



Illinois Council for the Social Studies 2024 Fall Conference



Navigating Controversial Topics in Today's Digital World

October 11, 2024 Harper College

Palatine Illinois



Welcome to the 2024 ICSS Fall Conference

First, on behalf of the Illinois Council for the Social Studies, I want to thank you for taking the day to engage with social studies education today at our fall conference. This conference gives everyone who attends the opportunity to contribute to the professional dialogue through session presentations and networking with colleagues across Illinois and beyond. Our students need to understand how to navigate and engage in civil dialogue to better address societal concerns. Social Studies teachers today, as in the past, are confronted with ever newer technologies impacting the society that they teach about. These technologies also change our teaching methods and how we learn current events and develop new curricula. What better way to respond to those challenges than for teachers and others to take part in our conference where Participants will explore a variety of topics and sessions that are pertinent to social studies students and teachers in the field across grade levels and social studies content areas.

As you move through the sessions, keep in mind that you can be a part of the conference in the future. At ISCC, we are always looking for new and innovative ways to engage with social studies education in the State of Illinois. Look out for our call for proposals for future conferences.

We would also like to encourage you to think about joining the leadership team at ICSS through service on the Executive Board or Board Committees. Our organization depends on great social studies educators in a variety of venues and grade levels giving their time and expertise to continue to grow by bringing resources and support to our members. If you are passionate about supporting such a mission, reach out to the organization and see where you can help.

Once again, Welcome and I hope you enjoy your day.

Theresa Coomer
Conference Program Director
Illinois Council for the Social Studies



Harper College Map

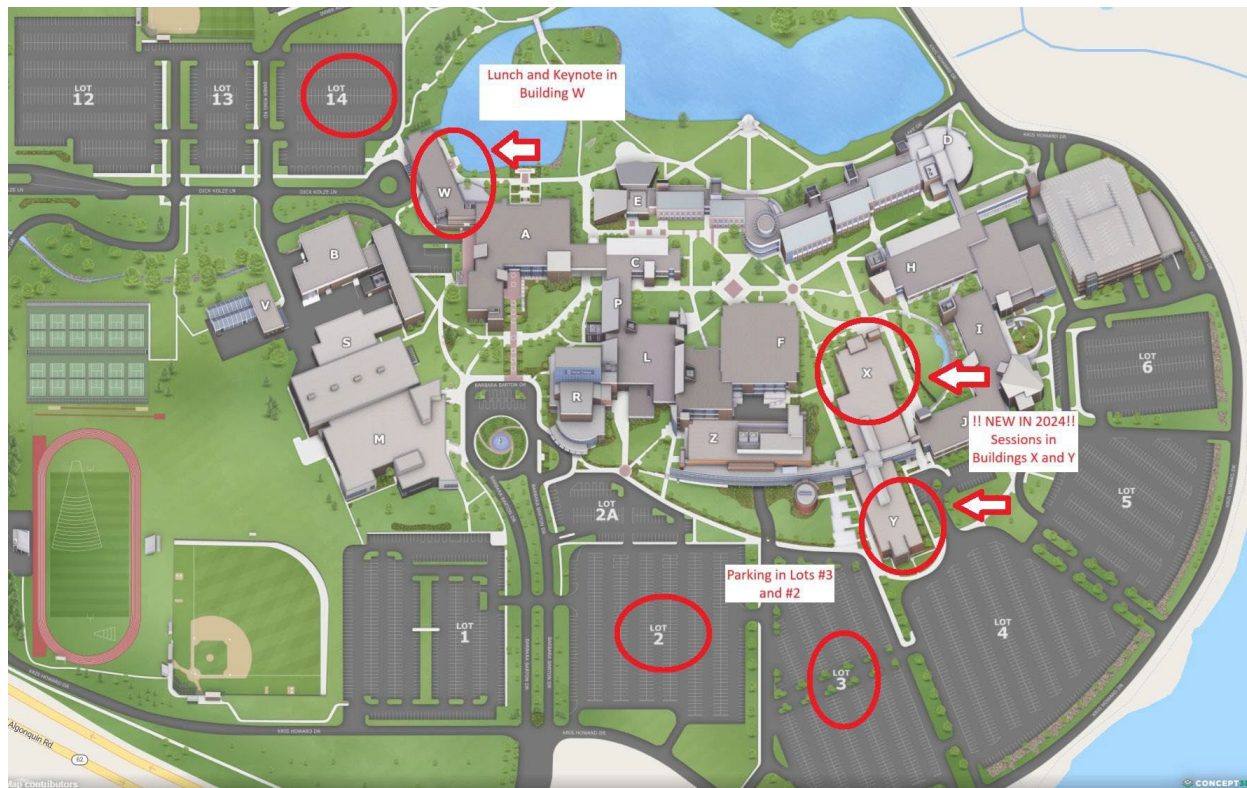
PLEASE NOTE CHANGES IN LOCATION FROM PREVIOUS YEARS!

