



# Emerging Narratives and Technologies in Social Studies



**ILLINOIS COUNCIL FOR THE  
SOCIAL STUDIES**

2024 SPRING CONFERENCE

April 12, 2024

University of Illinois Springfield

## Welcome to the 2024 Illinois Council for the Social Studies Spring Conference!



It is 2024 and the world of social studies has A LOT to discuss.

Broadly, is the sun setting on old teaching approaches or is it rising on new opportunities and challenges? My (Ben's) experiences say "yes", to both questions.

Gone are the days of single "authoritative" narratives, curricular materials, and approaches to exploring geography, history, economics, civics, anthropology, sociology, religion, culture, law, and politics. On a daily basis, our students (indeed our society) have access to—and are being exposed to—more narratives and technologies that challenge understanding of the world. We as social studies educators are charged with providing them experiences to engage in landscapes that are increasing in their complexity. Our theme, "Emerging Narratives and Technologies in Social Studies" embraces the challenges and opportunities of these new—and much needed—narratives that complicate and inform how we view ourselves and our society. Intermingling with—and informing—these narratives are technologies that both enhance and put at risk civil discourse. As professionals, we must explore both these emerging narratives and the technologies that influence them. It is our goal that the sessions today reinforce the great work being done in your classrooms while challenging status quos that require deeper thinking. We as professionals embrace the tension between "what we've done well" with "what we must do differently". Our sessions work to highlight both.

ICSS extends deep appreciation and thanks to Dr. Magic Wade, Associate Professor in the School of Politics and International Affairs at the University of Illinois Springfield who coordinated logistics at the conference site. I would also like to express ICSS's sincerest gratitude to Aaron White and Joy Rainey of the EIU School of Extended Learning for their work on registration and conference logistics. The collegiality, communication, and expertise in our social studies community made our day possible.

As you participate in sessions and informal dialogue throughout the day, know that your colleagues are glad to see you. We look forward to discussing with you the promise of a bright future of social studies education. We look forward to the ongoing journey of educating the next generation. We look forward to being part of a growing community of social studies professionals. We look forward to seeing you in that community.

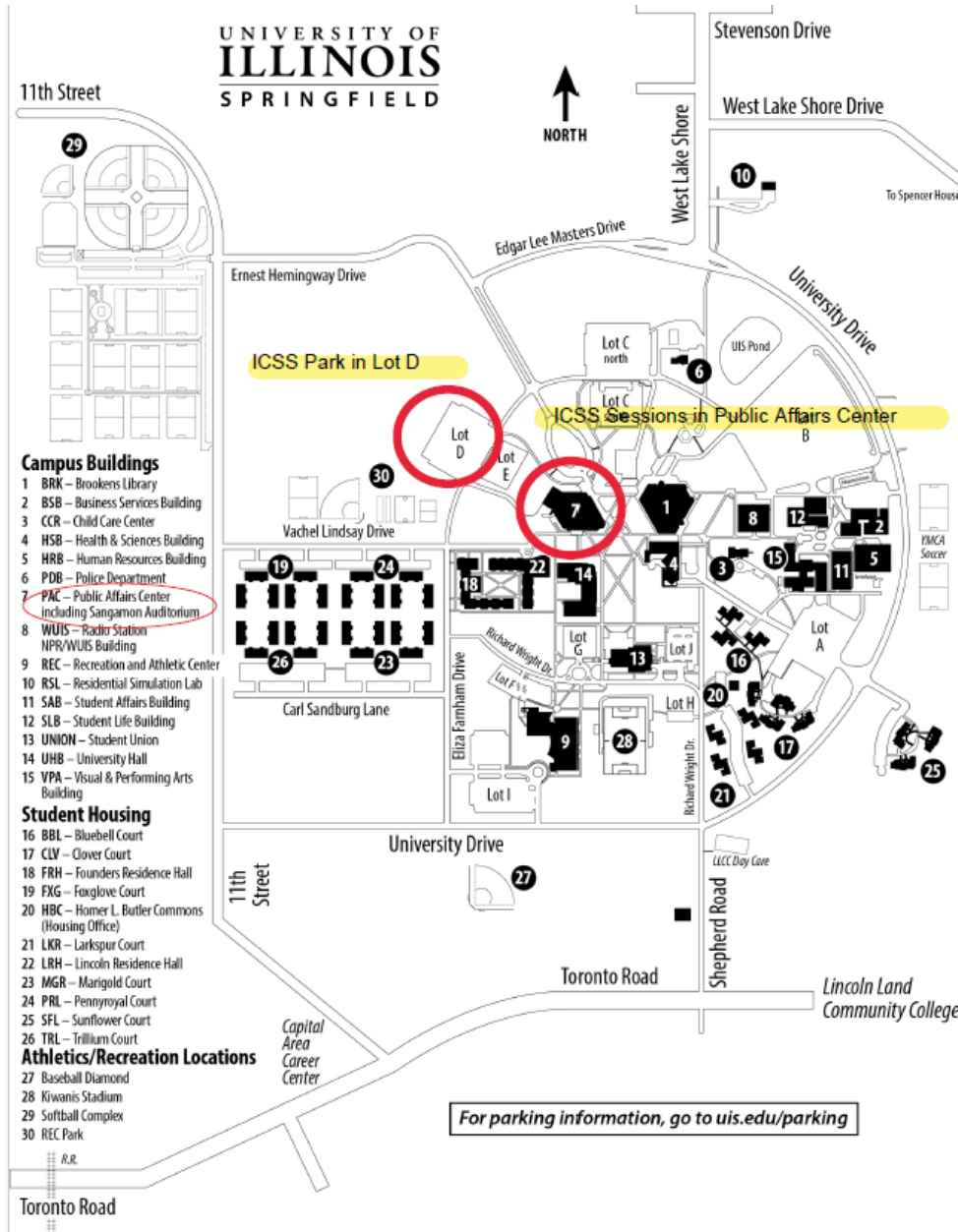
Enjoy the conference.

