

New Jersey Council for the Social Studies
Challenges and Changes: Past, Present, and Future
(7-11-2024)

Session 1: 8:50 – 9:50	Grade Levels	Location
Seeing Ourselves in the Story: Amplifying Student Voice Using Storybooks in Secondary History Classrooms	9-12	116 AB
Teaching About Middle East Crises	9-12	120AB
Deconstructing Dangerous Myths About World War II and the Holocaust: An Interdisciplinary Approach	9-12	117
Slavery, it Happened Here Too	6-12	122C
Challenging Deficit Thinking in Indigenous History	6-12	116C
Constitutional Thinking Skills and the First Amendment	6-12	122AB
Exploring Civic Action: Empowering Students to Make a Difference	6-8	Multipurpose Room B
America's 250th: Activities and Resources for Classrooms K-12	All Levels	120C
Implementing Interdisciplinary Instruction in Elementary, Middle, and High Schools	All Levels	Center Hall
Roots & Routes: Asian American Contributions in the Garden State	All Levels	174
The Evolution of Teacher Evaluation	All Levels	118
Growing Climate Based Lessons in the History Classroom	All Levels	The Cove
Teaching NJ History and Government in K-5	K-5	115

Implementing Interdisciplinary Instruction in Elementary, Middle, and High Schools
All Levels Center Hall

The workshop will provide teachers with examples of interdisciplinary lessons and curriculums that have been created and implemented in elementary, middle, and high schools. Teachers will receive tools and resources for designing interdisciplinary lessons that the presenters have developed and used in teacher training programs. The presenters are experts with experiences as teachers, teacher educators, and administrators. Based on their book "Interdisciplinary Teaching and Teacher Education: Developing Teacher Competencies for Interdisciplinary Instruction", they will discuss the benefits of interdisciplinary instruction, templates to design interdisciplinary lessons, and the possibilities of interdisciplinary instruction for different grades in elementary, middle, and high schools. The presenters will share previously developed interdisciplinary lessons or courses and invite participants to provide feedback.

*Jiwon Kim (Monmouth University), Christine Grabowski (Middle Road School, Hazlet),
Mark Percy (Rider University), Sandra Zak (Monmouth University)*

America's 250th: Activities and Resources for Classrooms K-12 All Levels Room 120C

RevolutionNJ has developed programming for educators to implement in K-12 classrooms: a civics toolkit for teachers of K-5 students that is aligned to the NJ Learning Standards with ready-to-use lessons and modules; and History Happened Here, for grades 5-12, wherein students will conduct local history research on a subject of their choosing from the broad scope of 250 years of American history.

*Bob Fenster, Sara Cureton
New Jersey Historical Commission / RevolutionNJ*

Growing Climate Based Lessons in the History Classroom All Levels The Cove

Teachers will explore environmentally themed images from the Revolutionary Period to WWII and discover how these materials can be adapted into today's history classroom.

*James Smith
Cavallini Middle School*

Roots & Routes: Asian American Contributions in the Garden State All Levels Room 174

Participants will learn about the AAPI New Jersey Map Project which highlights the histories and contributions of Asian Americans in the state of New Jersey. Participants will receive an overview of the “Roots & Routes: Asian American Contributions in the Garden State” map, the corresponding K-12 lesson plans and teacher resources, and strategies for implementing these into their classrooms and curricula. Teachers will walk away with a poster of the map for their classroom and access to all corresponding lesson plans and resources.

*Roslyne Shiao
AAPI New Jersey*

Seeing Ourselves in the Story: Amplifying Student Voice Using Storybooks in Secondary History Classrooms Grades 9-12 Room 116AB

How can reading and creating storybooks help students engage more deeply in history? Teachers will explore ways to use and create picture books to support students from second language learners to AP students to enter confidently into historical inquiry. Participants can also win copies of picture books for classroom use!