Parking-Please Park in Lot 2 and Lot 3

Sign-in Begins at 7:30

Sessions-Session will take place in Building X and Y Lunch Program-

Lunch Program will take place in Building W





2024 ICSS SCHEDULE

Time:	Room #Y-110	Room # X-122	Room #X-231	Room #Y-106	Room #Y-108	Room #Y-203G	Room #Z-129	Room #X-233
Session 1: 8:30-9:20	<i>Dori Gerber</i> Controversial Crossroads: Religion + Politics in the Middle East Middle Level; Secondary /High school	<i>Isabel Mann; Ani Simmons</i> Teaching Propaganda for Today's Digital World: How to Teach Students to Analyze Propaganda Both Then and Now Middle Level; Secondary High school	<i>Joe DeRosa; Peter Ruzicka</i> What should be America's role in the world? Teaching Isolationism and Internationalism Secondary/High School	<i>Crystal Johnson; Lauren Maly; Andrew Levin</i> Empowering Student Inquiry: Researching Controversial Topics through Rights and Responsibilities in History Middle Level; Secondary High School	<i>Lorna Shuman</i> Wild Illinois History: Understanding Fur Trapping in Illinois Elementary; Middle Level	<i>Evan Pfeifer</i> The Journey Back: Teaching Holocaust History Through Immersive Technology Middle Level; Elementary; High School	<i>Asim Gaffar</i> Experiential Lessons for a World of 8 Billion Secondary; High School	<i>Lauren Brown</i> Easy Ways to Engage Students in Controversial Discussions Middle Level; Secondary; High School
9:20-9:30	Break and Vendors							
Session 2: 9:30-10:20	<i>Dori Gerber</i> The History of a Modern Conflict: Exploring the Arab-Israeli Conflict Through Primary Sources Middle Level; Secondary High School	<i>Sarah Anderson</i> Hexagonal Thinking: Deeper Thinking Across the Content Areas ElementaryMiddle Level; Secondary; Special Ed.	<i>Catherine Hawke; Tiffany Middleton</i> Legal Precedent in These Unprecedented Times Secondary/High School	<i>Angela Terry- Boggs</i> Sparkling Curiosity and Engaging Students with Media and Collaboration Middle Level; Secondary/High School		<i>Evan Pfeifer</i> The Journey Back: Teaching Holocaust History Through Immersive Technology Middle Level; Elementary; High School	<i>Janelle Smithson; Jacqui Torres</i> A New Approach to Putting Reconstruction on Trial Secondary; High School	<i>Claire Greene</i> Civic Online Reasoning in the Classroom Middle Level; Secondary/High School



