

2018 NHCSS Workshop Schedule

	Session 1	Presenter	Level	Subject	Room	Description
A	Teaching U.S. Russian\Soviet Relations from 1777-Present	Brett Vance, Svetlana Stewart, Social Studies Educators, Alvirne HS	HS	World Studies American Studies		This workshop will provide High School teachers with some of the most respected scholarship related to diplomatic and political history between these respective nations. Presenters will give examples from Tsarist times, Cold War era and the early 21st century. Teachers will receive tested lessons that emphasize the cyclical nature of our historical relations (coexistence, cooperation, potential conflict).
B	A Time for Truth: Unprecedented Commission Confronts Genocide in U.S.	Dr. Mishy Lesser, Learning Director, Upstander Project	MS HS	Sociology		Unprecedented truth and reconciliation commission on forced removal of Native children is explored in documentary and teaching resources. Discover how to teach about genocide in New England. Free film and curriculum. This session uses compelling documentary film (First Light and a short scene from the feature film, Dawnland) and related learning resources to examine the historical context of Maine's Truth and Reconciliation Commission, which focused on forcible removal of Wabanaki children by the state.
C	Jumpstart Inquiry with the Transatlantic Outreach Program	Jennifer Genova, Social Studies Teacher, Woodbury School, Salem NH	MS HS	World History		This workshop will introduce attendees to the materials provided by the Transatlantic Outreach Program. TOP's comprehensive k-12 lessons & resources give teachers a foundation of inquiry-based instruction using Modern Germany as a catalyst to drive individual student research, evaluation of multiple outside sources and small-group collaboration. Attendees will have an opportunity to walk through a model lesson to demonstrate how the TOP lessons and resources support integration of the Inquiry Design Model and the C3 Standards. Participants will receive copies of TOP lesson materials and be introduced to all of the resources and professional development opportunities TOP provides for teachers. Attendees will also be introduced to the TOP Study Tour and how the Tour facilitates individual teacher inquiry as well as information related to the application for the Study Tour and how those experiences can be integrated into class instruction as well.

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D	Artifact Tables for Research Across Disciplines	Christine Heaton, Librarian, Hollis/Brookline HS Kim Palmer, Librarian, Milford HS	MS HS	Library Science Research		Artifact Tables: Interacting with Primary Sources to Construct a Research-Based Narrative. There are many ways to introduce an artifact table to your curriculum. We will be looking at the National Archives guides as well as some tested teacher lesson plans for exploring different types of primary sources. How will you encourage inquiry, while ensuring the resulting narrative reflects research? We will Look at how students may discover and incorporate details to expand and personalize their experience.
E	Teaching Tolerance through the Socratic Seminar	Brandon Haas, Professor, Plymouth State University Sarah Gelotte Moultonborough Academy	MS HS	Ethics Civics Sociology		The Socratic Seminar offers social studies teachers an opportunity to bring controversial topics into the classroom. Often teachers fear addressing controversial topics in the classroom because they fear losing control or they want to avoid “inserting” their opinion. With the Socratic Seminar, students lead the discussion. Socratic Seminars are well suited to the C3 framework. Participants will walk away with material and resources that they can use immediately in their classroom.
F	Women’s History in the Mainstream Curriculum	Kelsie Eckert, Educator, Moultonborough	MS HS	US History Women’s Studies		This workshop will explore the factors that limit the coverage of women's history in the mainstream curriculum, present findings on the systemic consequences of the limited coverage and provide solutions to the problem.
G	Belt and road initiative workshop	Nancy Gagnon, Educator, Con-Val Regional HS	HS MS	Geography		We will begin by discussing in small groups what the Belt and Road initiative is. We will then make decisions about what should happen next in building both the land and sea routes based on graphic information. Understanding how structures of trade can be beneficial to countries and how this affects global interdependence will be the goal.

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H1	<p>The American Revolution Comes to New Hampshire: Directed Readings</p> <p>This is a 30-minute presentation</p>	<p>Sue Kelly, Museum Educator</p> <p>Jenn Walton, Assistant Director of Education and Public Programs, NH Historical Society</p>	<p>MS</p> <p>HS</p>	NH State History		<p>Make the American Revolution come alive for students by showing its connection to state and local history. New Hampshire was the site of Paul Revere’s first ride—four months before Concord and Lexington—when he rode to Portsmouth and delivered a warning that prompted the colonists to seize Fort William and Mary from the British. The Americans’ capture of the fort was technically the first armed conflict of the war. Using first-hand accounts, NH Historical Society Museum educator, Sue Kelly, helps participants navigate the crisis through a series of directed readings to discover how the American Revolution affected New Hampshire.</p>
H2	<p>Mapping the Granite State</p> <p>This is a 30-minute presentation</p>	<p>Kate Fox Ransmeier, Museum Educator, NH Historical Society</p> <p>Jenn Walton, Assistant Director of Education and Public Programs, NH Historical Society</p>	<p>MS</p>	NH State History		<p>Explore why maps were important in New Hampshire history, while cultivating map-reading skills using directional terms, state boundaries and major geographical landmarks. In 1803, NH Secretary of State Philip Carrigain set out to create a state map that would shape the development of the Granite State for decades to come. With the guidance of NH Historical Society museum educator, Kate Fox Ransmeier, investigate Carrigain’s map-making process and discover the priorities he established in the 1811 map prospectus, which itemized all the details the finished product would contain. When Carrigain finished the map in 1816, after devoting more than a dozen years of his life to the project, he had produced the first official state map of New Hampshire.</p>
J	<p>Engaging Project Based Learning through the National History Day program: “Science Fair for the Social Studies”</p>	<p>John Krueckeberg, Professor of History, Plymouth State University</p>	<p>MS</p> <p>HS</p>	History		<p>A round table with a public high school teacher and public middle school teacher. Lindsey Siebert (Merrimack High School, Merrimack, NH) Chris Soule (Paul School, Wakefield, NH) and John Krueckeberg (Plymouth State University, NH).</p>

