

New Jersey Council for the Social Studies
Annual Fall Conference
Embracing the Past and Shaping the Future: New Jersey and the World

PROGRAM AT-A-GLANCE

Time	Event	Location
7:45-8:15 a.m.:	Registration and breakfast Exhibitor displays	Fireside Lounge International Lounge
8:15-9:00 a.m.:	Plenary Session: Welcome and Keynote	Multipurpose Room (MPR)
9:15-10:15 a.m.:	First Workshop Session	Break out rooms
10:15-10:45 a.m.:	Exhibits and coffee break	International Lounge
10:45-11:45 a.m.:	Second Workshop Session	Break out rooms
12:00-1:00 p.m.:	Lunch and NJ350 presentation	Multipurpose Room (MPR)
1:15-2:15 p.m.:	Third Workshop Session	Break out rooms
2:30-3:15 p.m.:	Awards and door prizes	Multipurpose Room (MPR)

WORKSHOPS AT-A-GLANCE

Workshop Title	Grade level(s)	Location
SESSION 1 -- 9:15-10:15 a.m.		
The Rise of Hitler in Germany, 1920's: Teaching a Villain to Your History Students	9-12	Room 120
From Barnum to the Beats: Integrating culture in the US History classroom	5-12	Room 116
Game-Based Argumentative Thinking	All	The Cove
Spanning the Globe and Shaping Our Economic Future with Entrepreneurial Thinking	K-8	Room 115
Archaeology: Digging up the Past	3-8	Room 122
Celebrating Colonial Day from Soup to Nuts	K-8	Room 174
Service Learning: Steps to Success	All	Room 118
Lessons from Japan: How the Past Impacts Future Economic and Social Recovery	5-12	Room 117
Living Voices: The Right to Dream	All	Center Hall
Focusing on the Core: Teaching, Learning and Assessing in Social Studies	All	MPR
SESSION 2 10:45-11:45 a.m.:		
All Human Rights are Local: New Jersey as a Laboratory for Social Justice	5-12	Room 118
Developing Global Citizens using Digital Tools	5-12	Room 116
Using C-SPAN Footage in the High School Social Studies Classroom	9-12	Center Hall
Teaching U.S. History through the Lens of Economics	9-12	The Cove
Educating Students for a Sustainable World: An Interdisciplinary Approach	5-8	Room 115
New Jersey: Pathway of Revolution—Learning Local History through Community Resources	5-12	Room 120
Thinking APUSH: Strategies for Student Success on the Revised APUSH Exam	9-12	Room 122
Put A Little New Jersey in Your Classroom	2-6	Room 174
N.J. Social Studies Supervisors Association – General Meeting	All	MPR
Using the Zombie Apocalypse to Teach Economic Concepts	All	Room 117
Session 3 -- 1:15-2:15 p.m.		
Turkey: Exploring Current Challenges	9-12	Room 117
Moving Beyond the Textbook: Creating Young Historians in Grade Four	K-4	Room 122
Teaching the Protestant Reformation in the Context of the 500th Anniversary	9-12	Room 116
Planning a Mock Legislative Debate: Engaging Students in the Legislative Process	All	The Cove
Econocopia: Hooks, Exit Closers, and Free Resources to Engage Learners around Economics	All	Room 115
Historical Ice Breaker: Using Images from the Library of Congress	5-12	Room 120
The Women's Rights Tribunal: How Long Must Women Wait For Liberty?	7-12	Room 118
Teaching Critical Life Skills: Financial Literacy and Social Studies Web-based Resources	9-12	Room 174
The Copperhead Press, Racism, and the 1864 Presidential Election	9-12	Center Hall
New and Aspiring Supervisors: What you need to know	All	MPR

Plenary Session—8:15-9:00 a.m. – MPR

Welcome: William Wingren, President, New Jersey Council for the Social Studies

Keynote Speaker: “*Culturally Responsive Teaching in the Social Studies Classroom*”

Dr. Fernando Naiditch, Associate Professor, Montclair State University

This talk will examine and discuss the schooling experiences of students from diverse socio-economic, linguistic, and cultural backgrounds and the qualities of teachers, teaching, and schooling that foster their learning. Participants will be invited to critically examine their assumptions and perceptions about sociocultural identity in order to understand how these beliefs shape perceptions of ourselves and others. In addition, Dr. Naiditch will consider the role of the social studies classroom as a place of reproduction and/or change, and how to incorporate the linguistic and cultural experiences of students into the curriculum.