*Jennifer Welch
Passaic Academy for Science and Engineering*

Deconstructing Dangerous Myths About World War II and the Holocaust: An Interdisciplinary Approach Grades 9-12 Room 117

Our nation has engaged in over a dozen foreign conflicts over the past century, but we remain particularly fascinated with one war almost ninety years old. Meanwhile, our students, addicted to Call of Duty and Rainbow Six, struggle to see how war is more than a video game. Learn about an eye-opening, interdisciplinary approach to teaching World War II and the Holocaust that is inspired by the work of a West Point professor. This high school unit draws on history and literature as well as film and sociology. In this interactive workshop, teachers will identify the dominant misconceptions about World War II and the Holocaust—how they arose and why they are so dangerous. They will examine multimedia to explore the complex truths behind these myths. Participants will walk away with easy-to-use unit and lesson plans as well as a powerful summative assessment that engages the broader school community about the realities of war and genocide.

*Henry Seton
Christian Brothers Academy*

Teaching New Jersey History and Government in Grades K-5

Room 118

Few resources for teaching about New Jersey history and government, and the impact of innovations from New Jersey on the nation, exist for K-5 grades. This workshop will provide resources for teaching about New Jersey history and government, from the colonial period through today.

*Arlene Gardner
New Jersey Center for Civic Education*

Challenging Deficit Thinking in Indigenous History

Grades 6-12 Room 116C

Challenging the traditional way we view Indigenous History and Education, this workshop works to identify what deficit thinking is, how it impacts Indigenous history, and the ways that we can combat this harmful way of thinking. By the end of the workshop, educators will walk away with representative resource suggestions and over five lessons that can be utilized in your own classroom. Topics include, but are not limited to: *Circle of Courage*, *First Nations Holistic Learning Model*, *Carlisle Indian School*, *Residential Boarding School Resistance*, *Arrival of the Vikings*, *Climate Change within Indigenous Communities*, and more.

Rachael Richard
Morristown Beard (Upper School)

Exploring Civic Action: Empowering Students to Make a Difference
Grades 6-8 Multipurpose Room B

This workshop will delve into the concept of Civic Action, offering a comprehensive exploration of various strategies for implementation with students. The workshop will feature practical examples of Civic Action projects, as exemplars of the positive outcomes from engaging students in meaningful civic endeavors, inspiring participants to replicate similar initiatives. Participants will engage in collaborative activities designed to facilitate the development of a personalized action plan for the integration of Civic Action programs within their schools and receive a concrete action with a clear pathway toward establishing a robust civics action program within their schools.

Lauren Hallgring
Neptune Middle School

The Evolution of Teacher Evaluation **All Levels Room 118**

Are you an aspiring administrator? Do you want to explore the topic of teacher evaluation in an academically sound safe space? This workshop will provide an overview of the evolution of teacher evaluation in the United States, with a variety of engaging activities to assess to audience's knowledge of the topic and avenues for dialogue on one of the most fundamental aspects of any profession -- how one is evaluated.

Frank Romano Jr.
Perth Amboy Public Schools

Constitutional Thinking Skills and the First Amendment **Grades 6-12 Room 122AB**

Participants will learn about resources that tell the stories behind different First Amendment Supreme Court cases. They will also gain insight into primary and secondary sources that will support student engagement with the constitutional questions at the heart of these cases.

