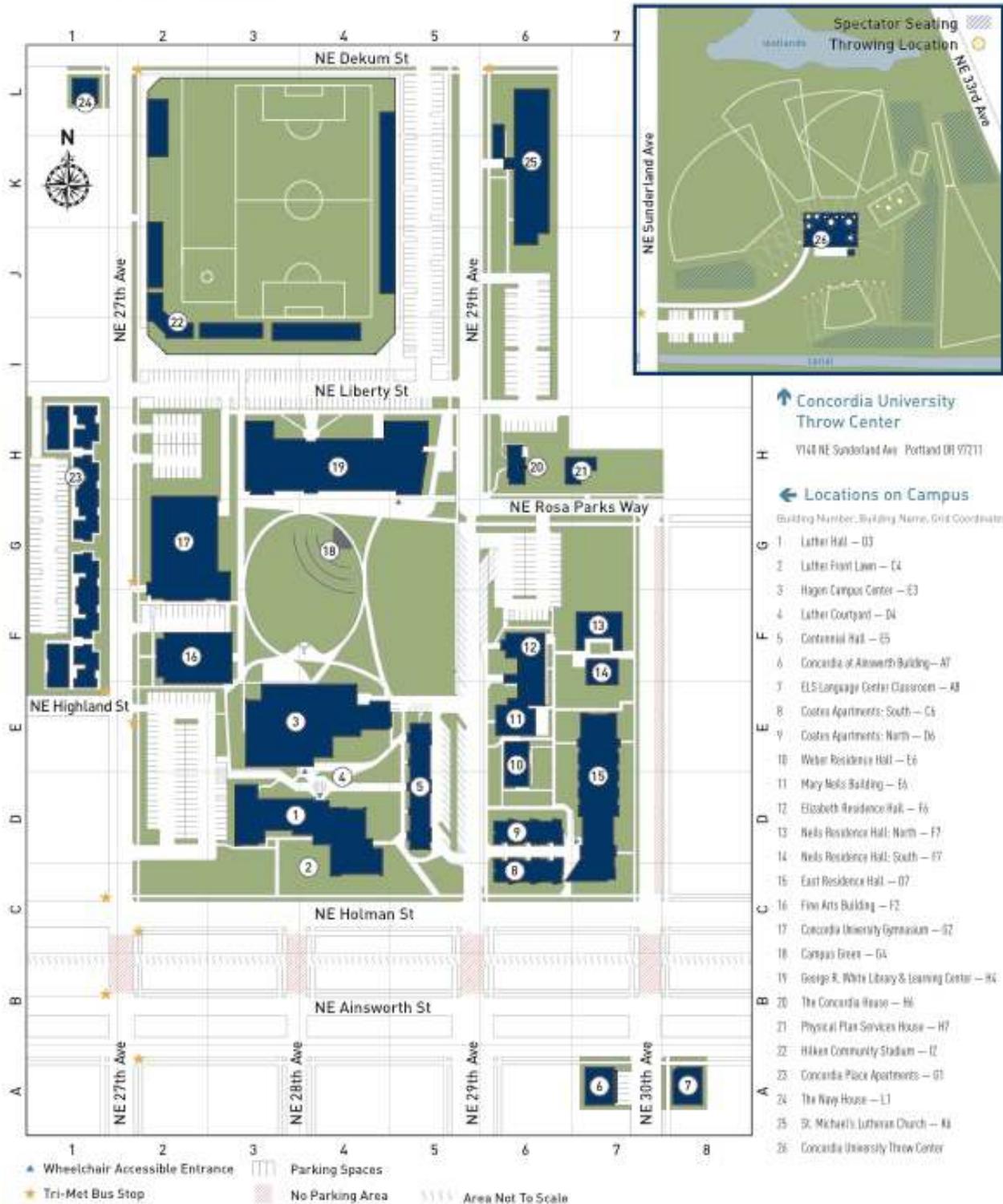




Oregon Council for the Social Studies 2013 Fall Conference



This Land is Our Land?
Reflections on Justice in America
Saturday, October 5, 2013
Concordia University, Portland, Oregon
George R. White Library



