



October 24, 2025

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OUR WORLD

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

A-1: The Power of Picture Books in Student Identity

For our students to feel valued in our classrooms, they must be represented in the books we share with them. Whether it is the characters, families, cultures, and settings on the pages of our read-alouds or the author's experiences that inspire the picture books we share, our students need to feel represented and heard. Read-alouds can also be tools to showcase and celebrate the lives of the students who sit before us and those who do not. This session will showcase culturally responsive picture books that contain a multitude of opportunities for minilessons within your writing instruction, bringing excitement and inclusivity into your classroom.

Sarah Cordova

Literacy Matters

Elementary

A-2: Portfolios That Meet the Standards and Elevate Student Voice

This presentation will demonstrate how portfolios can serve as a standards-based alternative to traditional assessments in social studies. A well-designed portfolio is not just a collection of student work—it is a structured, reflective, and purposeful demonstration of historical thinking, critical analysis, and reflective understanding. Attendees will explore how portfolios align with New York State Social Studies Learning Standards and how they can be constructed to show mastery through unifying themes in the Global History and Geography and United States History. Whether used for Regent’s alternatives or class-based assessment, this session will show how to use portfolios the right way.

James Killoran & Stuart Zimmer

Clio Publishing Company

Secondary

A-3: Thinking Like a Scholar: Effective Social Studies Practices

Foster critical thinking and scholarly discourse in your elementary classroom with TCI's Response Group activities. This teaching strategy helps students grapple with difficult concepts in social studies, recognize the complexity of historical events, and discuss the consequences of public policies.

Abby Boyce

Teach TCI

Elementary

A-4: AP and BFW

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 African American Studies, AP Economics, AP US History, AP Government, AP World History, and AP European History.

Cindy Rabinowitz & Rachel Nunez

Bedford, Freeman & Worth Publishers

Secondary, AP

A-5: Untold Stories: African Americans in the Revolutionary War

Using primary resources covering the African American experience, teachers will analyze and discuss how these principles contributed to the quest to end slavery. Participants will analyze primary documents to connect actions taken by enslaved and free African Americans during the Revolutionary War to gain an understanding of the natural rights of equality and justice. Teachers will leave with primary source examples, discussion questions, scaffolding prompts, and video prompts to help students explore the different paths taken by free and enslaved African Americans during the American Revolution.

Shawn Mckusker

Bill of Rights Institute

Secondary

A-6: Teaching Global Revolutions of the 1950s, 1960s, and 1970s with Comparative DBQs

Revolutions of the 1950s, 60s, and 70s reshaped global politics, societies, and identities, leaving legacies still felt today. This session explores how The DBQ Project's document-based questions (DBQs) on the Mau Mau Revolution in Kenya, the Chinese Cultural Revolution, and the Iranian Revolution can help students investigate the causes, methods, and impacts of these transformative movements. Participants will examine how comparative DBQs support inquiry-based learning by allowing students to analyze multiple revolutions side by side, draw connections across regions, and evaluate revolutionary outcomes from different perspectives.

Jackie Migliori

The DBQ Project

General (K-12)

A-7: Writing Stimulus-Based Questions for Social Studies Regents Exams

Dan King and Rachel Yusko from NYSED's Office of State Assessment will present teachers with an overview of writing stimulus-based multiple-choice questions for social studies Regents exams. Topics will include considerations for selecting appropriate documents, how to find testable content in the social studies Framework, and technical criteria for writing multiple-choice questions.

Daniel King & Rachel Yusko

NYS Education Department

Secondary

A-8: America 250 Freedom Then, Freedom Now: Upholding the Principles of the Declaration

This timely session provides educators with tools to help students critically examine America's progress toward its founding ideals—equality, natural rights, consent of the governed, and power of the people. Participants will gain strategies and classroom-ready content that explores the evolution of freedom and rights, fostering historical thinking and respectful dialogue in today's polarized climate. As the nation approaches its 250th anniversary, examining the ideas of the Declaration of Independence is essential to shaping informed, engaged citizens committed to democracy's future.

