**Civic Knowledge, Skills, and Dispositions: Building Student Capacity for Civic Engagement**

**#mahistorycivics**

**2020 CIVICS LITERACY CONFERENCE**

**September 23rd and 24th**

**Virtual Convening**

**5:00-8:00 p.m.**

**2020 CIVICS LITERACY CONFERENCE**

**AGENDA**

**Day 1: September 23rd**

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| 5:00-5:05 p.m. | Welcome and Land Acknowledgement  *Caroline Angel Burke, Edward M. Kennedy Institute for the United States Senate* *Vice President, Education, Visitor Experience and Collections* *Heather Peske, Department of Elementary and Secondary Education*  *Senior Associate Commissioner, Center for Instructional Support* |
| 5:05-6:30 p.m. | **Opening Plenary – *Join*** [***HERE***](https://us02web.zoom.us/j/83317638369?pwd=b3k3bjh2alpFMTZHaThsc0V2NEJ1dz09)  **Student Speaker: *Ashton Mota****, Student; Transgender rights advocate*  **Keynote Speakers: *Scott Seider******& Daren Graves***, co-authors, *Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice*(2020) |
| 6:30-6:35 p.m. | Transition |
| 6:35-7:30 p.m. | Workshops A-L: *How can we cultivate school-wide practices that foster the development of civic knowledge, skills, and dispositions for all students?*  Special Session: Senator Harriette L. Chandler  *A special session for private funders.* |
| 7:30-8:00 p.m. | Virtual “office hours” with civics organizations |

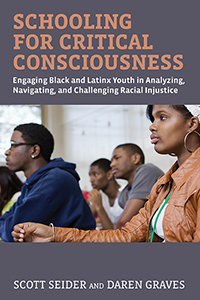
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| 5:00-6:25 p.m. | Panel Discussion: Media Literacy, Preparing Students to be Critical Consumers of Information- *Join* [*HERE*](https://us02web.zoom.us/j/85438413256?pwd=M01tVFErMnlBRllqTXFqbGJydWQwZz09)  Moderator: *N’Dia Riegler, 2020 Massachusetts History Teacher of the Year*  Panelists:   * *Adam Gismondi, Director of Impact, Institute for Democracy & Higher Education at Tufts University* * *Renee Hobbs, Founder and Director of Media Education Lab at the University of Rhode Island* * *Mary Robb, Social Studies Teacher at Andover High School* |
| 6:25-6:30 p.m. | Transition |
| 6:30-7:45 p.m. | Workshops M-V: *How can we cultivate school-wide practices that foster the development of civic knowledge, skills, and dispositions for all students?* |
| 7:50-8:00 p.m. | DESE Updates and Closing- *Join* [*HERE*](https://zoom.us/j/98102744544) |

**Day 2: September 24th**

**Day 1 - Opening Plenary**

**Zoom link:** <https://us02web.zoom.us/j/83317638369?pwd=b3k3bjh2alpFMTZHaThsc0V2NEJ1dz09>

**Student Speaker**

**Ashton Mota**, 16, is a proud Black, Dominican-American student and transgender rights advocate. He led the GSA at his middle school and after sharing his story publicly for the first time in 2018, he served as co-chair of the Northeast Region Safe Schools Program. He was a strong supporter of the [‘Yes on 3’ Massachusetts campaign](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.hrc.org_blog_victory-2Dmassachusetts-2Dvoters-2Duphold-2Dprotections-2Dfor-2Dtransgender-2Dpeople&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=4xpIsIHK_WwsTEfQ54aIYlrW2Ig0sNMfQppJ6wE9cjo&m=eQoe3nasJVkk_EcfHp0ScNDVONYGq9RrDb6jfQKyi4o&s=e9k6mGK0coCNO1CZP2gaG4zTtGKMX-OiGZvl4ddLt64&e=) for transgender rights and currently serves as a Human Rights Campaign youth ambassador. Through his work, Mota is committed to demonstrating the message that transgender youth of color are resilient.

**Schooling for Critical Consciousness**

Critical consciousness refers to the ability to understand and analyze oppressive social forces shaping our lives and communities, and to take action against those forces. This keynote presentation will offer participating educators an introduction to the concept of critical consciousness, why it matters for youth from marginalized and oppressed groups, and specific practices through which schools and educators can support the critical consciousness development of the youth they serve.

**Keynote Speakers**

**Daren Graves** is an Associate Professor of Education and Social Work at Simmons University and Adjunct Lecturer of Education at Harvard Graduate School of Education. His research lies at the intersection of critical race theory, racial identity development, and teacher education. Dr. Graves has reported on his work in a variety of publications including *Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice* (Harvard Education Press, 2020). Dr. Graves serves as co-Chair of the AERA Hip Hop Theories, Praxis & Pedagogies Special Interest Group. Dr. Graves also serves as the liaison between Simmons University and the Boston Teachers Union Pilot School, a public K–8 school where he works closely with teachers and students.

**Scott Seider** is an associate professor of applied developmental and educational psychology at Boston College where his research focuses on the civic development of adolescents. He is the co-author of the 2020 book, *Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice*. Dr. Seider previously worked as a teacher educator at Boston University and as an English teacher in the Boston and Westwood Public Schools. He currently serves on advisory boards for a number of youth-serving organizations, including EL Education, the Journal of Adolescent Research, and the Center for Parent and Teen Communication.

**Land Acknowledgement**

Land acknowledgements can be a “simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people’s history and culture.” [(U.S. Department of Arts and Culture).](http://www.native-languages.org/) We acknowledge and are beginning to explore the ongoing legacy of settler colonialism in the spaces we occupy and the connection to history social science instruction. We invite educators and participants to reflect and learn more alongside us as we work to build more reciprocal relationships with the Indigenous Peoples who live in and are still connected to this land, using the following resources:

- [Native Land](https://native-land.ca/territory-acknowledgement/) maps the location for territory acknowledgement and includes an “[Education Guide.](https://native-land.ca/wp/wp-content/uploads/2019/03/teacher_guide_2019_final.pdf)”

- The Native Governance Center has “[A guide to Indigenous land acknowledgments](https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/)”

- The Elementary Teachers’ Federation of Ontario produced [“Starting from the heart: Going Beyond a Land Acknowledgement”](https://etfofnmi.ca/wp-content/uploads/2019/10/Going-Beyond-A-Land-Acknowledgement-FINAL-VERSION.pdf)

**Day 1 – Special Session with Senator Harriette L. Chandler**

Continuing Momentum: Civics for All Massachusetts Students, A Funder Briefing

This special session for private funders will feature a virtual discussion with Mass State Senate President Emerita Harriette L. Chandler about the critical importance of civic education in our state at this time. It will include updates from Katherine Tarca of DESE, and leaders of the Mass Coalition for Civic Learning about the progress that has been made this past year, including the pivot to online learning and what the Civics Project Trust Fund has accomplished. The session will focus on the key role of private funders to strengthen this effort to ensure that schools have the resources needed to provide every young person in the Commonwealth with high-quality civic learning so they have the skills and knowledge needed to be active informed participants in our democracy.

