

# FCSS 2011 CONFERENCE

## SATURDAY BREAK-OUT SESSIONS

**8:15-9:00**

<b>Bayboro</b>	<p><b>FCSS MENTOR SESSION</b>  <b>Sabrina Gates-McCarthy &amp; Aimee Ballans, Hillsborough County Schools</b></p> <p>In an ongoing trend to support and recruit knowledgeable and skillful Social Studies educators, the FCSS Endowment is continuing to sponsor a "Mentor Program." This program is designed to connect FCSS board members and current students majoring in Social Science.</p>
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**GENERAL SESSION 9:10 AM – 10:25 AM**  
**COFFEE BREAK 10:25 AM – 10:40 AM**

**10:40-11:40**

**Session 1**

<b>Hilton Training Center 1</b>	<p><b>INTEGRATING CONTEMPORARY ART INTO THE SOCIAL STUDIES</b>  <b>Bárbara C. Cruz &amp; Noel Smith, University of South Florida</b></p> <p>Bringing art into the social studies is an effective way to examine and discuss critical societal and historical issues. Come explore how art can be used to teach about modern-day Cuba. Resources will be shared.</p>
<b>Hilton Training Center 2</b>	<p><b>CHANGING TIMES CHANGING MINDS</b>  <b>Glenn Harrison, Pembroke Pines Charter Middle School</b></p> <p>Using a decade of change in technology to motivate, inspire, and educate students. Participants will view a multimedia presentation of music, images, and messages that will inspire, reinforce lessons, and change students' attitudes towards learning.</p>
<b>Hilton Training Center 3</b>	<p><b>UNLOCKING THE CODE: BUILDING PRIOR KNOWLEDGE IN SOCIAL STUDIES</b>  <b>Dr. Fran Corvasce Macko, American Institute for History Education</b></p> <p>Why are social studies texts so difficult to read? What skills do students need to become effective readers in history? What strategies can teachers use to build expert readers of social studies in their classrooms? This session will explore the keys to meeting the challenges of reading in social studies and model strategies for building prior knowledge, questioning the text, and understanding multiple perspectives that can be differentiated to meet the needs of all students. Participants will engage in small, hands-on activities as they create a toolbox for use in their social studies classrooms.</p>
<b>Hilton Training Center 4</b>	<p><b>"CREATING QUALITY ASSESSMENTS - IT'S A BALANCING ACT"</b>  <b>Kelly Anne Conway, Volusia County Schools District Curriculum Specialist</b></p> <p>Strategies for delivering engaging, challenging, and relevant lessons, ensuring:</p> <ul style="list-style-type: none"> <li>•classroom instruction is aligned with standards-based grading policies</li> <li>•flexible teaching patterns for differentiated instruction</li> <li>•incorporating a wide variety of teaching resources and technology</li> </ul>
<b>Williams</b>	<p><b>"IF FORTUNE FAVORS THE BOLD" THE LIFE OF GENERAL GEORGE ARMSTRONG CUSTER: FROM BULL RUN TO LITTLE BIG HORN!</b>  <b>Joseph Vetter, David Hinson Middle School</b></p> <p>Reenactor will dramatically portray the amazing life and controversial adventures of General Custer. From West Point to the massacre at Little Big horn, this program examines his huge influence on American History. Lesson plans provided.</p>

