



60<sup>th</sup> Annual Florida Council for the Social Studies Conference  
October 20–22, 2017  
Palm Harbor, Florida

Friday, October 20, 2017

5:00 PM – 7:00 PM **Registration Open**  
*Stirling Hall Foyer*

5:30 PM – 7:00 PM

Stirling Hall	<b>FCSS Time Machine: Conference Opening Reception</b> <i>Travel with FCSS to honor the past, preserve the present, and shape the future. Each conference attendee is encouraged to wear style from 1958, the year of the first FCSS conference, to future fashions for this opening event which is presented in partnership with EverFi and the Lou Frey Institute at the University of Central Florida.</i>
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**Saturday, October 21, 2017**

**8:00 AM – 3:00 PM Registration Open**

*Stirling Hall Foyer*

**8:00 AM – 5:00 PM FCSS Exhibit Hall Open**

*Stirling Ballroom West*

**8:00 AM – 8:30 AM**

SALON C	<p><b>MENTOR SESSION</b>  <i>Scott Kaplan, Pinellas County Schools</i>            In an ongoing trend to support and recruit knowledgeable and skillful social studies educators, the FCSS Endowment is pleased to continue its Mentor Program. This mentoring session is designed to provide social studies educators invaluable insights into professional practice.</p> <p style="text-align: right;">In-Service Educators</p>
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**8:30 AM – 10:00 AM**

Stirling Ballroom East	<p><b>8:30 AM – 9:00 AM</b>  <b>FCSS GENERAL SESSION</b>            All conference attendees are encouraged to attend this brief, general meeting of the Florida Council for the Social Studies.</p> <p><b>9:00 AM – 10:00 AM</b>  <b>Shaping the Future, A Discussion with Gubernatorial Candidates</b>            Candidates for Florida Governor share their views on the intersections of social studies and civic action, and discuss the shared commitments of Florida’s teachers, public servants, and the mission of the social studies.</p>
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**10:05 AM – 10:55 AM CONCURRENT SESSION 1**

SALON C	<p><b>The Holocaust by Bullets, Mass Graves in Ukraine</b> <i>Maureen Carter, School Board of Palm Beach County</i> <i>Ula Szczepinska, Florida Holocaust Museum</i> Learn about Father Patrick Desbois’s work and his book, <i>The Holocaust by Bullets</i>. The Florida Holocaust Museum will provide training using <i>The Holocaust by Bullets</i> study guide and website. Free instructional resources will be provided.</p> <p style="text-align: right;">General / Secondary</p>
SALON D	<p><b>Women of the American Revolution: Lost Voices of America’s First Generation</b> <i>Roger Smith, Colonial Research Associates</i> Learn about women from each American colony – women of all races, free and enslaved, Patriot and Loyalist alike; women who dared to resist the norms of eighteenth-century, western culture in order to stand up for their beliefs and rights as human beings.</p> <p style="text-align: right;">US History / High School</p>
SALON E	<p><b>Teaching About World War II in the 21<sup>st</sup> Century</b> <i>Elizabeth Rasmussen, Fort Meade Middle Senior High School, Polk County Public Schools</i> Discover interactive lessons plans for teaching about World War II, and learn about how to apply to the National World War II Museum’s upcoming teacher cohorts taking place in New Orleans, LA and Normandy, France.</p> <p style="text-align: right;">US History / High School</p>
SALON F	<p><b>ACE It! A Historical Writing Strategy</b> <i>John Burkowski, Academy for Advanced Academics</i> Teachers will be presented a strategy to help students develop historical and political arguments for writing-based assessments. Sample writings illustrating the strategy will be presented.</p> <p style="text-align: right;">US History / High School</p>
SALON G	<p><b>Lights, Camera, Civic Action!</b> <i>Val McVey, Florida Joint Center for Citizenship</i> <i>Christopher Spinale, Florida Joint Center for Citizenship</i> Are you looking for a project-based learning curriculum for your civics or government course? Do you want to engage students with relevant policy issues? Join us and learn how to use the Civic Action Project in your classroom.</p> <p style="text-align: right;">Civics and Government / Middle School</p>