**Register** [***HERE***](https://us02web.zoom.us/meeting/register/tZ0kcemvqD4oGteZRalDBa4eNP2ea9fwFdFL)

**Presenters**

Harriette L. Chandler, MA State Legislature

*MA Senate President Emerita*

Steven Rothstein, Mass Coalition for Civic Learning

*Member of MCLC Steering Committee*

Katherine Tarca, Department of Elementary and Secondary Education

*Director, Office of Literacy and Humanities*

**Day 1- Office Hours**

Drop in to virtual “office hours” with organizations that offer resources related to civic engagement. Rooms will be open to join between 7:30-8:00 p.m. on Wednesday 9/23.

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| Organization | Description |
| [Harvard University - Democratic Knowledge Project](https://www.democraticknowledgeproject.com/) | An initiative of the Edmond J. Safra Center for Ethics, the Democratic Knowledge Project (DKP) is a K-16 civic education provider based at Harvard University. We offer curriculum development resources, professional development workshops for educators, and assessment tools and services—all in support of education for democracy. The DKP has now co-designed an open source year-long Grade 8 Civics Course with the Cambridge Public School District: “Civic Engagement in Our Democracy.”  **Zoom link** [***HERE***](https://us02web.zoom.us/j/82297744814?pwd=ZGhFZUFvamZ0SElrQnc1V1VtU2FGdz09) |
| [Media Literacy Now, Inc.](http://www.medialiteracynow.org) | Media Literacy Now is a nonpartisan 501c3 nonprofit organization advocating for Media Literacy education and educator support at the local, state, and national levels through public awareness, policymaker education, research, creating coalitions, and influencing regulations, legislation, and funding for professional development. We are building a movement of people calling for change in education systems across the United States to ensure all students have the media literacy skills they need in a global media age. Media Literacy Now is inspiring action in states across the country and providing structure and resources that invite and support activism. At this session we will discuss our current activities, achievements, and how you can get involved.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/82278524616?pwd=SzRmeEVKZkpMd0Y5OE5EQXQ4UmpYUT09) |
| [iCivics](https://www.icivics.org/) | U.S. Supreme Court Justice Sandra Day O’Connor founded iCivics in 2009 to transform the field through innovative, free educational video games and lessons that teach students to be knowledgeable, curious, and engaged in civic life. Today, iCivics is the nation’s largest provider of civic education curriculum, with its resources used by over 113,000 educators and more than 7.1 million students each year nationwide.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/84286317447?pwd=eWl4UDlqZHlCM0NQb3RWdGtTOG5tdz09) |
| [Thinkeranalytix](https://thinkeranalytix.org/) | ThinkerAnalytix is an educational nonprofit working in partnership with classroom teachers and Harvard’s Department of Philosophy. We make tools to help students build logic and reasoning skills using a research-backed method called argument mapping. Our online course and classroom activities use argument maps to examine and discuss controversial ethical questions in fields such as politics, civics, and science. ThinkerAnalytix also develops practical strategies to implement our materials in classrooms.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/89072365879?pwd=MlhEZEdlTzBydTlyRnBvMHVSWGNRQT09) |
| [Collaborative For Educational Services](http://EmergingAmerica.org) | Emerging America is a national leader supporting access by all learners (including Students with Disabilities, English Learners, and grades K-5 as well as 6-12 social studies) to inquiry and civic engagement. Supported by the Library of Congress Teaching with Primary Sources Program since 2010, over 600 teachers have completed the graduate courses: Accessing Inquiry for Students with Disabilities and Accessing Inquiry for English Learners. In 2020, we released the free K-5 History's Mysteries curriculum, for in-person and virtual teaching and learning. Other current courses feature Disability History and Black Communities and Agency. All our courses are now offered fully online. Check out our resources at http://EmergingAmerica.org, including the Accessing Inquiry clearinghouse. Then join us with your questions and ideas about how to fully engage your students!  **Zoom link** [***HERE***](https://us02web.zoom.us/j/89255995458?pwd=MXJiazNHb3MweE0xMGtCYkhQRjVjZz09) |
| [EVERFI](https://everfi.com/k-12/) | EVERFI empowers educators to bring real-world learning into the classroom and equip students with the skills they need for success - now and in the future. Thanks to partners who share this mission, EVERFI's digital resources for teachers and students are available at no cost. During EVERFI’s Office Hours, educators will explore how financial education and digital wellness can play a part in promoting civic engagement. Educators will walk away with a bank of resources and strategies, both digital and offline, to engage students in becoming financially responsible, digital citizens.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/82153022398?pwd=dEJTWTVCdWtORXc4d21GZXVQZlVzUT09) |
| [United Nations Association Of Greater Boston](https://unagb.org) | Founded over sixty years ago, UNAGB is committed to building understanding of and support for the work of the UN and its agencies. Dedicated to building a grassroots network of global citizens, we facilitate dialogue and offer innovative global educational programs in the community and classrooms in the Greater Boston area. We inform, inspire, and mobilize members of the community to engage with critical global issues central to the work and mission of the United Nations.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/86995186010?pwd=bExhMkkxQlNqTThQbUhKWGQyTlFBZz09) |
| [Building Audacity](http://www.buildingaudacity.org) | Building Audacity envisions freedom and power for the most marginalized individuals and communities. To achieve this vision, through civics education we empower youth ages 11 to 25 to identify the changes they want to see in their communities and provide them with the tools and resources to lead that change. In addition, we provide professional development resources for adults working with BIPOC youth.  **Zoom link** [***HERE***](https://us02web.zoom.us/j/83325531245?pwd=MDNBWHNPSXFITkVSZUdUNXQ1Qnd0UT09) |

**Day 2 - Panel Discussion**

**Zoom link:** [https://us02web.zoom.us/j/85438413256?pwd=M01tVFErMnlBRllqTXFqbGJydWQwZz09](https://us02web.zoom.us/j/85438413256?pwd=M01tVFErMnlBRllqTXFqbGJydWQwZz09" \t "_blank)

**Media Literacy: Preparing Students to be Critical Consumers of Information**

When teaching history and social science, teachers have a unique responsibility to help students consider events – including current events – in a broad historical, geographical, social, or economic context and to take a critical stance toward what they read, hear, and see. Social media is a forum for debate, a space to share information, and the primary mode of communication and dissemination of information for many of today’s youth. *How do we prepare students to be critical consumers of information?* The panel will discuss, followed by a Q&A session.