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	Session 2	Presenter	Level	Subject	Room	Description
A	National Geographic's Geo-Inquiry Process in Action!	Anastasia Cronin, Regional Director, National Geographic's Educator Network	MS HS	Geography		Geo-Inquiry is an exciting new integrated, project based, critical thinking skills in action process that connects real-world challenges in our world and National Geographic explorers to the classroom. Educators will walk away with the GIS, citizen science, storytelling and visualization tools necessary to immediately implement the process in their own classroom. Participants will receive a copy of National Geographic's Geo-Inquiry Process handbook and gain access to the online resources.
B	Engage the Brain! Critical Thinking Skills in the Active Classroom	Kristen Pereira Pearson, Learning Services Humanities Specialist	MS HS	Psychology Open		Learn to integrate activities and discussion into your classroom to increase student talk time/collaboration. Develop important critical thinking skills and engage students in close-reading/viewing strategies of multiple sources. Incorporate strategies that emphasize the need for students to think, read, speak, listen and write. Get students out of their seats and the brain engaged by applying Active Classroom strategies!
C	Interdisciplinary Multi-Genre Research	Kathleen Murdough, Jessica Tilton SAU # 9	MS HS	General		This workshop will give attendees the tools to design interdisciplinary, multi-genre projects that emphasize relevance, rigor and student choice and voice. Using model lessons and multi-media examples from our own global issues multi-genre project, we will show teachers lessons that can be used immediately in social studies and English classrooms.

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D This is a 30 minute presentation	Promoting Culture of Peace	Filiz Ruhm, Assoc. Prof. Plymouth State University Barbara Lopez-Mayhew, Prof. Plymouth State University				The concept of peace both transcends and varies across cultures. "Peace" is also a theme which goes hand-in-hand with education and civic engagement. How do we develop the knowledge, skills and values that empower us to resolve conflicts peacefully? How and why do we encourage students to study peace and conflict, both within the self and between people? This workshop will focus on how to promote "culture of peace" in and outside classroom.
E	"Controversial Issues Teaching in a Hyper-Partisan Era"	Dr. Meira Levinson, Professor of Education at the Harvard Graduate School of Education		General		Dr. Meira Levinson, Professor of Education at the Harvard Graduate School of Education, will discuss strategies and ideas on teaching controversial issues in an era where partisanship has dominated our current political climate.
F	What makes a 'good citizen'?	Nicholas Newman, Dr. des. Latin teacher at Kearsarge Regional High School, Adjunct Professor of Latin at Northeast Catholic College	MS HS	General Civics World History Government		In the Session we will be looking at how the concept of the "good citizen" has developed from the Middle Ages. In order to look at the Medieval perspective, we will be looking at an early fourteenth century text, the <i>De Bono Communi</i> by Remigius dei Girolami and comparing it to our own concept of what it means to be a good citizen. By looking at where these perspectives overlap, we hope to discover where our ideas on community, and citizenship originate.

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G	Hiroshima and Nagasaki: Interdisciplinary Photo Inquiry	Anne Prescott, Director, Five College Center for East Asian Studies	MS HS	World Studies English Art		Joe O'Donnell was a 23-year-old photojournalist for the U.S. Navy when he arrived in Japan in 1945. His photos from on the ground in the atomic wastelands of Nagasaki can be used to spark classroom discussions on war and peace. The Five College Center for East Asian Studies has partnered with Vermont Social Studies teacher, Ron Eisenman, who was a personal friend of O'Donnell's, and Indiana Social Studies teacher John Frank, to create pedagogical materials based on O'Donnell's photos to teach about war and peace. Thirty-three photos have been selected for this project, which includes background readings which place the photos in historical and cultural context, implementation approaches and supplemental materials, including primary source documents translated into English. This presentation will also include strategies for collaboration with English and art teachers. Attendees will receive information on obtaining copies of the photos for use in their classrooms, as well as printed copies of the pedagogical materials developed.
H	I am My Choices- using economic data for post-secondary success	Christopher Ulrich, Assistant Principal, Newfound Regional High School John Lellos, Department Head, Social Studies, Newfound Regional HS	MS HS	Economics		This workshop will provide teachers with the resources I have developed and placed on www.iammychoices.com . These resources have students develop a realistic, actionable plan for their remaining time in school and in the years beyond. This plan is concrete, uses quality resources freely available on the Internet and helps students develop a true understanding of how their current choices will affect their future. This program has helped numerous students, especially those from disadvantaged backgrounds, make economically responsible life decisions. Students who have used this program have taken numerous career paths, including social worker, physical therapy, nursing, accounting and teaching.
J	Using the Federalist Papers to teach modern political issues.	Dave Alcox, Social Studies, Milford HS	HS MS	Civics government		This workshop will use primary sources (The Federalist Papers) to teach modern issues. Participants will examine excerpts from the papers that can be integrated into the current political climate. Participants will receive handouts that can be implemented in any civics, history or current events class.

