October 17—October 19, 2019
Red Lion Hotel - Harrisburg East
4751 Lindle Road
Harrisburg, PA 17111

October 18—October 20, 2018
Red Lion Hotel
4751 Lindle Road
Harrisburg, PA 17111

Conference Theme:

Social Studies: Where It All Comes Together

Through the lens of social studies:
- Science
- Math
- Language Arts
- Music, Dance and Visual

...cultivates systemic thinking—a necessary approach for solving problems
The PCSS promotes quality Social Studies education from kindergarten to higher learning by:

### PCSS Presidents

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<td>Ralph W. Cordier</td>
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### Current PCSS Presidents

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Welcome to the 65th Annual PCSS Conference

I want to welcome everyone to the 65th Annual Conference of the Pennsylvania Council for the Social Studies (PCSS)!

I am honored to be working with our amazing President, Mrs. Amy Cheresnowsky, and Executive Board to facilitate this event. This year’s theme “Where it All Comes Together” is a timely reminder of the foundational importance of social studies content and how it can intersect with other subjects and experiences to create powerful learning opportunities. I look forward to participating in the schedule’s many robust sessions that explore these ideas around questions of research and pedagogy.

I worked with PCSS for the last decade in various capacities and remain committed to furthering its mission by promoting the relevance of social studies content for effective citizenship, democracy, and global understanding.

I received my Ph.D. and M.A. in History from Lehigh University and my B.S. in History/Political Science from Drexel University. I recently became Dean of the School of Continuing and Professional Studies at Elizabethtown College, and, prior to that, I was Chair of the Education Department at Elizabethtown for six years. I teach pre-service social studies methods and content courses, supervise student teachers, advise social studies education students, mentor undergraduate research, and teach graduate classes in curriculum and instruction. My research areas include citizenship and peace education, gender and national identity in Northern Ireland, and equity pedagogy in social studies education.

Events like this conference are essential for the continued and effective revival of PK-16 social studies. Recruiting, canvassing, and creating opportunities for students, pre-service teachers, and in-service teachers that foster knowledge and personal growth validates the significance of this discipline to the efficacy of national and global citizenship.

I wish everyone a productive time of learning and collaboration, as we model best practices in professional development and take time to reconnect with PCSS colleagues.

See you next year at 66!

Dr. Rachel Finley-Bowman
PCSS President-Elect
Project PEACE
Peaceful Endings through Authorities, Children and Educators

Project PEACE training is sponsored by the Pennsylvania Council for the Social Studies, the Rendell Center for Citizenship and Civics and Law, Education and PEACE for Kids (LEAP-Kids). Project PEACE has been showcased at numerous PCSS-sponsored mini-conferences over the past few years. Project PEACE is a hands on way to teach young people the knowledge, attitudes and skills of citizenship.

Project PEACE, a partnership of the Pennsylvania Office of the Attorney General, the Pennsylvania Bar Association and the Pennsylvania Bar Foundation, is a peer mediation, anti-bullying and youth court training program that enhances in Pennsylvania schools and communities the skills of non-violent conflict resolution and active civic engagement that are necessary for productive citizenship. This public-private partnership introduces dispute resolution techniques first to elementary school students throughout the Commonwealth while promoting Ombudsman bullying prevention education in the schools. Youth courts, where students serve as jurors, judges and attorneys, handling real-life cases involving their peers, are then introduced as students move into middle school.

Originally brought to Pennsylvania by then Attorney General Mike Fisher in 1999 after the tragedy at Columbine High School, the program has continued to flourish under every Attorney General through today. Nineteen presidents of the PBA have endorsed the program. Over the past nineteen years, Project PEACE has brought its anti-violence programming, directly and indirectly, to nearly 250 Pennsylvania schools. All schools, regardless of socioeconomic status, diversity and location, have been forced by outbreaks of school violence, from bullying to school shootings, to confront the issue of conflict among school students. That initial look at tackling the problem of violence has led to a broader look at building involved communities, first at the school level, and then beyond. In this era of high stakes testing, when double periods of math and reading are taking the place traditionally reserved for social studies in the early grades and beyond, Project PEACE also provides a valuable means of providing civic learning in the schools.

Project PEACE works to reduce conflict and violence in Pennsylvania’s schools by teaching students how to discuss and mediate disagreements peacefully. It empowers children, who are still in their formative years, with the important life-skills that promote constructive communication, problem-solving, critical-thinking and self-esteem. Children become active participants in governing behavior in their classrooms by taking on the role of mediator and using the mediation process; they also impact their class and school climate by using the skills of conflict resolution that they learn to work out disputes on their own. With the help of neutral peer mediators, or through the exercise of learned skills by individual students, conflicts can be settled in a positive manner, benefiting the school climate as a whole.

Project PEACE further works to limit violence in Pennsylvania’s schools by teaching young about bullying. By learning to distinguish bullying behavior from the kind of relational disputes that can be resolved through conflict resolution techniques, students are taught that bullying is an unacceptable form of peer abuse. Students learn to seek adult help when bullying situations become apparent and to look out for their peers who might be bullied. Students thus become the “upstanders” that can positively impact the school community.