<p><b>Demens</b></p>	<p align="center"><b>CULMINATE ANY SOCIAL STUDIES UNIT WITH CREATIVE AND AUTHENTICALLY ASSESSABLE HANDS-ON PROJECTS, ALIGNED WITH THE COMMON CORE STANDARDS!</b>  <b>Rebecca A. Lukowski, Maupin House Publishing</b></p> <p>Participants will be shown how to incorporate Bloom's Taxonomy and Gardner's Multiple Intelligences with end-of-unit projects using everyday classroom materials. Students will be able to "show their thinking" while being challenged and encouraged to express their individuality and creativity while also teaching to the Common Core standards. These Projects also provide authentic, standards-based assessment. The interactive presentation provides teachers with step-by-step instructions for immediate classroom implementation as well as several sample projects they will make during the presentation to take back with them.</p>
<p><b>Skyway</b></p>	<p align="center"><b>DOCUMENT BASED QUESTIONS MADE EASY</b>  <b>Sandy Gifford, McGraw-Hill Publishing Company</b></p> <p>Participants will examine strategies for introducing primary sources so that documents-based questions will not be a daunting task. In this highly interactive session, teachers will explore political cartoons, photographs, etc. and leave with strategies making analyzing primary sources easy and enjoyable.</p>
<p><b>Pier</b></p>	<p align="center"><b>TEACHING 7TH GRADE CIVICS: A FREE ONLINE PROFESSIONAL DEVELOPMENT OPPORTUNITY</b>  <b>Dr. Terri Susan Fine and Valerie McVey, Lou Frey Institute/Florida Joint Center For Citizenship</b></p> <p>Teaching 7th grade civics this school year? Do you need help identifying important content and pedagogy to use in your civics classroom? The Lou Frey Institute and the Florida Joint Center for Citizenship have launched a free, 55-hour online professional development program to help teachers with all of their content and pedagogy needs to teach 40 NGSSS civics benchmarks for 7th grade. Access to the online program will be provided.</p>
<p><b>St. Petersburg I</b></p>	<p align="center"><b>FLORIDA' END-OF-COURSE MIDDLE SCHOOL CIVICS ASSESSMENT UPDATE</b>  <b>Randall Felton, FDOE Test Development Center, Robert Bhoelai, Horace Mann Middle School, Jason Caros, Volusia District Schools, Paul Ouellette, Marion District Schools, Cathryn Schroeffer, Deerlake Middle School, Sameka Thompson, Margate Middle School, Elizabeth Washington, Ph.D., The University of Florida</b></p> <p>The 2010 Legislature passed the Sandra Day. O'Connor Civics Education Act [CS / HB 105] requiring that all middle school students successfully complete a one-semester Civics education course. In addition, the legislation mandated successful completion of a Computer-Based End-of-Course Assessment in order to receive credit. This assessment requirement will become effective in the 2014 - 2015 academic years. This session will acquaint the participants with information on the timelines for implementation, the test blueprint and item specifications, and current information on the development of assessment items. Additional opportunities for discussion and questions will be provided.</p>
<p><b>St. Petersburg II</b></p>	<p align="center"><b>USING ECONOMICS TO IMPROVE THE TEACHING OF U.S. HISTORY</b>  <b>Katheryn Perry, Lead Social Studies Teacher Independence High School</b></p> <p>This session demonstrates how economic principals can improve history teaching. What desegregated Major League Baseball, Jackie Robinson's talent or Adam Smith's invisible hand? The latest resources for using economics to improve history will be stressed.</p>

<p><b>St. Petersburg III</b></p>	<p align="center"><b>THE IDEA OF AMERICA: AN INTERACTIVE US HISTORY CURRICULUM</b>  <b>Nicole Marsala &amp; Marie DiRito, Colonial Williamsburg</b></p> <p>The Idea of America is a new, interactive, fully-digital, Web-based curriculum, where students will learn lessons from history and the principles of American citizenship by exploring 65 individual case studies of the nation’s most important historical events, debating issues that changed America, listening to the perspectives of contemporary historians, and accessing primary source documents of enduring significance.</p>
<p><b>Bayboro</b></p>	<p align="center"><b>A DAY IN THE LIFE- CONNECTING LITERACY &amp; HISTORY</b>  <b>Tracey Downey &amp; Katherine Trego, Ridge Community High School</b></p> <p>Our presentation will focus on the daily life in Colonial Times. We will present a power point with pictures of using the activities in two classrooms. We will demonstrate how to connect Reading with this time period through student-engaging activities. Our demonstration will include tangible items that may be created in the classroom, both by the instructor and the students. We will provide resources, a copy of the power point, activity ideas, benchmark connections, curriculum, and instructions for creating the tangible items.</p>