**Concordia University
Throw Center**

7144 NE Sunderland Ave Portland OR 97211

Locations on Campus

Building Number - Building Name - Grid Coordinates

- G 1 Lather Hall - G3
- F 2 Lather Front Lawn - F4
- F 3 Hagen Campus Center - E3
- F 4 Lather Courtyard - D4
- F 5 Centennial Hall - E5
- F 6 Concordia of Ainsworth Building - A7
- F 7 ELS Language Center Classroom - A8
- E 8 Costes Apartments: South - C4
- E 9 Costes Apartments: North - D6
- D 10 Weber Residence Hall - E6
- D 11 Mary Mells Building - E6
- D 12 Elizabeth Residence Hall - F6
- D 13 Wells Residence Hall: North - F7
- D 14 Wells Residence Hall: South - F7
- D 15 East Residence Hall - D7
- C 16 Fine Arts Building - F2
- C 17 Concordia University Gymnasium - G2
- C 18 Campus Green - G4
- B 19 George R. White Library & Learning Center - H4
- B 20 The Concordia House - H6
- B 21 Physical Plan Services House - H7
- A 22 Wilken Community Stadium - I2
- A 23 Concordia Place Apartments - G1
- A 24 The Ring House - L1
- A 25 St. Michael's Lutheran Church - M4
- A 26 Concordia University Throw Center

- ▲ Wheelchair Accessible Entrance
- ★ Tri-Met Bus Stop
- ▭ Parking Spaces
- ▭ No Parking Area
- ▭ Area Not To Scale

Time	Common Core & Financial Literacy	Our Evolving Profession	Elementary Education	Civil Rights	Environmental Studies	Popular Culture
Room	GRW 303	GRW 301	GRW 313	GRW 312	GRW 201	GRW 318A
8:30-8:45	Registration/Exhibitors/Refreshments					
8:45-9:45	<p align="center">Social Studies Present and Future: A Roundtable Discussion Steve Armstrong, President of the National Council for the Social Studies Marsha Ingrao, President of the California Council for the Social Studies Andrea Morgan, Education Specialist for Social Sciences Curriculum, Oregon Department of Education</p>					
9:45-10:00	<p align="center">Teacher of the Year Awards</p>					
10:00-11:00	Implications of the Common Core State Standards and the Smarter Balanced Assessment Social Studies	Beyond the Textbooks: Movement and Student Empowerment	Be a History Detective: Japanese Americans from Immigration through World War II	Empowering Students through Action Research & Storytelling to Transform School Culture	Paradise Lost: Introducing Climate Change to Students Through Story	Getting the Blues: History and Impact of a Musical Genre
11:00-12:00	Classroom	Presidential Perspectives: Advocacy for the Profession	Books, Songs & Poetry for Social Justice in the K-2 Classroom	Monetary Policy — Tools of the Federal Reserve to Provide Economic Opportunity	Connecting Environmental and Sustainability Education with the Social Studies	iHistory: Digital Puppets and the Apple iPad
12:00-1:00	<p align="center">Lunch/Visit Exhibitors Brown Bag Session: How to Write for the <i>Oregon Journal for the Social Studies</i></p>					
1:00-2:00	Conquering the Common Core	Recognizing and Celebrating our Contrasting Identities	Help! I Only Have 20 minutes to Teach Social Studies!	Bringing Civil Rights Home: A Place-Based Approach for Portland, Oregon	Activities for Global Citizenship: People, Food, Energy and Sustainability	Using the Flipped Classroom in 2013 Social Studies
2:00-3:00	Incorporate Financial Literacy Into Your Lessons		Abigail Scott Duniway: Her 42 Years of Working for Women's Suffrage	Teaching Justice through Historical Documents and Exhibits	The Game: Historical Perspective Through Physical Activity and Observation	Teaching Historical Perspectives through Music

Special Guests



Steven Armstrong
President, National Council for the Social Studies

Mr. Armstrong is a social studies department supervisor in the West Hartford, Connecticut public schools. He is the president of the National Council for the Social Studies, and is a past-president of Connecticut Council for the Social Studies and the New England History Teachers Association. Mr. Armstrong has given numerous workshops at the state, regional, and national levels on civic engagement and on the use of music and film in the social studies classroom. He is also an adjunct instructor in the history department at Central Connecticut State University.

Marsha Ingrao
President, California Council for the Social Studies

Ms. Ingrao is a retired educator and administrator and president of the California Council for the Social Studies. She studied education in Oregon, Colorado and California and later taught elementary grades in California. She earned her master's degree and administrative credential while working as a consultant for Tulare County Office of Education. Ms. Ingrao now serves the community in service organizations including Kiwanis, and San Joaquin, California and National Councils for the Social Studies.