2024 ICSS SCHEDULE

Time:	Room #Y-110	Room # X-122	Room #X-231	Room #Y-106	Room #Y-108	Room #Y-203G	Room #Z-129	Room #X-233
10:20-10:30	Break and Vendors							
Session 3: 10:30-11:20	<p><i>Dori Gerber</i> Teaching the History of European Antisemitism</p> <p>Middle Level; Secondary/ High School; Admin, Supervisors</p>	<p><i>Jacquelyn Benchik-Osborne ; Susan McDonough</i> Digital Artifact Investigation as an Access Point to "Doing" Social Studies</p> <p>Elementary; Middle Level</p>	<p><i>Dana Rovang</i> Telling Visual Stories with Online Digital Resources</p> <p>Middle Level; Secondary/ High School</p>	<p><i>Aubrey Brammar Southall, PhD, Allison Tremaine, Liam Slaga, Maia Arreola, Gabriella Galati, Madison Majewski, Sophia Datoli</i> Content in Your Own Community: Real World Social Studies Connections</p> <p>Secondary/ High School</p>	<p><i>Dr. Razak Dwomoh</i> The Impact of Technology on Inquiry in Citizenship Education</p> <p>PreK-12; Middle Level</p>	<p><i>Evan Pfeifer</i> The Journey Back: Teaching Holocaust History Through Immersive Technology</p> <p>Middle Level; Elementary; High School</p>	<p><i>Lauren Brown</i> Teaching the Constitution in Our Polarized Democracy</p> <p>Middle Level; Secondary/ High School</p>	<p><i>Sarájanée Davis</i> Navigating Crucial Conversations to Foster Effective Civic Participation</p> <p>Middle Level; Secondary/ High School</p>
11:20-11:30	Break and Vendors							
Session 4: 11:30-12:20	<p><i>Matt Marino</i> Teaching Through Tough Times: Social & Emotional Learning Tools for Teachers</p> <p>PreK-12, Special Ed.</p>	<p><i>Mark Newman Hyeju Han</i> Using Critical Visual Literacy to Explore Diverse Narratives in U. S. History</p> <p>Middle Level; Secondary/ High School; Preservice Candidates</p>	<p><i>Shana Horvitz</i> Building Better Arguments: Raise your argument, not your voice</p> <p>Middle Level; Secondary High School</p>	<p><i>Ani Simmons; Isabelle Mann</i> Uncovering Loyalties: Teaching the American Revolution with iCivics</p> <p>Elementary</p>	<p><i>Annie Jenson</i> Movers and Shakers: Strategies for Teaching Historical Thinking through Movement</p> <p>Middle Level; Secondary/ High School</p>	<p><i>Evan Pfeifer</i> The Journey Back: Teaching Holocaust History Through Immersive Technology</p> <p>Middle Level; Elementary; High School</p>	<p><i>Margy LaFreniere; Antonio Pizarro</i> Healing Our Classrooms by Healing Ourselves: Shifting from Punitive to Humanizing Practices</p> <p>Middle Level; Secondary/ High School</p>	



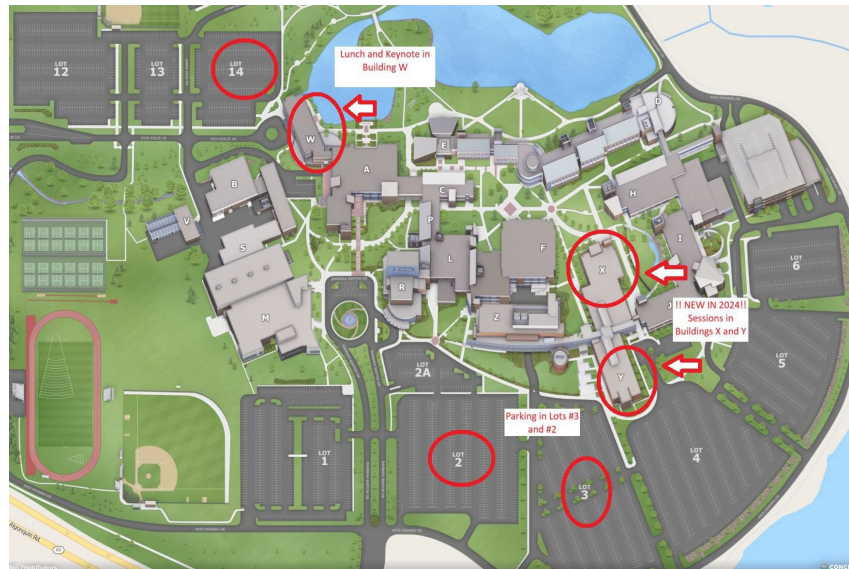
2024 ICSS Fall Conference Schedule

Lunch
12:30-2:00

Keynote Panel:Katie Muhtar, Danielle Hegerty, Nicholas Kryczka, Christopher Salituro
Moderated by Dr. Asif Willson

The 45-minute discussion panel will take place as our keynote experience during the lunch session. The topic of the keynote is: **“Navigating Controversial Topics in Today’s Digital World”**. As we approach the next election cycle’s climax, Social Studies educators are grappling with navigating a plethora of controversial topics coupled with the explosive introduction of chatbots such as ChatGPT. Social studies educators are considering the possibilities, challenges, ethics, and practicalities of emerging discourses and technologies.