**10:05 AM – 10:55 AM CONCURRENT SESSION 1 (Continued)**

SALON H	<p><b>Developing Global Perspectives in the Social Studies</b>  <i>Barbara Cruz, University of South Florida</i>  <i>Nicholas Bardo, University of South Florida</i>  <i>Christopher Busey, University of Florida</i>  <i>Stephen Thornton, University of South Florida</i></p> <p>Expanding students' world awareness is a central aim of global education. This symposium explores how global perspectives may be developed through four, distinct approaches: geographic study; cross-cultural simulations; contemporary art; critical race theory.</p> <p style="text-align: right;">CUFA / World History / High School</p>
SALON I	<p><b>Teaching Your Students to take the \$mart Path</b>  <i>Dr. Susan Reilly, Florida State College at Jacksonville</i>  <i>Suzanne Costanza, Florida Council on Economic Education</i></p> <p>Put your K-6 class on the \$martPath! These fun lessons teach concepts like saving, spending, and needs v. wants. Attendees receive a \$50 Amazon gift card now and another \$50 gift card later.</p> <p style="text-align: right;">Economics / Elementary</p>
SALON J	<p><b>Fake News and Native Ads: Helping Students Develop Media Literacy Skills</b>  <i>Jennifer Johnson, University of South Florida</i></p> <p>Many students today live online. Do they know how to evaluate what they are reading? This session will provide teachers with quick-and-easy lesson plans to teach media literacy to 6-12 grade students.</p> <p style="text-align: right;">Civics and Government / High School</p>
SALON K	<p><b>Fostering Literacy in the Social Studies</b>  <i>Michael DiPierro, Social Studies Education Specialist, Bureau of Standards and Instructional Support, Florida Department of Education</i></p> <p>The purpose of this session is to present strategies that support literacy in secondary social studies classrooms.</p> <p style="text-align: right;">United States History / Secondary</p>

**10:05 AM – 10:55 AM CONCURRENT SESSION 1 (Continued)**

SALON L	<p><b>Using Contemporary Political Cartoons in the Classroom</b>  <i>Keith Rivero, Florida State University</i>  <i>Jane Lo, Florida State University</i>            This session will present a framework and illustrations for using contemporary political cartoons to help students develop and practice analytical skills through understanding bias, symbolism, and propaganda in visual-political messages.            Civics and Government / Middle School</p>
SALON M	<p><b>Seeking, Exploring, Evaluating, and Aligning Resources: An Opportunity for Novice Teacher Collaboration</b>  <i>Melissa Parks, Stetson University</i>            This session presents an opportunity for novice, elementary school teachers to brainstorm, collaborate, and discuss ways to find, evaluate, and align social studies content with field trips, literature, and supplemental material.            US History / Elementary</p>
SALON N	<p><b>Visualizing History with Documentary Photography</b>  <i>John Myers, Florida State University</i>            This presentation addresses ways to teach history with documentary photography as both a historical and an artistic resource that goes beyond illustration. Multiple examples will be presented using engaging visual-analysis and critical-thinking strategies.            World History / High School</p>

**11:00 AM – 11:20 AM**      **Exhibit Hall Exploration**  
*Stirling Ballroom West*

**11:05 AM – 11:15 AM**      **Poster Presentations**  
*Stirling Ballroom West*

<p>POSTER 1</p>	<p><b>Freedom of Expression: A Brief History of Protest Signs</b> <i>Sarah Mead, University of South Florida</i> <i>Kathleen Walsh, Brooks DeBartolo Collegiate High School</i> Political issues can be examined through the lens of historical and contemporary protest signs. Students practice civic attitudes and explore current issues through the development of pithy slogans and signs. Civics and Government / High School</p>
<p>POSTER 2</p>	<p><b>Florida Digital Newspapers: Preservation and Classroom Technology</b> <i>Melissa Jerome, University of Florida</i> <i>Sarah “Moxy” Moczygamba, University of Florida</i> Join us for an overview of newspaper digitization projects at the University of Florida. Our session is designed to educate teaching professionals about the use of open-access, digital archives in the classroom. US History / High School</p>
<p>POSTER 3</p>	<p><b>What are Human Rights?</b> <i>Emma Ashton, Youth for Human Rights International</i> <i>Niko Papaheraklis, Youth for Human Rights International</i> The purpose of <i>Youth for Human Rights International</i> (YHRI) is to teach youth about human rights, specifically the United Nations Universal Declaration of Human Rights, and to inspire them to become advocates for tolerance and peace. YHRI has grown into a global movement, including hundreds of groups, clubs, and chapters around the world. World History / Middle School</p>
<p>POSTER 4</p>	<p><b>Not Just for Shopping: Using QR Codes to Teach Social Studies</b> <i>Kelly Koch, Cypress Creek Middle High School, Pasco County Schools</i> Quick-Response (QR) codes are machine-readable bar codes used in many industries. Learn how to create QR codes and use them in your classroom. Receive a QR code lesson plan and create your own QR codes! World History / High School</p>

11:05 AM – 11:15 AM

**Poster Presentations (Continued)**

*Stirling Ballroom West*

<p>POSTER 5</p>	<p><b>Drop that Beat: Hip Hop Pedagogy for Content Understanding</b> <i>Clarence Walker, Barry University, African American History Task Force</i> This poster presents Hip Hop as a culturally-responsive, pedagogical strategy to engage African American students in learning, deepen content understanding, and enhance cross-cultural understanding in the social studies classroom.</p> <p style="text-align: right;">World History / Middle School</p>
<p>POSTER 6</p>	<p><b>The Changing Roles of African American Women in Politics</b> <i>Dr. Agnes Leslie, University of Florida</i> This session will focus on the changing roles of African women in policy-making from historic times to the present. It will also show how educators can be more inclusive when teaching about women in politics. Participants will receive teaching materials.</p> <p style="text-align: right;">Civic and Government / High School</p>
<p>POSTER 7</p>	<p><b>Questioning Strategies for when a student says, “I don’t know.”</b> <i>Steve Beasley, s3strategies</i> Experience powerful questioning strategies designed to engage students, increase the quality of their participation in higher-order conversations, and hold them accountable. Require students to think and interact with content. Don’t let your students off the hook!</p> <p style="text-align: right;">US History / Middle School</p>