**Moderator**

**N’Dia Riegler**, the 2020 Massachusetts History Teacher of the Year, is driven by a passion to inspire and empower. She teaches history at the Eliot K-8 Innovation School in Boston, where she encourages students to use their own voices while building and gaining knowledge. She states: “As an educator of color, in an urban school district, it is important that I create a safe and supportive classroom culture. To foster student inquiry, I encourage participation, critical thinking, and inclusive perspectives.” Riegler received her Bachelor’s degree from Barnard College and her Master’s in Education from the University of Massachusetts Boston and the Boston Teacher Residency program.

**Panelists**

**Adam Gismondi** is Director of Impact at Tisch College of Civic Life's Institute for Democracy & Higher Education at Tufts University, where he conducts research, leads communications for the office, and helps build theory-to-practice strategy. His scholarship focuses on the current state and future of higher education, including college student activism, news literacy and misinformation, and campus climate. Adam also currently serves as a part–time faculty member at the Boston University School of Education, as an advisory board member for SXSWedu, and as Civic Media Researcher at the nonprofit organization Civic Series. Prior to working in a research capacity, Adam spent six years working as a student affairs administrator. He holds a BA from William & Mary, an MEd from the University of Florida, and a PhD from Boston College.

**Renee Hobbs** is a pioneer and leading authority on digital and media literacy education. She is also Professor of Communication Studies at the Harrington School of Communication and founder of the Media Education Lab, both at the University of Rhode Island. In her role as researcher, teacher, advocate and media professional, Hobbs has worked to advance the quality of digital and media literacy education in the United States and around the world. The author of many books on media literacy, Hobbs maintains an active research agenda that examines the intersections of the fields of media studies and education, advocates to increase visibility for digital and media literacy at the national level, and has developed numerous award-winning resources for K-12 students and educators. Hobbs received an Ed.D in Human Development from the Harvard Graduate School of Education, an M.A. in Communication from the University of Michigan, and a B.A. with a double major in English Literature and Film/Video Studies from the University of Michigan.

**Mary Robb** is a social studies teacher at Andover High School where she has taught for 20 years. There, she teaches a junior/senior course on media literacy and democracy in which students learn to “navigate the sea of news information” by becoming critical consumers of media who are able to discern trustworthy vs. untrustworthy news. Mary and her students were invited to speak to the Education Committee of the Massachusetts’ state legislature as it considered a bill requiring Civics education. The bill passed with an included requirement that media literacy be included in such classes. Her work garnered attention and was featured in various news outlets, including WGBH’s *Greater Boston*, WBZ News, and Channel One News. Mary has also presented before the Massachusetts Department of Secondary and Elementary Education, several League of Women Voters chapters, and to numerous groups of her fellow educators.

**Workshops**

***How can we cultivate school-wide practices that foster the development of civic knowledge, skills, and dispositions for all students?***