Dr. Fernando Naiditch is an Associate Professor in the Department of Secondary and Special Education at the College of Education and Human Services at Montclair State University. He holds a Ph.D. in Multilingual Multicultural Studies from New York University’s Steinhardt School of Education. He has been teaching for over twenty years and has taught not only in his native Brazil and South America, but also in Europe, the Middle East and the United States.

Announcements: Noel Baxter, Conference Chairperson

FIRST WORKSHOP SESSION

9:15-10:15 a.m.

The Rise of Hitler in Germany, 1920s: Teaching a Villain to Your History Students (Grades 9-12) – Room 120

How could a country put such a monstrous dictator into power? This question will be answered as the workshop explores the condition of 1920s Germany through a modified easy-to-replicate lesson. Workshop participants will explore various strategies including photo analysis, jigsaw and discussion to develop responses to the question “What would a nation’s citizens look for in a leader when that nation is starving, poor and broken?” The group will then review the list of leadership qualities to create a recovery plan they might propose as a leader, and compare that plan to Hitler’s campaign promises. Video clips of speeches (with English translations and discussion questions) will help illustrate these concepts. By the end of the workshop, participants will have a set of materials (primary sources, teaching strategies, and audio/visual material along with accompanying textual material) and will be able to articulate an answer to the opening question: “How could a country put such a monstrous dictator into power?”

Frank Romano Jr., Lincoln High School, Jersey City Public Schools

From Barnum to the Beats: Integrating Culture into the U.S. History Classroom (Grades 5-12) – Room 116

This workshop will focus on how to integrate historical culture (high-brow and popular) into the classroom. Workshop participants will understand how using art, literature, theatre, film, etc. in the classroom is not only naturally engaging for students but also helps them understand the larger political, economic, and social climates of various time periods. Examples of student work will demonstrate hands-on projects that make the culture of the various decades of the 20th century come alive. Finally, participants will experience two classroom activities, an analysis of popular literature and images to show the advent of the “new woman” in the early 1900s and an activity on using beat poetry to explore dissent against traditional 1950s values and norms. Participants will receive a packet with the activities as well as other relevant handouts.

Nicole Avery, Chatham High School, School District of the Chathams

Game-Based Argumentative Thinking (All grades) – The Cove

This workshop will introduce participants to Socratic Smackdown, a versatile discussion-based activity to practice argumentation around any text or topic. During the game, teams of 4-6 students discuss texts and use textual evidence to make connections and ask thought-provoking questions. Students win points whenever they make constructive contributions to the discussion and lose points if they exhibit disrespectful behaviors, such as interrupting their teammates. By the end of game play, students have learned how to work together as teams and a class and contribute meaningfully to a discussion. It is a Common Core-linked, non-digital game-based learning activity. Socratic Smackdown is fun, engaging, and student-centered. Also presented in the session will be the new tablet game, "Mars Generation One: Argubot Academy", a Common Core argumentation game created by the GlassLab.

Matthew Farber, Valleyview Middle School

Spanning the Globe and Shaping Our Economic Future with Entrepreneurial Thinking (Grades K-8) – Room 115

This workshop will explore inventors and inventions through essential questions. The first question, "How has innovation impacted the way we live?," is investigated by examining the life of American entrepreneur Steve Jobs (Apple Computer). To get inside the thinking of inventors, participants (like the students they teach) will explore two more questions: "How do entrepreneurs think?" and "From where does an entrepreneurial spirit emerge?" They will study a young social entrepreneur, William Kambwamba from Malawi, East Africa, who took discarded items and built a windmill to generate electricity. Then they will travel to Ghana, West Africa and learn how persistence and grit contribute to the success of a young boy. The last essential question, "How do you think future entrepreneurs of your generation will continue to develop the 'unfinished ideas' of today?," challenges both teachers and students to think about their own impact on society as entrepreneurs. Sample lesson plans taken from the Council of Economic Education's website will be showcased and numerous methods of instruction will be addressed.

Nancy Sardone, Ph.D. , NJ Council for Economic Education

Archaeology: Digging up the Past (Grades 3-8) – Room 122

This workshop will focus on the use of archaeology as a tool for in-depth study of a particular time period/culture. Archaeology is more than just digging in the dirt; it involves critical thinking and research skills: observing, recording, comparing, questioning, and making inferences based on the evidence that is found. Students develop these important skills and more when taking on the role of an archaeologist. The session will give a brief introduction of archaeology and explain how students take on the various roles of an archaeologist. Presenters will share the process used to explore one particular historical moment (Westward Expansion): create an excavation site, choose artifacts, and develop lesson plans that provide students with the tools they need to explore the past. Finally, the session will discuss ideas and considerations in creating an archaeology unit focusing on the Colonial history of New Jersey. Participants will receive practical advice on materials, planning, historical resources, and excavation site construction.