11:20 AM – 12:10 PM

CONCURRENT SESSION 2

SALON C	<p><b>Patriotism through the United States Flag</b> <i>Tammara Purdin, Sarasota County Schools</i> The presentation will enhance your knowledge of the history of the United States flag using primary sources and historical thinking strategies. US History / Elementary</p>
SALON D	<p><b>Investigating Beyond Facts – Making Social Studies Relevant, Engaging, and Personal</b> <i>Pam Renfrow, Britannica Digital Learning</i> <i>Sara Torpey, Encyclopedia Britannica</i> Primary source documents are clues to the past. Discover the importance of infusing relevant primary source documents into your lessons to engage students and develop their critical thinking skills. US History / Middle School</p>
SALON E	<p><b>Google Your Classroom</b> <i>Amanda Mudlock, Pearson</i> Experience the power of Google Classroom and Chromebooks! Gather tips and tools to create active engagement for your twenty-first-century social studies students. Witness the seamless integration of Pearson Realize and Google Classroom. US History / High School</p>
SALON F	<p><b>Think-Pair-Share Remix!</b> <i>Michele Luck, Michele Luck’s Social Studies</i> Encouraging collaboration is key in an interactive classroom. Use these ten variations of the Think-Pair-Share strategy to engage students and keep them interested in learning! US History / Middle School</p>
SALON G	<p><b>The State of the Assessment: The Civics End-of-Course (EOC) Assessment</b> <i>Stacy Skinner, Test Development Center, Bureau of K-12 Student Assessment, Florida Department of Education</i> <i>Cherie Arnette, Maureen Carter, Christine Disinger, Stephen Masyada, Seilarine Samuels-Pink, Mikie Stroh</i> This annual conference message about the middle school Civics EOCA will provide an overview of implementation, a review of student performance data, and a discussion about item development with Florida educators involved the process. Civics and Government / Middle School</p>



11:20 AM – 12:10 PM

CONCURRENT SESSION 2 (Continued)

<p>SALON H</p>	<p><b>FoolProof: Free Financial Literacy Curriculum</b>  <i>Michael Sheffer, Foolproof Foundation</i>            FoolProof is a free, financial-literacy curriculum that aligns to Florida’s financial literacy standards required for graduation. FoolProof is being used in economics and financial-literacy courses including AP, IB, and dual enrollment courses. FoolProof is 100% turnkey and easy to administer for all teachers.            Economics / High School</p>
<p>SALON I</p>	<p><b>Integrating Language Arts into the Social Studies Classroom</b>  <i>Steve Beasley, s3strategies</i>            Engage and motivate students to achieve in language arts while teaching social studies content! Teachers experience a variety of strategies that emphasize language arts standards in the social studies classroom using visuals and primary sources.            US History / Elementary</p>
<p>SALON J</p>	<p><b>La Florida: A Spanish Borderland and 14<sup>th</sup> Colony</b>  <i>Kacie Nadeau, University of South Florida</i>  <i>Jennifer Jaso, Sarasota County Schools</i>            Despite La Florida celebrating its 500th anniversary, America’s historical narrative often neglects this Spanish legacy. Use of historical thinking skills with an abundance of maps transforms these traditional discourses in United States history and geography classrooms.            Geography / Middle School</p>
<p>SALON K</p>	<p><b>User-Friendly DBQ Practices without the Essays</b>  <i>Jessica Shattuck, Brooks DeBartolo Collegiate High School</i>            Document-based games and writing resources that allow students to practice skills necessary to master the DBQ without grading hundreds of essays. Created for an AP United States History course.            US History / High School</p>
<p>SALON L</p>	<p><b>Project Based Learning and iwitness.usc.edu</b>  <i>Arren Swift, Seminole High School, Pinellas County Schools</i>  <i>Brandon Vaughan, University of South Florida</i>            Learn to use the powerful testimonies of Holocaust survivors in your classroom by expanding your technological resources and your methodology.            World History / High School</p>

11:20 AM – 12:10 PM

CONCURRENT SESSION 2 (Continued)