**11:50-12:50**

**Session 2**

<p><b>Hilton Training Center 1</b></p>	<p align="center"><b>USING SOCIAL STUDIES VISUALS TO TEACH ALL STUDENTS</b>  <b>Barbara Cruz &amp; Stephen J. Thorton, University of South Florida</b></p> <p>Visuals are effective for teaching social studies to ELLs, exceptional students, and struggling readers. A “Picture dictionary” approach facilitates learning concepts and simultaneously develops reading skills. Resources will be shared.</p>
<p><b>Hilton Training Center 2</b></p>	<p align="center"><b>GENOCIDES OF THE 20TH CENTURY</b>  <b>Sarah Brinkley &amp; Kristina Young, Florida State University</b></p> <p>This presentation offers a comparative analysis of the causes and consequences of the Armenian, Bosnian, Ukrainian and Rwanda genocides. Participants will engage in critical dialogue concerning their motives and make suggestions for a nonviolent world. Lesson plans will be distributed.</p>
<p><b>Hilton Training Center 3</b></p>	<p align="center"><b>LESSONS FROM MOUNT VERNON: TEACHING THE PLACE AND ITS OWNER</b>  <b>Tom W. Glaser, Mater Academy Charter High School &amp; Sarah McCarthy, Crystal Lake Middle</b></p> <p>George Washington made Mount Vernon and it in turned shaped him. Learn about ways to teach both and an opportunity for an amazing free summer experience available to Florida teachers.</p>
<p><b>Hilton Training Center 4</b></p>	<p align="center"><b>FLORIDA—MAPMAKERS’ NEMESIS: A CARTOGRAPHIC OVERVIEW OF FLORIDA HISTORY</b>  <b>Peter A. Cowdrey, Friends of the Museum of Florida History, Inc.</b></p> <p>Five centuries of maps depict Florida as an island, as a peninsula of China, as a region of mountains—and ultimately in ways more familiar and recognizable to modern viewers.</p>
<p><b>Williams</b></p>	<p align="center"><b>RIGOR &amp; RELEVANCE~ SMART SOCIAL STUDIES CENTERS</b>  <b>April DeCesare, Smart Schools Training &amp; Research</b></p> <p>Differentiate and add Rigor &amp; Relevance with SOCIAL STUDIES SMART CENTERS!</p>

	<p>These are student-friendly, easy-to-use, and encourage lots of inquiry &amp; background knowledge. Come and learn how to create your own!</p>
Demens	<p style="text-align: center;"><b>THE SOCIAL MEDIA ELECTION, CRITICAL MEDIA LITERACY &amp; SOCIAL STUDIES INSTRUCTION</b> Stephanie M. Bennett, University Of South Florida-Tampa</p> <p>The social media election of 2008 is examined and argues that because political campaigns use social media, social studies teachers must teach critical media literacy skills to their students. Strategies &amp; lesson ideas are presented.</p>
Skyway	<p style="text-align: center;"><b>DOCUMENT-BASED QUESTIONS: ANSWERS TO QUANDARY THROUGH STUDENT DISCOVERY</b> Holly McBride Jung, University of South Florida &amp; Teresa Bergstrom, Pinellas County Schools</p> <p>DBQs are an effective teaching method that employs higher order thinking strategies. They promote rigor and relevance in the social studies classroom, which is imperative for high levels of engagement and learning gains.</p>
Pier	<p style="text-align: center;"><b>7TH GRADE CIVICS: TEACHING WITHOUT A TEXT?</b> Dr. Elizabeth Washington, University of Florida/Florida Joint Center for Citizenship</p> <p>The Florida Joint Center for Citizenship Civics' Mentor-Teachers will participate in a panel discussion sharing their experiences with teaching an innovative, text-free 7th grad civics curriculum. Access to the curriculum will be provided.</p>
St. Petersburg I	<p style="text-align: center;"><b>FLORIDA'S END-OF-COURSE HIGH SCHOOL U.S. HISTORY ASSESSMENT UPDATE</b> Randall Felton, FDOE Test Development Center, Will Benedicks, Ph.D. Tallahassee Community College, Jason Caros, Volusia District Schools, Patrick Coggins, Ph.D. Stetson University, Laurie Cotton, Palm Beach District Schools, Peter Cowdrey, Museum of Florida History, Kayla Dorsey, Doctors Charter School, Donna Dunakey, Charlotte District Schools, Kyle Eidahl, Ph.D. Florida A&amp;M University, John Harrell, Orange District Schools, Jacqueline Jenkins, Fleming Island High School, Martisha Mann – Alexander, Hallandale High School, Kathleen McCarron, Lincoln High School, Steve Masyada, Williston High School, Paul Ouellette, Marion District Schools, Beth Patterson, Rutherford High School, Henry Sawyer, Seminole High School, Clark Youngblood, Santa Rose District Schools</p> <p>The Florida Department of Education has embarked on a series of High School Computer-Based End-of -Course Assessments in Algebra I, Geometry, Biology I, and U.S. History (the latter scheduled to be initiated in 2012-2013). This session is a follow-up to the presentation given in 2010 with updated information on the timelines for implementation, test blueprint and item specifications, and new information on progress to date. Additional opportunities for discussion and questions will be provided.</p>
St. Petersburg II	<p style="text-align: center;"><b>ABOUT THE BENJAMIN'S: HELPING STUDENTS LEARN THE VALUE OF THRIFT</b> William Mattox, James Madison Institute</p> <p>About The Benjamin's is a supplemental (News-in Education) curriculum designed to help students learn the value of saving, budgeting, giving, re-using, and other wise habits promoted by America's foremost thrift advocate, Ben Franklin.</p>

