

	Reception Hall	Meeting Room 241	Meeting Room 243	Room 245B	Room 245A	Room 247
8:00-8:50	<p><b>Explore the Minnesota Giant Map</b> How do you help young learners prepare for a global world? One way is to help them understand the world around them. The giant Minnesota traveling map is a great way for young learners to explore and discover the unique things that surround them in their own state. Lessons and activities featured in this session build spatial thinking and geography skills which meet Minnesota standards. Participants will receive information about how to bring the map to their school. Please note: All participants must wear socks when on the giant Minnesota map. <b>Kellie Friend, Turtle Lake Elementary, Sara Berning, Watertown-Mayer Public Schools</b></p>	<p><b>Fins, Feathers, Forest and Fur: A Curriculum Guide to Minnesota's Great Outdoors</b> The Great Outdoors are synonymous with Minnesota. From its pristine hunting lands to its claim as the "Land of 10,000 Lakes," Minnesota's nature is an integral part of our state's identity and a major reason why travel and tourism regularly generates nearly 20% of the state's sales tax revenue (Parks &amp; Trails Council of Minnesota). All Minnesotans experience the outdoors in some way, whether it be hunting, fishing, cycling, canoeing or going for a walk in the park. With that experience comes the need and desire to understand the outdoors; what it consists of, how it came to be, how it's maintained and so forth. Many of those curiosities are rooted in the tenets of engaged citizenship, one of the core principles of social studies. This curriculum guide is a grouping of lessons developed with the consultation and assistance from the Minnesota DNR office. Our lessons are interdisciplinary in nature, with elements of geography, civics, history, and economics worked into the curriculum. These lessons cover a broad range of outdoor-related topics that will be engaging to students and relevant to their everyday lives regardless of individual backgrounds or interests. Those topics include the state's Legacy Amendment, hunting and fishing regulations, state park economics and wildlife conservation, among others. <b>Tom Stoffel, Alex Voigt, and David Evensen, St. Cloud State University</b></p>	<p><b>Introducing Islam to non-Muslims</b> Islam is world-wide religion embracing many cultures and nations, comprising today's nearly 2 billion people. My presentation introduces Islam to non-Muslims of all ages and different background. It addresses some major misconceptions about Islam in an effort to strengthen our community's mutual understanding and respect. <b>Safaa Hammouda Sallam, Islamic Association of Mankato</b></p>	<p><b>Counting on People: Elementary Activities for Global Citizenship</b> In this workshop, participants will discover hands-on activities designed to connect students to the world around them – both people and the environment. They will come away with ideas for helping students to explore the fundamentals of human geography including how populations grow and use resources, the importance of healthy ecosystems and healthy communities. The presenter will engage participants in a variety of hands-on activities that build students' understanding of global issues while reinforcing skills in reading, math, problem solving, social interaction and cooperation, listening, role playing and more. She will emphasize how these activities reinforce 21st Century Skills and also meet Common Core State Standards. As these activities are interdisciplinary and participatory, participants will come away with suggested lesson ideas and formats that will work across the curriculum and for different learning styles. <b>Laura Bemel, Minnesota State University</b></p>	<p><b>Engaging Students with Dakota and Ojibwe Resources</b> The Minnesota Humanities Center's Resource Collection contains award-winning educator resources that reflect the authentic narratives of today's diverse student body. This session will focus on the Dakota and Ojibwe resources in the collection, including the educator guides that accompany the <i>Why Treaties Matter</i> exhibit, a partnership of the Minnesota Indian Affairs Council and the Humanities Center. This session is most appropriate for secondary educators (grades 6-12). <b>Eden Bart, Program Officer, Minnesota Humanities Center</b></p>	<p><b>Learning From the Best: Award-winning Social Studies Teachers Share their Insights</b> Join award-winning elementary, middle school and secondary social studies teachers as they share their wisdom, favorite lessons and resources. This panel will feature winners of MCSST's Teacher of the Year Awards and provide information on how you can nominate yourself or a colleague for state or national recognition as a social studies educator. <b>Elementary: Lisa Wiener, Raven Stream Elementary School, New Prague, MN; Middle School: Mandy Kraus, Wayzata West Middle School, Wayzata, MN; High School: Heather S. Loesche, Canon Falls High School, Canon Falls, MN; Lifetime Achievement: Patricia Bauer, Black Hawk Middle School, Egan, MN; Moderated by Valerie Walker, Gustavus Adolphus College</b></p>