John Snoad

Sphere Education Initiatives

Secondary

A-9: Embedding Culturally Responsive Learning into a Global History and Geography Course Curriculum

Learning that is focused on cultural and heritage sharing connects directly to real history, so, in using a case study approach, we can guide students to make these important connections. This workshop presents several cases of cultural and heritage sharing, each of which is directly tied to one of several units in the US History 8, Global 9, and Global 10 Framework. These learning experiences can be planned and implemented for a mini-unit or several-day lesson on Global Revolutions, and this can also be taught in connection with students' work with the National History Day theme of Revolution, Reaction, and Reform.

Joseph Leavy & Deborah Balducci

Huntington School District

Secondary

A-10: War and Peace in Children's Literature

Children's books about war and peace, such as *Redcoats and Petticoats* and *Grace Bunker and the Hello Girls* will be used to teach critical thinking skills. Thinking skills such as concluding, making comparisons, and developing inferences will help make history meaningful to young people.

Gloria Sesso

President, LICSS

Museum of American Armor

A-11: Teaching With SCOTUS: History, Sources & Stories

Engage students with the history and consequences of Supreme Court cases by examining the stories behind the cases. Participants will engage with a suite of materials, developed with a TPS grant. From *Korematsu* to *Nixon*, Second Amendment rights to school desegregation help students grapple with the complexities of SCOTUS decisions.

Supreme Court decisions affect every person in the country, and cases like *Brown v. Board* or *McDonald v. Chicago* start locally, but have a national impact. This collection includes numerous primary source activities and interactive maps, and resources so that students can connect their learning to their communities.

David Olson

Retro Report

Secondary

Session B – 9:30am – 10:30am

B-1: Primary Sources in Early Grades: Historical Literacy for Little Historians

Engage your elementary classroom with innovative primary source integration inspired by the Bill of Rights Institute's curriculum.

Gain practical strategies, resources, and hands-on techniques for engaging historical inquiry and empowering students. Leave prepared to inspire! Explore the versatility of primary sources and devise strategies for adapting them to diverse classroom environments, fostering rich social studies learning experiences.

Shawn Mckusker

Bill of Rights Institute

Elementary

B-2: The Impact of Social Media on Well-being, Relationships, and Democracy

The changing media and information landscape impacts individuals, communities, and society. 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 explore how social media has changed the way people consume information, and will investigate the methods that social media companies use to keep people engaged on their platforms. We will model teaching strategies designed to help teachers have conversations with students about media literacy in a critical, reflective, and constructive way, and introduce Facing History's Media Literacy unit.

Katie Leo & Roxana Enriquez

Facing History & Ourselves

Secondary

B-3: Teaching American Democracy and Civics

In our contemporary moment, having a handle on how to teach civics and democratic practice is more important than ever. Using The Academy for American Democracy, a brand new free online curriculum guide from The New York Historical, learn how to teach the form and function of democracy with materials that address the long history and basics of democracy from ancient Athens to the early US and beyond. Participants will leave with classroom-ready activities and free curriculum materials to implement in their schools, as well as a renewed sense of the importance and joy in the work of civic engagement with young people.

Kelly I. Aliano

The New York Historical Society

Elementary, Secondary, General (K-12)

B-4: Preparing Students for the AP African American Studies Exam

The presenter will model activities, rubrics, and strategies that can be used in the AP African American Studies course to teach the skills necessary for success on the AP exam.

Ted Dickson

Chair, History Department

Providence Day School

B-5: Where Did Antisemitism Come From? Exploring the Origins of Antisemitism in European History

Where Did Antisemitism Come From? The phenomenon is over 2,000 years old, yet courses that deal with the Holocaust do not often consider pre-20th century history. This session outlines the larger context of antisemitism and offers the content teachers need to help students understand the origins and history of this form of hatred. Using interactive primary sources—both visual and textual—teachers will experience student activities and receive classroom-ready materials. Connections to contemporary examples will also be shared.