As students move into middle school, Project PEACE expands its violence prevention by educating students about youth courts. Youth court, teen court, and peer court are interchangeable terms for an alternative disciplinary system for youth, either in private or public schools and communities the skills of non-violent conflict resolution and active civic engagement that are necessary for productive citizenship. This public-private partnership introduces dispute resolution techniques first to elementary school students throughout the Commonwealth while promoting Ombudsman bullying prevention education in the schools. Youth courts, where students serve as jurors, judges and attorneys, handling real-life cases involving their peers, are then introduced as students move into middle school.

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All of the elements of Project PEACE - conflict resolution education, anti-bullying instruction and youth court training - provide alternatives to the zero tolerance disciplinary policies that are still found in many of our schools. Project PEACE does more than provide an alternative discipline procedure. Project PEACE provides an extension and application of learning for the students involved in the day to day programming. Students learn conflict resolution skills that will help them in situations both inside and outside of school. The anti-bullying instruction underscores a national commitment to civil rights and dignity for all. Youth courts appeal to students because they process real student disciplinary cases which allow them to participate and contribute to an improved school climate. All of the Project PEACE elements have enormous potential to educate youth people about the justice system and develop academic, citizenship and socialization tools.

Anyone interested in bringing Project PEACE training to their school should contact PCSS Past President David Trevaskis at david@leapkids.com or 717-571-7414.

Thursday 10/18/18
8:30 am - 3:00 pm CHOICES Program: Pennsylvania Foyer (separate payment event)
4:00 pm-8:30 pm Exhibit Set Up: Capital Ballroom
6:30 pm Cash Bar: Lancaster Suite
7:00 pm-9:00 pm Awards Reception: Lancaster Suite
9:00 pm Hospitality Suite: Room 333
PCSS gratefully acknowledges the sponsorship of Thursday hospitality room by Drawing the Lines

Friday 10/19/18
7:00 am Registration: Lobby
7:30 am Continental Breakfast/Exhibit Area Opens: Capitol Ballroom East & West
PCSS gratefully acknowledges Friday breakfast sponsored in part by LEAP-Kids
8:00 am -8:50 am Session One
9:00 am-9:50 am Session Two
10:00 am-10:50 am Session Three
10:50 am-11:15 am Exhibit Area: Capitol Ballroom East & West
11:15 am-12:30 pm Lunch/Keynote: Dauphin Ballroom
Brief remarks by Jennifer Wahl and India Meissel
12:30 pm-1:20 pm Session Four
1:30 pm-2:20 pm Session Five
2:20 pm-2:45 pm Exhibit Area: Capitol Ballroom East & West
2:50 pm-3:40 pm Session Six
3:45 pm Raffle/Door Prizes: Capitol Ballroom East & West
5:00 pm President’s Reception (Cash Bar): Lancaster Suite
5:30 pm President’s Dinner: Lancaster Suite (ticket needed to attend)
Speaker: Dr. Edgar Cahn
8:30 pm Hospitality Suite: Room 333
PCSS gratefully acknowledges the sponsorship of Friday hospitality room by We the People

Saturday 10/20/18
8:00 am Board Breakfast: Lancaster Suite
8:30 am Board Meeting: Lancaster Suite
GREETINGS:

It is my pleasure to welcome everyone to Harrisburg for the 65th Annual Pennsylvania Council for the Social Studies (PCSS) Conference.

The opportunity for civic engagement is a privilege and responsibility of all Americans. As the theme of this year’s conference “Social Studies: Where It All Comes Together,” alludes, the studying of the Social Sciences encourages students to incorporate knowledge from all subjects to formulate their own unique ideas and opinions. Pennsylvania and PCSS are committed to preserving and perpetuating our nation and commonwealth’s rich history, as well as creating curricula and standards that promote civic competence. PCSS has been an invaluable support system for Pennsylvania’s educators, school districts, and especially for our students. Each member of PCSS strives to enable our students to understand the world through historical, humanist, and many other lenses, ensuring that we are building a bright future full of capable, knowledgeable, critical thinking, and socially minded citizens.

As Governor, and on behalf of all the citizens of the Commonwealth of Pennsylvania, I am honored to welcome you to the 65th Annual PCSS conference. Please accept my best wishes for continued success.

TOM WOLF
Governor
October 18-20, 2018

Exhibitors

| Army Heritage Center Foundation | Museum of the American Revolution |
| Ashbrook Center/Teaching American History | National Constitution Center |
| Bedford, Freeman & Worth | National Geographic Learning/Cengage |
| DBQ Project | Nystrom Education Social Studies School Services |
| Draw the Lines Project (Committee of Seventy) | Path Forward Foundation |
| Echoes and Reflections (ADL) | Pearson |
| Foundation for Individual Rights in Education | Penn State University College of Education |
| Freedoms Foundation at Valley Forge | The College Board |
| Historical Society of Pennsylvania | The Rendell Center for Civics and Civic Engagement |
| History Making Productions | Teachers College Press |
| | We the People |
| | W.W. Norton |
| | Penns Valley Publishers |
| | Pennsylvania State Police Historical, Educations and Memorial Center |