Joanne Emery, Jenn Hrebin, Robin Versh, and Becky Van Ry, The Kent Place School

Celebrating Colonial Day from Soup to Nuts (Grades K-8) – Room 174

This workshop will provide elementary teachers with the information needed to plan a successful school- or grade-wide Colonial Day during which students will be immersed in a wide variety of cross-curricular activities to experience colonial life. After studying the early English settlements in North America, the students participate in a day of activities to understand what life was really like during that time period. Based on the experiences organizing the program for 550 fifth graders, presenters will share their processes and strategies as well as reflections on successes and failures. They will describe a variety of hands-on activities that help students understand colonial life, activities which can also be implemented in individual classrooms. Resources, including project samples, will be shared with participants.

Beth Raff, Patricia Sellar, Ann Cartmell, and Christine Smith, Auten Road Intermediate School, Hillsborough Township

Service Learning: Steps to Success (All grades) – Room 118

One goal of social studies education is to prepare students to be active citizens, yet they rarely have opportunities to practice active citizenship. Service learning provides opportunities for students to pursue a cause or issue of their choice and enact a plan to address it. This workshop will give an overview of service learning basics (e.g., rationale, definitions, steps) and present a case study of how one school implemented an independent service-learning project for all 7th graders. It will address the challenges of taking on and managing such an enormous project, and the presenter will share insights on how to maximize success. Workshop participants will have the opportunity to participate in some of the same introductory activities that their students might do; brainstorm lessons, activities and topics related to service learning; and ask questions. Participants will receive copies of handouts that they can use with their students.

Julianne Gorton, Park Middle School, Scotch Plains-Fanwood Public Schools

Lessons from Japan: How the Past Impacts Future Economic and Social Recovery (Grades 5-12) – Room 117

In this workshop, participants will learn about the Keizai Koho Center Teaching Fellowship and the resources from the Japan-American Societies. Based upon a two-week immersion experience in Tokyo, Hiroshima, and surrounding areas, this image-rich presentation will focus on lessons focused on civics and economic policy meeting Core Curriculum Content Standards in Social Studies and 21st Century Life and Career, as well as Common Core State standards. Included are resources to run a classroom simulation featuring the economic reforms of the government, and their impact on business and societal practices. The particular NJCCCS objectives of this featured simulation focus on having students investigate the rapid recovery after WWII to the recent economic and social stagnation, and they will simultaneously address the integration of knowledge and ideas for Common Core literacy standards. This workshop will end with a brainstorming session on how the resources of the JAS will work in any secondary classroom.

Courtney Carmichael, Academy for Allied Health Sciences, Union County Vocational-Technical Schools

Living Voices: The Right to Dream (All grades) – Center Hall

The struggle and sacrifice for civil rights in America is witnessed in this compelling story. The Right to Dream recreates a student's coming of age as an African American in Mississippi during the 1950s and 1960s. This program illuminates the issues of civil rights, leading audiences to understand how the fight against prejudice and injustice has shaped our history. Living Voices creates dynamic interactive multi-media performances to bring life to history. Using historical perspectives based on real people and events, the Living Voices technique (which participants in this session will experience first-hand) combines live performance with video, audio, visual aids, and discussion. Archival film footage and photographs, blended with audio and presented in synchronization with a solo actor/educator, give the audience a chance to experience how the world looked, sounded, and felt during a significant time in history. This technique leads students to understand the impact of certain events in history on their own lives today.

Taren Hasting, Living Voices

Focusing on the Core: Teaching, Learning and Assessing in Social Studies (All grades) – Multipurpose Room

Participants will have an opportunity to gain an understanding of how to prepare students to meet the expectations of the Common Core State Standards and the 2014 New Jersey Social Studies standards. This workshop will include information about the design of the Model Curriculum assessments including strategies to meet the needs of all learners.

Beverly Plein, Social Studies Coordinator, New Jersey Department of Education

Exhibits and Coffee Break: 10:15-10:45 – International Lounge

SECOND WORKSHOP SESSION

10:45-11:45 a.m.