Wojcik Conference Center Dining Room—Building W





Session 1: 8:30-9:20

Room	Title/Audience	Abstract	Presenter(s)
Y-106	<p>Empowering Student Inquiry: Researching Controversial Topics through Rights and Responsibilities in History</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>This session will introduce the National History Day program and the upcoming theme, "Rights and Responsibilities in History." Participants will analyze sources, view sample student work, learn about digital collections, and receive teaching resources. www.chicagohistoryday.org. Participants will develop a basic understanding of the structure, rules, and evaluation criteria of National History Day and how the program addresses state inquiry standards. Participants will analyze Chicago history sources and student work to explore the theme of "Rights and Responsibilities in History."</p>	<p>Crystal Johnson, Lauren Maly, Andrew Levin</p> <p><i>Chicago Metro History Day.</i></p>
Y-108	<p>Wild Illinois History: Understanding Fur Trapping in Illinois</p> <p><i>Elementary, Middle Level</i></p>	<p>Explore Wild Illinois History online game and lessons to learn about fur trapping history in Illinois, and travel with a French guide and the differences between fur trapping then and now. Some Indigenous perspectives on fur trapping will be shared.</p>	<p>Lorna Shuman</p> <p><i>Education for IDNR</i></p>
Z-129	<p>Experiential Lessons for a World of 8 Billion</p> <p><i>Secondary/High School</i></p>	<p>Discover activities that explore changing trends in world population, and how they relate to natural resource use, land use, ecosystem health and more. Engage in simulations, collaborative problem-solving and data analysis in this interactive workshop.</p>	<p>Asim Gaffar</p> <p><i>College Preparatory School of America</i></p>
Y-110	<p>Controversial Crossroads: Religion + Politics in the Middle East</p> <p><i>Middle Level, Secondary/High</i></p>	<p>This session explores the intricate relationship between religion and politics in Egypt, Israel, Lebanon, and Iran. Discover diverse religious landscapes and their impact on each nation and the broader Middle East. Practical classroom resources provided.</p>	<p>Dori Gerber</p> <p><i>Institute for Curriculum Services</i></p>

(session 1 offerings continued on next page)



Session 1: 8:30-9:20

Room	Title/Audience	Abstract	Presenter(s)
	<i>School</i>		
X-122	<p>Teaching Propaganda for Today's Digital World: How to Teach Students to Analyze Propaganda Both Then and Now</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>Daily, students are consuming media designed to inform and media designed to persuade such as propaganda. This session will discuss how to teach students to identify and analyze contemporary propaganda using examples of propaganda from the past. This session directly connects to this year's conference theme "Navigating Controversial Topics in Today's Digital World." After attending this session, classroom teachers will be able to more effectively teach students to analyze primary sources and use those skills to better navigate social media today. By connecting history to vital media literacy skills, teachers cultivate skills needed for today's digital world and help make history more relevant to their students' lives.</p>	<p>Isabel Mann; Ani Simmons</p> <p><i>Bob and Marion Wilson Teacher Institute of Colonial Williamsburg</i></p>
X-231	<p>What should be America's role in the world? Teaching Isolationism and Internationalism</p> <p><i>Secondary/High School</i></p>	<p>Learn how to create a historical throughline on US foreign policy connecting the past to the present that invites students to think intentionally about policy positions and their impacts on those at home and abroad to develop their personal position. Isolationism is quite taboo since 9/11, and yet, Isolationism is a legitimate political opinion rooted in the US past. Therefore, this structured and varied approach helps students work through the controversy of isolationism and develop a nuanced vision of US grand strategy and foreign policy.</p>	<p>Joe DeRosa, Peter Ruzicka</p> <p><i>Lake Forest HS, and Oak Park and River Forest HS</i></p>
X-233	<p>Easy Ways to Engage Students in Controversial Discussions</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>This session will offer participants several easy-to-use tomorrow methods of engaging students in the discussion of controversial topics in ways that prevent students from feeling "put on the spot." Methods will include free online platforms and no-tech options.</p>	<p>Lauren Brown</p> <p><i>Oak Park District 97</i></p>
Y-203G	<p>The Journey Back: Teaching Holocaust History Through Immersive Technology</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>In this session, participants will have the opportunity to experience the Museum's immersive virtual reality and interactive hologram experiences and learn strategies to responsibly use technology in teaching Holocaust history through personal stories.</p>	<p>Evan Phifer</p> <p><i>Illinois Holocaust Museum & Education Center.</i></p>