<p>SALON M</p>	<p><b>HPST Framework: Learning about Iran through Historical Inquiry for Students</b> <i>Jose Pombo, Florida International University</i> <i>Yuleisy Mena, Florida International University</i> This presentation examines the use of the Historic, Philosophic, Societal, and Takeaway Framework for document analysis within a World History course. This study explored teacher and student perceptions about the implementation of the HPST Framework with attention to topics that incorporate multiple perspectives and interrogate stereotypes.</p> <p><b>Perspectives of Advanced Placement United States History Teachers in Title I Schools</b> <i>Lance Rowland, Land O' Lakes High School/ University of South Florida</i> AP teachers face new challenges as potential first-generation college students enter their classrooms with below-level reading scores and a lack of essential critical-thinking skills needed for college-level assessment.</p> <p style="text-align: right;">CUFA / World History / AP / High School</p>
<p>SALON N</p>	<p><b>Build Your Own Monarch</b> <i>Mary Dougherty, University of Central Florida</i> Explore the age of European Absolutism from the student point of view. Learn about powerful monarchs and create a kingdom of your own. Become the student, and then explore best teaching practices for the Age of Absolutism.</p> <p style="text-align: right;">World History / High School</p>



60<sup>th</sup> Annual Florida Council for the Social Studies Conference  
October 20–22, 2017  
Palm Harbor, Florida

12:15 PM – 1:30 PM

**Luncheon for Conference Attendees – Interactive Learning  
hosted by Studies Weekly**

Stirling Ballroom East	<b>Lunch and Learn with Studies Weekly</b> <i>Loki Mulholland, Studies Weekly</i> Join award-winning filmmaker, Loki Mulholland, as he shares his latest film, "The Uncomfortable Truth" (Best Documentary - The National Black Film Festival 2017) about the history of institutional racism in America.
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**1:35 PM – 2:25 PM CONCURRENT SESSION 3**

<p>SALON C</p>	<p><b>Supporting Civics and Citizenship in Middle and High Schools</b> <i>Carly Borden, EverFi</i> Multiple organizations have partnered with EverFi to help bring civics, citizenship, and character education resources to schools free of cost. Learn how to incorporate these lessons into current frameworks to support the development of students as fully-engaged and thoughtful citizens. Civics and Government / Elementary and Secondary</p>
<p>SALON D</p>	<p><b>Hands On   Minds On</b> <i>Iliana Gonzalez, Nystrom Education</i> Elementary social studies is often lost due to the demand for literacy and mathematics teaching. Social studies, however, is the bridge between content and skills that can excite students. Civics and Government / Elementary</p>
<p>SALON E</p>	<p><b>Using Primary Sources to Teach about Hinduism</b> <i>Christopher Murray, Hindu American Foundation</i> This session is designed to show teachers how to use Hindu texts as primary sources and relate those texts to contemporary Hindu practices. World History / Middle School</p>
<p>SALON F</p>	<p><b>Global Visionary: The Life and Work of Jan L. Tucker</b> <i>Barbara Cruz, University of South Florida</i> Jan L. Tucker left a legacy to social studies education that is still evident today. This intellectual biography traces his academic development from his childhood in Indiana to his work in Florida, the United States, and the world.</p> <p><b>“Come to Know:” Feminist Research and the Utility of Educational Criticism</b> <i>Andrea Watson-Canning, University of South Florida</i> This paper demonstrates the research utility of educational connoisseurship and criticism as a method for feminist curriculum scholars and others invested in equitable curriculum through an exploration of feminist scholarship in social studies. CUFA / General</p>

**1:35 PM – 2:25 PM CONCURRENT SESSION 3 (Continued)**

SALON G	<p><b>The State of the Assessment: The US History End-of-Course (EOC) Assessment</b>  <i>Stacy Skinner, Test Development Center, Bureau of K-12 Student Assessment, Florida Department of Education</i>  <i>Cherie Arnette, Lauren Bernat, Stephen Masyada, Mikie Stroh</i>            This annual conference message about the high school United States History EOCA will provide an overview of implementation, a review of student performance data, and a discussion about item development with Florida educators involved the process.</p> <p style="text-align: right;">US History / High School</p>
SALON H	<p><b>Dig This! The Florida Public Archaeology Network (FPAN): Resources and Partnerships for Educators</b>  <i>Emily Dietrich, Florida Public Archaeology Network</i>  <i>Barbara Clark, Florida Public Archaeology Network</i>            Archaeology is unique and can be used as a method for teaching a variety of subjects. Archaeological resources can be difficult to gain access to, but FPAN can provide hands-on, archaeological experiences in the classroom.</p> <p style="text-align: right;">Archeology / Elementary</p>
SALON I	<p><b>Conquering Complex Concepts in the Middle School</b>  <i>Steve Beasley, s3strategies</i>            Experience how the United States moved from “Revolution to Resolution!” See how the Declaration of Independence, the Articles of Confederation, the Constitution of the United State America, and the Bill of Rights are a series of cause-and-effect events.</p> <p style="text-align: right;">Civics and Government / Middle School</p>
SALON J	<p><b>Turning Points: Unpacking 9/11 and its Repercussions</b>  <i>Jennifer Lagasse, 9/11 Memorial Museum</i>            In the years after the 9/11 attacks, conversations regarding the event and its repercussions have become increasingly fraught for educators and students. Discover engaging, classroom-ready strategies that prepare students to tackle this difficult content.</p> <p style="text-align: right;">Civics and Government / High School</p>