9:00-9:50	<p><b>Language as Evidence: Using Swahili to Understand East African History</b> This session will center on materials for investigating East Africa in World History and Global Studies courses. The Swahili language itself can be used as historical evidence to understand the history of East Africa. Students can learn more about East Africa and Indian Ocean networks by looking at the sources of many Swahili words. In the process students also practice historical thinking skills. <b>Eric Beckman, Anoka High School</b></p>	<p><b>Enhancing Maps to Tell Stories</b> Explore how maps enhanced with text, visuals and multimedia tell powerful, engaging stories with students. We'll use ArcGIS StoryMaps (they're free!) to find maps you can use right now and show you how to build your own. (Not required, but bring your ArcGIS Org login if you have one.) <b>Shana Crosson, Education Technologist, Minnesota History Society</b></p>	<p><b>Knowing when to follow: Civic conversations for student growth</b> Much of our training as teachers prepares us to lead in the classroom. Yet, there are times when it is equally important to follow. This presentation suggests a framework for thinking about how to engage students in civic conversations so that their ideas take center stage. It is through cultivating caring habits that we can more easily tune into those moments when it is beneficial to follow, rather than lead, and help students gain confidence in their roles within the global community. <b>Muffet Trout, Ph.D., University of St. Thomas</b></p>	<p><b>Engaging Elementary Students with Sensitive Topics</b> Sensitive topics involve multiple perspectives and are often uncomfortable for teachers to address in classrooms. These topics may elicit emotions or trigger trauma, but are an essential piece of children's learning. Join us for a conversation that includes ideas and resources for approaching the complexity of sensitive topics in authentic ways. <b>Jess Winkelaar, MN Center for Social Studies Education and Jean Bibeau, ISD 183 Indian Education</b></p>	<p><b>Using Storytelling to Empower Immigrant Students using the "Green Card Youth Voices"</b> Model Storytelling is powerful. In this presentation, you will learn about how to empower students through a project that helps them find their voices and tell their stories. Based on the award-winning book, "Green Card Youth Voices: Immigration Stories from a Minneapolis High School," this presentation walks the audience step-by-step through the project, focusing on SLIFE (Students with Limited or Interrupted Formal Education) and how, when given the opportunity to relate their stories in ways that feel comfortable, students are empowered beyond all expectations. The process uses a multimedia approach that involves video recording, transcription, essay writing, and public speaking. Additionally, learn how this book can be used as a multimedia resource in social science classrooms to teach about immigration, cultural diversity, individual development and identity, and global connections. This model has been used successfully in Fargo, ND and will be used in St. Paul in 2017. <b>Tea Rozman Clark, Executive Director, Green Card Voices</b></p>	<p><b>Teachers and Twitter: A How-to Guide</b> Are you new to Twitter? Are you looking to increase engagement with your students and parents? Are you worried about getting fired over something that you shouldn't have retweeted? Join members of the MCSB Board as we conduct a panel discussion about the proper (and most fun) ways to use Twitter as a tool for your school community (and how to avoid some landmines along the way)! <b>Matt Carlstrom, Deer River Public Schools; Ron Hustedt, Salk Middle School; Mark Westpfahl, Capitol Hill Gifted and Talented Magnet; P.J. Wiggins, St. Paul Preparatory School</b></p>
10:00-10:50	<p><b>An Introduction to EarthXplorers</b> Are you needing a good doorway into using Esri ArcGIS with your students? Do you already use Esri ArcGIS with your students? Then EarthXplorers is the tool for you! The LT Media Lab's (UoMf) newest creation was just released and contains 6 geography/history hybrid modules for your students to learn content while practicing GIS and analysis skills using Esri ArcGIS. Whether you have used ArcGIS before or not, come see how you can use EarthXplorers with your students. <b>Eric Gunderson, Saint Paul High Schools</b></p>	<p><b>Implementing Content Area Literacy Strategies into Social Studies Classrooms</b> This presentation focuses on the classroom application of pre-, during, and post reading strategies along with vocabulary strategies into both middle and high school US and world history classrooms. The theme of the conference will be addressed by exemplifying how teaching geography/history hybrid modules for your students to learn content while practicing GIS and analysis skills using