A special thanks to our EXHIBITORS for participating the 2018 PCSS Conference Proposal Form in the near future

Please visit http://pcssonline.org/
Welcome to the 65th Annual PCSS Conference

I want to welcome you to the 65th Annual Statewide Pennsylvania Council for the Social Studies Conference. What a great year our organization has had and I look forward to the coming year with PCSS. The role of the presidency has been a learning experience, along with a professional growing experience. My education is rooted in the Commonwealth of Pennsylvania and I am committed to promoting social studies education in our Keystone State. From receiving my undergraduate degree from Mansfield University to pursuing two Masters Degrees from the University of Scranton, I have been enriched in the vast knowledge of educators that hold the standards and rigor of Pennsylvania education close to their hearts.

I have worked in the public education setting for the Athens Area School District for the past fourteen years in northeastern Pennsylvania. I have also had the opportunity to teach online for K12 Education for seven years and currently teach graduate courses for Penn State University as an adjunct professor since 2010. My range of teaching Social Studies over the course of my career has included teaching various sections of American History and World History to Economics and Civics/Government. My passion has always been Social Studies and I have been motivated as a teacher to help “bring history to life” for my students over the course of my career.

Like many attending this conference, I worry that Social Studies is becoming more and more a second thought after state tested content such as Math or Reading. Teachers in the elementary grade levels are lacking curriculums, standards, support, and the know-how to approach Social Studies education. Most importantly, even the best elementary social studies educators are lacking time to teach the field as time once given social studies has been chipped away for double periods of state tested subjects. I would like to see this changed. As the President for PCSS, I will push for social studies implementation in the elementary grade levels. I would also like to see a more nonlinguistic, hands-on approach to teaching social studies in the secondary grade levels. I feel it is our responsibility as leaders in the field to provide resources and professional development to educators across the state; I hope this conference helps do that!

Working closely with the board and current/past leaders of the PCSS, I will bring my passion for education and love for Social Studies with me as I work with you to make PCSS more actively involved in the classrooms across the state.

Thank you for your support of PCSS and mark your calendars down now for next year’s conference which will be back here in Harrisburg Thursday October 17, 2019—Saturday October 19, 2019.

Amy Cheresnowsky
PCSS President

PCSS 65th Annual Conference - October 18 - 20, 2018
PCSS: WHERE IT ALL COMES TOGETHER

2018 THEME

Social studies are the axis around which all other subjects revolve: math, science, language arts, music, dance and visual arts. The incorporation of knowledge from all of these subjects in our society is what defines our history, our culture and our future. Social studies encourage students to utilize information and skills from a variety of content areas to formulate ideas and opinions, apply processes and express their conclusions, concerns and solutions.

Social studies in conjunction with other subject areas allow students to grasp a holistic understanding of the problems and possibilities of humanity. Through the lens of social studies:

• Science builds understanding of human interaction with the environment and informs local, national, and international policy. Scientific discoveries continue to rewrite our past and uncover ideas and technologies that shape the social, political, cultural and economic landscape.

• Math measures, quantifies and provides justification for social change and policy. Mathematic concepts drive our economy.

• Language Arts allow students to research, comprehend, analyze and communicate effectively to sustain or enact change in society.

• Music, Dance and Visual Arts are an expressive social barometer that memorialize cultures and trends around the world. Though not all-inclusive, this list highlights just a fraction of the fundamental interconnectivity of each discipline in understanding the causes and consequences of human behavior.

Pennsylvania Council of Social Studies believes that interdisciplinary studies not only make learning more enjoyable and relevant, it cultivates systemic thinking—a necessary approach for solving problems of the 21st century.

The 2018 PCSS Conference will challenge and inspire educators to think about the myriad ways subjects are connected; the power of ideas to change attitudes, lives and ultimately, the world.
Conference Evaluation

A conference evaluation has been included in your conference bag. Please complete and turn it in at the registration desk upon your departure. If you forget to do so an evaluation will also be sent out to all participants in the conference following the program and it will also be available online at:

http://pcssonline.org/

Thank You
For Attending
the 2018 PCSS Conference
1. At the registration table there will be a sign offering chances on the prizes.

2. Major prizes will be displayed at the conference. Tickets will be offered at $5.00 each or 5 for $20.

3. Each program will have a page listing all of the exhibitors and if a participant gets 10 signatures from 10 exhibitors, that person gets a free raffle ticket by showing their ten signatures at the table where the tickets are being sold. Each person can get an additional free raffle ticket by getting 5 more signatures from exhibitors for a total of 15. Get 5 more exhibitors to sign off on your form for a total of 20 and you earn a third free ticket. Three free tickets is the limit you can earn.

4. The Flyers Tickets will be considered as the grand prize and that prize will be drawn first. After that prize is awarded, the remaining tickets in the pool will be used to award other items that will be given away in the order of priority (second prize Pirates, etc).

