



43RD ANNUAL LONG ISLAND COUNCIL FOR THE SOCIAL STUDIES CONFERENCE



NAVIGATING THE CHALLENGES OF EFFECTIVE CIVIC EDUCATION

OCTOBER 25, 2024

Session A - 8:20am - 9:20am

A-1: Town Meeting with the Regents

The Vice Chancellor and Members of the Board of Regents will answer questions and discuss proposed changes in graduation requirements in New York State.

Judith Chin, Vice Chancellor, Board of Regents

Roger Tilles, Long Island Regent, Board of Regents

(Preregistration is required; seating is limited)

A-2: AP and Bedford, Freeman, & Worth Publishers

In this session, we will discuss how BFW's offerings can enhance your AP Social Studies courses. The focus will not only be on the text, but also on the electronic and teacher support materials available. The discussion will be guided by the audience's favored courses but we offer AP Psychology, AP Economics, AP US History, AP Government, AP World History, and AP European History.

Marina Litvinskaya

Bedford, Freeman & Worth Publishers

A-3: Breaking down the Multiple Choice

This workshop will provide strategies and best practices for staff who need assistance in skill building with their ENL and struggling readers. We will provide resources and techniques that are proved effective in the classroom and on the Global and US Regents exams.

Dawn Mizrachi, Jennifer Schulken, and Margot Howard

Amityville School District

A-4: Enhancing Social Studies Education in Elementary Grades through Interdisciplinary Project Based Learning

This workshop will address designing social studies education in elementary grades through interdisciplinary project-based learning. This workshop will empower educators to cultivate innovative teaching practices by fostering collaboration among content area teachers and librarians to create a rich educational experience for students. Participants will explore the powerful role of the school library as a hub for interdisciplinary collaboration across elementary subjects. By leveraging resources and expertise available in the library, educators will learn how to design and implement engaging projects that integrate social studies with art, music, science, English Language Arts (ELA), and math.

Danielle Melia and Lauren Kawasaki

Jericho UFSD

A-5: Debating Immigration and Citizenship

This session will examine useful documents and key moments for understanding debates about immigration and citizenship in the (AP) US History survey.

Ted Dickson

Providence Day School

A-6: Integrating Social Studies and Math

In this interactive session, designed for both elementary and middle school educators, attendees will explore the numerous ways in which NYS Next Generation Mathematics Standards can be easily paired to support key ideas, conceptual understandings, and content specifications of the NYS Social Studies Framework. Participants will experience a station rotation/workshop model in which they will take part in activities reflecting the following grade bands: K-2, 3-5, and 6-8.

Dr. Lisa Peluso and Dr. Francine Wisnewski

Molloy University

A-7: The KISS Approach to passing the Grade 10 Global History Regents

The Regents examination in Global History and Geography sadly has the highest failure rate among New York State social studies exams. Approximately 20.1% of students do not receive a passing grade. This workshop will analyze the types of questions found on the examination, and identify common pitfalls and errors that students often make. The workshop will provide practical hands-on techniques to help students better understand and tackle these challenging questions while ultimately improving their performance and success.

James Killoran

Retired: Jamaica HS, NYC

A-8: Baseball as America

This presentation will take the audience on a path that shows how baseball and America are intertwined. It will start from the early days of the game through the Civil War, making stops through the ages of Vaudeville, World War II, the Civil Rights Era to the present day. The audience will be introduced to documents and resources available on the internet. This workshop has relevance from Elementary School through the 12th grade.

Joseph Beyrer

Lynbrook Public Schools

Session B – 9:30am – 10:30am

B-1: The Science of Reading

This workshop is designed to share best practices aligned to the science of reading in a social studies classroom through incorporating support for students' historical reading and writing skills. It is also designed to show best practices of fostering transdisciplinary literacy through planning instruction for students' language choices and expanding student mastery of content vocabulary, syntax, and discourse.

Dean Bacigalupo, Ed.D., Jennifer Wolfe, and John C. Strom

Island Park UFSD, Oceanside UFSD, NYSUT Education & Learning Trust

B-2: Division in National Elections

Professor Joanne Freeman of Yale University will discuss the nature of democracy and the quest for a "more perfect union." She will focus on threats of violence, conflicting personalities and charged rhetoric in 1800 with a comparison to 2024.