Liz Burns-Taormina

Institute for Curriculum Services

B-6: Reading Like an AP Grader: Scoring Smarter, Coaching Better in AP World

Designed for AP World History teachers, but relevant to AP U.S. History and AP European History as well, this hands-on session helps educators sharpen their scoring skills and better support student writing. Participants will practice applying the AP US History rubrics with consistency, learn to spot common student missteps, and explore feedback strategies that train students to “write for the reader.” Walk away with insights from actual AP Reading practices and ready-to-use tools for classroom success.

Dr. Christina Cone

Three Village Central School District
Secondary

B-7: Teaching Propaganda for Today's Digital World: How to Teach Students to Analyze Propaganda Both Then and Now

Daily, students consume media designed to inform or entertain and media designed to shape opinions and persuade such as propaganda. This session will discuss how to teach students to identify and analyze contemporary propaganda in their current social media feeds using examples of propaganda from the colonial and revolutionary time periods. Session participants will examine primary sources from the collections of the Colonial Williamsburg Foundation, discuss the broader history of propaganda, investigate strategies to build media literacy skills, and leave with classroom-ready activities to help students transfer primary source analysis skills to their daily lives.

Isabel Mann

The Colonial Williamsburg Foundation

Secondary

B-8: Can the President Do That?: Resources for Teaching About Executive Power

This interactive session will connect participants with engaging and media-rich resources designed to help students explore the complexities of executive power in U.S. history and government. Using short documentary films and accompanying instructional materials from Retro Report, attendees will engage with key moments in history that illustrate the broad—and sometimes contested—powers of the presidency. For each film, attendees will experience model lesson activities that promote historical thinking and inquiry-based discussion.

David Olson

Retro Report

Secondary

B-9: *Rethinking Assessment to Promote Inquiry in a Social Studies Classroom*

This session will explore how rethinking assessment in the social studies classroom through project-based learning can foster deeper inquiry, critical thinking, and student agency. Assessing through authentic projects enables students to ask meaningful questions, gather and evaluate evidence, and construct arguments. By engaging in sustained projects, students build a stronger foundation of the social sciences while developing transferable skills in research, collaboration, and communication. Participants will be introduced to a middle school project where students use geography to investigate and interpret Native American cultures and communities.

Dean Bacigalupo, Ed.D.

Island Park Public Schools

Secondary, Grades 5-8

B-10: Retrieval and Reps: Using AI to Reinforce Student Learning

This session will explore how educators can use AI to support retrieval practice and spaced repetition. We will examine practical ways AI tools can help teachers quickly generate engaging Do Nows, low-stakes quizzes, and writing prompts that activate prior knowledge and reinforce key concepts throughout your course. This session will provide concrete examples, sample prompts, and easy-to-adapt strategies for middle and high school classrooms.

Nicholas Cerda & Courtney Schukoske

Northport School District

Secondary

B-11: Writing Stimulus-Based Questions for Social Studies Regents Exams

Dan King and Rachel Yusko from NYSED's Office of State Assessment will present teachers with an overview of writing stimulus-based multiple-choice questions for social studies Regents exams. Topics will include considerations for selecting appropriate documents, how to find testable content in the social studies Framework, and technical criteria for writing multiple-choice questions.

Daniel King & Rachel Yusko

NYS Education Department

Secondary

Session C – 10:40 am - 11:40 am

C-1: Nassau BOCES K-5 Regional Social Studies Curriculum

Discover the Nassau BOCES Regional Social Studies Curriculum (NB RSSC) for grades K–5—created by Long Island teachers, in partnership with curriculum experts, and designed specifically for Long Island classrooms. This fully aligned, inquiry-based curriculum makes social studies engaging and accessible for both students and teachers. With the K–2 curriculum officially launched for the 2025–2026 school year, we'll share how it builds foundational thinking and literacy skills through hands-on, age-appropriate lessons. Join us to explore what makes this curriculum so user-friendly, how it supports state standards and civic readiness, and why so many districts across Long Island are choosing to implement it.