Dr. Benjamin "Ben" R. Wellenreiter  
Executive Director  
Illinois Council for the Social Studies  
Associate Professor, Middle Level Education, Illinois State University

# University of Illinois Springfield Campus Map



1. Please park in Parking Lot D. A conference representative will be distributing parking passes to place in your on your dashboard as you pull into the parking lot
2. The conference is held in the Public Affairs Center, labeled #7 on this campus map



# Professional Development for Educators



**Proof of Attendance:** Please select each session you attended. You may not receive CPDUs for a session unless you have attended its entire duration.

Tiny URL:#####

**Evaluation:** At the end of the conference, please complete an evaluation form. This form is required to receive CPDUs.

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## 2024 ICSS Spring Conference Schedule at a Glance

Time	Event
6:30	Parking Opens Lot D A volunteer will distribute parking passes from 6:30-8:30
7:30-8:30	Registration and Vendors Main Concourse
8:30-8:40	Opening Remarks—ICSS and UIS Brookens Auditorium Dr. Ben Wellenreiter and Andrew Levin, ICSS Dr. Magic Wade, UIS
8:40-9:30	<p style="text-align: center;"> <b>Keynote</b>  <b>Brookens Auditorium</b> </p> <p style="text-align: center;"> <b>AI behind the Hype: Demystifying Technology, Enhancing Literacy</b> </p> <p style="text-align: center;"> <b>Dr. Elham K Buxton</b>            Associate Professor of Computer Science            University of Illinois Springfield         </p> <p>           In this talk, I will demystify AI, moving beyond the hype often seen in media. As different sectors scramble to incorporate what seems like a magic wand into their operations, it becomes increasingly vital to understand what AI truly is, how it works, and what its limitations are. The presentation will delve into AI literacy, including distinguishing what is AI from what is not, exploring various types of AI such as supervised, unsupervised, reinforcement learning, and generative AI. I'll highlight the significance of introducing AI literacy in K-12 education with hands-on activities which help students get an understanding of what's happening inside AI, grasp its capabilities, and recognize its limitations. Towards the end of the talk, I will demonstrate some practical AI tools tailored for social studies educators and students.         </p>