Joanne Freeman

Yale University

B-3: Everything You Should Know About Islam and Muslims to Combat Bigotry

As our nation continues to become more ethnically, racially, religiously and diverse, we must find ways to help our students to become culturally competent. Islamophobia and antisemitism are at national all-time high and the best way to mitigate bigotry, prejudice and discrimination is through education. Attendees will develop a better understanding of Islam and Muslims in America dating back to the founding of our nation. Attendees will also be given an overview of this misunderstood community as well as resources to use to build empathy and compassion.

Debbie Almontaser

Bridging Cultures

B-4: Federal Immigration Policy

Immigration and the southern border are critical election issues. They were before November and will continue to be following the election. This workshop will focus on three elements of immigration law: visa entry, legal immigration, and illegal migration including asylum procedures. Current federal policy, state responses to this policy, and federal court decisions will be highlighted.

Four eras of immigration policy will be explored in this workshop:

A. 1789-1875--The open door

B. 1875-1924--Alternative policies both excluding and encouraging immigration.

C. 1925-1965--Closing the Door

D. The Hart/Cellar Act of 1965

Dr. Harry Stein

City University of New York

B-5: Media Literacy

Supporting students to develop as critical consumers and creators of information is vital for their well-being, their relationships and our democracy. This session will introduce a unit designed to help teachers have conversations with students about media literacy in a critical, reflective and constructive way. In particular, we will explore the different types of false, misleading and manipulative content in circulation, and consider how to help students discuss and evaluate ways to respond to misinformation, disinformation and mal-information. We will introduce strategies to help students consider what they can do to avoid believing in, and sharing, such content. Finally, we will discuss and evaluate ways to respond to misinformation, disinformation and mal-information, and reflect on how students can shape their consumption habits going forward.

Katie Leo

Facing History and Ourselves

B-6: Navigating Best Practices for AP World History DBQ Changes and Digital Testing

Join us for an engaging discussion on the recent updates to the AP World History DBQ rubric and the shift towards digital testing as of Fall 2023. This interactive session invites educators to share and explore best practices, strategies, and experiences in adapting to these changes.

Christina Cone

Three Village Central School District

B-7: Using Google Tools for Personal Finance

Considering New York State's Digital Literacy initiative, the use of Google tools in the Economics classroom presents an excellent opportunity for students to familiarize themselves with and use digital tools to better understand and monitor personal finance. This presentation will cover the creation and use of Google sites to create a digital resource with pertinent information regarding personal expenses and saving tools. Also, this presentation will cover how to create formulated Google Sheets as a student-centered exercise to then customize a tracking tool for personal finances.

John Bishop

South Country School District

B-8: Fostering Global Citizens

This workshop will provide attendees with a framework for moving students from engaged to empowered learners. We will explore how the Global Goals can be integrated into the classroom, helping students connect to and solve real world problems. Using inquiry based practices and learning protocols, attendees will see real world examples used in the Oceanside School District from elementary to high school that will inspire students to become future solutionaries and global citizens.

Mitch Bickman

Oceanside School District

B-9: Project Based Action Civics

In this workshop, participants will examine how to implement project-based learning to meet the needs of diverse learners. Using Action Civics as a case study, participants will reflect on their own context and learners' needs by exploring how PBL can be more student-led, culturally relevant to their students, and connected to the Seal of Civic Readiness. We will examine artifacts and case studies from secondary Social Studies classrooms that elevate the following components of Action Civics Curriculum: student voice, hourglass framework, research groups, action, and celebration/reflection.

Elizabeth Casey and Kate Mentz

Generation Citizen

B-10: AP African American Studies

This session will explore several teaching strategies to help students connect themes, concepts and content as they examine sources in the new AP African American Studies course.

Ted Dickson

Providence Day School

Session C – 10:40 am – 11:40 am

C-1: Teaching about the 2024 election: Navigating the intersection between opinion and news

For high school social studies teachers, discussing controversial issues like the 2024 election can be daunting. Our workshop aims to provide a supportive space where educators can gain confidence in navigating the intersection of opinion and news in their classrooms. We understand the challenges of addressing politically-charged topics while maintaining a respectful and inclusive environment. That's why our workshop focuses on practical strategies for fostering open dialogue and critical thinking skills among students. Through interactive activities and real-world examples, participants will learn how to facilitate discussions about the election while navigating differing opinions and media biases.