<p><b>St. Petersburg III</b></p>	<p align="center"><b>DEMOCRATIZING THE DBQ: WORLD AND US MINI-QS. GRADES 4-12</b>  <b>Chip Brady &amp; Phil Roden, The DBQ Project</b></p> <p>The DBQ Project will examine ways to teach Document-Based questions in a way that is accessible to all skill levels. Highlighting our new World History Mini-as, along with our US program, attention will be placed on: the hook, the importance of pre-teaching vocabulary and background knowledge, individual document analysis, and argumentative writing.</p>
<p><b>Bayboro</b></p>	<p align="center"><b>MEET THE MEN OF THE COLD WAR</b>  <b>Pat McLarty, Kathleen High School &amp; Rozy Scott, Polk County Public Schools</b></p> <p>Combining biographical research, project-based learning, and elements of speed dating, this creative and fun demonstration lesson will show you how to hold your students' attention while increasing their content knowledge. Electronic lesson plans provided</p>

**LUNCH ON YOUR OWN 12:50 PM – 2:20 PM**

**2:20-3:20**

**Session 3**

<p><b>Hilton Training Center 1</b></p>	<p align="center"><b>THERE'S NOT ENOUGH TIME!</b>  <b>Melissa Olson &amp; Candace Gautney, Ruediger Elementary</b></p> <p>Reading, Writing, Math, Science... I don't have time to teach Social Studies! Sound familiar? Hear from two teachers, who have made it happen, yes, that's right...current events, map skills, geography, Pilgrims to present day and all during Reading/Literacy Block. PS. The mandates get covered too!</p>
<p><b>Hilton Training Center 2</b></p>	<p align="center"><b>DISCOVERING GEOGRAPHY THROUGH COMMUNITY EXPLORATION: GET ACTIVE FLORIDA!</b>  <b>Mary Ellen Adlam, Florida Geographic Alliance</b></p> <p>This year's National Geography Awareness Week theme focuses on Community. This session will introduce participants to quality local geography/civics-based activities designed to get kids active in their community. Free materials will be provided.</p>
<p><b>Hilton Training Center 3</b></p>	<p align="center"><b>WRITING IN SOCIAL STUDIES MADE SIMPLE: ENGAGING STRATEGIES FOR STUDENT SUCCESS</b>  <b>Kathleen Kopp, Forest Ridge Elementary School/Maupin House Publishing, Inc.</b></p> <p>Tame the "Literacy in Social Studies" Core Content Standards in your everyday Social Studies class. This interactive workshop gives teachers easy-to-implement, everyday writing strategies to help students learn more as teachers stress less over new federal standards.</p>
<p><b>Hilton Training Center 4</b></p>	<p align="center"><b>PROJECT BASED LEARNING AS THE KEY TO DIFFERENTIATION &amp; MEETING ALL STUDENTS NEEDS</b>  <b>Carmella DiMatteo &amp; Heath Hill, American Reading</b></p> <p>Imagine a classroom where you can teach standards-based lessons and reach EVERY student regardless of their level of Reading expertise. Come experience a Research Lab in ACTION. Appropriate for grades K-12.</p>