**1:35 PM – 2:25 PM CONCURRENT SESSION 3 (Continued)**

SALON K	<p><b>The History of Racism in America &amp; How to Talk About It</b> <i>Loki Mulholland, Studies Weekly</i> Join award-winning filmmaker and author Loki Mulholland as he provides helpful insights on how to talk with your students about racism based on the lessons he learned from his mother and civil right icon, Joan Trumpauer Mulholland. General / Secondary</p>
SALON L	<p><b>DBQ Smackdown!</b> <i>Amie Polcaro, The DBQ Project</i> The session is designed to help teachers conceptualize ways to deeply engage students in the analysis of texts in a blended classroom. As an alternative to traditional document analysis, participants will compete in a Socratic Smackdown. Economics / High School</p>
SALON M	<p><b>Project Based Learning in High School United States Government</b> <i>Jane Lo, Florida State University</i> <i>Chris Spinale, Florida Joint Center for Citizenship</i> This session presents Project Based Learning (PBL) strategies and projects for use in a semester-long, high school, United States Government course. Civics and Government / High School</p>
SALON N	<p><b>On a Mission to Stop the Holocaust</b> <i>Bozena U. Zaremba, Jan Karski Educational Foundation</i> An eyewitness to the Holocaust comes alive as a graphic-novel hero who alerts the West about the ongoing slaughter of the Jews in the Nazi-occupied Poland. World History / High School</p>

**2:30 PM – 3:20 PM CONCURRENT SESSION 4**

<p>SALON C</p>	<p><b>I Can't Believe I Taught the Entire Day [Without a Discipline Referral]</b> <i>Dennis Reid, Pinellas County Schools</i> Would you like to eliminate 90% of your discipline referrals? Common sense, research-based classroom management tips and techniques that can be implemented into your classroom tomorrow with immediate positive results will be presented. This is the future of classroom management! General / Elementary and Secondary</p>
<p>SALON D</p>	<p><b>Publishing in Social Studies Journals</b> <i>Scott Waring, University of Central Florida</i> This session will focus on various publishing opportunities in social studies and education-based journals. Tips, guidelines, and ideas will be shared. Questions and open discussion will be encouraged.</p> <p><b>Emerging Trends on Florida's Civics End-of-Course (EOC) Assessment</b> <i>Brian Furgione, Seminole County Public Schools/University of Central Florida</i> <i>Kelsey Evans, University of Central Florida</i> <i>Irenea Walker, University of Central Florida</i> <i>William B. Russell, III, University of Central Florida</i> An exploration of emerging trends in proficiency rates on Florida's Civics End-of-Course (EOC) Assessment using race, gender, and socioeconomic status. General findings will be presented and a discussion regarding standardized testing in the social studies will follow. CUFA / Civics and Government / General</p>
<p>SALON E</p>	<p><b>Money in a Minute: Free Financial Literacy Lessons and Resources</b> <i>Deborah Kozdras, University of South Florida, Gus A. Stavros Center for Free Enterprise</i> Are you looking for engaging resources to teach financial literacy? The USF Stavros Center has worked with Florida educators to find resources and create mini-lessons that align to the state curriculum standards. Economics / High School</p>
<p>SALON F</p>	<p><b>Using the Literacy Design Collaborative to Address Benchmarks Tested on the Civics EOCA</b> <i>Judith Irvin, National Literacy Project</i> Nineteen Literacy Design Collaborative (LDC) modules have been field-tested by Florida teachers in four, Florida school districts and are ready for dissemination free of charge. These literacy-rich modules address all of the civics standards and benchmarks embedded in grades K-6 curricula. Civics and Government / Elementary</p>

