On behalf of Illinois State University’s Department of History we welcome you to this year’s history symposium on Teaching the 20th Century in the 21st Century. From the optimism of a world facing modernity in 1900 to the stark realities of a century filled with both unparalleled progress and destruction, the twentieth century continues to dominate many of the issues important to history and the social sciences. This sense of humanity poised between change and continuity reflects the challenges of teaching in the twenty-first century as opportunities for innovative pedagogy and substantial educational reform coexist with the persistent problems of education that are part of the legacy of the previous century. We also gather at a time in which our political culture demands robust approaches to civic engagement and the unprecedented challenges of the twenty-first century. Our aim for the 2016 symposium is, as teachers, historians, and activists, to provide opportunities to engage historical issues, explore promising teaching strategies, and develop meaningful ways to prepare our students as citizens in a rapidly changing world. We thank you, as educators with a deep appreciation for the complexity of the past as well as possibilities for the future, for enriching our ongoing conversation about teaching and learning.

On behalf of the McLean County Museum of History, welcome to the conference and the Museum. We are glad to have you here today. We hope that throughout your day of professional development you will seek out opportunities to learn how you can incorporate local history into your curriculum. We look forward to being a resource in history for you and your students.

On behalf of the Regional Office of Education #17, welcome to a great day of learning with colleagues. We are excited to be part of a collaborative team with you. Our presenters represent all three agencies: teachers, professors, and local historians. Today is a day to learn from one another.

Enjoy your day,

Richard Hughes, Department of History, Illinois State University
Candace Summers, McLean County Museum of History
Hannah E. Johnson, McLean County Museum of History
Diane Wolf, Regional Office of Education #
# 2016 History Symposium: Teaching the 20th Century in the 21st Century

**7:45 - 8:30 a.m.** - Registration at McLean County Museum of History

**9:10 - 3:00 p.m.** - Five individual sessions with a one hour lunch break (on your own from 12:00 - 1:00 p.m.)

#Teaching20in21

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<td>8:30 - 9:00</td>
<td>Heritage Building (60) across the street on Jefferson St.</td>
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<td>Critical Literacy and the Bhagavad Gita: Exploring Problems Associated with the Uncritical Use of Translated Texts in the Social Science Classroom - Andrew Davis</td>
<td>I'm Right, But You're Not Totally Wrong: Using the C3 Framework to Foster Deliberative Discussion and Citizenship in the Digital Age - Kate Pole &amp; Jim Kurz</td>
<td>Standards-Based Grading in the Thematic U.S. History Class: Jumping Off/Into the Deep End! - Tracy Freeman &amp; Cathy Unsbee</td>
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<td>2:10 - 3:00</td>
<td>On the Other Side of Nuclear Catastrophe: Soviet Propaganda during the Cold War - Christine Varga-Harris</td>
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<td>DBQ Essays: Helping to Meet Standards and Measure Student Growth - Lon Abrams &amp; Kate Berry</td>
<td>Capitol Forum: Human Rights &amp; Civic Engagement - Mike Hall, Carole Cosimano, &amp; Jason Klokkenga</td>
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**Recommendations for...**

**The War Buff:** Civil War Living History; Veterans Panels I & II; Holocaust Education in the 21st Century; and Soviet Propaganda During the Cold War

**The Local History Lover:** Civil War Living History; Veterans Panels I & II; Using Route 66 to Teach Local History; and Making a Home for Your Students: Teachers and Museum Education

**Pre-Service Teachers:** Incorporating Proven Civic Learning Practices Across the Social Studies; Alternative Education Strategies; Standards-Based Grading in U.S. History; C3 + Deliberative Discussion and Citizenship in the Digital Age; and DBQ Essays

**Civic Engagement:** Incorporating Proven Civic Learning Practices Across the Social Studies; Asylum, Human Rights, Democracy, and Social Justice, Where Are We Going & Why?, C3 + Deliberative Discussion and Citizenship in the Digital Age; and Capitol Forum: Human Rights & Civic Engagement
Welcome!

7:45 a.m. - 8:30 a.m. - Registration at the McLean County Museum of History
8:30 a.m. - 9:00 a.m. - Welcome and Keynote in Courtroom

Keynote Speech: Shawn Healy, Civic Learning and Engagement Scholar, McCormick Foundation
Illinois students must graduate prepared for college, career, and civic life. Learn about the Illinois Civic Mission Coalition’s work to update state social science standards and require a high school civics course. A statewide implementation plan for both is in development and session attendees will help shape it to meet local needs.

Session Descriptions

9:10 a.m. – 10:00 a.m. Sessions:

Conflicts & Compromise
Teaching Religious Concepts in Public Schools (without walking on eggshells)
Rob Blackburn, Riverview Grade School
We will discuss the fears concerning teaching religious concepts. We will model how to facilitate historical thinking and investigation about religious concepts, ideas, institutions, and people so the public school teacher can confidently teach without being labeled as giving “religious instruction.”