Melissa Boo & Siobhan Schneider

Nassau BOCES

Elementary

C-2: Managing Multiple Viewpoints in sources and your students

Participants will learn how to critically analyze historical sources and identify multiple perspectives within them. They will develop skills in selecting and evaluating diverse sources to incorporate into their lessons. Participants will learn how to facilitate meaningful discussions that encourage students to consider different viewpoints. Participants will explore various instructional strategies for engaging students in the analysis of multiple viewpoints, such as role-playing, debates, and primary source analysis. Participants will gain knowledge of historical events and topics that lend themselves to multiple viewpoints. They will also learn how to incorporate diverse perspectives into their curriculum, ensuring a more comprehensive understanding of historical events

Shawn Mckusker

Bill of Rights Institute

Secondary

C-3: We the People: Expanding the Teaching of the US Founding

How do we reckon with a history full of complexities and contradictions? Join Facing History & Ourselves for a session centering the voices of those in early US history who were excluded from formal political participation, but appealed to the nation's founding democratic ideals to assert their own rights and freedoms. Their contributions help students recognize the power of their own civic choices and see that the project of founding the nation is ongoing and open to all.

Katie Leo & Roxana Enriquez

Facing History & Ourselves

Secondary

C-4: Preparing Your Social Studies Classes for America at 250

As the nation approaches its 250th anniversary, explore the contributions and challenges women faced leading up to and during the American Revolution. Using resources from Women & the American Story (WAMS), The New York Historical Society's free online curriculum guide, learn how to seamlessly integrate these significant, yet often overlooked, stories into your classroom practice. This session will model inquiry-based activities that can strengthen students' critical thinking skills when studying U.S. history.

Kelly I. Aliano

The New York Historical Society

Elementary, Secondary, General (K-12)

C-5: “East Asia” for the 9th-10th Global History Curriculum

Panel on New Resources and Approaches for Pedagogy for Teaching about China and Japan: The panel will outline key issues and themes for teaching the 9th and 10th-grade Global Studies classes on China and Japan. The panel will start by identifying crucial historical periods and themes to cover in the 9th and 10th grade curriculum, identifying diverse sources and materials, including primary sources and short video clips. We also discuss the role cultural artifacts play in enriching students' understanding of Chinese and Japanese civilization. We will show teachers how to leverage digital resources, such as databases and online platforms, to access a wider range of materials and identify effective hands-on activities, simulations, and role-playing exercises that can bring Chinese and Japanese history to life for students.

Roberta Martin

Asia for Educators Institute

Columbia University

Secondary

C-6: Muslims and the Making of America: From Exploration to Revolution

This workshop explores the often-overlooked contributions of Muslims to the founding of the United States, from early exploration to the Revolutionary War. Participants will learn about the first Muslim presence in North America. We will also examine the roles of African Muslim soldiers during the Revolutionary War. The session will highlight the complex relationship between early American leaders and Islam.

Dr. Debbie Almontaser

Bridging Cultures Group & AMWA

C-7: Fearless and Fun: Bringing AP Economics to Life

This relaxed, practical workshop is designed for teachers of Economics and AP Economics who want to make their classes more enjoyable—for themselves and their students. We'll share simple, Effective ways to bring key micro and macroeconomic concepts to life through interactive activities and classroom simulations. From supply and demand games to policy role-plays, you'll explore methods that help students connect with the material while building your own confidence and creativity as a teacher. Whether you're just getting started or looking for fresh ideas, this session will help you take the stress out of teaching economics.

Craig Medico

Port Washington Union Free School District
Secondary

C-8: Celebrating 250: Ken Burns and the American Revolution

Resources for using the Ken Burns series on the American Revolution in the classroom will be demonstrated and distributed. An excerpt from the series will be shown as part of the Workshop. Strategies for use in the classroom will be distributed and discussed.

