



The New Hampshire Institute for Civics Education

in partnership with

The Monadnock Center for History and Culture

present

Sowing Seeds of Democracy: Integrating Civics In Elementary School and Beyond

Featuring:



Professor Benjamin Mardell



Professor Carrie James

from Harvard Graduate School of Education's Project Zero

Expectations: Participants will be compensated by a stipend of \$75 and a certificate with 12 professional development hours if they complete reading ahead of time, participate in the full day of programming, and submit a written lesson, unit, or description of a program that is inspired by what they have learned from this day. Submit by January 1, 2018 to martha@constitutionallyspeakingnh.org.

Educators in K-12 will benefit from the morning keynote by Dr. Mardell and Dr. James. The afternoon is designed primarily for elementary school teachers, k-5. Join us for the morning only or for the entire day.

**Monday, June 26, 2017, 8:30 a.m. to 4 p.m.
Monadnock Center for History and Culture
Peterborough, New Hampshire**

Workshop Schedule

- 8:30 a.m.** Check in and breakfast provided by Fiddleheads
- 8:55 a.m.** Welcome - Carrie Whittemore Education Coordinator,
Monadnock Center for History & Culture
Introductions - Martha Madsen, President, NH Institute for Civics Education
- 9:00 a.m.** Educating for Civic Agency: Community Engagement from k-12
Professors Benjamin Mardell and Carrie James
With the belief that children are not just future citizens but are citizens of the here and now, Project Zero researchers Ben Mardell and Carrie James examine ways in which children and adolescents are developing civic agency through voice, dialogue, and listening. Through case study presentations drawing from their research, Ben and Carrie will engage participants in a discussion of current tensions and opportunities for civic agency and civic education.
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- 10:30 a.m.** Coffee Break - refreshments donated by Fiddleheads
- 10:45 a.m.** Structured conversation: How can teachers facilitate the community involvement of our students and engage our community leaders with our students? How can we apply these ideas in the context of New Hampshire?
- Noon** Lunch provided by Harlow's
- Concurrent Break-out Sessions:**
- 1:00 p.m.** Teaching Concepts of Citizenship through Responsive Classroom (K-2 Teachers)
Erin Moore, Concord
- 1:00 p.m.** Shhhh...We're Writing the Constitution: Building Classroom/School Community (3-5)
Andrea Cameron & Kimberly Briggs, Canterbury
- 1:50 p.m.** The Power of One (K-2)
Jane Slayton, Gretchen Hildebrand, Jennifer Bent, and Michael Wiley, Andover
First grade teachers Jennifer Bent and Michael Wiley, second grade teacher Gretchen Hildebrand, and Principal Jane Slayton will share a powerful "Power of One" learning process they developed for K-8 students. The focus will be on K-2 for this presentation. Power of One is comprised of many lessons, much research, and varied activities but with one culminating K-8 event. Numerous standards are addressed in the lessons. The study of civics is not limited to politics and society; it also must include active participation in classrooms, schools, organizations, and communities. Students walk away from Power of One lessons never underestimating the influence one person can have whether it is standing up to bullying, curing disease, or standing up to the Taliban and defending the right to an education. A goal of our school is to graduate students who will be contributing citizens and active participants in our global society. Resources and lessons will be shared. The four presenters are educators and life-long learners at Andover Elementary Middle School where they work to build community on a daily basis.

- 1:50 p.m.** Building Civics Literacy with Primary Sources (3-5)
JJ Prior and Emilia Whipple Prior, Keene
There is a wealth of documents and resources available for educators to use - for free - as aids to instruction, and their use doesn't have to come at the cost of lost student interest. The Priors will discuss some great resources and strategies to engage students as they learn about government and history through the words and images of those who were there.
- 2:40 p.m.** Children Discovering Justice (K-2)
Jan Shafer, Discovering Justice
Discovering Justice is a Boston-based civic and justice education nonprofit organization. We offer innovative literacy-based social studies curriculum that teaches children how to use their voices to advocate for themselves and others through learning about democratic values, history, justice, and civic responsibility. Our programs teach students that they play a critical role in the decisions that shape our history. We believe that in order for democracy to survive and flourish, children need to develop this knowledge from an early age. This presentation gives an overview of our Children Discovering Justice curriculum.
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- 2:40 p.m.** The Problem Won't Solve Itself; Let the Children Do It! (3-5)
Alison Wenhart, Plymouth State University
Rachel Stanton and Caroline Raymond, Graduate Students
Using a hands-on, inquiry-based model, Dr. Wenhart and her graduate students will demonstrate how to teach students about their rights, roles, and responsibilities as citizens. The goal? Active, productive citizens and positive community members. Civics is more than knowledge of the three branches of government. Students studying civics need the opportunity to learn about their rights, roles and responsibilities as citizens of the United States. Teaching these concepts to students, while utilizing a hands-on, inquiry based model of teaching, allows students to become active, productive members of their individual communities.
- 3:40 - 4 p.m.** Conclusion and Evaluations
- Advance Reading**
What is Education For? by Danielle Allen
<http://bostonreview.net/forum/danielle-allen-what-education>
- The Patriot Papers by JJ Prior and Emilia Whipple Prior will be available for sale at the discounted rate of \$12 per copy.**
- Find directions at <http://monadnockcenter.org/planning-a-visit/>
Please park in the Fire Station, Toadstool, Harlow's or Guernsey parking lots.**