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	Session 3	Presenter	Level	Subject	Room	Description
A	Religion in the Social Studies: Practical Strategies Grounded in Theoretical Research	Rory Tannebaum, Assistant Professor of Education, Merrimack College North Andover, MA	General	World Religions Civics World History		Attendees will be exposed to their legal rights regarding the teaching of religion as well as practical and creative strategies for incorporating religion into their social studies pedagogy.
B	Activities for Global Citizenship: People, Food, Energy and Sustainability	Emily Sherman, Dean of Instruction (7-12), Dover Public Schools	MS HS	Geography		Discover interdisciplinary, hands-on activities to help students think critically and creatively about global challenges to the planet and human well-being. Through simulation games, visual representations and concept mapping, participants will learn ways to go beyond the textbook to build students' awareness of human geography concepts – population trends, resource use and more. Receive electronic lesson plans matched to the NH Curriculum Framework.
C	Classroom Talk about the Trump Presidency: What are Your Options?	Dr. Joe Onosko, Associate Professor of Education, UNH	MS HS	Civics US History		This interactive workshop will explore the pros and cons of various approaches, including what should be considered 'out-of-bounds'.
D 1	K-12 Implementation of C3 This is a 30-minute presentation	Kelsie Eckert, Erica Stoke, Ashley Galicki, Moultonborough SAU 45	MS HS	C3 Framework		In the 17-18 school year, the first, sixth, and eleventh grade social studies teachers at our school sat and revised the scope and sequence of the social studies curriculum at Moultonborough School District. We chose to adopt the C3 Framework school wide. This workshop will review the process we used, resources available and share our K-12 grid of standards met at each level.
D2	Immigration in the Granite State This is a 30-minute presentation	Kirsten Hildonen, Museum Educator, NH Historical Society Elizabeth Dubrulle, Director of Education and Public Programs, NH Historical Society	MS	NH State History		For such a small state, New Hampshire has seen an enormous influx of immigrants over the last 400 years. Most of that immigration was concentrated in the 19th century, when the state's industrial revolution prompted a need for thousands of new workers to run mills located on waterways around the state. This slideshow presentation, led by Kirsten Hildonen, a museum educator from the New Hampshire Historical Society, explores the major ethnic groups that came to the Granite State in the 1800s and how these people assimilated into and changed the state's traditional Yankee culture.

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E	What kind of democracy do we want? Lessons about peace and democracy from today's resistance against Trump.	Barbara Peterson, Ph.D	MS HS	American Government U.S. History Civics		This interactive workshop will explore the different notions of democracy, peace and what today's Resistance has taught us about both.
F	Effective Strategies in teaching Global Issues to high school students	Anna Parker, Social Studies, Milford HS	HS	World Studies		This workshop will offer strategies and ideas on teaching contemporary global issues. Assessments, strategies and simulations will be examined and presented to assist teachers in identifying strategies for global competent students.
G	Teaching your AP History Students to Write for the Exam	Ruby Hill, Kearsarge Regional High School	HS AP teachers	US History European History World History		Do your students have trouble with the essays, DBQs and short answer questions on their exam? Are you looking for ways to help them with these troubling areas? This workshop will share several tools for repetitive practice in small steps that lead to improved writing skills.
H	Teaching Indigenous Knowledge in New Hampshire	Emily Olivier University of New Hampshire Student in the Education Department Svetlana Peshkova Associate Professor of Anthropology at UNH Panel: Riley Boss and Jeffrey Baron	Elem	History NH History		Our panel introduces some existing public education resources produced through collaboration with New Hampshire indigenous communities and members of the University of New Hampshire. The panel consists of indigenous leaders and students and faculty in anthropology and education departments at UNH. The panel brings to light the importance and the benefits of teaching Indigenous knowledge to K-12 students. The panel demonstrates how Indigenous knowledge can enhance students learning about and understanding of science, technology, literature, art and history. The panel encourages participants to think creatively about the resources they are using for teaching and how to incorporate multi-disciplinary activities about indigenous knowledge. The participants will walk away with resources that could help foster a greater sense of inclusion and diversity in classroom settings.
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