Session 2: 9:30-10:20			
Room	Title/Audience	Abstract	Presenter(s)
X-122	<p>Hexagonal Thinking: Deeper Thinking Across the Content Areas</p> <p><i>Elementary, Middle Level, Secondary/High School, Special Education</i></p>	<p>This workshop will show teachers what the strategy of hexagonal thinking is and ways to implement it in any content area. This strategy is easily adapted for any content or level of learners.</p>	<p>Sarah Anderson</p> <p><i>6th Grade Social Studies Teacher</i></p>
Y-110	<p>The History of a Modern Conflict: Exploring the Arab-Israeli Conflict Through Primary Sources</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>This session takes a historical approach to learning about the Arab-Israeli conflict and peace process, treating the conflict as part of modern history that emerged over a century ago. Through primary sources and supplementary materials, participants will trace the development of the conflict from the late 19th century to the early 2000s, providing context for deep and nuanced understanding of this complicated topic.</p>	<p>Dori Gerber</p> <p><i>Institute for Curriculum Services</i></p>
X-231	<p>Legal Precedent in These Unprecedented Times</p> <p><i>Secondary/High School</i></p>	<p>Struggling to explain how precedent is used by the Supreme Court when long-standing case law is being overturned? Join for some perspective on stare decisis and an inquiry activity that allows students to analyze primary source documents and reach their own conclusions.</p>	<p>Catherine Hawke & Tiffany Middleton</p> <p><i>American Bar Association</i></p>
Y-106	<p>Sparking Curiosity and Engaging Students with Media and Collaboration</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>Participants will:</p> <p>Identify effective strategies for integrating captivating videos into lessons to enhance student engagement. Develop collaborative learning activities that encourage students interaction and discussion. Join this session to learn how to pull students into a lesson with captivating videos and get them up and talking about it with collaborative learning activities. Walk away with 3 - 5 routines to use with your students tomorrow.</p>	<p>Angela Terry-Boggs</p> <p><i>Imagine Learning</i></p>

(session 2 offerings continued on next page)



Session 2: 9:30-10:20

Room	Title/Audience	Abstract	Presenter(s)
Z-129	A New Approach to Putting Reconstruction on Trial <i>Secondary/High School</i>	Our new envisioning of this staple engages students in a more dynamic trial that invites the prosecution to go beyond success/ failure and charge a particular group with destroying the promise of a multiracial country during Reconstruction. Ready-to-go differentiated lessons!	Janelle Smithson, Jacqui Torres <i>Oak Park and River Forest High School</i>
X-233	Civic Online Reasoning in the Classroom <i>Middle Level, Secondary/High School</i>	Students often struggle to assess the reliability of online information. Stanford's Civic Online Reasoning curriculum offers a comprehensive set of lessons and assessments designed to equip educators with the tools to guide students in evaluating information that impacts their individual lives, communities, and the global landscape. This course will delve into Stanford's Civic Online Reasoning framework, providing educators with practical strategies to integrate its components into various curricular areas.	Claire Greene <i>Northbrook School District 28</i>
Y-203G	The Journey Back: Teaching Holocaust History Through Immersive Technology <i>Middle Level, Secondary/High School</i>	In this session, participants will have the opportunity to experience the Museum's immersive virtual reality and interactive hologram experiences and learn strategies to responsibly use technology in teaching Holocaust history through personal stories.	Evan Phifer <i>Illinois Holocaust Museum & Education Center.</i>