Dr. Cynthia Vitere, and Jennifer Wolfe-New York State Teacher of the Year

Rockville Centre School District; Oceanside School District

C-2: From serving as a member of Congress to running a bookstore

In reflecting upon his career, Steve Israel wrote “A congressional term is two years, in my two years as a bookseller, I have learned as much about politics and America as I learned in my tenure on Capitol Hill. And I have found myself growing more optimistic about the future of our country.” Former Congressman Israel will address topics to include:

- His career and experiences in Congress
- The role of the media in government
- Addressing differing viewpoints in today's highly polarized political environment

Steve Israel,

Former United States Member of Congress

C-3: News Literacy

In order for students to apply their critical-thinking to distinguish reliable information from misleading information, they must first engage with the news. News awareness, along with news analysis and news action, is one of the pillars of News Literacy education. This presentation will discuss ways to help students appreciate the value of journalism as a source of information about the past, the present, and the enduring issues that are rooted in our history and continue into our time. It will also discuss strategies for developing a healthy news diet that will aid students as engaged members of their communities and citizens of the world.

Jonathan Anzalone

Stony Brook University School of Communication & Journalism

C-4: AP Human Geography

This session will present examples of project based learning for each AP Human Geography unit and discuss after how to implement and balance the project based learning while still addressing unit content. Some of the examples of the project based activities included are "Population Party," which is aligned with Unit Two and Political Biography Choice Board, which is aligned with Unit Four. Materials will be distributed.

Kelly Minot

Hicksville School District

C-5: The Ongoing Fight for Disability Rights

In observance of National Disability Awareness Month, this workshop will showcase how people with disabilities have campaigned for their rights over the past fifty years. Using inquiry-based pedagogy, participants will analyze primary sources to discover the leaders of this movement and to make sense of its lasting impact for our contemporary moment. This workshop will also include discussion of Universal Design for Learning and other strategies for accessible classroom instruction.

Kelly I. Aliano

New-York Historical Society

C-6: Telling the Human Story in Holocaust Education

The lack of historical empathy is a problem social studies educators face in today's world. This workshop will enable educators to teach the human story of the Holocaust through innovative integration of primary source materials which focus on teaching the Holocaust from the perspective of those who were the victims of Nazi persecution. This helps to bring history to life and help students develop a sense of historical empathy. Several lessons, projects, and hands-on activities will be shared with participants.

Erin Gearn

Sachem School District

C-7: Teaching Global History with Gusto

From the river valleys and Hammurabi to the Holocaust and the Universal Declaration of Human Rights, Global History and Geography offers many opportunities to engage our students in the stories and challenges of different people and times. Activities to use can include: Speed dating, Gallery walks, Trials, Play, Manipulatives, Interactive timelines, Geography challenges, and Virtual Museums. This interactive workshop will provide educators with concrete ideas, activities, and resources to teach Global with gusto!

Jeanne Knudsen

Longwood School District

C-8: Middle School Social Studies: Thematic Learning

For the past decade, South Middle social studies classes at all three grade levels have been organized into thematic - rather than chronological - units of study. In 7th grade, for instance, students proceed through the timeline three separate times, each time beginning in the Colonial Era and ending around the turn of the 20th century. In each iteration, the curriculum is designed around a different historical lens (Constitutional Issues, Conflicting Ideals, and Silent Voices). In this session, we will discuss the design process behind this unusual curricular approach as well as the opportunities and challenges it presents to both students and teachers.

Daniel Isaac and Frank Bua

Great Neck School District

C-9: The D-Day Invasion Strategy: Significance and Memory

The presentation will explore the strategic planning and execution of the Normandy invasion(D-Day), assessing what went right and what went wrong, the significance of the D Day landing in the broader context of World War II, and how the memory of D-Day has been preserved and honored over the decades

Jennifer Keene, Professor History, Chapman University

Gloria Sesso, President, LICSS

Session D – 11:50 am - 12:50 pm

D-1: Black Writers of the Founding Era

This session brings together an array of voices of the meaning of liberty from a Black perspective. Examples of essays, poems, sermons and letters will be discussed. They are part of an anthology on "Black Writers of the Founding Era" that was edited by Professor Basker. You will be introduced to Black men and women who were willing to use the written word to challenge traditions in the quest for freedom.