<p><b>Williams</b></p>	<p align="center"><b>DYNAMIC TEACHING: IDEAS FOR ENGAGING STUDENTS IN ECONOMICS</b>  Eric R. Dodge, PhD, Hanover College &amp; Melanie Fox, PhD, Austin College</p> <p>Economics CAN be interesting and relevant to the lives of our students. This session provides classroom activities to assist teachers in demonstrating key economic lessons and generating student interest in the subject.</p>
<p><b>Demens</b></p>	<p align="center"><b>TO FORM A MORE PERFECT 7TH GRADER:  TEACHING CITIZENSHIP IN MIDDLE SCHOOL</b>  Emma Humphries, Bill of Rights Institute</p> <p>Learn engaging and practical activities for teaching American citizenship to middle school students. Five Bill of Rights Institute activities covering three NGSSS benchmarks will be presented. Copies of all materials will be provided.</p>
<p><b>Skyway</b></p>	<p align="center"><b>USING RE-ENACTMENT TO ENHANCE STUDENT ENGAGEMENT</b>  Mark Daniels, Orange County Public Schools</p> <p>In this session, participants will be exposed to using first person narratives to grab the students' attention and enhance student learning.</p>
<p><b>Pier</b></p>	<p align="center"><b>USING HISTORICAL FILMS TO PROMOTE GENDER EQUITY  IN THE SOCIAL STUDIES CLASSROOM</b>  Cicely Scheiner-Fisher, University of Central Florida</p> <p>Historical films are often used in the social studies without thought to how they present the role of women. Discussion will include three criteria that will help participants choose films that have a female presence.</p>
<p><b>St.  Petersburg I</b></p>	<p align="center"><b>KNOWLEDGE IS POWER: WHY STUDENTS STRUGGLE TO READ SOCIAL  STUDIES CONTENT</b>  Jason Caros, Volusia County Schools</p> <p>Drawing on research from Hirsch, Marzano, Willingham and others, Jason will demonstrate why students struggle with content area reading and overall academic achievement, and how a focus on background knowledge will strengthen academic achievement and help bridge the achievement gap.</p>
<p><b>St.  Petersburg II</b></p>	<p align="center"><b>PERFORMERS W/SKETCH COMEDY BACKGROUNDS AND THEIR ABILITY TO  TEACH SOCIAL STUDIES: EMPHASIS ON HAROLD RAMIS AND DARREL  HAMMOND</b>  Charles H S Cummings, Florida State University</p> <p>Join Mr. Cummings as he explores ways to utilize the comedic works of performers from sketch comedy television shows, performance troupes, and webisodes. Today's emphasis is placed on Harold Ramis and Darrell Hammond. Learn how to unlock the learning potential from their contributions to film and television history!</p>
<p><b>St.  Petersburg  III</b></p>	<p align="center"><b>IN THE MOMENT: HISTORICAL PERSPECTIVES IN REAL-TIME</b>  Samantha Bowman &amp; Jolynda Chenicek, Ph.D., Florida Virtual School</p> <p>With the immediacy of technology, even the present seems like the past. Immerse your history students in a world where decisions and discoveries are made in real-time and there is no such thing as hindsight.</p>

<b>Bayboro</b>	<p style="text-align: center;"><b>HANDS-ON FOLDABLES! THREE DIMENSIONAL GRAPHIC ORGANIZERS</b>  <b>Cynthia Thornburn, McGraw-Hill School Education Group</b></p> <p>This session will focus on FOLDABLES™ - a dynamic reading and writing strategy that enhances reading comprehension, writing skills, and study skills in the Social Studies classroom. Students take ownership in their own learning. FOLDABLES™ are easy-to-make, three-dimensional, interactive graphic organizers.</p>
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**3:30-4:30**

**Session 4**

<b>Hilton Training Center 1</b>	<p style="text-align: center;"><b>TEACHING THE REVISED AP WORLD HISTORY CURRICULUM: DEVELOPING CONTEXTUALIZATION AND PERIODIZATION SKILLS</b>  <b>Robert Strayer, California State University/The Woodlands Christian Academy</b></p> <p>Contextualization asks students to place historical particulars in a larger framework, while periodization invites them to consider how historians divide up the past, these two skills in the new AP world history curriculum.</p>
<b>Hilton Training Center 2</b>	<p style="text-align: center;"><b>TRANSFORMING THE SOCIAL STUDIES CLASSROOM WITH WEB 2.0 TOOLS</b>  <b>Stephen C. Veliz, Swift Creek MS/ Florida Geographic Alliance</b></p> <p>This workshop will help you transform your classroom using free tools and resources. From blogging and online collaboration to digital storytelling and podcasting, put 21st century tools in your students' hands right now. Today's students are living digital lives. Meet them where they are and put your content in front of them.</p>
<b>Hilton Training Center 3</b>	<p style="text-align: center;"><b>WHAT'S MY RETURN ADDRESS?</b>  <b>Anthony Fitzpatrick, The American Institute for History Education</b></p> <p>Teachers will be exposed to an interactive presentation that gets to the heart of understanding the purpose of primary sources and the intent of the author through an inviting, simple, and easy to adapt classroom activity. In this session we'll delve into some of the great primary sources in United States and World History as well as Government while walking away with a ready to use assignment that will showcase dynamite topic sentences, clear writing structure and UNIQUE student thought and opinion</p>
<b>Hilton Training Center 4</b>	<p style="text-align: center;"><b>"TEACHING WAR" THE JUST WAR DOCTRINE IN U.S. HISTORY</b>  <b>Mark Percy, Braden River High School</b></p> <p>How do we teach war in our history classrooms? Do we teach that our wars are moral and unavoidable? The "Just War" doctrine gives students and teachers a tool for the critique of U.S. war policy throughout history.</p>
<b>Williams</b>	<p style="text-align: center;"><b>RESEARCH IN ECONOMICS (AND OTHER SOCIAL STUDIES)          – IT'S NEVER TOO EARLY</b>  <b>Melanie Fox, PhD, Austin College &amp; Eric R. Dodge, PhD, Hanover College</b></p> <p>Students typically have little idea of what Economists (and other social scientists) actually do. This session shows teachers how to introduce students to the interesting (yes, interesting!) world of research using real world data.</p>