Time	Event	PAC 160 (formerly C/D)	PAC 152 (formerly H)	PAC 153 (formerly G)	PAC 154 (formerly F)	PAC 3B	PAC 3F
9:40-10:30	Session 1	<p><b>Developing Social Studies Educators Grounded in Inquiry, Social Justice, and AI-powered Technology</b></p> <p>Focus audience: Elementary; Middle Level; Secondary/High School</p> <p><u>Dr. Razak Dwomoh (PI)</u> <u>Dr. Hyoju Ahn</u> <u>Dr. Cansu Tatar</u> <u>Dr. Eric Junco</u></p> <p>Northern Illinois University</p>	<p><b>Community Problems, Policy Solutions: Teaching Youth Civic Engagement the EYPC Way</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Scott Hays and Vivian Ku</u></p> <p>University of Illinois at Urbana-Champaign, Center for Prevention Research and Development</p>	<p><b>Teaching and Commemorating the Trail of Tears in Illinois</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Hayley Goebel</u></p> <p>Abraham Lincoln Presidential Library and Museum</p>	<p><b>AI, Equity, and Education: Hands-on demonstrations of potential software</b></p> <p>Focus audience: Middle Level; Secondary/High School; Special Education</p> <p><u>Andy Levin</u></p> <p>Harper College and Franklin High School</p>	<p><b>Let's Move Instruction Beyond History Lectures and Memorizing Facts Students Will Forget</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Susan Cangro, Ed.D</u></p> <p>West Prairie CUSD #103 and Quincy University</p>	<p><b>Voices of Genocide: Introduction to Teaching Genocide</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Jessica Hulten Illinois</u></p> <p>Holocaust Museum &amp; Education Center</p>
10:30-10:40 Break and Vendors							

Time	Event	PAC 160 (formerly C/D)	PAC 152 (formerly H)	PAC 153 (formerly G)	PAC 154 (formerly F)	PAC 3B	PAC 3F
10:40-11:30	Session 2	<p><b>Silver Bullet: Why AI Can't Solve Everything but Maybe Somethings</b> Focus Audience: PreK-12 (general audience)</p> <p><u>Dr. John Essington</u> Blackburn College</p>	<p><b>Second-Graders' Historical Reading, Thinking, and Writing about Rosa Parks</b> Focus audience: Elementary</p> <p><u>John H Bickford</u> Eastern Illinois University</p>	<p><b>A War Shaped by Technology: A New Look at The Civil War</b> Focus audience: PreK – 12 (general audience)</p> <p><u>Abigail Bussey</u> Abraham Lincoln Presidential Library and Museum</p>	<p><b>Teaching Current Events with Structure and Substance</b> Focus audience: Middle Level; Secondary/High School</p> <p><u>Jake Koniak</u> Taylorville High School</p>	<p><b>Using technology to teach critical media literacy and foster community engagement</b> Focus audience: Middle Level; Secondary/High School</p> <p><u>Dr. Florian Feucht</u> Thinking Habitats</p>	<p><b>Seeing is Believing: Developing Visual Literacy Skills to Support Student Learning</b> Focus audience: Middle Level; Secondary/High School</p> <p><u>Kimberly Fudge</u> Social Studies School Service</p>
<p>11:30-12:30 Lunch and Vendors</p>							

Time	Event	PAC 160 (formerly C/D)	PAC 152 (formerly H)	PAC 153 (formerly G)	PAC 154 (formerly F)	PAC 3B	PAC 3F
12:40 -1:30	Session 3	<p><b>Exploring Hidden Histories Through the Digital Humanities</b></p> <p>Focus audience: Elementary; Middle Level; Secondary/High School</p> <p><u>Annie Evans</u></p> <p>New American History, University of Richmond</p>	<p><b>The Commerce Clause in American Legal History</b></p> <p>Focus audience: Secondary/High School</p> <p><u>Tiffany Middleton</u></p> <p>American Bar Association Division for Public Education</p>	<p><b>Red Summer: Teaching the Great Migration and Racial Violence in Chicago</b></p> <p>Focus audience: Secondary/High School</p> <p><u>David Bates</u></p> <p>Concordia University</p>	<p><b>Tell Me a Story: The Benefit of Oral History in Social Studies</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Katie Lopez</u></p> <p>Normal West High School (Normal, IL)</p>	<p><b>Heart of the DBQ: Making Document Analysis Engaging and Accessible for All</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Shana Horvitz</u></p> <p>The DBQ Project</p>	<p><b>Creative Strategies to Teach Nuance and Rise Above the Culture Wars and Facilitate Civil Dialogue in Your Classroom</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Jacob Schueller</u></p> <p>The Jack Miller Center for Teaching America's Founding Principles and History</p>
1:30-1:40 Break and Vendors							



