression and Language Arts**”

The Great Depression offers the opportunity to integrate history with the language arts with engaging reading and writing activities! Join us to see lessons demonstrated based on the Great Depression and using language arts common core standards. Participants will receive information on free online interactive tools—whiteboard applications, podcasts and an online course to add to the classroom toolbox as well as a free Great Depression curriculum CD.

(Grades 5-12) Sequoyah 3

Nancy Wisker, Dinah Zike Academy for Teachers, “**How Dirty is Your Windshield? : Formative Assessments Using Foldables**”

What is your students’ visibility with concepts in the classroom? Learn how to use Foldables and Notebook Foldables via formative assessments. Construct and see strategies for social studies that can be the communication vehicle that informs and assists with the course of instruction. Use Foldables (3-D graphic organizers) and techniques for students’ reflection, their expressed understanding of rubrics, their questions, and predictions to help you understand where they are in their learning. Leave this session with models that are immediate tools for next day implementation.

(Grades 5-12) Sequoyah 1

Sarah Stuart, Facing History and Ourselves, “Integrating Social Studies, Literature and Documentary Film to Create Lessons that Engage Students and Address Common Core ELA Social Studies/History Standards.”

This dynamic session uses Facing History and Ourselves curriculum, resources and interactive strategies to integrate history, literature and the use of documentary film to enhance student’s critical thinking skills, while addressing ELA Common Core Standards. Facilitator models implementation of intellectually rigorous and emotionally engaging lessons from *Choices in Little Rock* curriculum, excerpts from the autobiographical book *Warriors Don’t Cry*, and clips from *Eyes on the Prize* to help students examine the choices that individuals, governments, and institutions made during this critical period in US History. Using this pedagogy empowers students make meaningful connections to choices they make their own lives. (Grades 9-12) **Sequoyah 2**

General Session
11:15 a.m. – 12:30 p.m.
Salon ABC

Boxed Lunch
Teacher of the Year Awards
Business

Breakout Session 4
12:45 – 1:30 p.m.

Rich McKinney, West High School, “Water Utilization and Trends in the United States”

This lesson won the 2011 Siesta Software solutions Geography Lesson Plan of the year Award. In this lesson, Students examine how water issues contributed to the collapse of the Anasazi civilization in the 12th century. They research key issues involved in water utilization in the United States. Finally, they compare the problems of the Anasazi to problems currently being experienced in different regions of the United States and predict which regions of the United States might potentially face a similar fate in the future.

(Grades 9-12) Hiwassee

Dorothy Hendricks, Cedelle Niles, Janelle Bouknight, University of Tennessee, Gloria McElroy, Bearden High, “All I Really Need to Know I Learned in Kindergarten: Using Picture Books to Teach Life Lessons to High School Students”

Some of life’s best lessons can be found in the few pages of children’s picture books. In kindergarten, we learn about acceptance, patience, teamwork, respect, fairness, and responsibility. These are the same life lessons that high school students are expected to practice. History, Sociology, and Contemporary Issues teachers will receive teaching ideas about how to use picture books such as the Dick and Jane series, David Shannon series, and Dr. Seuss books to supplement the secondary curriculum. An annotated bibliography as well as classroom tested activities will be provided.

(Grades 9-12) Great Smoky Mountain

Dr. Gail Hickey, Indiana University-Purdue University Fort Wayne, **Dr. Thomas Turner** and **Lora Kay Pope**, University of Tennessee, **“Brining History Home: Integrating Social Studies and Language Arts”**

Try out teacher-tested ideas for combining language arts with social studies in this interactive session. Learn to teach social studies concepts by using family stories, community lore, intergenerational interviews, and children’s books while meeting both social studies and language arts curriculum standards. Discuss strategies for meeting the needs of English language learners and special needs learners through integrated projects. Experience simple ways to incorporate technology and utilize classroom publishing techniques to showcase your student’s work. While working in small groups, use children’s books and suggestions shared to develop activities for use in your own classroom.

(Grades K-6) Sequoyah 3

Dr. David Peterson, Morehead State University, **“Battersea: Home of John Bannister”**

We will visit the home of John Bannister, a lawyer and businessman in Petersburg, Virginia during the revolutionary war period. He was a contributor to the Articles of Confederation and the First Mayor of Petersburg. Battersea is over 240 years old and a magnificent example of the Plantations that many of the southern founders lived in. The man and his times will be discussed, while we tour this treasure of a house and see what life was like back in our history. The British occupied Battersea but left it when they departed Petersburg after the war.

(Grades 5-8) Sequoyah 1

Sarah Stuart, Facing History and Ourselves, **“Building Reflective Classrooms to Improve School Culture, Increase Teacher Efficacy and Address Social Issues of Bullying and Ostracism”**

This multifaceted session uses Facing History and Ourselves resources and interactive strategies to create and foster a reflective classroom environment conducive to teaching and learning. Using the Facing History online module *Bullying: A Case Study in Ostracism*, participants will engage in activities that provoke meaningful reflection and discussion on critical social and ethical issues of bullying. Session participants will explore: What is the role of young people and adults in preventing and responding to issues of ostracism and bullying? What are the connections between social issues facing students and the choices teachers make in their classrooms and schools?

(Grades 9-12) Sequoyah 2

Breakout Session 5

1:45 – 2:30 p.m.

Holly Yates, Antioch High, **“Keizai Koho Center Fellowship Tour to Japan”**

The Keizai Koho Center offers high school social studies teachers a fellowship of travel to Japan for two weeks during the summer. Ten educators are selected from across the United States to travel to Japan to learn about Japanese culture, history, government, economics, and education. Holly Yates had the honor to participate in the KKC Fellowship tour this past summer and will share what she learned. She will also describe the application requirements so that, hopefully, more Tennessee teachers can participate in future tours!