**Day 1: September 23rd  6:35-7:30 p.m.**

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| A | Active Engagement and Critical Thinking: How to Use Mock Trials in the Elementary Classroom  *Laura Brenner, Discovering Justice; Jessica Hyland, Boston Public Schools*  Students have been building their civic knowledge, skills, and dispositions by participating in Discovering Justice's mini mock trial field trips at the Moakley Courthouse for the past two decades. This workshop will introduce elementary teachers to using mini mock trials, debates, and role playing in the classroom to increase students' civic knowledge, skills, and dispositions. Teachers will see examples of and walk away with resources to help students better access complex historical and current perspectives, as well as build their analyzing, critical thinking, evidence-based argumentation, perspective taking, and communication skills.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZYrdOmppj8qG9xGh5r04zZCw8ZEUDlvjzr-) |
| B | Fostering Community and Civic Knowledge Through Integrated SEL Instruction  ***Karen Woods,*** *Sharon Public Schools;* ***Amy Muldowney****, Sharon Public Schools*  In this workshop, participants will gain knowledge of the connections between SEL and Civics. Participants will evaluate the connections between the 5 SEL domains and Practice Number 1 outlined in the 2018 MA HSS Framework. They will align the competencies from the SEL domains with grade level content standards. Participants will also walk away with social studies lesson ideas to implement in their classroom.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZcqf-qsqD0iH9cmRqsTWHEPU6UhPzpI_nJ5) |
| C | Walking Through the Door: Integrating the University of Alabama  ***Nina Tisch****, John F. Kennedy Presidential Library and Museum;* ***Carolyn MacWilliam****, Everett Public Schools*  Part of fostering students' civic engagement involves their understanding of historic occasions that have led to acts of personal courage. In this hands-on workshop, participants will engage in a close reading of a primary source that illustrates the clash between state and federal powers at the University of Alabama in 1963, evaluating the rhetoric surrounding the integration of the university and studying the justifications made on each side. They will then consider the personal commitment of Vivian Malone, one of the two African American students who integrated the school, and discuss what Malone meant when, years later, she said that students need to be "prepared" for turning points in their lives. Participants will develop strategies to facilitate students' awareness of their own preparedness to take thoughtful action.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZIlduyhrT0sG9edukSRF4rbOMvyO7g8Qj5B) |
| D | Reasoning About Civic Action  ***Aidan Kestigian,*** *ThinkerAnalytix;* ***Nate Otey****, ThinkerAnalytix*  A primary goal of civics education is to enable students to plan and enact community change. Thoughtful civic engagement encompasses several skills, including the ability to research a particular issue, give reasons for and against multiple avenues to effectuate change, and determine which avenue will be most effective. Thus before action can occur, students must be able to make an argument for their chosen civic action. But reasoning skills are infrequently taught explicitly, leaving students unable to create and evaluate arguments. This workshop will introduce participants to argument mapping, a method for visually representing how claims presented in an argument work together to support a conclusion. Participants in this workshop will: Gain an introduction to the mapping process and free online mapping resources, discuss how mapping can support middle and high school Civic Action Projects, and view projects that guide students as they use mapping to plan civic action.  Register[*HERE*](https://us02web.zoom.us/meeting/register/tZUrfuCopz4tGtKgMg6U7P6LePy8HMXN1WLu) |
| E | Student-led Civics in Action: Educator Perspectives  ***Tom Trainor****, Cambridge Public Schools;* ***Chaebong Nam****, Harvard University*  An 8th-grade civics teacher and one of the case contributors of DESE's *Civics Project Guidebook* will present a six-week-long student-led civics project he conducted in collaboration with Harvard's Democratic Knowledge Project (DKP). In Spring 2018, he piloted a Civic Action Unit, part of a year-long Grade 8 Civics Curriculum that the DKP developed with Cambridge Public Schools in alignment with the new History and Social Science Framework. From the practitioner's perspective, the presenters will share step-by-step procedures and discuss practical issues behind the scenes necessary for the successful implementation of the projects, such as project management, communication with stakeholders, and coordination with IT staff, administration, and school librarians. Critical issues of authenticity, student choice, teacher guidance, assessment, and reflections for further improvement will be discussed. Encouraging active audience participation, attendees will have opportunities to talk with other educators in breakout sessions to discuss multiple pathways of doing student-led civics.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZMrdO-oqD0uGtK9YsdJRNIaTbSClQaAmLf4) |
| F | Using Civics in Action Speaker Series to Promote Civic Engagement during Remote, Live, or Hybrid Learning  ***Patrick McGravey****, North Andover Middle Schools*  In this workshop entitled "Using a Civics in Action Speaker Series to Promote Civic Engagement during Remote, Live, or Hybrid Learning," the audience will be pushed to consider implementing this instructional strategy to civically engage students in a meaningful manner using experiential learning. This is not your parents' "Meet a Politician" experience, which consisted of students politely listening to speeches. Instead, the civic speaker will be transformed into a classroom teacher not only sharing powerful real world experiences with students but also actively teaching lessons on such topics as the process of how a bill becomes a law, checks and balances, the workings of state, local and federal government, as well as preparing students for the Civics Action Project. All participants will be given a proven blueprint how to make this become a reality in their live or virtual classroom. Another important part of this workshop will be connecting the talks to the new Grade 8 MA Civics Frameworks, the Civic Action Project and closing the Civic Empowerment Gap by bringing in speakers that look like ALL students.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZwsfuusqj4pHNCYmvEkyA8KxuAn0ssd4dZT) |
| G | Building Civic Knowledge, Skills, and Dispositions with the "We the People" Simulated Congressional Hearing  ***Molly Uppenkamp****, Norwood Public Schools*  In this workshop, participants will be introduced to the signature simulated Congressional hearing activity of the "We the People: The Citizen and the Constitution" program from the Center for Civic Education. Presenter Molly Uppenkamp, a current We the People teacher, will introduce the curriculum and the hearing activity, and a group of her current students will demonstrate the hearing presentation. Participants will have an opportunity to ask questions of the teacher and students and plan for how the simulated hearing could be implemented in their own classrooms.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZIpdO-upjIvGdCABUllaR4NBAd5h3VyxmT5) |
| H | Decision 2020: Strategies and Resources to Teach the Election  ***David Buchanan****, iCivics;* ***Christian Scott****, Boston Public Schools*  Fundamental knowledge about our electoral system is something that we often take for granted. However, for students from many backgrounds and demographic profiles, that is not the case. If we are to effectively address the civic empowerment gap (or what many now refer to as the empowerment debt), we must help all students to gain a full understanding of this content. This interactive session will include examples from game-based learning, innovative curricula, and other resources available for free from iCivics and other sources to illustrate engaging approaches to teaching the election. Christian Scott, an experienced practitioner, will share insights and key advice on how to make it all come alive in the classroom.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZMufu-gqTwiGNCEqbeBD8xoDd0IyqM7q5Cw) |
| I | Integrating Media Literacy in Student-Led Civics Projects  ***Wendy Rivenburgh****, Education Development Center*  *How and where should media literacy be integrated into civic learning experiences*? Media literacy is foundational for all civics projects. Students need to develop their media literacy skills to be able to effectively access, analyze, interpret, create, and act with different forms of information. These efforts help them better understand and advocate for the issues they care about. This session engages participants in looking closely at the DESE Civics Project Guidebook with participants to reveal the opportunities for evaluating sources and discerning bias, making for a more robust learning experience. Presenters will guide participants through some of best tools and resources available for supporting media literacy skill development. Through practice and application of these skills, students build their capacity to think critically about the roles they can play as members of their community and civic actors.  Register[*HERE*](https://us02web.zoom.us/meeting/register/tZUkde2rrTkuGd37EMTHT-fBk8MN2bI_QpCN) |
| J | Now What? Planning and Implementing Opportunities to Develop Student-led Non-partisan Civics Projects  ***Gorman Lee****, Braintree Public Schools*  This workshop is a follow up from the Mass Council for the Social Studies (MassCouncil) "Now What?" curriculum leadership workshop series (Feb-Mar 2020) to discuss action steps and planning at the district and school building level. Topics include but are not limited to: budgeting; professional development; networking opportunities; curriculum development; identifying resources, partnership with other departments such as science, ELA, and math; providing support for EL students and students with high needs or with disabilities, transfer students, community outreach and partnerships; opening opportunities for students to develop their projects; and establishing or improving communication between grade spans (especially middle and high school) to ensure continuity and avoid redundancy.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZEkfuCuqjkvH9MHha2R4d6o1acNZODc6X4V) |
| K | Civic Engagement in Local Environmental Issues: Some Massachusetts Envirothon Program Experience  ***Wyll Snyder****, University of Massachusetts Extension;* ***Stacey Hill****, Worcester Public Schools*  This workshop will include experiences and insights gained from two decades of supporting Massachusetts high school youth-led community research and action on local environmental issues. The Envirothon Current Issue challenges teams to investigate a key environmental issue as it occurs in their own communities. The emphasis is on thorough, wide-ranging research, including field trips, interviews, web searches, and town hall visits. Teams analyze the scientific and civic dimensions of the problems they find, and make a presentation to (and get real world feedback from) a panel of judges including scientists, resource managers, policy-makers, local officials, and community activists. Each year about half the teams take what they learn and put it to work in a community action project. We will focus on four areas of Envirothon experience relevant to civic engagement projects: 1) the rewards/challenges of making and sustaining connections with community resource people and organizations, 2) the variety of forms that "student-led" learning can take, and the roles that adult advisors and teamwork can play, 3) the importance of in-depth community research before taking action, and 4) the challenges/opportunities that interdisciplinary environmental issues offer.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZIsf-moqT0oEtfcFEf5l0ZjWBqQptI-Z36X) |
| L | Seek the Floor: Legislative Simulations for the Classroom  ***Sarah Yezzi and Nate Gundy****, Edward M. Kennedy Institute;*  Civic engagement and agency are fueled by skills and knowledge. Powerful things can happen when students understand how government works and how they can find pathways to their own participation. This session will look at classroom simulations and role-play as vehicles for demystifying the legislative process, unpacking complex issues of national importance, and fostering a sense of political empathy through a framework of bipartisan representative democracy. We will share free resources that look at key policy areas such as climate, criminal justice, and voting right in terms of what is at stake, who is affected, and what policy solutions can and should look like. This session will address strategies for both in-person and remote learning.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZUqfuiprDstGdHndWLVkiV6xVhvWIyhOgNh) |