**2:30 PM – 3:20 PM CONCURRENT SESSION 4 (Continued)**

SALON G	<p><b>Expeditions and Cardboard</b> <i>Lauren Samoszenko, Ransom Middle School, Escambia County School District</i> <i>Cherie Arnette, Social Studies Specialist, Escambia County School District</i> Cardboard with Expeditions lets you to take 3D, virtual field trips to almost anywhere imaginable, never leaving your classroom. Students are immersed in a learning environment with monuments, battlefields, and locations. Please download two Google Apps, Cardboard and Expeditions, before attending so that you can use them during this session.</p> <p style="text-align: right;">US History / Middle School</p>
SALON H	<p><b>Women and the Great War</b> <i>Andrea Watson-Canning, University of South Florida</i> Participants will learn how to develop a gender-balanced unit for World War I by integrating women’s experiences into the traditional history curriculum with discussion and primary sources. Resources will be provided.</p> <p style="text-align: right;">World History / High School</p>
SALON I	<p><b>Defining Academic Rigor – Not More. . . Different!</b> <i>Steve Beasley, s3stragies</i> So, what is academic rigor? This session features strategies to effectively introduce and master the use of complex texts in an inquiry-based classroom. Experience learner-centered, higher-ordered thinking strategies that prepare students to excel.</p> <p style="text-align: right;">US History / High School</p>
SALON J	<p><b>Mastery through Masterpieces: Five Ways Art Can Frame Your Lesson</b> <i>Tracy Newman, Pinellas County Schools</i> <i>Anna Glenn, Museum of Fine Arts</i> There are five ways historical art can improve your lessons and help your students better understand historical content. Come learn how to increase engagement, higher-order thinking, collaboration, reading, and connections.</p> <p style="text-align: right;">World History / Middle School</p>
SALON K	<p><b>The 60th Anniversary of the Little Rock Nine</b> <i>Dr. Terri Fine, University of Central Florida</i> This session recognizes the 60th anniversary of the integration of Central High School on September 24, 1957, by focusing on the role of the Supreme Court, the president, the Arkansas governor, and the school superintendent.</p> <p style="text-align: right;">Civics and Government / Middle School</p>



**2:30 PM – 3:20 PM CONCURRENT SESSION 4 (Continued)**

SALON L	<p><b>Railroads and Land Booms and Bust - <i>Oh My!</i> Key Economics Events in Florida History</b> <i>Sherry Moser, University of South Florida / Polk State College</i> Participants will receive resources that explore Florida history within eras of United States history including the Industrial Revolution, WWI, the Roaring Twenties, and the Great Depression. Analysis of a variety of texts and primary source documents will be the focus of the workshop.</p> <p style="text-align: right;">Economics / High School</p>
SALON M	<p><b>Thematic Timelines: An Interdisciplinary Approach to History and Literacy</b> <i>Kacie Nadeau, University of South Florida</i> Applying the themes of social studies to any historical topic reinforces the interdisciplinary nature of language arts and social studies. Thematic timelines promote routine use of digital, primary, and secondary sources in authentic ways.</p> <p style="text-align: right;">US History / Elementary</p>
SALON N	<p><b>The Techie Teacher – Increase Student Engagement and Creativity through the Use of Technology for Beginners</b> <i>Shawna Moore, Ormond Beach Middle School, Volusia County</i> <i>Christy Disinger, Volusia County, Social Studies District Office</i> Increase student engagement and spark their creativity by incorporating technology and applications that provide a means for students to express their knowledge and understanding without using pencil and paper. Some of the applications that will be used include Adobe Spark, Popplet, KeyNote, iMovie Trailer, and QR Codes - just to name a few.</p> <p style="text-align: right;">World History / Middle School</p>

**3:20 PM – 3:50 PM**

**Exhibit Hall Exploration**

*Stirling Ballroom West*

**3:20 PM – 3:50 PM**

**Celebrate the 60<sup>th</sup> Anniversary of FCSS with Coffee and Cake**

*Hosted by the FCSS Endowment*

*Stirling Hall*

**3:30 PM – 3:40 PM**

**Poster Presentations**

*Stirling Ballroom West*

<p>POSTER 1</p>	<p><b>Revisiting the Psychology Timeline: Famous Females Past and Present</b> <i>Sarah Mead, University of South Florida</i> Expand gender and cultural diversity in your psychology classroom with detailed biographical sketches of famous, female, psychological theorists, researchers, and contributors. Resources will be distributed.  Psychology / High School</p>
<p>POSTER 2</p>	<p><b>Spaces of Diversity and Dialogue</b> <i>Pritpal Ahluwalia, Kaur Foundation</i> Come explore how to introduce the experiences of a minority community, Sikh Americans, into the classroom as a starting point for dialogue about broader social justice and civil rights issues.  World History / High School</p>
<p>POSTER 3</p>	<p><b>Latin American Studies</b> <i>Brian Crouch, Lake Worth Community High School, School District of Palm Beach County</i> Florida is considered the gateway to Latin America and has a growing Hispanic population. This session aims to highlight Latin American curriculum, resources, and ways to integrate this field of study into the classroom.  Social Sciences / High School</p>
<p>POSTER 4</p>	<p><b>Using Hip Hop to Enhance the Social Studies Classroom</b> <i>Tracy Tilotta, Thomas E. Weightman Middle School, Pasco County Schools</i> <i>Joanna Ross, Pasco County Schools</i> This presentation will illustrate how Hip Hop can be used to enhance and effectively teach controversial topics within United States History and other social studies classes.  US History / Middle School</p>