(Grades 9-12) Hiwassee

Kira Duke, Teaching the Primary Sources– MTSU, **“Turning Students into Historical Detectives”**

Explore ways to get your students excited about social studies using primary sources from the Library of Congress. During this session, participants will engage in hands-on activities that can be used to help students better analyze primary sources. Learn strategies you can take to the classroom to encourage students to dig deeper in their historical research.

(Grades 5-12) Great Smoky Mountain

Dorothy Blanks and Natalie Mashburn, University of Tennessee, “Un-Civil War: Poem for Two or More”

Un-Civil War: Poem for Two or More is an instructional strategy designed by Dorothy Blanks and presented with Natalie Mashburn that combines Language Arts and Social Studies content in an exciting way. Historical content (Civil War themes demonstrated) provides the foundation of poems written by students in the style of Paul Fleischman's *Joyful Noise: Poems for Two Voices*. Language arts components of creative poetry composition and descriptive writing techniques (onomatopoeia, alliteration, repetition, analogy, metaphor, etc.) add power to the study of history.

(Grades 5-12) Sequoyah 3

Dr. David Peterson, Morehead State University, “Fort McHenry and the Defense of Baltimore in the War of 1812”

This presentation will feature color slides of the fort, a handout and a discussion of teaching materials will be presented. We will look at both the city fortifications and the Fort, and how the people of Baltimore successfully defended their city from the British attack. Lecture and discussion will supplement the visuals. We will also discuss the significant role this episode in America's history would have after the war in getting Congress to pass legislation to erect forts to defend our nations coastal cities and ports. Several of the Forts famous for their Civil War use, were part of this new “defend our coast” mentality. We will look at Fort Sumter and make comparisons and changes in warfare due to technology!

(Grades 5-12) Sequoyah 1

Dr. James Akenson, Tennessee Tech University, “TW3 – The Way We Worked: Materials, Strategies and the Smithsonian Traveling Exhibits

This session will provide: 1) An overview of the Smithsonian Museum on Mainstreet Traveling exhibits, 2) Relationship of the TW3 content to social studies content grades 3-12, 3) Teaching strategies and materials for linking the TW3 exhibit to classroom teaching and visits to the TW3 exhibit, 4) Additional web site links to access the Museums on Mainstreet resources.

(Grades 3-12) Sequoyah 2

Breakout Session 6

2:45 – 3:30 p.m.

David Huebner, Ravenwood High School, “Mysteries Matter”

Doesn't a good mystery keep you interested in learning? Are students motivated when there are unsolved intrigues in geography and history? In this session, students learn about geography using mysteries of the physical world. We will explore everything from floating rocks to under-ice lakes in Antarctica to five miles of sediment at the bottom of lake Baikal to how the Black Death gave rise to Western Europe to why the "discovery" of chocolate contributed to the slave trade. Mysteries matter! Bring your curiosity to this fast-paced session.

(Grades 7-12) Hiwassee

Dr. Melissa Comer, Dr. Leslie Suters, Dr. James “Buddy” Martin, Tennessee Tech University, “Walked into History and Changed the World: Teaching the Story of the Clinton Twelve in an Integrated Language Arts and Social Studies Curriculum”

On August 27, 1956, twelve young adults in Clinton, Tennessee walked into history and changed the world. They were the first students to desegregate a state-supported high school in the south. This presentation will provide a brief overview of this historical civil rights event with the primary focus on how to address it in a language arts and social studies classroom. The presenters will share cross-curricular, standards-driven, best-practices that integrate technology and hands-on application strategies. Attendees will have access to teaching materials.

(Grades 4-8) Great Smoky Mountain

Dr. Thomas Turner, Dorothy Blank, Sarah Philpott, Lance McConkey, The University of Tennessee, “Using Readers Theatre to Excite Students about Social Studies”

Participants will share scripts of several readers theatre types relative to the social studies. They will also show how these scripts can be used as a way of encouraging student participation and engagement. Tom Turner will also be sharing some materials from a soon to be published chapter on using drama in the social studies. Included among the scripts will be readers theatre plays related to Lincoln’s Assassination, the Constitution, the death of William Rufus, and Horatio at the Bridge.

(Grades 5-12) Sequoyah 3

Mark Finchum, Jefferson County High, “The War of 1812 – Another Perspective”

This session will focus on the involvement of American Indians in the War of 1812, including the First Nationals of Canada and Tecumseh’s Confederacy, but with an emphasis on the Cherokee. Also included will be some new information that has come from research at the University of Tennessee on Andrew Jackson and his vision of Indian removal, as well as some perspectives from Native people today. Attendees will receive a bibliography, a timeline, and ideas for hands-on application in the classroom.

(Grades 5-8) Sequoyah 1

Cody Lawson, The University of Memphis and Bartlett High, “The Impact of Civic Education: Are We Meeting the Goal in Social Studies?”

The purpose of this presentation is to investigate student perceptions of civic principles in the social studies classroom. A historical background of social studies education in terms of its goal of citizenship education from the 1920’s to present day will be presented. An examination of historical events, social and political movements, and the educational initiatives toward the establishment of social studies education will be discussed. Analysis of surveys and polls, taken throughout the decades designed to measure attitudes toward civic issues, are included. Critical review of previous literature of citizenship education and perceptions toward civic principles will conclude this presentation.

(Grades 9-12) Sequoyah 2

General Session

3:45 – 4:00

Door Prizes

**Including two \$250 gift certificates from
Pearson Prentice Hall**