Session 3: 10:30-11:20			
Room	Title/Audience	Abstract	Presenter(s)
X-122	Digital Artifact Investigation as an Access Point to "Doing" Social Studies <i>Elementary, Middle Level</i>	We showcase digital images within work samples on how to do social studies in elementary classrooms with diverse students. We integrate artifact investigation with graphic organizers, as students examine past events and contexts, emphasizing interdisciplinary inquiry in complex contexts.	Jacquelyn Benchik-Osborne and Susan McDonough <i>Chicago State University</i>
X-231	Telling Visual Stories with Online Digital Resources <i>Middle Level, Secondary/High School</i>	This session will showcase one way that students use online archives to create history video documentaries. When students use primary sources to support their research, they become materially connected to the past, while also ensuring the integrity of their work.	Dana Rovang <i>Obscure Histories</i>
Y-106	Content in Your Own Community: Real World Social Studies Connections <i>Secondary/High School</i>	Content in our community projects are completed in our Methods of Teaching and Assessing Diverse Learners in the Secondary Classroom class. Teacher candidates explore instructional sites for their future students. Teacher candidates are asked to answer the question, "How can we use our school communities to teach social studies?" The session will give examples of using the local community as a way to encourage social studies learning.	Aubrey Brammar Southall, PhD Allison Tremaine, Liam Slaga, Maia Arreola, Gabriella Galati, Madison Majewski, Sophia Datoli <i>Aurora University</i>
Y-108	The Impact of Technology on Inquiry in Citizenship Education <i>PreK-12 (general audience), Middle Level</i>	In this session, attendees will learn about 1) technology's impact on inquiry in citizenship education at the middle-grade level, 2) the role of inquiry in citizenship education, and 3) the interplay of technology, inquiry, and citizenship education. This session builds on discussions about the significance of technology in citizenship education, centering on technology's impact on inquiry-based instructional approaches in citizenship education at the middle-grade level. .	Dr. Razak Dwomoh <i>Northern Illinois University</i>

(session 3 offerings continued on next page)



Session 3: 10:30-11:20

Room	Title/Audience	Abstract	Presenter(s)
Z-129	<p>Teaching the Constitution in Our Polarized Democracy <i>Middle Level, Secondary/High School</i></p>	<p>This session will provide content background on some of the past and current controversies that raise constitutional issues, as well as keeping an eye on the November election. Participants will get examples of assessments that can be used to allow students to explore some of these issues. Participants will come away with an understanding of how political controversies are tied to the five key principles of the Constitution, and discuss examples of assignments which encourage students to wrestle with the document to solve problems.</p>	<p>Lauren Brown <i>Oak Park District 97</i></p>
X-233	<p>Navigating Crucial Conversations to Foster Effective Civic Participation <i>Middle Level, Secondary/High School</i></p>	<p>Join Facing History and Ourselves to experience and practice strategies that support respectful conversations and perspective taking around potentially challenging topics, essential skills for effective civic participation. Attendees will leave with ready-to-use tools for navigating crucial conversations while building inclusive learning environments.</p>	<p>Sarájanée Davis <i>Facing History & Ourselves</i></p>
Y-203G	<p>The Journey Back: Teaching Holocaust History Through Immersive Technology <i>Middle Level, Secondary/High School</i></p>	<p>In this session, participants will have the opportunity to experience the Museum’s immersive virtual reality and interactive hologram experiences and learn strategies to responsibly use technology in teaching Holocaust history through personal stories.</p>	<p>Evan Phifer <i>Illinois Holocaust Museum & Education Center.</i></p>
Y-110	<p>Teaching the History of European Antisemitism <i>Middle Level, Secondary/High School, Admin/Supervisors</i></p>	<p>Antisemitism's roots run deep. This session traces its evolution from ancient origins to modern manifestations. The goal of this session is to enable teachers to equip students to understand the implications of this persistent hatred.</p>	<p>Dori Gerber <i>Institute for Curriculum Services</i></p>