Sandy Goldberg

Director of Education

Thirteen PBS

C-9: Teaching With Primary Sources from the Library of Congress

Through a Library of Congress Teaching with Primary Sources (TPS) grant, Uniondale teachers are creating Primary Source-based lessons that target specific student needs identified through an inquiry process. This session shares some of our "learning arcs" for 8th and 11th-grade U.S. History, created by our teachers after analyzing where students struggle with primary sources, historical thinking, and writing. These arcs utilize the Library's vast digital collections and Primary Source analysis tools to support student development.

David Hollander, Claudine DeRouen, William Leistman, & Jillian Pallone

Uniondale School District

Secondary

C-10: Teaching Difficult History: Elementary Classroom Strategies from the 9/11 Memorial & Museum

Discover how 9/11 Museum staff use artifact inquiry, personal narratives, and art making to create a flexible framework for addressing difficult content with upper elementary learners.

Participants will walk away with a variety of tools and free digital resources that can be used immediately in the classroom. While the session uses 9/11 education as a lens, the strategies leveraged apply to a variety of challenging historical discussions.

Julianne Oroukin & Seth Morgan

9/11 Memorial & Museum

Elementary

C-11: Teaching the American Revolution at 250

The presenter will model lessons, documents, and ideas for teaching the American Revolution in the AP US History survey course. Changing historical views of the American Revolution will be presented and discussed. Suggestions for how a school community can celebrate the 250th anniversary of the Declaration of Independence can be presented.

Ted Dickson

History Dept. Chair

Providence Day School

Session D – 11:50 am - 12:50 pm

D-1: Integrating Technology Activities in Grades 3-5

This presentation explores dynamic, hands-on strategies to enhance student engagement and deepen learning in the upper elementary social studies classroom. Designed for elementary educators, it highlights a variety of interactive activities that bring history, geography, civics, and culture to life for students in grades 3–5. The session emphasizes student-centered learning and the integration of technology and critical thinking skills. Lesson ideas align with NYS Social Studies standards, while sparking curiosity and meaningful connections to the world around them.

Carrie McGovern

East Meadow UFSD

Elementary

D-2: Ways to use AI for the IB Internal Assessment (IA)

This session will prepare teachers to support students in completing the IB History Internal Assessment (IA). It will address crafting research questions, structuring investigations, analyzing sources, and applying historiography. Teachers will explore how AI tools can assist in generating strong research questions and use AI for formative grading support aligned with IB criteria. Participants will leave with strategies, resources, and classroom applications to enhance student success.

Robin A. Kochie Gonzalez, Ed.D., & Claire Stanek

Long Beach Public Schools

Secondary

D-3: Getting Nast-y with Political Cartoons in your classroom!

This session will help students understand history through political cartoons. A variety of techniques will be demonstrated to interpret and analyze political cartoons to better understand historical context. Participants will receive ready-made lessons with political cartoons to engage your students in interpreting visual primary sources.

Shawn Mckusker

Bill of Rights Institute

Secondary, General (K-12)

D-4: Developing Religious Literacy in the Social Studies Classroom

Teaching about religion is crucial for a comprehensive understanding of history and for fostering respect in a civic-minded society.

However, many educators face challenges and concerns when integrating religious studies into their curriculum. Focusing on the NCSS's C3 Supplement on Teaching about Religion, teachers will discuss the legal foundations in the United States for teaching about religion, use case studies to consider the very real challenges involved in teaching this topic, and review best practices for incorporating the study of religion into their instruction, thus empowering teachers to navigate these complexities with confidence.

Liz Burns Taormina

Institute for Curriculum Services

General (K-12)

D-5: Presidential Decisions and the U.S. Constitution

The extensive use of Executive Orders, the battle between the Executive Branch and the Courts, a seemingly compliant Congress, and the theory of a Unitary Executive raise questions about the survival of Constitutional balance. The session will explore Constitutional issues in the news today and approaches to teaching about them in 7-12 social studies classes.