Making History Come Alive
The Development and Implementation of the Tri-Valley Civil War Living History Reenactment Group
Mark McBride & Tri-Valley High School Students
Attendees will learn the history of the Tri-Valley Civil War unit. From its beginnings in 1995 to its development today. What the unit does, its educational mission, Tri-Valley Civil War Days (educational Trail of History stations), other events participated in, student participation and education, development of our timeline of U.S. military history.

Teaching Strategies
Incorporating Proven Civic Learning Practices Across the Social Studies
Shawn Healy, Illinois Civic Mission Coalition
Attendees will explore state and national data on the impact and prevalence of proven civic learning practices in high school, equipping them with empirically-proven strategies to foster students’ civic development.

People
From Periphery to the Core: Bringing Women to the Center of Content
Monica Noraian, Department of History, ISU
In secondary curriculums the history of women’s engagement in the public sphere is often taught as a peripheral item in the primary topic of the lesson. This program will explain how putting women at the center of certain lessons demonstrates the best teaching practice for communicating social and cultural change, and allows for conversation about successes and challenges related to integrating women’s history into core curriculum. By using the ways female educators introduced reforms into school districts and how women organized to secure better work conditions in factories, both during the Progressive Era, we will highlight primary sources in national, state, and local archives that teachers can access to bring the content new life. Attendees will leave with primary source resources to use in the History-Social Science classroom.

10:10 a.m. – 11:00 a.m. Sessions:

Conflicts & Compromise
Asylum, Human Rights, Democracy, and Social Justice - Where Are We Going and Why?
Patrice Olsen, Ryan Nelson, & Trevor Shields, Department of History, ISU
The presentation aims to provide teachers with the opportunity to explore issues of asylum, refugees, and human rights within the context of democratic governance, as well as discuss the politicization of immigration and the impact of recent conflicts, wars, and natural disasters.

Making History Come Alive
Connecting Students with History: Using Historic Documents and Artifacts to Teach Culture and History
Jen Weaver, Bloomington High School & Candace Summers, McLean County Museum of History
Local teachers are developing new and engaging lessons and activities for their students based on the new Illinois Learning Standards, which have added more emphasis on the use of primary sources in education. Teachers are looking for places to get access to the primary sources they need and have found that place at the McLean County Museum of History as one source for primary materials. In this session you will learn how one local school has developed activities and lessons using Museum artifacts and other primary sources (combined with their own) and learn about what museums like MCMH have to offer for teachers to use in the classroom.
10:10 a.m. – 11:00 a.m. Sessions, continued:

Teaching Strategies

Alternative Education: Changing OUR Methods to Reach the At-Risk Learner
Darlene Lloyd & Chad Kuehn, Regional Alternative School
An interactive exploration into the world of alternative teaching styles for “at-risk” students, breaking down and expelling the myth of the “alternative student,” and an exploration of an alternative school teaching environment for the students and staff at the Regional Alternative School in Bloomington, IL.

People

Veterans Panel - Discussion 1
Dave Estes, Education Director, Livingston County War Museum
Panel: Rollie Gagnon (U.S. Navy World War II), Art Leach (U.S. Navy World War II), & Jack Murphy (U.S. Army Korean War)
Three Illinois veterans representing several of the major wars and conflicts of the 20th and 21st centuries will share their personal experiences serving in the military.

11:10 a.m. – 12:00 a.m. Sessions:

Conflicts & Compromise

Critical Literacy and the Bhagavad Gita: Exploring Problems Associated with the Uncritical Use of Translated Texts in the Social Science Classroom
Andrew Davis, Peoria High School District
This workshop will provide a framework that can be used by teachers interested in promoting literacy in the social sciences. Specifically we will explore what happens when students are asked to examine various translations of the same textual excerpt from Bhagavad Gita. This leads to conversations about how translation impacts our understanding of ancient texts.

Making History Come Alive

I'm Right, But You're Not Totally Wrong: Using the C3 Framework to Foster Deliberative Discussion and Citizenship in the Digital Age
Kate Pole & Jim Kurz, University High School
Americans often participate in democracy as passive consumers of speculative media. We must instruct students how to navigate the glut of digital information so they can “construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses” (D4.1.9-12). This session will feature technology-rich activities that develop speaking and listening skills, thus fostering thoughtful citizenship.

Teaching Strategies

Standards-Based Grading in the Thematic U.S. History Class: Jumping Off/Into the Deep End!
Tracy Freeman & Cathy Unsbee, Normal Community West High School
Ever wondered about using standards-based grading with your students? We did…so, we did! We will explain how we turned our pacing guide into standards, conveyed grading information to students (and parents!), and how we have assessed student learning.