**Day 2: September 24th 6:30-7:45 p.m.**

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| M | Changemakers in the Past & Today: Using a Case Study Approach for Upper Elementary Civics  *Jenny Chung, Cambridge Public Schools*  *When is change progress? How do people, both individually and in groups, bring about change in their world?* These essential questions are at the heart of the case study approach to 4th grade social studies in Cambridge Public Schools, focusing on changemakers in each region of the U.S. In this workshop, participants will learn of the case study approach, with a deep dive into the case study specific to Chinese-Americans in the West that integrates topics such as immigration, transcontinental railroad work, fight for citizenship, and modern-day xenophobia. There will be discussion on how to engage students in these topics in a remote setting. Participants will walk away with the case study outline for the year and a pdf of the slide deck for the Chinese-American case study.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZcpdu-urzoiH9C0hwRMxWTy3-6FTKCnU3AX) |
| N | Using Democracy to Shape Curriculum: Choosing to Learn About Slavery with Contemporary Picture Book About the Institution  ***Raphael E. Rogers****, Clark University;*  Another way to help students learn about civics is to employ a democratic approach to the curriculum, meaning creating a way for students to have some say in what is taught and how. In this workshop, Rogers details how democratic principles were employed in a middle school history class during a unit that focused on the complex history of slavery in the United States. This workshop will also feature an approach that provides students with opportunities to examine and share their perspectives about the historiography, contemporary representation, and teaching of slavery in the United States.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZIocOuoqjkrG9CrSZ23dlPZWH23NHb7neD6) |
| O | Make Your Voice Heard: Taking a Stand Through Music, Writing, and Literature  ***Esther Kohn****, John F. Kennedy Presidential Library and Museum;* ***Bernadine Lormilus-Henry****, Boston Public Schools*  This workshop demonstrates engaging strategies that introduce students to youth activism in the past and then empower them to be change agents today. Participants will investigate primary source material and children's literature to understand the essential role music played in the Civil Rights Movement – specifically, how it gave young people the courage to take great risks to work towards equality and justice. In the second part of the session, participants learn how to structure a research and writing project that challenges students to take a stand today. The project guides students to explore challenges that affect their communities so that they can learn more about why the issues exist and who they affect. In a culminating activity, students share their findings and proposed solutions by delivery speeches to the school community and participating in mock demonstrations.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZ0pc--rqTwtG9AvxS46wNqyNFELRIrrxquz) |
| P | Socially Just Civic Engagement: Intersectionality and the 2020 Census  ***José Lugo****, Collaborative for Educational Services;* ***Maria Campanario****, Educational Consultant****; Norm Pacheco****, Holyoke Public Schools*  In this session, participants will vigorously engage in discussions and activities that demonstrate how the theory of intersectionality is key for fostering culturally-relevant civic knowledge. We will examine questions 8 & 9 (origin & race) of the 2020 census, apply concepts of intersectionality as they relate to power and the development of an authentic civic voice. Educators will experience primary sources, join in a lesson, and participate in small and whole group discussions. The objective is to connect intersectionality for the development of culturally-relevant civic knowledge that allows for easy translation into action, that is to say, praxis.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZYsfu6hpzwqHNAHYGoYw8DcDEUCI4ZUfnl3) |
| Q | Youth Civic Action: Classroom Tested, Student Approved  ***Irene LaRoche****, Amherst Regional Middle School;* ***Catherine Harding****, Sharon High School;* ***Katerina Sherrick,*** *Westfield Middle School;* ***Carly Hall,*** *Four Rivers Charter Public*  This workshop provides opportunities to converse with teachers as well as students who have engaged in student-led civic action projects. We will showcase three years of student-led civic action projects from Amherst Regional Middle School and share how we have combined our previous work with the 2018 Framework and the DESE Civic Project Guidebook. We will share inclusive and social justice-oriented activities, suggest democratic pedagogies, model lesson plans, and connect participants with useful, interactive, and collaborative resources.  Register [*HERE*](https://us02web.zoom.us/j/86331791352?pwd=bXBIZnRCK3RKT0RhWFlZV0ZCWVlIUT09) |
| R | Choosing to Participate: Facing History and Action Civics  ***Elizabeth Marshall Carroll****, Facing History and Ourselves*  Choosing to Participate has always been a central component of Facing History and Ourselves' approach to teaching and learning. Recognizing the need for concrete resources that support action civics, including student-led civics projects as required by Chapter 296 in Massachusetts, Facing History recently published "From Reflection to Action: A Choosing to Participate Toolkit" to support educators with a flexible collection of activities, readings, lessons, and strategies that can be used alone or in combination to develop meaningful civic action experiences for students. This session will introduce the Choosing to Participate Toolkit and share some of its resources, including examples of projects and assignments teachers have implemented to develop and strengthen their students' "participation muscles" -- a combination of civic skills, knowledge, and dispositions.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZMod-2vqjgiGNCUA9VSSi2MH6eFjfY5xLtE) |
| S | Civic Engagement in Practice  ***AnnMarie Strode and Kelly Cook****, Bourne Public Schools*  *How do we empower students to be civically engaged?* This question was explored in 10th grade history classes at Bourne High School through the Civics Action Project. This presentation will discuss the process of getting this work started in your classrooms, how to get students excited about using their voice to make change, and how to showcase this work for public viewing. There are two main objectives of this project: 1) Students recognize that their voice, no matter how quiet, can be an agent of change. 2) No matter the outcome of the individual project, students learn that the process to generate awareness of an issue is powerful. Participants will walk away with a resource guide for students, templates for research and action plans, and ideas for showcasing student work. Our goal is to share with others our experience as teachers through the work of our students.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZMkd-GsrTktE9Hn4GqRIbpVD6cEEnPQSvv1) |
| T | Engage Students with Disabilities in Inquiry and Civic Action  ***Rich Cairn****, Collaborative for Educator Services*  *How will your school district ensure that students with disabilities--those on IEP, 504 plans, and other diverse learners--Special Education and 504 plans, can fully and meaningfully participate in the new student-led civic engagement projects at 8th grade and high school?* Participants of this 75-minute webinar will examine the 2018 Civic Engagement legislation and DESE Civic Action Project Guide with access for diverse learners in mind; consider overall strategies to support diverse learners in project-based learning; gain access to planning tools and varied resources.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZYrdOGtqTIoH9AH0QDdW3KSLA2cXXGa0REU) |
| U | Bringing Action Civics to Life: Student Projects, Teacher Resources, and Practical Advice from Students, Teachers, and GC Staff  ***Jason Lofchie****, Generation Citizen;* ***Brian Hodges*** *and* ***Brendan******Kripps****, Attleboro Public Schools*  As district and school leaders deliberate and consider the benefits and challenges with integrating student-led civics projects, it is imperative to elevate examples of teachers already implementing these projects well. In this workshop, teachers, students, and Generation Citizen staff will discuss their experiences with student-led projects in classrooms, districts and communities – bringing to life examples of classroom stories and experiences of middle school and high school students. In addition, GC staff will share their experience with supporting teachers. We will conclude the workshop with an open Q&A section with students presenting their civics projects.  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZIsc-uupzgpGdekRivR0K5DB0rXJAI3Y61f) |
| V | Using Dialogic Practice in the Classroom for Deeper Civic Conversations  ***Amy Munslow****, Edward M. Kennedy Institute;* ***Allyson Bachta,*** *University of Massachusetts Boston*  The Civic Conversations project, funded by the Leonore Annenberg Institute for Civics Award and the Institute of Museum and Library Services, is a multi-year study of dialogic practices in the classroom environment. The project supports a growing group of educators and partners as they learn, work, and use dialogue to contribute to a positive school culture and provide students the opportunity to build skills for civic life. As national discourse around civic issues become increasingly polarized and the presidential election draws near, structured dialogue encourages students to listen to each other, discuss their own values and experiences, and consider diverse perspectives. This session will:  •Model tools and exercises that educators can use to design and navigate meaningful conversations and infuse dialogic practices into their day-to-day teaching (even virtually or in hybrid classrooms)  • Explore the impact of dialogue on teaching practice through a panel discussion and Q&A session with educators who participated in the Civic Conversations Summer 2020 Institute  • Provide participants access to the Civic Conversations community of practice; a group of educators who are learning about dialogic strategies, infusing them into their teaching practice, and designing dialogue-based lesson plans  Register [*HERE*](https://us02web.zoom.us/meeting/register/tZ0kcOuqqzoqGtPTl8h8xmXlppYMknjQeY1u) |