Sarah Harris
National Constitution Center

Teaching About Middle East Crises **Grades 9-12 Room 120AB**

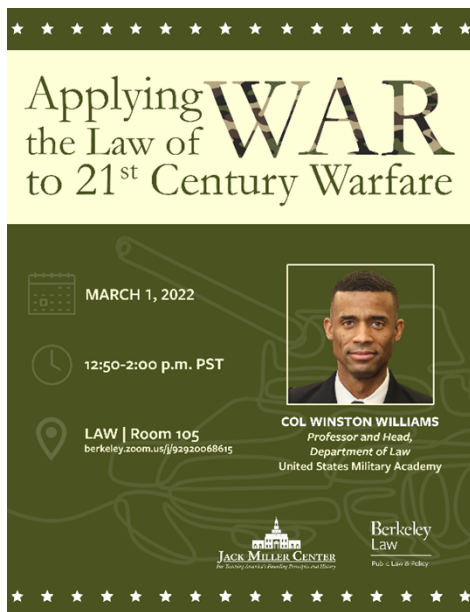
Repeated crises in the Middle East, most recently the war between Israel and Hamas that has resulted in the decimation of Gaza and tens of thousands of civilian casualties, threaten to draw the United States into a broader war. Teachers feel pressured to avoid discussing events. This workshop will provide material for using current events in the classroom.

Alan Singer
Hofstra University

Session 2

Session 2: 10:30 – 11:30	Grade Levels	Location
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Establishing a Safe & Brave Space for Difficult Classroom Discussions	9-12	122C
Understanding and Mapping Census Data	9-12	Multipurpose Room B
Colonialism/Imperialism Old and New: Globalization	9-12	117
More Than Just Battles: How Women Shaped Society During Times of War	6-12	174
Reflections on the 75th Anniversary of the Geneva Convention: Past Accomplishments, Present Challenges, and the Future	6-12	Center Hall
Reimagining the American West	6-12	122AB
People and the Planet: Activities for Global and Environmental Citizenship	6-12	116AB
A River Flows Through It: Using Rivers as a Contextual Bridge to Connect Students to their Communities	K-8	115
What Fires Together Wires Together: the Science of Simulations	All Levels	116C
Teaching LGBTQ+ Histories & Identities Through Primary Sources	All Levels	120C
Fairness and the Role of the Courts	All Levels	120AB



Winston Williams is a Colonel in the U.S. Army and an Associate Professor in the Department of Law at the United States Military Academy, West Point, New York. Upon graduating from Florida A&M University in 1998 with a B.S. in Civil Engineering, Colonel Williams was commissioned as an Engineer officer and served as a platoon leader with the 44th Engineer Battalion, 2nd Infantry Division, Republic of Korea. He also served as an Executive Officer for D Company, 35th Engineer Battalion, Fort Leonard Wood, Missouri. After attending law school, Colonel Williams transitioned into the Judge Advocate General's Corps in 2004. Since becoming a Judge Advocate, Colonel Williams has served in a number of legal positions including: Chief of Administrative Law, 82nd Airborne Division, Fort Bragg North Carolina; Trial Counsel for 3rd Brigade, 82nd Airborne Division, Tikrit, Iraq; Senior Trial Counsel, 82nd Airborne Division, Fort Bragg, North Carolina; Senior Operational Law Observer/Controller at the Joint Readiness Training Center, Fort Polk, Louisiana, Professor of International and Operational Law at the Judge Advocate General's Legal Center and School in Charlottesville, Virginia, and Chief of Administrative and Civil Law for 18th Airborne Corps, Fort Bragg, North Carolina. Colonel Williams holds a LL.M in Military Law from the Judge Advocate General's Legal Center and School, and a Juris Doctorate from the University of Tennessee College of Law.

Reflections on the 75th Anniversary of the Geneva Convention in 1949: Past Accomplishments, Present Challenges, and the Future! Grades 6-12 Center Hall

The Geneva Conventions and their Additional Protocols form the core of international humanitarian law, which regulates the conduct of armed conflict and seeks to limit its effects. They protect people not taking part in

hostilities and those who are no longer doing so. The first four protocols were adopted on August 12, 1949 and amended over time. The commentaries and amendments reflect the changes in armed conflicts, care for the injured, refugees and women and children. Does the Geneva Convention meet the challenges facing humanity today? Has it been effective, does it need to be revised, or do we need a new framework for the 21st Century?