Demens	<p align="center"><b>CIVICS AND SERVICE-LEARNING: THE PERFECT MATCH FOR SUCCESS</b>  <b>Kristy C. Verdi, Randall Middle School &amp; Amanda Colborne, Stewart Middle Magnet</b></p> <p>Make civics REAL through engaging service-learning projects designed for the new middle grades civics standards. Teachers will receive project ideas that enhance civic knowledge, 21st century skills, citizenship, and success on the new civics assessment!</p>
Skyway	<p align="center"><b>PICTURE THIS: ART IN THE SOCIAL STUDIES CLASSROOM</b>  <b>Jessica Kreger, Pinellas County Schools Teaching American History Grant</b></p> <p>This session will explore the use of paintings, photography, cartoons, and other images in the Social Studies classroom. Participants will engage in lessons designed to increase students' visual literacy.</p>
Pier	<p align="center"><b>USING SOCCER IN THE SOCIAL STUDIES TO CREATE GLOBAL-MINDED STUDENTS</b>  <b>Christopher L. Busey &amp; Scott M. Waring, University of Central Florida</b></p> <p>Mapping skills, global awareness, and knowledge of other cultures are "goals" for teaching social studies. This presentation will highlight ways to infuse soccer into the curriculum to create global-minded students.</p>
St. Petersburg I	<p align="center"><b>CONFRONTING GENOCIDE: NEVER AGAIN?</b>  <b>Karen Roberts, The Choices Program, Brown University</b></p> <p>After the Holocaust the world said: "Never Again." Yet other Genocides followed. Participants engage in a role-play on what U.S. policy should be towards genocide, thereby demonstrating a method for engaging students in a deliberation about international issues.</p>
St. Petersburg II	<p align="center"><b>LESSON STUDY 101:SEE HOW TAH GRANT- DEVELOPED PRODUCTS AND PROCESSES CAN HELP YOU IMPLEMENT THIS STRATAGY IN YOUR SCHOOL</b>  <b>Jeanne Sanford &amp; Lisa Clearman &amp; Mary Jo Fry &amp; Marianne Nelson, Monroe County TAHG</b></p> <p>Working collaboratively, TAH coaches and teachers developed and implemented a <i>Lesson Study Cycle</i> protocol, resulting in the creation of documents that can be used to guide any lesson study activity. Model lessons will be shared.</p>
St. Petersburg III	<p align="center"><b>WEB 2.0 TOOLS FOR 21ST CENTURY CITIZENS</b>  <b>Michelle Licata &amp; Laura Wakefield &amp; TAH Grant Teachers, Florida Virtual School</b></p> <p>Learn from teachers in the FLVS Teaching American History Grant how to use free Web 2.0 tools to engage your students and make your teaching more interactive!</p>
Bayboro	<p align="center"><b>TCI INTERACTIVE STUDENT NOTEBOOKS FROM THE ORIGINAL SOURCE!</b>  <b>Deanna Morrow, Teachers Curriculum Institute</b></p> <p>Often replicated but never duplicated. Come learn the true way to create an ISN. We know that Interactive Student Notebooks are NOT a file system, but an interactive engaging way for students to demonstrate their knowledge.</p>