Time	Event	PAC 160 (formerly C/D)	PAC 152 (formerly H)	PAC 153 (formerly G)	PAC 154 (formerly F)	PAC 3B	PAC 3F
1:40-2:30	Session 4	<p><b>Reimagining Past/Present: Social Studies &amp; Civics Instruction with GenAI Infused Pedagogies</b></p> <p>Focus audience: PreK-12 (general audience); Elementary; Middle Level; Secondary/High School</p> <p><u>Micah Miner</u></p> <p>Maywood, Melrose Park, Broadview School District 89</p>	<p><b>Using SCOTUS to Teach LGBTQ history</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Tiffany Middleton</u></p> <p>American Bar Association Division for Public Education</p>	<p><b>Wild Illinois History: Understanding Fur Trapping in Illinois</b></p> <p>Focus audience: Elementary; Middle Level</p> <p><u>Lorna Shuman</u></p> <p>Illinois Department of Natural Resources</p>	<p><b>What's Going on with Public Opinion Surveys in the 21<sup>st</sup> Century?</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>John Transue</u></p> <p>University of Illinois – Springfield</p>	<p><b>Teaching Digital Ethics in the Humanities</b></p> <p>Focus audience: Middle Level; Secondary/High School; Higher Ed., Curriculum Coordinators, Administrators</p> <p><u>Kristen Mattson</u></p> <p>University of Illinois</p>	<p><b>Become a Primary Source Pro!</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Jacob Schueller</u></p> <p>The Jack Miller Center for Teaching America's Founding Principles and History</p>
2:30-2:40 Break and Vendors							

Time	Event	PAC 160 (formerly C/D)	PAC 152 (formerly H)	PAC 153 (formerly G)	PAC 154 (formerly F)	PAC 3B	PAC 3F
2:40-3:30	Session 5	<p><b>Reimagining the Past: Using Generative AI Prompting with Primary Source Sets</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Dr. Megan VanGorder; Jacob Renje; Rocio Bartosik</u></p> <p>Governors State University</p>	<p><b>New Tools for Interpreting and Researching Illinois Legal History</b></p> <p>Focus audience: Middle Level; Secondary/High School; college/university instructors</p> <p><u>Dr. Samuel Wheeler, John A. Lupton</u></p> <p>Illinois Supreme Court Historic Preservation Commission</p>	<p><b>Unvarnished: Housing Discrimination in the Northern and Western United States</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Andrea Field &amp; Jessica Toran</u></p> <p>Naper Settlement</p>		<p><b>Using Facing History to Foster an Inquiry-based Classroom</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Sarah Shields</u></p> <p>Facing History and Ourselves</p>	<p><b>That's DISGUSTING!!!": Using Moral Foundations to Understand POV</b></p> <p>Focus audience: Middle Level; Secondary/High School</p> <p><u>Meghan James</u></p> <p>Blue Ridge Jr. High</p>