Using the Zombie Apocalypse to Teach Economic Concepts (All grades) – Room 117

This workshop will use a game/simulation to model a way that economic concepts (which may often seem boring and inaccessible) can be taught to secondary level students. The game works best as an introduction to an economics course to illustrate how economic theory informs everyday life and the decisions all citizens must make. The game is loosely modeled on the popular Oregon Trail simulation and uses the premise of a “zombie apocalypse” (in which humanity is overrun by zombies) to model economic concepts such as rationality, needs and wants, scarcity, and interdependence. Participants will play the game in which they must leave New Jersey and travel to a safe zone on the West Coast to escape zombies. They must make key decisions to successfully complete the journey. Then the workshop will discuss the economic concepts that are introduced in the game (organized around Gregory Mankiw’s “Ten Principles of Economics”). Participants will also be given access to all the game materials for use in their own classrooms.

Michael Marino, The College of New Jersey

All Human Rights are Local: New Jersey as a Laboratory for Social Justice (Grades 5-12) – Room 118

The study of international human rights begins at home. Following an introduction to human rights education models, presenters will describe and model effective lessons connecting international human rights standards and New Jersey content from social studies and language arts. One lesson will highlight a project-based learning unit in which students research an issue and work in groups to create a multimedia project to raise awareness about their area of study. A second lesson asks students to take the “human rights temperature” of their own school. Students then study the similarities and differences between human rights violations within their school and the broader world. The third lesson will demonstrate how to connect the articles of the Universal Declaration of Human Rights to human rights violations that are happening in New Jersey. Student performance assessments and samples of student work from grades 5-12 in suburban and urban NJ districts will be shared. Handouts will be provided.

William R. Fernekes, Rutgers Graduate School of Education; Nagla Bedir, Perth Amboy High School; Nikki Ferringo, Highland Park Middle School ; Daniel Norris, Bridgewater-Raritan Regional District

Developing Global Citizens Using Digital Tools (Grades 5-12) – Room 116

Educating students for global citizenship is a critical role of schools in the 21st century, but traditional assessments rarely connect with those dispositions and skills. Online assessment tools provide teachers with opportunities to assess the development students’ global perspectives, and also promote student reflection and self-assessment. In our Global Perspectives course (which we will focus on in this workshop), the free online platforms such as Schoology and Socrative allow teachers to assess our students’ thinking, have students engage in meaningful conversations with one another and students around the world, and reflect on their own learning. Online discussions, formative assessment “quizzes” and online tests are available on these platforms, and global multimedia content can be embedded in them. In addition, they can generate data about student growth to inform instructional decisions. Presenters will demonstrate how these tools are used in their classroom, and participants will also have the opportunity to get first-hand experience in using the platforms.

Ryan McKenna, Daniel Valentine, and Andrea Karanik, Scotch Plains-Fanwood High School

Using C-SPAN Footage in the High School Social Studies Classroom (Grades 9-12) – Center Hall

This workshop will provide an introduction to the depth and breadth of C-SPAN’s programming and its usefulness in planning for American history and/or civics classes. Participants will learn how to navigate the C-SPAN video library, search for relevant and useful videos, and create custom-length video clips. The workshop will model how an appropriate video can be used as a discussion starter or as a way to illustrate and reinforce understanding of a topic. The workshop will also model how to find locally relevant material related to members of Congress in different parts of the state. Finally, participants will be introduced

to the C-SPAN Classroom website and the collection of pre-made lesson plans, video clips, and resources created by the C-SPAN Education team.

Brian Rock, East Orange Campus High School

Teaching U.S. History through the Lens of Economics (Grades 9-12) – The Cove

This workshop focuses on the economic forces that have played a key role in U.S. history. The session features six economic principles that can be used to explain the development of the United States from a fledgling agrarian economy into the world's largest national economy. These six principles are rooted in the concepts of scarcity and choice: scarcity necessitates choices; choices involve costs; choices have consequences that may lie in the future; incentives influence choices; economic systems can influence choices and incentives; and people gain when they trade voluntarily. A sample lesson on the Civil War taken from the Council of Economic Education's publication, *Focus: Understanding Economics in U.S. History*, will be used to illustrate how economics can be used to analyze the impact of the war on growth and prosperity.

Kathleen Brennan, Mount Saint Mary Academy

Educating Students for a Sustainable World: An Interdisciplinary Approach (Grades 5-8) – Room 115

In this workshop, participants will learn how to integrate the middle school curriculum around environmental themes, helping students to understand sustainability and how human activities affect the environment and the ability of all people to meet their basic needs. Through hands-on methods (simulation games, visual representations, and concept mapping), participants will learn ways to go beyond the textbook to build students' awareness of human geography concepts like population trends, resource use, and more. Skill-building that cuts across the curriculum—critical thinking, problem solving, articulating ideas and using new technology for research and modeling—will be addressed in the presented activities. All participants will receive electronic lesson plans with activities matched to both state and national standards, as well as wall charts to aid in their classroom instruction.