Esri ArcGIS. Each presenter will concentrate on a different content area literacy strategy and its classroom implementation. The strategies will include ReQuest, Bookmark technique, Note Cues, and Multimedia Vocabulary Review. These different instructional strategies will assist a teacher in serving students of various reading levels. They will address topics including the Great Depression, Native Americans in the northern Midwest, new social movements in early 19th century America, and Ancient Greece. These ready-to-use lessons include technology integration, cross curricular connections including ELA incorporation, and adaptations for ELL students. The different lessons are grounded in the C3 framework and Minnesota State Academic Standards. <b>Mr. Bailey Smith, Madelyn Kiehl, Kailee Keyser, and Morgan Benthin, Luther College</b></p>	<p><b>The First-Year Experience: What You Need to Know</b> This presentation will cater to preserve and young teachers. It will be panel-style Q&amp;A with a selection of First-Year teachers from a variety of educational settings. We will talk about our outlook and expectations entering the profession, what information was very valuable, and what we wish we knew more about. The reserve teachers will have the opportunity to pick our brains on anything from lesson planning, classroom management, job hunting, even dealing with co-workers. This will be the session I wish I had as a serving teacher. <b>Crystal Johnson, Minnesota International Middle School and Ashley Roth, St. Paul Preparatory School</b></p>	<p><b>Thunderbox, Jingle Dancer &amp; Pinkalicious: The Representations of Native Americans' Cultures in Picture Books</b> Picture books used in elementary classrooms contribute to students' (mis)understanding of Native Americans' diverse histories and cultures. Subtle (and not so subtle) stereotypes, myths, and cultural/historical inaccuracies embedded in both the images and written words mean educators must carefully and critically evaluate the picture books they select for their classroom libraries. Not surprisingly, this can be an intimidating process. During this session, we seek to help participants select books that respect and accurately represent the diverse cultural beliefs, values, and traditions of selected Native American Nations. A mix of engaging methods will be used during this session. Following a short introduction to the potential benefits and challenges associated with using picture books to teach about contemporary Native Americans' cultures, attendees will participate in activities designed to enhance their ability to select texts for their own classrooms. Activities will include reviewing text sets, discussing initial responses, and sharing possible classroom uses. A variety of picture books, reflecting a range of quality, will be available for use during this session. A bibliography of relevant literature and resources for selecting high quality texts will be provided. <b>Terry Johnson and Madeleine Israelson, College of St. Benedict/St. John's University</b></p>	<p><b>Climate Change in the Humanities Classroom</b> Social studies is the perfect topic to engage students in the topic of climate change whether through civics, government, geography, psychology, or social justice. Climate change applies to local, state, regional, national, and international governance, and impacts social, economic and political systems. Solutions to climate change are often viewed as scientific or technological, but many are also social, economic and political. Climate change can help teachers looking to prepare their students using the social studies learning outcomes as outlined in the C3 Framework. Climate change is the most relevant issue of our time for students to create questions, investigate them, critically evaluate evidence, provide potential solutions, and most importantly, to communicate and act upon what they have discovered. During this session educators will learn about climate change connections to social studies, how it can be integrated across a curriculum and interact with a few activities they can bring back to their classroom. <b>Jenna Totz, Climate Generation: A Will Steger Legacy</b></p>	<p><b>Disrupting Systems of Supremacy through Ethnic Studies</b> In traditional social studies courses, Eurocentric curricula not only perpetuate myths about dominant history while neglecting all voices of color, but also contribute to the trauma of institutionalized racism in pre-K-higher education institutions. The stories and voices of people of color are purposefully left out of state standards, AP and IB courses in order to sustain white supremacist systems of power. Ethnic studies bring voices and experiences of people of color to the forefront of the curriculum and discussion to begin to understand the current condition of people of color. Additionally, ethnic studies reveal the systematic way in which whiteness dominates all aspects of society. Minneapolis Public Schools has an Ethnic Studies Initiative, which includes the implementation of 5 ethnic studies history classes to all MPS high schools. Through programs and initiatives such as this, both curricular and instructional practices can permeate classrooms in order to disrupt systems of supremacy in education and society. This forms learners into agents of change in their communities, both locally and globally. <b>Samantha Weiman, Associate Educator and Kleber Ortiz-Sinchi, M.Ed., 6-12, Social Studies District Program Facilitator, Minneapolis Public Schools</b></p>