5. The first two prize winners do not need to be present to claim their awards. Those prizes will be mailed to winners if not present. If a winner of the first two prizes is present, the winner with the higher priority may pick which prize the person wishes to take that is of a lower priority if the person does not want the prize the person won. All other prize winners beyond the first two prizes must be present to win.

6. Everyone-- Officers and Board Members of PCSS and their families, Exhibitors, participants, guests and all others-- is eligible for the prizes!

******* SEE PAGE 30 FOR YOUR EXHIBITOR SIGNATURE FORM *******

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You the People of the United States, in order to form a more perfect union, establish J U S T I C E, insure D O M E S T I C T R A N Q U I L I T Y, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

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Take the Preamble Challenge ★ Civic Education Matters

The Pennsylvania Bar Association is challenging students to use your voice, get involved, and be heard! Recite the preamble. Be creative. Express yourselves. You've been challenged, now what will you do?

To learn more and access resources, go to www.pabar.org and click on the tab "For the Public" then "Education for Students."

"The Constitution does not belong just to judges and attorneys. It is yours. And with this possession comes serious responsibilities. It is not just the President who must preserve, protect, and defend the Constitution. All of us must do so. But you cannot preserve what you do not preserve; you cannot protect what you do not comprehend; you cannot defend what you do not know."

— U.S. Supreme Court Justice Anthony Kennedy (retired)
Online. All participants will receive a 2 week digital trial opportunity to experience DBQs through our new digital platform, DBQ based arguments. Showcasing our newly released Mini to think like historians, engage in historical debate, and write evidence strategies on breaking down a DBQ so that even ALL learners can learn how to read with understanding, think straight, and write clearly. Come discover perspectives. The DBQ Project was created to help teachers help students using engaging questions and primary and secondary sources from a variety of perspectives. The DBQ Project was created to help teachers help students read with understanding, think straight, and write clearly. Some discover strategies on breaking down a DBQ so that even ALL learners can learn how to think like historians, engage in historical debate, and write evidence-based arguments. Showcasing our newly released Mini-DBQs in Geography, DBQs in Economics, and Mini-DBQs in Elementary, participants will have the opportunity to experience DBQs through our new digital platform, DBQ Online. All participants will receive a 2 week digital trial.

Inquiry, Argument Writing, and DBQ Online

Harriott
Interest Level: Middle and Secondary

Presenters: Chip Brady, The DBQ Project; Irael Kent, The DBQ Project

Using engaging questions and primary and secondary sources from a variety of perspectives, The DBQ Project was created to help teachers help students read with understanding, think straight, and write clearly. Some discover strategies on breaking down a DBQ so that even ALL learners can learn how to think like historians, engage in historical debate, and write evidence-based arguments. Showcasing our newly released Mini-DBQs in Geography, DBQs in Economics, and Mini-DBQs in Elementary, participants will have the opportunity to experience DBQs through our new digital platform, DBQ Online. All participants will receive a 2 week digital trial.

National World War II Museum Materials and Sample Lesson

Keystone
Interest Level: Middle, Secondary and College

Presenter: James W. D’Acosta, Fairfield Warde High School, Connecticut

Each participant receives and reviews a box of curriculum materials from The National World War II Museum drawn from its collection of artifacts and online resources concerning life on the Home Front. Additionally, an interdisciplinary lesson of writing historical fiction using these sources, as well as the Museum’s holdings on combat in Europe and in the Pacific, which is easily modified for middle school and high school students of all ability levels, will be explained and distributed. The presenter created this lesson and teaches it annually. Samples of student work are included.

Historical Empathy as a Framework for Inquiry

Governor
Interest Level: Secondary and College

Presenter: Elliott Earle, Legacy Center Archives, Drexel College of Medicine

How did people with good intentions come to make decisions that seem morally reprehensible to us today? How do we approach the task of understanding and evaluating their actions and beliefs? This interactive session will introduce historical empathy as a heuristic for interrogating and making meaning of primary sources. This method engages a suite of high order critical thinking skills to map out how past individuals made their decisions. The historical empathy framework offers a structure for confronting the morally gray areas of the past and present, while transforming the social studies classroom into a laboratory for interdisciplinary inquiry and exploration.

President’s Award by PCSS President Amy Cheresnowsky
Cheltenham High School - Youth Court Program
Upper Darby School District - Middle School Youth Court Initiative
Michael Petricin - Cedar Crest Middle School, Book Club Project
Jennifer Wahl - Loyalsok Township High School

Program of Excellence Award
Woodland Hills School District - Just Discipline Project

Outstanding Social Studies Project Award
Hilary Hamilton and Sarah Bower-Grieco - “Bravery in the Neighborhood” Project

Outstanding Teacher of the Year
Christy Halcom (Elementary/Middle) - Julia de Burgos Elementary School
Nicholas Haberman (Secondary) - Shaler Area High School

Social Studies Future Leader
Cedar Crest Middle School - The Book Club Project

Rendell Friend of Social Studies
Hazleton One Community Center - Hazleton Integration Project

Inaugural Award
Ira Hiberman - Ira Hiberman Award for Social Studies Excellence

The Leo West PCSS Award for Social Studies Awareness & Promotion
York County Bar Association and York County Bar Foundation - Hard Bargains 1777

The Ruth Stas PCSS Award for Social Studies Sustainability
India Meissel, NCSS President 2018 - 2019

The Kay Atman PCSS Award for Social Studies Innovation
Dr. Edgar Cahn and Dr. Christine Gray - Pennsylvania Youth Court Efforts

Ira Hiberman Award for Social Studies Excellence
James McDermott and Julie McDermott - Shaler Area Activities for the Handicapped

CONGRATULATIONS to all of the award winners!