October 5, 2013

Dear Conference Attendees,

We in the Oregon Council for the Social Studies are so honored to have you attending our Fall Conference for 2013. We are thrilled to be back at Concordia after a year's hiatus due to the National Council's Conference up in Seattle. We wanted to provide you with an excellent professional development opportunity to keep you invigorated as you start your school year, and we believe this conference will be both intellectually stimulating and pedagogically instructive for your practice.

For starters, we are grateful to our principal sponsor, The Nyman Foundation. Thanks to their generosity, we are able to sponsor ten educators from the state to attend our conference. A special thanks to Mark and Monica Nyman for their gracious support, and Nyman Foundation Chair Dave Guile for his work in coordinating with the Oregon Council.

Our Roundtable speakers are friends that we are grateful to have with us, not only because we believe they are exceptional speakers, but because we know they care deeply about the future of Social Studies. Steve Armstrong, President of the National Council, is our honored guest this year – having flown from Connecticut to attend our conference. Not only will he be part of this panel but he will share his wisdom with our pre-service attendees. Marsha Ingrao joins us from the California Council, and not only does she boast an impressive record of service to Social Studies but wants to further connect along our coast through her presence here today. Finally, you should be no stranger to the Oregon Department of Education's Andrea Morgan, who probably, more than anyone else, pours her heart and soul into ensuring quality Social Science education in our state. We look forward to a dynamic and engaging discussion.

The conference planning committee has assembled an impressive slate of presentations in an engaging array of strands. Not only will we be able to offer great trainings in the Common Core and Social Studies, but attendees can float between sessions on the Environment, Civil Rights, Elementary Education and Popular Culture. Our workshop leaders are the cream of a competitive crop and are excited to share their wisdom with you today.

Finally, we want to thank our partner exhibitors. The support of these partners and their leadership is critical to making these conferences successful educational endeavors.

In any case, thank you again for choosing to be here today, and I hope you enjoy the conference.

Best,

A handwritten signature in cursive script that reads "Shawn Daley".

Shawn Daley
OCSS President, 2011-2013

Common Core and Financial Literacy

All sessions in Room 303, George R. White Library

Implications of the Common Core State Standards and the Smarter Balanced Assessment Social Studies Classroom

Rachel Aazzerah and Andrea Morgan, Oregon Department of Education

In this extended session, participants will learn about the Oregon Social Sciences Standards and the Common Core State Standards (CCSS) Literacy in History/Social Studies, how the standards-based instruction might look in classrooms using primary source documents, informational text, and argument development, the Smarter Balanced Assessment System, including sample items with Social Studies contexts, how to develop performance tasks for the classroom that align to the CCSS/ELA assessment, and how current classroom activities can be tweaked to fully address content and skills acquisition and new assessment expectations. Teacher questions will be addressed in the Q&A time included in the session.

Conquering the Common Core

Linda Vanderford, Consultant: Curriculum, Instruction & Evaluation Services, Clackamas ESD

As a social studies teacher, what do the new Common Core Literacy Standards mean for me? Explore the reading and writing standards and gain ideas to support instruction.

Incorporate Financial Literacy Into Your Lessons

Melody Bell Executive Director of Financial Beginnings and Personal Finance Professor at Portland State University

This session will share best practices and resources to help educators incorporate financial literacy lessons in grades K-12. Presenter will share free resources including: online, print and presenters. This session is generously supported by the Nyman Foundation.



Mark and Monica Nyman live in Woodburn and work in Wilsonville. The Nyman's primary business is Foodguys Inc., a food ingredients brokerage firm. They have been in business for over 20 years, growing Foodguys from three employees to over twenty. It is their wish to open doors for students to achieve great things in their educational, personal and work environments.

Fostering leadership and entrepreneurial skills in students to achieve great things.

Our Evolving Profession

All sessions in Room 301, George R. White Library

Beyond the Textbooks: Creating Strong Communities through Movement and Student Empowerment

Darcy Rogers, Crater Renaissance Academy

Go beyond textbooks and worksheets to create an interactive, kinesthetic classroom where students guide their own learning! Session participants will experience the power of being active members of a strong community, while simultaneously learning techniques that will impact their students' lives and the classroom environment. The strategies addressed bring about a sense of solidarity and cultural awareness among students, as teachers transform to a new role as coaches in the classroom. Applicable for all subjects and levels.

Presidential Perspectives: Advocacy for the Profession and Early Career Social Studies Teachers

Steve Armstrong, President of the National Council for the Social Studies

Gayle Thieman, Associate Professor, Graduate School of Education, Portland State University and Past NCSS President

NCSS President Steve Armstrong and former NCSS President Gayle Thieman address the current needs of the profession, the skills that social studies teachers must develop and how to convey one's worth to potential employers. Teachers in training and those in transition will gain valuable insights from these experienced educators.