Session 4: 11:30-12:20

Room	Title/Audience	Abstract	Presenter(s)
Y-110	<p>Teaching Through Tough Times: Social & Emotional Learning Tools for Teachers</p> <p><i>PreK-12 (general audience), Elementary, Middle Level, Secondary/High School, Special Education</i></p>	<p>Classroom teaching is a sink or swim profession. Teachers may not have the time or tools to take care of their own emotional needs. This presentation will highlight the formal and informal classroom, systemic, school and department wide, and professional solutions that can help.</p>	<p>Matt Marino</p> <p><i>Minooka Community High School</i></p>
X-122	<p>Using Critical Visual Literacy to Explore Diverse Narratives in U. S. History</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>This hands-on session has participants apply critical visual literacy strategies (the idea of structure and agency) to assess power relationships between dominant and marginalized groups. Participants examine editorial cartoons from the late nineteenth-century anti-Chinese campaign and Farm Security Administration photographs.</p>	<p>Mark Newman; Hyeju Han</p> <p><i>National Louis University</i></p>
X-231	<p>Building Better Arguments: Raise your argument, not your voice</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>Participants will learn best instructional practices to support students in developing strong arguments that are supported by evidence from both primary and secondary sources. Strategies will be shared to help students develop their arguments in both their writing and speaking.</p>	<p>Shana Horvitz</p> <p><i>The DBQ Project</i></p>

(session 4 offerings continued on next page)



Session 4: 11:30-12:20

Room	Title/Audience	Abstract	Presenter(s)
Y-106	<p>Uncovering Loyalties: Teaching the American Revolution with iCivics</p> <p><i>Elementary Education</i></p>	<p>During this session, teachers will discuss how to teach about the American Revolution through multiple perspectives and will gain techniques to incorporate the Uncovering Loyalties with Colonial Williamsburg iCivics game in their classrooms. Teachers will leave this session with strategies and digital tools to help them more effectively teach about the American Revolution through multiple perspectives.</p>	<p>Ani Simmons; Isabel Mann <i>Bob and Marion Wilson Teacher Institute of Colonial Williamsburg</i></p>
Y-108	<p>Movers and Shakers: Strategies for Teaching Historical Thinking through Movement</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>Discover how historical thinking can be rigorous and fun! Bring history to life, foster engagement, and create student-centered classrooms movement activities coupled with robust learning tasks. Gain practical tools to design lessons meeting curriculum requirements while addressing adolescents' developmental needs.</p>	<p>Annie Jenson <i>Thinking Nation, NCSS, MCSS, MCHS</i></p>
Z-129	<p>Healing Our Classrooms by Healing Ourselves: Shifting from Punitive to Humanizing Practices</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>Learn how teacher mindsets structure the learning environment, reflect on moments of classroom conflict, consider the outcomes of punitive practices, and take small but meaningful steps toward more just and inclusive schools.</p>	<p>Margy LaFreniere and Antonio Pizarro <i>Illinois Humanities</i></p>
Y-203G	<p>The Journey Back: Teaching Holocaust History Through Immersive Technology</p> <p><i>Middle Level, Secondary/High School</i></p>	<p>In this session, participants will have the opportunity to experience the Museum's immersive virtual reality and interactive hologram experiences and learn strategies to responsibly use technology in teaching Holocaust history through personal stories</p>	<p>Evan Phifer <i>Illinois Holocaust Museum & Education Center.</i></p>



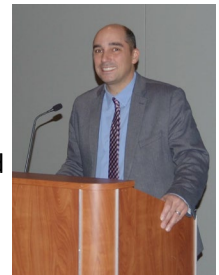
2024 Fall Conference Illinois Council for the Social Studies October 11, 2024

“Navigating Controversial Topics in Today’s Digital World” Keynote Panelists



Asif Wilson, Ph.D., is an assistant professor of Social Studies Education in the Department of Curriculum & Instruction at University of Illinois Urbana Champaign. Wilson’s research broadly focuses on justice-centered pedagogies in P-20 educational contexts. Wilson started his career in education with Chicago Public Schools as a middle school social studies and science teacher. Before moving to his role at UIUC, he served as Dean of Instruction at Harold Washington College, one of the City Colleges of Chicago, and Executive Director of a non-profit organization where he conducted his dissertation research on liberatory education.

Christopher Salituro is currently an adjunct professor of sociology at Loyola University Chicago and a DEI instructor for nursing administrators. Previously taught for 23 years at Stevenson High School. Served as High School Advisory Board member for the American Sociological Association. Co-author for the National Standards for High School Sociology and the C3 Framework for sociology. Teaching includes race, ethnicity, gender and lgbtqia+ issues.