For more information on our award winners, please visit our website: http://pcssonline.org/
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00—8:50</td>
<td>Susquehanna</td>
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<tr>
<td>9:00—9:50</td>
<td>West Derry</td>
</tr>
<tr>
<td>10:00—10:50</td>
<td>Harrisburg</td>
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<tr>
<td>10:50—11:15</td>
<td>Hanover</td>
</tr>
<tr>
<td>11:15—12:25</td>
<td>Middle Paxton</td>
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**Susquehanna**

- **Social Studies, Religion & Law Related Education as Preventive Measures Against Undesirable Behavior & Social Violence in Nigeria**
  - Presenter: Adekunle Adediran
  - Location: York Hall

**West Derry**

- **Enhancing Citizenship in the Elementary Classroom Using Peace Education Strategies**
  - Presenter: Weigle, Palmer, Finley-Boorman
  - Location: Hanover, Finley-Boorman

- **Exploring Controversial Issues in Middle School Social Studies: A Northern Ireland Case Study**
  - Presenter: Hansell, Finley-Boorman
  - Location: Using GIS in the Classroom Draper

**Harrisburg**

- **The Aesthetic: Realism Teaching Method or the History of Japan Tells Us Something Important About Ourselves**
  - Presenter: Cronin
  - Location: Using the Future of Humanity’s Past Longo

- **Teaching in Those Politically Divisive Times**
  - Presenter: Brasof
  - Location: A Visit from the Truth Fairy: What We Tell Girls in Early Literature Impacts Civic Engagement Longo Johnson

**Hanover**

- **Religion in the Classroom: Exploring the New C3 Supplement Goldberg**
  - Presenter: Goldberg
  - Location: Teaching the Arab Israeli Conflict with Primary Sources

- **The ‘We the People’ Program Powderhorn & Bell**
  - Presenter: Reading the Revolution Through Art: Paintings, Powderhorns and Personal Politics in the American Revolution H. Whisky

**Middle Paxton**

- **Social Studies Content in the SAT and PSAT: What Every Social Studies Teacher Should Know Bernstein**
  - Presenter: The ‘Are the People’ Program” Brooks, Finley Rigel

- **The Book Club: Social Studies, Language, and Visual Art Petroccin**
  - Presenter: The Best Practices for Teaching About Muslims and Islam in Today’s Social Studies Classroom Brooks, Finley Rigel

**Keystone**

- **Turning Your Work Into Scholarship: Publishing in Social Studies Journal, a Publication of PCSS**
  - Presenter: Dr. Jessica Schocker, Penn State Berks; Dr. Sarah Brooks, Millersville University
  - Location: The Many Faces of Washington (George That Is) Mensel

**Governor**

- **BreakOut! Escape Rooms in the Classroom**
  - Presenter: The 12 Disciplines of Social Studies McClain

- **Using GIS in the Classroom**
  - Presenter: Using GIS in the Classroom Draper

**Lancaster**

- **Continuing Legal Education Youth Court Sessions: 8:00 to 10:50, see page 15 for session details**
### Session Details

**Session Details**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
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</table>
| 1:30am—2:20pm       | **Engage Students in US History with National Geographic Learning’s Brand New Digital Platform!**  
|                     | Harrisburg  
|                     | Interest Level: Middle and Secondary  
|                     | Presenters: Sara Heindorf, National Geographic Learning; Ashlyn Little National Geographic Learning; Kenny Lockard, National Geographic Learning Platform  
|                     | This session will introduce primary sources, but instead offers ready applicable to their content. This session does not instruct about how to use similar exercises, and a soft go activities for participants.  
|                     | George Washington: Where All the Content Comes Together  
|                     | East Derry  
|                     | Interest Level: Elementary, Middle and Secondary  
|                     | Presenter: Kate Lukasevicz, Pennsylvania Historical Association/Sewickley Academy  
|                     | The link between the social studies and the arts is vital for understanding the domestic and global social ideas of the broader historical narrative. It can expand students’ knowledge and awareness of the memorialization of events throughout history. This session forges that link through the identification of specific works of visual and performing artists who have shaped the Vietnam War culture with the presentation of effective and innovative teaching strategies including music, poetry, photography, painting, and sculpture. In addition, participants will interact with the group by sharing relevant teaching experiences, techniques, and strategies.  