**BASKET AND EXHIBIT DRAWING 4:40 PM – 5:10 PM**

# SUNDAY - BREAK-OUT SESSIONS

8:50-9:50

Session 5

<p>Hilton Training Center 1</p>	<p style="text-align: center;"><b>RESOURCES TO TEACH FLORIDA'S ECONOMICS BENCHMARKS IN MIDDLE AND HIGH SCHOOL</b> Fred Dorsett, USF Stavros Center</p> <p>This session will present an overview of free and inexpensive resources for implementing the Florida Revised Benchmarks at each grade level and for each social studies core course. Free Materials</p>
<p>Hilton Training Center 2</p>	<p style="text-align: center;"><b>GLOBAL CITIZENS? CIVIC ENGAGEMENT IN AN INTERCONNECTED WORLD</b> Kenneth Carano, Western Oregon University &amp; Robert Bailey, University of South Florida</p> <p>Are we global citizens or US citizens living in a globalized world? This interactive session ponders this question while delivering activities that educate students about rights and responsibilities in an interconnected world. Classroom handouts provided.</p>
<p>Hilton Training Center 3</p>	<p style="text-align: center;"><b>PREVENTING SINK OR SWIM CULTURES IN SOCIAL STUDIES CLASSROOMS: SOLUTIONS FOR ADVANCED PLACEMENT HISTORY TEACHERS</b> Mark Rowland, University of South Florida/ Land O' Lakes High School</p> <p>Many high school students drown in the wake of rigorous college-level courses. This presentation addresses the demands placed upon both students and teachers in AP History classes while offering solutions for success.</p>
<p>Hilton Training Center 4</p>	<p style="text-align: center;"><b>FIREWALL PROOF WEB 2.0 TOOLS THAT INCREASE STUDENT ACHIEVEMENT</b> Shauna Falanga-Liverotti &amp; Jennifer Ouellette, Florida Virtual School</p> <p>Learn to use Web 2.0 tools not blocked by district firewalls, such as the Google WonderWheel, SweetSearch, Scholar, Docs, and Timeline with advanced students to help increase achievement.</p>
<p>Williams</p>	<p style="text-align: center;"><b>SUSTAINABILITY EDUCATION FOR A WORLD OF 7 BILLION</b> Larry Mione, University of Central Florida</p> <p>Engage in innovative activities for grades 3-8 to explore connections between human population growth, resource use, and the changing face of our planet. Free CD-ROM of activities matched to the Sunshine State Standards!</p>
<p>Demens</p>	<p style="text-align: center;"><b>JOHN HEWSON'S REVOLUTION: READY! AIM! PRINT!</b> Barbara Shackelford, Carver M.S. &amp; Catherine Dixon &amp; Maribel Lopez, Avalon Park M.S.</p> <p>Students Love Art! Three teaching styles that introduce cross-curriculum connections into the study of U.S. History in the classroom. Students learn and understand the Revolutionary War through reading, writing, technology, and ART!</p>
<p>Skyway</p>	<p style="text-align: center;"><b>HANDS ON HISTORY: FLORIDA AND THE GREAT DEPRESSION</b> Lesley Mace, Federal Reserve Bank of Atlanta-Jacksonville Branch</p> <p>Discover how the Great Depression came early to Florida, and how you can make this era relevant for your students through hands on activities, lessons, and multimedia projects.</p>

<b>Bayboro</b>	<p style="text-align: center;"><b>UNDERSTANDING JUDAISM</b>  <b>Ben Chaika, Institute for Curriculum Services</b></p> <p>Gain knowledge and materials to help students understand Judaism. Experience student activities. Receive an extensive resource packet with teacher's guides, lesson plans, and student handouts that target middle and high school needs.</p>
<b>Harborview</b>	<p style="text-align: center;"><b>VIETNAM AND THE NATURE OF WAR</b>  <b>Pattie Johnson &amp; J. D. Dragna &amp; Kelsea Messina, University of Tampa</b></p> <p>We have created a video that interviews Viet Nam veterans. The intent of the video is to inform history students about the "true color" of the war. Textbooks fall short of creating the true nature of the war and its implications. The five defining pictures are also discussed versus typical photographs in high school texts.</p>