Katie Muhtaris is the Elementary Instructional Facilitator for Barrington 220 school district. She leads the district’s Elementary Social Global Studies Steering team, which developed an inquiry-based curriculum that earned the LTC Vision Award. Drawing on 19 years of experience, Katie provides professional development and coaching for elementary teams, including helping launch the Kindergarten Lab Program at Barrington High School. In addition to her district work, Katie is an accomplished author and staff developer, having written three professional books for teachers and offering professional learning experiences both locally and globally.

Danielle Hegerty has been teaching American history for ten years and is currently a teacher at Grayslake Central High School. She teaches AP United States History, United States History Honors, and Regular United States History. She holds a Bachelor's Degree in History, a Masters Degree in Educational Leadership, and is currently enrolled in Eastern Illinois University’s Masters program in History. Danielle strives to foster a love of history in her students. She looks for ways to allow all of her students to feel seen in her lessons, and in the history of the United States.



Nicholas Kryczka is the lead researcher on the American Historical Association's national study of US History education. Their report combines a nationwide appraisal of state law and state standards with a nine-state deep dive into school districts (including Illinois) where they interviewed over 200 teachers and administrators, surveyed over 3,000 more, and collected in-use instructional materials from rural towns, suburbs, and big cities. The research took the controversial topics straight on, mapping the various ideological and partisan pressures that teachers face.



2024 Fall ICSS Conference Vendor Information

The Illinois Council for the Social Studies invites you to visit the vendors
at our conference!

Vendor	Website	Synopsis
Studies Weekly	https://www.studiesweekly.com/	<p>Studies Weekly doesn't need a bunch of heavy textbooks to be an engaging core curriculum. Our student-friendly periodical format and robust online learning platform is:</p> <ul style="list-style-type: none">• Aligned to state standards and frameworks• Consumable and Hands-On• Organized through themes• Ready for your Language Arts block
The DBQ Project	https://www.dbqproject.com/	<p>The DBQ Project was founded in 2000 to support teachers and students in learning to read smart, think straight, and write more clearly. As teachers, we believe all students can develop high-level critical thinking skills if they have consistent instruction and a chance to practice. We also believe that when we provide teachers with materials that blend educational best practices and content-specific questions, we promote and support transformational change in our schools.</p>
Savvas Learning Company	savvas.com	<p>Our next-generation learning solutions help students discover their greatness. Powered by innovation, our programs offer:</p> <ul style="list-style-type: none">• Adaptive technology that delivers personalized instruction.• High-quality instructional materials that align to standards.• Immersive, real-world experiences that make learning relevant.



Vendor	Website	Synopsis
Teaching American History	https://teachingamericanhistory.org/	Teaching American History is a free resource that brings together primary documents, continuing education, and community for American history teachers.
Thinking Nation	https://www.thinkingnation.org/	Shifting the Paradigm of Social Studies Education As a nonprofit, our goal is to empower students to become thinking citizens by providing schools with innovative data-driven curriculum, assessments, and professional support.
Imagine Learning; Empowering Potential	https://www.imaginelearning.com/	Solutions that inspire boundless possibilities: every day, every student
Frank Fitzpatrick	https://sentiapublishing.com/using-historical-coins-and-currency-in-the-social-studies-classroom-fitzpatrick-ebook/	This book provides lessons that can be used to introduce or conclude the major units of a United States history course at the middle school, high school, or collegiate level. These lessons demonstrate and model strategies and techniques based on “best practices” in the field of education. They will interest, challenge, and engage your students. The lessons awaken the natural curiosity of the student and will bring history to life for them.
Chicago History Museum	chicagohistory.org	Explore the city with our expert guides, delve into our exhibitions through thematic programs, or discover Chicago history through family-friendly activities.
Colonial Williamsburg Teacher Institute	https://www.colonialwilliamsburg.org/learn/on-site-opportunities/teacher-institute/	<i>Colonial Williamsburg’s mission that the future may learn from the past doesn’t stop at the boundaries of the Historic Area. The living past that fills the streets and homes here ripples out to classrooms through all 50 states, thanks to the Colonial Williamsburg Teacher Institute.</i>
Social Studies School Service	socialstudies.com	Empower your high school students to practice their geographic literacy and critical thinking skills with this classroom favorite
Gibbs Smith	https://gibbssmitheducation.com/	Gibbs Smith Education is committed to crafting curriculum that inspires students to become active and engaged citizens.