*Col. Winston Williams
West Point Military Academy*

A River Flows Through It: Using Rivers as a Contextual Bridge to Connect Students to Their Communities

Grades K-8 Room 115

From the past to the present, and into the future, New Jersey's waterways were and are vital to our existence. Besides being a continual source of water, our rivers, streams, and canals have implicitly and explicitly shaped our presence in the state. Drinking water, food, transportation (people and goods), industry, energy, and recreation are a few of the services our waterways have contributed to life in New Jersey. Viewing our waterways from a watershed perspective that includes all the tributaries, rivers, and wetlands within a drainage area, connects communities to each other as much as they connect the flow of water from the headwaters of a river to the sea. This workshop will employ case-based, problem-based, and place-based approaches while investigating these connections from the past, present, and future. Join us to learn how to use your local waterways to connect your K-8 students to their backyards, and how to use your local waterways to connect multiple disciplines such as social studies, science, math, art while developing our next generation of local stewards. Instructional strategies include case-based learning, place-based learning, and problem-based learning models.

*Heather Fenyk, PhD and Missy Holzer, PhD
Raritan River Valley Partnership*

**More Than Just Battles: How Women Shaped Society During Times of War Grades 6-12
Room 174**

Teaching secondary history is often associated with memorizing battles but women have always been part of the story. Currently, only 13% of individuals featured in history textbooks are women and usually spoken about as a single narrative. Utilizing the Women & the American Story (WAMS) curriculum this workshop will aim to explore the ways women used their agency to influence American society, politics, and the military during times of war, as well as give educators the resources and tools to use the WAMS curriculum to make our classrooms lessons more inclusive and engaging for students. Participants will become familiar with how to use the WAMS curriculum so that our students can have a more accurate view of history and be able to see themselves in the curriculum. A set of sources from multiple perspectives will be used from the "Nation Divided, 1832-1877" from the WAMS curriculum.

*Olivia DiTrollo
Women and the American Story Ambassador at NY Historical Society & Boonton High School*

Slavery, It Happened Here Too Grades 6-12 Room 122C

Come learn about the history of slavery in New Jersey through an engaging workshop led by Beverly Mills and Elaine Buck, the authors of "If These Stones Could Talk," and "African Americans of Central New Jersey: A History of Harmony and Hostility." You will leave this session with a road map for comprehension, a lesson plan-filled study guide, and small-scale investigations to do with your students. Take away new perspectives, ready-made strategies, and a fresh approach to starting discussions about these important subjects in your classroom.

*Beverly Mills and Elaine Buck
Friday Truehart Consultants, LLC*

Reimagining the American West

122AB

Grades 6-12

Room

Join the New-York Historical Society for a deep dive on new historical research that challenges and complicates our understanding of US western expansion. Participants will explore free resources that will help them implement this new content into their teaching.

Molly DePippo
New-York Historical Society

Colonialism/Imperialism: Old and New: Globalization

Grades 9-12 Room 117

In this workshop teachers will learn how to use a model of the 5 forms of globalization that extend their political and economic power and influence between 1975 and 2024. The workshop will be a presentation with teacher questions and discussion.

Dr. Harry Stein
City University of New York

What Fires Together Wires Together: The Science of Simulations

All Levels Room 116C

Simulations that require physical movement, creativity, problem-solving, and action while affecting simulated real-world outcomes produce the energy necessary to wire the students' neural networks for higher recall, better learning, and synthesis. Learn the science of simulations and how to design and implement them to avoid simulation pitfalls and get the most from this dynamic learning strategy.

Bill Norton
Bellevue University, Nebraska

Fairness and the Role of the Courts

All Levels

Room 120AB

We teach *Brown v. Board of Education*, but what about *Hedgepeth and Williams*? Teachers in upper elementary, middle, and high school classrooms looking to infuse civics and New Jersey history into their social studies curricula will be able to explore lessons, activities and resources provided by the New Jersey Judiciary. Since the summer of 2023, the New Jersey Courts have collaborated with Rutgers University Graduate School of Education staff to create a curriculum called "Fairness and the Role of the Courts." The curriculum focuses on New Jersey Judiciary history and understanding how the courts work in New Jersey from the municipal to the New Jersey Supreme Court level.