Judy Levine, Metuchen High School

New Jersey: Pathway of Revolution—Learning Local History through Community Resources (Grades 5-12) – Room 120

As New Jersey celebrates its 350th Anniversary this year, NJ teachers and their students are privileged to reside in one of the most historically and culturally rich states in America. More battles and events occurred during the American Revolution in New Jersey than any other state. Social studies educators can develop more authentic lessons while partnering with historical locations throughout the state. Some of these sites can also be visited both during school hours and after that last bell rings. This workshop will demonstrate to participants the many resources available in their own communities and show how these resources can be accessed and incorporated into the Common Core Framework. Materials from the Bergen County Historical Society and sample lessons will be shared. The workshop will conclude by presenting ways that developing a relationship between teachers and historic sites can be mutually beneficial through the use of 21st Century technologies.

James Smith, Jefferson Township School District

Thinking APUSH: Strategies for Student Success on the Revised APUSH Exam (Grades 9-12) – Room 122

The College Board recognizes districts that not only show improvements in A.P. exam scores, but that also increase the number of students taking the exams. How will teachers meet this challenge in light of the revised AP U.S. History exam? Passaic High School, which serves an urban, immigrant community, achieves scores that exceed the national average in an open-admissions A.P. U.S. History program. By using direct skills instruction and metacognitive strategies, students have been able to develop their skills and transfer those to success in other programs. Coaching and development of student skills and thinking are critical to ongoing program success as the school program moves towards more open enrollment and a new,

skills-based APUSH exam. Specific instructional strategies will be shared with participants, so that teachers can then collaborate to develop materials that will target the instructional needs at their own schools.

Jennifer Welch, Passaic High School

Put a Little New Jersey in Your Classroom (Grades 2-6) – Room 174

Classroom lessons about New Jersey's rich history, developed by the New Jersey Center for Civic Education and New Jersey teachers for the 350th anniversary of New Jersey in 2014, will be demonstrated and discussed. Participants will be actively involved in doing several lessons and then discussing their implementation with teachers who have successfully used them in their classrooms. Many of the lessons utilize primary source documents and images as well as teaching strategies that help to integrate the materials across the curriculum. Each lesson has correlations with the New Jersey Social Studies and Common Core ELA standards, as well as essential questions, suggested assessments, and extension activities. By the end of 2014, more than 60 New Jersey lessons (K-12) will be available for free online.

Arlene Gardner, NJ Center for Civic Education; Amanda Matticks, Sharon Elementary School, Robbinsville; Betty Clarke, Lori Stapleton and Kathleen Stricker, Samsel Elementary School, Parlin

New Jersey Social Studies Supervisors Association – General Meeting (All grades) – MPR

Supervisors are invited to this general meeting of the NJ Social Studies Supervisors Association. The agenda includes discussions about state mandates and initiatives.

Lunch and Plenary Session—12:00-1:00 p.m. – MPR

- "It Happened Here" compilation of NJ350 videos: Presented by Arlene Gardner

<p style="text-align: center;">THIRD WORKSHOP SESSION 1:15-2:15 p.m.</p>
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Turkey: Exploring Current Challenges (Grades 9-12) – Room 117

This workshop will highlight ways to engage students in collaborative problem-solving regarding global issues and conflicts. The Choices program from Brown University provides teachers with rich materials for engaging students in meaningful conversations about critical issues, preparing students for their participatory role as citizens. This presentation, focused on the new unit, "Turkey: Exploring Current Challenges," will be shared by a teacher trained at the Choices Leadership Institute. The unit focuses on the dynamic changes occurring in Turkey, which is situated at the crossroads of Europe and the Middle East, and is the oldest democracy in the region. How will Turkey grapple with questions of human rights, constitutional reform, the role of religion in society, and relations with its neighbors and the world? Find out how the Choices curriculum, which addresses both historical and contemporary issues, can enhance student engagement and achievement. Curriculum materials will be provided to participants.

Brooke Wagner, Scotch Plains-Fanwood High School

Moving Beyond the Textbook: Creating Young Historians (Grades K-5) – Room 122

When the fourth grade teachers in West Milford struggled to find a textbook that would teach New Jersey History through the Common Core, the committee developed supplemental materials that targeted literacy skills and created project-based learning that would move beyond the textbook. This workshop will share the some of these materials. It includes use of the text in coordination with projects and assessments that both align to the standards and encourage children to be thoughtful historians. In a center-driven format, participants will be able to experience what we created and use that as a model for their own work.