**[Learn more and register at
www.nhcivics.org/upcoming-events.html](http://www.nhcivics.org/upcoming-events.html)**

Speakers

Kimberly Briggs and **Andrea Cameron** are teachers at Canterbury Elementary School. Kim teaches grade 3, while Andrea teaches grade 4 and serves as teacher leader. They have worked together on the personalized learning pilot team for the past two years. Kimberly is a graduate of Plymouth State College and Andrea graduated from Fitchburg State College. Between them they have 48 years of classroom experience.



Carrie James is a research associate and a principal investigator at Project Zero (PZ) and a lecturer on education at the Harvard Graduate School of Education. A sociologist by training, her research explores young people's digital, moral, and civic lives. Since arriving at PZ in 2003, James has worked with Howard Gardner and colleagues on The Good Project. She also co-directed The Good Play Project, a research and educational initiative funded by the MacArthur Foundation, focused on youth, ethics, and new digital media. At present, she is co-Principal Investigator of the Good Participation project, a study of how youth "do civics" in the digital age that is part of the Youth and Participatory Politics (YPP) research network. She holds a M.A.(1996) and a Ph.D.(2003) in Sociology from New York University.



Ben Mardell is the project director of the Pedagogy of Play, a collaboration with the LEGO Foundation and the International School of Billund, exploring how play can have a central part in children's learning in school. Ben has been associated with Project Zero since 1999, initially as a researcher on the Making Learning Visible (MLV) project and helped co-author Making Learning Visible: Children as Individual and Group Learners and Making Teaching Visible: Documentation of Individual and Group Learning as Professional Development. After continuing his work as a preschool and kindergarten teacher, Ben returned as a researcher on MLV and co-authored *Visible Learners: Promoting Reggio-Inspired Approaches in All Schools*. Ben is also a professor at Lesley University's Graduate School of Education and his publications include: *From Basketball to the Beatles: In Search of Compelling Early Childhood Curriculum* and *Growing Up in Child Care: A Case For Quality Early Education*. When not at PZ, Ben enjoys playing with his family and participating in triathlons.



Erin Moore, M.Ed., has been an elementary educator in Concord, NH for the past 16 years. She was a Dame School Family Center Board Member from 2009-2012. She has been a Responsive Classroom Consulting Teacher for the Concord School District for the past 10 years. Erin currently teaches second grade at the Mill Brook Primary School. She has facilitated trainings around the country as a consultant for the Center for Responsive Schools.



Emilia Whippie Prior teaches 4th and 5th grade in Nelson, N.H. She earned her degrees in elementary education and social science and enjoys helping history come alive for students through acting and storywriting. **JJ Prior** is a fifth grade teacher at Fuller Elementary School in Keene, N.H., where his class designs their rules for the year based on the U.S. Constitution. He holds a BA in Social Science and M.Ed. in Curriculum & Instruction. In 2015, the couple wrote their first book together, *The Patriot Papers*, which aims to make the Declaration of Independence and the Constitution more accessible for upper-elementary and middle-school students.



Jan Shafer is the Education Director at Discovering Justice. Before joining Discovering Justice, she taught for over twenty-five years in elementary school classrooms in Massachusetts. She has particular experience in culturally responsive teaching and curriculum development. Jan holds an M.Ed. from Harvard University and a B.S. of Education from Lesley University.



Jane Slayton, Gretchen Hildebrand, Jennifer Bent, and Michael Wiley are educators and life-long learners at Andover Elementary Middle School where they work to build community on a daily basis.



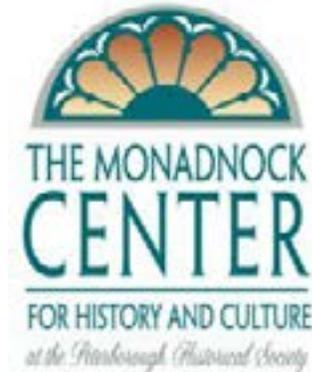
Dr. Alison Wenhart is an Associate Professor of Education at Plymouth State University. She is currently serving as the Department Chair of the Elementary Education and Childhood Studies program, but her passion is teaching social studies methods to pre-service teachers. Dr. Wenhart has been working with pre-service educators for the past 15 years, and has spent that time teaching and encouraging new educators to understand and incorporate the importance of civics education, diversity and social justice into their curriculum.



**Many thanks to Fiddleheads Cafe and Catering
in Hancock for providing our coffee
and breakfast at a discount!**



And to our hosts



From the New Hampshire Institute for Civics Education's founding document:

“Civics education must become a fundamental priority of our schools, and it must involve more than helping students gain an understanding of a substantial body of civic knowledge. To ensure active participation in our democracy, educators must help students engage with their communities and learn a variety of skills associated with political and community life. They also must help students cultivate attitudes and beliefs that might best be described as ‘civic virtues.’”

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