Dr. Alison Stein, Rutgers Graduate School of Education, Social Studies Teacher
Lisa R. Burke (she/her), NJ Judiciary, Diversity, Inclusion, and Community Engagement Program Officer
Ed Casal, NJ Judiciary, EEO/AA Officer-Union Vicinage
Mike Mathis, NJ Judiciary, Staff to the Supreme Court Historical Advisory Board
New Jersey Judiciary, in partnership with the Rutgers Graduate School of Education

Teaching LGBTQ+ Histories & Identities Through Primary Sources

All Levels

Room 120C

Two pieces of New Jersey legislation mandate that LGBTQ+ identities and histories be included in the K-12 curriculum. Given the current social and political context, teachers have expressed concern about teaching these topics in P-12 classrooms. The most common concern is a lack of content knowledge about LGBTQ+ identities and histories. A second concern is the lack of pedagogical content knowledge on how to address these topics in an age-appropriate way in the classroom. This workshop will overview the NJ mandates and provide the opportunity to increase their pedagogical content knowledge for using primary source documents within classrooms to teach about LGBTQ+ histories and identities.

Cathy A.R. Brant, Andrea M. Hawkman, Ash Lierman
Rowan University

People and the Planet: Activities for Global and Environmental Citizenship

Grades 6-12

Room 116AB

Discover ways to help students think as global citizens when considering issues around climate, land and water use, natural resource management, population trends and their environmental impacts on habitats and communities. Engage in simulations, role-playing and group collaboration that encourage critical thinking, problem solving, geographical reasoning and articulating ideas.

Sharon Kinsey

Rutgers University Cooperative Extension

Establishing a Safe & Brave Space for Difficult Classroom Discussions Grades 9-12 Room 122C

Participants will be provided with specific talking points and research-based strategies to teach students how to engage in discussions on difficult topics, including access to a presentation for classroom use.

Darrell DeTample

Hunterdon Central Regional High School

Understanding and Mapping Census Data Grades 9-12 Multipurpose Room B

This workshop explains how Census demographic data is derived - through understanding of how we survey, what questions we ask, how often, and why we do this. We then go onto the technological aspect of visiting the Census Bureau data portal, retrieving data tables and then creating choropleth maps of different variables. This workshop is meant to expose teachers to the real-world use of demographic, economic, social and housing data, and how to map it, with the idea of having students create their own projects. It is a mixture of sociology, statistics and geography.

David Kraiker

U.S. Census Bureau

The 250th Anniversary of the American Revolution is Coming to Your School!

Session 3

Session 3: 12:05 – 1:05	Grade Levels	Location
Developing Student's Personal Foreign Policy "Doctrines"	9-12	115
Untold Stories: Revealing the Underrepresented Voices of 9/11	9-12	122AB
Investigating Slavery in New Jersey Through Primary Sources	6-12	120C
Teaching Current Events Using New Jersey Student Learning Standards and Impactful Discussion Strategies	6-12	174
From Vertical Reading to Lateral Reading: Helping Students Assess Credibility in Online Source Materials	6-12	117
Letter-Writing as Transformative, AI Proof Assessment for Secondary Level Social Studies	6-12	Center Hall
Primary Source Perspectives of the American Revolution	6-12	Multipurpose Room B
Comparative Slavery: The New World and Africa	6-8	122C
"DBQ-in-a Day": Incorporating Document-Based Skills and Strategies within Daily Instruction	All Levels	120AB
Bringing the Social Back into the Social Studies Classroom: Strategies for Active Citizenship	All Levels	116AB
This is Not a Simulation: Transforming Global Learning into Action	All Levels	116C