<p>Exhibitor Break 1 — 10:50-11:30   Lunch and Annual Meeting — 11:30-12:30   Exhibitor Break 2 — 12:30-1:10</p>						
1:10-2:00	<p><b>Africa in the Classroom</b> This session will provide an overview of Africa-focused human geography lessons appropriate for high school and AP Human Geography courses originally created for the U of M's 2016 Institute for Global Studies Africa in the Classroom Summer Institute. You will leave this session with teacher travel ideas, access to a website with classroom-ready, standards-based activities and an invitation to participate in upcoming global learning opportunities. <b>Sara Damon, Stillwater Junior High School</b></p>	<p><b>Growing Social Studies Skills with Agriculture</b> Explore the connections between MN K-12 Social Studies Standards and our state's rich agricultural history as well as current topics in food production! Minnesota Agriculture in the Classroom (MAITC) staff will share FREE resources including new agriculture-focused AP Human Geography Lessons, Food for Thought Geography resource, Growing a National History resource, and AgMag series. These resources are designed to enhance student achievement and provide opportunities for students to think critically about their role as consumers and global citizens. Session participants will gain hands-on experience with these resources focusing on agriculture production regions, global trade, food security, organic foods and more. FREE lessons and resources will be shared. <b>Sue Knott and Kerl Sidle, Minnesota Agriculture in the Classroom</b></p>	<p><b>Giving Secondary Sources Primary Importance in your History Course</b> Participants will examine instructional practices aimed at developing student literacy and historiographical thinking skills and the application to our roles as citizens. As we study history it is important to read historiography – that is how history is written/recorded: a) Who is controlling/authoring the narrative? b) What sources and evidence were used to create and corroborate the narrative? c) How credible is the narrative and/or source? d) How does the source's position/occupation/experiences affect the narrative? e) Whose voices are included? f) Whose voices are NOT included? g) Who is manipulating/propagandizing the narrative? h) Who has authority or power and how was it obtained? i) Which groups are conqered, taken advantage of, or marginalized? <b>Todd Beach, Ed.D., Eastview High School</b></p>	<p><b>We Dig the Past! Archaeology of Native American, Slave, and Pioneer Shelters</b> Project Archaeology is on a mission to save archaeological sites, protect the human past, and honor the memory of past peoples. Teachers and students can be a part of the discovery and defense of our cultural heritage by learning how archaeologists study the past. Then students get to be archaeologists and uncover a real archaeological site! Explore a slave cabin, farm house, colonial home, and several Native American shelters right from your classroom! Investigating A Midwestern Wickup incorporates authentic archaeological and historical research paired with oral histories to teach students about the use and importance of the wickup in the past and present lives of Meskwaki people. In this investigation students use geography, history, archaeology, and rock art to learn about Midwestern wickups and the Meskwaki people who lived in them. They will examine historic photographs, artifacts, and maps of the Bell Site near Oshkosh, WI. Students meet Mr. Johnathan Buffalo, a Meskwaki, through reading a biography and oral histories. Then they "uncover" a real archaeological site, classify artifacts, and infer how the geographic area of the Midwest shaped the wickup. Explore the use of traditional wickup architecture today and engage students in a debate on a current civic dilemma involving archaeology and preservation. <b>Courtney Agenten, Project Archaeology</b></p>	<p><b>Integrating Marginalized and Oppressed Communities into the Social Studies Classroom</b> As a marginalized and oppressed community, LGBT people have fought for their civil rights in the United States and around the world for decades. Minnesota has an especially vibrant and long-standing LGBT community with a rich history of activism. This workshop will give participants a crash course in LGBT history, focusing on the United States with a specific concentration on LGBT history in Minnesota. This workshop will also provide resources for integrating LGBT history into already