**3:30 PM – 3:40 PM**

**Poster Presentations (Continued)**

*Stirling Ballroom West*

<p>POSTER 5</p>	<p><b>Engaging in Interdisciplinary Lessons Plans from Monticello</b>  <i>Andrea Watson-Canning, University of South Florida</i>            Take on the role of a student in a selection of teacher-created lesson plans taught by alumni of the Monticello Teacher Institute, and then learn how to bring these inquiry-driven ideas to your classroom.            US History / Middle School</p>
<p>POSTER 6</p>	<p><b>Culture and Technology in a Changing World: Enhancing the History Classroom with the History of STEM</b>  <i>Kelly McKenna, IEEE History Center</i>            The Institute of Electrical and Electronics Engineers (IEEE), the world's largest engineering association, is developing free, inquiry-based, multi-media resources for global history classes. Learn how these resources will enable students to examine the complex relationship between technology, innovation, and social and cultural change over time.            World History / High School</p>
<p>POSTER 7</p>	<p><b>Get Engaged! Fostering Civic Engagement</b>  <i>Brian Furgione, Seminole County Public Schools/University of Central Florida</i>  <i>Ashley Furgione, Seminole County Public Schools</i>            The problems of the world are waiting to be solved. Have your students create solutions! Learn to transform your classroom into a hotbed of civic-engagement in order to foster student engagement.            Civics and Government / Middle School</p>

3:50 PM – 4:40 PM

**CONCURRENT SESSION 5**

<p>SALON C</p>	<p><b>Teaching Free Speech: What Students and Educators Need to Know</b> <i>Bonnie Synder, Foundation for Individual Rights in Education</i> If you're struggling with confusing new terms like "trigger warnings," "microaggressions," "safe spaces," or "speech zones," this session will explore the latest ways to teach free speech and civil discourse in your classroom.</p> <p style="text-align: right;">General / Secondary</p>
<p>SALON D</p>	<p><b>Historical Fiction in the Classroom</b> <i>Judy Lindquist, Orange County Public School/University of Central Florida</i> Learn about a unit focused on the history of St. Augustine, the oldest city. This unit is designed to get students reading, writing, and thinking. Students will be reading an historical fiction novel set in St. Augustine, and then completing a DBQ.</p> <p style="text-align: right;">US History / Elementary</p>
<p>SALON E</p>	<p><b>Anticipation Guides</b> <i>Michael Auer, Island Coast High School, Lee County School District</i> The session will focus on the use of anticipation guides to drive classroom instruction and get students thinking about what they know (or think they know).</p> <p style="text-align: right;">US History / High School</p>
<p>SALON F</p>	<p><b>Perspective Reflections: Drawing Cultural Connections from Simulated Reality</b> <i>Nicholas Bardo, University of South Florida</i> This research paper investigates how pre-service social studies teachers reflect narratively on an in depth, classroom-based, cultural simulation. How pre-service teachers connect the simulation to their personal cultural worldview is the focus of analysis.</p> <p><b>Shaping Social Studies Digital Discourse Through Teacher-Led Virtual Simulations</b> <i>Joshua Patterson, University of South Florida</i> Using a phenomenological case study approach, discover how high school students engage in a digital discussion to make meaning out of teacher-led social studies instruction using commercial off-the-shelf (COTS) virtual simulations.</p> <p style="text-align: right;">CUFA / General / High School</p>

3:50 PM – 4:40 PM

CONCURRENT SESSION 5 (Continued)

<p>SALON G</p>	<p><b>Escape the Classroom</b>  <i>Cherie Arnette, Escambia County School District, Social Studies Specialist</i>  <i>Lauren Samoszenko, Ransom Middle School, Escambia County School District</i>            It's time to get out – <i>out of the classroom</i>. Have your students solving puzzles, problems, clues - all content-related - in a collaborative environment where every student is engaged so they can escape. *Limited to 25 participants.            US History / Middle School</p>
<p>SALON H</p>	<p><b>Engaging Students in the Learning Process Using Interactive Floor Maps in Social Studies</b>  <i>Connie VanWinkle, Switzerland Point Middle School, St. Johns County School District</i>  <i>Lisa Boyer, Switzerland Point Middle School, St. Johns County School District</i>            Educators gain hands-on experience teaching content by using maps created on the floor. Activities will include movement to foster student engagement and knowledge retention. The lessons progress from lower- to higher-level understanding.            World History / Middle School</p>
<p>SALON I</p>	<p><b>C-SPAN in the Classroom</b>  <i>Eve VanKley, Bay Haven Charter Academy, Bay District Schools</i>            Learn about C-SPAN television programming, websites, and educational resources. This session will lay a foundation to better utilize C-SPAN Classroom's free resources with your students, and also share them with the teachers throughout your school district.            Civics and Government / Middle School</p>
<p>SALON J</p>	<p><b>Civics and Holocaust Education</b>  <i>Mitchell Bloomer, Holocaust Memorial Resource and Education Center of Florida, Orange County Public Schools</i>  <i>Maureen Carter, Palm Beach County Public Schools</i>  <i>Rachayita Shah, Florida Atlantic University</i>            The FDOE Commissioner's Task Force on Holocaust Education is premiering a set of lessons for middle school Civics courses that address course-related standards and benchmarks at a high level of rigor while also fulfilling the state mandate for teaching about the Holocaust.            Civics and Government / Middle School</p>