**10:00-11:00**

**Session 6**

<b>Hilton Training Center 1</b>	<p style="text-align: center;"><b>YUM-O-NOMICS: USING LITERATURE AND DIGITAL RESPONSES TO TEACH ECONOMICS</b>  <b>Deborah Kozdras, &amp; Fred Dorsett, Gus A Stavros Center USF</b></p> <p>If you like yummy stuff, you will love this workshop! Use K-12 literature and student digital responses about yummy stuff to provide a context to teach and reinforce economic concepts.</p>
<b>Hilton Training Center 2</b>	<p style="text-align: center;"><b>A GERMAN MANDATE: TEACHING ABOUT THE HOLOCAUST</b>  <b>Dr. Toni F. Kirkwood-Tucker, Florida State University</b></p> <p>This Presentation demonstrates multidimensional programs and activities implemented in German schools mandated to teach about the holocaust. Speeches by prominent presidents and prime ministers of the federal republic apologizing to Israel and victims are analyzed. Materials will be distributed.</p>
<b>Hilton Training Center 3</b>	<p style="text-align: center;"><b>GRADUAL RELEASE: INTEGRATING LITERACY INTO THE SOCIAL STUDIES CLASSROOM ONE STEP AT A TIME.</b>  <b>Brett Patterson, Pinellas Park High School &amp; Jennifer Groendal, Ph.D. &amp; Ben Sorrell, University of South Florida</b></p> <p>Discover techniques and activities to implement literacy strategies into your classroom with the use of Gradual Release. Methods, materials and examples will be provided to incorporate literacy into any lesson.</p>
<b>Hilton Training Center 4</b>	<p style="text-align: center;"><b>TEACHING FOR TOMORROW BY LOOKING AT THE PAST</b>  <b>Barbara Hines &amp; Cassandra Rae Harper, Florida Public Archaeology Network</b></p> <p>The Florida Public Archaeology Network is dedicated to finding innovative ways of bringing the past and present together in an educational and engaging way. FPAN utilizes lessons in archaeology and preservation to create civic-minded students.</p>
<b>Williams</b>	<p style="text-align: center;"><b>COMMUNITY MAPPING WITH NEIGHBORHOOD MAP MACHINE</b>  <b>Anna "Paula" P. Da Silva, University of South Florida</b></p> <p>This workshop will provide Elementary teachers the opportunity to explore ways to utilize technology, in particular Neighborhood Map Machine, to engage children in mapping activities that support the development of critical writing, reading, and navigation skills.</p>

Demens	<p style="text-align: center;"><b>GETTING “PSYCHED” ABOUT LEARNING: WEB 2.0 APPLICATIONS AND DIFFERENTIATED STUDENT EXPRESSION</b>  <b>Kerry Poole &amp; David Valdez, University of South Florida</b></p> <p>Session explores how the latest Web 2.0 applications greatly increase the tools available to demonstrate learning in innovative ways. Two practicing psychology teachers discuss use of these technologies, differentiated student expression, and share resources.</p>
Skyway	<p style="text-align: center;"><b>THE ELECTORAL COLLEGE AND HOW IT WORKS!</b>  <b>Michael G. Fauquher, Challenger Middle School</b></p> <p>A hands-on simulation that allows students to discover the nuances and quirks of the Electoral College and integrates the use of basic math skills into the middle school social studies classroom.</p>
Bayboro	<p style="text-align: center;"><b>GAMES FOR ENGAGING HISTORY</b>  <b>Susan Mathis, Florida State University School</b></p> <p>From Geography and American and World History to Economics, see how the incorporation of various hands-on, history-teaching ideas will emerge your students in the concepts of historical themes. Included are simple teacher-made games for students to play and learn from, online streaming resources, and interactive websites to create historical stories that lead to learning but change regularly to aide your class in bringing the past alive again.</p>
Harborview	<p style="text-align: center;"><b>USING LEWIS AND CLARK’S EXPEDITION TO TEACH SOCIAL ISSUES: PAST, PRESENT, AND FUTURE</b>  <b>Helge Swanson, Florida State University</b></p> <p>Using a power point presentation and with discussion, I present an overview of the Lewis and Clark expedition, focusing on social studies lessons contained directly and indirectly in this great American classic. Lesson topics for example include Race and Slavery, the Role of Women, The Fate of Native Americans, Wilderness and Westward Expansion, and the Role of Government in Economic Development. All lessons are drawn from members of the Corps of Discovery and their encounters.</p>

**EXHIBIT DRAWING 11:00 AM-11:30 AM**