Kate Brennan and Jaclyn Becker, West Milford Public Schools

Teaching the Protestant Reformation in the Context of the 500th Anniversary (Grades 9-12) -- Room 116

The Protestant Reformation is approaching its 500th anniversary in 2017 and is a significant turning point in World History. The Reformation provides an opportunity for engaging students in an interdisciplinary approach for studying art, music, literature, politics, science, religion, and related culture. England, France, and the Holy Roman Empire had new leaders under the age of 30. Martin Luther, Ulrich Zwingli, John Calvin, and John Knox changed how people understood worship in the Roman Catholic faith. The teachings of Justification by Faith and Sola Scriptura influenced the development of art and music. The religious conflicts and wars became a catalyst for Protestants to settle in America. This workshop session will demonstrate effective teaching strategies to address literacy, research, and writing objectives in the Common Core Standards and the N.J. Model Curriculum in World History through the use of debates, decision-making, primary documents, research, and writing.

Hank Bitten, Reformation 500 Anniversary Project

Planning a Mock Legislative Debate - Engaging Students in the Legislative Process (All grades) – The Cove

Participants in this workshop will learn how to transform the complexities of the legislative process into a meaningful role-playing opportunity through a mock legislative debate. They will use the legislative website to learn how to: search the legislative database for a bill; sign up for the e-mail bill subscription service; identify and contact their school's legislative district and legislators; and watch live or archived legislative sessions. Applying the information from the website, participants will partake in a mini-mock debate and discuss the following essential questions: What makes a bill good? What problem does this bill solve? Is the proposed legislation the best way to handle this concern? Which are the most effective ways for a citizen to show support/disapproval of this bill? This workshop offers an engaging and effective approach to teaching about the legislative process by immersing students in the law-making process.

Sarah Schmidt, Tour Program Educator, Office of Legislative Services – State House Tour Office

Econocopia: Hooks, Exit Closers, and Free Resources to Engage Learners around Economics (All grades) – Room 115

The bell rings: one class leaves and another enters. How does the teacher get students to re-focus after being unfocused? This workshop will provide over 25 "bell ringers/hooks" to kick-start a social studies class. Review "yesterday's class material" and set the stage for the lesson today with student-centered learning activities. End classes with a variety of "checking for understanding" or "exit ticket" activities that keep the students' eyes on the work and not on the clock! Strategies presented can be used for any social studies class, but they will be modeled using economic resources. By introducing economic concepts using bell ringers, teachers will improve instruction as recommended by the NCSS "C3 Framework" and provide ways to better engage students. Participants will be better equipped to provide a new lens with which to view an ever-changing, interdependent world, and they will receive access to free materials that can be used for any social studies class.

Doug Young, Council for Economic Education

Historical Ice Breaker: Using Images from the Library of Congress (Grades 5-12) – Room 120

Engage students on the first day of any unit of study with a critical thinking activity that also gets students out of their seats, talking to their classmates, and using prior knowledge. In this workshop, participants will learn strategies to teach how to compare primary documents and discover connections that may not be obvious at first glance. The strategies modeled will utilize materials from the Library of Congress and National Archives websites. Participants will experience a strategy that asks them to analyze documents, make connections with others, and build a sense of community. In addition, the activities promote the development of habits of historical thinking: finding the big ideas and enduring understandings by asking overarching essential questions. Materials and resources will be provided to all participants.

Martha Graham Viator, Rowan University

The Women's Rights Tribunal: How Long Must Women Wait For Liberty? (Grades 7-12) – Room 118

This is an interactive workshop designed for middle and high school teachers modeling a tribunal role-play project addressing the long struggle for women's rights in the United States. Participants will take part in a modified version of the classroom project. The Women's Rights Tribunal charges students with answering the question: "Why are women under-represented in positions of power?" With five different parties being blamed, this is a complex question. This tribunal presents a multi-layered, real-life problem to students and, in doing so, gives them the experience they need to take on complicated issues in their worlds—and ultimately to be agents of change themselves. The Women's Rights Tribunal covers the women's rights movement in the U.S. from the "cult of domesticity" to the present day. Workshop participants will be provided with the complete tribunal project assignment and the tools to create their own tribunals.