## ICSS Spring 2024 Conference Session Details

### Session 1 9:40-9:10:30

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 160 (formerly C/D)</b>	Developing Social Studies Educators Grounded in Inquiry, Social Justice, and AI-powered Technology	Dr. Razak Dwomoh Dr. Hyoju Ahn Dr. Cansu Tatar Dr. Eric Junco  Northern Illinois University	This session facilitates discussions about the significance of professional development opportunities for K-12 social studies/literacy in-service teachers, pre-service teachers, and educational stakeholders, using four LIST Modules (i.e., Literacy, Inquiry, Social justice pedagogy, and AI-powered Technology) designed by the session presenters.	Elementary; Middle Level; Secondary/High School
<b>PAC 152 (formerly G)</b>	Community Problems, Policy Solutions: Teaching Youth Civic Engagement the EYPC Way	Scott Hays and Vivian Ku  University of Illinois at Urbana-Champaign, Center for Prevention Research and Development	Engaging Youth for Positive Change (EYPC) teaches young people civic skills by guiding them through adopting a local ordinance to address a documented community problem. The session shares information about EYPC and narratives of past EYPC stories.	Middle Level; Secondary/High School
<b>PAC 153 (formerly G)</b>	Teaching and Commemorating the Trail of Tears in Illinois	Hayley Goebel  Abraham Lincoln Presidential Library and Museum	This presentation will use Cherokee removal and the land route of the Trail of Tears as the national incident to magnify Illinois' role in the tragedy. Other methods include examination of public monument narratives and primary source materials.	Middle Level; Secondary/High School
<b>PAC 154 (formerly F)</b>	AI, Equity, and Education: Hands-on demonstrations of potential software	Andy Levin  Harper College and Franklin High School	How can you utilize generative AI to improve student success and close equity gaps? This session will address technologies that I have found helpful. Bring a laptop so that you can play around with the programs during the session.	Middle Level; Secondary/High School; Special Education

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 3B</b>	Let's Move Instruction Beyond History Lectures and Memorizing Facts Students Will Forget!	Susan Cangro, Ed.D  West Prairie CUSD #103 and Quincy University	Come learn about how implementing disciplinary literacy practices into your social studies instruction will build more critical readers. Leave with a lesson plan covering the disciplinary literacy practices of sourcing, contextualizing, and corroborating that can be revised for any content.	Middle Level; Secondary/High School
<b>PAC 3F</b>	Voices of Genocide: Introduction to Teaching Genocide	Jessica Hulten  Illinois Holocaust Museum & Education Center	As the distance between the Holocaust and the generations we teach expands, there is a growing desire to understand "how's" and "why's" a genocide could happen. Through Illinois Holocaust Museum's new core exhibition, Voices of Genocide, learn about the common conditions that exist across genocides and how knowing these warning signs can provide students with an agency to work toward intervention and prevention.	Middle Level; Secondary/High School

**Session 2      10:40-11:30**

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 160 (formerly C/D)</b>	Silver Bullet: Why AI Can't Solve Everything but Maybe Somethings	Dr. John Essington  Blackburn College	AI can be an invigorating tool for education. However, we must keep in mind that a true education is not simply about finding the correct answer or finishing an eight-page research report but about the journey of accomplishing these tasks.	PreK-12 (general audience)
<b>PAC 152 (formerly G)</b>	Second-Graders' Historical Reading, Thinking, and Writing about Rosa Parks	John H Bickford  Eastern Illinois University	Second-graders engaged in complex reading, writing, and thinking about Rosa Parks and the Montgomery Bus Boycott. Close readings of secondary and primary sources situated students to discover incongruencies between what is reported within trade-books and what is revealed within historical documents. Scaffolding directed students' scrutiny of secondary sources for gaps and of primary sources for significance. The scaffolding was differentiated for both text-based and visually oriented primary sources. The assessments' creation of a faux primary source was discipline-specific and completed through peer- and teacher-led review. Students demonstrated historical literacy, thinking, and argumentation during different phases of this guided inquiry. Teachers and researchers can gain rich, nuanced understandings from examining classroom-based learning.	Elementary
<b>PAC 153 (formerly G)</b>	A War Shaped by Technology: A New Look at The Civil War	Abigail Bussey  Abraham Lincoln Presidential Library and Museum	Join staff from the Abraham Lincoln Presidential Library and Museum's Education Department as we look at how to combine the Humanities and STEAM in the classroom by examining the Civil War and the impact of 19th century technology.	PreK-12 (general audience)