**3:50 PM – 4:40 PM**

**CONCURRENT SESSION 5 (Continued)**

<p>SALON K</p>	<p><b>The Nuts and Bolts of Assessment Writing</b>  <i>Robert Milholland, 6-12 Social Studies Curriculum Specialist, Volusia County Schools</i>  <i>Christy Disinger, 6 – 12 Social Studies Resource Teacher, Volusia County Schools</i>            Assessment writing is an art! Assessing student mastery of curriculum standards lies in creating an assessment or scoring tool that truly measures what students should know by the end of a lesson or unit. Teachers will learn how to effectively craft assessment questions of varying levels of cognitive complexity using Webb's Depth of Knowledge.            Civics and Government / Middle School</p>
<p>SALON L</p>	<p><b>Sikhism: What to Know About Teaching the Fifth Largest Religion</b>  <i>Damanpreet Singh, Sikh Coalition</i>            The fifth largest religion, Sikhism, serves as a case study for how to foster inclusion by teaching about world religions. Educators will learn about the faith, identity, and historical and contemporary Sikh American experiences.            World History / Secondary</p>
<p>SALON M</p>	<p><b>Lives Bound: A New Approach to Teaching Slavery</b>  <i>James Prosser, Jr., Bayside High School, Brevard County Schools</i>            Slavery is one of the most difficult lessons to teach to students. Utilizing new scholarship from the Mount Vernon Teacher's Institute, teachers will learn a new approach to teaching about the institution of slavery and enslaved workers.            US History / Middle School</p>
<p>SALON N</p>	<p><b>Stand Up, Team Up, and Speak Up: Culturally-Responsive Instruction</b>  <i>Jessica Webb, Staff Developer, Pinellas County Schools</i>            Activate student engagement in high school social studies through culturally-responsive instruction! Ask students to stand up, team up, and speak up through the use of movement, collaboration, and accountable talk in your daily practice.            US History / High School</p>

**4:45 PM – 5:00 PM Exhibit Hall Exploration & Drawing**  
*Stirling Ballroom West*

**6:00 PM – 6:30 PM FCSS Endowment Awards Reception**  
*Stirling Ballroom East*

**6:30 PM – 8:30 PM FCSS Teacher and Professional Awards Dinner\***  
*\*Reservations Required / Tickets available for purchase at the door*  
*Stirling Ballroom East*

**October 22, 2017 - SUNDAY CONCURRENT SESSION**

**9:00 AM – 10:20 AM CONCURRENT SESSION 6**

<p>SALON C</p>	<p><b>Teaching the Arab-Israeli Conflict and Peace Process</b>  <i>Dori Gerber, Institute for Curriculum Services</i>            Connect the history and background of the Arab-Israeli conflict and peace process to the present through primary source sources and teaching strategies that support close, analytic reading and evidence-based responses.            World History / High School</p>
<p>SALON D</p>	<p><b>New Deal and World War and Space - <i>Oh My!</i> Key Economic Events in Florida History, Part Deux</b>  <i>Sherry Moser, University of South Florida / Polk State College</i>            Participants will receive resources that explore Florida history within eras of United States history including the Roaring Twenties, the Great Depression, WWII, post-WWII, and the modern United States. Analysis of a variety of texts and primary source documents will be the focus of the workshop.            Economics / High School</p>
<p>SALON E</p>	<p><b>DBQ Academic Gaming to Improve Writing Skills</b>  <i>Nancy Watkins, St. Petersburg College</i>  <i>Andy Larson, Thinkersize, LLC</i>            Come experience what a highly-engaged, technologically-relevant classroom looks like, and apply multiple best practices to a document-based question (DBQ) process in order to spice it up with gaming to find text-based evidence.            Social Sciences / Elementary</p>
<p>SALON F</p>	<p><b>Model UN Simulation</b>  <i>Amy Ruggiero, Foundations for Leadership</i>  <i>Kelly Siegel-Stechler, Foundations for Leadership</i>            Teachers will participate as delegates in a Model United Nations (MUN) simulation to improve comprehension of rules, procedures, and best practices for MUN conference preparation. Participants will go through the process from start to finish, including position papers, debate simulation, and resolutions. This session is appropriate for both new experienced MUNers.            Civics and Government / Middle School</p>



**10:30 AM – 11:30 PM KEYNOTE SPEAKER**

SALON G	<p><b>Using Effective and Engaging Strategies for ELLs in Social Studies</b> <i>Stacey Kockler, Consultant and Advocate for Social Studies Education</i></p> <p>Do you struggle with differentiating your social studies curriculum? Through hands-on experiences with engaging texts and primary sources, audience members will have the opportunity to implement a variety of differentiated strategies targeted at building social studies comprehension for English Language Learners (ELLs). Come ready to learn and walk away with easy to use strategies for all learners.</p> <p style="text-align: right;">Social Studies / All Grades</p>
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**11:30 AM**      **Door Prizes and End of Conference**  
*Salon G*