Alan Singer

Hofstra University

Secondary

D-6: AP Human Geography and Global Revolutions

This workshop explores the dynamic relationship between geography and revolutionary movements around the world for an AP Human Geography course. Participants will examine how physical landscapes, resource distribution, colonial borders, and regional connectivity have influenced the causes, spread, and outcomes of major global revolutions—from the American and Haitian Revolutions to modern uprisings in the Middle East and Latin America. We will share engaging activities, map analysis, and case studies to help students gain a deeper understanding of how geography shapes political, social, and economic change. The workshop will also discuss critical thinking and global awareness, encouraging participants to consider the role of the environment and place in shaping human action.

Jennifer Quinn & Anna Pace

Long Beach City School District
Secondary

D-7: Engaging the Next Generation: LIU's White House Experience and the NYS Seal of Civic Readiness

Long Island University's White House Experience offers high school students a transformative, standards-based civic learning opportunity aligned with the New York State Seal of Civic Readiness. During this dynamic field trip, students step into the roles of the President and Cabinet, analyze authentic primary sources, and engage in interactive decision-making simulations that mirror real historical challenges faced by American presidents.

Dr. Andy Person

Long Island University

Secondary

D-8: From Tariffs to T-Shirts: Helping Students Explore Globalization, Protectionism, and Economics

Dive into today's complex economic landscape with tools that spark critical thinking and civil discourse. This session equips educators to engage students in exploring globalization, protectionism, and tariffs—issues at the forefront of today's political and economic dialogue. Using modern, relatable examples, participants will discover innovative ways to teach economic concepts while fostering understanding across diverse perspectives.

Through an interactive globe activity and media, participants will trace everyday goods like a T-shirt across international supply chains, humanizing the global economy by highlighting personal stories behind economic systems. A fantasy-world simulation offers imaginative entry points for grasping complex ideas and vocabulary.

John Snoad

Sphere Education Initiatives

Secondary

D-9: Best Practices on the Seal of Civic Readiness

This session will provide educators with an opportunity to share practical resources, strategies, and classroom activities for implementing the New York Seal of Civic Readiness in a high school setting. Participants will exchange ideas on aligning curriculum with the Seal's requirements, engaging students in meaningful civic projects, and tracking progress toward certification. The discussion will highlight effective techniques for fostering civic knowledge, skills, and participation while navigating the program's documentation and assessment process. Attendees will leave with collaborative connections to strengthen their school's civic readiness initiatives.

Lauren Geopfert

Longwood Schools

D-10: Your Story, Our Story: Teaching Family History with the Tenement Museum

The Tenement Museum welcomes students virtually and in-person into the historically recreated homes of immigrant and migrant families to bring history to life and explore connections past and present. In this workshop, we'll dive into classroom materials designed by the Tenement Museum to support expansive teaching of immigration and migration through real family stories. You'll explore primary sources from 150 years of tenement families; get a taste of a virtual visit to the Museum through 360 models of those families' tenement apartments; and engage with contemporary stories contributed to the Museum's online exhibit, *Your Story, Our Story*, to learn how your students can become historians of their own lives.

Kat Lloyd & Grace McGookey

Tenement Museum

D-11: From Primary Sources to National Recognition: Student Voice through History Day and the Arts

Explore how *Long Island History Day*, the Lowell Milken *Unsung Heroes* competition, and the *ArtEffect* Project can deepen student engagement through historical research and creative expression. This workshop introduces how these programs support inquiry, build civic literacy, and help students connect the past to their own voice and purpose.

Learn practical ways to guide middle and high school students in selecting topics, analyzing sources, and aligning their projects to *the National History Day* theme. You'll also discover how students can uncover lesser-known changemakers and bring their stories to life, whether through original research, visual art, or digital media. Inspiring student examples and classroom-ready tools will be shared.

Theresa Cantwell, Sarah Espinal, James Lawlor, Konstantinos Kovoros, Valerie Mignone-Conklin

Jericho Schools

Secondary (6-12)