- **Susquehanna**  
- **West Derry**  
- **Harrisburg**  
- **East Derry**  
- **Hanover**  
- **Middle Paxton**  
- **Keystone**  
- **Governor**  
- **Lancaster**

### Other Events

**Friday, October 19, 2018 Afternoon Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 12:30—1:20          | **Education for Constitutional Literacy and Civil Dialogue**  
|                     | Harrisburg  
|                     | Interest Level: Middle and Secondary  
|                     | Presenters: Sara Heindorf, National Geographic Learning; Ashlyn Little National Geographic Learning; Kenny Lockard, National Geographic Learning Platform  
|                     | This session will introduce primary sources, but instead offers ready applicable to their content. This session does not instruct about how to use similar exercises, and a soft go activities for participants.  
|                     | George Washington: Where All the Content Comes Together  
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- **Keystone**  
- **Governor**  
- **Lancaster**

### Evening Events

**Evening Events**

- **Getting Hired for a Social Studies Position**  
  - Preite, Zanoni, Rulledge, Roenney, Roper

**Friday Night Raffle/Door Prizes**

- **RECEPTION TO FOLLOW in Room Ballroom East & West**

**WINNERS! Raffle/Door Prizes: Lobby...**

**attaS! See Conference at a Glance Schedule Night Events**

**Continuing Legal Education Youth Court Sessions:** 12:30 to 3:40, see page 15 for session details
Innovation for their support of Pennsylvania youth court efforts. PCSS honored both Dr. Cahn and Dr. Gray at this year's conference with its Kay Atman PCSS Award for Social Studies problem solving. Their joint work on Time banking provides an innovative approach to providing value to those in poverty. Dr. Cahn and his wife, Dr. Christine Gray, work together to promote co

Throughout his career, he has advocated for the rights of the poor and the powerless. When Robert F. Kennedy was U.S. attorney general, Cahn was a speechwriter and special counsel for him.

Cahn and his first wife, the late Jean Camper Cahn, wrote a groundbreaking article for the Yale Law Review in 1964 that ultimately led to the creation of the National Legal Services Corporation. Established by Congress and signed into law by President Richard M. Nixon in 1974, the nonprofit provides legal aid for low-income people in civil matters, including custody disputes and foreclosures.

Also with Jean Camper Cahn, Dr. Cahn in 1972 founded what is now the David A. Clarke School of Law at the University of the District of Columbia, which altered the training for public-interest law by requiring students to participate in community legal clinics. Now a distinguished emeritus professor of law, Cahn still teaches a course on law and justice, and directs the school's community service program, which requires students to perform 40 hours of service their first year.

In 1996, Dr. Cahn and District of Columbia Superior Court Judge Arthur Burnett Sr. established one of the nation's largest youth court programs. The program was aimed at keeping first-time offenders with nonviolent acts out of the juvenile justice system and in school. Dr. Cahn said he was spurred to launch a youth court when he learned that more than half of Washington's African American men between the ages of 18 and 24 were either in prison, or on parole or probation.

Dr. Cahn and his wife, Dr. Christine Gray, work together to promote co-production and whole systems approaches to problem solving. Their joint work on Time banking provides an innovative approach to providing value to those in poverty. PCSS honored both Dr. Cahn and Dr. Gray at this year's conference with its Kay Atman PCSS Award for Social Studies Innovation for their support of Pennsylvania youth court efforts.
Mapping Your Way Through History: Engaging Ways to Integrate History and Geography
Harrisburg
Interest Level: Middle and Secondary
Presenter: Loni Swiger, SocialStud.com

In this workshop participants discuss how to engage middle schoolers deeply in historical study by grounding events in the places they occurred. Combining the teaching of history and geography is nothing new but how do you easily integrate geography and history, so engagement and retention is highest for your students? This workshop applies hands-on, proven inquiry strategies to consider the impact environmental factors had on historic figures, their behaviors, places and the events that unfolded. In this workshop we will focus on Ancient Civilizations, but the strategies can be applied to both US and World History courses.

Teaching William Penn’s Legacy: 1718 – 2018
East Derry
Interest Level: Elementary and Middle
Presenters: Danielle LeFevre, Pennsbury Manor; Mary Ellen Kurt, Pennsbury Manor

Every student in Pennsylvania learns the name and story of William Penn in social studies class - but the legacy of our founder and first governor cannot be contained to the social studies. The 300th anniversary of William Penn’s death calls for a reexamination of his legacy as it relates to government, religion, cultural diversity, and the natural world, and more! Using Pennsbury Manor’s educational programs as a case study, museum educators will demonstrate the ways in which teachers can incorporate Penn’s legacy into social studies, STEM, and language arts lessons.

Youth Court Class They Created Based on Cahn’s Vision
West Derry
Interest Level: Secondary
Presenters: Dr. Greg Manfre, Joel Graham, John Papiano

This two hour discussion of the future of youth court in Pennsylvania with a look at the Pennsylvania Joint State Government Commission Youth Court Advisory Committee and the work of Shippenburg Criminal Justice Professor Stephanie Jareid. Moderator Greg Manfre will work with Edgar Cahn and others in the session to lay out what the group sees as the next steps in realizing the promise of youth court for the Commonwealth.