How to Write for the *Oregon Journal for the Social Studies*

Kenneth Carano, Western Oregon University

Interested in getting your work published or being a contributing member in an academic journal? Bring your lunch for this brown bag session on methods for getting your work published with the *Oregon Journal of the Social Studies*. Learn about the journal's submission guidelines, semi-annual themes, issues of style, content and citation, and find out what reviewers are looking for in academic manuscripts. Additionally discover how you can become an active member of the literary team and discuss the types of articles, and lesson plans you would like to see in a regional social studies periodical.

Recognizing and Celebrating our Contrasting Identities

Margot Hackman, Lincoln Elementary School

What does identity mean and what role does it play in the classroom? Each of us has multiple identities ranging from race to class to family to religious affiliation. This session challenges us to compare and contrast two of our own identities after observing works about identity by well-known authors. We will imitate these authors in order to draw conclusions about our own identities and perhaps those of our students.

Elementary Education

All sessions in Room 313, George R. White Library

Be a History Detective! The History of Japanese Americans from Immigration through World War II

Kim Blair, Oregon Nikkei Legacy Center

How do elementary students make sense of history beyond the textbook? Students become history detectives as they investigate primary sources from the Oregon Nikkei Endowment's Museum in a Suitcase, and in the process raise inquiry questions such as "who", "what", "where", and "why", to better understand the Japanese-American experience from immigration and community building to internment. The presenters will share lessons and resources that can be used with all types of primary sources to make history come to life for students!

Books, Songs and Poetry: Simple Ideas for Social Justice Learning in the K-2 Classroom

Kristen Braia, Chief Joseph Elementary

Children's literature and music can be a wonderfully rich and engaging instructional tool for teaching young elementary students how to critically think about their world. Historical knowledge and thinking, civics and government, social studies analysis and even geography can be taught, with a social justice lens, using picture books, early chapter readers, poetry and songs. Participants will come away with sample lessons, book and song lists, and a CD of the songs presented during the hour.

Help! I Only Have 20 minutes to teach Social Studies!

Julie LeGrove, The Emerson School

Do you only have 20 minutes to teach Social Studies in your elementary classroom? Wondering how will you meet your grade level's Common Core Standards, your own school and district standards, and keep your students excited and engaged all at the same time? In this workshop, Julie will introduce you to the power of using daily History in your classroom. Using easily accessible resources, and proven techniques and advice, she will show you how to create an integrated Social Studies program that takes only minutes a day, and meets many (if not all) of your year's Social Studies standards.

Abigail Scott Duniway: Her 42 Years of Working for Women's Suffrage

Barbara Rost, Classroom Law Project

Teachers will receive and review a packet of lessons that help students identify important dates regarding voting rights for women; describe Abigail Scott Duniway's role in women's suffrage in Oregon; state reasons why voting is an important right in the United States; and create a timeline of important events in voting history.

Civil Rights

All sessions in Room 312, George R. White Library

Empowering Students through Action Research & Storytelling to Transform School Culture

Susan Stahl, University of Washington

This workshop will detail how Action Research may be used to empower students to effect change in their school community. Students learn research methods for gathering information about school culture and climate, including peer interviewing and conducting surveys, and share their findings through various storytelling techniques & venues. Participants in the workshop will watch video clips of students in action, learn three activities used in the curriculum, and work interactively to consider how this model might be used in their own educational settings.

Monetary Policy — Tools of the Federal Reserve to Provide Economic Opportunity for all Americans

Todd Jones, West Linn High School

Todd Jones, a member of the Federal Reserve Bank of San Francisco's Education Advisory Council, will take educators on a tour of the Bank's education website, exposing educators to the myriad of Bank sources and tools designed to help educators help students understand the U.S. economic system and the role the Fed plays in keeping inflation down, unemployment up, and the economy stable in an effort to provide economic opportunity and prosperity for all.

Bringing Civil Rights Home: A Place-Based Approach for Portland, Oregon

Sarah Anderson, Southwest Charter School

American history courses tend to focus on national trends. This unit teaches students that American history is their history by showing how national issues played out locally. Find out how to use local sites, primary and secondary sources to teach about the history of African Americans in Portland. Participating teachers will receive a digital resource packet and a field trip guide.