**Presenters**

**Laura Brenner** Laura Brenner is the Education Program Director at Discovering Justice, a civic education nonprofit located in the U.S. Moakley Federal Courthouse. There, she develops curriculum and programming for K-8 students and teachers across Massachusetts, with the goal of increasing access to high quality opportunities of learning and practicing civic knowledge, skills, and dispositions. Before joining Discovering Justice, Laura worked in Boston as an elementary school teacher for seven years. Laura is passionate about helping empower students and teachers to build their metacognition, critical thinking, leadership, self-reflection, and global awareness through rigorous and engaging education, and sees issues around justice and civics as ideal vehicles for developing these vital skills.

**Dave Buchanan** is the Director of Massachusetts Programs with iCivics. Prior to his current role, he was a manager of DESE's Office of Literacy and Humanities and led the revision of the History and Social Science Curriculum Framework. Prior to that, he was a social studies teacher for many years.

**Rich Cairn** has directed the Emerging America program since 2006. Emerging America includes Library of Congress Teaching with Primary Sources Program at the Collaborative for Educational Services and the National Endowment for the Humanities Landmarks of American History Institutes: "Forge of Innovation: The Springfield Armory and the Genesis of American Industry." Emerging America has also played a vital role in helping to shape and to roll out the 2018 Massachusetts History and Social Science Curriculum Framework. A graduate of Yale University, Rich earned a Master of Public Affairs from the Hubert H. Humphrey Institute at the University of Minnesota. He is a recognized national leader in service-learning, civic engagement, performance assessment, environmental education, and history education. He has authored numerous books and multimedia, and has designed and led hundreds of teacher workshops. He is a lifelong social justice activist.

**Maria Campanario** has been in the field of education for over 40 years. Her work has concentrated on building effective educational structures for socially, culturally and linguistically diverse students. In addition to having served in multiple roles in Boston Public Schools, she teaches undergraduate and graduate level courses on educational leadership, literacy, socio-linguistics, race and urban education with a focus on educational justice. She has presented at national conferences and led issue and policy based professional development for educators at national, state and local levels.

**Elizabeth Marshall Carroll** (she/her) is the Associate Program Director for New England at Facing History and Ourselves. From 2013 to 2017, Lizzy was the Founding Director of the Education Studies program at Yale University. She began her career as an English teacher at DeWitt Clinton High School in the Bronx, NY. She later taught and served a teacher leader at Boston's Josiah Quincy Upper School, a public pilot where Lizzy helped lead the transition to being an International Baccalaureate school. Lizzy received her BA in English from Dartmouth College, MSEd in Secondary Education from Lehman College - City University of New York, and MA in Literature from Middlebury College Bread Loaf School of English. She earned her EdD in the Urban Superintendents Program at Harvard Graduate School of Education where her research focused on teacher voice in education policy. She currently serves as a Town Meeting Member in her community of Milton, MA.

**Jenny Chung** has been an educator in Cambridge since 2006, as a middle school humanities and social studies teacher, district history instructional coach, and now as Acting Curriculum Coordinator for the History and Social Studies Department. She was awarded the William Spratt Award for Excellence in Teaching Middle School Social Studies in 2016. Chung is actively engaged in equity initiatives and curriculum development. In her capacity as history coach, she helped lead the efforts for Cambridge to partner with the Democratic Knowledge Project at Harvard to design an agency-centered civics curriculum that aligns with the new history/social studies framework and centers hidden narratives.

**Kelly Cook** is the Curriculum Director for grades 6-12 for the Bourne Public Schools. Kelly taught high school ELA for 12 years and worked as an instructional learning coach for a year before taking on the role of curriculum director. She received a CAGS in Educational Leadership from Bridgewater State University in 2018. In her current role, she is overseeing the curriculum updates based on the new history and social science framework and facilitating the civic action project work at both the middle and high school.

**Brendan Cripps** has been a social studies teacher at Methuen High School since 2001. A recipient of the 2016 Methuen Public Schools Teacher of the Year Award and of the 2006 and 2020 JROTC Teacher of the Year Awards, Brendan lives to enrich the lives of his students and make them leaders for the 21st Century. His students have earned the Collaboration and Student Action awards at previous MA Civics Days. Brendan’s focus on motivating and engaging students in Action Civics led an initially unmotivated student to becoming a leader and being named the 2019 Student Changemaker at the MA Civics Day.

**Catherine Harding** is a member of the Senate Education staff at the Edward M. Kennedy Institute for the United States Senate. She is a 2019 graduate of the Bridges to the Future Program at UMASS Amherst College of Education. Catherine presents on civic engagement work with students in a variety of professional development and conference settings.

**Stacey Hill** has taught science in Massachusetts public schools for over 20 years. For the past 14 years, Stacey has also coached the Envirothon team at Doherty Memorial High School in Worcester. She is eager to share her experiences and insights to the many benefits that the Envirothon program brings to students, schools, and communities.

**Brian Hodges** is the Social Studies Coordinator at Attleboro High School. In that role, he is charged with overseeing the implementation of the new history and social science framework and civic action project at the high school, which has led to a partnership with Generation Citizen. He has also been doing action civics projects with his students for the past six years. Most recently he developed a co-taught interdisciplinary action civics course that combines social studies, English, math, and science in a year-long elective centered around the UN's 2030 Sustainable Development Goals. He has earned degrees from Boston University and Framingham State, as well as completing the Educational Leadership program at Bridgewater State University.

**Jessica Hyland** is a fifth grade teacher at the James Otis Elementary School in Boston. This is her tenth year as a teacher, during which time she also taught second grade for three years. She is an enthusiastic educator whose primary objective is educating the whole child to be caring member of their community.