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 154 (formerly F)</b>	Teaching Current Events with Structure and Substance	Jake Koniak Taylorville High School	Current Events can be a very abstract class dependent on an ever changing news cycle. Learn multiple ways to provide structure to weekly scheduling while maintaining the flexibility to follow what's happening in the world.	Middle Level; Secondary/High School
<b>PAC 3B</b>	Using technology to teach critical media literacy and foster community engagement	Dr. Florian Feucht Thinking Habitats	Explore our technology-based media literacy unit that uses local news as a tool to teach powerful cross-disciplinary skills, while serving as a motivational hook to help students become informed and engaged citizens in their communities.	Middle Level; Secondary/High School
<b>PAC 3F</b>	Seeing is Believing: Developing Visual Literacy Skills to Support Student Learning	Kimberly Fudge Social Studies School Service	In this session participants will: 1. Participate in activity creating sensory clues for visual analysis hide and seek. 2. Model making inferences and writing a sentence stem. 3. Deploy I See, I Think, I Wonder strategy. 4. Make connections to vocabulary terms.	Middle Level; Secondary/High School

**Session 3****12:40-1:30**

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 160 (formerly C/D)</b>	Exploring Hidden Histories Through the Digital Humanities	Annie Evans  New American History, University of Richmond	New American History seeks to reimagine how integrating digital humanities tools & resources uncovers untold stories & missing pieces of what we know or thought we already knew about the American past.	Elementary; Middle Level; Secondary/High School
<b>PAC 152 (formerly G)</b>	The Commerce Clause in American Legal History	Tiffany Middleton  American Bar Association Division for Public Education	Nearly every significant progressive piece of legislation in US History is grounded in the commerce clause of the U.S. Constitution. Labor, civil rights, public health, and more. Congress's commerce power is mighty, and has transformed our nation. It has the potential to do so again, as a tool to effectuate legal change in response to national questions of law and justice, including climate change, health, education, housing, and equity.	Secondary/High School
<b>PAC 153 (formerly G)</b>	Red Summer: Teaching the Great Migration and Racial Violence in Chicago	David Bates  Concordia University Chicago	Examine a variety of primary sources and strategies to teach the Great Migration and Chicago Race Riot of 1919 with candor and sensitivity.	Secondary/High School
<b>PAC 154 (formerly F)</b>	Tell Me a Story: The Benefit of Oral History in Social Studies	Katie Lopez  Normal West High School (Normal, IL)	This session will share helpful lessons and success stories regarding the use of oral history, interviewing, and storytelling in history classes. Lesson plans, sample questions, activities, and student samples will be shared during the presentation.	Middle Level; Secondary/High School

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 3B</b>	Heart of the DBQ: Making Document Analysis Engaging and Accessible for All	Shana Horvitz  The DBQ Project	We will discuss the habits of document analysis and instructional strategies that help all students access complex primary and secondary sources so they can be critical consumers of information presented to them, both in and out of the classroom.	Middle Level; Secondary/High School
<b>PAC 3F</b>	Creative Strategies to Teach Nuance and Rise Above the Culture Wars and Facilitate Civil Dialogue in Your Classroom	Jacob Schueller  The Jack Miller Center for Teaching America's Founding Principles and History	Learn proven strategies for teaching students to comprehend, embrace, and apply nuanced thinking to controversial social issues. Stay above reproach in teaching these controversial, but essential societal issues in a manner that students, parents, and administrators will appreciate.	Middle Level; Secondary/High School