How Youth Courts Can Be Embedded in Social Studies Classes
Harrisburg
Interest Level: Middle and Secondary
Presenters: Mark Hoff, Michael Ogubachi, Jennifer Pollack, plus students

We will highlight how youth courts can be embedded in social studies classes by focusing on the Cheltenham High School “Civics” model program with Cheltenham High School social studies teachers Mark Hoff, Michael Ogubachi, and Jennifer Pollack plus students. Youth court principles will be emphasized in this demonstration of the Cheltenham program.
### Session Details

**8:00am—8:50am**

**Social Studies, Religion and Law Related Education as Preventive Measures Against Undesirable Behavior and Social Violence in Nigeria**

Susquehanna

**Interest Level:** College

**Presenter:** Dr. Amos Adekunle Agediran, Federal College of Education Abeokuta Ogun State

Social studies is an area of curriculum designed specifically for the study of man and how his problems are solved. These problems include personal, social, and political problems that range from clashes, conflicts, violence, militarism, terrorism, drug abuse and so on. Consequently, social studies education is a field whose purpose is to seek to understand the totality of man, how his problems can be solved and how his interaction with his physical and social environment. Religion being one of the natural tendencies in man, provides needed clue as to what the needs and legal arrangement should be for the attainment of social justice.

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**Enhancing Citizenship in the Elementary Classroom Using Peace Education Strategies**

West Derry

**Interest Level:** Elementary

**Presenters:** Samantha Weigle, Elizabethtown College; Dr. Rachel Finley Bowman, Elizabethtown College; Dr. Kevin Agediran, Federal College of Education Abeokuta Ogun State

This session explores the theory of consensual peace and its relationship to participation from attendees. Discussion centers on the needs and legal arrangement needed for the attainment of social justice.

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**Become a National Geographic Certified Educator**

Harrisburg

**Interested Level:** Elementary, Middle and Secondary

**Presenter:** Anastasia Cronin, National Geographic Society

Join us to learn about National Geographic’s free Educator Certification Program and Educator Community. Complete Phase 1 in this session, diving into our Learning Framework with resources that will fit into your planned curriculum. Participants will discover a rich source of assets with a global and geographic perspective, including resources that address standards on World Regions and Cultures and Contemporary Global Studies—and learn how to effectively integrate those resources into their classrooms. Participants can choose to complete Phases 2 & 3 online, integrating relevant resources into their lessons. Certified educators receive special access to National Geographic education resources and an online community of like-minded peers.

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**The Aesthetic Realism Teaching Method or the History of Japan Tells Us Something Important About Ourselves**

East Derry

**Interest Level:** Secondary and College

**Presenter:** Christopher Batchelor, New York City Department of Education

Through this principle by Eli Siegel, American educator and historian—“The world, art, and self explain each other: each is the aesthetic oneness of opposites”—students see the dramatic, surprising relation between history and themselves. They learn the subject with excitement and ease, and become kinder! And they see how history—in this case, the history of Japan—is related to other subjects through opposites such as separation and conjunction, sameness and difference, independence and need. This will be a demonstration lesson, incorporating geography and ELA, with active participation from attendees.

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**Best Practices for Teaching About Muslims and Islam in Today’s Social Studies Classroom**

Middle Paxton

**Interest Level:** Middle and Secondary

**Presenters:** Dr. Sarah Brooks, Millersville University; Zahel Virmani, Hempfield School District; Amy Weber, CentralMville Middle School

This session examines commonly-held stereotypes and misconceptions about Muslims and Islam, as well as findings about how this topic is addressed in textbooks and classrooms. The session will be collaboratively led by a university researcher, a veteran world history teacher, and a first-year social studies teacher. We will share research-based instructional strategies and classroom resources to help students develop nuanced and accurate understandings of Islam and its followers. The session will include time for attendees to ask questions and share their own related ideas and experiences.

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**A Visit from the Truth Fairy: What We Tell Girls in Early Literature Impacts Civic Engagement**

Hanover

**Interested Level:** All Levels

**Presenters:** Dr. Jesse Haight, Clarion University of PA; Chrissy Boryenace, Clarion University of PA; Emily Dowling, Clarion University of PA

Provided with thought-provoking texts, young children can recognize the challenges and rights of other people while developing the self-awareness necessary to become active citizens whose actions can positively impact the communities in which they live. In this session you will:

- Meet Little Ladies who are utilizing picture books to explore, and change, the world around them.
- Examine recently published literature targeting notable women and their global contributions.
- Use the Inquiry Design Model to help your students become active citizens, capable of making positive impacts in their community, and to address gender equity gaps related to social studies instruction.

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**Read the Lines Through Art: Paintings, Powderhorns and Personal Politics in the American Revolution**

Keystone

**Interest Level:** Middle and Secondary

**Presenter:** Adrienne G. Whaley, Museum of the American Revolution

The American Revolution produced a plethora of images, ceramics, and personal items that celebrated a radical re-envisioning of colonial relationships with Great Britain. By analyzing this material as text, students can see signs, symbols and other imagery as a language that can be read to understand mid-to-late 18th-century America, while practicing close looking skills, making inferences, substantiating arguments and evaluating multiple perspectives. Workshop participants will be introduced to several examples of visual art and material culture from this era, receive and brainstorm classroom activities based on these examples, and learn where to find additional resources for further developing relevant lessons.