From Vertical Reading to Lateral Reading: Helping Students Assess Credibility in Online Source Material Grades 6-12 The Cove

This workshop addresses a gap in digital literacy pedagogy and civics education, and ensures secondary school educators are better equipped to support students through online source evaluations throughout their online research, providing teachers with the tools to transform students into informed consumers of information. As digital natives, today's secondary students have grown up in an era where the World Wide Web is a ubiquitous source of information on issues related but not limited to health, politics, and the environment, but that information is not always credible despite its accessibility and volume. Digital literacy and the ability to assess online source material must become an essential focus of 21st-century educational programming, with a particular focus on developing the ability to efficiently evaluate online source material for expertise and trustworthiness (O'Quinn, 2005). In this workshop, teachers will explore the characteristics of credible source material and practice Lateral Reading—an online source verification skill designed by Stanford University researchers and further developed by the Digital Inquiry Group. Teachers will learn to use Lateral Reading to transform students and online users into professional fact-checkers.

Alyssa Shale

Diana C Lobosco STEM Academy (PCTVS)

Developing Student's Personal Foreign Policy "Doctrines" Grades 9-12 Room 115

This workshop will describe the process of framing, introducing, and implementing an assignment that guides students' study of foreign policy and helps them engage personally with historical foreign policy content. This assignment has two parts: ongoing reflections that students complete after they are introduced to historical foreign policy events and doctrines and then using their reflections to write their own Foreign Policy "Doctrine." This assignment helps students use historical content to understand their beliefs on foreign policy, see the relevance of what they are studying, and help them frame how they understand current events in foreign policy.

Kyle Salkin

Montclair Kimberley Academy

**Letter-Writing as Transformative, AI-Proof Assessment for Secondary Level Social Studies
Grades 6-12 Center Hall**

Tired of reading the same stale papers? Worried about students using AI? Discover how in-class letter-writing can revitalize assessments in your secondary social studies classroom. This innovative approach not only reduces the risk of AI misuse but also boosts engagement from students, families, and the broader community. Students will learn how to be teachers and activists. They will grow their writing voice and incorporate primary sources rigorously, leading to richer and more meaningful learning experiences. In this interactive workshop, we'll explore a range of topics—from the Age of Exploration to media literacy and the history of racial ideology. Participants will walk away with ready-to-use examples for their own classrooms as well as clear guidelines for developing their own assessments.

Henry Seton

Christian Brothers Academy

**Primary Source Perspectives of the American Revolution Grades 6-12 Multipurpose Room
B**

Primary sources are first-hand accounts or products of historic events created by the people who lived through, witnessed, or were directly impacted by those events. These materials offer direct evidence of the past and have the power to help students learn about the people and events that shaped the American Revolution from those who experienced it first-hand. Explore the American Revolution through primary sources highlighting a diverse group of people and perspectives by examining diaries, letters, muster rolls, pension applications, artwork, and objects. Discover new opportunities to bring the Revolution to life!

Linda Dean

Museum of the American Revolution

**Bringing the Social Back into the Social Studies Classroom: STAT - Strategies for Active
Citizenship**

All Levels Room 116AB

Participants will be engaged in a brief walkthrough of the five instructional strategies from the social action pedagogy, Students Taking Action Together (STAT) with an emphasis on citizenship dispositions. Honing in on two of the strategies, Yes-No-Maybe and Respectful Debate, participants will identify the steps of each strategy based on demonstrations. Also, they will analyze example lessons that focus on race, class, and gender to explore the connection to the NJSL Social Studies standards, as well as to CASEL competencies and sub-competencies, such as perspective-taking, peer opinion sharing, and appreciation of divergent viewpoints. Finally, participants will explore resources such as the STAT website and book to determine next steps for implementation in their school/district.