Teaching Justice through Historical Documents and Exhibits: Working with the Oregon History Museum to Engage your Students with History

Denise Brock, Oregon Historical Society

A 3-part presentation will highlight connections between the Oregon History Museum connects and the K-12 teaching community. First, teachers will learn about upcoming exhibits, how they tie into the Core Curriculum, and how to access free tours and bus assistance. Teachers will receive lesson plans and curricular connections to four exhibits. Second will be the incorporation of the Oregon History Day contest into your class curriculum, and third will be a roundtable discussion panel of how OHS can better serve and connect to the needs of Oregon teachers.

Environmental Studies

All sessions in Room 201, George R. White Library

Paradise Lost: Introducing Climate Change to Students Through Story

Brady Bennon, Madison High School

Participants in this interactive session will learn literacy strategies that engage students and help build empathy for climate change refugees--people who lose their homelands because of rising sea levels, more intense natural disasters, and dwindling resources. We'll explore what is happening on the islands of Kiribati and conclude with a variety of writing assignment options that can be used with this lesson. Lesson plan and handouts will be provided.

Connecting Environmental and Sustainability Education with the Social Studies

Rick Reynolds, Engaging Every Student LLC

The environment is perhaps the most powerful lens through which to teach social studies and integrate learning across the curriculum. This interactive session will introduce you to Oregon's Environmental Literacy Plan (copies provided) and numerous activities and resources that can be used to meet its objectives while engaging in compelling social studies and Common Core content and skills. Using place-based explorations, student-led research, real-world stories of individuals impacted by climate change, and other activities, students learn to grapple with complex environmental issues and become life-long stewards of Oregon's environment and communities.

Activities for Global Citizenship: People, Food, Energy and Sustainability

Gayle Thieman, Portland State University

As the world population grows to 9 billion by mid-century, it will be vital for students to understand the fundamentals of human geography. In this workshop, discover innovative, hands-on/minds-on activities that examine population trends, natural resource use and distribution, and the human condition around the globe. Engage in simulations, games and cooperative learning challenges that stimulate critical thinking and problem-solving skills. Receive a CD-ROM of activities linked to state, national and Common Core standards.

The Game: Understanding Historical Perspective Through Physical Activity and Observation

Benjamin Weston

This presentation will demonstrate how teachers can utilize physical activity (and even fresh air) to help students understand historical perspective and how it plays a part in everything that they learn. Attendees will have an opportunity to play a game and get their competitive juices flowing, live their dream of becoming a sideline reporter, or play the role of owner of a sports team. Prepare to sweat, think, write and have a good time!

Popular Culture

All sessions in Room 318A, George R. White Library

Getting the Blues: History and Impact of a Musical Genre

Gerald White

The blues is a unique American musical form built on the structure of spirituals, work songs, field hollers and ring shouts. The music adapted the culture of Africa to America: oral tradition, African scale, shaped by its flattened tones, syncopation, cross rhythms and repeated patterns of the work songs. After emancipation, the sacred choral music of the church would become a vehicle for individual forms of self expression, with vocalists depicting life experiences, moods, and sentiments through song, music and poetry.

iHistory: Digital Puppets and the Apple iPad

John Zingale, Vancouver Public Schools

This presentation looks at the new iGeneration of students, and how the integration of new technologies, like the iPad, into the classroom can help increase student content knowledge and allow them to engage higher order thinking skills when creating digital stories in a social studies classroom. Students use the iPad and the Puppet Pals app to research, storyboard, record, edit, and post their digital stories to the internet. This study suggests that by integrating these techniques into the classroom, students will learn the content and demonstrate higher order thinking skills that are the foundation for creating well-rounded and critically thinking students. QR codes will be available to access presentation content.

Teacher of the Year Session: Using the Flipped Classroom in 2013 Social Studies

Andrew Pate, Barlow High School

Andrew Pate will explain how to set up a flipped classroom in Social Studies classes, where it may and may not be appropriate to use a flipped classroom and the benefits for the students and teacher. iBook Author and other emerging technologies that enrich the classroom will also be discussed.

Teaching Historical Perspectives through the Sights and Sounds of Music

Kenneth Carano, Western Oregon University

Combat student apathy in the social studies classroom through the sounds of music! Using hands on activities that utilize music in its various forms, the presenter provides activities and resources to teach social studies concepts, issues, and skills. This session demonstrates how music can be used as a pedagogical tool in conjunction with textbooks and visuals or as a stand-alone resource and can be employed as a primary or secondary source to teach students multiple perspectives and skills outlined in the new common core state standards, as necessary for college and career readiness.