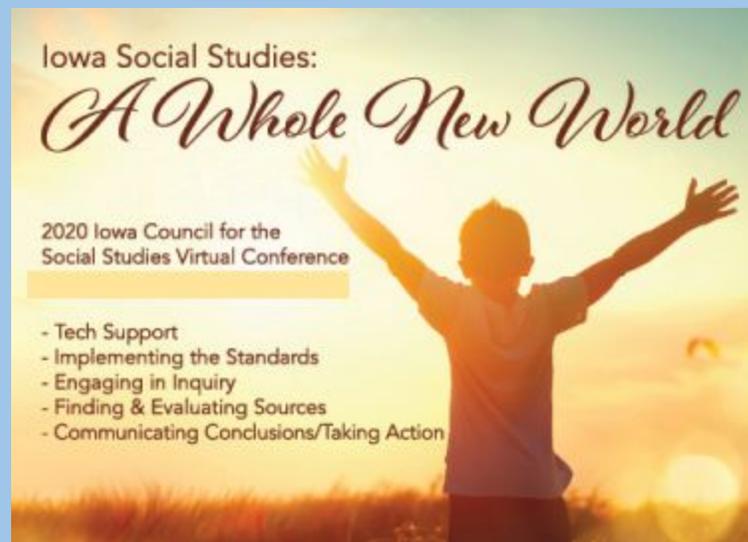


Below is the schedule for the conference. The brief descriptions of each session are provided below the table. If you click the link on the table you will go directly to the description. The link to join each session is below the presenters name in the table.

DATE	5:00-6:00 PM	5:00-6:00 PM	6:00-7:00 PM	6:00-7:00 PM
SEPTEMBER 1	The Long Struggle: A History of Anti-Black Racism in Iowa Katy Swalwell, ISU Meeting Link		Resources for Teaching About Race--Elementary Meeting Link	Resources for Teaching About Race--Secondary Meeting Link
SEPTEMBER 8	Why and How to Teach Religion in the Classroom Andrew Askuvich- Institute for Curr Services Meeting Link	Teaching with Elementary Standards Panel Meeting Link	OER Project and Big History Project Rachel Hansen Meeting Link	Money Matters: Financial Education Resources for Students Rachel Henry-EVERFI Meeting Link
SEPTEMBER 15	What Do I See? Source Analysis Strategies for the Social Studies Classroom Kell Hutt Dallas Center Grimes Meeting Link		They marched with the torch, we gon' run with it now: Using pop culture to teach about civil rights and taking informed action Chad Timm Simpson College Meeting Link	
SEPTEMBER 22	Digital Text Sets: Building content knowledge, encouraging inquiry, and addressing the standards Kelli Westmoreland BK Educational Resources Meeting Link		Virtually Teaching, Assessing, and Evaluating Kevin Neal, Valley HS Meeting Link	Women & the American Story Schuyler Schuler and Marianne DePadua- New York Historical Society Meeting Link
SEPTEMBER 29	Make Student Learning Real, Authentic and Meaningful Kim Heckart Meeting Link		Supreme Court Report John Wheeler Iowa Bar Association Meeting Link	Islamic Heritage in the Heartland: Creating an Inclusive Curricula Tamar Miller- Abdelkader Ed Project Meeting Link



September 1

5:00-6:00 PM The Long Struggle: A History of Anti-Black Racism in Iowa, Katy Swalwell, ISU

From its earliest days as part of the United States to this current moment, Iowa has been the site of struggles over whether to promote and protect white supremacy or disrupt and dismantle it. Iowa State University professor Katy Swalwell provides a snapshot of this history by sharing stories of anti-Black racism in the state—how Iowans from different backgrounds and eras have used activism, legislation, court decisions, and other efforts to fight for and against the full humanity of Black people. Dr. Swalwell poses questions for teachers to reflect on why this history is so rarely taught in schools and offers ideas for how to meaningfully link these and other counter narratives to the new Iowa social studies standards.

6:00-7:00 PM Resources for Teaching About Race

Two sessions will be offered with teaching and resource suggestions. One session will focus on resources and teaching ideas for the elementary classroom and the other session will focus on the secondary classroom.

September 8

5:00-6:00 PM Teaching with Elementary Standards, Panel: Carrie Davis (1st), Kim Heckart (3rd), and Amy Kay (5th), CCSD

A panel of elementary teachers will share how they have bundled the standards and created units of instruction for their classrooms while considering vertical alignment in their district.

5:00-6:00 PM Why and How to Teach Religion in the Classroom, Andrew Askovich, Institute for Curriculum Services

Exposure to world religions is critical for students to become global citizens. This session explores legal foundations in the U.S. for teaching about religion, uses case studies to consider challenges involved in teaching this topic, and provides both guidelines and digital options for incorporating this into your classroom.

6:00-7:00 PM OER Project and Big History Project, Rachel Hansen

The OER Project offers two courses – Big History Project (BHP) and World History Project (WHP). Both share the same DNA and approach. They are completely free, available online, and align with the Iowa state standards and classroom needs. We'll share best practices, tips, tools, content examples and strategies to show our course alignment to Iowa's standards. Middle school teachers will find that Big History Project's scaffolds are perfect for younger learners, while high school teachers will appreciate the World History Project's rigorous content and skills-based approach. Session attendees will walk away with access to sample course plans, access to our online OER Project Teacher Community, sample activities and teaching-at-a-distance tools from the course.