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**Draw the Lines: Teaching “Do It Yourself Democracy”**

Governor

**Interest Level:** All

**Presenters:** Grace Paladino; Draw the Lines; Chris Satullo, Committee of Seventy; Justin Vilene, Committee of Seventy

Draw the Lines (DTL) is a digital mapping competition launching this fall in Pennsylvania that offers students grades 6-12 the opportunity to use their skills as “digital natives” to improve the state’s political system for years to come. Capitalizing on the growing interest in redistricting, or how we draw our legislative boundaries, DTL puts DistrictBuilder, free user friendly mapping software, into students hands to map their own Congressional and legislative districts with cash prizes going to winners at the end of every semester. DTL is a project of the Committee of Seventy, a nonprofit advocate for better government in PA. The DTL team has developed curricular assets to support the use of the competition in classrooms across the Commonwealth. Draw the Lines is an ideal project based learning experience that engages students in learning about their government, their state, as they tackle the issue of gerrymandering, what some call a “bug in the operating system of democracy”.

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### PCSS 65th Annual Conference • October 18 • 20, 2018
and reflect on strategies aimed to improve the integration of Literacy and classroom and beyond! During this session teachers will apply, experience, students develop skills to read, write, listen, and speak critically in the arguments with evidence. Participants will engage in strategies to help content/academic vocabulary and encourages students to support and primary sources to practice important critical thinking skills that builds Studies content/texts. Participants learn to incorporate informational texts Bring together Literacy + Social Studies in the K-5 classroom to create active and empowered citizens. Students become confident and independent when applying metacognitive reading and thinking strategies to Social Studies content/texts. Participants learn to incorporate informational texts and primary sources to practice important critical thinking skills that builds content/academic vocabulary and encourages students to support arguments with evidence. Participants will engage in strategies to help students develop skills to read, write, listen, and speak critically in the classroom and beyond! During this session teachers will apply, experience, and reflect on strategies aimed to improve the integration of Literacy and Social Studies.
The 12 Disciplines of Social Studies

Presenter: Kimberly McClancy, Historical Society of Pennsylvania

Social studies is not a single content area, but rather an umbrella term integration of knowledge, skills, and attitudes within and across disciplines. This cross discipline aspect offers educators opportunities to connect students to history in engaging ways that go beyond the textbook. We will examine the unique opportunities these disciplines provide to incorporate primary sources into the classroom: anthropology, archaeology, history, economics, art history, geography, political science, law, philosophy, religion, psychology, and sociology. The Historical Society of Pennsylvania's digital resources bring these primary sources right into the classroom, along with teaching aids keyed to the standards.

Teaching Through Social Studies: Past and Present

Presenter: Pam Longo, Northampton Community College

As the pace of change in the twenty-first century widens the gulf between past and present and demands synthesis of more data, the study of the global past requires streamlined yet meaningful approaches to engage new generations of learners. Even as social and technological developments render the past increasingly remote, how historians and educators imagine the value of history amid intensity changes in human experiences will guide its forms and relevance. This interactive presentation will address possibilities for world history curricula that link past and future through historical reasoning, story-making, and the scientific imagination.

Participants will discuss challenges and opportunities, evaluate the “Big History” curricular model, and brainstorm engagement strategies.

Imagining the Future of Humanity’s Past

Presenter: Dr. Marc Brodaz, Arcadia University

A politically segmented and divided public that struggles with productive discourse about our country’s and international community’s most pressing problems is a challenge every educator should be concerned with and actively trying to address in schools. Pre-service educators in an advanced PreK-12 social studies methods course at Arcadia University synthesized research and educational resources about how to teach specific topics that is a manifestation of or exacerbated by a politically divisive climate. This presentation will define the politically divisive climate that seems to be undercutting productive discourse and overview outcomes of an assignment directed at helping pre-service and professional educators teach controversy in these troubling times.

Teaching the Arab Israeli Conflict with Primary Sources

Presenter: Steven Goldberg, Institute for Curriculum Services

Explore the history and background of the Arab-Israeli conflict and peace process through primary source documents and teaching strategies that support critical analysis of texts. Major historical developments in the Arab-Israeli conflict including current issues under negotiation will be discussed. Participants will develop content knowledge, experience student activities, and receive a packet and links to digital resources with detailed lesson plans including primary source documents, maps, and all necessary student materials. Curricular resources emphasize informational texts with text-dependent and document-based questions to support close, analytical reading and evidence-based responses, new literary strategies, and best practices in the use of technology in the classroom.

The Book Club: Social Studies, Language, and Visual Art

Presenter: Dr. Marc Brasof, Arcadia University

This session uses curriculum integration to create an interactive mini-unit on the "Troubles" in Northern Ireland for middle level learners. Discussion centers upon the content, stages of planning, and pedagogical choices made for creating developmentally appropriate and competency-based lessons to teach controversial topics using cohesive content disciplines.

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Teaching in These Politically Divisive Times

Presenter: Dr. Marc Brasof, Arcadia University

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