**Session 4**

**1:40-2:30**

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 160 (formerly C/D)</b>	Reimagining Past/Present: Social Studies & Civics Instruction with GenAI Infused Pedagogies	Micah Miner Maywood, Melrose Park, Broadview School District 89	This session introduces GenAI pedagogical approaches to revitalize and deepen learning experiences in historical and civic education, like historical roleplaying, student support for civic collaborative engagement projects, document analysis, ethical discussions, and more with GenAI infused pedagogies.	PreK-12 (general audience); Elementary; Middle Level; Secondary/High School
<b>PAC 152 (formerly G)</b>	Using SCOTUS to Teach LGBTQ history	Tiffany Middleton American Bar Association Division for Public Education	Session will explore several significant U.S. Supreme Court cases concerning LGBTQ rights across 20th and 21st centuries of U.S. history. Discussion will include using U.S. Supreme Court opinions with students to ground and facilitate discussions. Curated primary source resources will be shared.	Middle Level; Secondary/High School
<b>PAC 153 (formerly G)</b>	Wild Illinois History: Understanding Fur Trapping in Illinois	Lorna Shuman Illinois Department of Natural Resources	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.	Elementary; Middle Level
<b>PAC 154 (formerly F)</b>	What's Going on with Public Opinion Surveys in the 21st Century?	John Transue University of Illinois - Springfield	Brief introduction to public opinion and its role in American democracy. Review of how surveys are done now, and how to be a critical consumer of survey information. Overview of free online tools for analysis of real survey data.	Middle Level; Secondary/High School

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 3B</b>	Teaching Digital Ethics in the Humanities	Kristen Mattson University of Illinois	Educators think about how tools like generative AI will impact teaching and learning. But our students will not always be students! Let's help our learners consider innovation through the eyes of historians, psychologists, lawmakers and other content specific lenses.	Middle Level; Secondary/High School; Higher Ed., Curriculum Coordinators, Administrators
<b>PAC 3F</b>	Become a Primary Source Pro!	Jacob Schueller  The Jack Miller Center for Teaching America's Founding Principles and History	This session will highlight the value of primary source use in the classroom before immersing attendees in numerous tips, tricks, and strategies to engage students in primary sources in manner that they'll relish.	Middle Level; Secondary/High School

**Session 5**

**2:40-3:30**

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 160 (formerly C/D)</b>	Relmaging the Past: Using Generative AI Prompting with Primary Source Sets	Dr. Megan VanGorder; Jacob Renje; Rocio Bartosik  Governors State University	Using primary source sets found in a local archive, teacher candidates experiment with generative AI prompting techniques to develop activities. This approach fosters critical thinking skills, encouraging students to engage with history while developing technoskeptical skills in the AI age.	Middle Level; Secondary/High School
<b>PAC 152 (formerly G)</b>	New Tools for Interpreting and Researching Illinois Legal History	Dr. Samuel Wheeler John A. Lupton  Illinois Supreme Court Historic Preservation Commission	Two new projects by the Illinois Supreme Court Historic Preservation Commission will promote civic education by creating a Learning Center to inform visitors about the Illinois judicial branch, and making legal records available for research.	Middle Level; Secondary/High School; college/university instructors
<b>PAC 153 (formerly G)</b>	Unvarnished: Housing Discrimination in the Northern and Western United States	Andrea Field Jessica Toran  Naper Settlement	Teachers will gain extensive knowledge of housing discrimination in the Northern and Western United States. Through this session, teachers will be introduced to four inquiries that build upon one another with various primary resources and the pedagogy on housing discrimination.	Middle Level; Secondary/High School
<b>PAC 154 (formerly F)</b>				

Room	Title	Presenter(s)	Abstract	Audience
<b>PAC 3B</b>	Using Facing History to Foster an Inquiry-based Classroom	Sarah Shields  Facing History & Ourselves	In this interactive session, participants will experience Facing History & Ourselves student-centered pedagogy and teaching strategies that help create reflective classroom environments which allow for deep, democratic learning and which cultivate inquiry, curiosity, critical thinking, and productive dialogue.	Middle Level; Secondary/High School
<b>PAC 3F</b>	"That's DISGUSTING!!!": Using Moral Foundations to Understand POV	Meghan James  Blue Ridge Intermediate Jr High	Teaching students about the concept of moral foundations (based on J. Haidt) can help them understand why someone else has a strongly held point of view that differs from theirs--and how to make interactions into productive and respectful conversations, rather than arguments. In particular, examining the human "disgust" mechanism, and how it often is triggered without clear survival purpose in the modern world, has serious implications for how we admit, and cast out, others from our "us" groups.	Middle Level; Secondary/High School

## Illinois Council for the Social Studies 2023-2024 Board of Directors

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