Shana Stein and Kaitlin Rettig, Montclair High School

Teaching Critical Life Skills: Financial Literacy and Social Studies Web-based Resources (Grades 9-12) – Room 174

This workshop will demonstrate the EverFi Financial Literacy course that is currently being used by over 200 schools in New Jersey. EverFi is an online platform that covers more than 600 topics in financial literacy in an interactive way. It allows for scaffolding and differentiated instruction in the classroom. Participants will gain access to EverFi's online resources to teach, assess, and certify their students in critical life skills. The workshop will help educators understand how they can incorporate technology into their social studies and personal finance instruction. During the session, educators will have the opportunity to create student accounts, explore the modules themselves, and create teacher accounts. Computers are recommended for participants in this workshop.

Dr. Tiffini Andorful, Everfi

The Copperhead Press, Racism, and the 1864 Presidential Election (Grades 9-12) – Center Hall

Most scholars and the general public rank Abraham Lincoln as the greatest American president of all time. However, participants will learn that, during the spring and summer of 1864, as the Civil War dragged on and Union forces appeared to be stalled in the field, many leading Republicans considered him a political liability. Lincoln himself feared he would not be reelected. This session will focus on an examination of the events and debates, especially coverage in the Copperhead press, leading up to Lincoln's reelection. Workshop participants will be exposed to: the depth of racial acrimony in the North during the Civil War; the animosities that contributed to the abandonment of formerly enslaved Africans by the federal government at the conclusion of the war; and the 100 years of Jim Crow segregation which followed it.

Alan Singer, Hofstra University

New and Aspiring Supervisors: What You Need to Know (All grades) – Multipurpose Room

Current social studies supervisors will share their experiences and insights with new and aspiring supervisors about various aspects of the position including curriculum development, hiring and mentoring teachers and evaluating teachers. The session will focus on the typical responsibilities of department supervisors to help participants better understand the position.

New Jersey Social Studies Supervisors Association

Awards and Door prizes—2:30-3:15 p.m. – MPR

- Awards: presented by NJCSS President, William Wingren, and NJSSSA President, Noel Baxter
- Door Prizes: conducted by NJCSS Board members Christine Gehringer and Mary Keller

Exhibitors

Alice Paul Institute
American Social History Project
Anti-Defamation league
Bedford, Freeman & Worth
Benchmark Education
Cicero Systems
Choices Program
Crossroads of the American Revolution
Gettysburg Seminary Ridge Museum
Gilder Lehrman Institute of American History
Jewish federation of Greater Metrowest New Jersey
League of Women Voters of New Jersey
Little Patriot Press
Living Voices
McGraw Hill
New Jersey Center for Civic Education
New Jersey Council for Economic Education
New Jersey Geographic Alliance
New Jersey Historical Commission
New Jersey History Day
New Jersey Islamic Network/Hindu American
Nystrom Education
Pearson
Regnery Kid
Rutgers Graduate School of Education
Rutgers Institute for High School teachers
Teachers College, Columbia University

New Jersey Council for the Social Studies Officers and Board Members

President: Bill Wingren, Montclair High School

Vice-president: Joseph Orlak, Supervisor, Pascack Valley Regional High School District

Secretary: Angela Smith, Thomas Jefferson Middle School, Edison

Treasurer: Christine Gehringer, Supervisor, Washington Township Public Schools, Sewell

Executive Director: Arlene Gardner

Northern Regional Directors:

Liz Azukas, Supervisor, Jefferson Township Public Schools

Brian Cameron, Supervisor, Garfield Public Schools

Matthew Farber, Valleyview Middle School, Denville

Central Regional Directors:

Mary Keller, Westfield High School

Eliza Kelton, Cranford High School

Ronald Litz, Park Middle School, Scotch Plains

Southern Regional Directors:

Brad Campbell, Cinnaminson High School

Joni-Jean Crivello, Medford Memorial Middle School

Steve Gregor, Principal, Orchard Middle School, Sewell

At-large Directors:

Noel Baxter, Supervisor, Scotch Plains-Fanwood Public Schools

Karen Conant, Retired educator, Branchburg

Fred Cotterell, Montclair State University

Eileen Heddy, The College of New Jersey

John Khanlian, Retired educator, Moorestown

Joseph Kovacs, Middlesex County College

New Jersey Social Studies Supervisors Association Officers and Board Members

North Regional Directors:

Steve Maher, School District of the Chathams (Treasurer, 2014-15)

Bob O'Dell, Nutley Public Schools (Vice President, 2014-15)

Central Regional Directors:

Noel Baxter, Scotch Plains-Fanwood Public Schools (President 2014-15)

Kristen Fox, Bernards Township School District

South Regional Directors:

Paul Groben, Lacey Township Schools

Eileen Hannigan, Egg Harbor Township Schools (Secretary, 2014-15)