12:00 p.m. - 1:00 p.m. LUNCH ON YOUR OWN IN DOWNTOWN BLOOMINGTON

1:10 p.m. – 2:00 p.m. Sessions:

Conflicts & Compromise

The ‘Era of the Witness’ Ends - Holocaust Education in the 21st Century
Katrin Paehler, Department of History, ISU
Using as a starting point Annette Wieviorka’s The Era of the Witness, the presentation focuses on recent developments in Holocaust Studies. It discusses strategies to bring these advances into the classroom and proposes that the future offers the opportunity to move beyond well-meaning but ultimately trite “lessons of the Holocaust.”
1:10 p.m. – 2:00 p.m. Sessions, Continued:

Making History Come Alive
C3-POed? Decoding C3 and Implementing Project Based Learning That Aligns with The C3 Framework
Brad Marcy, LeRoy High School; Kevin Reed and Jake Holzhauer, ISU
This session will present several “shovel ready” projects that engage students with their peers and their communities that you can immediately implement within your classrooms and schools. Projects discussed include: the LHS Hangar Dance, the Civic Action Project, Quarterly Research Projects and Desk Reports. Supplemental materials and information will be provided to decode C3 and align project based learning to these new standards.

Teaching Strategies
Successful Strategies for AP U.S. History: A Discussion Concerning the Redesign
Bob Fitzgerald, University High School & Richard Hughes, Department of History, ISU
This presentation centers on successful strategies for AP U.S. History teachers to consider under the 2014 redesign. It specifically aims to address the changes made to the College Board exam and discuss how teachers can better prepare their students for success.

People
Making a Home for Your Students: Teachers and Museum Education
Hannah Johnson, Anthony Bowman, & Torii Moré, McLean County Museum of History
The Museum is seeking advice. With new galleries comes the need for new educational programming. Join MCMH staff in an informal conversation about gallery/program development, followed by exploration of the new exhibit—Making a Home, opportunities for Q&A with Museum professionals, and an invitation to offer your insight as practicing teachers. Session will invite participation.

2:10 p.m. – 3:00 p.m. Sessions:

Conflicts & Compromise
On the Other Side of Nuclear Catastrophe: Soviet Propaganda during the Cold War
Christine Varga-Harris, Department of History, ISU
This talk will detail the ways in which official Soviet propaganda positioned the Communist ideology and Soviet society vis-à-vis Capitalism and the United States, as well as outline popular Soviet views on American politics, society, and culture. It will focus, in particular, on the 1950s and 1960s.

Making History Come Alive
Using Route 66 to Teach Local History
Terri Ryburn, retired ISU, historian, and Route 66 author
Material and popular culture, oral history interviews, and images associated with Route 66, supplement written documents to build a comprehensive view of American history. A powerpoint presentation and lecture will provide the history of the speaker’s preservation efforts on an iconic Route 66 building in Normal, IL.

Teaching Strategies
DBQ Essays: Helping to Meet Standards and Measure Student Growth
Lon Abrams & Kate Berry, Olympia High School
This presentation will show participants using DBQs how to engage students in learning while meeting Common Core and C3 standards. Discussion includes the use of DBQs as a type 3 assessment for measuring student growth.

People
Capitol Forum: Human Rights & Civic Engagement
Mike Hall, Newark High School; Carole Cosimano, Capitol Forum Coordinator, & Jason Klokkenga, Normal Community West High School
Capitol Forum is a program of Illinois Humanities that supports social studies teachers in their classrooms and focuses on worldwide human rights concerns. This program brings Illinois high school students together to learn about policy issues on human rights and empowers them to make their own decisions and take action. Your students interact with others from around the state to not only promote human rights, but also to develop school and community-based projects that bring these causes to life. Students realize they have a voice, and this program lets them express that voice to a much larger audience. Capitol Forum created a foundation for long-term civic engagement. We want a better world...so we’re learning to change it one human rights issue at a time.

3:00 p.m. – 3:10 p.m. Conference Conclusion:

The History Symposium evaluation will be emailed to you at the conclusion of the event. Professional Development (PD) will be available upon submission.
Parking Instructions
2016 History Symposium

Parking will be available at the following locations:

1. **Lincoln Parking Garage**- located at the corner of East and Front Streets. Cost to park is $1.00 per hour ($7.00 per day maximum). This parking garage is located 1 block south of the Museum.

2. **Market Street Parking Garage**- located on Market Street (between N. Madison and Center Streets). Parking is FREE for 4 hours on the lowest level. Parking garage is located 2 blocks north of the Museum.

3. There is LIMITED 90 minute street parking available around the Museum Square. Cars parked on the street will have to be moved every 90 minutes to a completely different block to park for another 90 minutes. The City of Bloomington STRICTLY enforces this policy and will ticket vehicles. The Museum, ISU, and ROE are not responsible if you receive a parking ticket.

We **strongly recommend** car pooling to the conference or using public transportation. ISU Students and Faculty can ride Connect-Transit for free if you show your ID. All other riders pay $1.00 per person, per ride. Main drop off location in Downtown is in front of the Law and Justice Center on Front Street, 1 block south of the Museum. Please see [http://www.connect-transit.com/civicax/filebank/blobdload.aspx?BlobID=22852](http://www.connect-transit.com/civicax/filebank/blobdload.aspx?BlobID=22852) for a full map and route times to Downtown Bloomington.
WiFi Instructions
2016 History Symposium

- WIFI comes up as "Museum of History."
- Click on that and it will pop up a splash page
- Accept the terms of using our free public wifi
- Every four hours you will need to re-log in by accepting the terms

Remember to use

#Teaching20in21

in your social media posts about the symposium!