*Laura Bond, MA & Lauren Fullmer, EdD
Rutgers University, Social-Emotional Character Development (SECD) Lab*

Investigating Slavery in New Jersey Through Primary Sources Grades 6-12 Room 120C

In this primary source workshop, grades 7-12 educators will explore archival documents pertaining to slavery in New Jersey, learning how to critically analyze birth records, inventories, freedom papers, as well as "for sale" and runaway ads. What was their purpose then, and what can these sources tell us now? What questions do they leave us with, and how can we use our understanding of history to develop possible theories? Educators will leave with the skills to conduct responsible analysis and interpretation of historic documents, and a solid background on the components of slavery in New Jersey.

*Dana Howell
Monmouth County Historical Association*

DBQ-In-A-Day: Incorporating Document-Based Skills and Strategies within Daily Instruction

All Levels Room 120AB

Looking for ways to utilize the resources and skills embedded in a DBQ? Looking for ways to incorporate more writing into your daily social studies lessons? Document-based questions (DBQs) are often used as a way to access a student's historical and analytical thinking skills and argumentative writing abilities. But, DBQs can also be used to teach those skills in a student-centered approach. "DBQ-In-A-Day" will focus on ways to utilize bits-and-pieces of a DBQ unit in short one- or two-day lessons. The training will feature various strategies to help students with document analysis and increase writing skills through "DBQ Quick Writes." The goal is for participants to leave with a better sense of how they can utilize the DBQ resources beyond full units, worksheet packets and within their daily instruction.

*Shana Horvitz
The DBQ Project*

Comparative Slavery: The New World and Africa Grades 6-8 Room 122C

In this workshop teachers will compare and contrast the practices of slavery and labor in the New World and Africa. We will examine eight examples of slave trades in Africa and their larger relationships to Asia and Europe. We will discuss the reasons for resistance to enslavement and the movements in Europe and the Americas for the abolition of slavery.

*Dr. Harry Stein
City University of New York*

This is Not a Simulation: Transforming Global Learning into Action All Levels Room 116C

Why limit global learning to theory and simulations when students can have the ability to make real, tangible impacts on the world? In this session, educational leaders will learn sustainable ways to infuse TEEEM into

their schools, giving K-12 students the unique opportunity to develop skills in empathy, leadership, and social entrepreneurship while supporting humanitarian causes. TEEEM is an educator-driven nonprofit that empowers students to become changemakers as they team up with social entrepreneurs to identify problems and brainstorm solutions to help combat the issues around the globe. Together, our students help treat patients, educate children, empower women & build infrastructure to help create a stronger, more equitable world.

Taylor DeMaio & Ali Kuemmer

TEEEM (The Empathy Equality Entrepreneurship Mission)

Untold Stories: Revealing the Underrepresented Voices of 9/11 Grades 9-12 Room 122AB

Who is included in the historical narrative, and whose story is still waiting to be discovered? Using 9/11 as a framework, explore how to integrate the experiences of underrepresented and historically marginalized voices more fully into your teaching. Spark discussion with your students using first-person testimony, classroom-ready strategies, and new digital resources from the 9/11 Memorial Museum during this interactive session.

*Nicole Torres, Meghan Kolbusch
9/11 Memorial & Museum*

Teaching Current Events Using New Jersey Student Learning Standards and Impactful Discussion Strategies Grades 9-12 Room 174

Warning: Come prepared to play as you may have fun in this interactive workshop where teachers will be coached on how to weave the Grades 9-12 current events-based New Jersey Student Learning Standards for Social Studies (6.1 - United States History & 6.2 - World History) with highly effective discussion strategies. Some discussion strategies to be shared are low-prep, while other strategies displayed will take more planning. While some strategies are excellent “do now” activities, others present a flexible structure that can be implemented for a more comprehensive classroom activity that will all but guarantee 100% participation. All strategies can be used to improve your students’ listening and speaking skills.

*Michael Kenduck
Westwood Regional High School*