**Aidan Kestigian** (aidan@thinkeranalytix.org) is a Program Director at ThinkerAnalyitx, an education non-profit organization affiliated with the Harvard Department of Philosophy. ThinkerAnalytix works with teachers to teach critical thinking skills to students through a method called argument mapping, in which students work to visually represent how the claims in an argument work together to support a main claim or conclusion. Aidan develops content for teachers around civics and ethics and maintains research interests in both of those areas. Outside of ThinkerAnalytix, Aidan teaches logic, critical thinking, applied ethics, and social and political philosophy at the undergraduate level, most recently at Wheaton College in Norton, Massachusetts.

**Esther Kohn**, Education Specialist, joined the John F. Kennedy Library Foundation in September 2003. In addition to coordinating the Profile in Courage Essay Contest, she develops and implements elementary school programs at the John F. Kennedy Presidential Library and Museum. Prior to joining the Library and Foundation, she was an elementary school classroom teacher at the Cambridge Friends School and the Atrium School in Watertown, MA. Before becoming a classroom teacher, Esther developed exhibit programs at the Children's Museum in Boston. She has a B.A. in French from Washington University in St. Louis and an Ed.M. from Lesley University in Creative Arts in Learning.

**Irene LaRoche** is the Social Studies Curriculum Leader and 7th and 8th grade social studies teacher at Amherst Regional Middle School. She is Clinical Faculty for History licensure at UMASS Amherst College of Education and Visiting Assistant Professor of Education at Westfield State University. Irene is the co-author of *We, the Students and Teachers: Transforming Classrooms with Democratic Teaching* (2015). Irene has spent over twenty years working with youth action in schools, first supporting teachers to engage in community service learning and then expanding to civic engagement. Her research in the last ten years has focused on democratic teaching practices and student voice.

**Gorman Lee** is the K-12 Director of Social Studies for the Braintree Public Schools (2007-current) and also serves as Program Director for Professional Development for the Massachusetts Council for the Social Studies (and Past President in 2014), as well as 8th Congressional District Coordinator for the Massachusetts Center for Civic Education. Gorman completed his Doctorate in Education from Northeastern University ("Effecting Student Learning for Historical Understanding") in 2014. He also holds a Bachelors in History Education at Boston University, MA in Curriculum Development at Tufts University, and an MEd in Organizational Management through the MSSAA and Endicott College. Gorman taught middle and high school social studies for the Medford Public Schools (1993-2007) and Braintree Public Schools (2007-present), and served as Teacher Learning Center Director for Medford Public Schools (2002-2007) training K-12 teachers to create and develop Project Based Units (PBUs). Gorman served on both the 2003 and 2018 History and Social Science curriculum review panels to revise (and improve) the MA History and Social Science Curriculum Framework. He is the recipient of the Richard Aieta Award for Outstanding Supervisor in 2014 and in 2018 from the Massachusetts Council for Social Studies. This year, Gorman is working with his grade 8 teams on collaborating and developing a project-based unit focusing on the 2020 U.S. Election for Grade 8 U.S. and MA Government and Civic Life this fall designed to optimize student learning for full and hybrid format.

For over a decade, **Jason Lofchie** taught at Brockton High School and Cambridge Rindge & Latin School prior to becoming Program Director at Generation Citizen. He has earned his master's degree in the Language and Literacy program at Harvard Graduate School of Education and his master's degree in English and education at University of Massachusetts–Boston.

**Bernadine Lormilus-Henry** is a 7th Grade ELA teacher at the Martin Luther King, Jr. Inclusion School in Roxbury. She has been an educator in both the public and private school sectors for over 15 years. Mrs. Lormilus was the 2016 recipient of the Barbara J. Capron Award for Excellence in Teaching Social Studies. As a teacher, Mrs. Lormilus strives to teach from a social justice lens, while infusing civics, social studies, and literature in the curriculum. She provides her students with rich and meaningful content that provides windows and mirrors to open up their minds and hearts about the world around them. Her teaching approach forces students to think critically and pushes them to become reflective about what they are learning and how they can become change agents in their own communities.

**José Lugo** is an experienced bilingual adult educator who began teaching Ethnic Studies in 2002 in Colorado and worked primarily with Chicano students. With the roll-out of the Affordable Care Act, José joined the Colorado Department of Human Services (CDHS) where he played a key role in upgrading professional development practices statewide. While with CDHS, he focused on culturally relevant hybrid and self-directed learning. In 2017, José became the Online Learning Instructional Designer and LMS Coordinator for the Collaborative for Educational Services (CES). His role allows José to support the organizational effort to deepen the agency's capacity in social justice. Other PD José is/has engaged in: (1) Hosting a hybrid Ethnic Studies PLC beginning in the Summer of 2020 across the state. (2) Developed and designed an online Introduction to Ethnic Studies course and (3) co-facilitated a two-day "Leadership for Social Justice" workshop designed to provide a framework, process, and strategies for coaching CES staff and consultants around social justice-related issues.

**Carolyn Kelly MacWilliam** is a member of the Social Studies Department at Everett High School. Ms. MacWilliam currently teaches AP US Government and Politics, as well as Introduction to Law and Court Practices. Additionally, she is the club advisor for the Mock Trial Team and the Student Ambassadors, a community service group designed to help acclimate new students, including freshman. Ms. MacWilliam is a graduate of Stonehill College and New England School of Law.

**Patrick McGravey** has been in education since 1993 and is currently teaching eighth grade civics at the North Andover Middle School. He is also a pilot teacher for Harvard University’s Democratic Knowledge Project’s one-year curriculum entitled “Civic Engagement in Our Democracy.” Patrick feels passionately about promoting civic engagement and was selected for the 2015 C-SPAN Teacher Fellowship where he worked in Washington DC on civics curriculum. In the 2019-20 school year, he started a monthly Civics in Action Speaker Series that civically engaged his students in a meaningful way.

**Chaebong Nam** is an Action Civics Specialist at Harvard's Democratic Knowledge Project (DKP). She wrote a Civic Action Unit for the DKP Grade 8 Civics Curriculum in collaboration with Cambridge Public Schools.

**Norm Pacheco** has over twenty years of experience in education, in roles ranging from paraprofessional, behavior management, PBIS coach, facilitator of a middle school Student of Color Alliance, and teacher. Norm graduated from the Metropolitan State University of Denver in Colorado with a degree in Special Education. He will be earning his M.Ed. in Curriculum and Instruction from Fitchburg State University, and soon, thereafter, hopes to begin a doctoral program in Social Justice and Equity. He spent two years as chair of Northampton’s district Social Justice and Equity in Education committee and is passionate about the topic. Norm grew up in Aurora, Colorado, lives in Northampton, and is currently a special educator in Holyoke.

**Wendy Rivenburgh**, Senior Associate with Education Development Center, is an expert in project-based learning, media literacy, and civics education. She specializes in instructional design and leads online and face-to-face professional development for teachers and afterschool educators. Her expansive body of work includes youth media training and curriculum for Adobe Youth Voices, a program that guided students in harnessing digital skills to create change in their communities.