James Basker, Professor of Literary History, Barnard College

President, Gilder Lehrman Institute of American History

D-2: An introduction to the Nassau BOCES Regional Social Studies Curriculum

The new Nassau BOCES Regional Social Studies curriculum for grades 3-5 was crafted and piloted by experienced Long Island teachers. In this session you will:

- Learn about the curriculum development from the creators and teachers who used the lessons in their classrooms.
- Explore key components, objectives, and strategies.
- Participate in interactive sessions with sample lessons and activities.
- Get implementation tips and best practices.
- Engage in Q&A sessions to address your questions.

Melissa Levonick and Siobhan Schneider

Shoreham-Wading River School District & Levittown School District

D-3: Teaching about the War in Gaza

Teachers have been grappling in how to teach about the war in Gaza. Sources developed from newspaper accounts, maps and commentaries will be distributed to help students ask questions about and analyze to understand varied perspectives and the United States involvement in the Middle East. A packet of materials will be distributed and discussed.

Alan Singer

Hofstra University

D-4: The Supreme Court and American Politics in AP Government

The session will focus on analyzing and developing comparisons of the 14 required Supreme Court cases. Emphasis will be on the significance of the court cases on elections and the political climate. Key questions such as the following will be developed: Did Dobbs v. Jackson alter the 2022 midterm elections? What might be the impact of Trump v United States?

Harry Shehigian

Hauppauge School District

D-5: Putting 400 years of New Amsterdam in Context

To commemorate the 400th anniversary of the Dutch settlement of what is now New York, New-York Historical Society has created a new series of five animated educational short videos. In this session, participants will explore how to use the videos and supporting resources to enrich their colonial era lessons. Participants will also discuss strategies for teaching the fraught history of colonization.

Kelly I. Aliano

New-York Historical Society

D-6: Enduring Issues: the Write Idea

This workshop will provide teachers of Global History and Geography with strategies to help elevate writing on the Enduring Issues essay. These strategies will start with helping students organically draw enduring issues out of their documents, and will also help students in using documents as evidence, contextualizing documents, and applying historical thinking skills with an eye towards improving writing on the Regents Exam.

Colleen Skadl

Longwood School District

D-7: Empowering History: Integrating Women's narratives

Discover the pivotal role of women during the 1920s in shaping modern America leading up to and during the 1920s with shaping modern America. This session will illuminate the multifaceted experiences of women during this transformative era, including their contributions to the war effort, their activism for social reform, and their enduring impact on American society. Participants will gain access to materials from the New-York Historical Society's free online curriculum, "Women & the American Story" (wams.nyhistory.org) that will help them implement this content into their lessons. Participants will also become familiar with other aspects of the "Women & the American Story" website to effectively integrate women's narratives into their teaching throughout the year.

Aleisha Forbes

Deer Park School District

D-8: Deconstructing Symbols of Hate

This workshop encourages participants to closely examine the history behind some of society's most widely-known symbols associated with hatred, discrimination, and, in some cases, genocide. We will analyze the history and meaning of the swastika and how it came to represent antisemitism and genocidal hatred. We will also examine the history of the noose as a key symbol of hate targeting African Americans. The program will emphasize how we can stand up to hatred when we see it or hear it.

Jeff Moss

Holocaust Museum and Tolerance Center of Nassau County

D-9: Voices and Votes: American Democracy on Long Island

In winter 2025, in preparation for the upcoming celebration of the US Semiquincentennial, the Long Island Museum will be hosting *Voices and Votes: Democracy in America*, Smithsonian Institute's traveling exhibition. The Long Island Museum was one of twelve venues in New York State chosen to host this important exhibition. In conjunction with the traveling show, an original complementary exhibition *Voices and Votes: American Democracy on Long Island* will explore the theme of democracy in our local region. Over 250 years, Long Islanders of all backgrounds have advocated and pushed for an expanding definition of citizenship throughout the region's history. Topics will also cover issues of the early 21st century in the Nassau-Suffolk region, including expanding voting rights, advocacy work for immigrant rights, and affordable housing and job equity throughout our communities. Opportunities for teachers to use this exhibition with students will be highlighted.

Joshua Ruff, Co-Executive Director, Collections and Programming

Lisa Unander, Director of Education. Long Island Museum