existing units. Topics will include the Holocaust, the Stonewall Riots, Harvey Milk, the AIDS Crisis, and modern LGBT civil rights battles. <b>Sara Kost, Edison High School</b></p>	<p><b>3D History: Exploring the World with Virtual Reality &amp; Google Cardboard</b> Virtual reality allows you and your students to travel around the world, exploring and analyzing historic sites, regions, events, and people in ways not possible just a year ago. But what's available for the classroom teacher? What tools work best? What does VR look like as part of instructional practice? Join our conversation and leave with practical ideas, tools, and instructional strategies. (Be sure to bring your smart phone and other devices to take full advantage of this hands-on experience.) <b>Glenn Wiebe, ESSDACK</b></p>
2:10-3:00	<p><b>Chat with Author Kenneth C. Davis</b> Kenneth C. Davis, author of the "Don't Know Much About" series, has written a new book for a young adult audience: "In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives." In this session Mr. Davis will Skype in to engage with teachers, sharing about his research and writing, and answering questions from the audience. <b>Kenneth C. Davis with Jessica Ellison, MCSB President</b></p>	<p><b>Paideia Seminars: Individual student voice in a community of learners</b> Paideia (pie-day) seminar promotes critical thinking and academic language development through Socratic questioning. This interdisciplinary strategy engages students of all ages and skill levels in sharing and developing their own lenses about the world around them. Students experience thinking deeply about a selected reading or art piece and then extending that learning outward to connect with their larger world. Students report that Paideia seminars are enjoyable, help with text comprehension and develop communication and leadership skills. Attendees will participate in a model 9th-grade seminar that can be used as is, modified for grade level or adapted to local needs. Classroom applications will be discussed with particular attention for planning seminars with ELs and students with lower-reading levels. <b>Sonia Nuñez-Gibbs, Park Center Senior High Osseo School District 279</b></p>	<p><b>Teaching the War of 1812 (From a Canadian Point of View)</b> The War of 1812 has been called "the Rodney Dangerfield of wars," in other words, it doesn't get any respect. In the realm of U.S. History, it is easily glossed over and does not receive much attention in most textbooks. In this session, participants will receive resources to help deepen student's understanding of the causes and consequences War of 1812. Participants will be investigating the War of 1812 from an international point of view. Participants will also receive readings and video clips that can be used in Middle School and High School classrooms. <b>Matt Moore, Mankato West High School and Kyle Ward, Minnesota State University, Mankato</b></p>	<p><b>Muslims in the Classroom: Practical Advice for Educators</b> Learn the basics of Muslim daily life such as diet, dress, gender relations, prayer, fasting, and Muslim holidays. The workshop is meant to help educators better interact with and support Muslim students and families. Participants will have the opportunity to ask questions and sign up for an Islamic Resource Group classroom presentation. <b>Mamdouh Aburia, Islamic Resource Group</b></p>	<p><b>Teaching Ojibwe and Dakota History</b> This interactive, engaging session presents new K-5 curriculum across content areas that integrates culturally-specific Ojibwe and Dakota materials aligned with the Minnesota state standards. Lessons correspond with the seasons of the year and include "Learning Trunks" full of cultural artifacts, books and other regalia for teaching and learning activities. Narrated PowerPoint lessons introduce history, customs, values and culture appropriate for each grade level. This is a free online curriculum that is easily adaptable to classroom use. The template to develop "Learning Trunks" is also available. These materials were developed and vetted by Ojibwe and Dakota educators and Elders from the community. This ongoing project relies on the wisdom of Curriculum Specialists, Teaching Coaches and feedback from classroom teachers. This is a fun and engaging way to learn. <b>Robin Nelson and Becky Buck, ISD 622 American Indian Education</b></p>	<p><b>HANDS-ON/MINDS-ON SOCIAL STUDIES (Integrating Literacy and Social Studies-Focus on Background Knowledge)</b> The focus of this session will be on seeing a model of building engaging, active lessons through "bump games" and using hands-on resources to build background knowledge to improve literacy and reading in a content area. This session will not be a sit-n-get, be prepared to be up and moving! Take-aways from this session will include suggested reading for tying social studies and literacy by grade level and the how-to guide of creating "bump games". <b>Nicole Padilla, Curriculum Specialist, Nystrom Education</b></p>