At-Large Directors:

Liz Azukas, Jefferson Township Public Schools

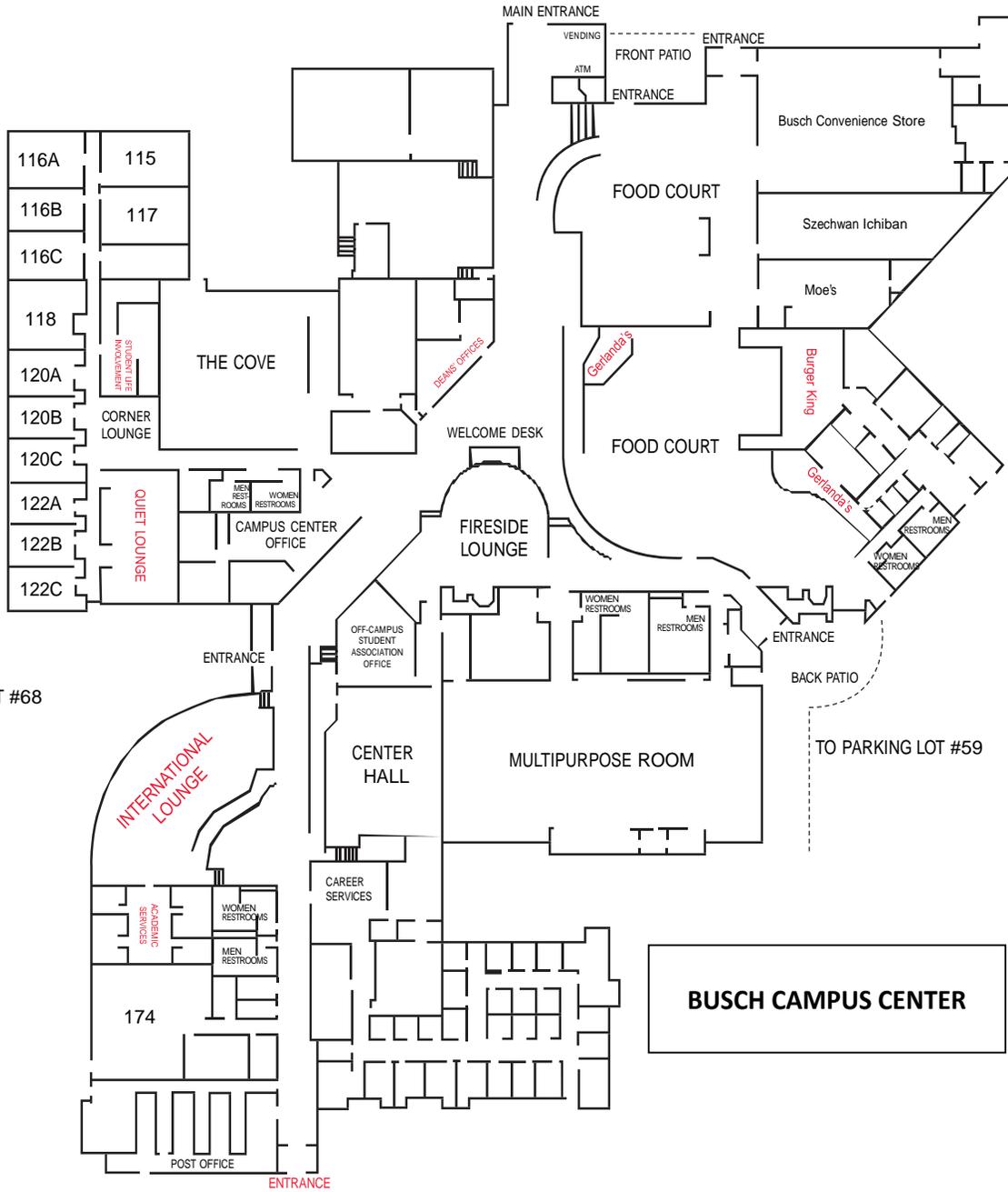
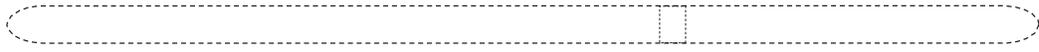
Mike Pasciuto, Cresskill School District

Matt Mingle, Madison Public Schools (past President)

Jonathan Miller, J.P. Stevens High School, Edison (past President)

TO PARKING LOT #51

RUTGERS BUS-STOP



TO PARKING LOT #68

TO PARKING LOT #59

BUSCH CAMPUS CENTER