**Raphael E. Rogers** is an Associate Professor of Practice in the Education Department at Clark University in Worcester, Massachusetts. He has worked in the field of education for over 25 years. Currently, he works within a Masters of Arts in Teaching program to prepare aspiring teachers and teaches courses that focus on critical race theory, urban schools, literacy, and teacher research. In the past, he taught in public schools located in Worcester, Newton, Amherst, and Springfield. He also has served as literacy coach, consultant, teacher education program reviewer, and university supervisor of student teachers in a number of urban schools in Massachusetts. He is the author of *Representations of Slavery in Children's Picture Book: Teaching and Learning About Slavery in K-12 Classrooms* (2018)and recently penned a chapter titled “Talking About and Teaching Hard History Together”that appears in *Partnership and Powerful Teacher Education: Growth and Challenge in an Urban Neighborhood Program* (2019) which details the work of Clark's Master of Arts in Teaching program.

**Christian Scott** is a Social Studies educator in the Boston Public Schools. Christian teaches 8th Grade Civics at the Lyndon K-8 in West Roxbury. For the past eight years, Christian has been involved with Action Civics and project based learning in the Civics classroom. Christian has collaborated with iCivics, WGBH, the Edward M. Kennedy Institute for the Senate, and Generation Citizen on various Civics based programs.

**Will Snyder** received certification to teach history/geography/social studies in Illinois and Massachusetts. His area of research interest is youth-led, community-connected, project-based learning. The focus of his work with UMass Extension's 4-H program is to connect high school educators and students with opportunities for community research and action around environmental issues. The Massachusetts Envirothon program has proven an excellent resource for helping high school educators and students to connect with environmental science expertise at UMass and in their communities.

**Ann-Marie Strode** has taught in the Bourne Public Schools as a social studies/history teacher for the past 18 years. She has taught students in grades 6, 8, and high school, and has taught the subjects of geography, world history and United States history. Four of those years were spent as an Instructional Learning Coach supporting teachers in the areas of project based learning and instructional technology, as well as curriculum development. Ann-Marie has also served as the facilitator for the district's Social Studies/History curriculum development team and the pilot classroom for the district's Civics Action Project. She is a member of the Massachusetts Council of the Social Studies, and has presented at NERC (Northeast Regional Conference of the Social Studies) five times.

**Nina Tisch** has been an Education Specialist at the John F. Kennedy Presidential Library and Museum for 19 years where she has developed and implemented US history and civic education programs for high school students throughout the country. She received her B.A. in American Studies from Yale University and her M.Ed. in Instructional Technology from the University of Virginia.

**Tom Trainor**, a native Cantabrigian, has been teaching in the Cambridge Public Schools for 14 years as a humanities and social studies teacher. During the 2019-20 school year, he piloted a six-week student-led civics project in collaboration with Harvard's Democratic Knowledge Project (DKP), which is featured in the DESE *Civics Project Guidebook*.

**Karen Woods** is a former Peace Corps Volunteer and has worked in the Sharon Public School District for the past 12 years. She began as a first grade teacher and is currently the K-5 Science and Social Studies Curriculum Coordinator. She is passionate and active in equity work in her district, and fosters civic skills in an integrated approach in the elementary grades.

**Molly Uppenkamp** has taught Social Studies at Norwood High School since 2008 and is passionate about expanding Civics education in Massachusetts. She has created a Civics program within her school: her students annually participate in the "We the People" competition. She regularly works with the Massachusetts Center for Civic Education on professional development workshops and is an instructor and program volunteer with their "Citizen Lyceum" initiative. She holds a BA in History and a BS in Social Studies Education from Boston University and an MA in American History from Tufts University. In 2013, she was awarded the Goldin Foundation Award for Excellence in Education.

**Sarah Yezzi** is the Director of Education, Family & Youth Programming at the Kennedy Institute and oversees the development of onsite and online educational programs as well as the Institute’s Youth Advisory program. She has been developing digital curriculum resources for social studies classrooms for over 25 years. Sarah holds a BA in English and French from Boston College and an M. Ed. in Instructional Technology from the Harvard Graduate School of Education.

**Nate Gundy** is the Manager of Educational Programs at the Kennedy Institute. He has served as program designer, content specialist, and facilitation trainer for program staff since the Institute’s opening 5 years ago. Nate has also worked for the Freedom Trail Foundation, Historic New England, the Museum of Science, and the Old North Church. Nate holds a Bachelor’s in Theater Arts from Salem State University.

**Amy Munslow** Amy Munslow, Education Manager, has worked at the Kennedy Institute since 2015. She works to develop and support hands-on civics programming for K-12 students, striving to provide young people with meaningful place-based learning experiences that contribute to their future as engaged citizens of democracy. Amy earned her B.A. in Education from the University of Michigan and worked internationally teaching English Language Learners prior to her work at the Kennedy Institute.

**Allyson Bachta** a certified teacher and administrator with more than eighteen years of experience in Massachusetts’ public schools. She holds a M.S. in Global and International Education (Drexel University) and a M.Ed. in Science Curriculum and Instruction (University of Massachusetts Lowell). She is also a K-12 project consultant for Essential Partners as well as a PhD student in the McCormack Graduate School of Policy and Global Studies at the University of Massachusetts Boston.

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| **Post-Conference Survey**  QR code for conference evaluationYour feedback is important and will help inform our planning for future events. The evaluation linked below should take 5-10 minutes to complete. This evaluation will be available until **Friday, October 2, 2020.** <https://bit.ly/35TGjn0> |
| **Thank you!**  *The Massachusetts Department of Elementary and Secondary thanks all 2020 Civics Literacy Conference attendees for their commitment to civics education across the Commonwealth. Additionally, we thank all of our partners, including the planning team, all of today’s presenters, the Edward M. Kennedy Institute for the United States Senate and the John F. Kennedy Presidential Library and Museum.*  ***Laura Brenner,*** *Discovering Justice and Massachusetts Civic Learning Coalition*  ***Claudia Wu,*** *Newton Public Schools and Massachusetts Civic Learning Coalition*  ***Sarah Yezzi,*** *Edward M. Kennedy Institute for the Senate*  ***Nancy McCoy,*** *John F. Kennedy Presidential Library and Museum*  ***Casey Cullen,*** *Westborough Public Schools*  ***Gorman Lee,*** *Braintree Public Schools and Massachusetts Council for the Social Studies*  ***Dr. John Reiff,*** *Department of Higher Education*  ***Natacha Scott,*** *iCivics*  ***Nechama Goldberg,*** *Massachusetts Department of Education*  ***Reuben Henriques,*** *Massachusetts Department of Education*  ***Woodly Pierre-Louis,*** *Massachusetts Department of Education*  ***Cecelia Spencer,*** *Massachusetts Department of Education* |

