

Tearing Down Walls 57th Annual CCSS Conference

CHSSP Affiliated Presenters

Using the New Framework to Revise the Modern World History Course 12:00 - 12:50 PM
Nicole Gilbertson Pacific Salon 6

Working together, a tenth grade team of teachers used the new Framework to revamp their course. In this workshop, we will learn about the new Framework, consider year-long inquiry questions, and see what teachers put into practice.

Strategies for Addressing the New H-SS Framework Through Collaboration 1:00 - 1:50 PM
Stacey Greer Golden Foyer

The History Project at UC Davis will share tools for strengthening teacher collaboration from three example projects focused on implementing the new HSS Framework. Examples will explore building facilitation skills, developing common assessments, and mentoring teacher leaders. Participants will engage with these tools and discuss how to apply them to improving collaboration in their own schools and districts.

Cultivating Environmental Literacy 1:00 - 1:50 PM
Shelley Brooks, Jose Flores Stratford Room

Cultivating Environmental Literacy introduces environmental literacy as an inclusive, relevant strategy to help students in the history-social science classroom think critically, solve problems, and improve their lives and communities. Panelists will share lessons learned from cultivating community partnerships and meeting mainstream educational goals. The session will include examples of how to develop students' environmental lens – by analyzing the influence of natural resources, geography, and climate – to gain a more comprehensive understanding of the motivations, possibilities, and constraints of different peoples throughout history and today.

Identifying and Analyzing Historical and Contemporary Perspectives 3:00 - 3:50 PM
Stacey Greer, Siobhan Reilley Terrace Salon 1

This session will share classroom-tested strategies to introduce and develop students' understanding of historical perspective. Beginning with an introduction of tools to unpack perspective, the session will then actively engage participants in a comparison of the Declaration of Independence and the Declaration of Sentiments. Finally, participants will discuss how to transfer tools to unpack contemporary perspectives, a first step in civil discourse.

"Fake News" & Civil Discourse, Historically & Today 8:00 - 8:50 AM
Stacey Greer, Meghan Selway Towne Room

This workshop will examine the concept of "fake news" looking at historical and current examples. Teachers will participate in, and walk away with, classroom-tested strategies to enhance civil discourse through lessons guiding students to evaluate reliable news.

Teaching Against Exclusion: Integrating the Chinese Exclusion Act into the H-SS Curriculum 8:00 - 8:50 AM
Elizabeth Humphries Stratford Room

Oakland teachers, in partnership with the UC Berkeley History-Social Science Project, developed curriculum to accompany the new documentary The Chinese Exclusion Act, co-produced by the Center for Asian American Media. The lessons explore the conditions surrounding the passage of the Chinese Exclusion Act, resistance and organizing against anti-Chinese ordinances, and the historical contestation over what it means to be American.

Integrating LGBTQ History in the 11th Grade US History Classroom 10:00 - 10:50 AM
Daniel Diaz, Cindy Mata Pacific Salon 7

The Fair, Accurate, Inclusive and Respectful Act (FAIR Act) requires teachers to reintegrate the stories of individuals and groups that have largely been excluded from U.S. History textbooks and curriculum. This workshop will highlight the lessons and classroom activities created by the UCLA History-Geography Project with support from the ONE National Gay and Lesbian Archives at the USC Libraries. The goal of this curriculum was to support 11th grade US History teachers implement LGBTQ history into their courses so that they adhere to the FAIR Act and align with the new Framework.

Making History: Helping Students Connect to the Past 11:00 - 11:50 AM
Phyllis Goldsmith Pacific Salon 6

Making History, a place-based program for secondary students, aims to increase student connection to historical narratives, the history of their communities, and themselves. This model curriculum centers historical thinking lessons as a means of empowering and inspiring students to learn about the past. Participants will examine an overview of this pilot program and experience one of the historical thinking modules.

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Friday, March 23rd

Saturday, March 24th