6:00-7:00 PM Money Matters: Financial Education Resources for Students, Rachel Henry, EVERFI

Financial education is more than being able to add dollars and cents. It's about building better spending habits, instilling confidence, and equipping the next generation with skills to pursue big financial goals with minimal risk. This session will give you the tools needed to teach these concepts and for students to apply them in true-to-life scenarios. Our online financial literacy courses span elementary through high school and are suited for distance learning and in-person classroom settings. Check out which course fits your classroom! All courses are available at no cost, thanks to our sponsors. Please bring a laptop/device.

September 15

5:00-6:00 PM What Do I See? Source Analysis Strategies for the Social Studies Classroom, Kelli Hutt, Dallas Center-Grimes

Are you looking for ways to help students work with primary and secondary sources in either an online or in-person classroom? Join us to learn how to WDIS (What Do I See?) and other strategies that have proven successful for a variety of ages and learning styles.

6:00-7:00 PM-They marched with the torch, we gon' run with it now: Using pop culture to teach about civil rights and taking informed action, Chad Timm, Simpson College

Several pedagogical shifts have occurred in history education over the last 15 years. Broadly, these shifts emphasize active student engagement in ways that prioritize the processes of historical thinking. Gone are the days where teachers were only responsible for transferring content, if such a thing was ever pedagogically appropriate. Today, history teachers are tasked with teaching students how to generate their own compelling and supporting questions that spark inquiry learning. Effective history teachers seamlessly and purposefully integrate content and skills into their lessons, and they provide opportunities for students to gather and evaluate sources, develop claims while using evidence, and take informed action.

As part of a larger project on teaching history through popular culture, this session will detail a variety of strategies for teaching a unit on the Civil Rights Movement and taking informed action. The centerpiece of this unit is an analysis of the strategies employed by civil rights advocates during the Selma to Montgomery marches of 1965. With an emphasis on teaching students to “think like historians,” this session will highlight the ways in which the graphic novel, film, and song can be utilized as pedagogic tools to help students develop historical thinking skills. Through an analysis of the graphic novel trilogy March, the film Selma, and the Oscar winning song “Glory,” students wrestle with the compelling question “How do you make a society equitable when it’s built on inequality?” Reading the pieces of popular culture as secondary sources, the presenter will also make important connections to primary source material and suggest strategies for encouraging students to take responsible, informed action to address modern injustices. While the presenter will provide concrete strategies and ways to incorporate the source material into the classroom, there will also be an opportunity for discussion and conversation around the potential challenges of teaching the inquiry anchor standard “taking informed action.”

September 22

5:00-6:00 PM Digital Text Sets: Building content knowledge, encouraging inquiry, and addressing the standards, Kelli Westmoreland, BK Educational Resources

Perfect for in-school or distance learning, digital text sets offer students an authentic learning experience based on pedagogical best practices. When using the internet as a learning tool, students will naturally be validating and authenticating online materials, comparing resources, and choosing engaging material that is relevant to students’ lives.

In this session, we’ll discover ways to integrate text sets into your social studies curriculum while also developing technological and pedagogical content knowledge.

6:00-7:00 PM Virtually Teaching, Assessing, and Evaluating, Kevin Neal, Valley HS

This session will provide dozens of examples for the virtual or independent (if we are back in classes next year) instruction, assessment, and evaluation within a traditional American Government class. There will be a variety sources provided in ready to use digital form both created by the instructor and linked to other sources (e.g. Center for Civic Education one minute podcasts) divided into a 10 unit structure (e.g. one unit for each of the three branches of government).

6:00-7:00 pm Women & the American Story, Schuyler Schuler and Marianne DePadua, New York Historical Society

Learn about the New-York Historical Society’s free curriculum website “Women & the American Story” in this interactive session. This curriculum connects educators with classroom resources that illuminate diverse women’s contributions to the American past and is designed for seamless incorporation into existing lessons. Come hear more about the digital resource and workshop strategies for using it with your students!

September 29

5:00-6:00 PM Taking Action: Make Student Learning Real, Authentic and Meaningful, Kim Heckart, Prairie CCSD

When student learning is built around authentic projects and problems that need to be solved, elementary students understand what it means to “take action”. This session focuses on “how to” purposefully plan and implement the inquiry standards of “taking action” in your elementary classrooms, communities, and globally.

6:00-7:00 PM Supreme Court Report, John Wheeler, Iowa Bar Association

Offers a preview of major cases and controversies before the U.S. Supreme Court this term and a review and discussion of last session’s key decisions. What issues before the Court are of interest to and will have the greatest impact on students and teachers in Iowa? Which legal issues lend themselves best to classroom discussion and further investigation?

6:00-7:00 pm Islamic Heritage in the Heartland: Creating an Inclusive Curricula, Tamar Miller and 6-12 Educator Team, Abdelkader Education Project

Surprisingly, Elkader, Iowa is a town named for a 19th century Muslim, considered Algeria’s George Washington, and seen as a moral leader on par with Mahatma Gandhi. The President of the International Committee of the Red Cross called Emir Abdelkader “the undisputed leader in codifying modern humanitarian law.” Abdelkader curricula is suitable for Social Studies, history, geography, literacy, even theatre. We offer materials ranging from Harvard’s Pluralism Project case studies to tailored curricula, attending to state standards. We will create follow up opportunities to increase confidence in teaching about Muslims, through the lens of a world figure in Iowa history.